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Хонандагони азиз!

Китоб манбаи донишу маърифат аст, аз он баҳравар шавед ва онро эҳтиёт намоед. Кӯшиш ба харҷ диҳед, ки соли хониши оянда ҳам ин китоб бо намуди зебояш дастраси бародарону хоҳаронатон гардад ва ба онҳо низ хизмат кунад.

Ҷадвали истифодаи иҷравии китоб

№	Ному насаби хонанда	Синф	Соли таҳсил	Ҳолати китоб (баҳои китобдор)	
				Аввали соли хониш	Охири соли хониш
1					
2					
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5					

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Contents

	Page
Introduction	6
Unit 1	
Lesson 1	Starting on a trip 13
Lesson 2	Suffix ‘-er’; professions; numerals 15
Lesson 3	Home reading 17
Lesson 4	My flat, Present Continuous Tense, Past Indefinite Tense; My friend’s story 18
Lesson 5	Isaac Newton (Part 1) 20
Lesson 6	Home reading 22
Lesson 7	Isaac Newton (Part 2); Absent-minded philosopher 22
Lesson 8	Suffixes -ly’, ‘y’; weather; After the thunder, Autumn 25
Lesson 9	Home reading 27
Lesson 10	There is (are); weather and seasons; Spring 27
Lesson 11	There are (is); weather and seasons; suffix ‘-ness’; The wonders of the sea 28
Lesson 12	Home reading 30
Lesson 13	Time; London; We arrive in London; Telling the time 30
Lesson 14	Either, neither; Future Indefinite Tense; Ballooning 34
Lesson 15	Home reading 36
Lesson 16	Revision; A strange summer; Stone trees; Only one eye 36
Unit 2	
Lesson 1	Suffix -ly’; plants 38
Lesson 2	Vegetables 39
Lesson 3	Home reading 41
Lesson 4	Use of ‘should’; fruit and vegetables 41
Lesson 5	Some more plants 43
Lesson 6	Home reading 45
Lesson 7	New life (Part 1) 45

Lesson 8	New life (Part 2); flowers	47
Lesson 9	Home reading	49
Lesson 10	Animals; The wonder world of nature]	
	Busy honey bees	49
Lesson 11	Haioty Nav	53
Lesson 12	Home reading	54
Lesson 13	The metric system; What causes waves;	
	Funny donkeys	54
Lesson 14	Revision; The common fly, Garlic	57

Unit 3

Lesson 1	Radio and television (Part 1); Prove it yourself	59
Lesson 2	Must - have to ... ; Radio and television (Part 2);	
	Why is the sky blue?	61
Lesson 3	Home reading	63
Lesson 4	Television (Part 1)	63
Lesson 5	Television (Part 2); More about English seasons	66
Lesson 6	Noun suffixes; The third law of motion	68
Lesson 7	Home reading	69
Lesson 8	Rogun hydroelectric station	69
Lesson 9	Sound; More about London (Part 1)	72
Lesson 10	Suffixes 'ment','ful'; The electric light-bulb;	
	More about London (Part 2)	75
Lesson 11	Water (Part 1); More about London (Part 3)	77
Lesson 12	Home reading	79
Lesson 13	Complex object; Water (Part 2)	79
Lesson 14	Rubber (Part 1)	81
Lesson 15	Home reading	83
Lesson 16	'Wh-' questions; Milk and water; Rubber (Part 2)	83
Lesson 17	How did they carry the bags?	86
Lesson 18	Home reading	89
Lesson 19	A square and a triangle; The gulf stream	89

Unit 4

Lesson 1	At the post office (Part 1)	91
Lesson 2	At the post office (Part 2)	93
Lesson 3	Home reading	95
Lesson 4	'Either', 'neither'; meals; British meals long ago	95

Lesson 5	Suffix ‘-able’; Meals (Part 1)	98
Lesson 6	Home reading	99
Lesson 7	‘Must’; suffix ‘-ful’; Meals (Part 2)	99
Lesson 8	Past indefinite tense, past continuous tense; At the table (Part 1)	101
Lesson 9	At the table (Part 2)	104
Lesson 10	Home reading	
Lesson 11	Noun gender; Future Indefinite Tense; clothes; Dress	105
Lesson 12	Complex object; shopping; More food (Part 1)	108
Lesson 13	Complex object; Some points of etiquette	110
Lesson 14	Clothes; holidays; My Granny’s thoughts about Tajik National Holidays; The four cyclists	112
Lesson 15	Revision; English traditions	114
Irregular verbs		116
Proverbs		118
Grammar		121
Reader		147
International word list		183
Topical vocabulary		187
Vocabulary		195



Introduction

This English textbook for the 8th form (with a natural sciences profile) continues the English language series, already adopted by the Ministry of Education of Tajikistan, for forms 3-11 in Tajik secondary schools.

The book offers methods for dealing with some of the problems in teaching English.

Its main aim is to develop pupils' skills in reading and understanding a variety of texts, both fiction and non-fiction. This is achieved by means of careful translation or by answering questions on the text.

The development of skills in reading aloud and speaking is also an important element in the book. Speech topics are included in accordance with the Foreign Language Programme for Tajik Schools.

The book consists of: 4 units, one for each term, with 64 lessons in total; a list of irregular verbs; a grammar reference section; reading passages with comprehension tasks; an international word list; a topic-based vocabulary, covering forms 3-11; an English-Tajik vocabulary; a list of contents.

The language teaching material is presented in the four units which are divided as follows:

TERM 1	UNIT 1	Lessons 1-16
TERM 2	UNIT 2	Lessons 1-14
TERM 3	UNIT 3	Lessons 1-19
TERM 4	UNIT 4	Lessons 1-15

Within the lessons, language material and topics are regularly reviewed and recycled.

Grammar is reviewed and consolidated through practice exercises and creative tasks.

Teachers should enable pupils to practise spoken English using the topics and linguistic material set out in the syllabus.

The book introduces some new topics by which pupils' reading and speech skills can be developed. These topics appear in three divisions:

- A Social-labour topics
- B Social-cultural topics
- C Social-communicative topics.

A Social-labour

Isaac Newton
The moon and the sky
Water (sea, lakes . . .)
Plants and animals of the world
The third law of motion
Sound electricity
The metric system
Solving physical and mathematical problems
Rubber

B Social-cultural

Radio and television
English traditions
Tajik national holidays
Etiquette

C Social-communicative

Seasons
Rogun hydroelectric station
Nurec station
Shopping
At the post office
Meals (at table)

Reading is the main skill that a pupil must acquire in the process of mastering the English language in school.

The syllabus for English Language puts reading as the leading language activity to be developed: 'by the end of the course, pupils must be able to read easy texts of social-political content, general science and fiction.'

Reading is one of the practical aims of teaching a foreign language in school. But reading is not only an aim in itself, it is also a means of learning a foreign language.

The more pupils read, the better is their retention of linguistic material.

Reading is of great educational and cultural importance, too. Through reading texts in English, pupils acquire a substantial knowledge of the English-speaking peoples, their social order, history and culture. Therefore the content of the texts in the book deals with not only natural science matters, but also with ones which inform pupils about people in Great Britain and their way of life.

As the course proceeds, reading in senior classes becomes increasingly intensive. This should not, however, entail an excessive decrease in the rate of progress. The progress of a class depends, among other factors, upon the ability of the pupils, the length of the lesson, the interest of the pupils, the number in the class and the teacher's methods.

In teaching pupils to read, much attention should be given to developing their ability to guess meanings. One of the best ways to develop this skill is to familiarise pupils with the text either during the lesson or by setting reading for homework. 'Pre-questions' may be helpful. They direct pupils' thoughts when they read the text. If the work is done during the lesson, the teacher can prompt pupils to guess new words.

While mastering skills and habits through studying topical texts, pupils can successfully develop other English language skills. These can be worked on through the text, in the following sequence.



A Developing listening

The teacher reads out or retells the first paragraph of the text (8-10 sentences) using the new words. (Their meaning in translation should be written on the blackboard.) The pupils' understanding is checked by asking questions on the passage they heard.

B Developing speech habits and skills

In order to make pupils master their habits and skills, the teacher administers the pupils questioning as follows:

pupil 1: begins the second paragraph of the text reading the first sentence

pupil 2: translates the sentence

pupil 3: puts the first question on the sentence

pupil 4: answers the question

pupil 5: puts the second question on the sentence

pupil 6: answers the second question.

The class retranslates the sentence in chorus. If it is a long one, it is .» divided in parts.

In this way the pupils learn three or four sentences. The next paragraph (3-4 sentences) is learned in the same way.

C Developing speech skills

1 Speaking in a chain: the pupils retell the text they have learned in a chain around the class.


2 Speaking in pairs: pupils talk about the text in twos, sitting at their desks.

3 Silent reading: pupils read the last paragraph (5-6 sentences) silently, then answer the teacher's questions on it.

The pupils' understanding of the text should be checked by asking questions about it. The homework is to ask 4-5 questions on the text the pupils listened to and to ask 4-5 questions on the text they read silently.

The homework should be done in writing. At the next lesson the teacher should involve the pupils in some creative exercises on the text, for example: dramatising the text, changing the content of the text, etc. This approach to the text helps the pupils to master all their skills and habits consciously and thoroughly.

There are some structural-information exercises and semantic- communicative ones which must be practised in the senior forms. Both kinds



of exercises should be used by the teacher in lessons. The use of semantic-communicative exercises should prevail. Pupils carry out structural-information exercises by reading them aloud and silently to extract information from the text. These are examples of structural- information exercises:

- Read the following sentences and guess the meaning of the words you don't know.

- Read the sentence . . . and explain the use of . . .
- Break some complex sentences into shorter ones.
- Find the sentence which summarises the paragraph.

Pupils carry out semantic-communicative exercises by reading the text silently in the lesson or when comprehension of the text read at home is checked.

At senior level the following methods are recommended:

- Answer the questions. (All types of questions may be used, however, 'wh- questions are desirable.)

- Tell your deskmates (what, who, when, where, why).
- Read out the words (sentence or paragraph) which substantiate your answer.


- Find the words (or sentences) which have given you some new information.

- Read the paragraph (when, where, why, etc).
- Translate the text. (This may be done either in English or in Tajik, depending on the material used.)

The 'Reader' section (page 147) provides short stories for independent reading by the pupils. Therefore stories are assigned by the teacher to the pupils as Home Reading and are checked up by the teacher at every third lesson. In this case all the lesson is devoted to checking the pupils' understanding of the text they read at home and developing their oral speech based on the story.

As well as the exercises mentioned above, teachers should use some of the following:

- retranslation of the most significant sentences for retelling
- retelling the text based on the outline devised by the pupils
- dramatising the text
- summarising an extract from the text being read by the pupils
- discussion of the text.



Among other devices for working on the text, summarising is of great importance. It involves a number of mental processes, such as analysis and synthesis, whereby pupils extract the elements which are central to the meaning of the text, and connect or rewrite them using their own words, phrases and sentences. This results in better comprehension of the text and the development of pupils' skills in annotating. The task is of great practical value for language training since pupils revise vocabulary and grammar in the process. Moreover they are trained to retell the text 'in their own way'. By summarising, pupils should acquire necessary skills in interpreting the text, that is, in evaluating its informative and educational content.

To assist in developing the pupils' speech skills, situations are set up in this book that are as natural and realistic as possible. Listening and speaking activities are made meaningful by placing them in real environments which will be familiar to the pupils.

Practical exercises are almost exclusively directed towards mastery of structure, phraseology and topical vocabulary. Close attention has been given to ensuring that every speech element which pupils will be required to reproduce should be listened to, spoken, read and written and that the teaching of English should occur in that order. The reason, of course, is clear. The speech elements being practised are those which pupils need as both producers and receivers of language. The speech elements and words introduced on the receptive level are included in the texts for extra reading and have been kept to a minimum so that pupils can focus on being active producers of language themselves.

The content which is presented to pupils should be explained by the teacher whenever necessary. The Tajik language may likewise be used in the listening-speaking activities to check on the pupils' comprehension.

If the situation clearly defines the meaning, no explanation should be needed. Where this is not possible, the teacher may use translation to clarify the meaning.

It is essential to arrange the pupils' questioning bearing in mind that all the pupils should be active in learning and be appraised for it.




For this purpose teachers should use a mark's table. Here is an example:
Term 2, Unit 2, Lesson 1.

NAMES	Ex. 1	Ex. 3	Ex. 4 (speaking in a chain)	Ex. 5 (own sentences and answers)	Total marks
1.	+	+		+	
2.	+	+		+	
3.	+	+		+	
4.	+	+		+	
5.	+	+		+	
6.	+	+	+	+	
7.		+	+	+	
8.		+	+	+	
9.		+	+	+	
10.		+	+	+	
11.		+	+	+	
12.		+	+	+	

Example 2: Unit 2, Lesson 2

NAMES	Ex. 1	Ex. 3 (dialogue)	Ex. 4	Ex. 6	Total marks
1.	+			+	
2.	+			+	
3.	+			+	
4.	+			+	
5.	+	+		+	
6.	+	+		+	
7.	+	+	+	+	
8.	+	+	+		
9.	+	+	+		
10.	+	+	+		
11.	+		+		
12.	+		+		

Testing pupils not only demonstrates how much they have learned, but also serves a diagnostic function showing where the pupils have difficulties. Tests reveal where teaching methods may need to be changed and allow teachers to evaluate and improve their own work.



Teachers should test pupils on different kinds of speech practice, including reading, speaking, asking questions, retelling, describing pictures, making up dialogues, etc.

When teachers conduct a pupils' test, this scale of marks may be used:

a '5' - more than 80% correct answers

a '4' - from 60 to 79% correct answers

a '3' - from 40 to 59% correct answers

a '2' - less than 39% correct answers. (Rogova B.V)

In order to motivate and guide pupils, and to reward their efforts to learn, marks should be valid.

Dear teachers! Be creative and responsible for your teaching! Bear in mind the individual peculiarities of every pupil and class! Develop a specific approach to every pupil! Good luck!

The authors believe that this textbook will contribute to English Language teaching in Tajik Schools. The authors would be greatly indebted for any critical remarks from school teachers.

Foot-notes:

A) While writing a lesson plan. The teacher puts pluses in column remember whom he (she) is going to question. During the process of the lesson the teacher puts marks instead of plusses. The quantity of pupils to be questioned may be increased.

B) The work with a pupil-on-duty:

a) after the teacher's questions: who is on duty today? who is absent today? Is there a piece of chalk? etc.

b) a pupil-on-duty may put questions to the pupils: what is the weather like today? Do you like it? Is it raining today? etc.

c) it is very interesting for the pupils to listen to a story or a joke told by the pupil-on-duty after the retelling of some story the pupil-on-duty have a talk on it or put question.

The stories the pupils may take the topics covered only in a funny way. Let's talk about holidays and this year in school.

LESSON ONE

TOPIC AND VOCABULARY: Travelling, holidays and school

- Let's talk about holidays and this year in school

1 Read and talk about the text. First work in pairs, then retell it.

'September' comes from the Latin word 'septem' which means 'seven'. In today's calendar, September is the ninth month. But in the old Roman calendar it was the seventh month. The Anglo-Saxons called it 'Barley Month'.

2 Work in pairs¹. Read and act the dialogue.

A: Hallo, daddy! — C: Hallo there!
 A: Daddy, this is Cliff. — C: Glad to meet you. How do you do, sir?
 D: How do you do, sir?

3 Read, translate and learn this proverb.

Well begun is half done.

4 Answer these questions using no less than two sentences in your answers.

- 1 Where and how did you spend your summer holidays?
- 2 Are you glad to see your friends again?
- 3 What form are you in?
- 4 Will this year be difficult for you?
- 5 What school subjects are the most difficult for you? Name them.
- 6 Which of them are you interested in?
- 7 What optional courses are you going to take and why?

5 Make up sentences using the following words.

A To travel (to go) by air (land, sea, railway, bus, car).

B To book a ticket for the

passenger		train to . . .
express		
fast		
mail		
through		

¹ When you see «Work in pairs», it means that all the pupils should work all together in chorus.

- 6 Read the text, but first listen to the teacher's retelling of the text and answer some questions on it.**

Starting on a trip

I am leaving our town for the Crimea. That is already settled. I am going there by air and the ticket is in my pocket. This morning I've been to the booking-office. I didn't know when I would leave.

In the ticket office I asked the clerk for a seat on a TU-154 liner.

I also found out when the plane would leave. It leaves at 12 sharp.

So I have an hour and a half for packing. But I'll do it very quickly. As a matter of fact, I have only one suitcase to pack.

I wanted to go to the Crimea last year, but I couldn't. Oh, it's already half past ten! The airport is quite a long way from home.

- 7 Answer these questions.**

- 1 Do you like travelling?
- 2 Do you enjoy travelling by air (sea, railway, bus)?
- 3 You usually book seats in advance, don't you?
- 4 Do you think travelling is a good way of spending one's holidays?
- 5 Do you like to see your friends off?
- 6 Is it convenient to take a suitcase when you go hiking?

HOMEWORK

- 1 **Write ten to twelve sentences about your holidays.**
- 2 **Read and memorise the information in this text.**

The English Language

The English language is a native language of the United Kingdom and Great Britain.

English is spoken in the United States of America. In Canada people speak English, too. English is also spoken in Australia, New Zealand and South Africa. In many other places in the world, English is spoken and understood, for example in India, China, Singapore and Gibraltar.

LESSON TWO**TOPIC AND VOCABULARY: Professions**

- Let's review the topic 'Professions'

1 Read and translate the verbs and nouns. Make up your own sentences using v+n

to ski - a skier

to learn - a learner

to invent - an inventor

to keep - a keeper

to play - a player

to act - an actor

2 Talk about your holidays, first work in pairs, then speak in a chair around the class.

3 Answer the questions using the following words.

a house, a key, shoes, fruit, a dress, a suit

1 He is a shoemaker. What can he make?

2 She is a dressmaker. What can she make?

3 She is a tailor. What can she make?

4 He is a bricklayer. What can he make?

5 He is a locksmith. What can he make?

6 He is a gardener. What can he grow?

4 Say where these people work.

workers, collective-farmers, drivers, a dancer, agronomists, vets (veterinaries), a singer, mechanics, postmen, librarians, teachers, doctors, clerks, nurses, a farmer, a painter, a miner. Cat the factories, on the collective-farm, at the theatre, at the mills, at the mine, at the post office, in the fields, at the office, in the hospital, at school).

5 Complete the sentences.

EXAMPLE: *I do not want to be a clerk, but. . .*

I do not want to be a clerk, but I want to be a farmer.

1 I don't want to be a teacher of French, but. . .

2 My brother didn't want to be a mechanic, but. . .

3 Lola's brother doesn't want to be a mechanic, but. . .

4 Ali doesn't want to be a clerk, but. . .

5 He didn't want to be a vet, but. . .

6 Saida doesn't want to be a singer, but. . .

7 She doesn't want to be a printer, but. . .

- 6 Work in pairs. Read and act this dialogue. Then make up your own dialogues.**

A: What's your profession, young man? - B: I am a driver.

A: And what else can you do? - B: I can work as a turner, too.

- 7 Read and solve the problems. Memorise the words.**

Suggest that someone in the group selects a number but does not tell it to the leader. The leader proceeds to find out what the number is by giving mathematical instructions. Suppose the number is 23, the instructions work like this:

Double it (46)

Add 1 (47)

Multiply by 5 (235)

Add 5 (240)

Multiply by 10 (2400)

The leader is told the final number and subtracts 100 from it (2300), strikes off the last two digits and announces the number - 23!

to suggest /sə'dʒʌst/ пешниҳод
кардан

to select a number /si'lekt ə 'nʌmbə/
шумора интихоб кардан

to proceed /prə'si:d/ оғоз, шурӯъ

to find out /faɪnd aʊt/ муайян
кардан

to double /dʌbl/ ду маротиба

to multiply /'mʌltiplai/ зарб кардан

to subtract /səb'trækt/ баровардан

to strike off /'straɪk ɒf/ партофтан
digit /'dɪʃɪt/ адад

to announce /ə'naʊns/ эълон кардан

- 8. Answer the question:**

In what countries do people speak the English language?

HOMEWORK

1 Write down the answers to these questions.

- 1 How big is your family?
- 2 What is your full name?
- 3 When and where were you born?
- 4 How old are you?
- 5 What is your nationality?
- 6 Have you a father, a mother, brothers and sisters?
- 7 What are their professions?
- 8 Are your sisters and brothers married?
- 9 Have you a grandfather and a grandmother?
- 10 Are they pensioners?
- 11 Where do you live?

2 Read and be ready to retell this joke.

'Mummy, I've got a stomachache,' said six-year-old Mary.

'That's because your stomach is empty,' answered her mother. 'You had practically no lunch today. You would feel much better if you had something in it.'

In the evening Father came home from his office and complained of a headache. 'That's because your head is empty,' said little Mary. 'You would feel much better if you had something in it.'

stomachache /'stʌməkeɪk/ шикамдард

empty /'empti/ холӣ

to complain of a headache /kəm'pleɪn əv 'hædeɪk/ аз дарди сар
гила қардан

3 Write 8-10 sentences about 'My future profession'.

LESSON THREE

HOME READING

LESSON FOUR

TOPIC AND VOCABULARY: **My flat**STRUCTURE: **Present continuous tense and Past indefinite tense**

- Let's review the present continuous and past indefinite tenses and the topic 'My Flat'.

1 A Read and translate these verbs. Make up sentences in the Present Continuous and Past Indefinite Tenses.

break - broke - broken - breaking

bring - brought - brought - bringing

build - built - built - building

B Ask as many *Wh-* questions as you can to get information about these statements.

She brought. He is building.

2 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: Is Mary busy at the moment? - **B:** Yes, she is writing letters.

A: And what about Henry? - **B:** He is watching television.

3 Make up interrogative sentences following the example.

EXAMPLE: **Pupil 1:** We were in the factory.

Pupil 2: When were you in the factory?

Pupil 3: We 'were there last Monday.

1 She was a nurse in the kindergarten.

2 Ali was in Moscow last year.

3 It was fine weather last month.

4 Read the text carefully, then talk about it.

My friend's story

A few weeks ago our family moved to a new flat and gave a housewarming party. Our new home is fine and we all like it very much.

The flat consists of three rooms, a kitchen, a bathroom and a toilet (a lavatory). All the modern conveniences are in our flat: running water, gas, rubbish chute, air conditioning, to say nothing of electricity and central heating.

My granny always gives me some work to do in the house. It may be dusting, shaking and beating the mats and carpets, or cleaning them with the vacuum cleaner, polishing the floor, going to the shop and so on.

We live on the fifth floor. There is a shop on the ground floor. There is a lift in our block of flats. We live in Rudaki Street in a new block of flats.

to give a housewarming

/ə'haʊswɔɪmɪŋ/ чашни

бӯрёкӯбон

modern conveniences

/kən'vi:niənsɪz/ шароити

ҳозиразамон

rubbish chute /'rʌbɪʃ 'tʃu:t/

ахлотпарто

air conditioning /Eə kən'diʃnɪŋ/

ҳавои муносиб (кондишин)

to say nothing /seɪ'nəθɪŋ/ чизе

нагуфта

vacuum cleaner /'vækjuəm kli:nə/

пылесос, мошинаи гарду

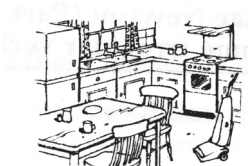
чанг чамъкунанда

o polish /'pɒlɪʃ/ равғанчило

(фарши хонаро бо равған

чило додан)

5 Describe the pictures, work in pairs



a kitchen



a living room



a bedroom



a hall

a refrigerator (fridge), to keep food fresh, a gas stove, chairs, a table, a cupboard, curtains /'kə:tənz/ running water, a vacuum cleaner, windows face the street (garden, park), in the middle of, in the corner of

a mirror, a TV set, a radio set, pictures, a mirror, a piano, a sofa, a bookcase, curtains, a chandelier /tʃændi'liə/, a carpet

a bed, a wardrobe, a picture, silk curtains, a lamp, a mat

a mat, a rack, a mirror

HOMEWORK

1 Write a composition on 'My flat (house)' (verande, kitchen, toilet, bedroom, hall which you like).

2 Read the text and answer the questions.

Five or six centuries ago, houses in London did not have numbers but signs to distinguish them from each other. When giving his address a man would say, 'I live in Bedford Street. There is a sign of two peacocks over the entrance to my house. At night you will see two lanterns over my balcony.'

How could a person find an address?

signs /sainz/ нишона
to distinguish /dis'tɪŋwɪʃ/
 шинохтан
peacock/'pi:kɒk/ товыс

entrance /'entrəns/
 даромадгоҳ
lantern/'læntən/ фонус,
 чароғ

LESSON FIVE

TOPIC AND VOCABULARY: **Isaac Newton (Part 1)**

STRUCTURE: **Review of some irregular verbs**

- Let's review some verbs and read about Isaac Newton.

1 Read and memorise these verbs.

lay - laid - laid
lead - led - led

leave - left - left
find - found - found

2 Ask as many Wh- questions as you can to get information about these statements.

He left. She has found.

3 Read this text carefully.

Isaac Newton (Part 1)

The outstanding genius of the 17th century and one of the most prominent scientists of all time, Isaac Newton, was born on the 25th of December, 1642 in a small village in Lincolnshire. After school, Newton entered Cambridge University where, later on, he lectured on mathematics for more than thirty years.

At the University, Newton displayed extraordinary mathematical and scientific ability.



During the plague in England, in 1665-1666, Newton left Cambridge and spent eighteen months at his home in the country. In this short time he carried out practically all of his experiments on light and colour, formulated the laws of motion and started the chain of investigations which led to the formulation of the law of universal gravitation.

genius /'dʒi:njəs/ нобиға, гений
 prominent scientist /prə'mɪnənt
 'saɪəntɪst/ олими машхур
 discovery /dɪs'klʌwəri/ ихтироъ
 to display /dɪs'pleɪ/ ба намоиш
 гузоштан
 extraordinary scientific ability
 /ɪks'trɔːdnəri 'saɪəntɪfɪk ə'bɪlɪti/
 лаёқати фавқуллодаи илмӣ
 plague /pleɪg/ азият, озор
 binomial theorem /baɪ'nəʊmjəl
 'θiərəm/ теоремаи бином

integral calculus /'ɪntɪgrəl
 kælkjʊləs/ ҳисоботи интегралӣ
 a law of motion /lɔːv 'mouʃən/
 қонуни ҳаракат
 a law of universal gravitation /lɔː
 əv 'juːnɪ'vəɪsəl, grævɪ'teɪʃn/
 қонуни кашиши универсалӣ
 Lincolnshire /'lɪnkənʃə/
 Линколншир
 investigation /ɪnvestɪ'geɪʃən/
 тадқиқот

4 Answer these questions using more than one sentence.

- 1 When was Isaac Newton born?
- 2 Where did Isaac Newton study?
- 3 What extraordinary abilities did he display at the University?
- 4 Why did Newton spend eighteen months at home in 1665-1666?
- 5 What did he do at home?
- 6 What discoveries did he make during this short period of time?

5 Complete the following sentences.

- 1 The outstanding genius of the 17th century and one of the most... .
- 2 Newton was born on. . .
- 3 At the University, Newton displayed. . .
- 4 During the plague of 1665-1666 in England. . .

6 Say the text in a chain around the class.

7 Answer the question:

What signs did houses in London have to distinguish them from each other five or six centuries ago?

HOMEWORK

1 Read and remember these facts.

It is interesting to know . . .

. . . that the world average temperature is 15°C.

. . . that the world's highest temperature was recorded in Ethiopia / ˌiːθi'əʊpiə/.

. . . that the largest ocean is the Pacific (47.31 per cent of the world's oceans and 66,030,124 square miles).

2 Fill in the missing words.

1 After school he . . . Cambridge University.

2 Newton . . . extraordinary mathematical and scientific. . .

3 Newton . . . the Law of Universal. . .

4 He discovered. . .

5 Newton performed experiments on. . .

3 Be ready to say some sentences about Isaac Newton.

LESSON SIX

HOME READING

LESSON SEVEN

TOPIC AND VOCABULARY: **Isaac Newton (Part 2)**

STRUCTURE: **Review of more irregular verbs**

- Let's review some verbs and continue to read about Isaac Newton.

1 Read and memorise these verbs, make up sentences in the Present Indefinite, Past Indefinite, Present Perfect and Past Perfect Tenses.

speak - spoke - spoken

hide - hid - hidden

2 Ask as many Wh- questions as you can to get information about these statements.

He has hidden. She has shown.

3 Read the text carefully.

Isaac Newton (Part 2)

The law of universal gravitation states that every particle of matter in the universe attracts every thing with a force which is proportional to the product of their masses and universally proportional to the square of the distance between them.

Newton showed that this great principle was the consequence of his laws of motion and Kepler's laws of planetary motion: it therefore represented the syntheses of the total knowledge in the fields of dynamics and astronomy up to that time. But its meaning and application are not only true for our solar system, it is a universal principle. Newton discusses this subject in his renowned book, *Principia*.

Newton died in 1727 when he was 85 years old.

to state /steit/ баён кардан	талабнома
every particle of matter /evri 'pɑ:tɪkl əv mætə/ ҳар як	solar system / 'sɒlə 'sɪstəm/ системаи офтобӣ
to attract /'ætrækt/ ҷалб кардан	renowned book /rinaund buk/ китоби
universely proportional /ju:nɪ'və:sli prə'pɔ:ʃənəl/ баробарии универсалӣ	маълум, машхур
planetary motion / plænɪtəri 'mouʃn/ ҳаракати планетарӣ	up to that time /ðæt 'taɪm/ то ба ҳоло
syntheses /'sɪnθəsis/ фушурдаҳо	are not only true for our solar system /ɑː nɒt ounli truː fə əuə 'sɒlə 'sɪstəm/ на фақат барои
total knowledge /'təʊtl 'nɒlɪdʒ фаҳмиши умумӣ	системаи офтобии мо дуруст аст
application / æpli'keɪʃən/ ариза,	Principia /prɪnsɪpiə/ асос (номи китоб)

4 Answer the questions using more than one sentence.

- 1 What does the law of universal gravitation state?
- 2 What was the great principle that Newton showed?
- 3 What principle did Newton discuss?
- 4 When did Newton die?

5 Complete the following sentences.

- 1 The law of universal gravitation states that every particle of matter in the universe. . .
- 2 Newton died in. . .

6 In pairs, talk about every four or five sentences of the text you read.

7 Say the text in a chain around the class.

HOMEWORK

1 Read this text and think about the statements.

What do you know about the moon?

Here are some statements about it. Some of them are true and some are not. Read each statement and decide whether it is true or not. On a sheet of paper write down your answers, 'true' or 'false'.

- 1 There are many forests on the moon.
- 2 Clouds often hide the surface of the moon.
- 3 Millions of meteors hit the moon.
- 4 A day on the Earth is twice as long as day on the moon.
- 5 Stars can be seen in the daytime on the moon.
- 6 The sky looks blue from the moon.
- 7 Your hearing will be sharper on the moon.
- 8 The moon is 3,000,000 miles from the Earth.
- 9 Moonlight is really reflected sunlight.
- 10 The moon circles the Earth once a week.
- 11 People from some other planet make buildings there [it is true]

Whether it is true or not Оё ин дуруст аст ё не?

Your hearing will be sharper Шунавоии шумо бехтар мешавад.

2 Read the text and write down five main questions about it.

The absent-minded philosopher

One day, Newton was absorbed in his profound philosophical meditations, when his maidservant entered his study. She brought an egg which she intended to boil on a spirit lamp in Newton's presence.

Newton, who wanted to be left alone, told her to leave. 'I shall boil the egg myself,' he said. The maidservant put the egg on the table beside Newton's watch and said that the egg must not be left in the boiling water more than two and a half minutes.

When the servant returned, she found Newton standing at his table looking attentively at the egg, which he held in his hand, while his watch was being boiling in the little saucepan over the lamp.

absent-minded /æbsənt

maindid/ фаромӯшхотир

absorb/əbsɔb/ кашф

кардан, маҷзуб, ёфтан

profound /prə' faund/ машхур

philosophical /fɪləsəfɪkəl/

философӣ

spirit lamp /spirit la'mp/

чароғи рӯх

presence /prezns/ мавҷуда

saucepan /'sɔ:spən/

равғандон, дегча

LESSON EIGHT

TOPIC AND VOCABULARY: **The weather**STRUCTURE: **Revision of the suffixes -ly, y**

- Let's review the suffixes -ly, y and the topic 'Weather'.

1 Read, translate and memorise these words.

+iy

easy - easily

slow - slowly

happy - happily

usual - usually

rich - richly

+y

wind - windy

frost - frosty

sun - sunny

cloud - cloudy

storm - stormy

2 Read, translate and act this dialogue, make it in pairs

A: Lola, look at those clouds! How black they are! There is a thunderstorm coming on. Aren't you afraid of it?

B: Oh, no! I like it. Look at that flash of lightning!

C: Yes, and there is a clap of thunder. The first thunder this year.

thunderstorm /'θʌndəstɔ:m/

ра̋ду барк

flash of lightning /flæʃ ɒv 'laɪtnɪŋ/

равшании барк

clap of thunder /klep əv 'θʌndə/

гулдурроси барк

3 Read the text carefully.

After the thunder

The thunder crashes and the first drops of rain fall on the dusty grass. A clap of thunder, another clap, and the rain falls heavily. The rain cools the air and lays off the dust. The grass and the foliage on the trees are green again. All the plants are refreshed, everything looks fresh and bright. The river is glittering in the sun, the sea is calm. What glorious weather!

And if we think that this fine weather will last we say, 'We are in for spell of fine weather', or, 'We are in for a fine spell.'

crash /kræʃ/ таркиш

to cool /ku:l/ хунук кардан

dust /dʌst/ чанг

foliage /'fəʊli:ɪdʒ/ баргҳо

to glitter /glɪtə/ дурахшондан

calm /kɑ:m/ ором, сокит

glorious /'glɔ:riəs/ пуршараф, шарфманд

spell /spel/ харф ба харф гуфтан

4 Ask questions following the examples.

A Example: It sometimes snows in April. Does it snow in April?

- 1 It often rains in September.
- 2 It often snows in February.
- 3 It always rains in May.
- 4 It sometimes snows in October.

B Example: It often rains. When does it often rain?

- 1 It sometimes snows.
- 2 It always snows.
- 3 It always rains.
- 4 It often snows.
- 5 It sometimes rains.

5. Tell text «The absent minded philosopher» in a chain around the class

HOMework

1 Write down your answers to these questions.

- 1 Is summer a pleasant season?
- 2 Does the sun shine brightly in summer?
- 3 Is summer the hottest season of the year?
- 4 Are the days longer than the nights in summer?
- 5 What is the longest day of the year?
- 6 Why is summer a pleasant season?
- 7 Does it rain in summer in our republic?

2 Read this text and be ready to retell it.

Autumn

After summer, autumn comes. The days are shorter than in summer. The weather is not bad, but it begins to rain. But still there are a lot of fruit and vegetables. It is the hardest time for the collective-farmers and workers on state farms. November is the coldest month of autumn. The sky is often overcast with clouds and we often have rainy weather.

LESSON NINE

HOME READING

LESSON TEN

TOPIC AND VOCABULARY: **Weather and Seasons**STRUCTURE: **Review of 'There is/There are'**

- Let's review 'There is/There are' and the topic 'Weather and seasons'.

1 Read, translate and learn this proverb.

It is hard sailing when there is no wind.

Баргҳои дарахт бе шамол намечунбанд.

2 Read these sentences. Make up your own sentences.

A Is there a lemon on the plate?

Are there grapes on the table?

Are there apples on the apple trees?

B There is no India rubber in my pocket. There is a ruler in my bag
There are no cucumbers in the basket.

3 Read, translate and memorise these sentences, then aske each other.

What a lovely day!

Oh, it's lovely outside, isn't it?

How cold it is!

How hot it is!

How dark it is!

Look! What a beautiful rainbow there is in the sky.

4 Ask and answer the questions about the weather.

What is the weather like?

The weather is

fine, fair, bad, nasty, hot, warm, cool,
cold, frosty, clear, sunny, gloomy,

It is

cloudy, foggy, calm, windy, stormy, rainy, diy.

5 Read and act this dialogue. Then make up your own dialogues.



A: It is going to rain this afternoon.

B: How do you know?

A: I heard the weather forecast on the radio.

B: Yes, it looks like it.

6 Talk about summer and autumn. work in pairs.

HOMEWORK

1 Write down your answers to these questions.

- 1 What is the coldest season in the year?
- 2 Does it often snow in winter?
- 3 Do you like it when it snows?
- 4 Is there much snow on the ground?
- 5 Is it pleasant to go for a walk when it is not very cold?
- 6 What do you wear in winter?



2 Read and be ready to retell this text.

Spring

It is very nice in spring. The sky is often blue. The sun shines very brightly in the sky. It is warm. It sometimes rains, but the rain is warm and pleasant. All the trees are blossoming, there are lots of flowers in the mountains. After the rain, people may pick mushrooms in the fields and in the mountains. In May there are fresh cucumbers, onions, tomatoes and other vegetables, lots of birds are singing their songs in the trees, in the fields and in the sky. Spring is a lovely season.

LESSON ELEVEN

TOPIC AND VOCABULARY: **Weather and seasons**

STRUCTURE: **Review of 'There is, there are'**

- Let's review 'There is, there are' and the topic 'Weather and seasons'.

1 Read these sentences then make up some of your own.

There are many vegetables at the market.

There are many beautiful flowers in the fields.

There is a lot of bread on the plate.
There is a lot of milk in the glass.

2 Read and translate these words.

adj + ness

happy - happiness

lazy - laziness

glad - gladness

rich - richness

weak - weakness

yellow - yellowness

green - greenness

bright - brightness

3 Read and act this dialogue. Then make up your own dialogue.

A: What lovely weather we are having! I'm so glad we have come to the country.

B: So am I! How fresh the air is here.

A: Oh, yes. It's wonderful here.

4 Answer these questions.

- 1 What kind of summer (winter, spring, autumn) do we usually have in our republic?
- 2 What season do you like best of all? Say why.

5 Use the correct word.

- 1 We all know about Ali's (lazy, laziness).
- 2 The USA is a (rich, richness) country.
- 3 The (rich, richness) of the country is great.
- 4 We were (happy, happiness) to see him alive.
- 5 Our (happiness, happy) was so great.
- 6 The grass was (green, greenness).
- 7 The (green, greenness) of the grass was beautiful.

6 Answer these questions.

When do we say . . .

- a) 'The weather is nasty (bad)'?
- b) 'The weather is pleasant'?
- c) 'The weather is cloudy'?
- d) 'The weather is windy'?

7 Make up short reports.

- a) On the weather today.
- b) On the usual spring weather in your town or village.
- c) On the climate in our republic.

HOMEWORK

- 1 Write down your answers to exercise 6, page 29.
- 2 Read this text do the retranslation of the first extract in writing and answer the questions

The wonders of the sea

The sea! Always changing but always beautiful. The sea, one of the greatest wonders of the world! Our life, weather, atmosphere, soil - all depend upon the sea. There are many things about the ocean that people do not understand; but we know that water is life - all the life on the Earth depends upon water.

Where did the sea come from? What makes waves? Why is sea water salty? What gives it colour? When we look at the changing waters of the sea, each wave and ripple bring us another question.

Scientists think that only the planet the Earth has oceans. The sea makes our climate neither very hot nor very cold.

Water taken up from the ocean by evaporation returns to the land in the form of rain and snow. It fills the rivers and springs on the land.

Water is taken up from the ocean by evaporation - ба
воситаи буг пайдо мешавад.

What do scientists think about the planet Earth and the sea?

LESSON TWELVE

HOME READING

LESSON THIRTEEN

Topics and vocabulary: time and London

Structure: Telling the time

- Let's review the topics 'Time' and 'London'.

What can you tell about «The wonders of the sea»

- 1 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: Do you often go for a walk in such weather?

B: What do you mean by 'such weather'?

A: I mean rainy weather.

B: Oh, no! Surely not!



2 Read and translate these sentences.

- 1 We use clocks and watches to tell the time.
- 2 A clock or a watch usually has two hands: the short hand, which shows the hours, and the long hand — minute hand, which shows the minutes.
- 3 We can say about a watch, 'It keeps good time', which means it is neither slow nor fast.
- 4 There are 24 hours in a day, 60 minutes in an hour and 60 seconds in a minute.
- 5 I wind my watch every morning.
- 6 The time of day is different in different countries, towns and villages if they are not on the same meridian.

3 Make up sentences using this table.

What time is it? (What is the time?)

It is	20 minutes to four (3.40)
	a quarter to four (3.45)
	four o'clock (4.00)
	a quarter past four (4.15)
	half past four (4.30)
	20 minutes past four (4.20)
	four a.m. (ante meridian - in the morning)
	four p.m. (post meridian - in the afternoon)

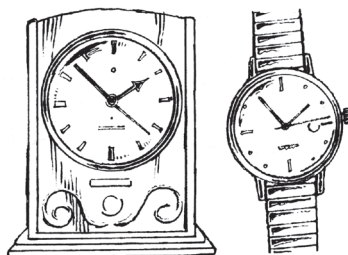
4 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: What time is it?

B: It is half past nine.

A: But. . . look at the clock! Your watch is twenty minutes slow.

B: Oh, it isn't going correctly at all. I forgot to wind it up!



5 Read the text, translate, retranslate and talk about it in a chain around the class

We arrive in London

London. Victoria station. We are in a hurry to get off the train. Will Harry be there to meet us? Harry Crane is our new friend. He promised to come and meet us in London and show us round. He is a very nice young man, a student of history and art. Here he comes running! 'Hello, hello, everybody!' 'Hello, Harry!'

A lot of people are getting off the trains, especially the suburban trains. But there are the long-distance trains, too: 'Paris', 'Orient Express', we read on the boards.

Anna is counting the platforms - one, two, three ... there are seventeen. And Leo is reading notices above the platforms: Waiting Room, Restaurant, Booking Office, Light Refreshments. Harry takes us in a taxi to a small hotel.

show us round /ʃou əs'raʊnd/
шаҳро нишон додан
suburban trains /'sʌbəbn 'treinz/»
қаторай берун аз шаҳр
long-distance train /lɒŋ dɪ'stəns
'treɪn / қаторай масофаи дур
Orient Express-/ɔriənt 'ɪkspres/
қаторай тезгарди шарк,
восточный экспресс

a notice /'nəʊtɪs/ навиштаҳо
Waiting Room /weɪtɪŋ ru:m/
хонаи дамгирӣ
Light Refreshments /laɪt
fref'reʃmənts/
нушокиҳои сабук



HOMEWORK

1 Complete these sentences following the example.

EXAMPLE: Someone who works is a . . .

Someone who works is a worker.

- 1 Someone who destroys is a . . .
- 2 Someone who prints is a . . .
- 3 Someone who takes a photograph is a . . .
- 4 Someone who climbs mountains is a . . .
- 5 Someone who publishes books is a . . .
- 6 Someone who invades is an . . .
- 7 Someone who dreams is a . . .

2 Read about 'Telling the time' then answer these questions.

- 1 How did people tell the time in the old days?
- 2 Who showed how to measure time by a pendulum?

Telling the time

In the old days, people told the time by the length of the shadow cast on the ground by a post. Sundials, which developed from this primitive method, are used as decorations in gardens today.

A burning rope with knots at regular intervals was another ancient method of telling the time. It took the fire the same amount of time to reach each knot.

One more method of telling the time was an hourglass, which measured the minutes and hours by the amount of time it took for the sand to run into the lower glass.

A water clock works on a similar principle, using water instead of sand.

Later, mechanical clocks were made, but the first ones kept time so badly that it was not worth putting a minute hand on them.

Galileo, the great scientist, born 400 years ago, showed how to measure time by a pendulum and this was correct to a second.

a pendulum /'pendjuləm/-акрабак

they were correct to a second -онҳо то як сония дақиқ буданд

LESSON FOURTEEN

TOPIC AND VOCABULARY: **Ballooning**
 STRUCTURE: **'Either', 'also' and 'too'**

- Let's review 'either, too, also' and the future indefinite tense.

1 What is the summary of the text "Telling the time"

2 Read, translate and learn this proverb.

A good beginning makes a good endings-Оғози хуб, анчоми хуб

3 Do you remember the use of 'either, too, also'?

'Also' and 'too' are used in affirmative and interrogative sentences.

'Too' is usually placed at the end of the sentence.

'Either' is used in negative sentences and negative questions.

Haven't you seen the film, either?

4 Complete the following dialogues.

A EXAMPLE: **A:** *I like to travel by car.*

B: *I like it, too. (I also like it.)*

1 A: *We bathed in the sea every day.*

B: *We. . .*

2 A: *My sister always drinks tea in the morning.*

B: *I*

3 A:

B: *My brother. . .*

4 A: *had a lot of guests on my birthday.*

B: *Oh, how strange, I. . . .*

B EXAMPLE: **a)** *If you don't go there, I don't want to go there, either.*

b) *If Mike swims across the river, I'll do it, too.*

1 *If you watch TV till 10 o'clock, I'll. . .*

2 *If he doesn't help other players, I won't. . .*

3 *If the students arrange their art exhibition, we'll. . .*

4 *If she can't telephone so late, I can't. . .*

5 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: *My father is a turner, Mike's father is a teacher.*

B: *No, Mike's father is not a teacher. He is a turner, too.*

A: *Ali didn't finish his work. But his friend did.*

B: *No, his friend did not finish it either.*

6 Talk about 'Our arrival in London' following this outline.

- 1 At Victoria station.
- 2 Harry Crane.
- 3 The notices above the platform.

HOMEWORK

1 Write down your answers to exercise 3B on page 34.

2 Read this text and retell it in summary.

Ballooning

When 13-year-old Edward Warren went to the park on June 24, 1784, he expected to keep his feet on the ground. He planned to watch the launching of a hot-air balloon. The balloon's designer, Peter Carnes, intended to go aloft but he was too heavy: the balloon couldn't carry his weight. Edward volunteered to take his place. The boy went up in the balloon, which was anchored to the ground with long ropes. Shortly after, a cheering crowd watched Edward come down safely. There are no eyewitness drawings of the actual event but an artist has pictured this idea of the scene. That brief ascent in Baltimore, Maryland, 200 years ago made history. Edward was the first person in the United States to go up in a hot-air balloon. Since then, ballooning has really taken off.

From National Geographic World

balloon /bæ'lu:n/ пуфак
 to launch /ɔ:ntʃ/ сар додан
 designer /di'zainə/ нақшакаш
 intend /in'tend/ хостан, қасд
 гирифтан
 to go aloft /gou ə'lɔft/ боло
 баромадан
 heavy /'hevi/ мушқил
 weight /weit/ вазн
 volunteer /ˌvɒlən'tiə/ довталаб,
 ихтиёрӣ
 anchor /'æŋkə/ лангар
 rope /roup/ банд
 crowd /kraud/ тўда
 safely /'seifli/ бе зарар
 eyewitness /'aiwɪtnɪs/ шохид
 drawings /drɔ:ɪŋz/ наққошӣ
 actual event /'æktʃjuəl i'vent/
 ҳодисаи ҳақиқӣ, реалӣ



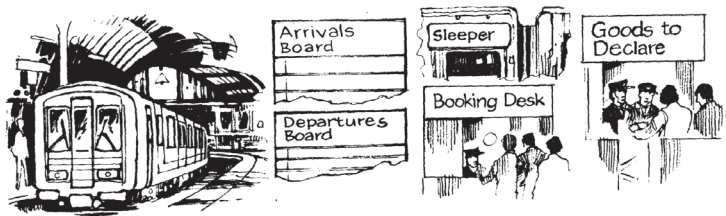
LESSON FIFTEEN

HOME READING

LESSON SIXTEEN

TOPIC AND VOCABULARY: **Review of holidays, travel and nature**

- Let's review Unit 1. Talk about the pictures.



- 1 **Talk about the holidays you like best of all following this outline. make groups of four.**

- 1 Say why you like the . . . holidays best of all.
- 2 Describe the place where you spend these holidays.
- 3 Say what you do during the holidays (play outdoor games, go fishing, hiking).
- 4 Say which places you have enjoyed during your holidays.

- 2 **Describe one of your trips following this outline.**

Was it a pleasant trip?

Was it a trip to the south, to the sea or to another town?

When did you go on this trip?

When did you come back?

How did you prepare for the trip?

What did you tell your friends about it?

- 3 **Talk in a chain about 'Autumn' around the class Use these phrases to help you.**

Indian summer, be over, rain hard, a thick fog, awful (beastly) weather, a dull (wet, etc.) morning, change for the worse, wear a raincoat and carry an umbrella, leaves cover the ground like a thick carpet, grey, cloudy skies, wet, slippery roads.

4 Read these texts, retell them in summary. Work in pairs

A strange summer

The summer of 1816 was the strangest summer in the history of the Northern hemisphere. There was frost in June and snow in August in Europe and North America, and it was so cold that people had to wear coats in July.

In the annals of meteorology the year 1816 has come down to us as 'the year without summer'.

annals /'ænəlz/ солнависხო, литописи

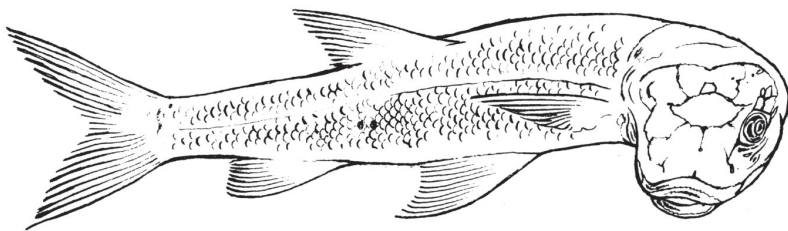
Stone trees

In some parts of the world there are forests of stone or petrified trees. They were once real trees that were buried under tons of rocks, changed into stone, and have now been uncovered again. Such a forest stands in Arizona and is called 'The Petrified Forest'.

petrified /'petrifaɪd/ дарахтони
сангшуда

Only one eye

People and animals have two eyes. But there is a fish with only one eye. The fish with one eye lives in the Atlantic Ocean. It has only the left eye.



HOMEWORK

1. Do exercise 2. on p.36 in writing
2. Write a composition about «Autumn» (use ex.3.on p. 36)

LESSON ONE

TOPIC AND VOCABULARY: **Plants**

STRUCTURE: **Adjectives, adverbs, nouns; irregular verbs**

- Let's look at forming adverbs and nouns from adjectives, and begin to study the topic 'Plants.'

1 Read and translate these words. Then make up your own sentences.

- a) strong - strongly - strength

His brother is very strong. He has great strength.

I strongly advise you to read this book.

- b) free - freely - freedom

The bird is free. The bird is flying freely in the dark-blue sky.

They are fighting for freedom.

2 Read and memorise these verbs.

bite - bit. - bitten

blow - blew - blown

break - broke - broken

3 Ask as many *Wh-* questions as you can to get information about these statements.

He has bitten. She broke. It is blowing.

4 Talk about 'Winter!' Tell the text in chain around the class. Use these phrases to help you.

a heavy snowfall, everything is white with snow, the ground is covered with snow, not a single leaf on the trees, no birds singing in the gardens, a hard frost, bright sunshine, cold, but pleasant weather, go skiing (skating), be good for one's health, have a wonderful time, to play with snowballs.

5 Look at the pictures then read and translate the words. Try to remember them.



Plants

wheat, rye, oats, hay corn,
grain, sunflower, barley, rice,
buckwheat.

6 Say ...

- 1 ... what animals eat.
- 2 ... what people make bread from.
- 3 ... what people make porridge from.
- 4 ... what people make soup from.
- 5 ... what porridge you prefer to eat.
- 6 ... what seeds people like to crack.
- 7 ... which plants grow in the fields.

HOMEWORK

1 Write down your answers to these questions.

- 1 Which bread do you prefer to eat, wheat or rye?
- 2 What do horses prefer to eat, oats, grass or hay?
- 3 What do donkeys prefer to eat, oats, grass or hay?
- 4 What do cows prefer to eat, green, fresh grass or hay?
- 5 What do people sow in spring?
- 6 What is sown in autumn?

2 Read and retell this text.

Mushrooms have been used as food since earliest times. They were known to the Greeks and were much enjoyed by the Romans.

Today, not only wild mushrooms are used, but many kinds of field mushrooms are cultivated in many countries. Wild mushrooms, which grow naturally in the fields, pastures and woods, are still found more than cultivated ones. They are cooked in many ways. Some are fried, some are dried and others are pickled.

Do you like to eat fried mushrooms with sour cream or pickled ones?

LESSON TWO

TOPIC AND VOCABULARY: **Vegetables**

STRUCTURE: **Irregular verbs; 'It so happened that'**

- Let's look at some irregular verbs, the structure 'It so happened that. . .' and the topic 'Vegetables'.

1 Read and remember these verbs.

breed - bred - bred

bring - brought - brought

build - built - built

2 Ask as many *Wh-* questions as you can to get information about these statements.

He will breed. It was brought. It was built.

3 Work in pairs. Read and act this dialogue. Then make up your own dialogues.

A: What about sowing some more sunflowers?

B: I don't mind.

4 Make up as many sentences as you can and write them down. Notice the phrase, "It so happened that.....".

It so happened that	I Mike Ann	didn't meet me at the station. was late for the train. had no time to talk to the doctor. had to leave home at 6 o'clock. forgot the doctor's name. lost his way.
---------------------	------------------	--

5 Look at the pictures then read and translate the word. Make up your own sentences using the new words. Try to remember the vegetables.



tomatoes	potatoes	cucumbers
onions	radishes	turnip
cabbage	garlic	dill
parsley	beetroot	carrot

6 Say...

1 ...what you put into soup.

2 ...what you put into borsch.

3 ...what vegetables townspeople buy at the market.

4 ...what vegetables your family does and doesn't buy.

5 ...what vegetables villagers do not buy.

6 ...what vegetables you bought at the market on Sunday.

- 7 ...what vegetables you will buy tomorrow.
 8 ...what vegetables you are going to buy on the way home.

7. Tell what vegetables you like best of all.

HOMEWORK

1 Write down your answers to exercise 6, page 40/41.

2 Read this text and retell it.

A great many schools have garden plots where schoolchildren grow vegetables, flowers, decorative plants and fruit trees. The young gardeners thoroughly enjoy planting trees, making flowerbeds, putting in cucumber seedlings and they take much pride in 'the fruits of their labour.'

LESSON THREE

HOME READING

LESSON FOUR

TOPIC AND VOCABULARY: **Fruit**

STRUCTURE: **Irregular verbs; 'It is necessary that. . .'**

- Let's look at irregular verbs, the structure 'It is necessary that. . .' and the topic 'Fruit'.
 1. Make up retranslation of ex2, p 41 (Homework)
- 1 Read and translate these verbs. Make up your own sentences in the Present and Past indefinite tenses.**

burst - burst - burst
 buy - bought - bought
 catch - caught - caught
- 2 Ask as many *Wh-* questions as you can to get information about these statements.**

It burst. It was brought. It will be caught.
- 3 Work in pairs. Read and act this dialogue. Then make up your own dialogue.**

A: What about sowing some more carrots in your kitchen garden?
B: I don't mind. Let's do it, by all means.

- 4 Make up as many sentences as you can using the table below.
Notice this phrase:

It is necessary that. . . should. . .

It is necessary that	you	should	tell the truth.
	he		go by plane.
	Pete		give him the money.
	Jane		arrive in London at 6 o'clock.
			help Kelly.
			finish your work.

- 5 Look at the pictures then read and translate the words. Try to remember them.

- a) Make up a story using the new words

Fruit and berries



apples	pears	grapes	lemons	oranges
tangerines	bananas	plums	strawberries	raspberries
gooseberries	currants	cranberries		

- 6 Say . . .

- 1 . . . what fruit you prefer to apples.
- 2 . . . what fruit you prefer to lemons.
- 3 . . . what fruit you prefer to bananas.
- 4 . . . what berries you like to eat.
- 5 . . . what fruit you buy at the market.
- 6 . . . what fruits are grown in your orchard.
- 7 . . . what berries are grown in your orchard.
- 8 . . . what berries you prefer to buy at the market.
- 9 . . . what fruits and berries do you like best of all?

HOMEWORK

1 Write down your answers to exercises 4 and 6, page 42.

2 Read and retell this text.

Thousands of town dwellers, workers and intellectuals are keen on gardening. They have pieces of land set aside for them out of town. Some of these gardeners grow flowers and vegetables, while others cultivate strawberries, raspberries, gooseberries, blackcurrants and redcurrants.

LESSON FIVE

TOPIC AND VOCABULARY: **Plants and crops**
STRUCTURE: **Irregular verbs**

- Let's look at irregular verbs and continue to study the topic 'Plants and crops'.

1 What fruits and vegetables do some gardeners cultivate out of town

2 Read and memorise these verbs.

choose - chose - chosen

come - came - come

cost - cost - cost

creep - crept - crept

3 Ask as many *Wh*- questions as you can to get information about these statements.

He has chosen. They came. It cost. It was creeping.

4 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: What about watering the apple trees?

B: All right.

5 Make up as many sentences as you can using this table.

I	am		in literature (physics, chemistry,
Akram	is	interested	natural science, mathematics,
My friends	are		astronomy, algebra . . .)

6 Read, translate and learn this proverb.

An apple a day keeps the doctor away.

7 Make up short conversations based on the following facts.

- 1 Dried grapes are called raisins. The best grapes are grown in Turkey, Spain and Syria.
- 2 Sugar is extracted from different plants. It is made from sugar cane, beetroots, sugar maple trees¹ and date palms².
- 3 Rice is grown in many parts of the world. It is usually sown in watery soil because it requires a lot of moisture. Its stalks are used for making hats and baskets, etc.
- 4 The lemon tree is a native of Asia. Now it is grown in all warm countries, especially in those around the Mediterranean. Citric acid is extracted from lemon juice, but it can be taken from other citric plants as well.
- 5 Dried plums are called prunes. They are mostly produced in France.

HOMEWORK

1 Write down your answers to exercise 4, page 43.

2 Translate these sentences.

Wheat is a plant. The collective-farmers decided to plant new apple trees in their orchard. They increase the production of grain every year. There was an increase in the rye crop last year. The state farm did not want to reduce the oat crop. There is a reduction in the fruit and vegetables crop, because the summer was very hot and plants did not get enough water. Rahimov Akbar and his friends crop thousands of acres of wheat every season. We have had a good crop of vegetables this year.

3 Read, translate and memorise this information.

Did you know. . .

- . . . that the largest eggs are laid by sharks and ostriches?
- . . . that some snakes have legs?

¹ Sugar maple tree - дарахти заранг (фарк)

² date palm /deitpa:m/ - дарахти хурмо

LESSON SIX

HOME READING

LESSON SEVEN

TOPIC AND VOCABULARY: **New life** (part 1)

- Let's look at the topic "A collective-farm".

1 Read and memorise these verbs.

cut - cut - cut
 dig - dug - dug
 do - did - done
 draw - drew - drawn
 drink - drank - drunk

2 Ask as many Wh- questions as you can to get information about these statements.

He cuts. She will dig. He drew. He was drunk.

3 Read and translate this dialogue. Tell what it is about.

T: Here is a basket of mushrooms for you, Mary!

M: How very nice of you, Tom! Thanks so much. Oh, but I am afraid some of them are not good to eat!

T: Why? Do you really suppose I've picked some toadstools¹?

M: To be sure! You should have asked Peter to hunt mushrooms with you. He is something of an expert.

T: Nonsense! He can never tell the good ones from the bad ones!

M: You'd better try him.

T: Well. . . perhaps I will.

4. Answer the questions using no less than two sentences for each one

1. Do you like to eat boiled or fried mushrooms?
2. Are you afraid any of them?
3. Have you ever picked any toadstools?¹

¹ toadstool - корчи захрюнок

5 Talk about the crop on a collective-farm that you know.

The following table will help you.

	wheat			
	rye		heavy	
	oats		good	
	grain	is	better than . . .	
The crop of	corn	has been	poor	because
	potatoes	was	worse than . . .	
	sunflowers		poorer than . . .	
	cabbage			
	vegetables			
	apples			
	berries			
	fruit			

6 Read the text, say what it is about then talk about it in pairs.

New life (Part 1)

'Haioty Nav' is a rich collective-farm. 'Haioty Nav' is situated in the north-east of Dushanbe. It is mainly a grain-growing farm, harvesting hundreds of tons a year. But it also produces a lot of vegetables, meat and milk. The people on the collective-farm are living better and better from day to day.

In the old days, after the harvest was gathered, a mass of peasants went to the towns to look for work. Now, the collective-farmers need not go anywhere to look for work. The farm has tractors and harvesters, so there is enough work to do in the winter months. It also has cows and sheep. The collective-farmers must take care of them not only in summer, but also in winter. Still, the collective-farmers have more free time in winter than in any other season, so winter on 'Haioty Nav' farm is also used for 'self-improvement'.

7. Work in a group of four to talk about your dreams to cook something good from the vegetables.

HOMEWORK

- 1 Write down your answers to exercise 4 page 45.
- 2 Read the text about 'Haioty Nav' and retell it in summary.

LESSON EIGHT**TOPIC AND VOCABULARY: New life (part 2); flowers**

- Let's learn about flowers and go on with the topic 'A collective-farm'.

1. Listen to the teacher's reading with your book closed, answer the questions. Then read the text

New life (part 2)

The collective-farmers learn about the latest developments in their refresher courses.

The 'Haioty Nav' farm is often visited by people from other farms and agricultural institutes. They have talks on different problems in agriculture such as how to increase grain production, fertilise land, breed cattle, create pools and ditches to irrigate fields and make full use of the snow in the fields. In this way the 'Haioty Nav' collective-farmers and the visitors learn a lot of useful things. But it is not all work and no play. Sport is popular with the young people. There are film shows in the House of Culture, and concerts and plays are staged by visiting actors and local talents. All the collective-farmers have radio and television. The old traditions are kept up by the farmers.

- 2 Read and memorise these verbs.

eat - ate - eaten

fall - fell - fallen

feed - fed - fed

feel - felt - felt

- 3 Ask as many *Wh-* questions as you can to get information about these statements.

It was fed. It was fallen. It was eaten. He felt himself.

- 4 Look at the pictures then read and translate the words. Try to remember them.

Flowers



rose	iris	tulip	poppy	carnation	
forget-me-not	daisies	dahlia	camomile		lilac
lily of the valley	cornflower	pansies	chrysanthemums		
sweet peas	acacia	jasmine	gillyflowers		orchids

- 5 Work in pairs. Read and act the dialogues. Then make up your own.

A.A: Oh, dear me, what a lot of flowers you have picked: daisies, cornflowers, forget-me-nots, poppies, dahlias and;even orchids!

B: I have already made some bouquets. But I am afraid they are not very pretty.

A: Oh, no. They are beautiful!

B.A: These spotted orchids are magnificent.

B: So they are.

C.A: The jasmine has wilted.

B: So it has.

D.A: We must weed the flower-beds at once.

B: Of course, we must.

- 6 Answer these questions using no , less than two sentences for each one.

1 Which flowers do you like?

2 Which flowers do you prefer to grow in your garden?

3 What bouquet do you prefer to have in a vase on the table?

4 Which flowers do you prefer to give?

7 Make up replies to the following statement then work in pairs.

- 1 Let's walk down the garden and pick some flowers.
- 2 Oh, the gillyflowers! Nothing smells like them!
- 3 Look! The dahlias have dropped their heads. You must have forgotten to water them.
- 4 May I cut some of these lovely chrysanthemums? .

8. Work in a group of four to talk about planting flowers

HOMEWORK

1 Write down your answers to exercise 6, page 48.

2 Read and retell this text.

Gardening is a delightful occupation. What a pleasure it is to plant sweet peas, pansies, dahlias, chrysanthemums and what a joy to water them! And isn't it delightful to be up in the morning and discover a young plant peeping out of the earth, or to watch every leaf as it expands itself and every bud as it rears itself higher and higher in the air - until out. Come the flowers, red and white and purple!

LESSON NINE

HOME READING.

LESSON TEN

TOPIC AND VOCABULARY: **Farm animals and wild animals**

STRUCTURE: **Irregular verbs; passive form**

- Let's look at irregular verbs, use the passive form, and continue with farm animals and wild animals.

Why is gardenig a delightful occupation?

1 Read and memorise these verbs.

get-got-got

give - gave - given

go - went - gone

grow - grew - grown

- 2 Ask as many *Wh-* questions as you can to get information about these statements.

The wheat was grown. The book will be given. The letter has been got.

- 3 Look at the pictures then read and translate the words. Try to remember them. Make up sentences about every picture.

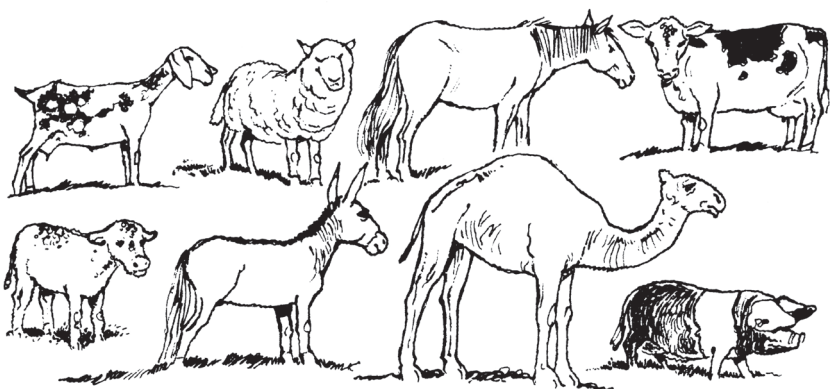
Animals

goat

heep - sheep

horse

cow



calf - calves

donkey

camel

pig

- 4 Answer these questions using no less than two sentences for each one.

- 1 How many goats (sheep) do you or your grandparents have?
- 2 Which do you prefer to keep, sheep or goats?
- 3 Do you like riding horses?
- 4 How many litres of milk does your cow (or your goat) give?
- 5 Do you prefer to drink cow's milk or goat's milk?
- 6 Can you milk a cow?
- 7 What are horses, donkeys and camels used for?
- 8 Which animals give' us milk?
- 9 Which animals give us meat?

- 5 Work in pairs talking about the animals.

6 Read and translate this text.

The wonder world of nature

CRA-A-A-ACK went the egg and out crawled this baby wood turtle. A hard bump on the turtle's snout helped it peck its way through the tough shell. The bump is called an egg tooth. The egg tooth disappears a short time after the wood turtle has hatched. Turtles, crocodiles, birds and some lizards and snakes have this handy shell-breaking tool.

(From *National Geographic World*)

to crawl /krɔ:1/ хазидан
 turtle /t'ə:tl/ сангушти обӣ
 bump /bʌmp/ зарба
 snout /snaʊt/ афт
 to peck /pæk/ рахна кардан

tough /tʌf/ мушкил
 shell /ʃel/ сӯрохӣ
 handy /hændi/ дастӣ
 shell-breaking tool /ʃel breikɪŋ/
 tu:l/ асбоби сӯрохкунанда

7 Solve this problem.

How far did the dog run?

When Mrs. Fine, the farmer's wife, was coming home from market, her little dog saw her from its kennel in the farmyard and ran to meet her. Mrs. Fine was exactly a mile from the house when the dog left it. As soon as it reached her it turned round and ran back home again. As soon as it reached home, it turned round and ran back to Mrs. Fine. It continued to run backwards and forwards in this way until Mrs. Fine reached the farm. If she was walking at two miles an hour, and the dog was running at four miles an hour, how far did the dog run in all?

at two miles an hour /ət' tu: mails
 ən auə/ дар як соат ду мил

in all /in ə:l/ ҳамагӣ

(The answer: 2 miles. It took Mrs. Fine exactly half an hour to reach home from the moment when the dog left the farmyard.)

HOMEWORK

1 Write down your answers to exercise 4, page 50.

2 Read the text and retell it in summary.

Busy honey-bees

An average beehive contains more than 50,000 rooms (cells) and more than 35,000 busy bees. Each bee has its own special job.

Daily, the queen bee lays eggs twice her own weight; the drones, or male bees, mate with young queens, and the workers, or females, act as nurses, guards, room builders, and gatherers of food. These workers make 37,000 trips to find flower nectar, and carry it back to the hive to make 500 grams of honey.

The wings of honey-bees beat at the amazing rate of 200 times per second. That's why bees buzz! Bees use their wings inside the hive to create good air circulation during warm weather. In winter the beating of bees' wings keeps the hive warm. Bees buzz, but they don't know it. Most authorities believe that bees are deaf!

Dean Curry

deaf/def/ кар
average/æv'ridʒ/ миёна
beehive/bi: hiv/ қуттй,
busy /bizi/ машғул, масруф
lay eggs /lei egz/ тухм
гузоштан
drone /droun/ занбўри асали
нар
male bees /men bi:z/ занбури
нар

to mate /meit/ чуфт кардан
females /fi:meilz/ мода
nurse /nə:s/ парастор
guard /ga:d/ посбон
gatherer /gæðə:ɾə/ чамъовар
hive /haiv/ оилаи замбўр,
wings /wiŋz/ нар, бол
amazing rate /ə'meiziŋ reit/
шумораи беҳад бисёр
air circulation /'εə.sə:kjulei'ʃən/
гардиши ҳаво

3 Read, translate and learn this fact.

The bee pollinates 100,000 different kinds of plants. Without bees we would have no apples, pears, plums, cherries, apricots, melons, peas, etc.

pollinate /'pɒlineit/ бордор кардан

LESSON ELEVEN

TOPIC AND VOCABULARY: **A worker on Haioty Nav farm**
 STRUCTURE: **Past passive tense**

- Let's practise the past passive tense with irregular verbs and learn more about Haioty Nav farm.

1 Read and memorise these verbs. Make up sentences in the Passive voice

hang - hung (hanged) - hung (hanged)
 have - had - had
 hear - heard - heard
 hide - hid - hidden (hid)
 hold - held - held
 hurt - hurt - hurt

2 Ask as many *Wh-* questions as you can to get information about these statements.

The hat was hung on the rack. The rabbit was hidden in a box.
 She has just hurt her finger. His footsteps were heard as he crossed the bridge.

3 Say the following request which was to be carried out.

EXAMPLE: Feed the cows, please. But they were fed an hour ago.
 Take the goats out. Give the camel a pail of water.
 Feed the horse, it is hungry. Hang the pail on the rack, please. Hide the strawberries from Karim, he will eat them all. Milk the cow, please. Give some hay to the sheep, please.

4 Read the text and do these tasks.

- 1 Find the sentence which tells you that Rustam Karimov knows a lot about bees.
- 2 Find the sentence which tells you whether bees gather honey.
- 3 Say a few words about the state farm 'Haioty Nav':

The State Farm 'Haioty Nav' (Part 3)

Rustam Karimov is a worker on the state farm 'Haioty Nav'. The state farm workers feed cows, pigs, sheep, goats, hens, cocks, ducks, geese and turkeys. Rustam Karimov has a big house and an orchard in which there are many fruit trees and berries. Behind

the orchard there is a big kitchen garden where different kinds of vegetables are grown by him and his family. The house stands on one of the small hills. Between the hills there is a valley full of flowers. A small river flows through the valley. Rustam's hobby is to breed bees and he can tell you an interesting story about their life. Bees live in colonies. Each colony of bees has only one queen. One queen is enough for the colony. If more than one queen is kept alive, swarming will not take place. It is said about a bee, 'It gathers honey all day, from every opening flower'.

That is all wrong. Bees don't gather honey. None of the 10,000 different kinds of bees gathers honey. What they do gather is nectar, which is something quite different. Did you know that?

HOMEWORK

1 You have read two stories about bees, now be prepared to tell your classmates some facts about them.

2 Read and learn this new information.

The helmet lizard of Central America has 2,500 teeth. When one tooth is lost, another grows in its place.

The wolf, a symbol of ferocity, is the affectionate parent in the animal world.

LESSON TWELVE

HOME READING

LESSON THIRTEEN

TOPIC AND VOCABULARY: **The metric system**

- Let's learn the metric system.

1. Do exercise 1, p 53 (Homevork)

2 The metric system

LENGTH	METRIC	GB and US
10 millimetres (mm)	= 1 centimetre (cm)	= 0.3937 inches (ins)
100 centimetres (cm)	= 1 metre (m)	= 39.37 inches or 1.094 yards (yds)
1000 metres	= 1 kilometre (km)	= 0.62137 miles or
SURFACE		
100 square metres (sq.m)	= 1 are (a)	= 0.0247 acres
100 ares	= 1 hectare (ha)	= 2.471 acres
100 hectares	= 1 square kilometre (sq.km)	= 0.386 square miles

3 Read this text but first listen to the teacher's retelling of the text and questions on it

What causes waves?

Waves are beautiful to look at, but they can destroy ships at sea, as well as houses and buildings near the shore. What causes waves? Most waves are caused by winds blowing over the surface of the water. The sun heats the earth, causing the air to rise and the winds to blow. The winds blow across the sea, pushing little waves into bigger ones.

The size of a wave depends on how strong the wind is, how long it blows and how large the body of water is. In a small bay, big waves will never build up. But at sea the wind can build up giant, powerful waves.

A rule says that the height of a wave (in metres) will usually be no more than one tenth of the wind's speed (in kilometres). In other words, when the wind is blowing at 120 kilometres per hour, most waves will be about twelve metres. Of course, some waves may combine to form giant waves that are much higher. In 1993 the United States Navy reported the largest measured wave in history. It rose in the Pacific Ocean to a height of thirty-four metres.

(English, IRV.)

to cause /kəʊz/ сабаб шудан
wave /weɪv/ мавҷ

to destroy /dis'trɔɪ/ вайрон
кардан



4 Answer these questions using more than two sentences for each one.

- 1 What can you say about waves?
- 2 What causes waves?
- 3 How high can a wave be?
- 4 Does the height of a wave depend on the size of the sea?
- 5 What did the US Navy report in 1993?

5 Make up sentences using this table.

1 I My friend We The villagers	is am are	going to	increase grain and cotton production. improve his English. ride a horse or a camel. to sow this field with wheat. enter the Politechnical University.
2 Are you going to	stay after school to do homework? go to the library? help Lola with physics and mathematics? plant a few cherry trees in the orchard?		

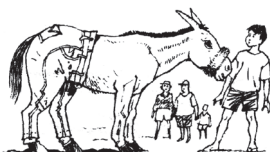
HOMEWORK

- 1 Learn the metric system by heart, exercise 2, page 55.
- 2 Read this text and repeat it in summary.

Funny donkeys

Donkeys on the small island of Re, which belongs to France, wear trousers in public. The trousers are taken off before the donkeys go to sleep. The inhabitants are asked to explain this, but they cannot give reasons for this strange custom.

donkey /dɒŋki/ хар
to belong /bi'lɒŋ/ тааллуқ доштан
custom /'kʌstəm/ анъана, суннат



LESSON FOURTEEN**TOPIC AND VOCABULARY: Review**

- Let's review Unit 2.

1. Do exercise 4. p. 56 (Homework)**2 Read, translate and learn these proverbs.**

What's done cannot be undone.

Lost time is never found again.

3 Complete the 'tails' for these questions.

EXAMPLES: One goose is drinking water, ... ?

One goose is drinking water, isn't it?

Two geese are swimming in the river, ... ?

Two geese are swimming in the river, aren't they?

1 A turkey is being fed, ... ?

2 A rabbit was running across the field, ... ?

3 The cow was milked by my mother, ... ?

4 Sheep were grazing in the field, ... ?

5 Flour is made from wheat and rye, ... ?

4 Answer these questions.

Which animals give us meat?

Which animals give us milk?

Which birds give us eggs?

Which animals can we ride on?

Which vegetables can we eat?

What fruit do you like to eat?

What fruit do you not like to eat?

5 Read these texts then talk about them.**A The common fly**

How can a fly walk upside down on the ceiling?

On the end of its feet a fly has two claws and two pads, covered with hairs. There is a sticky liquid in the pads. When the fly wants to walk upside down on the ceiling, it presses hard on the pads and the sticky liquid comes from them. Now it can stick to the surface of the ceiling and hold on upside down.

When a fly wants to walk or fly away it presses with its claws; the sticky pad and hairs are released and it can move freely.

a claw /ə'klo:/ ранча
 a pad /pæd/ чанбара, сабад
 sticky liquid /stiki 'likwid/ моеи
 часпанда

a surface /ə'sə:fis/ рӯй, боло
 the sticky pad and hairs are
 released /hεεz a: rili:st/ сабади
 часпанда ва мӯйи озод шуда

B Garlic

Garlic is a native plant of Middle Asia. It was cultivated from the third millennium before the Christian era. It was grown in Ancient Egypt, Greece, Rome and China. Garlic was brought to Russia from Visantia in the 9th century. It was used as a flavouring for fish and meat dishes as it is nowadays. Garlic is used in medicine; you are advised to chew it when you have a sore throat. Garlic kills every bacterium and helps people not to catch cold.

garlic /'ga:lik/ сир, саримсоқ
 millennium /mi'lenium/ садсола,
 аср
 Ancient Egypt /ænf'ient 'i:dʒipt/
 Мисри қадим
 Greece /gri:s/ Греция, Юнон

Rome /roum/ Рим
 China /tʃaina/ Чин, Хитой
 flavour /'fleivə/ мацца, бўй
 to chew /tʃu:/ хойдан
 bacterium /bæk'tiəriəm/
 бактерия



5. Make a pair talk about «garlic»
6. Why are donkeys Funny? (ex.2.,p.56)

LESSON ONE

TOPIC AND VOCABULARY: Radio and television

- Let's learn about radio and television.

1 Read and memorise these verbs.

make - made - made
speak - spoke - spoken

give - gave - given
hear - heard - heard

2 Answer these questions.

- What is the most wonderful discovery ever made by man?
- By what means do you speak to someone?
- What can you listen to while seated comfortably in your own home?
- How often do you listen to the wireless?
- What do you have to do to listen to the radio?
- Is television more marvellous than the radio? Say why.

3 Read the text carefully, translate and retranslate some sentences.

Radio and television (Part 1)

Of all the discoveries ever made by man, radio, or wireless, is one of the most wonderful. By means of a wireless, you can speak to someone on the other side of the world. Seated comfortably in your own home, you can listen to music or talks which are broadcast thousands of miles away from you - talks on national and international affairs, on science, history and other educational subjects.

I listen to the wireless almost every evening. Mine is an eight-valve set with an outdoor aerial, which gives splendid results. It has medium, long and short wavelength, and it's quite simple to manipulate. All I have to do is to turn a knob or push a button to tune into the station I require. More marvelous even than radio, is television, which enables us not only to listen to talks, plays and concerts, but also to see what is going on.

to discover /dis'kʌvə/ кашф
кардан
wireless /'waɪəlɪs/ бе сим
by means of wireless /baɪ'mi:nz
əv/ бо роҳи бе сим
broadcast /'brɔːdkaːst/ пахш
кардан, шунавонидан
eight-valve set /'eɪtvɑːlv/ ҳашт
мавҷдор (радио)
aerial /'ɛəriəl/ антенна
manipulate /mə'nɪpjuleɪt/ идора

кардан
turn a knob /tɜːn ə nɒb/ тоб
додани гӯшак
push a button /puʃ'a'bʌtn/ пахш
кардани тугма
tune into /tjuːn ɪntuː/ ба мавҷи
дигар гузаштан
require /rɪk'waɪə/ лозимӣ,
мувофиқ
marvelous /'maːvələs/ аҷоиб
to enable /ɪ'neɪbəl/ қудратманд

4 Complete these sentences.

- 1 By means of wireless you can . . .
- 2 I listen . . .
- 3 All I have to do is . . .
- 4 It has medium, long and short wavelength . . .

5 Work in pairs, talk about the first paragraph of the text, then talk about the second paragraph.

6 Say the text in a chain around the class.

HOMEWORK

1 Write down your answers to exercise 4, above.

2 Read this text then do the task.

Prove it yourself

How high is your school (or your house)?

There are many ways in which you can find the height of a building. Here is one which you can use.

You know that tall objects give longer shadows than short objects. Measure the shadow of the building on a sunny day. Then measure the shadow of a yardstick. See how many times this distance goes into the shadow of the building. Multiply the number of times by three and the answer is the height of the building in feet.

For example, if the shadow of the yardstick goes into the shadow of the building twenty times, then the building is 60 feet high.

You can find the height of trees and other high objects in the same way.

to measure /*ме́зə*/ андоза
кардан

a yardstick /*ə'ja:d'stik*/ чўб,
калтак

LESSON TWO

TOPIC AND VOCABULARY: **Television**STRUCTURE: **Pronunciation; 'must, have to, can, be able to'**

- Let's learn more about television, practise saying past tense endings, and look at 'must/have to' and 'can/able to'.

1 What is the height of our school building?

2 Read the verbs correctly following the examples, then play game «Say repeat and add»

EXAMPLES: /d/ *lived, spelled*
 /t/ *helped, looked*
 /id/ *skated*

studied, worked, practised, displayed, treated, formulated, discovered, ended, asked, restricted, showed, started, called, helped, wanted, represented.

3 Read and translate these sentences. Then make up your own three sentences using the same verbs and write them down in the positive, interrogative and negative forms.

- a) He must come in time. = He has to come in time.
 - b) Must he come in time? = Has he to come in time?
 - c) He mustn't come in time. = He hasn't to come in time.
- a) I must feed the hens and ducks. = I have to feed the hens and ducks.
 - b) Must you feed the hens and ducks? = Have you to feed the hens and ducks?
 - c) I mustn't feed the hens and ducks. = I haven't to feed the hens and ducks.
- a) She can do this work well. = She is able to do this work well.
 - b) Can she do this work well? = Is she able to do this work well?
 - c) No, she can't do this work well. = No, she is not able to do this work well.

4 Read, translate and memorise these dialogues.

- A: Oh, what a fine afternoon!
 B: Yes, very fine, isn't it?
 A: Wonderful!
- A: What a nasty day!
 B: Why? Drizzling again?
 A: Pouring!

5 Read and translate this text.

**Radio and television (Part 2)**

Galileo, an Italian, invented the telescope over three hundred and seventy years ago. Because he could see so far with the instrument, he called it a 'telescope', from the Greek word 'telescopos', which means 'seeing from a distance'. The 'tele-' part of the Greek word means 'far'. The English form of the Italian 'telescopio' is 'telescope'.

Following Galileo's idea, 'tele' is used in naming modern inventions which bring close something that is far away. Television brings pictures from far away. The 'vision' part of 'television' comes from the Latin word 'videre'

- 'to see', and 'video', which is another word for 'television', is just the Latin word for 'I see'.

When radio was invented, the word 'broadcast' was used to describe what was transmitted by radio. 'Broadcast' means 'to scatter abroad'. Now, pictures are sent abroad as well as voices, and a new English word has been made up from 'television' and 'broadcast' - 'telecast'.

invent /in'vent/ иктироѡ кардан
invention /in'venʃn/ иктироот
'vision' part /'viziən'pa:t/ қисми
биной

to transmit /trænz'mit/ пахш кардан
to scatter abroad /skastə əbrɔ:d/
ба хориҷ ворид кардан
voice /vɔis/ овоз

6 Answer these questions.

- 1 What is the English for the instrument which helps us to observe the stars?
- 2 What do you call the thing which brings voices, writing and pictures from far away?
- 3 How did the word 'telecast' come into being?

HOMEWORK

1 Write down your answers to exercise 3, page 61.

2 Read the text then answer these questions.

- 1 What is the colour of night?
- 2 Which colours is white composed of?
- 3 Which colours have shorter wavelengths?
- 4 What can you say about small particles of dust and moisture in the atmosphere?
- 5 Why does the sky seem blue?

Why is the sky blue?

You know that the sky is blue, but have you ever thought why it isn't white, green or red? Here is the reason. Light from the sun is white. But white is composed of many colours - yellow, orange, red, green, blue and violet. Blue and violet have shorter wavelengths than the light waves of other colours.

Small particles of dust and moisture in the atmosphere bend the blue and violet waves of the sun's rays and spread them all over the atmosphere. Therefore, we see these colours more clearly than other colours in the rays, and the sky seems blue.

wave/weiv/ мавч

wavelength /weivleŋθ/

дарозии мавч

particles of dust

/pa:tiklz əvɒlɪst/ заррачаҳои чанг

ray /rei/ шуоъ

moisture /'mɔɪstʃə/ намӣ

bend /bend/ қат кардан

LESSON THREE

HOME READING

LESSON FOUR

TOPIC AND VOCABULARY: Television

- Let's practise some irregular verbs and learn more about the topic 'Television'.

1 Why is the sky blue ?

2 Read and memorise these verbs. Make up sentences in different verbal tenses

find - found - found

pay - paid - paid

say - said - said
 lie - lay - lain
 make - made - made

3 Ask as many *Wh*- questions as you can to get information about these statements.

I shall find . . . He is playing . . . She has made . . .

4 Read and remember this proverb.

Lost time is never found again.

5 Read this text carefully.

Television (Part 1)

Television now plays such an important role in so many people's lives that it is essential for us to try to decide whether it is good or bad.

In the first place, television is not only a convenient source of entertainment, but also a comparatively cheap one. For a family of four, for example, it is more convenient as well as cheaper to sit comfortably at home than to go out. There is no transport to arrange. They do not have to pay for expensive seats at the theatre, the cinema, the opera and ballet. All they have to do is to turn a knob and they can see plays, films, and operas, not to mention political discussions and the latest exciting football match. Some people, however, say that this is just where the danger lies. The television viewer need do nothing. He does not even use his legs. He takes no initiative. He makes no choice. He is completely passive and has everything presented to him.

convenient /kən'vinjant/ похат
 source of entertainment /sɔ:s əv
 entə'teinmənt/ манбаи
 вақтгузаронӣ

comparatively /kəmpərətivli/
 қиёсан
 cheap /tʃi:p/ арзон

6 Answer these questions.

- 1 What role does television play in people's lives?
- 2 Is it essential for us to try to decide whether it is good or bad?
- 3 Why is television a convenient source of entertainment?
- 4 What does the television viewer need?
- 5 Is he completely passive?
- 6 Does he have everything presented to him?

7 Complete these sentences.

- 1 There is no transport. . .
- 2 All they have to do is . . .
- 3 This is just where the danger . . .
- 4 The television viewer . . .
- 5 He takes no . . .
- 6 He makes no . . .
- 7 Talk about the text in pairs.
- 8 In pairs, talk about every four or five sentences.

HOMework

1 Write down your answers to exercise 6, page 64

2 Read this riddle.

If yesterday two weeks ago was Saturday. What day will it be tomorrow?

3 Read these facts and retell two of them.

Did you know . . .

. . . that scientists think that the cleverest wild animal is the chimpanzee, the second is the orangutang and the third is the elephant?

. . . that lions are cleverer than tigers and leopards. Among the domestic animals the cleverest are the horse and the dog. These animals learn a lot from the people with whom they live.

. . . that animals can talk to one another?

Of course, they cannot talk like people, but many animals can express joy, fear and anger by their cries. Monkeys, for example, make many different sounds with their mouths, which have different meanings.

The normal temperature for a person is 36.6 degrees centigrade. Here are the average normal temperatures of some animals: cat, 40.0°; cow, 38.3°; dog, 38.6°; horse, 37.8°; pig, 39.2°; sheep, 39.1°.

LESSON FIVE**TOPIC AND VOCABULARY: Television**

- Let's practise more irregular verbs and continue with the topic 'Television'. Rete 11 some facts (ex. 3, p65)

1 Read, translate and remember this proverb.

Never put off till tomorrow what you can do today.

2 Read and memorise these verbs, make up sentences in different verbal tenses

bring - brought - brought

get - got - got

begin - began - begun

tell - told - told

3 Ask as many Wh- questions as you can to get information about these statements.

They have begun. He brought. She will tell.

4 Retell the text 'Television' (Part 1) following this outline plan.

- a) The role of television in people's lives.
- b) Television is a source of entertainment.
- c) Preparation for watching TV.
- d) A passive viewer.

5 Read the text and answer these questions using more than one sentence for each one.

- 1 What does television inform people about?
- 2 Why is television more living and real than radio?
- 3 What is your opinion about television?

Television (Part 2)

Television, people often say, informs one about current events, the latest developments in science and politics, and presents an endless series of programmes which are both instructive and stimulating. The most far away countries and the strangest customs are brought into one's living room. People can say that the radio does this just as well; but on television everything is much more living, much more real. Yet here again there is danger. We get to like watching TV so much that it begins to dominate our lives. A friend of mine told me the other day that his television set had broken down and that he and his family had sadly found that they had much more time to do things and that they could really talk to each other again. It makes one think, doesn't it?

There are many arguments for and against television. The poor quality of its programmes is often criticised. I think we must understand that television in itself is neither good nor bad.

Television is as good or as bad as we make it.

(From *A New Way to Proficiency in English* by
John Len Cook, Amorey Gethin, Keith Mitchell)

current events /kʌrənt ɪvents/

хабарҳои рӯзмарра

development /dɪ'veɒpmənt/

рушд

real /riəl/ ҳақиқӣ

to break down /breɪk daʊn/

шикастан

sadly /sædli/ ҳузновар

argument /'ɑ:gjʊmənt/ далел

for /fɔ:/ барои

against /ægenst/ муқобил

neither /naɪðə/ на

as...as.../æz...æz/чи...чи

much - more - most бисёр

HOMEWORK

1 Read and copy these sentences. Underline the complex object.

EXAMPLE: I saw him come into the room.

They saw the child cross the road. We saw the man leave the house. Lola saw us go along the road. I heard him speak at the meeting. The woman heard the baby cry. We watched her water the flowers. The grandmother watched Ann do her homework. She let his hand touch her arm. The teacher made us write this exercise again.

2 Read this text and tell it in summary.

More about English seasons

The weather depends on the season and the climate of the country. The Russian winter is famous for its sunny, frosty days. Winter in England is not very cold. Very often snow melts when it falls. In England it doesn't snow much. It often rains, even in winter. The almost permanent mistiness of the atmosphere in England is something that often surprises foreigners. In industrial areas, in autumn, the mist lies thick all day. One peculiarity of an English autumn is mist, another is its long duration.

permanent /'pɜ:mənənt/ доимӣ

atmosphere /'ætmosfiə/

атмосфера, ҳаво

foreigner /'fɔ:ɡɪnə/ хориҷӣ

areas /'ɛəriəz/ мавзеъ

peculiarity /pɪkju'li'ærɪti/

хосият, хусусият

duration /dju'reɪʃn/ давомнокӣ

LESSON SIX

TOPIC AND VOCABULARY: **Television**STRUCTURE: **Suffixes and irregular verbs**

- Let's review the suffixes of abstract nouns.

1 Does the weather depend on the season?

2 Read, translate and learn these words.

-(t)ion, -s(s)ion - calculation, examination, session, expression
 -ance - substance, distance
 -ence - independence, experience
 -ment - experiment, movement, development
 -ure - culture, temperature, literature, pleasure
 -age - marriage, passage
 -ship - friendship, membership, hardship
 -ness - happiness, hardness, madness
 -ism - socialism, capitalism, monopolism
 -ty - activity, capacity, safety, speciality
 -th - strength, warmth
 -hood - childhood, boyhood, manhood
 -dom - freedom, kingdom, wisdom

3 Read the three forms of each of these verbs and memorise them.

beat - beat - beaten
 become - became - become
 bend - bent - bent
 bind - bound - bound

4 Ask as many Wh- questions as you can to get information about these statements.

He bent very low. She has bound. She is binding.

5 Retell the text 'Television' (Part 2). Compare television and radio; give arguments for and against television.

6 Complete these sentences.

- 1 Television now plays such an important role in so many people's lives that. . .
- 2 For a family of four, for example, . . .
- 3 There are many arguments . . .
- 4 Television is as good as . . .

7 Answer these questions.

- 1 What information can people get from television?
- 2 How does television help people?
- 3 What is brought into one's living room?
- 4 Are there many arguments for and against television?
- 5 Do you think that television is, in itself, good or bad?

8. Work in pairs talking about «Television and radio»

HOMEWORK

- 1 Write down your answers to exercises 5 and 6, pages 68.
- 2 Read, translate and retell these texts.

The third Law of Motion

1

'The third law of motion, which I have discovered, says: Every action has an equal and opposite reaction. If you push with your finger against a stone, gentlemen, then the stone pushes back with an equal force against your finger,' said Newton.

Have you ever wanted to jump from the side of a rowing boat onto the land? Before you can do it, you must push the boat backwards. And what happens then, according to Newton's Law?

2

Isaac Newton served two terms in the British Parliament. During the two years he spent in the House of Commons, he never opened his mouth except once, when he asked someone in the gallery to open the window.

LESSON SEVEN

HOME READING

LESSON EIGHT

TOPIC AND VOCABULARY: **The days of the week;**
Rogun Hydroelectric Station

- Let's practise irregular verbs and learn about Rogun Hydroelectric Station.
- 1 Work in pairs speaking about «The third Law of motion».

2 Read and memorise these verbs.

fight - fought - fought - fighting
 fly - flew - flown - flying
 forget - forgot - forgotten - forgetting

3 Ask as many *Wh-* questions as you can to get information about these statements.

He was fighting with the boys. A bird has flown away. She forgot to bring it. I shall find my boy.

4 Work in pairs. Read and act this dialogue.

A: Hallo, Karim! I haven't seen you for ages. Where have you been all this time?

B: I have just returned from Rogun.

A: Did you see Rogun Hydroelectric Station?

B: Of course! It is built in the mountains.

A: Really! How interesting! , .

5 Read this text translat, retranslate some sentences and talk about it.

No one knows who started the seven-day week. But it is thought that the week has seven days because there are seven heavenly bodies in our solar system that can be seen without a telescope. These are the sun, the moon and five planets: Mars, Mercury, Jupiter, Venus and Saturn. In many ancient religions these seven heavenly bodies were very important. People worshipped them and believed that each ruled over a particular day. Thus there were seven days from one sun's day to the next sun's day. This period later came to be called a week.

The week might have had more than seven days, however, if people in ancient times had known about Uranus, Neptune and Pluto. But none of these planets can be seen without a telescope.

6 Read this text.

Rogun hydroelectric station

Not far from the Dushanbe on the Vaksh river, Rogun hydroelectric station has been built. It is the most powerful station in Central Asia. It was constructed under very difficult conditions. As there was no flat plain, the station has been built inside the mountain. All the roads to the station run through solid rock.

The town of Rogun is built in the mountains on the high hills. Only high buildings are erected here because of the lack of flat ground. About 16-18 thousand inhabitants live here. The town looks like a peninsula which is washed by the waters of the Rogun reservoir.

The town was built by different nations of our country and it looks smart.

hydroelectric station	thick /θɪk/ ғавс
/haidroui'lektrik/ стансияи	rock /rɒk/ санг
барқии обӣ	lack /læk/ кам
powerful /'paʊəfʊl/ бузург,	inhabitants /ɪn'hæbɪtənts/
қудратманд	бошандагон
flat plain /flæt pleɪn/ ҳамвори	peninsula /pɪ'nɪnsjʊlə/ шабехӣ
васеъ	чазира
to be placed /bi: pleɪst/ ҷойгир	reservoir /'rezəvwa:/ обанбор
кардан	smart /sma:t/ зебо, дилчасп

7 Answer these questions using no less than two sentences for each one.

- 1 Where has Rogun hydroelectric station been built?
- 2 Is it a powerful station?
- 3 Where is the station situated?
- 4 Say some sentences about the town of Rogun.

HOMEWORK

1 Write down your answers to exercise 6, on p. 70

2 Complete these sentences.

- 1 It is the most. . .
- 2 As there was no flat plain . . .
- 3 All the roads to the station . . .
- 4 The town of Rogun was built. . .
- 5 The town looks like a peninsula . . .

3 Read and try to memorise this text.

Did you know...

. . . that each atom has its own fixed position in a molecule, but it does not remain still? Each atom moves quickly back and forth.

. . . that the difference between a hot substance and a cold one is in the movement of the atoms? The faster the movement of the atoms, the hotter is the substance.

LESSON NINE

TOPIC AND VOCABULARY: **Sound**

- Let's practise irregular verbs and learn about the topic 'Sound'.

1 What informations have you got about atom?

2 Read, translate and learn this proverb.

After rain comes fair weather.

3 Read, translate and memorise these verbs.

keep - kept - kept
 know - knew - known
 lay - laid - laid
 learn - learnt,
 learned - learnt
 leave - left - left

4 Ask as many *Wh-* questions as you can to get information about these statements.

Domestic animals are well kept on the state farm. They have known each other for ages. He will soon leave the town for Hissar. The turkeys and ducks were left in the barn.

5 Make up as many sentences as possible using this table.

		her	dance in the room.
Pete		them	climb the hill.
I	saw	somebody	learn the poem by heart.
we		us	listen to the radio.
		the children	tie the goat to that tree.
		sheep	eat the hay in the field.

6 Read this text, and translate it

An age problem

A man has lived one fourth ($\frac{1}{4}$) of his life as a boy, one fifth ($\frac{1}{5}$) as a young man and thirteen years as an old man.

How old is the man? (The man is 60 years old.)

7 Read this text and translate it carefully.

Sound

Sound travels through the air in the form of waves. Sound waves are sent out from any object that vibrates or swings to and fro. If there are between 20 and 20,000 swings each second, we can hear the sound. The faster a thing vibrates, the higher the pitch of the tone it produces. The pitch of the tone also depends on the size and shape of the vibrating object.



If you strike the side of an empty glass, it vibrates and gives off a musical tone. If water is poured into the glass, it gives a different tone because the amount of air that can vibrate freely has been reduced.

Sound propagates not only in the air but also in other bodies. Different bodies conduct sound in different ways. Most metals, wood, gases and also liquids are good conductors. Soft and porous bodies are poor conductors.

Thus sound propagates in all resilient bodies, solid, liquid and gaseous, but it cannot propagate in a vacuum.

wave /weiv/ мавч
vibrate /vai'breit/ ларзондан
swing /swɪŋ/ болою поён лаппиш
хўрдан
to and fro ин сў, он
сў
the pitch of the tone produces
/pitʃ/ эв дэ тoun прədjʊ:siz/
андозаи садои ҳосилшуда
shape /ʃeɪp/ шакл
empty /empti/ холӣ

propagate /'prɒpəgeɪt/ паҳн
шудан
liquid /'likwɪd/ моеъ
conduct /kən'dʌkt/ гузарондан
porous /'pɔːrəs/ сўроҳ-сўроҳ,
пурсӯроҳ
resilient /ri'zɪliənt/ сахт
gaseous /'geɪzjəs/ газдор
vacuum /'vækjuəm/ вакум, холӣ
аз ҳаво

8 Work in pairs, talk about the text you have read.

HOMEWORK

1 Write down the answers to these questions.

- 1 How does sound travel?
- 2 Where can we hear a sound?
- 3 On what does the pitch of the tone depend?
- 4 In what does the sound propagate?
- 5 What are good (poor) sound conductors?
- 6 Can sound propagate in a vacuum?

2 Read and translate this text. Then answer the questions.

More about London (Part 1)

London is the capital of Great Britain, and a capital city of the United Kingdom. It is the largest city in Europe and one of the oldest in the world. The old Celts gave it its name; the Romans made it the centre of their new colony; the Germanic invaders tried to burn and destroy it; the victorious Normans made it the capital of the country. In London, past and present are so mixed together that they cannot easily be separated and when you are in London you see the past in the present and present in the past.

The oldest part of London is called the City. In the City the streets and pavements are very narrow and the traffic is very heavy on weekdays. That is because the most important London firms and banks have offices there. But at weekends the City is almost dead.

- 1 What can you say about London as the capital?
- 2 What can you say about the City?

Romans /roumənz/ римихо
 colony /kələni/ колония
 Germanic /dʒə'mænik/
 Германй, олмонй
 invader /in'veidə/
 забткунанда
 burn /bə:n/ сўхтан
 destroy [dist'rɔi/ хароб
 victorious /vik'tɔ:riəs/ ғолиб
 Normans /nɔ:rmənz/ норманҳо
 to be mixed /bi: 'miks/
 махлут кардан

together /tə'geðə/ якчоя
 easily /i:zili/ осон
 to separate /sepə'reit/ чудо
 кардан
 pavements /peivmənts/
 доимй
 narrow /nærou/ танг
 traffic /trafik/ нақлиёт
 heavy /'hevi/ гарон, вазнин
 offices /ɔfisiz/ идора, коргоҳ
 dead /ded/ мурда

LESSON TEN

TOPIC AND VOCABULARY: **The electric light-bulb**
 STRUCTURE: **Suffixes**

- Let's review the suffixes 'ment' and 'fill' and learn the topics 'The electric light-bulb' and 'London'.

1 Read and translate these words. Then make up your own sentences.

- a) joy - enjoy - enjoyment
 They will tell you their joys and sorrows.
 I enjoy good music, it gives me great enjoyment.
- b) sorrow - sorrow - sorrowful
 He was very sorry that my friend was dead.
 He looked very sorrowful.
 There was sorrow in his face.

2 Talk about London, the capital city, and the old City of London.

3 Work in pairs. Complete these dialogues.

EXAMPLE: **A:** I like to travel by train.
B: I like it, too. (I also like it.)

A: My mother always cooks the dinner well.
B: My mother . . .
A: My father can drive any car.
B: And my father . . .

4 Read and translate and retranslate some sentences of the text.

The electric light-bulb

An electric current is the free flow of electrons through a wire. Electrical wire is made of copper and electrons easily pass through it.

But if they come to a different metal whose conductivity is not so good as that of copper, they bump against the atoms of the metal. The friction arising from the bumping makes the metal very hot.

This happens in electric stoves and irons where the wire is made of nichrome. The nichrome becomes very hot when electricity flows through it. The metal covering which protects the nichrome from dirt becomes hot, too, and cooks the food or warms the room.

In an electric light-bulb, a very fine filament of wire made of tungsten is used. As the current flows, the electrons bump into the tungsten atoms, and become hot. The hotter they become, the quicker they move and bump, and become hotter still; until the wire begins to glow. The glow is the result of the electrons bumping about and causing little sparks, which we see as light. The electrons do not burn up or melt the wire, although it is very thin, because there is no oxygen in the bulb, so things cannot burn in it.

current /kʌrənt/ рӯзмаппа

flow /flou/ резиш

wire /waɪə/ сим

copper /kɒpə/ мис

conductivity /kɒn'dʌktiviti/

қобилияти чараёно

гузарондан

bump /bʌmp/ зарба

friction /friksən/ сойиш

filament /'filəmənt/ ришта, топ

tungsten /'tʌŋstən/ волфрам

stoves and irons /stouvz ond

aiənz/ бухорӣ, манқал,

гармхона, дарзмол

protect /prətəkt/ муҳофизат

кардан

dirt /dɜ:t/ чиркин

bulb /bʌlb/ лампа

oxygen /'ɒksidʒən/ оксиген, ҳаво

5 Translate these sentences into Tajik, then retranslate them

- 1 What metal has conductivity not so good as that of copper?
- 2 A very fine filament of wire made of tungsten is used.
- 3 The hotter they become, the quicker they move and bump, and become hotter still.
- 4 The glow is the result of the electrons bumping about and causing little sparks.

6 Answer these questions, using no less than two sentences for each one

- 1 What is electric current?
- 2 Why do electrons easily pass through electrical wire?
- 3 What makes the metal very hot?
- 4 What is the wire in electric stoves and irons made on?
- 5 What is the glow?

7 Read this puzzle.

The electric train

An electric train is travelling at a speed of 60 miles per hour. If there is a wind of 30 m.p.h. which is following it, which way is its smoke blowing?

(Answer: an electric train does not have any smoke.)

HOMEWORK**1 Complete these sentences following the example.**

EXAMPLE: *If he doesn't go there, she won't go there, either.*

EXAMPLE: *If Lola plants flowers in front of the house, I'll do it, too.*

- 1 If he doesn't tell you about it, I won't. . .
- 2 If Rustam doesn't want to take the medicine, I won't. . .
- 3 If Karim is going by plane, I'll. . .
- 4 If I go to Kulyab by air, Anna will...

2 Read this text translate, retranslate some sentences and retell it.**More about London (Part 2)**

The most fashionable and the most expensive part to live in is the West End. It is situated between the City and Hyde Park. The City and the West End are the heart of London: they are the parts which everybody who comes to London must see and wants to see, because they are more interesting than any other part of London. All the most interesting buildings, shops and offices are situated here.

The Tower of London, the Bank of England, the Mansion House, where the Lord Mayor lives, the Law Courts, and many interesting old churches are situated in the City. The Houses of Parliament with Big Ben, Westminster Abbey, the National Gallery and many theatres and good shops are in the West End.

Lord Mayor /lɔ:d meɪə/ Мири шахр

Law Courts /lɔ:'kɔ:ts/ Додгоҳи қонун

LESSON ELEVEN TOPIC AND VOCABULARY: **Water**

- Let's practise irregular verbs and begin the topic 'Water'.

1 Read, translate and memorise this proverb.

After dinner sit a while, after supper walk a mile.

2 Read and memorise these verbs, make up sentences in the Passive voice

lie-lay-lain

light - lighted, lit - lighted, lit

lose - lost - lost

make - made - made

meet - met - met

3 Ask as many *Wh-* questions as you can to get information about these statements.

He lit the lamp.

She has made her bed.

I lost my spectacles.

We were met by our friends.

I shall lie on the grass under the

tree.

4 Read and translate these sentences.

- 1 The properties of short waves are different from the properties of long waves.
- 2 A mechanical pyrometer works on the principle of expansion of metals by heat.
- 3 No question is more important now than the question of preserving lasting peace.
- 4 The kind of television used in science and industry differs from the kind used for entertainment.

5 Read translate and retranslate some sentences of the text.

Water (Part 1)

Water is one of the commonest of all substances, and without it life would be impossible. The seas and oceans cover about seven tenths of the Earth's surface. But water is also contained in the soil, in the atmosphere and in all living things. More than half of the human body consists of water, which also forms a large part of the food we eat, especially vegetables and fruit. Man can live for nine days or more without food, but we cannot live for many days without water.

Water exists as a substance in three states: ice, which melts at 0 degrees centigrade, liquid water, and steam, which is formed when water boils at 100 degrees centigrade.

commonest /kɒmənɪst/

одитарин

substances /'sʌbstənsɪz/ чиз, чинс

surface /sə:fɪs/ пўй

to contain /kənteɪn/ доро будан,

доштан

soil /sɔɪl/ хок

exist /ɪg'zɪst/ вучуд доштан

liquid /'lɪkwɪd/ моеъ

steam /sti:m/ буғ

boil /bɔɪl/ қўшонидан

6 Answer these questions.

- 1 What is water?
- 2 How much of the Earth's surface is covered by seas and oceans?
- 3 How much of the human body consists of water?
- 4 How long can a man live without food and water?

7. Say the text in a chain around the class.

HOMEWORK

- 1 Write down your answers to exercise 6, above.
- 2 Read, translate and retell this text.

More about London (Part 3)

London has many bridges over the Thames, more than twenty, but the most interesting of them all is Tower Bridge situated near the Tower of London.

The Tower of London is an old castle with white walls, high towers, small windows and large gardens. Many important people, among them two wives of Henry VIII, were imprisoned and beheaded there.

The East End is the poorest district. There are many factories, workshops and docks there. Most of the workers live in this part of London.

LESSON TWELVE

HOME READING

LESSON ELEVEN TOPIC AND VOCABULARY: **Water**

- Let's practise verbs and asking questions, then continue to study the topic Water.

1 Read, translate and memorise this proverb.

Everything is good in its season.

2 Read, translate and memorise these verbs, make up sentences in the Present Perfekt tenses.

pay - paid - paid

put - put - put

read - read - read

ride - rode - ridden

run - ran - run

rise - rose - risen

3 Ask any questions you like about these statements.

She paid 200 roubles for 10 kilograms of grapes. I always read books when I have time. The sun rises in the east. He was running very quickly.

4 Talk about these situations.

- 1 Say what you can see in the sky at night and in the daytime.
- 2 Describe a day when there are no clouds in the sky.
- 3 What do you begin doing when clouds gather in the sky and you are out of doors?

5 Make up as many sentences as possible using this table.

I		the actor	sing a new song.
Kate	heard	them	talk to the postman.
We		the boy	tell the pupils a strange story.
			read a story aloud.

6 Read translate and retranslate some sentences of the text.

Water (Part 2)

Water differs from all other liquids in that it expands when cooled from 0° centigrade, contracts when heated from 0° to 4° centigrade and reaches its maximum density at 4° centigrade. No other liquid possesses this property. Pure water is rarely found in nature. This is because water is able to dissolve so many substances from the air, the soil and the rocks. The saltiness of sea water is caused by the mineral substances which are dissolved from the Earth's surface by rivers and carried down to the sea.

The sun's heat causes the surface sea water to evaporate, or change into vapour, leaving behind the salt and other minerals. This explains why the seas are so much more salty than the rivers flowing into them.

to expand /ɪkspænd/وسع
 кардан
 to cool /ku:l/ сард (хунук)
 кардан
 to contract /kɒn'trækt/ ихтисор
 шудан (хачман кам)
 to heat /hi:t/ гарм кардан
 density /densiti/ чафсӣ
 to possess /pə'zes/ доштан
 property/propəti/ хусусӣ,

шахсӣ, моликият
 pure /pjʊə/ тоза
 to dissolve /di'zɒlv/ об шудан,
 ҳал шудан
 saltiness /sɔ:ltinis/ намақдор
 to cause /kɔ:z/ сабаб шудан
 to evaporate /i'væpəreit/ бухор
 кардан
 vapour/'veɪpə/ буг

7 Answer these questions.

- 1 In what way does water differ from all other liquids?
- 2 Is it easy to find pure water in nature? Why is it so?
- 3 What does the sun's heat cause the surface sea water to do?

HOMEWORK

1 Write down your answers to exercise 5, p , 80, and exercise 7, p 81

2 Read and try to remember these facts.

Did you know ...

- . . . that radon, although it is a gas, is four times as heavy as iron?
- . . . that when pocket watches were first invented, they were so heavy that their owners had pages to carry them?
- . . . that it is impossible to sneeze with your eyes open?
- . . . that the eyeballs of the giraffe protrude to such an extent that he can see in all directions without turning his head.
- . . . that three hundred years ago diamonds were tested in India by fastening them to the horns of two fighting rams.
- . . . that the tortoise has the slowest pulse of any animal - 13 beats a minute.

3. Review all the text about "London"

LESSON FOURTEEN

TOPIC AND VOCABULARY: Rubber

- Let's practise irregular verbs, asking questions and look at the topic 'Rubber'.

- 1 **Read and memorise these verbs. Use them to make up as many sentences as possible. Make up sentences in the Perfect and Past Perfect Tenses**

say - said - said
 see - saw - seen
 sell - sold - sold
 send - sent - sent
 shake - shook - shaken

- 2 **Work in pairs. Read and act this dialogue. Then make up your own dialogue.**

A: I want Karim to study physics.
 B: Why do you want him to study physics?
 A: Because I want him to be a physicist.

- 3 **Make up as many sentences as possible using this table.**

He		me	hurry to the bus-stop.
Ann	watched	as	get on a bus.
They		the workers	get off a tram.
		Ann	talk and laugh during the break.
		the clerk	work there.

- 4 **Read the text about 'Rubber' and find the answers to these questions.**

- 1 What is rubber?
- 2 Where is rubber used?
- 3 What was the first use of rubber?

Rubber (Part 1)

We all know what rubber is. We have seen it on the wheels of cars; we have used it to rub out mistakes in drawing; we have played games with rubber balls. When we press a piece of rubber, we change its shape. But as soon as we stop pressing, the rubber springs back to its first shape, we therefore say that rubber is elastic.

Rubber was first used to make rubber balls. In 1492, Columbus sailed from Spain and discovered America. One of the many strange things which he and his men saw in America was a game played with rubber balls. They noticed that the rubber balls bounced much better than the balls they used in their own country. When they sailed home again, they told their friends that the balls were made from the gum of a tree.

rubber /'rʌbə/ резина
 wheels/wi:lz/ чархҳо
 to rub /rʌb/ тоза кардан
 to press /pres/ зер кардан
 shape /ʃeɪp/ шакл

to spring back /sprɪŋ bæk/
 чахида рафтан
 elastic/ilæstɪk/ пластик, мулоим
 to bounce/baʊns/ чахидан
 gum /gʌm/ шарбати дарахт

5 Rewrite these sentences correctly.

EXAMPLE: We can use rubber to draw.

That's wrong. We can use rubber to rub out mistakes in drawing.

- 1 When we press a piece of rubber, we can't change its shape because it is hard.
- 2 Rubber was first used to make rubber wheels.
- 3 Columbus discovered America in 1592.

6. Work in a group of three and speak about «London»

HOMEWORK

- 1 Write down your answers to exercises 4 and 5, pages 82, 83.
- 2 Read and try to remember these facts.

Did you know . . .

- . . . that the planet nearest to the sun is Mercury?
- . . . that the distance of the moon from the Earth is 253,000 miles maximum and 222,000 miles minimum?
- . . . that the distance of the sun from the Earth is 93,005,000 miles?
- . . . that there is a unit of measurement called a 'light year'? It is the distance which light travels in a year.
- . . . that the nearest star is 4.2 light years from the Earth?

LESSON FIFTEEN

HOME READING

LESSON SIXTEEN

TOPIC AND VOCABULARY: Rubber

- Let's practise irregular verbs and continue the topic 'Rubber'.

1 Read and memorise these verbs. Make up sentences in the Present Indefinite tense in all forms.

shine - shone - shone
 shoot - shot - shot
 show - showed - showed
 shut - shut - shut
 sing - sang - sung

2 Ask any questions you like about these statements.

The sun is shining brightly.
 The hunter shot at the hare.
 The film was shown at night.
 He has just shut the door.
 The song was sung by the boys.

3 Solve this problem.

Milk and water

Cup A contains 30 spoonfuls of milk. Cup B contains 30 spoonfuls of water. A spoonful of milk is taken out of Cup A and put into the water in cup B. After the mixture has been stirred thoroughly, a spoonful of it is put into the milk in cup A.

Is there then more milk in the water than there is water in the milk? Or is there more water in the milk than there is milk in the water?

a spoonful /spu:nful/ қошуқи
 пур
 a mixture /mɪkstʃə/ аралаш,
 омехта

thoroughly /'θʌrəli/ хуб омехта
 кардан

(Answer: There is more milk in the water than there is water in the milk.)

4 Read the text about 'Rubber' and find the answers to these questions.

- 1 Who found out that rubber would rub out pencil marks?
- 2 Where do rubber trees grow?
- 3 Where are these countries?

Rubber (Part 2)

Hundred of years passed before rubber was used in Europe and other parts of the world. Small pieces of rubber were brought to Europe, and kept by people who liked to collect strange things; but no one thought that rubber could be useful. Then an artist found out that rubber would rub out pencil marks. That was one of the first uses of rubber, and that is how it came to be called 'rubber'. Rubber trees grow only in countries where it is very hot or very damp. These countries are near the equator so it was there that men went out to hunt for rubber trees. It was not easy to find them.

In those hot damp lands, trees of many kinds grow so close together that it is difficult to travel through the forests.

The men who were hunting for rubber trees found them growing wild in South America, in Central America, and in West Africa. Nearly all the world's rubber comes from the great forests of America and West Africa.

5 These sentences are not true. Rewrite them correctly.

- 1 Rubber was used in Europe and other parts of the world in the fifteenth century.
- 2 It is called 'rubber' because it is elastic.
- 3 Rubber trees grow everywhere.
- 4 It is easy to find rubber trees.
- 5 Nearly all the world's rubber comes from England and Europe.

6 Work in pairs speaking about «Rubber»

HOMEWORK

1 Write down your answers to exercises 4 and 5, pages 84, 85.

2 Read this text and do the task.

What do you know about the sky?

Here are seven statements from the field of astronomy. Some of them are true and some are not. . .

Do you know which are correct?

Take a sheet of paper and write down your answers. Then check them against the answers given below.

- 1 The Earth is half the size of the sun.
- 2 Jupiter circles the sun every 12 years.
- 3 A true star is a sphere of white hot gas.
- 4 Stars shine by their own light.
- 5 The stratosphere is airless.
- 6 Stars are all bright red.
- 7 Most stars are sharp-pointed.

Answers: 1 Not true. The sun is more than 186 times as large as the Earth. 2 True. 3 True. 4 True. 5 Not true. The stratosphere is part of the upper atmosphere. 6 Not true. Stars are different colours from blue-white to red. 7 Not true. Stars are huge balls of gas. The light they give out looks like sharp points.

LESSON SEVENTEEN

TOPIC AND VOCABULARY: **Solving problems**

STRUCTURE: **Irregular verbs; complex objects**

- Let's practise verbs, complex objects and problem solving.

1 Read, translate and memorise this proverb.

Every cloud has a silver lining.

2 Read and memorise these verbs. Then use them to make as many sentences as possible.

sink - sank - sunk

sit - sat - sat

sleep - slept - slept

smell - smelt - smelt

sow - sowed - sown

- 3 Tell the class what you have learnt about rubber, do it in a chain around the class
- 4 Make up as many sentences as possible using this table.

I		me	go to the shop and buy some butter.
He		you	wait for the doctor.
We		him	learn the poem by heart.
They	made	her	bring a pail of water.
The mother		the children	clean the chalkboard.
The teacher		the pupils	work in the kitchen garden.

- 5 Solve these problems, read and translate

How much does a man weigh?

A man weighs 60 kilograms plus one-third of his weight. How much does he weigh? (The man weighs 80 kilograms.)

How did they carry the bags?

A man had to walk to the station four miles away from his house. He had two bags of equal weight, but he could not carry them to the station by himself, because they were too heavy. His brother and his son wanted to carry the bags to the station for him, but his brother was an old man and the boy was not strong enough. Anyway, the man wanted to take his own share, too. When they started off, the man's brother took one bag and his son took the other, while the man worked out the plan to share the burden equally among the three of them.

(Answer: The boy carries a bag one mile and one-third (^). Then he gives it to the man, who will carry it to the station. The man's brother carries the other bag two miles and two-thirds and then gives it to the boy, who will carry it to the station. So each of them will carry a bag two miles and two-thirds.)

- 6 Talk about 'Spring' in a chain around the class and then continue in pairs. Use these words to help you.

a wonderful season, lovely spring mornings (days), April showers, March, soft winds bring warm weather, get warmer, buds break into leaves, snowdrops, bluebells, tulips, poppies, grass, covered with green carpets of grass and flowers, the best time for walks in the country.

HOMEWORK

- 1 Write down as many realistic sentences as possible using these tables.**

1

Modern art			I like.
A funny story	is	a thingthe	he hates.
Classical literature			she is interested in.
Pop music	are	things	they are fond of.
Legends			Bob doesn't understand.

2

My			collecting minerals.
His		is	making various things of metal.
My brother's	hobby		playing chess.
Ann's		was	growing flowers.
			keeping geese and turkeys.
			looking after vegetable seedlings.

- 2 Read and try to remember the facts in this text.**

What do you know about the sky?

Here are eight statements about stars and planets. Some of them are true and some are not. Take a sheet of paper and write down your answers. Then check them against the answers given below.

- 1** There are exactly 5,483,601 stars.
- 2** About half the stars can be seen without a telescope.
- 3** Twenty two planets have been discovered so far.
- 4** Gravity holds the Earth in its orbit around the sun.
- 5** Saturn, like the Earth, has one moon.
- 6** The Sun's rays strike the Earth at different angles during different seasons of the year.
- 7** The Sun is the second nearest star to the Earth.
- 8** Jupiter is much nearer to the Sun than Mercury.

CONTINUED

1 Not true. There are many stars which we cannot see. Nobody knows how many stars exist. 2 Not true. Only about 2,000 stars can be seen by the naked eye; millions more can be seen with a telescope. 3 Not true. There are only nine known planets in our solar system. 4 True. 5 Not true. Saturn has nine moons. 6 True. 7 Not true. The sun is the star nearest to the Earth. 8 Not true. Mercury is the planet nearest to the sun.

LESSON EIGHTEEN**HOME READING****LESSON NINETEEN****TOPIC AND VOCABULARY: Review**

- Let's review Unit 3.

1 Review the proverbs you have learned.

Never put off till tomorrow what you can do today.
Every cloud has a silver lining.

2 Write these verbs in the short form.

I had not. I was not. I have not. She had not. We could not.
They will not.

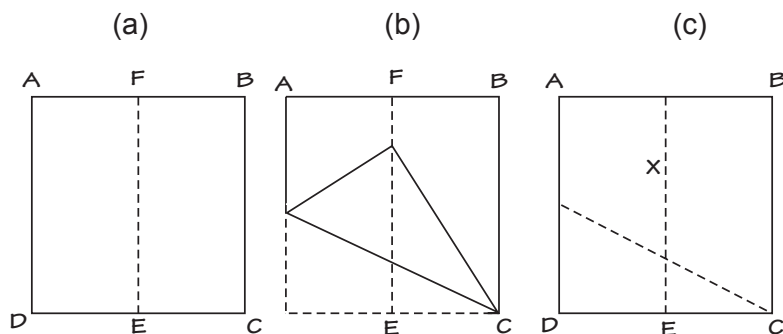
3 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: Oh, how steep the mountain is!
B: Yes, very steep, isn't it?
C: Terribly steep.

4 Solve this problem.**A square and a triangle**

Take a square piece of paper. Then try to fold it so as to form the largest possible equilateral triangle. A triangle in which the sides are the same length as the sides of the square, as you see in the picture, is not the largest possible.

(**Answer** Fold the square in half and open it out (a). Fold the corner D over so that D lies on FE (b). Mark this point X and open the paper out (c). Fold along DX and CX. You now have the largest equilateral triangle that you can make out of the square of paper.)



5 Let's discuss these questions.

- 1 Talk about the time when snow covers the fields (the ground, the trees) in your region. If you have little or no snow, say so. When does ice cover the rivers (the lakes, the sea)?
- 2 What do you expect when clouds cover the sky?
- 3 How many times a day do you listen to the radio? What do you like to listen to? When do you like to listen to music and to sports news? When do you turn the radio on and when do you turn the radio off?
- 4 Which do you prefer, television, radio or cinema?

6 Read translate, retranslate and retell this text in summary.

The Gulf Stream

It may be new to you, but the Gulf Stream in the Atlantic Ocean is a distinct river of warm water and can be clearly seen from a plane. It can even be photographed. The Gulf Stream is at least thirty degrees warmer than the ocean it flows through. It is so warm that along the north-eastern coast of the United States you can go swimming in the Gulf Stream - even though an iceberg may be floating nearby!

LESSON ONE TOPIC AND VOCABULARY: At the post office

- Let's learn words related to the topic 'At the post office'.

1 Read and translate the words and sentences. Then make up your own sentences:

- a) day - daytime - daily

EXAMPLE: *He works everyday, from nine to five. She works in the daytime, not at night. We have a daily newspaper.*

- b) friend - friendly - unfriendly - friendship

EXAMPLE: *He is a very good friend. Some of the people were very friendly to him; others were unfriendly. I am very pleased to have your friendship.*

2 Say these time expressions.

in the morning, at noon, in the afternoon, at midnight, at night

Now match each expression with a time.

8 a.m.; 16.00; 12.00 GMT (Greenwich Mean Time); 03.00; 10.00;
3 a.m.; 9.30; 24.00; 7.45 p.m.; 4.16 a.m.; 23.00; 14.00

3 Work in pairs. Read and act this dialogue. Then make up your own dialogue:

A: When do your lessons begin? B: At 9 a.m. as usual.

A: And when do they end? B: At about one or two in the afternoon.

4. Read and translate this text; but first listen to the teacher's retelling of the text and questions on it.

At the Post Office

I regularly receive letters, postcards and parcels, and sometimes telegrams too. I collect my letters poste restante at the post office. I call at the post office twice a day, for there are five collections and three deliveries daily. The procedure is as follows. I go up to the counter that has the notice 'Letters Poste Restante, Stamps, Postcards, Forms on Sale', I ask the clerk if there are any letters for me. If there is a parcel addressed to me I'm given a special form to fill in. I

write my name and address on it, go to Parcel Post and say that I am the addressee. The clerk asks for my passport, checks it against the form, returns my passport and hands me the parcel.

When I want to send a letter, I put the letter into an envelope, address it, buy a stamp at the post office, stick the stamp on the envelope and drop it into a letterbox (pillar box). If I want to send a letter by airmail and registered post, I give it to the clerk who weighs it, sticks on the stamp, cancels it and writes out a receipt.

postcard /poust ka:d/ карт
 parcel /pa:sl/ пакет, коғазпеч
 poste restante /'poust'resta:nt/
 мактубе, ки суроғаи
 гирандаш нишон дода
 нашуда, аз почта Ҷақат бо
 талаби худи гиранда дода
 мешавад
 to call at /kɔ:l'æt/ ташириф
 овардан
 twice /t'waiz/ дубора доштан
 collection /kəlekʃən/ дарёфт,
 анбух
 addressee [ædre'si:] суроға

delivery /di'livəri/ интиқол
 procedure /prə'si:dgə/ амалиёт
 counter /'kauntə/ ҳисобчӣ
 forms on sale /fɔ:mz ən seil/
 нусхаҳо дар Ҷурӯш
 envelope /'enviiləup/ лифофа, конверт
 to stick /stik/ елимқорӣ қардан
 by airmail /bai eameil/ бо почтаи
 ҳавой
 to deal with /di:l wɪz/ қор
 доштан
 weigh /wei/ дар тарозу
 барқашидан

5. Answer these questions using no less than two sentences for each one.

- 1 Why do people go to the post office?
- 2 What notices can you read on the counters?
- 3 When does the clerk ask for your passport?
- 4 Do you remember how to address an envelope?

HOMEWORK

- 1 Write down your answers to exercise 5, p:-92**
- 2 Write a composition on 'Weather'. Use these notes to help you.**

What does 'The weather is beautiful' mean? Describe beautiful weather in summer, autumn, winter and spring. What can you do in beautiful weather? What is bad weather? Describe the weather you experienced at the beginning and at the end of a winter (or a summer) and say where this was.

LESSON TWOTOPIC AND VOCABULARY: **At the post office**STRUCTURE: **Review of some irregular verbs**

- Let's review some irregular verbs and continue with the topic 'At the post office'.

1 Read and remember this proverb.

If you want something done well, you must do it yourself.

2 Read and memorise these verbs. Then use them to make up as many interrogative sentences as possible.

Speak - spoke - spoken

Strike - struck - struck

Send - sent - sent

Swim - swam - swum

Stand - stood - stood

3 Work in pairs. Read and act these short dialogues between people in a post office.

A: I must send a telegram. Where I can get a form to fill in?

B: At the next counter.

C: Do you mind telling me where I can get stamps and postcards?

D: At counter number four.

E: What do I have to do if I want to send a parcel?

F: You must hand it to the clerk who will weigh it on the scales.

4 Be ready to speak about the topic 'At the post office'.**5 Read the following sentences and answer the questions.**

1 Tom is taller than Dick. Dick is taller than Fred. Which of them is the tallest? Which of them is the shortest?

2 The climate of Rome is warmer than that of London. The climate of Oslo is not as warm as that of London. Which climate is the warmest? Which climate is the coldest?

3 A train moves faster than a fishing boat but not as fast as a plane. Which is the fastest? Which is the slowest?

6 Read, translate and retranslate some sentences of the text.**At the post office**

There are always a lot of people in our post office. It is small wonder since our post office is such a convenient place. You can buy all

kinds of useful things like stamps, postcards and envelopes there.

You can buy postcards from the machine beside the letterbox. You can also buy postal orders to send money by post. You can send all kinds of telegrams (photo-telegrams, priority telegrams, reply-paid telegrams) and letters too. You can get your letters poste restante there. You can send parcels, insured and otherwise. You can have your parcels wrapped and tied there. You can also subscribe there to various national and international newspapers, gazettes, journals and magazines.

There is also a savings bank where you can put in or draw out your money whenever you like. There are some telephone books near the wall under the clock. You can directly telephone your family and friends from there or book trunk-calls to any city abroad.

it is small wonder /'wʌndə/
аҷоиботи кӯчак
a convenient place /kən'vi:njənt/
макони роҳатбоб
a priority telegram
/praɪ'ɔrɪti telɪgrəm/ телеграммаи
аввалдараҷа
a reply-paid telegram /riplai peɪd
telɪgrəm/ телеграммаи
қаблан пул пардохтшуда
a parcel insured /'pa:sl ɪn'ʃuəd/
савғотӣ
to wrap /ræp/ банду баст
кардан

to subscribe /səb'skraɪb/ обуна
шудан
a savings bank /seɪvɪŋz bænk/
бонки амонатгузорӣ
a journal /dʒə:nl/ маҷалла
a gazette /gə'zet/ рӯзнома
to put in or draw out /put ɪn ɔ:
drɔ: aut/ ба дарун мондан ва
ё гирифта баровардан
a telephone booth /felɪfoun bu:ð/
хоначаи телефонӣ
a trunk-call /trʌŋk kɔ:l/ занги
супоришӣ

7 Answer these questions using more than two sentences for each one.

- 1 What can you buy at the post office?
- 2 What kinds of telegrams can you send?
- 3 What can you subscribe to?
- 4 What can you do in a savings bank?
- 5 What else can you do in the post office?

HOMEWORK

- 1 Write down your answers to exercise 7, p -94
- 2 Be ready to speak about your post office.

LESSON THREE

HOME READING

LESSON FOUR

TOPIC AND VOCABULARY: **Meals**STRUCTURE: **'Either/neither'**

- Let's review the use of 'either' and 'neither' and learn the topic 'Meals'.

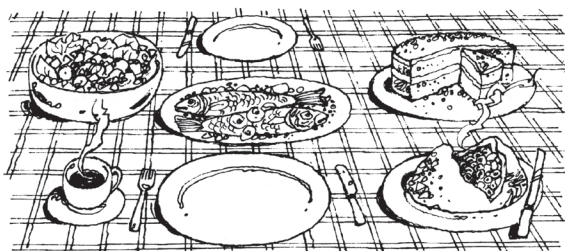
1 Make up your own sentences like these examples.

- We can go there either by train or by plane.
- We can go there neither by bus nor by lorry.

2 Work in a group of three and speak about text «At the post Office».

3 Read and translate these sentences. Then work in pairs and use the sentences to make up your own dialogue.

Have some more salad! Help yourself to some more fish! What about another cup of coffee? I have never tasted such a nice cake! Let's take pudding for the second course. I am fond of fruit pudding.



4 Make up sentences; write 3 sentences on each of the tables:

A.

	cabbage		potatoes	
I don't like	porridge	give me	sweets	instead of milk
	juice		fish	
	jam		chocolate	black coffee
	meat		green	white bread
	marmalade			peas

B.

	boil milk		me
All	cook porridge		us
They	fried potatoes		Lola
	bring a bottle of sweet cream	instead of	her
	buy sausages		Mother
	make tea, boiled		Granny
	fresh potatoes		

5 Make up sentences from this table, work in pairs.

I			clear soup	for the first course
We			cabbage soup	for dinner
They	usually		borsch	
	always	have	noodle soup	
	often		chicken	
	rarely		fish, cutlets	for the second course
	never		steaks	for lunch
			salad	for breakfast
He			eggs	for supper
She		has	cakes, fruit	for the sweet
Nancy			ice-cream	for dessert
Karim			tea, coffee	in the morning
			compote	

6 Discuss food and drink.

- a) Talk about five things you eat when you are hungry.

BEGIN: *When I am hungry, I . . .*

- b) Speak about five things you drink when you are thirsty.

BEGIN: *When I am thirsty, I . . .*

HOMEWORK

1 Change the following sentences following the example.

EXAMPLE: Give a plate of porridge to Mary.
Give her a plate of porridge.

- 1 Give a cup of milk to the boy.
- 2 Bring two pails of water to Mother.
- 3 Give some meat to the man.
- 4 Buy a box of sweets for your sister.
- 5 Give a plate of clear soup to the old woman.
- 6 Give some fish to Lola.
- 7 Give some fruit pudding to the children.
- 8 Buy some ice cream and pastry for your sister.

2 Read the text and be ready to retell it.

British meals long ago

Two hundred years ago, meals in Britain were different from today. The courses were not so clearly separated into meat and sweet courses; puddings were large: meat puddings, and even plum pudding used to have meat in it.

All the different foods were put on the table at once.

For example, the first course of the dinner given by a priest in 1774 consisted of a 'large cod, mutton, some soup, a chicken pie pudding and roots.'

The second course was pigeons and asparagus, veal with mushrooms, roasted sweetbreads, lobster, apricot tart and sweet jellies.

plum /plʌm/ олу
 priest /pri:st/ пухонй
 cod /kɒd/ мохии треска
 mutton /mʌtn/ гўшти барра
 chicken pie /'tʃ'ikn paɪ/ кулча
 бо гўшти мурғ
 root /ru:t/ пеша
 pigeons /'pi:dʒɪnz/ кабўтарҳо
 asparagus морчўба
 veal /vi: l/ гўшти гўсола

mushroom /mʌʃru:m/ қорч
 roasted sweetbreads/roustɪd
 swi:tbredz/ кулчаҳои
 ширини бирёншуда
 lobster /lɒbstə/ харчанги
 бахрӣ
 apricot tart /eɪprɪkət ta:t/
 кулчаи зардолугӣ
 sweet jellies /swi:t dʒelɪz/
 мураббои ширин

LESSON FIVE

TOPIC AND VOCABULARY: **Meals**
 STRUCTURE: **Review of suffixes**

- Let's review suffixes and continue with the topic 'Meals'.

1 Read and translate these verbs. Then form the adjectives.

v. (verb) + able = adjective

EXAMPLE: read - readable

change - ; recognise - ; understand - ; forget - ; distinguish - .

2 Complete the sentence with the correct word.

- 1 This book is easy to read. It is . . .
- 2 I can't forget this film. It is . . .
- 3 You can easily understand this text. It is quite . . .
- 4 These projects are easy to distinguish. They are . . .

3 Answer the questions, using the words in brackets.

- 1 What must you do at home?
(do lessons, help Mother, keep the books in order, wash the floor, go to bed at the right time, get up at 7 o'clock, do morning exercises)
- 2 What needn't pupils do on holiday?
(go to school, do lessons, get up early)

4 What were british meats long ago?

5 Read the text carefully and talk about it.

Meals (Part 1)

There are four meals a day in an English home: breakfast, lunch, tea and dinner (supper).

Breakfast is the first meal of the day. It is at about 8 o'clock in the morning, and consists of porridge with milk, marmalade or jam. Some people like to drink tea, but others prefer coffee. Instead of porridge they may have fruit juice or they may prefer biscuits.

The usual time for lunch is 1 o'clock. This meal starts with soup or fruit juice. Then follows some meat or poultry with potatoes - boiled or fried - carrots or beans. Then a pudding follows. Instead of the pudding people may prefer cheese and biscuits. Last of all coffee - black or white. English people often drink something at lunch. Water is usually on the table. Some prefer juice or lemonade.

HOMEWORK

- 1 Write a composition on 'My breakfast and lunch'.
- 2 Read and retell this text in summary.

Animal secrets

Many baby animals are able to walk almost from the moment they are born (take, for example, the young deer).

Why are they given this wonderful ability to walk so soon? Because they feed on grass and eat a lot of it, so they must be able to move from place to place.

Young birds, of course, stay in their nests. Their food is brought by the parent birds, so they do not have to shift until they are ready to fly. Lions and wolves have dens to live in. They go out, catch food and bring it back.

A baby bat, as soon as it is born, clings to its mother and they move together.

Kangaroo babies are carried in their mother's pouch.

ability /ə'bility/ лаёкат
to shift /ʃift/ бе чо шудан,
чумбидан
a den /den/ гор, хилватгоҳ

a bat /bæt/ кўршапарак
to cling /kliŋ/) часпидан
pouch /paʊtʃ/ халта
possibility - имконият

LESSON SIX

HOME READING

LESSON SEVEN

TOPIC AND VOCABULARY: **Meals**

STRUCTURE: **Review of 'must', and the suffix, 'ful'.**

- Let's review the verb 'must', the suffix 'ful' and continue to study the topic 'Meals'.

- 1 What animal secrets do you know?
- 2 Solve this problem.

Farmer Smith is carrying one bag of potatoes. Farmer Jones is carrying five bags. All bags are the same size but Smith's bag is fifty times heavier than the bags which Jones is carrying. Why?

(**Answer:** Farmer Jones is carrying empty bags.)

3 Read these nouns and form the adjectives. Then translate them and make up your own sentences.

n. (noun) + ful = *adjective*

EXAMPLE: care + ful = *careful*

power, play, fruit, beauty, wonder, use, peace, help, hope, law

4 Read and translate these sentences. Then make up your own sentences using the verbs below.

must: to be to (am to, is to, are to, was to, were to)

must: to have to (has to, have to, had to)

- 1 Helen is to meet Jane at this station.
They are to go to the country.
We were to visit a museum.
I was to return the book to the library.

- 2 Tom has to stay at home.
Ann has to buy bread and milk.
We have to cook veal with potatoes.
I had to make a plum tart.

5 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: What shall we have for dinner?

B: Let's have some salad, clear soup, and fish with boiled potatoes.

A: And what about the sweet?

B: I think a glass of orange juice will be just the thing for dessert.

6 Read the text carefully and talk about it.

Meals (Part 2)

Dinner is the fourth meal of the day. The usual time is about seven o'clock, and all the members of the family sit down together.

Dinner usually consists of soup, fish or meat with vegetables - potatoes, green beans, carrots and cabbage - sweet pudding or fruit salad and ice cream or cheese and biscuits. Then, after talking together, they have black or white coffee.

This is the order of meals among English families. But a lot of people have dinner in the middle of the day instead of lunch. They have tea a little later, between 5 or 6 o'clock, and then in the evening, before going to bed, they have supper. So the four meals of the day are either breakfast, dinner, tea, supper or breakfast, lunch, tea, dinner.

HOMEWORK

- 1 Write a composition on 'My dinner and supper'.
- 2 Read and answer these questions.

At the table (Part 1)

You are invited to your friend's birthday party. After the greetings, congratulations and introductions that are usual at any gathering, the guests are told to sit down at the table.

Hearing this, the gentlemen should not hurry to take their places. They must wait, standing, until all the ladies have taken their seats at the table and they should help them to do so. While at the table you should observe some rules if you don't want to look strange.

Answer these questions.

- 1 When are the guests told to sit down at the table?
- 2 Should the gentlemen hurry to take their places?
- 3 What must they do?
- 4 What should the guests observe?

LESSON EIGHT

TOPIC AND VOCABULARY: **Table manners**

STRUCTURE: **Past indefinite tense; past continuous tense**

- Let's review the past indefinite and past continuous tenses and the topic 'Table manners'.

- 1 Speak about «Table manner's» in a chain around the class.
- 2 Solve this problem.

Hundreds and hundreds

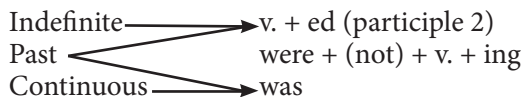
- 1 Arrange the numbers 1, 2, 3, 4, 5, 6, 7, 8 and 9 so that they will total 100 exactly.
- 2 Arrange 4 eights so that they will total 1 exactly.
- 3 Arrange 4 fives in line to make 100.

Answers: 1

$$2 \quad \frac{8}{8} \times \frac{8}{8} = 1$$

$$3 \quad (5 + 5) \times (5 + 5) = 100$$

3 Read and translate these sentences. Then make up your own.



- 1 I was writing a letter when Mother called me.
- 2 I was writing a letter and he was watching TV
- 3 She was washing the floor at 10 o'clock.

4 Complete these sentences.

- 1 I was cleaning my room ...
- 2 She was arranging the books on the shelves ...
- 3 I swam every day ...
- 4 I read English books ...
- 5 ... while I was spending my holidays in the village.
- 6 ... I had a very good time.
- 7 ... while I was walking to school yesterday.
- 8 ... while I was staying at the seaside last summer.
- 9 ... when we were leaving school at 3 o'clock yesterday evening.

5 Read, translate and memorise these sentences. Make up your own sentences.

- 1 Would you be so kind as to open the door?
- 2 Would you mind opening the door?
- 3 Could I trouble you for a glass of water?
- 4 Thank you! Don't mention it!

Make up polite requests and answer them.

	pass me the salt (pepper-pot)?
	switch off the light?
Would you please	turn on the radio?
	answer the telephone?
	light the gas?

	a glass of milk?
	another cup of coffee?
Could I trouble you for	a slice of bread?
	the salt-cellar?
	a piece of fruit tart?

	passing me the mustard?
	turning off the radio?
Would you mind	not making bread-balls?
	passing me a piece of meat loaf?
	reading the menu aloud?

6 Read the text carefully and talk about it in a chain around the class

At the table (Part 2)

Here are some table manners.

Never put your elbows on the table while you are eating.

If you want something, you shouldn't reach for it across your neighbours. You should simply ask one of them to pass you what you want. But don't forget to say thank you for this or any other politeness shown to you.

Bread is taken from the bread plate by hand and not with a fork.

Don't use a knife for fish or cutlets and never put a knife in your mouth or close to your face, because you could cut yourself and your hosts will have to send for the doctor.

Remember, you shouldn't push back your plate when you have finished eating or lean back saying 'I'm through.' The plate stays where it is and the fact that you've put your spoon or fork down shows that you have finished.

host /houst/ мизбон

to lean back /li:n bæk/ ба пушт

remain /ri'mein/ мондан

I'm through /Θru:/ ман сеп
шудам

HOMEWORK

1 Write out these sentences. Use 'in', 'on', 'with', 'from', 'for' or 'of' to complete each one.

- 1 We eat soup . . . these spoons.
- 2 I put some salad . . . his plate.
- 3 The child always drank milk . . . that cup.
- 4 Father doesn't like milk . . . his coffee.
- 5 I shall buy some marmalade . . . my grandfather.
- 6 There is no salt . . . the cabbage, you forgot to put it in.
- 7 Pete brought a pail . . . cold water to the travellers.

LESSON NINE

TOPIC AND VOCABULARY: **Table manners**

- Let's continue to study the topic 'Table manners'.

1 Do you know any table manners?

2 Read this text and write down your answers to the questions.

At the table (Part 3)

In between courses you must not play with the bread, whistle, sing or play with the knives and forks. Don't lick your spoon, even if you still feel hungry. You may ask for a second helping (but not for another helping of soup).

When some unknown dish is placed before you, try not to make faces at it. You should not show that you have never seen it before and that you want to smell it before you eat it.

Don't chew loudly, like young children. But you should not swallow food without chewing it first. That's what dogs usually do and you are a well-bred person, aren't you?

whistle /wɪsl/ хуштак кашидан
lick /lɪk/ леси́дан
a second helping /seknd 'helpɪŋ/
ду бора фармудан
to make faces /meɪk'feɪsɪz/
киёфаро нишон додан

to chew /tʃuː/ хойдан
to swallow /swɒləu/ фурӯ бурдан
well-bred person /wel'bred pɜːsn/
одами хуб тарбияёфта

- 1 What mustn't one do in between the courses?
- 2 Is it polite to lick a spoon?
- 3 Is it polite to ask for a second helping of soup?
- 4 How should you behave when some unknown dish is placed before you?
- 5 Is it polite to chew loudly?

LESSON TEN

HOME READING

LESSON ELEVEN

TOPIC AND VOCABULARY: **Clothes**STRUCTURE: **Noun gender; future indefinite tense**

- Let's study the gender of nouns, review the future indefinite tense and learn the topic 'Clothes'.

1 Work in pairs talking about text «Tiger hunting».

2 Read, translate and memorise the words in the table.

- 1 The common gender: doctor, friend, cousin, child, baby, teacher, etc.
- 2 The masculine gender - the feminine gender

Masculine**Feminine**

poet	poetess
host	hostess
actor	actress
waiter	waitress
manager	manageress
lion	lioness
prince	princess
tiger	tigress
manservant	maidservant
landlord	landlady
policeman	policewoman
Englishman	Englishwoman
hero	heroine
bridegroom	bride
king	queen
nephew	niece

2 Talk about the rules for good table manners;

- a) Work in pairs
- b) Say the text in a chain around the class

3 Complete these sentences.

- 1 If the weather is bad, we . . .
- 2 If we have time, we . . .
- 3 If the driver comes, he . . .
- 4 If I finish my homework in time, we . . .
- 5 We shall learn English, if . . .
- 6 The doctor will come, if . . .
- 7 The students will help the collective-farmers, if . . .
- 8 Alec will write you a letter, when . . .

4 Work in pairs. Ask and answer 'What?' questions following the example.

EXAMPLE: **A:** What will you do when you come home?

B: I'll do my homework.

A: What will you do if it rains?

B: I'll take an umbrella.

5 Read, translate and memorise these sentences.

- 1 How much does it cost?
- 2 What can I do for you?
- 3 May I have a look at it?
- 4 What size do you take for summer-wear?
- 5 This raincoat costs 309 roubles.

6 Make up sentences using these tables.

A

		a handkerchief	
	does	the belt	
		this suit	
How much	do	that watch	cost?
		the skirt	
	did	the wardrobe	
		these trousers	
		these high boots	

B

This suit			
The jersey			
The pullover			
The jumper	cost (costs)	350	roubles.
The shirt		700	pounds.
The shoes		24	dollars.
The high boots		etc.	

HOMEWORK

- 1 Write down your answers to exercise 3, page 106.
- 2 Read this text and write down your answers to the questions.

Clothes

Ann says, 'I am very pleased to talk about clothes. I like to have pretty dresses of the latest fashion and style, well-cut, tailored costumes, nylon underwear, nylon stockings and well-made shoes.

In the morning I generally wear a blouse and skirt or a jumper and skirt, especially in winter. In spring or summer I like something lighter, and I wear a cotton or linen frock and a hat to match. In the evenings I like to dress for dinner, especially if I am going out to a theatre or a dance. My favourite is a black evening dress, beautifully cut. With this dress I wear platinum and pearl earrings and a pearl necklace.

For tennis I wear a short white linen dress, and for the seaside a beach dress.

a well-cut, tailored costume
/weɪ kʌt teɪləd kɒstju:m/
пўшоки хуб дўхташуда
nylon underwear /naɪlən
ʌndəweə/ пўшоки тагии
нейлонӣ, тагпўш
a linen frock /linɪn frɒk/
пўшоки дарзмолшуда

a hat to match /hæt tə: mætʃ/
кулоҳи муносиб
platinum /plætɪnəm/ платина
pearl earrings /pɜ:l iə'riŋz/
гўшвори марворӣ
a beach dress /bi:tʃ dres/
пўшокӣ барои лаби баҳр

- 1 What dresses does Ann like to have?
- 2 What does she wear in the morning?
- 3 What does Ann like to wear in spring or summer?
- 4 What does she wear in the evenings, especially when she goes to a theatre?
- 5 What does she wear for tennis?

LESSON TWELVE

TOPIC AND VOCABULARY: **Shopping**STRUCTURE: **Complex object**

- Let's review the complex object and learn the topic 'Shopping'.

1 Speak about clothes- work in pairs.

2 Ask 'What?' questions following the example.

EXAMPLE: I want Mike to answer this question.

What do you want Mike to do?

- 1 I want him to go through the field.
 - 2 We want her to go by bus.
 - 3 Helen wants her mother to order a new dress for her.
 - 4 Pete wants his parents to buy him a watch.
 - 5 I wanted you to read this story.
- 3 Make up sentences using these tables. Remember that the verbs 'see, hear, watch, make' do not take 'to' after them.**

1

Pete		her	buy a jersey.
I	saw	them	wear a pull-over.
We		the children	put on high boots.

2

I		the actor	sing a new song.
Karim	heard	them	talk to the postman.
He		the boy	tell the pupils a story.

3

She			the bus stop.
Lola	watched	me hurry to	get on a bus.
They		the workers	get off a train.
			work there.

4

He		me	go to the shop and buy some sugar.
They	made	you	bring a pail of water.
The mother		her daughter	wash my face and hands.
The teacher		her son	cook fried potatoes.

- 4 First talk about the best dress or suit you wear on your holidays then discuss in pairs.
- 5 Read translate and retranslate some sentences of the text carefully and talk about it in chain around the class.

More about food (Part 1)

Yesterday I went to the butcher's for a small joint of beef and half a leg of lamb. Then I went to the greengrocer's to buy apples, a dozen oranges, mixed nuts, beans, potatoes and a good-sized cabbage.

I called round at the dairy to pay our bill for the milk, the cream and the new laid eggs that had been sent to our flat during the last week.

Mary went to the fishmonger's to get some herrings for our supper.

We went together to the baker's and paid for the bread that we had had - two brown loaves, two white loaves and six rolls - and bought a fruit cake and half a dozen small cakes (he is a confectioner as well as a baker). Then we went home, feeling rather tired.



a dozen oranges /dʌzn'ɔrɪndʒɪz/

дувоздах адад афлесун

mixed nuts /mɪkst/ чормағзхон

омехташуда

a leg of lamb /læm/ почай барра

beans /bi:nz/ лўбиё

a good-sized cabbage /gʊd saɪzd

'kæbɪdʒ/ як дона карами

калон

a confectioner /ə kən'fækʃnər/

қаннодӣ, халвогарӣ

HOMEWORK

1 Complete these sentences using a complex object.

1 I saw ... 2 She saw ... 3 I heard ... 4 We heard ...

5 I watched ... 6 They watched ... 7 He made ...

2 Write down your answers to these questions.

1 What do you buy at the butcher's?

2 What do you buy at the greengrocer's?

3 What do you buy at the dairy?

4 What do you buy at the fishmonger's?

5 What do you buy at the baker's?

LESSON THIRTEEN

TOPIC AND VOCABULARY: **Good manners**STRUCTURE: **Complex object**

- Let's review the complex object and study 'Some points of etiquette'.

1 Make up sentences using the complex object.

EXAMPLE: The collective-farmers worked in the field. We saw them.

We saw the collective-farmers work in the field,

- 1 The school children planted some trees. The man saw it.
- 2 Ann watered flowers. The woman saw it.
- 3 Somebody sang in the park. I heard it.
- 4 The invaders burnt down the village. The old man saw it.
- 5 The doctor touched his leg. The boy felt it.

2 Work in pairs. Read and act this dialogue. Then make your own dialogue.

A: I say, Pete, what made you buy that suit?

B: Why? Don't you like it?

A: It's too tight in the shoulders and rather loose in the waist.

B: Why didn't you tell me that in the shop when you saw me buy it?

3 Make up questions to find out which shop we buy these foods in.

pike, bread, sugar, sausage, oil, herring, plums, buckwheat, fish, etc.

4 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: Yes, madam?

B: Have you got any herring, Mrs. Todd?

A: Certainly, madam. Which would you like: fresh, smoked or salted?

B: Smoked, please.

A: Here you are.

5 Read, translate and memorise these recommendations.

Some points of etiquette

- 1 One should not follow the latest fashions blindly.
- 2 A girl should adapt a fashion to her own personality. She should not adapt herself to the fashion whether it suits her or not.
- 3 Clothes should be neat, well-made, in good condition but not too conspicuous.

- 4 Do not wear clothes that need constant arranging.
- 5 Accessories should always be in harmony with the dress and the wearer.
- 6 A woman does not take off her gloves to shake hands no matter when and where, and never apologises for wearing gloves when shaking hands with a woman. A man does not shake hands with a woman without first taking off his right glove. In the street, if he cannot free his left hand to take his right glove off, he says, 'Excuse my glove'.
- 7 When hosting a party, the hostess should be less elaborately dressed than her guests.

blindly /'blaɪndli/ кўр-кўрона

adapt /ə'dæpt/ мувофиқ

кардан, соз кардан

to be suited /bi: sju:tɪd/

муносиб

neat/nɪ:t/ тоза

in good condition /in gud

kændɪʃən/ дар ҳолати хуб

будан

conspicuous /kən'spi:ʃuəs/ ба

чашм афтодан

accessories /æk'sesəriz/

асбоби ороишӣ барои

либос

apologise /ə'pɒlədʒaɪz/

бахшиш пурсидан

hostess /houstes/

соҳибхоназан

elaborate /i'læbərɪt/ либоси

одӣ пӯшидан

HOMEWORK

- 1 Write down your answers to exercise 3, page 110.
- 2 Read and translate these sentences, then answer the questions.

Some problems of wearing clothes. Generally, clothes cover the whole of the body, including the face, sometimes (as does the paranja in Moslem countries). In ancient times, though, the purpose of clothing was not the same as it became later on. Ancient man used clothes to protect himself from cold, heat and rain.

- 1 What do clothes mean to people nowadays?
- 2 What do we expect from our clothes besides protection from cold weather?
- 3 Are clothes different from one country to another?

- Let's review the topic 'Clothes and holidays'.

1 Work In pairs, ask and answer these questions.

- 1 What do you wear when it is . . .
(raining, snowing, cold, hot, wet, dirty)?
- 2 What do you put on when you go to . . .
(the theatre, the factory, school, a concert)?
- 3 When do you wear (put on) . . .
(a fur cap, a raincoat, a scarf, a woollen dress, gloves, a dressing-gown, a jumper, an apron, evening dress)?

2 Read and translate the text and talk about it.

My Granny's thoughts about Tajik national holidays

To my mind, the main holidays in Tajikistan are Navruz, Ramazan and Qurbon. Navruz is celebrated by the Tajiks in spring. It's held on the 21st and 22nd of March. There are a lot of people in the streets on these days. Tajik girls wear bright national dresses. Some families cook sumalak from night till morning.

As for Ramazan, one can say that it's a religious holiday. People try to make their bodies and souls light and clear. Usually they don't eat during the day but only at night for the whole month. Ramazan is a movable holiday. I think it's a great holiday, because people try not to quarrel but to live in peace. They try to put away bad and gloomy thoughts, to make their thoughts and deeds noble and honest. They try their best not to swear and use bad language, but to forgive each other's sins and offences.

Then comes another great holiday - Qurbon. Qurbon is a religious holiday, too. People try to eat meat and many people go to the mosque to read their saint book Koran. They used to kill a healthy sheep to eat in honour of the saint on this day.

My dear children, try to observe these national holidays!

deeds /di:dz/ кирдор, рафтор

noble /noub/ хайрхох, хайрандеш

honest /ɔnist/ бовичдон, самимона

swear /swεə/ касам додан

3 Read this list of the holidays which are celebrated in our republic.

1st January - New Year's Day
 23rd February - The anniversary of the Tajik Army
 8th March - International Women's Day, Mother's Day
 21st-22nd March - Navruz
 9th May - Victory Day
 9th September - Tajikistan Independence Day
 Ramazan
 Qurbon

4 Solve this puzzle.

The four cyclists (A curious problem)

Each of four cyclists rode round a different circle. One at the rate of six miles an hour, the third at the rate of twelve miles an hour, the fourth at the rate of fifteen miles an hour. They started off at twelve o'clock at the centre. They agreed to ride until all met in the centre for the fourth time. The distance round each circle was one-third of a mile.

When did the four cyclists meet for the fourth time?

An answer:

(The cyclists A, B, C, D could ride one mile in 7/8th, 1/9th, 1/12th and 1/15th.)

HOMEWORK

1 Write down your answers to exercise 1, page 112.

2 Read these sentences and be ready to repeat them.

Did you know that . . .

. . . a lemon 22 inches round and weighing 4 pounds was grown in California, USA in 1928?

. . . the population of the earth increases at the rate of 30 million a year? Every 12 months the increase is enough to populate a country the size of England.

to increase /in'kri:s/ зиёд
 кардан

to populate /'pɒpjuleit/ бо
 бошандагон пур кардан

- Let's review Unit 4.

1 Read these sentences and be ready to retell one of them.

English traditions

- 1 A visit to London is full of surprises. Traffic keeps to the left, so our people find themselves going on the wrong side. It takes time to get accustomed to this change.
- 2 An important part of every English home is the fireplace. In the evening, English families like to sit round the fireplace, resting after their working day.
- 3 Tea being a tradition with the British, the day starts with a cup of tea. There are two tea breaks at work, at 11 a.m. and 4 p.m. (but it's 5 o'clock tea at home). The English drink tea when they are cold. They drink tea before going visiting and expect to have tea when they arrive.

2 First talk about one of these topics then discuss it in pairs.

- 1 You have caught a bad cold.
- 2 Your little sister is ill.
- 3 You visit your sick friend.
- 4 Your visit to the doctor.

3 Answer these questions.

- A**
- 1 Can you cook well?
 - 2 What dishes can you cook?
 - 3 What is your favourite dish?
 - 4 What kinds of soup do you know?
 - 5 Which soup do you like best: cabbage soup, beetroot soup, chicken broth, mushroom soup or vegetable soup?
- B**
- 1 What is sold at the butcher's?
 - 2 What is sold at the grocer's?
 - 3 What is sold at the baker's?
 - 4 What is sold at the dairy?
 - 5 What is sold at the bookshop?

4 Read this text carefully and talk about it.

Laying the table

First, I spread out the tablecloth and then I put out table-mats to protect the table. From the drawer in the sideboard I take all the cutlery - a fish-knife and fork for the fish, a large knife and a fork for the meat, a small knife for the butter, and a fruit-knife for the dessert. Then there is a pudding spoon and a spoon for the sweet, and a soup spoon for the soup.

I put the knives and the soup spoon on the right hand side and the forks on the left, except the pudding spoon and fork which I put across the top.

table-mat /'teɪbl'mæt/ сачок
to protect /prə'tekt/ муҳофизат
намудан (тарафдорӣ)

drawer/drə:ə/ қуттӣ
cutlery /'kʌtləri/ асбобҳои
бурранда

FAREWELL, DEAR BOYS AND GIRLS!
GOOD LUCK!
DON'T FORGET TO READ ENGLISH BOOKS!

Irregular Verbs

1 Form (Infinitive Present Indefinite)	2 Form (Past Indefinite)	3 Form (Past Participle, Perfect)
be /bi:/	was /woz/ were /wə:/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /bi:tn/
become /bi'kʌm/	became /bi'keim/	become /bi'kʌm/
begin /bi'gin/	began /bi'gæn/	begun /bi'gʌn/
blow /bləu/	blew /blu:/	blown /bloun/
break /breik/	broke /brouk/	broken /broukn/
bring /briŋ/	brought /brɔ:t/	brought /bro:t/
build /bild/	built /bilt/	built /bilt/
burn /bɜ:n/	burnt /bɜ:nt/	burnt /bɜ:nt/
buy /bai /	bought /bɔ:t/	bought /bo:t/
can /kæn/	cold /kud/	could /kud/
catch /kætʃ /	caught /kɔ:t/	caught /ko:t/
choose /tʃu:z/	chose /tʃ'ouz/	chosen /tʃ'ouzn/
cut /kʌt/	cut /kʌt/	cut /kʌt/
dig /dig /	dug /dʌg/	dug /dʌg/
do /du:/	did /did/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drau:n/
dream /drim/	dreamt /dremt/	dreamed /dri:md/
drink /driŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draiv/	drove /drɔuv/	driven /drivn/
eat /i:t/	ate /et/	eaten /i:tn/
fall /fɔ:l/	fell /fel/	fallen /fo:ln/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /fait/	fought /fɔ:t/	fought /fo:t/
find /faind/	found /faund/	found /faund/
fly /flai/	flew /flu:/	flown /floun/
forget /fə'get/	forgot /fə'got/	forgotten /fs'gotn/
get /get/	got /got/	got /got/
give /giv/	gave /geiv/	given /givn/
go /gou/	went /went/	gone /gon/
grow /grou/	grew /gru:/	grown /groun/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/	had /hæd/	had /hæd/
hear /hiə/	heard /hə:d/	heard /hə:d/
hide /haid/	hid /hid/	hidden /hidn/

hold /hould/	held /held/	held /held/
keep /ki:p/	kept /kept/	kept /kept/
know /nou/	knew /nju:/	known /noun/
learn /lə:n/	learnt /lə:nt/	learnt /lə:nt/
leave /li:v/	left /left/	left /left/
lie /lai/	lay /lei/	lain /lein/
light /lait/	lit /lit/	lit /lit/
lose /lu:z/	lost /lost/	lost /lost/
make /meik/	made /meid/	made /meid/
may /mei/	might /mait/	might /mait/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
pay /pei/	paid /peid/	paid /peid/
put /put/	put /put/	put /put/
read /rid/	read /red/	read /red/
ring /riŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /sei/	said /sed/	said /sed/
see /si:/	saw /so:/	seen /si:n/
sell /sel/	sold /sould/	sold /sould/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shine /ʃain/	shone /ʃon/	shone /ʃon/
show /ʃou/	showed /ʃoud/	shown /ʃoun/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /siŋ/	sang /saŋ/	sung /sʌŋ/
sit /sit/	sat /sæt/	sat /sæt/
sleep /slirp/	slept /slept/	slept /slept/
smell /smel/	smelt /smelt/	smelt /smelt/
speak /spi:k/	spoke /spouk/	spoken /spoukn/
spend /spend/	spent /spent/	spent /spent/
stand /staend/	stood /stud/	stood /stud/
strike /straik/	stroke /strouk/	struck /strʌk/
take /teik/	took /tuk/	taken /teikn/
teach /tiit/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /tould/	told /tould/
think /θiŋk/	thought /θɔ:t/	thought /θɔ:t/
understand /ʌndə'stænd/	understood /ʌnda'stud/	understood /ʌndə'stud/
wake /weik/	woke /wouk/	woken /woukn/
wear /wee/	wore /wo:/	worn /wo:n/
weep /wi:p/	wept /wept/	wept /wept/
write /rait/	wrote /rout/	written /ritn/




Proverbs

- 1 Art is long, life is short.
Умри санъат дароз асту ҳаёти одамӣ кӯтоҳ.
- 2 Claw me and I'll claw you.
Аз як даст садо намебарояд.
- 3 Don't make a mountain out of a molehill.
Аз пашша фил масоз.
- 4 It is better to die standing than to live kneeling.
Мағр беҳ аз расвой.
- 5 Be slow to promise and quick to perform. Promise little but do much. Ваъда додӣ вафо кун, қавл додӣ иҷро кун.
- 6 Look before you leap.
Аввал бубин ҷойи худ. баъд бимон пойи худ.
- 7 Many a mickle makes a nickle. Make a little makes a nickel.
Қатра - қатра ҷамъ шавад, дарё шавад.
- 8 Neither fish, nor flesh.
На қаҳ, на дон. Шавад обӣ, нашавад лалмӣ.
- 9 No pain, no gain.
Бе ранҷ, наояд ба даст ганҷ.
- 10 There is no smoke without fire.
Дуд бе оташ намешавад.
- 11 After rain comes fair weather.
Поёни шаби сиёҳ сафед аст.
- 12 It's better to do well than to say well.
Меҳнатро бисёр кун, гапро кам.
- 13 To know everything is to know nothing.
Бисёр доништан нишонаи доногӣ нест.
- 14 Fortune favours the brave.
Майдон аз далер аст.
- 15 Better late than never.
Дер ояду шер ояд.
- 16 Actions speak louder than words.
Кам гӯю бисёр кун.



- 17 Never put off till tomorrow what can be done today.
Кори имрӯзаро ба фардо магузор.
- 18 It is not the gay coat that makes the gentleman.
Либоси зебо, ин ақлу одоби инсон нест.
- 19 A tree is known by its fruit.
Аз чав чав рӯяду аз гандум гандум.
- 20 Nothing ventured, nothing gained.
То таваккал накунӣ, чизе ба даст наёри.
- 21 Everything is good in its season.
Ҳар кор вақту соат дорад. Осиё бо навбат.
- 22 Strike while the iron is hot.
Оҳанро дар гармиаш мекӯбанд.
- 23 Cut your coat according to your cloth.
Ба кӯрпаат нигоҳ карда пой дароз кун.
- 24 Hunger is the best sauce.
Гуруснагӣ табобати беҳтарин аст.
- 25 Live and learn.
Рӯз бину аз рӯзгор омӯз.
- 26 There is no place like home.
Ҳоки ватан аз мулки Сулаймон беҳтар.
- 27 Always in a hurry, always behind.
Кори саросемагӣ боиси ханда аст.
- 28 A good deed is never lost.
Меҳнат кунӣ, роҳат меёбӣ.
- 29 An hour in the morning is worth two in the evening.
Кори шаб хандаи рӯз.
- 30 That's another pair of shoes.
Ин гапи дигар.
- 31 Good health is above wealth.
Тани сиҳат- гавҳари ноёб.
- 32 He who laughs last, laughs longest.
Охири ханда - гиря.
- 33 Never say die.
Ҳамеша зиндадил бош.

- 
-
- 34 Hear much, speak little.
Сухан бисёр дону андаке гӯй. Якero сад магӯй, садро яке гӯй.
- 35 Four eyes see more than two.
Аз фикри як кас, фикри ду кас беҳтар аст.
- 36 When two Sundays come together.
Кай думи уштур ба замин мерасад.
- 37 Better short of pence than short of sense.
Ақли солим беҳ аз пули бисёр.
- 38 When angry, count a hundred.
Қаҳрат биёяд, биниатро газ.



Grammar

ҚОИДАҲОИ МУХТАСАРИ ГРАММАТИКИ

ИСМ

Исмҳо дар забони англисӣ дорои ду шумора ҳастанд: танҳо ва чамъ:

There is a book on the table.
There are books on the table.

Исмҳо шакли чамъро ба воситаи ба шакли танҳо ҳамроҳ на-мудани суффикси чамъбандии *-s* ва *ё -es* месозанд.

Ин суффикс баъд аз ҳамсадоҳои беовоз */s/*, ҳамсадоҳои чарангдор ва садонокҳо */z/* ва баъд аз овозҳои шавшувдор ва чарангдор */iz/* хонда мешавад.

Истисно: <i>man /mæn/</i>	- <i>men /men/</i>
<i>foot /fut/</i>	- <i>feet /fi:t/</i>
<i>child /tʃaɪld/</i>	- <i>children /ˈtʃɪldrən/</i>

Эзоҳ: Агар исмҳои шакли танҳо бо ҳарфҳои *s, ss, x, sh, tch* ба охир расанд, он гоҳ дар охир *-es* ҳамроҳ карда мешавад.

Мисол: *bus - buses, class - classes, box - boxes* ва ғайра.

Агар исмҳои шакли танҳо бо ҳарфи *‘o’* тамом шаванд, низ *-es* ба он ҳамроҳ карда мешавад:

potato - potatoes, hero - heroes
Вале: *piano - pianos*

Ҳарфи *‘y’* дар исмҳои чамъ ба *-i* бадал меёбад:

city - cities, story - stories;

вале баъд аз садонокҳо дигар намешавад:

boy - boys, day - days ва ғайра.

Исмҳои шакли чамъ шакли соҳибиро бо ҳамроҳ кардани апо-строф (*’*) сохта метавонанд:

The boys ’ hands were cold.



АРТИКЛ

Артикл нишондихандаи исмҳо буда, пеш аз исмҳо ва муайян-кунандаи онҳо омада метавонад. Дар забони англисӣ ду артикл: номуайян *a (an)* ва муайян *'the'* вучуд дорад. Артикли номуайян *a (an)* аз шумораи *'one'* 'як' баромадааст ва аз ин сабаб фақат бо исмҳои шуморидашаванда дар шахси танҳо истифода бурда мешавад.

Артикли номуайян ду шакл дорад:

1. *a* - пеш аз исмҳое, ки бо ҳамсадо сар мешаванд ва (*ё*) пеш аз худ муайянкунандае, ки бо ҳамсадо сар мешавад истифода мешавад.

Мисол: *a book* /ə buk/, *a big apple* /ə'big'æpl/

2. *an* - пеш аз исмҳое, ки бо садонок оғоз ва (*ё*) пеш аз худ муайян-кунандае бо садонок оғоз мешавад.

Мисол: *an egg* /ən'eg/, *an old man* /ən'ould' mæn/

Артикли муайяни аз ҷонишини *that* 'вай' пайдо шуда як шакл *the* - ро дорад, ки пеш аз исмҳое, ки бо ҳамсадо оғоз меёбанд /*дэ*/ талаффуз мешаванд.

Мисол: *the room, the big apple.*

Пеш аз исмҳое, ки бо садонок оғоз меёбанд он /*ди*/ талаффуз мешавад.

Мисол: *the evening* /ði'i:vnɪŋ/

СИФАТ

Сифат дар забони англисӣ ба мисли забони тоҷикӣ ба исм во-баста буда, сифати ашёро мефаҳмонад. Аз рӯйи сохташ сифат ба сода (red - сурх, large - калон, бузург, old - пир, кӯҳна) сохта (dangerous - хатарнок, unable - ноуҳдабаро) ва таркибӣ (ice - мисли ҷаҳонӣ) ҳудо мешавад.

Сифати забони англисӣ аз рӯйи ҷинс, шумора ва падеж тас-риф намеёбад.

Мисол: *This is a good book.* - Ин китоби хуб аст.

Сифат дорои дараҷаҳои одӣ, муқоисавӣ ва олии мебошад. Дараҷаи муқоисавии сифат бо ёрии суффикси -er ва дараҷаи олии бо ёрии суффикси -est, ки ба сифати одӣ ҳамроҳ мешаванд, сохта мешаванд.

Мисол: *dark - darker - (the) darkest*
big - bigger - (the) biggest

Баъзе сифатҳо дараҷаи муқоисавиро бо решаҳои гуногун ме-созанд. Онҳоро бояд дар ёд нигоҳ дошт:

good (хуб) - *better* (хубтар) - *(the) best* (хубтарин)
bad (бад) - *worse* (бадтар) - *(the) worst* (бадтарин)
little (хурд, кам) - *less* (хурдтар, камтар) - *(the) least*
(хурдтарин, камтарин)

Сифатҳои бисёрҷиҳогӣ ва дуҷиҳогӣ дараҷаи қиёсиро бо ёрии калимаи *more* ва дараҷаи олиро бо ёрии калимаи *most* месозанд; ин калимаҳои номбаршуда пеш аз сифатҳои дараҷаи одӣ гузошта мешаванд:

active - more active - most active
difficult - more difficult - most difficult

Истисно: *good - better - (the) best*
bad - worse - worst,
little - less - least.

Сифати забонӣ тоҷикӣ низ се дараҷа дошта, бо ёрии суффиксҳои -тар ва -тарин, ки ба сифатҳои дараҷаи одӣ ҳамроҳ мешаванд, сохта мешаванд.

Мисол: калон - калонтар - калонтарин
хуб - хубтар - хубтарин



ШУМОРА

Шумораҳои микдорӣ.

Асоси тамоми шуморахоро, шумораҳои хонаи даҳӣ ташкил медиҳанд ва шумораҳои дигар (бо истисноии якчандтои онҳо) бо ёрии ҳамроҳ кардани суффиксҳои -teen ва -ty сохта мешаванд.

Мисол: *seven - seventeen; nine - nineteen - ninety;*

Аммо: *one, two, ten, eleven, twelve, hundred, thousand, million.*

Шумораҳои тартибӣ.

Шумораҳои тартибӣ бо ёрии ҳамроҳ кардани суффикси -th сохта мешаванд.

Мисол: *fourth, twentieth, twenty-ninth, millionth*

Се шумораи аввал аз қоида берун сохта мешаванд:

one -first, two - second, three - third

Шумораҳои забони тоҷикӣ низ ба ду гурӯҳ: шумораҳои микдорӣ ва тартибӣ ҷудо мешаванд ва асоси онҳоро низ шумораҳои хонаи даҳӣ ташкил медиҳанд.

Ба шумораҳои микдорӣ даҳ ҳамроҳ мешаванд: сездҳ, чордаҳ, ҳабдаҳ ва ғайра. Шумораҳои тартибӣ бошанд, бо ҳамроҳ шудани суффикси -ум ташкил меёбанд: даҳум, чорум, панҷум ва ғайра.

ЗАРФ (The adverb)

Зарф дар забони англисӣ ба сода (*now, very*) ва сохта (*quickly; coldly*) чудо мешавад.

Шаклҳои сохтаи зарф бо ҳамроҳ кардани суффикси *-ly* ба сифат сохта мешаванд.

Масалан: *cold - coldly, quick - quickly*

Дар мавриди сохтани зарф аз сифате, ки бо ҳарфи *'y'* ба охир мерасад, пеш аз суффикси *'-ly'* ҳарфи *'y'* ба *'i'* мубаддал мешавад:

ready - readily, happy - happily

Як қатор зарфҳо шаклан аз сифатҳо фарқ надоранд. Ба онҳо *first, long, far, much, late, little*, инчунин *daily, weekly, monthly, friendly* ва ғайра, ки бо ёрии суффикси *-ly* аз исмҳо сохта шудаанд, медароянд. Зарфро аз сифат фақат аз мавқеи он дар ҷумла фарқ кардан мумкин аст. Зарф дар ҷумла феъл, сифат ва зарфро муайян карда, сифати исмро муайян мекунад:

зарф
She didn't stay long.

сифат
She was wearing a long dress.

Як гурӯҳ зарфҳо, масалан *late*, неаг ду шакл доранд, яке мувофиқ ба сифат буда, дигаре бо ёрии суффикси *-ly* сохта шудааст. Зимнан ҳар дуи ин шаклҳо маънои гуногун доранд:


near - тақрибан, наздик *nearly* - бевақт, ба наздикӣ
I went to bed late at night.
I have seen him lately.

Дараҷаи муқоисавии зарф ба монанди дараҷаи муқоисавии сифат сохта мешавад.

Дараҷаи муқоисавии зарфҳои яктаркиба ба монанди дараҷаи муқоисавии сифатҳо, яъне ба дараҷаи одӣ илова кардани суффикси *-er* барои дараҷаи муқоисавӣ ва суффикси *-est* барои дараҷаи олӣ сохта мешавад:

<i>strong</i>	<i>stronger</i>	<i>strongest</i>
пурзӯр	пурзӯртар	пурзӯртарин
<i>long</i>	<i>longer</i>	<i>longest</i>
дароз	дарозтар	дарозтарин

Дараҷаи муқоисавии зарфҳои мураккаб, аз он ҷумла бо суффикси *-ly*, монанди дараҷаи муқоисавии сифат бо ёрии калимаҳои



more барои дараҷаи муқоисавӣ ва *most* барои дараҷаи олӣ сохта мешавад:

bright
равшан

more brightly
равшантар

most brightly
равшантарин

Як қатор зарфҳо дараҷаи муқоисавиро берун аз қоидаи умумӣ месозанд ва онҳоро аз ёд бояд кард:

дараҷаи одӣ	дараҷаи муқоисавӣ	дараҷаи олӣ
<i>well</i> <i>badly</i> <i>little</i> <i>much</i>	<i>better</i> <i>worse</i> <i>less</i> <i>more</i>	<i>best</i> <i>worst</i> <i>least</i> <i>most</i>

Масалан: *I like autumn better than winter.*

ҶОНИШИН

Ҷонишинҳои шахсӣ, соҳибӣ, нафсӣ-таъкидӣ дар забони англисӣ аз рӯи шахс, шумора, ҷинсият тағйир меёбанд:

	танҳо	ҷамъ
шахсӣ:	<i>I - me</i>	<i>we - us</i>
соҳибӣ:	<i>my — mine</i>	<i>our - ours</i>
нафсӣ-таъкидӣ:	<i>myself</i>	<i>ourselves</i>

Дар ҷумла ҷонишинҳои шахсӣ *I, he, she, it, you, they* чун мубтадо ва ҷонишинҳои *me, him, her, it, us, you, them* чун пурқунанда меоянд.

Мисол: *I saw him in the street.*
He met me at the station.

Ҷонишинҳои *some, any, no* дар феълҳои гуногуни ҷумла (саволӣ, хитобӣ, инкорӣ) истифода бурда мешаванд.

Мисол: *I know nothing about him.*
Are there any books on the table?
I ask her for some milk.

Ҷумлаи инкорӣ дар забони англисӣ бояд як элементи инкор дошта бошад. Феъли асосӣ дар ин маврид дар шакли хабарӣ меистад.

Мисол: *They have no children.*
There is nobody in the room.

Ҷонишини *one* (дар шакли ҷамъ - *ones*) ба ҷойи исми пештар зикршуда истифода карда мешавад.

Мисол: *These shoes are too small. I need some bigger ones.*



ПЕШОЯНДҲО (Prepositions)

Аз сабаби мавҷуд набудани падеж дар забони англисӣ, пешояндҳо на фақат вазифаи муносибати байни исм ва дигар ҳиссаҳои нутқро ба ҷо меоранд, балки вазифаи анҷомаҳои падежиро низ иҷро мекунанд.

Пешояндҳои забони англисӣ:

***of** - Dushanbe is the capital of Tajikistan,*

***to** - I gave the pen to my brother,*

***about** - He told me about that party.*

***by, with** - We write with a pen. The book is written by Rahim.*

***in** - She was in the street.*

***at** - She was at the lesson.*

Пешояндҳои зеринро ҳифз намоед:

***On** - болои*

***above** - дар болои, сари*

***under** - дар зери*

***into** - дар даруни*

***out of** - аз даруни*

***behind** - аз пушт, қафо*

***below** - зер*

***in** - дарун*

***near** - назди*

***before** - пеш, то*

***from** - аз*

***in front of** - дар рӯ ба рӯ, дар муқобили*

ФЕЪЛ

Шаклҳои шахсии феъл дар забони англисӣ шахс, шумора, сиға, замон ва тарзро ифода мекунанд. Феълҳо се шахс ва ду шумора (танҳо ва ҷамъ) доранд.

Мисол:

шахс	танҳо	to be
1	<i>I</i>	<i>am</i>
2	<i>you</i>	<i>are</i>
3	<i>he (she, it)</i>	<i>is</i>
	ҷамъ	
1	<i>we</i>	<i>are</i>
2	<i>you</i>	<i>are</i>
3	<i>they</i>	<i>are</i>

Эзоҳ: феълҳои модалии *can, may, must* аз рӯи шахс ва шумора тасриф намешаванд.

Феъл дар забони англисӣ чор шакли асосӣ дошта, барои сохтани дигар шаклҳои замонӣ - намунии феъл хизмат мекунанд. Ин шаклҳо инҳоянд:


- 1 Масдар ё шакли номуайяӣ (*infinitive*).
- 2 Замони гузаштаи номуайян (*past indefinite*).
- 3 Сифати феъли замони гузашта (*participle 2*).
- 4 Сифати феъли замони ҳозира (*participle 1*).

Феълҳои забони тоҷикӣ ду асос дошта, ҳамаи шаклҳои феълӣ боқимонда аз ҳамин ду асос сохта мешаванд:

- а) асоси замони ҳозира (хон, дав, рав, бар ва ғайра)
- б) асоси замони гузашта (афтид, гуфт, рафт, давид ва ғайра).

Аз рӯи ташкилӣ, феълҳои забони англисӣ ба гурӯҳҳои феълҳои дуруст ва нодуруст ҷудо мешаванд.

Феълҳои дуруст асосҳои дуум ва сеюми шаклҳои феълиро бо ёрии ҳамроҳ кардани суффикси *-ed* ба шакли асосии феъл ташкил медиҳанд.



Масалан: *work - worked - worked.*
want - wanted - wanted

Феълҳои нодуруст асосҳои дуоум ва сеюми шаклҳои феълиро на ин ки бо ёрии илова намудани -ed ба масдар, балки бо роҳи дигар мезозанд:

begin - began - begun
give - gave - given
go - went - gone



СИҒАИ АМРӢ

Сиғаи амрӣ дар забони англисӣ ду шакл дорад: шакли хабарӣ ва инкорӣ. Шакли инкории сиғаи амрӣ бо ёрии феъли ёридохандаи *do* ва ҳиссаҷаи инкории *not* сохта мешавад:

Масалан: *Sit down, please.*

СИҶАИ ХАБАРӢ

ТАРЗИ ФАӢОЛ (АКТИВ) (active voice) ШАКЛӢҲОИ НОМУАЙЯН (indefinite tense)

1. Замони ҳозираи номуайян (present indefinite tense)

Замони ҳозираи номуайян амали доимӣ ва такроршавандаро, ки ба мубтадо хос аст, ифода мекунад.

Мисол: *My brother speaks English well.*
I live in Dushanbe.

Шакли хабарии present indefinite tense ба асоси феълии (бе ҳиссаҷаи *to*) шахси 1-ум ва 2-юми феъли асосӣ мувофиқат мекунад, шахси 3-юми танҳо суффикси *-s ё -es*-ро қабул мекунад.

Шакли саволии present indefinite tense бо ёрии феъли ёридиҳандаи *to be* дар замони ҳозира ва феъли асосӣ сохта мешаванд.

Масалан: *Do you speak English?*
What do you like?

Шакли инкорӣ бо ёрии феъли ёридиҳандаи *to do* дар шахс ва шумораи матлуб ва ҳиссаҷаи *not*, ки дар байни мубтадо ва феъли асосӣ ҷой мегирад, сохта мешавад.

Масалан: *I don't (do not) work here.*
She does not speak English.

2. Замони гузаштаи номуайян (past indefinite tense)


Замони гузаштаи номуайян амал ва ҳолати дар ягон вақти дар гузашта воқеъшударо, ки ба лаҳзаи нутқ вобастагӣ надорад, нишон медиҳад. Замони гузаштаи номуайяни забони англисӣ амали воқеъшударо мефаҳмонад.

Масалан: *The lessons finished at 10 o'clock.*

Шакли хабарии замони гузашта бо ёрии шакли дуҷуми *acose*, ки аз рӯи шахсу шумора тасриф намеёбад (истисно феъли *to be (was, were)* ташкил мешавад.

Масалан: *He worked hard,*

Шакли саволии замони гузаштаи забони англисӣ бо ёрии феъли ёридиҳандаи *to do* дар замони гузашта (*did*), ки пеш аз мубтадо гузошта мешавад, сохта мешавад:



Масалан: *Did you like the game?*
When did you come home?

Шакли инкорӣ бо ёрии феъли ёридиҳандаи *did* ҳиссаҷаи *not* ва феъли асосӣ дар шакли якум сохта мешавад:

Масалан: *I did not know him well.*

3. Замони ояндаи номуайн (future indefinite tense)

Замони ояндаи номуайян амали яккарата ва такроршавандаро, ки дар оянда воқеъ мегардад, мефаҳмонад.

Масалан: *We shall go home tomorrow.*
They will be glad to meet you,

Замони ояндаи номуайяни забони англисӣ бо ёрии феълҳои ёридиҳандаи *shall* (барои шахси якуми танҳо ва ҷамъ), *will* (барои шахсҳои боқимонда) ва шакли асосии феъли маънодор сохта мешавад.

Масалан: *I shall (I'll) speak to you..*
You will (You'll) go home after the lessons.

Феълҳои *shall* ва *will* дар ҷумлаҳои саволӣ пеш аз мубтадо гузошта мешаванд.

Масалан: *Shall I speak? When will you come to see us?*


Шакли инкории future indefinite бо ёрии ҳиссаҷаи *not*, ки баъд аз феълҳои ёридиҳандаи *shall* ва *will* гузошта мешаванд, ташкил меёбад.

Масалан: *I shall not (shan't) speak to you.*
He will not (won't) meet us tomorrow.

4. Замони ҳозираи муайян (давомдор) (present continuous tense)

Замони ҳозираи муайян (давомдор) амали давомдорро, ки дар лаҳзаи нутқи гӯянда иҷро мешавад, мефаҳмонад. Шаклҳои замони ҳозираи муайян (давомдор)-и англисӣ бо ёрии феъли ёридиҳандаи *to be* дар замони ҳозира (present indefinite) ва сифати феълҳои замони ҳозираи (Participle 1) феъли асосӣ (ё шакли ҷоруми феъл) сохта мешавад.

Масалан: *I am (I'm) reading a book.*
He is (He's) having dinner.



Дар чумлаҳои саволи феъли ёридиҳанда пеш аз мубтадо ҷой мегирад:

*Is she eating?
What are you doing?*

Дар чумлаҳои инкорӣ ҳиссаҷаи *not* пас аз феълҳои ёридиҳанда меояд:

*I am. (I'm) not eating.
She is (She's) not sleeping. They are not (aren't) talking.*

5. Замони гузаштаи муайян (давомдор) (*past continuous tense*)

Замони гузаштаи муайян амали давомдорро, ки дар лаҳзаи муайян дар гузашта рӯй додааст, нишон медиҳанд.

Масалан: *I was sleeping when you rang me up.
They were having their breakfast at 10 o'clock,*

Замони гузаштаи муайяни (давомдор) забони англисӣ бо ёрии феъли ёридиҳандаи *to be* дар замони гузашта (*was, were*) ва сифати феълии замони ҳозираи (*Participle 2*) феъли маънодор ташкил меёбад.

Масалан: *I was walking along the street when I met my friend.*

Дар чумлаҳои саволи феъли ёридиҳанда пеш аз мубтадо меояд.

Масалан: *Who was speaking to you?*

Шакли инкорӣ бо ҳамроҳ кардани ҳиссаҷаи *not*, ки баъд аз феъли ёридиҳанда гузашта мешавад, сохта мешавад.

Масалан: *He was not (wasn't) writing 'when his mother entered the room.*



ЗАМОНҲОИ МУТЛАҚ (Perfect tenses)

Феъли замони ҳозираи мутлақ (present perfect tense)

Замони ҳозираи мутлақ ҳолатро (амал) мефаҳмонад, ки аллакай иҷро шуда, натиҷаи он маълум аст.

Масалан: *She has come. All the pupils have done their exercises.*

Ин замон бо ёрии феъли ёридиҳандаи *to have* дар замони ҳозира ва шакли сеюми феъли асосӣ, сохта мешавад.

Масалан: *We have been there. He has got a book.*

Дар ҷумлаи саволӣ феъли ёридиҳанда пеш аз мубтадо меояд.

Масалан: *Have you finished your homework?*

Агар савол ба мубтадо гузошта шавад, тартиби ҷумла дигар намешавад.

Масалан: *Who has finished his homework?*

Ҷумлаи инкорӣ бо ёрии ҳиссаҷаи инкории **not**, ки пас аз феъли ёридиҳанда меояд, сохта мешавад.

Масалан: *She has not (hasn't) come yet.*

Феъли замони гузаштаи мутлақ (past perfect tense)

Замони гузаштаи мутлақ амали дар гузашта воқеъшударо, ки то лаҳзаи муайян ва ё то воқеъ шудани амали дигар иҷро шудааст, мефаҳмонад.

Масалан: *He had done his task by Monday.*

Замони гузаштаи мутлақ бо ёрии феъли ёридиҳандаи *to have* дар замони гузашта (*had*) ва шакли сеюми феъли маънодор сохта мешавад.

Масалан: *The rain had stopped by that time.*

Дар ҷумлаҳои саволӣ феъли ёридиҳанда пеш аз мубтадо гузошта мешавад.

Масалан: *Had we finished our task?*

Дар ҷумлаҳои инкорӣ ҳиссаҷаи **not** пас аз феъли ёридиҳанда меояд.

Масалан: *He had not (hadn't) done his task by that time.*



ТАРЗИ МАФЪУЛ

Агар дар ҷумла иҷрокунандаи амал номбар нашуда бошад ё ки амалро шахси дигар иҷро карда бошад, шакли феъли мафъул ба кор бурда мешавад.

Масалан: *The cup is broken.*

Тарзи мафъул бо ёрии феъли ёридиҳандаи *to be* ва шакли сеюми феъли асосӣ (маънодор) (Participle 2) сохта мешавад.

Замонҳои феъли тарзи мафъул мувофиқи қоидаи замонҳои феъли тарзи фоил истифода мешаванд.

Мисол: *Olim is invited to the teacher's office, (present indefinite passive)*
This room was built in 1985. (past indefinite passive)

Дар ҷумлаи саволи тарзи мафъули, феъли ёридиҳанда пеш аз мубтадо гузошта мешавад:

Who was this book written by? When was this newspaper published?

Агар савол ба мубтадо гузошта шавад, тартиби ҷумла тағйир намеёбад:

What was brought to you?

Дар ҷумлаи инкорӣ ҳиссаҳои *'not'* пас аз феъли ёридиҳанда гузошта мешавад:

We were not told that he was ill.

ГЕРУНДИЙ (The gerund)

Герундий шакли номуайяни феъл буда, амали давомёфтаро ифода мекунад.

Герундий бо ёрии ба феъли асосӣ ҳамроҳ кардани суффикси *-ing* сохта шуда, шаклан ба сифати феълии замони ҳозира ва исми феъли мувофиқ меояд.

Герундий ҳам хусусиятҳои исм ва ҳам феълро дорад. Ҳамчун феъл, герундий метавонад ба худ пуркунандаро қабул кунад ва бо зарф муайян шавад.

I don't like reading aloud. - Ман бо овози баланд хонданро нағз намебинам.

Ҳамчун исм, герундий дар ҷумла мубтадо, пуркунанда ва хабари номӣ шуда, бо пешоянд ва муайянкунанда истифода мешавад.

I like walking quickly. - Ман тез роҳ гаштанро дуст медорам.

Reading is my hobby. - Хондан - кори дӯстдоштаи ман аст.

She is fond of reading books. - Вай китоб хонданро нағз мебинад.

Фарқи герундий аз исми феълӣ бо суффикси *-ing* дар он аст, ки герундий бе артикль ба кор бурда мешавад, шакли ҷамъ надорад, метавонад пуркунандаи бевосита дошта бо зарф муайян шавад.

Аз сифати феълии замони ҳозира герундий бо он фарқ мекунад, ки пеш аз он пешоянд меояд ва герундий метавонад бо ҷонишинҳои соҳибӣ ва исм дар падежи соҳибият муайян шавад.

Аз рӯйи шакл ва мавқеи худ дар ҷумла, герундий ба масдар хело ҳам монандӣ дорад. Азбаски герундий дар забони тоҷикӣ вучуд надорад, тарҷумаи он дар ҷумла ба пешоянд ва калимаи онро муайянкунанда вобаста мебошад.

Герундий ба забони тоҷикӣ чун масдар, исми феълӣ, сифати феълӣ ва ҷумлаи пайрав (пуркунанда, муайянкунанда, холшарҳкунанда) тарҷума мешавад.

Герундий дар ҷумла чунин вазифаҳоро иҷро мекунад:

1. Мубтадо

Drawing is his hobby. - Расмкашӣ кори дӯстдоштаи ӯ аст.

2. Хабарӣ номӣ

My favourite subject is singing. - Фанни дӯстдоштаи ман сурудхонӣ мебошад.

НУТҚИ АЙНАН ВА МАЗМУНАН НАҚЛШУДА

Нутқи шахс бо роҳҳои зерин амали шуда метавонад:

- а) дар шакли нутқи айнан нақлшуда: бе таъсири нутқи ғӯянда;
- б) дар шакли нутқи мазмунан нақлшуда: бо додани мазмуни асосии он ба шунаванда ё хонанда аз номи шахси дигар.

Нутқи айнан нақлшуда ҳамчунин ҷумлаи мустақил буда, метавонад дар таркиби худ сухани муаллиф дошта бошад.

Нутқи мазмунан нақлшуда ба сифати ҷумлаи пайрав ва сухани муаллиф чун сарҷумла меояд. Дар ин ҳолат ҷонишинҳои шахсӣ дар ҳар ду забон дигар мешаванд.

Нутқи айнан нақлшуда

Масалан:

My father says, 'I have brought you toys.' - Падарам гуфт: «Ман ба ту бозичаҳо овардам».

Нутқи мазмунан нақлшуда

My father says he has brought me toys. - Падарам гуфт, ки вай барои ман бозичаҳо овард.

Дар ҳар ду забон, агар нутқи айнан нақлшуда дар шакли ҷумлаи амрӣ омада бошад, дар мавриди ба нутқи мазмунан нақлшуда гардонидан сиғаи амрӣ ба масдар мубаддал мешавад.

Нутқи айнан нақлшуда

Масалан:

Shodi says to Savri, 'Come home at 6 o'clock.' - Шодӣ ба Саврӣ гуфт: «Соати 6 ба хона биё».

Нутқи мазмунан нақлшуда

Shodi asks Savri to come home at 6 o'clock. - Шодӣ аз Саврӣ соати 6 ба хона омадани ӯро хоҳиш намуд.

Агар нутқи айнан нақлшуда дар шакли ҷумлаи ҳикоягӣ ояд, ҳангоми ба нутқи мазмунан нақлшуда баргардонидани он дар забони англисӣ пайвандаки *that*, (дар забони тоҷикӣ пайвандаки



«ки») истифода мешавад (пайвандакхоро истифода накардан ҳам мумкин).

Нутқи айнан нақлшуда

Масалан:

Rahim says, 'You may go home after the lessons.' - Раҳим гуфт: «Ту метавонӣ пас аз дарсҳо ба хона равӣ».

Нутқи мазмунан нақлшуда

Rahim says (that) I may go home after the lessons. - Раҳим гуфт, (ки) ман пас аз дарсҳо ба хона рафта метавонам.

Дар ҷумлаи саволӣ бошад, дар мавриди ба нутқи мазмунан нақлшуда гардонидан, саволҳои умумӣ ба сарҷумла бо ёрии пайвандакҳои *if* ва *whether* (дар забони англисӣ) ва «агар» ва «оё» (дар забони тоҷикӣ) пайваст мешаванд.

Нутқи айнан нақлшуда

Масалан:

The teacher says to the pupils, 'Who has finished the exercise?'
- Омӯзгор аз талабагон пурсид: «Кӣ иҷрои машқхоро ба охир расонд?»

Нутқи мазмунан нақлшуда

The teacher asks the pupils if anybody has finished the exercise. - Омӯзгор аз талабагон пурсид, ки оё касе аз онҳо иҷрои машқро ба охир расонид.

МУТОБИҚАТИ ЗАМОНҲО (Sequence of tenses)

Шаклҳои замони феъл дар ҷумлаи хабарӣ дар забони англисӣ ва тоҷикӣ аз замони дар сарҷумла истифодашуда вобаста аст ва аз рӯйи қоидаи зерини мутобиқати замонҳо амалӣ мегардад:

- а) агар феъли сарҷумла дар шакли замони ҳозира ё оянда омада бошад, ҷумлаи пайрав метавонад замони аз рӯйи мазмуни ҷумла талаб дошта истифода намояд.

Масалан: *She says that she is leaving Dushanbe in June.* - Вай гуфт, ки (ӯ) дар моҳи июн Душанберо тарк мекунад.

- б) агар феъли сарҷумла дар яке аз замонҳо ояд, ҷумлаи пайрав метавонад фақат дар шакли яке аз замонҳои гузашта истифода шавад.

Масалан: *He asked me where I lived.* - Ӯ аз ман пурсид, ки ман дар кучо зиндагӣ кардам.

Дар аснои бадал кардани нутқи айнан нақлшуда ба мазмунан нақлшуда, дар ҷумлаи пайрав замонҳо аз рӯйи нақшаи зерин дар забони англисӣ дигар мешаванд:

замоне, ки мазмуну шарҳи талаб мекунад (нутқи бевосита, айнан)	Present indefinite tense замони ҳозираи номуайян	Present continuous tense замони ҳозираи давомдор	Present perfect замони ҳозираи мутлақ	Past indefinite tense замони ҳозираи номуайян	Past indefinite tense замони гузаштаи мутлақ	Future indefinite замони ояндаи номуайян
замоне, ки ода-тан дар ҷумлаи пайрав истифода мешавад (нутқи бавосита)	Past indefinite замони гузаштаи номуайян	Past continuous замони гузаштаи давомдор	Past perfect замони гузаштаи мутлақ	Past perfect замони гузаштаи мутлақ	Past perfect замони гузаштаи мутлақ	Future indefinite in the past замони ояндаи дар гузашта воқеъшуда

Дар мавриди тарҷумаи нутқи бевосита ба нутқи бавосита, ҳар лаҳза бо дигар шудани шакли замони феъл, чонишинҳо, зарф ва калимаҳои дигар, ки вақти амалро ифода мекунанд, низ дигар мешаванд:

Нутқи бевосита (айнан)		Нутқи бавосита (мазмунан)	
this, these	ин, инҳо	that, those	он, онҳо
now	ҳоло	then	баъд
here	инҷо	there	он ҷо
today	имрӯз	that day	он рӯз
tomorrow	фардо	the next day	рӯзи дигар
the day after	пасфардо	two days later	баъди ду рӯз
yesterday дирӯз	the day before	the day before	як рӯз пеш
the day before	парер рӯз	two days before	ду рӯз пеш
ago	пеш	before	пеш



СИФАТИ ФЕЪЛИИ ЗАМОНИ ҲОЗИРА

(Present participle and participle 1)

Сифати феълии замони ҳозира метавонад аз ҳар феъл (ғайр аз феълҳои модалӣ ва феълҳои ёридиҳандаи *shall, will*) бо ёрии ҳамроҳ кардани анҷомаи *-ing* сохта шавад.

Мисол: *stand, - standing*
burn - burning

Дар ҷумла сифати феълии замони ҳозира (P1) метавонад ба вазифаи:

1. муайянкунандаи исм

Мисол: *I like to see a smiling face.*

2. ҳол

Мисол: *She went out smiling.*

СИФАТИ ФЕЪЛИИ ЗАМОНИ ГУЗАШТА

(Past participle and participle 2)

Шакли past participle -и феълҳои дуруст бо ёрии ҳамроҳ кардани суффикси *-ed* ба решаи феъл сохта мешавад.

Мисол: *decide - decided*

Шакли P2 бо феълҳои нодуруст бо шаклҳои махсус сохта мешаванд.

Мисол: *write - written*

Сифати феълии замони гузашта (participle 2) дар сохтани замонҳои *perfect* (мутлақи) тарзи мафъул истифода мешаванд.

Мисол: *have just got tickets to the cinema.* - Ман навакак чиптаи (билети) киноро харидам.

Past participle дар ҷумла вазифаи муайянкунандаи исмро иҷро мекунад.

Мисол: *The broken cup was on the floor.* - Косаи шикастагӣ дар рӯйи фарши хона буд.

ФЕЪЛҲОИ МОДАЛӢ (Modal verbs)

Дар забони англисӣ гурӯҳи феълҳое мавҷуданд, ки онҳоро феълҳои модалӣ меноманд.

Ба ин гурӯҳ феълҳои зерин дохил мешаванд:

can /kæn/ - метавонам,
may /mei/ - метавонам, ба ман иҷозат аст,
must /mʌst/ - боистан.

Ин гуна феълҳоро феълҳои нопурра низ ном мебаранд. Сабабаш ин аст, ки ин феълҳо фақат дорои баъзе шаклҳои шахсӣ буда шаклҳои ғайришахсӣ (масдар, сифати феълӣ, герундий) надоранд. Ҳеҷ кадоми онҳо дар шахси сеюми танҳо анҷомаи -s-ро надоранд (замони ҳозираи номуайян).

CAN

Феъли модалии *can* ду шакл дорад:

1. шакли замони ҳозира: *I can, he can*
2. шакли замони гузашта: *I could, he could*

Барои ифодаи замони оянда *can* истифода намешавад ва ба ҷойи он *be able to* истифода мешавад.

MAY

Феъли модалии *may* низ ду шакл дорад:

- 1 шакли замони ҳозира: *I may, he may*
- 2 шакли замони гузашта: *I might, he might*

Барои ифодаи замони оянда ибораи *be allowed to*. Феъли *may* маънои имконияти ҷорӣ шудани амалро вобаста ба иҷозат ва шубҳанокӣ мефаҳмонад.

Мисол: *We must do our lessons.* - Мо бояд дарси худро тайёр кунем.

Must we go there? - Оё мо бояд ба онҷо равем?

Барои ифодаи шакли замони гузашта ва оянда феъли *to have* то истифода мешавад.

Мисол: *She had to do this work.* - Вай мебоист ин корро мекард.

КАЛИМАСОЗӢ (Word formation)

Аксари калимаҳои англисӣ дар як шакл метавонанд ба ҳиссаҳои гуногуни нутқ тааллуқ дошта бошанд. Маънои ин гуна калимаҳо аз мавқеъ ва ҷойи онҳо дар ҷумла ва шакли грамматикӣ он вобастагӣ дорад.

We play and dance in the park.

Қисми зиёди калимаҳо дар забони англисӣ бо якҷоя кардани ду калима сохта мешаванд. Як гурӯҳи онҳо бо ёрии тире ё худ якҷоя навишта мешаванд:

book-shop
newspaper
schoolgirl
light-bulb

Калимасозӣ дар забони англисӣ бо суффиксҳо ба таври васеъ истифода мешавад. Онҳо ба калима маънои нав медиҳанд:

-er (-or) - иҷрокунандаи амалро мефаҳмонад,
-ion (-ation) - протсес, амал ва натиҷаи амалро нишон медиҳад,
-ness - сифат ва ҳолатро мефаҳмонад,
-ing - амал ва протсесро мефаҳмонад,
-y (dusty) - сифатро мефаҳмонад,
-able (ible) - understandable - бо маънои пасивӣ,
-less (helpless) - бо маънои «чизе намерасад» ё чизе надоштан,
-ful (peaceful) - маънои сифати пурра доштан,
-ly (strongly) - зарфро бо ҳамон хусусияташ ифода мекунад.

Калимасозӣ бо ёрии префикс. Дар ин ҳолат маънои калима дигар шуда, ҳиссаи нутқ тағйир намеёбад:

<i>un - unreal</i>	маънои инкорӣ дошта, нарасидани сифати ягон чизро мефаҳмонад (пеш аз ҳарфи <i>l</i> ва <i>il</i> , пеш аз <i>m</i> , <i>p</i> ба <i>im</i> , пеш аз <i>g</i> ба <i>ir</i> мубаддал мешавад,
<i>re - rewrite, reopen</i>	- такрори амалро мефаҳмонад.



ТАРТИБИ КАЛИМАҲО ДАР ҶУМЛАИ АНГЛИСӢ (Word order)

Тартиби калима дар ҷумлаи англисӣ доимӣ аст. Барои он, ки забони англисӣ дорои анҷомаҳои хеле маҳдуди грамматикӣ ва суффиксҳои калимасоз мебошад ва вазифаи калимаҳо аз рӯйи ҷойи онҳо дар ҷумла муайян мешаванд.

Тартиби зерини калимаҳо барои ҷумлаи сода чунин аст: дар ҷойи аввал мубтадо, пас аз он хабар ва баъд аъзоҳои дигари ҷумла.

Мисол: *Kate reads English books*

Дар ҷумлаҳои саволӣ тартиб баръакс: хабар ё қисме аз хабар пеш аз мубтадо меистад. Саволи махсус бо калимаи саволӣ оғоз меёбад ва саволи умумӣ бо хабар ё қисме аз хабар оғоз мешавад.

Мисол: *When do you speak English?*
Where do you learn your English?
What did your friend do yesterday?

Ҳиссаҳои инкории **not** дар байни феъли ёридоханда ва феъли асосӣ ё баъд аз феъли ёридохандаи аввал дар шаклҳои мураккаби феълӣ гузошта мешавад:

Мисол: *They do not speak French.*
They have not seen the film yet.

ЉУМЛАЊОИ САВОЉЇ (Interrogative sentences)

Муҳимтарин шаклҳои саволҳо шаклҳои умумӣ ва махсус мебошанд.

Саволҳои умумӣ. General questions

Ин тарз саволҳо аз ҳамсухбаткунанда ҷавоби мусбат ё манфиро талаб менамоянд (мисоли: *yes, no*). Саволҳои умумӣ чун қоида калимаҳои саволиро талаб намеkunанд. Онҳоро бо интонасияи дар охири ҷумла баландшаванда талаффуз мекунанд.

Мисол: *Are you a teacher? - Yes, I am. (No, I am not.)*
Have you seen the film? - No, I haven't. (Yes, I have.)

Саволҳои хусусӣ (махсус). Special questions

Ин гуна саволҳо на фақат ҷавоби манфӣ ё мусбатро талаб менамоянд, балки информатсияи зиёдтарро талаб мекунанд.

Мисол: *What's your name? - My name is Pete.*
Where are you going? - To the park.

Ин калимаҳои саволиро дар хотир нигоҳ доред:

Who - кӣ
Whom - ба кӣ, киро
Whose - аз они ки
What - чӣ, чӣ гуна
Which - кадом
When - кай
Where - дар кучо, кучо
Why - барои чӣ
How - чӣ хел, чӣ тавр
How many - чанд
How much - чанд

Саволҳои алтернативӣ. Alternative questions

Ин саволҳо аз ду қисм иборатанд, ки бо пайвандаки *-or* пайваст мешаванд.

Мисол: *Is this Ann or Kate? - Kate.*
Do you like tea or coffee? - Tea.



Reader

Two Gentlemen of Verona

It was summer. A friend and I were driving from Switzerland to the lovely old Italian city of Verona. Just outside the city, two small boys stopped us. They were selling strawberries that looked delicious against the green leaves in the boys' baskets.

'Don't buy them,' our driver said. 'You will find better strawberries. Besides . . . ' His face showed that he did not like the two boys.

It was true that their clothes were dirty and poor-looking. But as we looked at those two thin children with their serious dark eyes, we wanted to know more about them.

My friend spoke to the boys and found out that they were brothers. Nicola was thirteen. Jacopo, the smaller one, was almost twelve. We bought their biggest basket of strawberries and then continued towards Verona.

The next morning, coming out of the hotel, we saw the two boys again. They were beside the fountain in the public square, shining the shoes of men who passed by. They were very busy, but they said 'hello' to us in a friendly way.

'I thought you sold strawberries,' I said.

'We do many things, sir,' Nicola answered seriously. He looked at us hopefully. 'We sometimes guide people through the city, showing them places of interest.'


'All right,' I smiled. 'You can guide us. Let's go.'

As they guided us through the city, I continued to study these boys. They were children, yes, and they acted like children in many ways. But their faces were serious, and they both had an appearance of purpose that one does not often find in small boys.

In the week that followed, we saw Nicola and Jacopo several times a day. If we wanted the name of a good restaurant or a shop, Nicola and Jacopo were always there to help us. They worked all day under the hot summer sun, shining shoes, selling fruit and newspapers, and guiding people through Verona. They were always busy.

One night I saw them in the square. Nicola was sitting on the ground beside the fountain. His face looked tired. Jacopo was asleep, with his head on his brother's shoulder. It was almost midnight.

The next morning, while Nicola was shining my shoes, I said, 'We're leaving Verona tomorrow. Can I do anything for you before we go?'



He said, 'Every Sunday we go to a village not far from Verona. We usually go by bus, but tomorrow, sir, would you take us in your car?' The next day we drove out of Verona with Nicola and his brother, Jacopo. On our way to the village I asked Nicola, 'Why do you work so hard?' And he began to tell me his story.

'We are alone in the world except for our sister, Lucia. Our mother died when we were very young. Our father, who was a famous singer, died in the early years of the war. We lived in the streets of Verona because we had no one to take care of us. Then Lucia became seriously ill and we brought her to the hospital in this village. We are happy because we get enough money to pay for food and medicine.' Then Jacopo suddenly said, 'Please, stop here, sir.' They got out of the car and said good-bye to us. But I still remember the serious and proud face of the two gentlemen of Verona.

(Adapted from Reader's Digest Readings.)


Tasks

- 1 Answer these questions using no less than two or three sentences for each answer.**
 - a) From what country were the two men driving, and where were they going to?
 - b) What were the two boys selling?
 - c) What was their appearance?
 - d) What did the boys do to earn money?
- 2 Learn the paragraph 'We are alone ... to pay for food and medicine' by heart.**
- 3 Write out a translation of the last two paragraphs.**

Galileo

Long ago a Greek, Democritus, said that all objects in a vacuum fall at the same speed. He did not have a vacuum, but he was right. The air makes a difference. If a heavy weight and a piece of paper fall together through the air, the heavy weight reaches the ground first. The air has some resistance, and it makes the paper fall slowly; but if there was no air, the paper would fall quickly.

Aristotle said that heavy things fall faster than light things; but he was wrong.



Most of the later scientists believed what Aristotle had said. This remained true until the time of Galileo (1564-1642), the Italian scientist. Galileo did not believe Aristotle. He went to school at Vallombrosa, which is a place near Firenze (Florence), Italy. He tried to learn science there, but he did not like it. He went to the university of Pisa to continue his studies. There is a famous tower at Pisa. It does not stand straight up, but leans a little more each year. Some scientists believe that it will soon fall down.

Galileo climbed to the top of the Leaning Tower, and from there he reached the ground at the same moment. The scientists who were watching were very surprised. This did not agree with Aristotle's rule.

Galileo believed that scientists should always do experiments. He said that they should not only sit in universities and talk; they ought to do something. They ought to watch the results of their experiments, and describe them honestly. Then they could learn more about science.

Many people at that time believed that the Earth never moved. The other planets and the sun appeared to move round the Earth, and they believed that the Earth was the centre of the universe. Ptolemy had thought this many years before, and it appeared to be true. Nobody knew then that the Earth was an unimportant planet.

Copernicus (1473-1543) was an astronomer and a scientist who had studied the planets and the stars. His ideas were new. He said that the Earth moved round the sun, and that it was not the centre of everything. He put these ideas into a book. Nobody read it until Copernicus died.

Many years later Galileo read it and believed it. He said that the Earth was moving round the sun, and this made a lot of people angry. They believed that the Earth was too important to move. They said it must be the centre of the universe. Galileo got into trouble and he had to say that he was wrong; but he knew that he was right.

Galileo did many other experiments, and he also made a telescope for observing the moon. He saw some hills there. He also saw some of the millions of stars in the universe - more than anyone had ever seen. He thanked God, who let him see these wonderful things.

In 1637 Galileo's eyes failed, and then he could not see anything through his telescope. Five years later he died. The world then lost a great man; but in the same year (1642) another great scientist, Sir Isaac Newton, was born in England.

Nowdays we know a very interesting fact. Some unknown for us people from other planet make buildings on the moon.



Tasks

- 1 Translate and learn the first paragraph.
- 2 Answer these questions.
 - a) Where did Galileo go to school?
 - b) What experiment did Galileo do?
 - c) What else did Galileo make?
 - d) How did Galileo spend his last years?
- 3 Write out , translation of the last two paragraphs.

The story of Bottle Hill

(An Irish legend)

(3 hours)

Once upon a time, in a little cottage, there lived a farmer, whose name was Mick. He worked very hard, but he was very poor. His wife did what she could to help him, as their children were too young to work in the fields. The poor woman looked after the house, milked the cow, boiled the potatoes, and took eggs to market. At the end of the summer they had hardly had enough money to pay the landlord.

Then came a bad year. Day after day the rain poured down. Their small crop was spoiled; the chickens died. So they had no money to pay the landlord.

'What can we do, Molly?' said the farmer sadly to his wife.

'You must take the cow to the market, and sell her,' said Molly.

'I believe you are right, Molly. I'll go tomorrow.'


Early the next morning he took his stick in his hand, and drove his cow slowly along the road. It was a fine day and the sun shone brightly on the fields. After six long miles the farmer came to the top of the hill, which is now called Bottle Hill, but that was not the name of it at that time.

Just there he met a man.

'Good morning,' said the man.

'Good morning,' said the farmer, looking at the stranger who was a very little man. His face was yellow and his nose was as sharp as a bird's beak.

Mick did not like the look of the little man. He drove his cow faster along the road, but the little man followed him like a shadow, without making any noise. The farmer wished he had not come out that day



but had stayed in his cottage. At that moment he heard the little man's voice.

'Where are you going with the cow, my honest man?'

'To the market,' said Mick.

'Are you going to sell her?' asked the stranger.

'Of course, I am going to sell her,' said Mick.

'Will you sell her to me?'

Mick was afraid of **having anything to do with** the little man, but he was afraid to say no.

'What will you give for her?' he asked.

'I'll give you this bottle,' said the little man, pulling a bottle from under his coat.

The farmer looked first at him and then at the bottle, and in spite of his fear he began to laugh.

'Laugh if you wish,' cried the little man angrily. 'I tell you this bottle is better for you than all the money you will get for your cow at the market.' Mick laughed again. 'Do you think I am so silly as to give you my good cow for an empty bottle? What will Molly say?'

'Take the bottle, Mick, and give me the cow.'

'How do you know my name?' asked the farmer.

'**Never mind,**' answered the little man, and then he said with a smile, 'I like you, Mick. Do as I tell you, or you may be sorry for it. Your cow may die before you get to the market. There may be many cows at the market, and you will get a low price. Perhaps you will be robbed on your way home. So take the bottle, and when you get home, do just as I tell you.'

It was very difficult for Mick to part with his cow, but at last, he took the bottle.

Take the cow,' he said, 'but if you are telling lies . . .'

'You will find I have spoken the truth, if you do what I tell you. When you get home, ask your wife to put a clean tablecloth on the table. Then put the bottle on the floor and say these words, "Bottle, do your duty." 'Is that all?' asked Mick. 'Yes,' said the stranger. 'Say that and you will be rich. Good-bye.'

So Mick **went home, fearing what his wife would say to him.**

When he reached home, Molly said to him,

'You have come back very quickly. What has happened? Did you sell the cow? How much money did you get for her?'

'If you give me time, I'll tell you all about it,' he said, putting the bottle on the table. 'I sold the cow, and this is all I got for it.'

His poor wife looked at him with surprise.

'I never thought you were so silly,' she said. 'How can we pay the landlord with this bottle?'

'Now listen, Molly, and I'll tell you the whole story.'

Then he told her his meeting with the strange little man, and how he sold the cow for an empty bottle.

When he finished his story, Molly stood up without saying a word and put a clean tablecloth on the table. And Mick, putting the bottle on the floor, cried, 'Bottle, do your duty!'

In a moment two tiny fairies rose from the bottle and climbed up onto the table. They covered the table with dishes and plates made of gold and silver, filled with the richest food. When all was ready, the fairies went back into the bottle again.

The farmer and his wife looked at each other. They had never seen such wonderful dishes and such rich food.

'Well, Molly,' said the farmer, 'the little man spoke the truth.'

'Oh, what beautiful plates!' cried Molly, with a happy laugh. 'Come and sit down at the table. You must be hungry after such a good day's work.' Molly, Mick and their children sat down at the table and had a very good dinner, though they could not eat half the food that the fairies had brought.

'Now,' said Molly after they had finished, 'do you think the fairies will carry these dishes and plates away?'

They waited but nobody came; so Molly put away the dishes and plates very carefully.

to have anything to do with... /hæv
eniθiŋ tə du: wið/ бо чизе
кордор шудан
never mind /neva maind/ ҳеч боке
нест

went home fearing what his wife
would say to him went houn
'fiəriŋ 'wət hiz waif wud sei tə
'him/ хона рафта метарсид, ки
занаш ба ӯ чӣ мегӯяд

Tasks

- 1 Write out translation of the first paragraph and learn it by heart.
- 2 Talk about these, points:
 - a) Mick's family
 - b) Bottle Hill
 - c) The bottle
- 3 Make up ten questions on the story on pages 151-153 and answer them.
- 4 Retell the text in summary.



The story of Bottle Hill

Part 2 (2 hours)

Next day Mick went to the market, sold a gold dish and gave the money to the landlord.

The landlord asked Mick how he had become so rich, and the farmer told him about the fairies and the magic bottle. The landlord offered him a lot of money for the bottle, but Mick did not want to sell it. At last the landlord offered to give him his farm for the bottle. Mick thought he would never need any more money, and agreed.

But the farm was not very good. Mick became poorer and poorer, until at last he had nothing left but one poor cow.

One morning he drove his cow again to the market. When he reached the top of the hill, he stopped to watch the sunrise.

‘Well, Mick,’ said a voice behind him. ‘I told you that you would be a rich man.’

The farmer looked around and saw the little man whom he had met there before.

‘Indeed, I was rich, but now I am poor again,’ he said. ‘If you have another bottle, here is the cow for you.’

‘And here is the bottle,’ said the old man, smiling. ‘You know what to do with it. And now good-bye.’

‘Good-bye,’ said the farmer. ‘**Good luck to you!** Good luck to the big hill! **It lacks a name**, so I will call it Bottle Hill!’

As soon as he reached his cottage and saw Molly, he cried, ‘I have another bottle!’

In a moment Molly put a clean tablecloth on the table, and Mick, looking at the bottle, cried, ‘Bottle, do your duty!’

At once two big men with big sticks came out. They hit poor Mick, and his wife, and even the children, until they fell on their knees and **begged for mercy**. Then they hid in the bottle again. Slowly the farmer rose to his feet, took the bottle and ran off to his landlord.

That night the landlord was having supper with some of his friends. When he heard that the farmer wanted to see him, he came to the door. ‘Well what do you want now?’

‘Nothing, sir,’ said Mick, ‘only I have another bottle.’

‘Oh, is it as the first?’

‘Better, sir, better! If you want, I’ll show it to you in front of all the ladies and gentlemen.’

‘All right,’ said the landlord and led Mick into the hall. At once the farmer saw his old bottle standing high on a shelf.

'I'll have you soon,' he thought to himself.

'Now,' said the landlord, 'show us your bottle.'

Mick put it on the floor and said, 'Bottle! Do your duty!'

The next moment the men with the sticks jumped out of the bottle. The landlord and his guests were thrown to the floor and beaten.

'Stop these two men, Mick, or I'll have you hung,' cried the landlord. 'First you will give me back my bottle,' answered Mick.

'Give it to him, quickly, before we are all killed,' cried the landlord. Mick took his bottle, while the two men jumped into their bottle again, and quickly ran off.

Little more remains to be told. When the farmer had his bottle back, he did not spend his money foolishly. At the end of his life, the bottle was broken and nobody else could use it, but the hill where the farmer first met the strange little man is called Bottle Hill, even to this day.

Good luck to you! /gud lʌk tə yu:/

барори кор ба шумо

It lacks a name /læks ə neim/

вай бе ном аст.

and begged for mercy /begd fɜ:/

/mə:'si/ зорӣ карданд, ки ба

онҳо раҳм кунанд

Tasks

1 Read and translate the first two paragraphs.

2 Answer these questions.

- How did Mick pay the landlord?
- What did Mick do with the bottle?
- Did Mick get rich?
- What did Mick do with the second bottle?

3 Retell the story in summary, following this outline.

- Mick and the landlord. What happened to Mick?
- Mick and the second bottle.
- The end of the story.

The wise man of Gotham

How .he took the cheeses to market

There was a wise man of Gotham who was going to sell his cheeses at the market in Nottingham. As he was going down the hill to Nottingham bridge, one of the cheeses fell out of his basket and rolled down the hill.

‘Ah, so you can go to the market **on your own, can you?**’ said the man of Gotham. ‘Then I’ll send all the others after you. **It would be stupid of me** to carry them if they can go **by themselves.**’

So he put down the basket and took out the cheeses, and he rolled them down the hill one after another.

‘You must meet me near the market-place,’ he shouted after them, as they rolled away down the hill and out of sight, some of them into one bush, some into another.

When the man of Gotham reached the market-place, there were no cheeses.

‘Has anyone seen my cheeses?’ he asked all his friends and neighbours.

‘Who is bringing them for you?’ they asked.

‘They are coming on their own. They know the way well enough,’ he said. ‘They were running so fast they’ve probably run past the market.

I think they are near York now.’

So he **hired a horse** and rode to York, but he didn’t see them on the way, nor were they at York when he got there. No one had seen them and he never saw them again.

on your own /on yə: oun/

мустакилона, худат,

It would be stupid of me /wud bi:

‘stju:pid əvmi:/ аз тарафи ман

беақлий мебуд

by themselves /bai ðemselvz/

худашон

he hired a horse /haiəd ə hɔ:s/ ʔ

аспро киро кард (намуд)

Tasks


- 1 Learn the first paragraph ‘There was . . . the hill’ by heart.
- 2 Read the story again and make up ten questions about it.
- 3 Retell the story in summary.

The twelfth fisherman

(A tale of the wise men of Gotham) (2 hours)

Once upon a time, twelve men went out fishing. Some of them fished from the dry bank, and some of them went out into the river. When the day was over, they all gathered together to go home.

‘Twelve of us went out fishing this morning,’ said one. ‘Let’s hope that there are twelve of us to go home, for it will be a dreadful thing if one of us has drowned.’



'We shall count and see,' said another man. So he began to count, touching each of his friends as he did so. But he quite forgot to count himself, so it seemed to him as if there were only eleven fishermen.

'Let me count,' said a third man. So he began to count his friends too, but he also forgot to count himself. Then each man counted, and as not one remembered to add himself, they could count no more than eleven.

'**Alas!** Alas!' they cried. 'One of us has drowned! Let us go back to the river!'

So they all went back to the river, but they could see no one in the water at all. And they began to cry.

Then a horseman rode by, and heard their crying. He was very much surprised and he rode up to ask what the matter was.

'What are you looking for?' he asked. 'And why are you crying?'

'Twelve of us went out fishing this morning, and we are afraid that one of us has drowned.'

'Count how many of you there are,' said the horseman. So one of the men counted his eleven friends, but he did not count himself and this made the horseman smile.

'What will you give me if I find your twelfth man for you?' he asked.

The fishermen took all the money they had and put it into a bag.

'See,' they said, 'you will have all this if you find our twelfth man.'

'Now,' said the horseman, 'gather round me and I shall find your twelfth man.'

They gathered round and he began to count, touching each man as he did so.

'One-two-three-four-five-six-seven-eight-nine-ten-eleven-twelve.

Here is your twelfth man! I have found him for you!'

'You have found our friend for us,' cried the fishermen. And they gave him the bag of money. The horseman took it and then, with a laugh, he tied it to his saddle and went on his way. But the fishermen did not know why he laughed.

dry bank /'draɪ'bæŋk/ сохили
хушк
dreadful /'dredfəl/ хеле бад

as if /æz ɪf/ рјѐ ки
alas /ə'la:s/ изтиробона садо
кардан

Tasks

1 Learn the first paragraph by heart.



- 2 Read the story again and make up ten questions about it.
- 3 Retell the story in chain going round the class.

Jonathan Swift

Jonathan Swift was born in 1667 in Dublin, Ireland. His father died several months before he was born. Jonathan Swift lived in his uncle's family.

The boy learned very well at school and his uncle sent him to the university. In 1689 Swift went to England and found work there as a secretary to a Member of Parliament. At that time Jonathan Swift began to write articles for newspapers. Then he began to write satirical novels too. In 1726 he wrote the novel 'Gulliver's Travels'. This book made him famous.

Gulliver's Travels

(3 hours)


Gulliver was born into a large family. His father was a farmer. At school the boy studied hard, so his father sent him to the university for three years. When the young man left the university, he worked with a doctor and learnt that profession.

Gulliver always wanted to travel, so he decided to learn navigation too. After four years of hard learning, Gulliver began work as a ship's doctor. One day when the ship was at sea for a long time, there was a great storm. The ship broke to pieces and only six people could get into a small boat. The men were very tired and could not fight the waves. Soon the boat turned over and they were in the water. Five of them could not swim well and they were drowned. But Gulliver could swim very well, and when he saw a distant shore, he swam towards it. He got out of the water and slept on the shore for many hours.

When Gulliver woke, he found himself in a country where very small people lived. The name of the country was Lilliput. The little people were afraid of the Man-Mountain, as they named Gulliver. But when they saw that Gulliver was kind and did not want to kill them, they let him go free. Gulliver lived there for two years and then came back to England.

But he could not stay at home. He wanted to see new countries and new people.

Gulliver's second voyage began very well. The weather was fine. But



after the ship had been at sea for some weeks, a strong wind began to blow and they fought it for twenty days. When the wind stopped, the captain of the ship did not know where they were. They had enough food, the ship was strong, but there was no drinking water. Soon they saw an island and the captain of the ship sent some men in a small boat to get water there. Gulliver was in the boat, too. He wanted to see the island.

When the sailors reached the island, they went along the shore. They wanted to find a river or a lake. Gulliver did not go with the sailors. He walked along another part of the shore.

When Gulliver came back to the place where he thought that the boat was, he saw that all the sailors were in the boat on the way to the ship. Gulliver wanted to call out to them, but suddenly he saw a very big man, a giant, who went after the boat and tried to bring it back to the shore. But there were many large stones in the water and the giant could not walk quickly. He did not reach the boat and soon came back to the shore. Gulliver saw some more giants and soon understood that he was in a country of giants.


A farmer found Gulliver in a field and brought him to his house. The farmer's family was kind to Gulliver. At dinner they put him on the table and gave him some meat and bread. After dinner the farmer's wife put him on her bed and he slept there for some hours. When he woke, he looked at the room. The bed was as large as a yard. The door of the room was shut.

Suddenly Gulliver saw two big rats. They ran up the curtains round the bed and jumped on it, sniffing here and there. They were like very big dogs. One of them came up to Gulliver's face and sniffed at it. He was frightened of the rats. He quickly sat up and took out his dagger. But the rats did not go away. They attacked Gulliver from the side.

One of them put its paw on his collar. Then Gulliver struck the rat with his dagger, it fell down and died. The other rat tried to run away but he struck it, too, and killed it. Gulliver could not sleep after that and could not leave the bed because it was very high. So he walked from one end of the bed to the other and back again. Soon the farmer's wife came into the room. She saw the rats on the floor and understood everything.

Soon the farmer began to show Gulliver to the people in the nearest town for money. He wanted to get more money and decided to go to the other towns. The farmer made a box, put Gulliver into it and went from town to town. He showed Gulliver in eighteen towns and then came to the capital of the country. He went to the palace and sold Gulliver there.

Now Gulliver lived in the palace in a nice box which hung at the



window. A worker made a bed, two chairs, a table and a wardrobe for him. There were windows in the box and a door. People in the palace were kind to Gulliver and he learned to understand them and often talked to them.

One day Gulliver sat at the table in his box. Suddenly a big monkey jumped through the window and into the room where the box stood. It ran from one side of the room to another. Gulliver got up from his chair and stood behind the wardrobe. The monkey came up to the box and looked into it. Then it looked into the box from the other side and saw Gulliver. It put one of its paws into the box and caught Gulliver. The monkey looked at him and wanted to play with him. It thought Gulliver was a young monkey. Just then, somebody came to the door of the room. The monkey heard the sound, put Gulliver under its arm, and jumped out of the window and onto the roof of the palace.

Then it jumped to the roof of another house. The people in the house saw the monkey and began to shout. They did not know how to get Gulliver from the monkey. The monkey sat at the top of the roof and held Gulliver in its paws. The people brought ladders and began to climb up to the roof. The monkey saw them, left Gulliver on top of the roof and ran away. Gulliver sat there and waited. He was afraid of the strong wind, which could blow him down from the high roof. He was happy when one of the men climbed up, put Gulliver into his pocket and brought him down. Gulliver was ill for some days after that adventure.


Tasks

- 1 Read and translate the first two paragraphs.
- 2 Learn the first paragraph by heart.
- 3 Say some sentences about the Lilliputians and their country.
- 4 Make up ten questions about Gulliver's second voyage.
- 5 Describe Gulliver's life in the country of giants.

Icarus's flight to the sun

This story is based on an old legend that was first written down by Greek story-tellers more than two thousand years ago.

To the golden throne of King Minos in Crete came the inventor, Daedalus, exiled from Athens.



Minos offered him a home if he could build a prison to hold the Minotaur, Minos's monstrous son, half-man, half-bull.

Daedalus built a labyrinth under Minos's palace. Nobody could escape from it - neither the Minotaur, nor the people sent down there by Minos as a punishment.

But, one day, guards seized Daedalus and his son Icarus and brought them to Minos, who said angrily, 'Your labyrinth has failed!

A Greek has killed our son and sailed away unharmed.' (This was Theseus, whose story is another of the exciting Greek myths.)

'As a punishment,' Minos went on, 'you and your son shall be thrown into the labyrinth. Even if you escape from there, you will never get away from Crete, because my ships surround the island.'

So Daedalus, with Icarus, was thrown into his own prison. But he had taken with him a ball of golden thread. He tied one end to the entrance and slowly let out the thread until he reached the centre of the labyrinth, where the body of the Minotaur lay, with the bones of the people it had eaten.

They followed the golden thread back to the entrance and came to the sea, where Minos's ships patrolled.

There Daedalus used melted wax to join birds' feathers together until he had made wings for himself and his son.

'Minos may rule the sea, but he does not rule the air,' said Daedalus, as he tied the wings to his son's arms. He warned Icarus not to fly too low, or the sea would wet his feathers; not too high, or the sun's heat would melt the wax. The sailors watched in amazement as the man and the boy flew high into the air. Icarus, as boys always do, began to play. He flew upward like an eagle.

Higher and higher he flew, forgetting about his father's warnings.

The wax began to soften in the sun's rays. A feather dropped, then another.. .

Icarus fell into the sea and the waves closed over his head.

This is the whole story.

Minos /'mainəs/ Минос (шоҳи
Крит)

Daedalus /'di:dələs/ Дедал

Minotaur /'mainəʊtɔ:/ минотавр
(аждаҳо)

Icarus /'aɪkərəs/ Икар

Theseus /'θi:sju:s/ Тесеи
(қаҳрамони антиқӣ)

to get away / (get əwei/ гурехтан

to let out кушодан, яла кардан, ку-
шидан

feather /'feðə/ бол, нап



Tasks

1 Answer these questions.

- a) On what legend is this story based?
- b) What did Daedalus build?
- c) Why were Daedalus and Icarus punished?

2 Say whether these statements are true or false.

- a) Daedalus made wings for himself.
- b) Daedalus told Icarus to fly high.

3 Learn the passage, 'Higher and higher . . . over his head' by heart.

The craftsman

The huge rock in the **plain** of **Attica** had been a fortress and a citadel from the earliest times. As the centuries passed, it gathered in the farmers and the plainsmen and grew into the city of Athens. In the days of King **Aegeus**, there was a royal palace on the top, with red columns and brightly painted walls. Beside it stood the temples of the gods. Standing on the steps you could see the purple mountains and the three roads that connected the city with the outside world.

The northern road led to Marathon, the western road to the **Isthmus**, and the southern road to the great **Bay of Salamis**.

Inside the city walls was a market-place for trade and business, and rows of dusty streets with shops and houses. The houses of the people who worked in the palace stood on the rock itself and on the western slope.

In one of these lived Daedalus, a member of the royal house and the leading craftsman of his age. It was he who had built the most beautiful of the temples, dedicated to **Athene**, and invented many useful instruments. He was also a great artist and sculptor.

Daedalus was hard-working. He loved liberty, was proud of his city and respectful to the gods. But he was also a jealous man and did not like people cleverer than himself.

His sister had a son named Talos, who was very clever with his hands. When the boy was ten years old, she brought him to her brother's workshop and asked him to take him as an apprentice.

The boy often surprised his master with various inventions.

Talos invented the compass and soon afterwards other tools as well. By the time he was twelve, he was a greater craftsman than his master. Daedalus became very jealous and killed Talos.

plain /plein/ чойи ҳамвор, дашт
Attica /'ætikə/ Атика
Aegeus /'i:dʒju:s/ Эгит, шох

Bay of Salamis /'bei əv 'sæləmis/
Халичи хурд дар қазираи
Саламин
Athena /ə'θi:ni:/ Афина (олихаи
ҳосилхезӣ)

Tasks

- 1 Read and translate the first paragraph, 'The huge rock . . . Bay of Salamis.'
- 2 Say whether these statements are right or wrong.
 - a) There was nothing inside the city walls.
 - b) Daedalus lived in one of the city houses.
- 3 Learn the paragraph 'Daedalus was hard-working . . . cleverer than himself' by heart.
- 4 Retell the story following this outline.
 - a) A fortress and a royal palace.
 - b) Talk about Daedalus.
 - c) Talk about Talos.

In Attica

Daedalus was thrown into prison to wait for his trial.

He was there for many days, then one day, after dark, Daedalus was taken in chains to the foot of the **Acropolis**. The trial was held out in the open and he was sentenced to be exiled from Athens and to be chained to a rock in the northern seas.

When Daedalus was brought back to prison he began thinking about whether there was any way of escape.

It was useless now to pray for Athena's help. What about **Hephaestus**, the god of **forge and fire**, patron of all artists who worked in metal? He looked at the iron lock on the door of his prison. Though he had no tools, he began **to pick at** the lock with his nails and fingers.

Late the following night the lock **broke apart** in his fingers and he escaped.

For many days he hid among the hills north of the city, then **gradually** made his way towards the plain of Marathon. Attica was full of rival towns, each with its own **laws** and often at war with its neighbours. In one of these towns near the eastern coast he found refuge.

The first thing he did was to sacrifice a pig and calf to Hephaestus in gratitude for his escape. Then he began teaching the people new ways of building. He also showed them how to carve statues, and he left them many monuments of his skill. Among them was a **life-size** statue of Hephaestus working in his forge under Mount Etna. The god had a hammer in his right hand, raised in the air to strike.

One day a **raiding party** came from Athens and attacked the town. Daedalus was taken prisoner, but he escaped on the way.

In the harbour of Piraeus he found a ship which **sailed** to Crete.

Acropolis /ə'krɒpəlɪs/ Акропол
Hephaestus /hi'fɪstəs/ Тест
forge and fire /fɔ:g and faɪə/ мох
ва оташ
to pick at /pɪk æt/ халондан
to break apart /breɪk əpɑ:t/
чудо-чудо шикастан, пора
кардан

gradually /grædʒuəli/
охи́ста-охи́ста
rival /raɪvəl/ раки́б
law /lɔ:/ конун
life-size /laɪf saɪz/ ха́чми таби́й
raiding party /reɪdɪŋ pɑ:ti/
гора́тгара́н
to sail /seɪl/ ши́но карда рафта́н

Tasks

1 Learn the first paragraph 'Daedalus was thrown ... in the northern seas' by heart.

2 Answer these questions.

- What did Daedalus begin to think about when he was brought back to prison?
- What did he do with the lock?

3 Read and translate the paragraph 'The first thing ... in the air to strike.'

4 Say whether these statements are right or wrong.

- A raiding party did not come from Athens.
- Daedalus was not taken prisoner.

The palace of King Minos

Daedalus reached Crete in less than a week. At the port of Heracleon he was **put under guard** and led up the hill through olive trees to the palace where King Minos lived.

When Daedalus first saw the palace he **gasp**ed with **amazement**.

It was built of stone, not of wood like the palace on the Acropolis.

It looked more like a city than a palace. But as he came closer, he saw that some of the walls were ruined; the main hall was **roofless**, and the building looked more like a splendid shell than a **royal palace**.

When he was told that a man who called himself Daedalus the craftsman had arrived, King Minos received him ceremoniously in his throne room.

'I know of your fame, Daedalus,' he said. There is no man in the world I'd like to see more than you. We have had an **earthquake** and I need your help.'

'Sir, it is I who can learn from you,' said Daedalus. 'Your palace is wonderful. Even in Athens there is nothing to compare with it. Your builders can teach me much.'

'There are many problems that they have failed to solve,' said King Minos. 'Ten years have passed since the earthquake. The main hall is still in ruins because the secret of the roof has been lost. No light reaches the inner rooms. When the rains are heavy, we have a swamp here. If you can solve these problems, you may live in the palace and I will reward you well.' He added darkly, 'I know why you left Athens,

I know what happened to Talos. Serve me with **devotion** and I will forget your past. But if you fail me, I will destroy you.'

to put under guard /put -ʌndə ga:d/
ҳабс кардан

to gasp /ga:sp/ нафасгард шудан

amazement /əmmɛɪzmənt/
тааҷҷуб

roofless /ru:fləs/ бе бом

shell /ʃel/ гўштмоҳии хурд

royal palace /rɔ:əl pələs/ қасри
шохӣ

fame /feɪm/ шухрат

earthquake /'ə:əkweɪk/
заминҷунбӣ

devotion /di'vouʃən/ вафодорӣ

Tasks

1 Learn the first paragraph 'Daedalus . . . King Minos lived.'

2 Complete these sentences.

- When Daedalus first saw the palace . . .
- It looked more ...



3 Answer these questions.

- a) How was Daedalus received by King Minos?
- b) What did King Minos tell Daedalus when he saw him?

4 Tell the rest of the text in summary.

In the labyrinth

So Daedalus began working for King Minos, and he was happier than he had ever been.

His first task was to rebuild the hall. To support the roof he used wooden **beams** and columns. He painted the walls with bright pictures of animals and sea **creatures**.

King Minos was so delighted that he told him to choose a wife from among the palace ladies. But Daedalus chose a slave girl who born him a son named Icarus.

As the years passed, Daedalus made the palace so splendid that it soon became known as one of the wonders of the world.

For all his achievements he was held in the highest honour, but then a day came when everything changed.

Under the palace was a labyrinth. At the king's command Daedalus had built it as a prison for the Minotaur, a monster, half-bull and half-man. It refused to eat anything except human **flesh** and was fed with seven young men and seven girls sent **annually** from Athens as part of a tribute to King Minos.

When Theseus found his way through the labyrinth and killed the Minotaur, the king imprisoned Daedalus and his son Icarus in the labyrinth.

Again, Daedalus worked at the **lock** with his nails and fingers.

Even in darkness no lock could defeat him. It **came apart** in his fingers and he escaped.

beams /bi:mz/ чўби асосии

болопўши хона, болор

creatures /kri:tʃəz/ чонварҳо

flesh /fleʃ/ бадан, тана

annually /ænjəli/ солона

lock /lɒk/ қулф

to come apart /кaм əpa:t/ ба

қисмҳо тақсим шудан

Tasks

1 Read aloud and translate the first and second paragraphs.

2 Answer these questions.

- a) Whom did Daedalus marry?
- b) What was the labyrinth?

3 What is this text about? Tell it in summary.

Plan of escape

Daedalus and his son hid in the woods on the coast. King Minos had offered a large reward for their arrest. The fugitives moved from one village to another, never staying long in one place. At last many hours every day, looking across the sea towards Greece.

'King Minos rules the land and sea. We cannot escape that way,' said Daedalus. 'But he does not rule the air. The sky is open to us, and that is the way we will go.' And he began working on the problem of how man could change the laws of nature and fly like a bird.

He sent Icarus to collect the many feathers that lay scattered on the hills and on the rocks, and started to make them into wings.

At last two pairs of wings were ready. Daedalus fixed the larger pair to his body and along his arms and shoulders. Standing on a rock, he spread his wings and leapt into the air and flew above his son. Then he landed beside him. He began to fix the smaller pair to his son, and he told him how to use them.

Then Icarus, with his shining wings, flew from the rock. Soon he was twice as high as the cliff, pretending not to hear his father's voice calling him. 'You must not be so careless,' said Daedalus, as soon as the boy came down. When they were ready to leave, Daedalus told him again to be careful. 'If you fly too high, the sun will melt the wax. And at night, among the shining stars, do not fly north to the Great Bear - you will freeze to death. Follow me closely'

reward/riwo:d/ инъом, тухфа
fugitives /fju:dʒətivz/
таъқибшавандагон
escape /iskeip/ халос шудан
scatter /skast/ пароканда

leap (leapt, leapt)/li:p/ хаво додан,
чахидан
cliff /klif/ теппа, баландӣ
Great Bear /greit бeə/ Дубби Акбар
хафтдодарон (галаи ситораҳо)



Tasks

1 Learn the first paragraph, 'Daedalus . . . towards Greece.'

2 Answer these questions.

- a) Why did they decide to fly like a bird?
- b) Why did Icarus go to the hills and the rocks?

3 Complete these sentences.

- a) At last two pairs of. . .
- b) Standing on a rock, he spread . . .

4 Say whether these statements are right or wrong.

- a) Icarus, with his shining wings, fell down to the ground.
- b) Fly high, the sun will not melt the wax.

A fall from the sky

For a while they followed the line of the coast. A fisherman in the bay looked up and saw them; so did a shepherd. A **ploughman** halted his oxen and stood **staring**. And each of them thought, 'These are not men, but gods.'

Then they flew over the sea. Soon they were past Delos, the rocky **islet** that the sea-god, Poseidon, had made from the waves.

They flew through the night, and Icarus did not climb to the stars. But in the morning he rose on his wings and flew towards the sun.

When Daedalus looked behind him, the boy was not there. He looked up and saw far above him a black speck in front of the burning sun. Icarus had flown too near. In the hot rays the wax began to melt. He shouted for his father. He beat the air with his bare arms, but without wings they could not hold him. He dropped out of the sky, straight as a stone. He was still shouting for his father when the sea closed over his lips.

'Where are you, Icarus?' cried Daedalus. 'Where are you?'

He landed on the shore and took off his wings. There were feathers everywhere, some **floating** on the sea, some lying in the sand.

Soon the body was washed up at his feet. Gently he picked it up and buried it between the cliffs under an oak tree.

a ploughman/ə'plaʊmən/ барзгар
to stare /tə'steɪə/ тамошо кардан

islet/'aɪlɪt/ қисмат, мавзеъ
to float/tə'flaʊt/ шино кардан

Task

Retell the story following this outline.

- a) Their flying in the sky.
- b) Icarus' flying in the sky.
- c) The end of Icarus's flight.

George Stephenson, the builder of the locomotive

A historic day (3 hours)


At ten o'clock on the 15th of September 1830, a cannon boomed in Liverpool and for a moment stopped the excited talk of many thousands. They were people who had gathered in that great city to watch the opening of the miracle of the day - the railway between Liverpool and Manchester. The Prime Minister, the famous **Duke of Wellington**, conqueror of Napoleon, as he was called, had come from London with many lords and ladies to see this new miracle for himself.

Bands were playing. Eight trains were ready to travel to Manchester. Seven trains carrying guests on one track, and the eighth, driven by Stephenson himself, was ready to carry the Prime Minister, chosen guests and railway directors on the other track.

Safety valves hissed and the engineer waited nervously for the signal. The whole length of the double track had been examined: no careless worker had left anything on the lines. So many people had opposed the railway, saying it would be dangerous, that the railway workers did not want to risk anything.

A boom from cannon, music from the band on the state train, and George Stephenson let steam into the engine cylinders. The first train moved ahead, and for a few moments silence fell over the great crowd . . . Then very loud cheers were heard as, one after the other, the seven remaining trains, carrying over seven hundred chosen guests, also began to move.

Through the tunnel that Stephenson had cut through the rock on which part of Liverpool stands, the trains moved slowly; but when they were out in the open country, they were moving faster than the fastest stage-coach had ever travelled. The trip was enjoyed by many, though some of the ladies were frightened. To show what his engines could



do, George Stephenson **slowed down** the locomotive until one after the other the seven trains on the other line passed him. The guests cheered the famous Duke of Wellington as he sat in his coach. When the last train was ahead, Stephenson, a smile on his face, opened the locomotive regulator little by little and very soon they caught up first one and then the next of the trains ahead, until finally they were leading again. Such speed had never been thought possible before, and when the trains stopped to take on water and fuel at Parkside station, half-way between Liverpool and Manchester, there were scenes of the greatest enthusiasm. The twenty-seven kilometres had been covered in fifty-six minutes, at an amazing speed of **twenty-nine kilometres per hour**.

But not all was well on that day. In the middle of the happy smiles and congratulations a tragedy, the first real tragedy on the railways, spoiled the day. But it gave George Stephenson an opportunity of showing just what his new engines and the railways he had fought so hard for, could do.

Many of the guests had **got down** onto the railway track, while the engineer of the locomotive called 'Rocket' drove his train backwards and forwards to show how easily he could go in both directions.

The excited guests had not realised the danger of standing between the rails and a number of them were crowding near the Duke of Wellington's coach, when suddenly there was a rumble and a hissing.

At once there was a chorus of warning cries.

'It's another train. Get off the track! Get off the track!'

The men, who a moment before had been awaiting their opportunity **to shake hands** with the Duke of Wellington, turned and saw the 'Rocket' quite near.

Everybody immediately ran off the track. But Mr. Huskisson, **Member of Parliament for Liverpool**, did not realise the danger quickly enough. He did not move and he was very seriously injured.

There was no doctor in the crowd. George Stephenson came down to see what had happened.

'This man must be taken to a doctor at once,' he said. '**Pick him up**. I'll take him to Manchester.'

He had to repeat what he had said, for those standing around were unable to understand his words because they were paralysed by what had happened. That the man could be rushed to Manchester by train **had not occurred** to them.

The bandsmen in the front coach of the state train were ordered to leave it, the injured man was laid on a seat, and Stephenson climbed onto his locomotive. He opened the **throttle** slowly, but very quickly the

throttle was open as wide as possible, and in the following twenty-five minutes that little engine showed itself as the fastest mechanism the world had ever known. It brought the unfortunate Huskisson to Eccles, just outside Manchester, at an average speed of fifty-eight kilometres per hour.

That desperate rush to try to save a man's life proved far more than any arguments could: that what George Stephenson had been saying for some time - steam trains could move quickly and **in safety** - was true. The great engineers of Britain had been against the idea of steam trains. Any speed of more than four or six kilometres per hour, the experts said, would blow the boilers of the engines. They said that cattle in the fields would be so frightened that cows would refuse to give milk and the smoke from such trains would spoil all crops.

Duke of Wellington /dju:k əv
'welɪŋtən/ Дюки Веллингтон
safety valve /seɪftɪ vælv/ тутмаи
нигоҳдоранда
to slow down /sləʊ daʊn/ поён
фуровардан
twenty-nine kilometres per hour
/twenti: naɪn, kɪlə'mɪtəz pə:r auə/
бисту нуҳ км дар як соат
to get down /get daʊn/ ба поён
фаромадан

to shake hands /ʃeɪk hændz/ даст
фушурдан
Member of Parliament for Liverpool
/membər əv pɑ:lɪmənt fə:'lɪvəpu:l/
Аъзои парлумони Ливерпул
to pick up /pɪk ʌp/ гирифтан
had not occurred /ə'kɔ:d/ to them
бо онҳо рӯй надод
throttle /'θrɒtl/ тутма барои
баровардани буг
in safety /seɪftɪ/ бехатар

Tasks

- 1 Translate the first paragraph on page 168.
- 2 Learn the second paragraph, 'Bands were playing ... on the other track' by heart.
- 3 Say whether these statements are right or wrong.
 - a) No cheers were heard when the first train moved off.
 - b) The trip was not enjoyed by people.
 - c) Nobody was frightened when, the train moved off.
- 4 Answer these questions.
 - a) What can you say about the train's speed?
 - b) Was everything all right on that day?
 - c) Who took the man to the doctor?-
- 5 Translate the last paragraph.



A great engineer

(3 hours)

Stephenson had not been too successful in his arguments with the experts because he had had no education. He began going to school when he was eighteen years of age. He attended school at night, after his day's work at the coal-mine was done, and he paid a penny for each lesson.

The son of the very poor man, George Stephenson was born on the 9th of June, 1781, in a one-roomed cottage in a small village in the north of England. His father was paid very little, and as there were eight of them in that one-roomed house, it is easy to understand why there was no money to pay for school.

But by the time he was fifteen years of age, George's interest in engines, and his study of them, helped him to be appointed chief fireman at a coal-mine. At seventeen years of age he became an engineer, watching one of the water pumps, the job of which was to keep the coal-mines free of water.

With no knowledge from books, George learned how his pump worked by dismantling it in his free time. His understanding of the engine mechanism was useful not only for him.


At a nearby coal-mine one of the most modern pumping-engines was being installed. George went to watch the men who were installing the new machine. He stood and watched, then to the amazement of the engineers he said that this mighty new pumping-engine was defective and would not work. It was like a new boy at school explaining that the teacher's arithmetic was wrong.

The pump was finally finished and tried. It did not work! The engineer searched for faults, but could not find any. Meanwhile the water in the mine rose day after day. The mine manager was very worried. **So long as** the pumping-engine did not work, it was impossible to get coal from the mine.

The makers of the engine were sent for. They could **find no fault with** the engine and they could not make it work. Finally they said that the engine would be taken back. It was a great blow to the mine manager and all the men who were waiting to work at the mine.

Somebody remembered that George Stephenson had said that the engine would not work, and remembered something else: he had said he could **put** the engine **right** and drain the coal-mine within a week.

He was sent for. When the manager of the coal-mine asked him if he really thought he could make the new pumping-engine work, he said after a moment, 'Yes, sir, I think I could make the pump work.'



On Monday morning George Stephenson was at the mine early. The experts were there, too. They did not like the idea that a youngster like Stephenson, an engineer without education and workshop experience, would do what they had not been able to do.

They stood around the machine, sometimes laughing as they watched this youngster doing things to the engine.

George altered several things in the engine and he doubled the steam pressure. One of the alterations had been forbidden by the inventor of the engine, the great Newcomen.

By Wednesday morning George was ready **to try out** his changes. Again there was a collection of experts there to watch. There was a rather frightening silence as George moved to turn on the steam. Some of the men **backed away** to a safer distance, remembering that the steam pressure had been doubled.

The steam was turned on and the big pumping-engine came to life with a clatter which shook the foundations of the engine-room.

The mine manager became worried.

But young Stephenson was already busy making an improvement here, another there, and within a few moments the clatter stopped, and soon the big pump was working normally, and water was running out continuously from the pump pipe. All that day, throughout the night, and throughout Thursday, the pump continued raising water from the flooded mine. By Friday morning the mine which had been flooded for months, was almost dry and the same afternoon miners went down to work.

George Stephenson drained the mine within a week. How much money it saved the owners of the mine no one today knows; perhaps many hundreds of pounds. But George was given only ten pounds and a holiday. He had never before had ten pounds and probably had never had a holiday.

When he came back from his holiday he began working on the engine he had made work, and some years later was appointed chief engineer of the group of mines to which his mine belonged.

Two great things **in addition** to his skill as an engineer made Stephenson successful: his courage and his ability to plan carefully ahead. They helped him to win his fight with canal owners who did not want to see railways taking away their high profits.

In much the same way he planned the invention of his safety-lamp for miners. He produced a safety-lamp practically identical to the one invented by the famous scientist Sir Humphrey Davy. Stephenson tested a safety-lamp at the mine, where he was engineer, four days before Humphrey Davy demonstrated to the Royal Society his own

miner's safety-lamp. The two lamps were almost the same, yet neither man knew of the other.

George Stephenson had begun to work at eight years of age looking after cattle. At the end of his life he saw a dream **come true**: a land covered by railways, with trains running at speeds which the great engineers and scientists had once declared were not only impossible, but very dangerous even to attempt. A committee of the House of Commons, supported by experts, had **turned down** a bill for the line from Liverpool to Manchester, saying that such a line could never be built over the well-known Chat Moss, a great swamp. The same men lived to see the Moss conquered. On that line Stephenson promised to attempt to run trains at ten miles an hour. To try to save the life of Huskisson he drove his locomotive at thirty-six miles an hour and made the impossible possible.

George Stephenson did not invent the steam-engine; he did not invent railways, for they were in use for **horse-drawn waggons** when he was a boy. What he did was to put a steam-engine on wheels, put it on an improved railway, and make swift, safe travel possible in England and many countries all over the world.

so long as /sou lɒŋ æz/ то муддате
ки
to find fault with something /fɔːlt/
айби касеро ёфран
to put something right /put səmθɪŋ/
'rait/ чизеро дуруст ичро
кардан
to try out /traɪ aʊt/ саъй кардан
to back away /bæk əwei/
баргаштан ба қафо

in addition to /ədɪfən/ ба замми он
to come true /kʌm truː/ рост,
дуруст баромадан,
House of Commons /haus av
kɒmənz/ Палатаи парлумон
to turn down /təːn daʊn/ рад
кардан
horse-drawn waggon /hɔːs drɔːn/
вагони аспкаш

Tasks

- 1 Learn the first paragraph by heart.
- 2 Make up questions on each sentence of paragraphs two and three.
- 3 Say whether these statements are right or wrong.
 - a) The makers did not find any faults with the pump and it began to work.
 - b) George Stephenson said the engine would work.
 - c) They stood around the machine, sometimes laughing as they watched this youngster doing things to the engine.



4 Complete these sentences.

- a) By Wednesday morning George was ready . . .
- b) The mine manager became . . .
- c) The pump continued raising water from . . .

5 Answer these questions.

- a) When and where was George Stephenson born?
- b) When did George Stephenson become an engineer?
- c) What did he make work at the mine?
- d) Did George Stephenson finish University?
- e) What was the most important thing George Stephenson did in his life?
- f) Say some sentences about George Stephenson.

Thomas Alva Edison, a man of practical genius

When Thomas Alva Edison went to school he asked so many questions that had nothing to do with his lessons that his school-master said that it was useless to teach the boy, that there was something wrong with his **mind**. So Tom left school after only three months. But, in fact, he was quite normal; his '**abnormality**' was that he was much more intelligent than his classmates. As you know, he became one of the greatest **inventors** of the nineteenth century, who, by the end of his life, had made over 1,000 inventions.


A boy who worked and studied hard

Tom was born on the 11th of February, 1847, at Milan, Ohio, USA, a small village to the east of Lake Erie, where his father was a **carpenter**.

As a little boy, Tom was always ready for adventure and sometimes could be very **naughty**. He once **set fire** to a farmer's **barn** because, as he said, he wanted to see 'how quickly it would **burn**'. He was always trying to discover how things worked or how they were made.

When Tom was just seven, he got his first **scientific** book. He read it from cover to cover and expressed such interest in the subject that, to his great delight, his parents allowed him to start his own 'laboratory' in the **cellar** of their home. He **searched** the countryside for unusual plants, which he then placed in jars of water. He also tried to make electric batteries out of **scrap-metal** and **various chemicals** which he collected.

At about this time, Tom was sent to the local school. The schoolmaster made his unkind **remark** about Tom's brains to an inspector who visited



the school; and Tom, who heard it, **was** so **upset** that when he got home that evening he **burst into tears** and asked his mother if he was really so **stupid**. His mother, who had been a schoolmistress herself and knew what she was talking about, went to the schoolmaster to tell him what she thought of him.

Mrs. Edison then decided to teach Tom herself. She taught with great **patience** and understanding, answering all her son's questions. Tom learned very quickly and by the time he was ten he was reading **serious** books about the history of England and 'The Dictionary of Sciences'.

Meanwhile, in order to buy materials for his experiments, Tom spent part of his free time trying to earn some pocket-money. He went from house to house selling fruit and vegetables from his parents' kitchen garden.

In 1859 a new railway was opened between Port Huron and Detroit. Young Edison, who was twelve at that time, began to travel every day on one of the new trains to sell fruit and confectionery to the passengers.

The journey between Port Huron and Detroit took four hours. He left home at seven-thirty each morning and returned again at nine-thirty in the evening. During the hours that he had to wait at Detroit before starting back home he was in the library reading scientific books.

When Tom had been working on the trains for about two years the American Civil War began. Tom, realising that people would wish to learn news of the war, immediately decided to sell newspapers on the trains.

Tom's next move was to produce his own newspaper. He bought an old hand printing-press and installed it in the mail-car. He wrote all his own articles and set out the type by hand. His newspaper was the first on any train.

But suddenly Edison's business came to an unfortunate end. Besides installing his printing-press in the mail-car, he had also equipped it as a laboratory and carried out experiments there. One evening a stick of phosphorus fell onto the floor and burst into flames. The conductor rushed in and managed to prevent a great fire; but at the next station he threw Tom out of the train, and all his equipment after him. That was the end of that job.

However, Tom was not long without another one. He had once saved the life of the three-year-old son of one of the officials on his line. The child's father, when he heard of Tom's misfortune, offered to teach him telegraphy and to help him to obtain a post as a telegraph operator.

He accepted the offer gladly and started working eighteen hours a day to learn the technique of telegraphy. After completing his training, he obtained a job as a telegrapher.

During the next three or four years Edison found himself various jobs in American towns and cities, but though he became an expert telegrapher, he lost his jobs quite often because he was always more interested in trying to improve the existing telegraph system than in concentrating on the work.

When he had lost five jobs one after the other, Edison went to Boston to apply for a post in one of the largest telegraph firms in the United States. The **manager** agreed to give him a test. When he saw that Edison was one of the fastest operators in the firm, he listened carefully to his ideas for improving the telegraph system. Edison was allowed to use the New York line for experiments to work out a method of sending more than one **message** at a time.

Edison was delighted. On his way back home he bought an old copy of 'The Book of Experiments', by Michael Faraday, the inventor of the electric generator, in the hope that this would help him to **solve** the problem. Then, night after night, he read many **volumes** of this work, seldom sleeping for more than four hours and sometimes not going to bed at all. He often refused even to stop for breakfast.

'Aren't you going to stop to eat?' his landlady once asked him.

'No,' he replied, 'I've got so much to do, and life is short.'

After a few months of hard work he built a transmitter which could be used to send more than one message along a line at a time.

This was Edison's first important invention.

His manager advised him to go to New York where the **opportunities** were greater.

mind /maɪnd/ ақл
 abnormal /æb'nɔ:məl/ беақл
 inventor /ɪn'ventə/ ихтироъкор
 carpenter /'ka:pɪntə/ дуредгар
 naughty/'nɔ:ti/ сархат
 to set fire /set faɪə/ дар гирондан,
 афрӯхтан
 barn /bɜ:n/ хона барои нигоҳ
 доштани чизе, амбор
 to burn /bɜ:n/ сӯхтан
 to discover /dɪs'kʌvə/ кашф
 кардан
 scientific /saɪən'tɪfɪk/
 илмӣ
 cellar/'selə/ таххона
 to search /sə:tʃ/ ҷустуҷӯ кардан
 scrap-metal /skræp'metəl/
 металпора
 various /'vɛəriəs/ харгуна

chemicals /'kemɪkəlz/ химикатҳо
 remark /rɪ'mɑ:k/ 1. нукта,
 2. сарзаниш кардан, танбеҳ, огоҳӣ
 brains /breɪnz/ мағзи сар
 to be upset /ʌpset/ ғамгин шудан
 to burst into tears /bɜ:st ɪntu:'ti:əz/
 гирён шудан

stupid /'stju:pɪd/ беақл
 patience/'peɪ fəns/ сабр, тоқат
 serious /'sɪəriəs/ чиддӣ
 expert /'ekspɜ:t/ эксперт
 manager /'mæn:æɡə/ мудир
 message/'mesɪɡ/ нома, хат
 solve /səʊlv/ ҳал кардан
 volume/'vɒlju:m/ том, ҷилд
 opportunity /ˌɒpə'tju:nɪti/
 имконият



1 Learn the first two paragraphs from 'A boy who worked and studied hard', page 174.

2 Answer these questions.

- a) Why did the teacher think that Thomas Alva Edison was abnormal?
- b) At what age did Tom begin to read his first scientific book?
- c) Why did Tom's mother go to the school-master?
- d) Who taught Tom really?
- e) When was he allowed to carry out his experiments?

3 Write out a translation of the text from 'Aren't you going to stop . . .' to the end.

A machine that talks


When Edison reached New York he had no money left at all. 'I had to walk in the streets all night because I hadn't **the price of a bed**; and in the morning nothing to buy for breakfast,' he said.

Three days after his arrival in New York, Edison was in the office of the New York Stock Exchange, watching **indicators** showing the price of gold, when the **main** machine broke. Mechanics quickly tried **to repair** the machine, but no one could find **the cause of the trouble**. At this moment Edison remarked calmly, 'I think I know what the trouble is.' He quickly **dismantled** the machine and found the fault. As a result, he was offered a job.

Not long after this, Edison opened a small workshop. There, with the help of two other young men, he began inventing a new type of price indicator. During the winter of 1869-70 Edison worked from six in the morning until **midnight** on his new invention. But at last he produced a machine that was faster, easier to operate, and much more **efficient** than the old type.

Thomas Edison at the age of twenty-three already had two important inventions, and during his first year or so in New York he was so successful that he was able to open a small factory in Newark and **expand** it after a few months. He **patented** one hundred and twenty-two inventions in six years.

Just at this time his mother died. He was very unhappy about her death. His own family consisted of three children: a daughter and two sons. Father and mother nicknamed their daughter, Marion, and their elder son, Thomas Alva, 'Dot' and 'Dash' after the Morse Code signals. Edison loved to be with his family and spent all his free time playing



with the children. He acted as a clown, dressed up in his wife's clothes and walked round the house pretending to be a bear, or stood on his head doing funny tricks.

But though he was so happy with his family, he never allowed his pleasures to interfere with his work. He was always occupied in his workshop, and always thinking about new ideas.

By 1872 Edison's factory had become too small for all his plans.

So he invited his father to come and help him to find a suitable site for a new factory in the countryside. 'But, Son, I thought you had done all your inventing,' old Mr. Edison said in surprise.

'No, Father, I've only just started,' Tom laughed.

His father found him a site at Menlo Park, about twenty-five miles from New York; and there Edison opened his new factory the following year. At about the time it opened, Alexander Bell, another American inventor, **produced** the first telephone. It worked on much the same principles as the modern telephone but **far less perfectly**. It was very hard to hear over that telephone.

Edison at once began **improving** Bell's invention and in a few months he designed a greatly improved telephone, with a carbon diaphragm and an **induction** coil instead of Bell's magnet.

His work on Bell's invention soon led Edison to another invention. One day in August 1877 he showed one of his assistants a **sketch** of a new instrument that he had designed and told him to make a model of it. When the mechanic said that he could understand nothing in the sketch, Edison remarked, 'That machine will talk.'

'Talk ... I A machine talk!' his assistant exclaimed, and he **bet** Edison a box of cigars that it would do no such thing. Of course, he lost his bet.

It had occurred to Edison that if the telephone could reproduce the human voice at the moment of speaking, it should also be possible to invent a machine that would make a permanent record of a person's words. His theory proved quite correct. Edison invented the gramophone, or 'phonograph', as he called it, which 'repeated' his words.

He told his assistants that this was only a beginning. The time would come, he said, when his new instrument would record music. 'It will play symphonies and whole operas, and allow the world to hear again the voices of great singers no longer living . . .'

The news that Edison had invented a machine that could talk caused a tremendous sensation. Crowds appeared at Menlo Park to hear the instrument for themselves before they would believe it.

Edison demonstrated his phonograph personally.

the price of a bed /praɪs əv ə'bed/
 нархи чойи шабгузаронӣ
 indicator /'ɪndɪkeɪtə/ индикатор
 main /meɪn/ асосӣ
 to repair /rɪ'peɪə/ таъмир кардан
 the cause of the trouble /kə:z əvðə
 trʌbl/ сабаби изтироб
 remark /rɪ'mɑ:k/ қайд кардан
 calmly /'kɑ:mli/ оромона
 dismantle /dɪs'mæntl/ ба қисмҳо
 чудо кардан
 midnight /'mɪdnaɪt/ нисфи шаб
 efficient /ɪ'fɪʃənt/ маҳсулноқ

expand /ɪks'pænd/ васеъ кардан
 patent /'peɪtənt/ кашфи асли
 produce /prə'dju:s/ истеҳсол
 кардан
 far less perfectly /fɑ: les pə:fəktli/
 пурара нашуда
 hard /hɑ:d/ вазмин
 improve /ɪm'pru:v/ беҳтар
 намудан
 induction /ɪn'dʌkʃn/ индуксия
 coil /kɔɪəl/ ғалтаки электрикӣ
 sketch /sketʃ/ лоиҳаи аввалин
 bet /bet/ баҳс кардан

Tasks

1 Learn the first paragraph by heart.

2 Answer these questions.

- Why was Edison offered a job in the office of the New York Stock Exchange?
- How many inventions did Edison have when he was twenty-three?
- What was Edison's attitude to his family?
- Why did Edison invite his father to come?
- Who produced the first telephone?
- How many more inventions did Edison produce?

3 Retell the text in summary.


The electric light-bulb

Next, Edison turned to another project - the invention of a means of lighting streets and buildings by electricity instead of by gas: the invention of the electric light-bulb.

The very poor street lighting of even the largest cities was always by gas in those days; many houses still had oil lamps or candles.

The idea of using electricity for lighting **purposes** was not a new one. But the only lamp which was known at that time was useless for lighting purposes because the **spark lasted** for only a very short time.

Edison, after studying the work of other inventors, decided that **success** lay in making a lamp that would itself become



'**incandescent**', that is, a lamp containing a **filament**. His difficulty was to find a material for his filament that could withstand the tremendous heat. Edison first made a filament out of a piece of **carbonised** paper, the two ends of which he connected to the poles of a wet battery. But the paper was destroyed as soon as it became hot. He repeated the experiment under a **glass cover**, which protected his filament from a direct current of air. The paper was destroyed eight minutes later. Next, Edison tried making filaments out of various materials. Of these materials, platinum proved the most satisfactory but still the filaments burnt for only a few minutes. It then occurred to Edison that perhaps the reason for their short life was that they were still exposed to too much air. So he tried placing his filament in a **glass container** from which he pumped out most of the air to create an almost complete vacuum. The filament burned for longer than before and also gave a much stronger light.

But Edison needed a lamp that would give light for days not for minutes. He and his assistants worked hard for over a year to solve the problem. Edison himself seldom went to bed before three in the morning.

Then one evening, as he was sitting thinking at his desk, he saw a pile of **carbon** that had fallen from his oil lamp. Suddenly an idea came into his mind: he must return to his original idea of using carbon in his filament. He took a piece of cotton and carbonised this filament. He then placed it in a **pear-shaped glass bulb**, pumped out the air, **switched** on the current and watched to see for how long it would burn. It burnt for forty-five hours.

'If it burns for forty-five hours, it can burn for a hundred hours,' thought Edison. After experimenting with other materials, he produced a filament of carbonised **cardboard** that burnt for nearly two hundred hours. Still not satisfied that he had found the best material, he continued his experiments, finally deciding that **bamboo** gave the best result. He sent agents to many parts of the world to find him specimens of more than 6,000 varieties of bamboo, all of which he systematically tested; and in the end he made his filaments out of three varieties from the Amazon.

Edison was now ready to present his invention to the public. So, on New Year's Day, 1880, he **held a big display** at Menlo Park where hundreds of his new bulbs were burning. Several thousand people went to see this display.

The same wire that brings light to you will also bring power and heat,' he told visitors. 'With power you can run a **lift**, a **sewing-machine** . . . and **by means of** heat you can cook your food.'

purpose /'pə:pəs/ мақсад
 spark /spa:k/ шарора
 to last /la:st/ давом кардан
 success /sək'ses/ муваффақият
 incandescent lamp /.inkən'desnt/
 чароғаки тасфон
 filament /'filəmənt/ ришта
 to carbonise /'ka:bənaiz/ карбон
 гашта
 glass cover /gla:s klʌvə/ фарши
 шишагин
 glass container /kən'teinə/
 зарфи шишагӣ
 carbon /'ka:bən/ карбон
 to pump бо насос кашида

баровардан
 pear-shaped glass bulb /pɛə feɪpt
 'gla:s'bʌlb/ чароғаки
 электрикии мисли мурӯд
 to switch /swɪtʃ/ барқро
 даргирондан
 cardboard /ka:d bɔ:d/ картон
 bamboo /bæmbu:/ бамбук
 to hold a display /hould ə displei/
 ба намоиш мондан
 lift /lɪft/ лифт
 sewing-machine /souɪŋ məʃɪn/
 мошинаи дарздӯзӣ
 by means of /baɪ mi:nz əv/ ба
 воситаи

Tasks

1 Write a translation of the first two paragraphs.

2 Answer these questions.

- What did Edison do to make the filament burn for longer and give a much stronger light?
- What filament did Edison produce?
- What did Edison invent in 1891?
- What else did Edison invent the following year?
- When did Edison hold a big display at Menlo Park?
- What did Edison say about the wire?

What is genius?

Edison worked far longer hours than most people; his **average** working day was fifteen hours. He was often working on several inventions at the same time. He designed, among other things, an electric pen, an apparatus for recording atmospheric conditions, a system for sending Morse messages similar to that used in the modern automatic telephone, a megaphone and an **ear-trumpet**.

He also helped to perfect the first typewriter, and built America's first electric railroad car.

In 1891, two years after his visit to Europe, he invented a kind of **magic lantern** for showing pictures - ideas which helped to develop

the cinema. The following year he began to design a plant for extracting iron ore from rocks; and nine years later he invented a system for producing cement. Then he began further experiments that finally led to his inventing the **storage battery**, now so important to the **motor industry** and to many other industries.

Edison believed that only work could bring success. He always explained his success not so much by genius as by hard work. 'Ninety-eight per cent **perspiration** and two per cent **inspiration**,' as he said.

He continued active work until only eighteen days before his death. On the 1st of August, 1931, when he was doing an experiment, he felt ill in his laboratory and on the 18th he died at his home, at the age of eighty-four.

That evening Americans all over the country turned off their electric lights for a few moments - the light which Edison had given them.

average /'ævərɪdʒ/ миёна
 ear-trumpet /, iə'trampɪt/ найчай
 шунавой
 magic lantern /mædjɪk læntən/
 чароғи сехрноқ
 storage battery /'stɔːrɪdʒ/

батареяи аккумуляторӣ
 motor industry /mɒtə ɪndəstri/
 индустрияи муҳаррик
 perspiration /,pəːspə'reɪjən/ бо
 арақи ҷабин қор қардан
 inspiration /,ɪnspə'reɪjən/ илҳом

Tasks

1 Write a translation of the first paragraph.

2 Answer these questions.

- a) How did Edison work?
- b) What did he design?
- c) When did he invent a magic lantern for showing pictures?
- d) What invention did he produce which is so important to the motor industry?
- e) When did Edison die?

International word list

A

accent /'æksənt/
талаффуз,
талаффуз қардан
acrobat /'ækrəbæt/
дорбоз
admiral /'ædmərəl/
адмирал (ругбаи
ҳарбӣ-баҳрӣ)
aggression /ə'ɡresʃən/
чангҷӯӣ, ҳучум,
тачовуз
aggressor /ə'ɡresə/
тачовузор
airport /'εəpɔ:t/
фурудгоҳ
album /'ælbəm/
албом
alligator /'æligeitə/
алигатор, тимсоҳ
anatomy /ə'nætəmi/
илми ташрех
anecdote /'ænikdout/
ҳақвия
antonym /'æntənim/
антоним
appetite /'æpitait/
иштиҳо, тамаъ,
хирс
architecture
/'a:kitektʃə/
меъморий
aristocratic
/'æristə'krætik/
ашрофона,
начибона
artillery /a:'tileri/
яроқи
оташфишон,
қисми ҳарбӣ
atomic /ə'təmik/
атомӣ
autograph /'ɔ:təgrɑ:f/
имзо, дастхат

B

bank /bæŋk/ банк
baron /'bærən/ барон
barricade /,bæri'keid/
санҷар, шинак
baseball /'beisbɔ:l/
бесбол
battalion /bə'tæljən
баталион (қисми
ҳарбӣ)
battery /'bætəri/
батарея (қисми
ҳарбӣ)
bazaar /bə'zɑ:/ бозор
biology /ba'iɔlədʒi/
биология
bourgeois /'buəʒwa:/
буржуазия
bourgeoisie
/'buəʒwa:'zi:/
буржуазия

C

cabin /'kæbin/
хонача, уток
canal /kə'næl/
рӯдхона
captain /'kæptin/
капитан
caravan /kærə'væn/
корвон
catalogue /'kætəlog/
каталог, номгӯӣ
categorical
/'kæti'ɡorik/ қатъӣ
cavalry /'kævəlrɪ/
қўшуни савора
ceremony /'seriməni
маросим,
такаллуф
certificate /sə'tifikət/
шаҳодатнома
character /'kærɪktə/
хӯӣ, ҳулқ,
хосият, феъл,
характер

characteristic

/kærɪktə'ristik/
характернок,
маҳсус, ба ҳуд ҳос
cigar /si'ɡɑ:/ сигор,
чили́м
civilisation
/'sivilai'zeiʃən/
маданият,
тамаддун
classic /'klæsik/
асари классики
classical /'klæsikəl/
классикӣ
collectivisation
/'kə'lektivai'zeiʃən/
коллективонидан
colony /'kəloni/
колония, ҷомеа
combination
/'kambɪ'neiʃən/
комбинатсия,
якҷоякунонӣ
commercial
/'kə'mə:ʃəl/
тиҷоратӣ
committee
/'kə'miti/
кумита
communication
/'ka'mju:ni'keiʃən/
аҳборот, алоқа,
робита
company /'kʌmpəni/
ҷамоат, ширкат,
ҳамроҳ
composer
/'kʌm'pəuzə/
бастакор
computer
/'kəəm'pjʊ:tə/
компютер
concentration
/'kɒnsən'treiʃən/
ғункунӣ

conference

/'kɒnfərəns/
чаласа,
конференсия
congress /'kɒngres/
конгресс,
анҷуман
construction
/'kɒn'strʌkʃən/
таркиб, сохт,
тартиб
consultative
/'kən'sʌltətɪv/
машваратӣ
contact /'kɒntækt/
алоқа
control /kən'trəʊl/
роҳбарӣ,
назорат
cooperate /kou'əpəreit/
ҳамкорӣ (қардан)
cooperation
/'kou.əpə'reiʃən/
ҳамкорӣ
coronation
/'kɒrə'neiʃən/
тоҷгузорӣ,
тоҷмонӣ
correspondent
/'kɒris'pɒndənt/
муҳбир
cottage /'kɒtidʒ/
хонаи дукабата
court /kɔ:t/ корт
(теннисбозӣ)
critic /'kritik/
мунаққид,
нуқтачин
critical /'kritikəl/
танқидӣ

D

debate /di'beit/
даъво, мубоҳиса,
ситеза

delegate /'deligeit/
вакил, намоянда
delegation
/deli'geiʃən/
хайати вакилон
democracy
/di'mɒkrəsi/
демократия
demonstrate
/'demənstreit/
намоиш додан
detective /di'tektiv/
детектив
diagnose/
/daɪə'gnəʊz/
муайян кардани
касали, ташхис
discipline /'disiplin/
низом, тартиб
дисциплина
dock /dɒk/
бандаргоҳ
document
/'dɒkjʊmənt/
хуччат
documentary
/dɒkjʊ'mentəri/
хуччатӣ

E
echo /'ekou/ акси
садо
electric /ilektrik/
барқӣ
electronic
/i'lek'trɒnik/
электронӣ
element /'eliment/
кисм,
таркиб, чузъ
emigration
/emig'reiʃən/
муҳоҷират,
муҳоҷирон
emotion /i'mouʃjən/
ҳаяҷон
encyclopedia
/en.saɪkloʊ'pi:djə/
дорулмаорифин

energy /'enɪdʒi/
кувва
ensemble /a:n'sa:mbəl/
ансамбл, дастаи
хунарӣ
enthusiasm
/in'ʊju:ziæzm/
шавку завқ
epidemic /epi'demik/
эпидемия
episod /'episoud/
лаҳза
expedition
/eks'pi:diʃən/
экспедиция
experiment
/iks'perimənt/
таҷриба, озмун
exploitation
/eksplɔɪ'teɪʃən/
истисмор наму-
дан
export /eks'pɔ:t/
экспорт, ба хироч
баровардан
extra /'ekstrə/
зиёдатӣ, изофӣ
(зарф) хусусӣ

F
fact /fækt/ факт, далел
fascism /'fæʃɪzm/
фашизм
federation
/fedə'reiʃən/
федератсия
feudal /'fju:dəl/
феодал
figure /'figə/ андом,
чусса, ракам
financial /faɪ'nænʃəl/
моли
firm /fɜ:m/ фирма,
иттиҳодия
form /fɔ:m/ шакл, ба
шакл даровардан
formal /'fɔ:məl/
формалӣ, сунъӣ

front /'frʌnt/ фронт,
чабҳа, майдони
чанг

G
garage /'gærə:ʒ/
гараж
general /'dʒenərəl/
генерал,
ҷенерол,
умумӣ
geographical
/dʒiə'græfɪkəl/
ҷуғрофӣ
giraffe /dʒi'ra:f/
жираф
guarantee /gærən'ti:/
кафолат додан

H
hallo /hə'lou/ салом
heroic /hi'rouik/
қаҳрамонона
heroine /'herouin/
қаҳрамонзан
heroism /'herouizm/
қаҳрамонӣ
historical /his'tɒrikəl/
таърихӣ
hobby /'hɒbi/ шугл,
шавку рағбати
хусусӣ

I
ideal /ai'diəl/ на-
муна,
намунавӣ
ideological
/aɪdiə'lɒdʒɪkəl/
идеологи, ғоявӣ
illustrate /'iləstreɪt/
тасвир кардан
imperialism
/im'piəriəlizm/
империализм
imperialist
/im'piəriəlist/
империалист

industrialisation
/ɪn.dʌstriəl'aɪ'zeɪʃn/
ндустриякунонӣ
information
/ɪnfə'meɪʃn/
ахборот, иттилоъ
initiative /ɪ'nɪʃiətiv/
ташаббус
inspect /ɪn'spekt/ бо
диққат аз назар
гузаронидан,
санчиш
international
/ɪntə:'næʃənəl/
байналмиллалӣ,
интернасионалӣ
invalid /ɪn'vælid/
инвалид, маҷрӯҳ

J
joke /dʒouk/ ҳазл,
шӯхӣ
journalist
/'dʒə:nəlist/
хабарнигор,
журналист,
воқеанигор

L
lady /'leɪdi/ хонум,
зан
Latin /'lætin/ лотинӣ
lecture /'lektʃə/
суханронӣ,
лексия
legend /'ledʒənd/
ривоят, афсона,
достон
legendary
/'ledʒəndəri/
афсонавӣ
Leninist /'leninist/
ленинчӣ
licence /'laisəns/
иҷозатнома,
рухсатнома
local /'loukal/
маҳаллӣ

lord /lɔ:d/ лорд
(унвон)

M

madam /'mædəm/
мадам, хонум
marshal /'ma:ʃəl/
маршал
material /mə'tiəriəl/
материал
mechanic /mi'kænik/
механик, усто
medal /'medl/ медал
medical /'medikl/
тиббӣ
medicine /'medsin/
доруворӣ, тиб
monument
/'mɒnjumənt/
мучассамә,
ёдгорӣ
metal /'metl/ метал,
фулуз
method /'meθəd/
тарз, метод, услуб
musical /'mju:zɪkl/
музикӣ

N

natural /'nætʃrəl/
табий
nature /'neɪtʃəl/
табиат

O

officer /'afɪsər/
офисер, афсар
official /ə'fi:ʃəl/
расмӣ
operation /ɔpə'reɪʃən/
чарроҳӣ, амалиёт
opposition
/ɔpə'zi:ʃən/
ракиб, мухолиф
organ /'ɔ:gən/ қисм,
узв
oval /'ouvəl/
тухмшакл

P

panic /'pænik/
харосонӣ
parliamentary
/pɑ:lə'mentəri/
порламонӣ,
парламент
partisan /pɑ:'ti:zən/
партизан
partner /'pɑ:tnər/
ҳамкор
patriot /'peɪtriət/
ватандӯст
peak /pi:k/ кулла, пик
pedestal /'pedɪstl/
минбар
period /'piəriəd/
давра, лаҳза
person /'pɜ:sn/ фард,
шахс
personal /'pɜ:snl/
шахсӣ, хусусӣ
philosophy /fi'lɒsəfi/
фалсафа
photo /'fəʊtəʊ/ акс,
сурат
photograph
/'fəʊtəgrɑ:f/
аккос, суратгир
pilot /'pi:lət/ пилот,
идоракунандаи
ҳавопаймо
pirate /'paɪərət/
роҳзани баҳрҳо
police /pə'li:s/
полисия
popularity
/pɒpju'lærɪti/
машҳурӣ,
номдорӣ
position /pə'zi:ʃən/
мавқеъ
practical /'præktɪkəl/
амалӣ
president /'prezɪdənt/
президент, раис
press /pres/ матбуот
prize /praɪz/ мукофот

princess /prɪn'ses/
малика,
шоҳдӯхтар
problem /'prɒbləm/
проблема,
масъала,
мушкилот,
муаммо
process /'prəʊses/
чараён
professional
/prə'feʃənəl/
касбӣ
professor /prə'fesər/
профессор
progressive
/prə'gresɪv/
пешқадам,
прогрессивӣ
project /'prɒdʒekt/
нақша, план
proletariat
/prə'leɪtəriət/
заҳматкашон,
пролетариат
propaganda
/prɒpə'gændə/
ташвиқот,
таблиғот
propagandist
/prɒpə'gændɪst/
таблиғотчӣ

R

raid /reɪd/ рейд,
тафтиши
ногаҳонӣ
realism /'riəlɪzəm/
реализм
realise /'ri:əlaɪz/
амалӣ кунонидан
recommend
/rekə'mend/
тавсия кардан
recommendation
/rekəmen'deɪʃən/
тавсиянома

rector /'rektər/
ректор, раиси
донишгоҳ
regular /'regjʊlə/
доимӣ
Reichstag /'raɪksta:g/
Рейхстаг,
парлумони
Олмон то соли
1945
religious /ri'lɪdʒəs/
динӣ
reporter /ri'pɔɪtər/
муҳбир,
хабарнигор
republican
/ri'pʌblɪkən/
ҷумҳуриявӣ
residence /'rezɪdəns/
қароргоҳ
restaurant
/'restərənt/
ресторан
risk /rɪsk/ ҳавф
role /roul/ нақш
ruin /ruɪn/
харобазор

S

sculptor /'skʌlptər/
мучассамасоз,
хайкалтарош
second /'sekənd/
дуввум, сония
secret /'si:kɪt/
махфӣ
secretary /'sekrətəri/
котиб(а)
sector /sektər/ қисм
sergeant /'sɑ:dʒənt/
сержант (рутбаи
ҳарбӣ)
serious /'siəriəs/
чиддӣ
session /'seʃən/
чаласа, сесия
signal /'sɪgnəl/ садо
додан

social /'səʊəl/

ичтимой

solidarity /səli'dærɪti/

ҳамдастӣ,

ҳамраъӣ

sort /sɔ:t/ навъ,

намунa

souvenir /'su:vəniə/

туҳфа, савғот,

барги сабз

special /'speʃəl/

махсус

specialist /speʃi:alist/

мутахассис, усто

speciality

/'speʃiəli/

тахассус, касб

statue /'stætju:/

муҷассама,

хайкал

storm /sto:m/ тўфон

symbol /'simbəl/

рамз, нишона

symphonic

/'sim'fɒnik/

симфонӣ, овозӣ

system /'sistəm/

система, тартиб

T

tank /tæŋk/ танк

telegraph /'telɪgrɑ:f/

телеграф

textile /'tekstail/

бофандагӣ

theme /θi:m/

мавзӯ

theory /'θiəri/

назария

tourism /'tuərizm/

сайёҳӣ

tourist /'tuərist/

сайёҳ

tradition /trə'diʃən/

суннат, анъана

tragic /'trædʒɪkəl/

фочианок

transport /'trænsɜ:t/

нақлиёт

tropical /'trɒpɪkəl/

тропикӣ

tuberculosis

/tju:bə:kju'lousis/

касалии сил

tunnel /tʌl/

гузаргоҳи

зеризаминӣ

type /taɪp/ намуд,

тип, ҳел

U

uniform /'ju:nɪfɜ:m/

либоси махсус

V

vanguard /'væŋɡɑ:d/

пешқадам,

авангард

veteran /'vetərən/

ветеран

vice-president

/'vaɪs'prezɪdənt/

ноиб-президент

visitor /'vɪzɪtə/

меҳмон,

тамошобин

Z

zone /zəʊn/

минтақа, табақа,

дойра

Topical vocabulary forms 5-10

School			
attend /ə'tend/ иштирок доштан, аёдат	расмкашй drawing /'drɔ:ɪŋ/ расмкашй, расм examination /ɪg.zæm'i'neiʃən/ имтиҳон	headmistress /'hed'mɪstrɪs/ директор (зан) history /'hɪstəri/ таърих	мактаби грамматикй primary school /'praɪməri/ мактаби ибтидой
Participation иштирок кардан	take an examination имтиҳон	Komsomol-member аъзои комсомол	vocational school /'vou'keɪʃənəl/ омӯзишгоҳи
biology /baɪ'ɒlədʒi/ биология	супурдан	literature /'lɪtərɪtʃə/ адабиёт	касбу ҳунаар sing a song /'sɪŋ ə 'sɒŋ/ суруд
be absent /'æbsənt/ иштирок накардан, ғоиб будан	finish /'fɪniʃ/ ба охир расидан	mathematics /'mæ'tɪmæ'tiks/ математика	хондан singing сурудхонй
blackboard /'blækbo:d/ тахтаи синфй	form-master /'fo:m'ma:stə/ роҳбари синф (мард)	Monday /'mʌndi/ душанбе	subject /'sʌbdʒɪkt/ предмет, фан
book/buk/ китоб	form-mistress /'mɪstrɪs/ роҳбари синф (зан)	monitor /'mɒnɪtə/ сардор	Sunday /'sʌndi/ якшанбе
botany /'bɒtəni/ ботаника	Form eight синфи ҳаштум	notebook /'nəʊtbʊk/ дафтар	Tajik /'tɑdʒɪk/ тоҷик
chalk /tʃɔ:k/ бўр	Friday /'fraɪdi/ чумъа	pen ручка	timetable /'taɪm'teɪbl/ ҷадвали дарсй
chalkboard /'tʃɔ:kbo:d/ тахтаи синф	geography /'dʒɪ'ɒɡrəfi/ ҷуғрофия	pencil /'pensl/ қалам	Thursday /'θə:zdi/ панҷшанбе
chemistry /'kemɪstri/ химия	get marks баҳо гирифтан	pen-knife /'pennaɪf/ кордча,	University университет
chess-circle /'tʃes'sə:kl/ маҳфили	gymnastics /'dʒɪm'næstɪks/ гимнастика	physics /'fɪzɪks/ физика	Wednesday /'wenzdi/ чоршанбе
шоҳмотбозй	gymnasium /'dʒɪm'neɪzɪəm/ толори (зал)	pioneer meeting /'paɪə'niə'm::tɪŋ/ мачлиси пионерй	What day is it today? имрӯз кадом рӯз аст?
circle /'sə:kl/ маҳфил, кружок	varzishy (тарбияи чисмонй)	Russian /'rʌʃən / русй	What is the date today? имрӯз чандум аст?
class /kla:s/ синф	graduate from хатмкунанда	ruler /'ru:lə/ хаткашак	
classroom /'kla:srum/ синфхона	handicraft /'hændɪkra:ft/ меҳнати дастй	rubber /'rʌbə/ поқкунак	
day-book /'deɪbʊk/ рӯзнома	headmaster /'hed'ma:stə/ директор (мард)	India rubber /'ɪndiə'rʌbə/ поқкунак	
do sums /du'sʌmz/ ҳалли мисолҳо		Saturday /'sætədi/ шанбе	
draw (drew, drawn) /drɔ:/ расм кашидан		school /sku:l/ мактаб	
drawn /drɔ:n/ расм		school-badger нишонаи мактаб	
		grammar school	

School holidays and travelling

bathe оббозй кардан
bicycle велосипед
by bicycle бо
велосипед
cycle/'saɪkl/ чарх,
велосипед

climb /klaɪm/ ба ...
баромадан
(дарахт,
кӯҳ)

have a trip саёҳат
кардан

fish /fɪʃ/ моҳӣ

fishing-rod

/'fɪʃɪŋ/rod/

шасти моҳигирӣ

luggage/'lʌɡɪdʒ/ бор

lunch-basket

/'ʌntʃ/'baːskɪt/ сабат

барои хӯрок

make a fire

/'meɪkə'faɪə/

гулхан

афрӯхтан

motor-cycle

/'moutə'saɪkl/

мотосикл

places of interest

ҷойҳои ҷолиби

диққат

plane /pleɪn/ самолёт,

ҳавопаймо

by plane бо самалёт

ship киштӣ

by ship бо киштӣ

tent хайма

train /treɪn/ поезд

travel by train

бо катора, бо

поезд сафар

кардан

by train бо поезд

week-end trip

/'wiːkɛnd'trɪp/

саёҳат дар

охири

хафта

travelling on foot

пиёда гаштан

unforgettable

impression

тасаввуроти

фаромӯш-

нашаванда

trip by air (sea)

сафари ҳавоӣ
(бахрӣ)

Clothes

apron /'eɪprən/

пешдоман

blouse /blaʊs/ кофта,

куртаи нимтанаи

занона

boots /buːts/

пойафзол,

ботинка

high boots /haɪ/

мӯзаҳо

low boots /ləʊ/

ботинкаҳо

sar /kæp/ кепка

coat палто

dress /dres/ курта

gloves /glʌvz/

дастпӯшак

pair of gloves

/'peərəv'glə/

чуфти

дастпӯшакҳо

hat /hæt/ кулоҳ

pillow /'pɪləʊ/

болишт

pillow-case /keɪs/

чилди болишт

dress-length /len(k)θ/

дарозии пӯшок

underwear

/'ʌndəweə/

либоси таг

wear (wore, worn) /

weə/ пӯшидан

socks чуроби кӯтоҳ

stockings чуроб

suit /suːt/ костюм

jumper /dʒʌmpə/

жемпер

skirt /skɜːt/ юбка

shirt /ʃɜːt/ рубашка

it fits well мувофиқ

it doesn't fit

мувофиқ нест

it's loose дарида

shoes are tight (loose)

пояфзоли сабук

trousers /'traʊzəz/

шим

Seasons and weather

April /'eɪprɪl/ апрел

August /'ɔːɡəst/

август

autumn /'ɔːtəm/

тирамоҳ

climate /'klaɪmɪt/

вазъи ҳаво

cold /kəʊld/ хунук

coldness /'kəʊldnɪs/

хунукӣ, сардӣ

cloudy /'klaʊdi/

абрнок

December /dɪ'sembə/

декабр

grass /ɡrɑːs/ сабза

hot гарм

January /'dʒænjuəri/

январ

July /dʒuː'laɪ/ июл

June /dʒuːn/ июн

February /'februəri/

феврал

field /fiːld/ мавзё,

замин

flowers /'flaʊəz/

гулҳо

fly /flaɪ/ паридан

make a bird-house

/'bɜːd'haʊs/

сохтани

хонаи паранда

March /mɑːtʃ/ март

May /meɪ/ май

mild /maɪld/ маҳин

November /nou'vembə/

ноябр

October /ok'təʊbə/

октябр

the sky is covered

with clouds

осмон бо абр

пӯшида шуд

it rains борон

меборад

it snows

барф меборад

wind шамол

to blow вазидан

sun офтоб

shine дурахшидан

brightly /'braɪtli/

дурахшон

warm /wɔːm/ гарм

bird /bɜːd/ паранда

snowdrop

/'snəʊdrɒp/

барфпора

ski /ski/ лижа

skates конки

it's 15 degrees above

zero /a'blʌv'ziːrou/

15 дараҷа аз сифр

боло

it's 2 degrees below

zero /bɪ'ləʊ'ziːrou/

2 дараҷа зери

сифр

nasty /'naːsti/ ҳавои

ғализ

A visit

a knock at the door

дар задан

to shake hands даст

фишурдан

to push up тела

додан

make yourself at

home

худо чун дар хона

ҳис кардан

to have a talk суҳбат

кардан

thank you ever so much
ташаққури зиёд
it is very kind of you
хеле меҳрубон
ҳастед
I should like you to know
меҳостам фаҳмам
to be delighted
/di'laɪtɪd/ шавк
завқ
to take one's leave
/li:v/ рӯхсатӣ
ғирифтан
it's ages since we saw
each other last
садсол шуморо
надидам
in the first place дар
ҷойи аввал
to be promoted
/prɪs'məʊtɪd/
пешбарӣ қардан
to congratulate on
/kən'grʊtʃleɪt/
ба муносибати ...
табрик қардан
the pleasure is all mine
/'pleɪʒə/ кайфият аз
ман аст
make yourself
comfortable
/'kʌmfətəbl/ худро
ба роҳат қардан
what's the news?
чӣ хабари нав?
the other day
рӯзи дигар
one of these days
яке аз ин рӯзҳо
by all means хатман
mistress of the house
соҳибхоназан
I'm afraid it's too much
trouble /trʌbl/
метарсам, ки

ташвиши зиёд
медихам
no trouble at all /
trʌbl/
ҳеч ташвиш нест
to chat /tʃæt/ суҳбат
қардан
How are you getting
on? Чӣ хел
ҳастед? everything is
quite all
right, thank you
ҳама чиз хуб аст,
ташаққур
my friends asked
me to
give you their
regards
Дӯстам илтимос
намуд, ки ман ба
шумо дуруди ўро
расонам
remember me to your
friends ба
дӯстонат
аз ман ёдоварӣ
намо
are all your people
well? ҳамаи
одамонатон
хубанд?
I haven't seen you for
ages ман шуморо
солҳои зиёд
надидаам
best wishes for a
happy
New year Дар соли
нав ба шумо
хушиҳои рӯзгор

In the dining room

dining-room
/'daɪnɪŋ rum/
ошхона

canteen /kæn'ti:n/
ошхона
to have dinner (lunch,
breakfast) хӯроки
нисфирӯзӣ
self-service
/'self'sə:vɪs/
худхизматрасонӣ
waiter (waitress)
/'weɪtə/ пешхизмат
haricot /'hærɪkou/
лӯбиё
to wait on /weɪt'on/
интизор шудан
dish /dɪʃ/ ғизо, таом
ticket /'tɪkɪt/ чипта
билет
cash-desk /'kæʃdesk/
касса, ҳазина
soup /su:p/ шӯрбо
first (second) course
/'ko:s/ таоми яқум
buffet /'bʊfeɪ/ буфет
sweet /swi:t/ ширин
rye /raɪ/ шуъ, нур
separately /'sepərətli/
алоҳида
menu-card /'menju:
kɑ:d/ номгӯйи
таомҳо
salad /'sæləd/ салат
herring /'herɪŋ/
селёдка
caviar /'kævɪə/ тухми
моҳӣ
cabbage soup
/'kæbɪdʒ 'su:p/
карамшӯрбо
beetroot soup
/'bi:tru:t su:p/
лаблабушӯрбо
sour cream /'sauə
'kr:m/ мураббои
туруш
noodle soup /'nuɪdl/
шӯрбои нахӯдӣ
clear soup /kliə/
шӯрбои сабук
pie /paɪ/ санбӯса

rice soup мастоба,
шулла
choice /tʃɔɪs/
интиҳоб
variety /və'raɪəti/
гуногун
fried (steamed) fish
моҳибирён
roast (boiled) meat
/roust/, /boɪld/,
mi:t/
гӯшти бирёншуда
chops (cutlets)
/'kʌtlɪts/ катлетҳо
beefsteak /bi:f'steɪk/
лукмаи гӯштӣ
(бифштекс)
rissole /'rɪsoul/
шӯрбои гӯштӣ
ё моҳигӣ бо
бодаринги намакин
chicken /'tʃɪkɪn/ чӯча
goose /gu:s/ қоз
duck /dʌk/
мурғобӣ
potatoes /pə'teɪtəʊz/
картошка
vegetables
/'vedʒɪtəbɪz/
сабзавот
stewed /stju:d/ дам
қарда пухташуда
jam /dʒæm/ мураббо
and what not ҳама
чиз
buckwheat
/'bʌkwɪ:t/ гречиха,
марчумак
stewed fruit /stju:d/
меваҳои дам қарда
пухташуда
lemon /'lemən/
лимон
ice cream /'aɪs'kri:m/
яхмос
apple/'æpl/ себ
orange /'ɒrɪndʒ/
афлусун

tangerine /tændʒə'ri:n/ мандарин	cashier /kə'ʃi:ə/ кассир	Ин бачаи хуб аст	local тахчой
to have a bite; to have a snack /bait/, /snæk/ ғизои сабук	to add up the bill ба ҳисоб изофа	delicious /di'li:ʃəs/ хушмазза	subscriber обуначӣ
газак хӯрдан	кардан	to be full up сер	about every fortnight ду ҳафта пас
sandwich /'sændwidʒ/ сэндвич	to pay the bill пулро	шудам	to exchange иваз
tea/ti:/ чой	пардохтан	helping кӯмак	кардан
milk/milk/ шир	food ғизо	кардан	Lending Department абонемент
coffee /'kɒfi/ қаҳва	to make up one's mind тасмим	stalebread /steil/ нони қоқ	to look through нигоҳ кардан
cocoa /'koukou/ какао	гирифтан	lump of sugar порчаи қанд	subject catalogue руйхати фаннӣ
porridge /'pɒridʒ/ шавла	as for агар аз	cup of tea, coffee пиёлаи чой, қаҳва	best of all аз ҳама
ham /hæm/ рон, сон	poultry /'poultri/ гушти мурғи	bottle of milk шишаи шир	хубаш, бехтараш
sausage /'sɔsidʒ/ ҳасибӣ сабук	хонағӣ	bread and butter /ˈbrʌtə/ нону маска	fiction адабиёти
egg тухм	what sort of? чӣ	cucumber /ˈkju:kəmbə/ бодиринг	бадеӣ
scrambled eggs /ˈskræmbld/ тухмбирёни	pastry /'peistri/ пирожное	bun бўлка	travel book сафарнома
омехта	fresh /frej/ тапу	thick soup шӯрбои	biography тарҷумаи
cream /kri:m/ қаймоқ	тоза, ботароват	ғавс	ҳол
curds /kə:dz/ творог	hungry /'hʌŋɡri/ гурусна	chicken broth шӯрбои мурғин	to fill in a slip ичро кардани
tablecloth /'teiblklo/ дастархон	I'm thirsty /'θə:sti/ ман ташна ҳастам	meat dumplings /ˈdʌmplɪnz/ ғелакҳои хамирин	дархостҳо
knife /naif/ knives /naivz/ корд	tomato juice /təma:tou' dʒu:s/ нӯшокии аз	mineral water /ˈminərəl'wɔ:tə/ оби минерали	stacks раф (барои китобҳо)
fork /fo:k/ панҷшоха	помидор тайёр	wine шароб	rejection slip /ri'dʒekʃn/ рад
spoon /spu:n/ қошук	шуда	beer /biə/ оби чав	кардан
tablespoon қошуки	I wouldn't mind ман	no smoking накашед (сигор)	the book is out китоб нест
рӯи мизӣ	муқобил нестам	ash-tray /'æʃtrei/ хокистардон	I collection / kə'lekʃən/ маҷмӯъ
glass /ɡla:s/ истакон	the soup tastes very nice шӯрбо хеле	to lay the table дастархон оростан	reading-room зали
pepperpot /'perəpɒt/ қуттӣ мурч	nice шӯрбо хеле		китобхонӣ
mustardpot /'mʌstəd/ қуттӣ хардал	бомазза аст		title page /'taɪtl'peɪdʒ/ муқоваи аввали
paper napkin /'næpkɪn/ қоғаз	underdone (overdone)		китоб
дастпоккунӣ	нобирён		the latest novel /ˈnɒvəl/ романи
counter /'kauntə/ пешдӯкон	(бирёнкардашуда)		охирин
customer /'kʌstəmə/ мухлис	blunt (sharp) нобуфро, (нӯттез)		contents /'kəntents/ мундариҷа
tray /trei/ лаълӣ	sour/sauə/ туруш		chapter /'tʃæptə/ боб
to help oneself марҳамат чашед	sweet ширин		children's books /ˈtʃɪldrən/ китобҳои
	sugar, sugar basin /ˈbeɪsn/ шакар,		кӯдакона
	шакардон		
	slice of bread порчаи нон		
	There's a good boy! -		

At the library

I am a subscriber to
our local library
ман обуначии
китобхонаи
худамон
мебошам

Our flat			
living room /'lɪvɪŋrʊm/ хонаи умумӣ	мебел modern conveniences /'mɒdən kən 'vɪnjənsɪz/	aunt /'a:nt/ хола, амма	хешу табор cousin /'kʌzɪn/ тағобача,
bedroom хонаи хоб	таҷҳизоти	to look after the house бо корҳои	холабача,
dining room хонаи хӯрокхӯрӣ	ҳозиразамон	house хона машғул будан	аммакбача
hall /ho:l/ пешгоҳ	bookcase /'bukkeɪs/ чевони китоб	to take care of ғамхорӣ намудан	orphan /'ɔ:fən/ ятим
kitchen /'kɪtʃɪn/ ошхона	block /blɒk/ квартал,	schoolgirl толиба	kindergarten /'kɪndəɡɑ:tɪn/
bathroom /'bɑ:θrʊm/ ҳаммом	маҳалла, гузар	myself барои ман,	боғчаи кӯдакҳо
lavatory /'lævətəri/ ҳочатхона	window /'wɪndəʊ/ тиреза	худам	nephew /'nevju:/ ҷиян
meal /mi:l/ хӯрок	mirror, looking- glass /'lʊkɪŋ'ɡla:s/ оина, оинаи	to attend lectures /ə'tend'lektʃəz/ иштирок кардан	niece /ni:s/ ҷиян (духтар)
to gather /'ɡæðə/ якҷо ҷамъ омадан: сарҷамъ шудан	бакад portrait /'po:trɪt/ портрет	дар лексияҳо	
running water /'rʌnɪŋ wɔ:tə/ кубури об, оби равон	to the right ба рост to the left ба чап I live on the 2nd floor ман дар ошнӣнаи 2-юм зиндагӣ	to graduate from the University /'grædʒueɪt/ дониишгоҳро хатм намудан	Telephoning
gas range /'ɡæs reɪndʒ/ тахтасанги газӣ	meкунам	is retired /rɪ'taɪəd/ дигар кор намекунад,	to telephone /'telɪfoʊn/ занг задан
vacuum cleaner /'vækjuəm kli:nə/ чангкашак		нафақахӯр old-age pension /'əʊld'eɪdʒpən.ʃn/ нафақаи кухансолӣ	to ring up занг зад to make an appointment by telephone бо телефон дар бораи вохӯрӣ гап задан
refrigerator /'rɪfrɪdʒəreɪtə/ яхдон	My family	to be in good health /'helθ/ саломатии	telephone directory /dɪ'rektəri/ китоби телефон
cupboard /'kʌbəd/ шкаф	parents /'perənts/ волидон	хуб доштан	call-box утоқи телефон
dishboard /'dɪʃbo:d/ сервант	grandfather /'grænd,fɑ:ðə/ бобокалон	she does most of cooking вай аслан бо тайёркунии	receiver /rɪ'si:və/ гӯшаки телефон
sofa /'səʊfə/ диван	grandmother /'grænd mʌðə/ модаркалон	хӯрок машғул аст	to lift the receiver гӯшакро бардоштан
pillow /'pɪləʊ/ болишт	We are a very happy family мо оилаи	she is a housewife /'haʊswaɪf/ вай соҳибхоназан	to replace the receiver гӯшакро овехтан
neat sheet /'ni:tʃi:t/ руйҷои тоза	dearly /'diəli/ аз тахти дил, аз самими дил	television /'telɪvɪʒən/ set /set/ оинаи нилгун	to dial /'daɪəl/ рақам гирифтан
blanket /'blæŋkɪt/ руйҷои пашмин	uncle /'ʌŋkl/ тағо, амак	television (tv) идораи телевизион (ТВ)	to repeat the call аз нав занг задан
decent /'di:snt/ мақбул		events of the day /ɪvents/ воқеаи рӯз	the line is engaged /ɪn'ɡeɪdʒd/ телефон банд аст
furniture /'fɜ:nɪtʃə/ мебел		immediate relatives /ɪ'mɪdʒət'relətɪvz/	

the line is free
 телефон банд
 нест
 you are through
 /θru:/ шуморо
 пайваст кард
 sorry to have
 troubled
 you бубахшед,
 шуморо ноором
 кардам
 you are wanted on
 the phone шуморо
 ба телефон чег
 мезананд
 hold the line
 гӯшагро наовезед
 to be on the phone
 бо телефон гап
 задан
 the line is out of
 order телефон кор
 намекунад
 a telephone call
 занги телефон
 to speak over the
 telephone бо
 телефон гап
 задан
 to put through to ...
 пайваст кардан
 бо...
 to cut off чудо
 кардан
 I was cut off маро
 аз сим чудо
 кардан
 give me trunks
 маро бо сими
 байнишахрӣ
 пайваст кунед
 dial the number 24-
 10-79 (two, four),
 (ten), (seven, nine)
 рақаи 24-10-79
 (ду, чор), (дах),
 (хафт, нух)-ро
 гиред

At the cinema

sets маҷмӯ
 setting
 басахнагузорӣ
 cinema /'sinimə/
 филм
 cinema-goer
 тамошобин
 a film is on
 (running) филм
 идома дорад
 feature film /'fi:tʃə/
 филми маъмулӣ
 production
 /prɒ'dju:sə/ тахия
 producer /prɒ'dju:sə/
 тахиягар
 documentary
 /dɒkju'mentəri/
 ҳуҷҷатӣ
 animated cartoon
 /'ænimeitɪd ka:'tu:n/
 мултфилм
 newsreel /'nju:zri:l/
 хабар
 not to speak of дар
 бораи . . . гап
 назадан
 popular science film
 /'pɒpjulə'saɪns/
 филми илмӣ
 оммавӣ
 to star in a film дар
 филм нақш бозӣ
 кардан
 as far as . . . goes to
 муддате ки . . .
 меравад
 to dub (in) /dʌb/
 дубора коре
 кардан
 dubbing /'dʌbɪŋ/
 дублироват
 as a matter of fact
 фактҳо шаҳодати
 онанд, ки

I don't mind
 муқобил нестам
 subtitles /'sʌlbtaɪtlz/
 зеркарпавха
 a full-length feature
 film филми
 бадеии пурра
 performance
 /pə'fɔ:məns/ песа
 to book in advance
 /ə'dvɑ:ns/ қаблан
 супориш додан
 film star ситораи
 филм
 spectator /spek'teɪtə/
 томошобин
 to hate /heit/ бад
 дидан
 to disturb /dis'tɜ:b/
 ташвиш додан
 I hate being
 disturbed ман
 ташвиш
 доданамро бад
 мебинам
 the atmosphere is
 caught with vivid
 realism мухит,
 реалияти
 дурахшонро дар
 бар мегирад
 to watch тамошо
 кардан
 Film Week ҳафтаи
 филм
 to release a film
 /ri'li:s/ филм ба ...
 додан
 to shoot a film
 (shot, shot)
 филмро ба навор
 гирифтан
 the film deals with
 ин филм дар
 бораи
 script /skript/
 навишта

script-writer
 нависандаи
 мазмуни
 филм
 the acting is superb
 /ˌʃju:'pə:b/ нақшро
 оли бозидан
 screen /skri:n/ экран
 to screen (to show a
 film) ба тамошо
 баровардан
 to seat чой
 crowd scenes сахнаи
 пуродам
 at the other end
 of the world дар
 кунчи дунё
 queue /kju:/ навбат
 packed house
 /pækt/ хонаи
 ғундоштани
 чизҳо
 to win an award
 /ə'wɔ:d/
 мукофотро
 гирифтан
 I'm told; they say
 ба ман гуфтанд,
 мегӯянд
 a ticket shark
 чаллоби
 билетфурӯш
 famous /'feɪməs/
 машхур
 the title role роли
 асосӣ
 row /rou/ қатор
 close-up пӯшидан
 кардан

Sport

to feel fit /'fit/ худро
 дар чо хис кардан
 to go in for sport ба
 вариш машғул
 кардан

daily life ҳаёти ҳар
рӯза
morning exercises,
daily dozen
варзиши
пагоҳирӯзӣ
set of exercises
анбӯҳи варзишӣ
to toboggan
/təˈbɒɡən/ сайр
кардан
track-and-field
athletics /ˈtræk
əndˈfi:ld æθˈletiks/
варзиши сабук
team /ti:m/ даста
sport category
намуди варзиш
coach /kəʊtʃ/ ёвар
coaching ёварӣ
кардан
Honoured Master of
Sport /ˈɔ:nəd/
устоди фахрии
варзиш
to compete
/kəmˈpi:t/
мусобиқа кардан
olympic games
бозиҳои олимпӣ
to set a record
/ˈsetəˈrekɔ:d/
рекорд гирифтан
at somebody's
disposal дар
ихтиёри касе
stadium /ˈsteɪdjuəm/
варзишгоҳ
gymnasium (gym)
/dʒɪmˈneɪzjəm/
гимназия, толори
гимнастикӣ
sports ground
замини варзиш
swimming-pool
ҳавзи шиноварӣ
skating-rink
майдони
яхмолақпарӣ
equipment
/iˈkwɪpmənt/
таҷҳизот
gymnastics
/dʒɪmˈnæstɪks/
варзиши бадан
apparatus
/əˈpəˈreɪtəs/ апарат
fencing /ˈfensɪŋ/
шамшербозӣ
wrestling /ˈreslɪŋ/
гӯштингирӣ
boxing /ˈbɒksɪŋ/
муштбозӣ (бокс)
games /geɪmz/
бозиҳо
basketball
/ˈbɑːskɪtbɔ:l/
баскетбол
volleyball волейбол
football /ˈfʊtbɔ:l/
футбол
tennis /ˈtenɪs/ теннис
ice hockey /ˈaɪs ˈhɒki/
хокеи руйи ях
champion
/ˈtʃæmpjən/
қаҳрамон,
чемпион
competition
/kəmˈpiˈtɪʃən/
мусобиқа
win (won, won)
ғолиб
outdoor games
бозиҳои ҳавои
кушод
indoor games
бозиҳои даруни
толар
match /mætʃ/ бозӣ
то miss /mɪs/ дер
мондан
fan /fæn/ мухлис
take an interest in
(something) ба
чизе шавқ пайдо
кардан
chess /tʃes/ шоҳмот

to follow closely
хеле наздик
думболагирӣ
кардан
tournament
/tuənəmənt/
мусобиқа
world championship
/ˈwɜ:lɪd
ˈtʃæmpjənʃɪp/
чемпионати
чаҳон

Shopping

to go shopping
ба хариду фурӯш
баромадан
State Department
Store мағозаи
давлатӣ
in the way of дар
масири
manufactured goods
/mænjuˈfæktʃəd
ˈɡʊd/
бори саноатӣ
shoes /ʃu:z/
пояфзол
coat /kəʊt/ палто
frock /frɒk/ камзул
hat /hæt/ кулоҳ
suit /sju:t/ костюм
buy (bought)
харидан
slot machine
/ˈslɒtmæʃɪn/
автомати мағоза
cash /kæʃ/ нақд
on hire purchase
/haɪəˈpʊ:tʃəs/
хариди ичорагӣ
while you wait
ҳангоме ки
шумо интизорӣ
мекашед
fashion parade
/ˈfæʃnəˈreɪd/
намойиши мӯд
snack bar /snæk/
ҷойи ғизохӯрии
сабук
to admire
/ədˈmaɪə/ кадр
кардан
attractive /əˈtræktɪv/
ҷолиб
shop window
/ˈʃɒpˈwɪndəʊ/
тирезаи мағоза
provision store
/prəˈvɪʒən/
мағозаи
хӯрокворӣ
department
/dɪˈpɑːtmənt/ бахш
grocery /ˈɡrəʊsəri/
мағозаи хӯрок
meat and sausage
department бахши
гӯшт ва ҳасиб
fish department
бахши моҳӣ
fruit department
бахши мева
confectionery
/kənˈfekʃənəri/
шӯъбаи қаннодӣ
tinned food ғизои
дар зарф
to be on sale дар
фурӯш
film филм
tape-recorder
мошинаи сабт,
магнитофон
magnetic tape фита,
кассетан
магнетишуда
alarm clock
/əˈlɑːmklɒk/ соати
зангзананда
wrist watch
/ˈrɪstwɒtʃ/ соати
дастӣ

kitchen utensils /'kitʃin ju:tənz/	асбоби ошхонагӣ	/'kʌləd 'poustə/ эълонномаҳои
pots and pans /'pɒts ənd'pænz/	зарфҳо (дегу табак)	ранга to delight /di'lait/ хушнуд шудан
cutlery /'kʌtləri/ асбоби	таъомхӯрӣ	toy/tɔi/ бозича
crockery /'krɒkəri/ табақчаи фаянсӣ	electric appliances /i'lektrik ə'plaiənsiz/ василаҳои барқӣ	placard /'plæka:d/ плакат
camera /'kæməgə/ камера, банаворгирак	perfumery /'pɜ:fju:məri/ атр, чизҳои хушбӯӣ	Special Perfume and Cosmetic Week /'speʃəl pə:fju:m and kəz'metik wi:k/ ҳафтаи махсуси атру
flower shop мағозаи гулфурӯшӣ	gift and souvenir shop /'giftənd'su:vəniə/ мағозаи тухфа ва ёдгориҳо	rangubor
footwear /'futwɛə/ пойафзол	knitwear /'nitwɛə/ либоси бофтагӣ	
at the butcher's дар назди мағозаи	гӯштфурӯшӣ	
at the grocer's дар назди мағозаи	хӯрокворӣ	
at the greengrocer's мағозаи	сабзавотӣ	
ready-made clothes либоси тайёр	fur fə:/ мӯина	
what not ҳама чиз, ҳазор майда чуйда	coloured poster	

Vocabulary

A a

ability /ə' biliti/ қобилият	acrobat /'ækɹəbæt/ акробат, дорбоз	affair /ə'fɛə/ вазифа,	alarm clock /ə'la:mklok/ соати
able /'eibl/ болаёқат,	across /ə'krɔs/ тараф, сў, самт,	кор, амал,	зангдор
доно, зирак	чоғниб	ходиса	alarmist /ə'la:mist/ воҳимағй
be able	action /'ækʃən/ фаёлият,	аффекционате	all /ɔ:l/ ҳама
тавонистан	фаёлият,	боназоқат,	not at all
absent /'æbsənt/ иштирок	ҳаракат, рафтор	мушфиқ,	намеарзад
надоштан,	active /'æktiv/ фаёл, боғайрат,	меҳрубон	almost /'ɔ:lmoust/ тақрибан, қариб
хузур надоштан	чобук, чаккон	afraid /ə'freid/ тарс	aloft /ə'lɔft/ дар
absent-minded /'æbsənt'maindid/ парешонхотир,	то be active фаёл	be afraid тарсидан	боло
бедикқат	будан фаёлият,	after /'a:ftə/ пас аз,	to go aloft фавт
absorb /əb'sɔ:b/ чалб	фаёлиятнокй	баъд аз	кардан
намудан	actor /'æktə/ актёр,	after school баъд аз	along /ə'lɒŋ/ қад-қад
асасия /ə'keɪfə/ дарахти акасия	ходим	мактаб, баъд аз	along the street қад-қад кўча
accessories /'æk'sesɔriz/ лавозимот,	actress /'æktris/ актриса	дарс	already /ɔ:lredi/ қайхо, алақай
асбоб	actual /'æktʃuəl/ воқея, ҳақиқй,	run after somebody аз ақиб ягон қас	also /'ɔ:lsə/ ҳамчунин
accident /'æksidənt/ воқеа, ходиса,	аслй, дуруст	аз ақиб ягон қас	always /ɔ:lwaɪz/ ҳамеша
садама, воқеаи	adapt /ə'dæpt/ мутобиқ қардан	name something after номидан	among /ə'mʌŋ/ дар байн
нохуш	add /æd/ илова	ягон чизро	amuse /ə'mju:z/ хурсанд, хушнуд
according /ə'kɔ:diŋ/ мувофиқи	намудан	afternoon /'a:ftə'nu:n/ вақти баъди	amusement хушвақтй,
accustom /ə'kʌstəm/ одат	addition /ə'dɪʃən/ илова,	нисфирўзй,	машғулияти
қунондан, ёд	иловакунй,	нисфирўзй	хурсандиовар
гирифтан	иловакунй,	again /ə'geɪn/ аз нав	anchor /æŋkə/ лангар андохтан
achieve /ə'tʃi:v/ ноил шудан,	ҳамроҳкунй	against /ə'geɪnst/ зидди, муқобили	ancient /'ænfɪənt/ антиқа, қадимй
сазovor шудан	in addition ба ғайр	ago /ə'gəʊ/ пеш аз,	ancient Rome Рими
achievement /ə'tʃi:vmənt/ қомёбй,	аз ин, ба замини	қабл аз	қадим
муваффақият,	administrative /əd'mɪnɪstrətɪv/ маъмурй,	long ago /'lɒŋə'gəʊ/ қайхо	and ва
дастовард	ичроия,	agree /ə'gri:/ розй	angel /'æŋɡl/ фаришта, малак
	корбудкун	шудан	angry /'æŋɡri/ бадқахр,
	admit /əd'mɪt/ розй шудан,	agriculture /'æɡrɪkʌltʃə/ ҳочағии қишлоқ	бадхашм
	пазируфтан, рох,	agronomist /ə'ɡrɒnəmɪst/ аграном	
	додан	air /ɛə/ ҳаво	
	advise /əd'vaɪz/ маслиҳат,	airplane /'ɛəpleɪn/ тайёра	
	маслиҳат додан		
	aerial /'ɛəriəl/ антенна		

be angry қарх кардан	arms race /ˈɑ:mz'reis/	at the blackboard /blækbo:d/ дар	authority /ɔ:θɔ:riti/ эътибор, нуфуз,
get angry панчидан	musallaхшавии	назди тахтаи	обрӯ, ҳокимият
animal /ˈæniməl/	бошитоб	синф	autumn /ˈɔ:təm/ тирамоҳ
хайвон	arrange /ə'reindʒ/	at the bus stop /ˈbʌs.stɒp/ дар	in autumn дар
animated cartoons /ˈænimeitid	ташқил, дурӯст	истгоҳи автобус	тирамоҳ
kə'tu:nz/	arrive /ə'raiv/	at the meeting /ˈmi:tiŋ/ дар	award /ə'wɔ:d/ мукофотонидан
мултипликация	омадан	вохӯрӣ	to be awarded мукофотонидашуда
annals /ˈænəlz/	баргаштан	at 5 o'clock дар	away /ə'wei/ дур
солнома	arsenal /ˈɑ:sinl/	соати панҷ	far away /ˈfar:ə'wei/ дурӣ
anniversary /ˈæni'vɜ:səri/	арсенал, амбори	at each other /i:tʃ'ʌðə/ ба	go away /ˈɡou ə'wei/ тарк кардан,
солгард, чашни	яроқи ҳарбӣ	якдигар	рафтан
солгард	art /ɑ:t/ санъат	at last /ˈla:st/ дар	run away /ˈrʌn ə'wei/
announce /ə'nouns/	article /ˈɑ:tɪkl/	охир	гурехтан, аз
эълон кардан	мақола	at night /naɪt/ шабона	назар ғойб
annual /ˈænjuəl/	artist /ˈɑ:tɪst/	якбора	шудан
солона	расом наққош	Atlantic /ət'læntɪk/ укёнуси	take away /ˈteɪk ə'wei/
another /ə'nʌðə/	as /əz, əz/ ба	Атлантик	нест кардан,
дигараш	мисли,	атмосфера	ғундоштан,
with one another ба	ба монанди,	atomic /ə'tɒmɪk/ атомӣ	бурдан
хамдигар	as soon as /əz'su:n əz/	atomic energy /ˈenədʒi/ кувваи	
answer /ˈɑ:nsə/	ҳамини	атомӣ	B b
ҷавоб додан	ascend /ə'send/	attend /ə'tend/ иштирок кардан	baby /ˈbeɪbi/ тифл,
any /eni/ ягон-чӣ,	аск /ɑ:sk/	attendance /ə'tendəns/	хурдакак, кӯдак
ягон кас, чӣ	пурсидан	attention /ə'tenʃn/ диққат	back /bæk/ ақиб,
кадар	asparagus /əs'pærəgəs/	attract /ə'trækt/ чалб кардан	баргаштан, ба
anybody /eni,bɒdi/	спаржа, сарсабил	August /ɔ:gəst/ Август	қафо баргаштан
ягон кас	(растанӣ)	author /ˈɔ:θə/ муаллиф	be back бозомадан
anyone /eniwʌn/	assistant /ə'sɪstənt/ ёрдамчӣ	authorities /ɔ:θəritiz/	бозгаштан, ақиб
ягон кас	assistant librarian /laɪb'rerɪən/	хокимият	гаштан
anything /eniθɪŋ/	ёрдамчии		bacterium /bæk'terɪəm/
ягон чӣ	китбодор		микроб, бактерия
anywhere /eniweə/	assume /ə'sju:m/ ухдадор шудан		bad /bəd/ бад
ҳама ҷо	it is assumed ба		badge /bædʒ/ нишона
apron /'eɪprən/	ухда гирифтган		badly /ˈbædli/ бад,
пешдоман	at /æt, ət/ дар назди		ганда
area /ˈɛəriə/	at school /ət'sku:l/ дар мактаб		
майдон	at the desk дар		
argument /ˈɑ:gjumənt/	назди мизи		
баҳсу мунозира	хатнависӣ		
arm /ɑ:m/ яроқ,			
даст			
armchair /ˈɑ:m'tʃɜ:/			
курсии паҳлӯдор			
arms яроқ			

bag /bæg/ сумка
 baker /'beikə/ нонвой, кулчапаз
 ball /bɔ:l/ тўб
 banana /bə'na:nə/ банан
 bank /bæŋk/ бонк
 banner /'bænə/ байрак, ливо
 barley /'ba:l/ чав
 basketball /'ba:skit'bɔ:l/ баскетбол
 bat /bæt/ кўршабпарак
 bathroom /'ba:θrʊm/ ҳамомхона
 battle /'bætl/ мухориба,
 мубориза бурдан
 bay /bei/ халич
 be /bi:/ будан,
 вучуд, аст
 be back /bi: bæk/ баргаштан,
 бозгаштан,
 бозомадан
 be on - What's on? чй рафта
 истодааст?
 be over /'oʊvə/ ба
 итмом расидан,
 хотима ёфган,
 тамом шудан
 beach /'bi:tʃ/ соҳили
 офтобхўрй
 beat /bi:t/ задан,
 бурд кардан
 beautiful /'bjʊ:tɪfəl/ зебо, оличаноб
 became /bi'keim/ шудан
 because /bi'keim/ барои он ки,
 ҳамчуноне ки
 bed /bed/ чойхоб,
 чойгах, нимкат

be in bed дар
 чойгах будан
 go to bed хоб кардан
 stay in bed /steɪ/ дар
 чойгах мондан
 bedroom /'bedrʊm/ хонаи хоб
 bee /bi:/ занбўр,
 опу
 beef /bi:f/ гўшти
 гов
 beetroot /'bi:tru:t/ лаблабуи қанд
 before /'bi:fɔ:/ пеш
 аз оне ки
 began /bi'gæn/ сар,
 шурўъ намудан,
 ибтидо гузоштан
 begin /bi'gin/ (began, begun)
 сар, шурўъ,
 намудан, ибтидо
 гузоштан
 begun /bi'gʌn/ begin сар, шурўъ,
 намудан, ибтидо
 гузоштан
 behind /bi'haind/ аз
 акиб (кафо) дар
 қафо
 believe /bi'li:v/ бовар кардан
 bell /beɪ/ зангўла,
 занг
 belt the hook /hu:k/ чангаки
 мохигириро
 дуруст кардан
 belong /bi'lɒŋ/ дахл
 доштан
 bend (bent, bent) хам, (кат) шудан
 berry /'beri/ шохтути заминӣ
 best /best/ хубтарин,
 бехтарин,
 нағзтарин

better /betə/ хубтар, бехтар
 between /bi'twi:n/ дар мобайни,
 дар байни, дар
 миёнаи
 bicycle /'baɪsɪkl/ дучарха,
 велосипед
 big /big/ калон,
 бузург
 bill /bil/ ҳисоб
 binomial /baɪ'nəʊmjəl/ бином, муодилаи
 дуузва
 biology /baɪ'ɒlədʒi/ биология
 bird /bɜ:d/ паранда
 birthday /'bɜ:ðdeɪ/ рўзи таваллуд
 biscuit /'bɪskɪt/ кулчаи, қандин
 bite /baɪt/ (bit, bitten) газидан
 black /blæk/ сиёҳ
 blackboard /'blækbɔ:d/ тахтаи
 синф
 blame /bleɪm/ айбдор, гунаҳкор
 blew (blow, blown) /blu:/ вазидан
 blind, blindly /'blaɪnd, blaɪndli/ нобино
 blood /blʌd/ хун
 blood examination /ɪgzæmɪ'neiʃən/ ташхиси хун
 bloom /blu:m/ шукуфтан, гул
 кардан
 blouse /blaʊz/ куртаи нимтанаи
 занона
 blue /blu:/ кабуд,
 осмонӣ

bluish /'blu:ɪʃ/ кабудшуда,
 ранги
 осмонидошта
 blunt /blʌnt/ кунд
 кардан
 board /bɔ:d/ тахта,
 лавха
 board a ship (plane) ба кишти
 ништастан; ба
 тайёра ништастан
 boarding school /'bɔ:diŋ 'sku:l/ пансион, мактаб
 интернат
 boating /'bəʊtɪŋ/ қанқронӣ
 bobsleighting /'bɒbsleɪŋ/ санкабозӣ
 body /'bɒdi/ бадан, тан
 boil /bɔɪl/ чўшонидан
 bonfire /'bɒn,faɪə/ гулхан
 book/bʊk/ китоб
 booking office кассои билет
 фурўши
 boots /bu:t/ ботинки
 high boots /'haɪ 'bu:t/ мўза
 bored /bɔ:d/ be bored зиқ шудан,
 ёд кардан
 born /bɔ:n/ be born таваллуд шудан
 borsch /bɔ:ʃ/ карамшўрбо
 both /bəʊθ/ харду,
 якҷоя
 both ... and ... харду ва
 bottle /'bɒtl/ шиша

bottom /'bɒtəm/ чуқурй, кисми поён, қаър go to the bottom ба қаър ғүтидан at the bottom дар поён from the bottom of the heart /'ha:t/ аз тахти дил bought /bɔ:t/ харидан bounce/bauns/ чахиш, чахидан box /bɒks/ кутти, boy /bɔi/ бача, писар brave /breiv/ часур bravely /'breivli/ часурй, часуруна bread /bred/ нон break (broke, broken) /breik/ шикастан break down /'breik 'daun/ вайрон, хароб, кардан lunch break /'lʌntʃ 'breik/ танаффуси нисфирӯзй breakfast /'brekfəst/ наҳорй, ноништа at breakfast хангоми наҳорй have breakfast наҳорй кардан brick layer /'brik,leiə/ қатори хишт bride /braid/ арӯс bridegroom /'braid,grum/ домод bridge /bridʒ/ кўпрук brief /bri:f/ кўтоҳ	bright /brait/ равшан, банур brightly /'braitli/ равшан brightness /'braitnis/ равшанй bring (brought, brought) овардан bring up тарбия кардан broad /brɔ:d/ васеъ broadcast /'brɔ:dka:st/ радиошунавой broaden /'brɔ:dn/ васеъ кардан broke /brouk/ (break, broken) шикастан broken /broukən/ (break, broke) шикастан bronchitis /'brɒŋ'kaitis/ бронхит, дарди сина ва гулӯ bronze /brɒnz/ биринчй brother /'brʌðə/ бародар, додар brought /brɔ:t/ (bring, brought) овардан brown /braun/ қаҳваранг buckwheat /'bʌkwi:t/ марчумак bud /bʌd/ мугча build /bild/ (built) сохтан, бино кардан building /'bildiŋ/ иморат built /bilt/ (build, built) сохтан, бино кардан burn /bɜ:n/ (burnt, burnt) сўхтан	burn down /bɜ:n 'daun/ сўхта тамом шудан burnt /bɜ:nt/ (burn, burnt) сўхтан bus /bʌs/ автобус bus stop /'bʌs 'stɒp/ истгоҳи автобус bush /buʃ/ бутта business /'biznis/ вазифа, машғулият businessman /'biznismən/ одами корқун busker /'bʌskə/ корчаллон, рассом busy /'bizi/ банд будан but /bʌt/ аммо butcher /'butʃə/ гўштфурӯш butter /'bʌtə/ равған button /'bʌtn/ тугма buttonhole /'bʌtnhou/ халқа buy (bought, bought) харид кардан by /bai/ дар назди, қад-қади, дар аҳди by the fire /faɪə/ дар назди сандалй by 5 o'clock /klɒk/ то соати панҷ by bus /bʌs/ дар автобус, бо автобус by hand /hænd/ аз даст by name /neim/ ба номи a story by Conan Doyle хикояи Конан Дойл	Сс cabbage /'kæbidʒ/ карам cabin /'kæbin/ қулба, хонача cake /keik/ торт, қулчақанд calculus /'kælkjuləs/ хисоббарорй calf /kɑ:f/ гўсола call /kɔ:l/ чег задан call at даромадан, истода мондан call for талаб кардан call round /'kɔ:l raund/ давр зада гузаштан calm /kɑ:m/ ором camel /'kæmə/ уштур camera /'kæmərə/ суратгирак camp /kæmp/ сайлгоҳ, истироҳатгоҳ, қароргоҳ go camping /'gou 'kæmpiŋ/ ба ҳавои тоза рафтан can /kæn/ (could, could) тавонистан, қодир будан cancel /'kænsəl/ манъ кардан car /kær/ қулоҳ capital /'kæpitl/ пойтахт captain /'kæptin/ капитан car /kɑ:/ мошин, автомобил card /kɑ:d/ карта care /kεə/ ғамхорй, заҳмат
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take care /'teik 'kεə/ ғамхорй кардан, нигохубин кардан	celebrate /'selibreit/ ид кардан, чашн гирифтан	chemist /'kemist/ кимиёгар, дорухоначй at the chemist's /'kemists/ дар дорухона	civil /'sivl/ гражданй, шахрвандй civil service /'sivl 'soivis/ хизмати
careful /'kεəfʊl/ ғамхор	centre /'sentə/ марказ	chemistry дорухона	гражданин, шахрванд
carnation /'ka:'neiʃ'ən/ мехчагул	central /'sentrəl/ марказй	cherry /tʃeri/ олуболу	citric /'sitrik/ лимон
carpet /'ka:pit/ қолин	century /'sentʃuri/ аср, қарн	chess /tʃes/ шоҳмот	city /'siti/ шаҳри
carrot /'kærət/ сабзй	ceremony /'seriməni/ тантана	chicken /tʃikn/ чўча	калон
carry /'kæri/ овардан, кашондан	certainly /'sə:tənli/ албатта	chiefly /'tʃi:fli/ асосан, махсусан	civil war /j: 'wo:/ чанги гражданий
carry out /'kæri aut/ овардан, кашондан	chair /tʃeə/ курсй	child /tʃaild/ (pl.childreg) кўдак	clap /klæp/ чапак,
cartoon /kə'u:n/ мултифилм	chalk /tʃɔ:k/ бўр	children /tʃildrən/ бачаҳо, кўдакон	чапакзаний
carving-knife /'ka:viŋ.naif/ корд	champion /'tʃæmpjən/ чемпион, ғолиб	chimes /tʃaimz/ курантҳо	class /kلاس/ синфхона (гурӯҳи хонандгон)
castle /'ka:sl/ қалъа, қаср	championship /'tʃæmpjənʃ'ip/ чемпионат, мусобиқа	chimpanzee /'tʃim'pænzɪ:/ шимпанзе	classmate /'kla:smeit/ хамсинф
cat /kæt/ гурба	championship world /'wə:ld 'tʃæmjənʃip/ чемпионати	chips /tʃips/ картошкаи бирён шуда,	classroom /'kla:sru:m/ синфхона
catch /kætʃ/ (caught, caught) қапидан	chance /tʃa:ns/ имконият	choose /tʃu:z/ (chose, chosen) интиҳобкардан	claw /klo:/ чангол, нохунча
catch cold /'kætʃ 'kould/ шамол хўрдан	have a chance имконият	chose /tʃouz/ (choose, chosen) интиҳоб кардан	clean /kli:n/ тоза
cattle /kætl/ чорвои калони шохдор	change /tʃeindʒ/ иваз кардан, тағйир	chosen /tʃouzn/ (choose, chose) интиҳоб кардан	clear /kliə/ банур, тоза
cattle breeding /'kætl 'bri:diŋ/ парвариши	character /'kærɪktə/ нақш, хислат	chrysanthemum /'kri:sænθəməm/ хризантема (гули гуногунранг)	clear soup /'kliə sup/ булён, шўрбои бегўшт
cattle farm /'kætl fa:m/ фермаи	charm /tʃa:m/ чозибза, дилрабои	church /tʃʉ:tʃ/ масҷид	clearly /kliəli/ тоза, озодона
чорвопарварй	cheap /tʃi:p/ арзон	cinema /'sinimə/ кино	clerk /kla:k/ хизматгор
caught /kɔ:t/ (catch, caught) қапидан	cheering /tʃiəriŋ/ тахсинкунй	citizen /'sitizn/ шахрванд	clerical officer /'klerikəl 'ɔfisə/ хизматчии идора
cause /kɔ:z/ ба вучуд овардан, сабаб	cheese /tʃi:z/ панир	city /'siti/ шаҳри	clever /'klevə/ доно, боақл
ceiling /'si:liŋ/ шифт	chemical /'kemikəl/ кимиёвй	калон	climate /'klaimit/ иклим
	chemicals /'kemikəlz/ кимиёвй		climb /klaim/ хазидан
			climber /'klaimeə/ кўхнавард

cling /kliŋ/ (clang, clung) часпидан, капидан	colonial /kə'lonjəl/ мустамликавӣ	committee /kə'miti/ комитет	concentrate /'kɒnsentreit/ гун (чамъ, якҷоя)
clipped wings /'klipt 'wiŋz/ канотҳои тез	colonialism /kə'loniəlizm/ мустамлика	common /'kɒmn/ умумӣ, одӣ	cardan /kɑ'dɑn/ кардан
clock /klɒk/ соати деворӣ	colonialist /kə'loniəlist/ мустамликадор	communist /'kɒmjunist/ коммунистӣ, коммунист	concert /'kɒnsə:t/ концерт
close /klaus/ маҳкам кардан	colony /'kɒləni/ мустамлика	the Communist Party /'pa:ti/ ҳизби коммунистӣ	conduct /kən'dʌkt/ гузарондан
close to дар наздики	colour /'kʌlɪə/ ранг	comparatively /kəm'pærətivli/ нисбатан, қиёсан	conductivity /kən'dʌktiviti/ электрик
close by дар пеши, дар назди	colourless /'kʌləlis/ беранг	complain /kəm'plein/ шикоят кардан	conductor /kən'dʌktə/ роҳбалад, кондуктор
closed season /'klausd 'si:zən/ фасли (мавсими) манъшуда	combination /,kɒmbi'neiʃən/ мувофиқӣ, якрангӣ	complete /kəm'pli:t/ тамоm кардан, хотима додан, том	confectioner /kən'fekʃ (ə) nə/ кондитер
clothes /klaʊðz/ либос	word combination /wə:d,kɒmbi'neiʃən/ ибора, калима	completion /kəmp'li:ʃən/ хотима, итмом	confront /kən'frʌnt/ муқобил истодан (будан)
cloud /klaʊd/ абр	combine /kəm'bain/ алоқа кардан, пайваст	complicated /kəm'plikeitid/ мураккаб	congratulate /kən'græt'uleit/ табрик намудан
club /klʌb/ маҳфил	come /kʌm/ (came, come) омадан	composer /kəm'pouzə/ бастакор	conquest /'kɒŋkwest/ ғалаба кардан, дилро бурдан
coach /kəʊt/ соҳил	come back /'kʌm 'bæk/ баргаштан	composition /'kɒmpə'ziʃən/ ҳайҳат, композитсия	consequence /'kɒnsikwəns/ аҳамият, маънӣ, натиҷа
coal /kəʊl/ ангишт	come in ворид шудан, даромадан	compote /kəm'pəʊt/ компот	consist /kən'sist/ барпо шудан
coast /kəʊst/ соҳил	come out бурун шудан	comprise /kəm'praiz/ дар бар гирифтан	conspicuous /kən'spikjuəs/ ба назар намоён
coat /kəʊt/ палто	comedy /'kɒmədi/ мазҳака	compulsory /kəm'pʌlsəri/ ҳатмӣ	constitution /'kɒnsti'tju:ʃən/ конституция
cock /kɒk/ хурус	comedian /kə'mi:diən/ мазҳакабоз, маскарабоз	computer operator /kəm'pjʊ:tə/ компютерчӣ, назоратчии компютер	the day of the Soviet Constitution Рӯзи Конституцияи советӣ
cod /kɒd/ фиреб хӯрдан	comfortable /'kʌmfətbl/ мувофиқ, муносиб		
coffee /'kɒfi/ қаҳва	comic /'kɒmik/ мазҳакавӣ		
cold /kəʊld/ хунукӣ, сардӣ	commercial /kə'mə:ʃəl/ тичоратӣ, савдой		
be cold хунук хӯрдан			
collect /kə'lekt/ чамъ кардан,			
collection /kə'lekʃn/ коллексия чамъ кардан			
prose collection эҷодиётро чамъ кардан			
collective-farm /kə'lektiv 'fa:m/ колхоз			
collective-farmer /kə'lektiv 'fa:mə/ колхозчӣ			

contain /kən'tein/ нигоҳ
доштан
contract /'kɒnrækt/
бастан,
шартнома
contribute /kən'tribju:t/ сахм
гузоштан
contribution /kən'tri'bju:fən/
сахмгузорӣ
convenient /kən'vinjənt/
қулай, муносиб
cook/kuk/ тайёр
намудани хӯрок,
ошпаз
cool /ku:l/ салқин
copper /'kɒpə/
бочкасоз
сору/'kɒpi/ нусха
бардоштан,
нусха
corn /kɔ:n/ гандум,
чав
cornflower /'kɔ:nflauə/ гули
кабуд
correct /kə'rekt/
дуруст, тўғрӣ
cosmic /'kɔzmik/
космос, кайҳон
cosmic space /'kɔzmik 'speis/
фазои кайҳон
cosmonaut /'kɔzməno:t/
кайҳонавард
cosy /'kouzi/
бароҳат, бахузур
cotton /kə'tən/
пахта
could /kud/
тавонистан
council /'kaunsəl/
консул
count /kaunt/ ҳисоб

кардан
counter /'kauntə/
муқобил,
муқобил будан
country /'kʌntri/
мамлакат
in the country
берун аз шаҳр
courage /'kʌrɪdʒ/
мардонағӣ,
часури
cover /'kʌvə/
пӯшидан,
пӯшондан
cow /kau/ гов
cucumber /'kju:kəmbə/
бодиринг
cultivate /'kʌltiveit/
инкишоф додан,
аз нав кор
кардан
cupboard /'kʌbəd/
буфет, чевони
деворӣ
current /'kʌrənt/
равиш
current events /i'vents/
ҳодисаҳои раван
curriculum /'kʌrɪkjuləm/
плани таълимӣ,
курси таълимӣ
curtain /'kɜ:tn/
парда
custom /'kʌstəm/
рафтор, одат
кардан, одат
шудан
cutlery /'kʌtləri/
кордхон ҳархела
crab /'kræb/ краб
cranberry /'krænbəri/
шоҳтути заминии
турши сурхранг
crash /kræʃ/
шикастан

cream /kri:m/
қаймоқ
crease /kri:s/ ғичим
шудан
create /kri:et/ ба
дунё овардан,
бунёд кардан,
crop /krɒp/ ҳосил
crowd /kraud/ чамъ
шудан, гурӯҳ,
бисёрӣ
cheering crowd /'tʃiəriŋ 'kraud/
гурӯҳи одамоне,
ки хурсандӣ
мекунанд

D d

dahlia /'deilijə/
гулгеоргена
daisy /deizi/
гулмапгаритка
damp /dæmp/ тар,
намнок
dangerous situation /'deɪndʒəs/ ҳолати
хавфнок
data /deɪtə/ рӯз,
дата
dead /ded/
мурдагон, мурда
be dead мурдан
deal /di:l/
шартнома
бастан, кордор
шудан, тақсим
кардан
decrease /di:'kri:s/
камшавӣ,
пастшавӣ
deed /di:d/ рафтор,
кор, қаҳрамонӣ
deer /di:p/ чуқур,
диққат додан
defence /di'fens/
муҳофизат

self-defence худ
муҳофизакунӣ
defend /di'fend/
муҳофизат
кардан
degree /di'ɡri:/
дараҷа, ғрадус
delegate /'deligeit/
намоянда
delightful /di'laɪtfl/
зебо
delivery /di'lɪvəri/
тақдим кардан,
расондан, додан
demand /di'ma:nd/
талабот, талаб
кардан
demonstrate /'demənstreit/
намоиш, намоиш
додан
den /den/ хонаи
хирс
density /'densiti/ ҷафс
department /di'pɑ:tmənt/
вазорат, шуъба
depend /di'pend/
вобаста будан
describe /dis'kraɪb/
тасвир кардан
design /di'zeɪn/
расм, мақсад,
тарҳрезӣ кардан
in design /ɪn di'zeɪn/
дар расм, дар
мақсад, дар
тарҳрезӣ
designer /di'zeɪnə/
расом, моделер
desk /desk/ мизи
мактабӣ, мизи
хатнависӣ
dessert /di'zɜ:t/
дессерт, қандин
destroy /dis'trɔɪ/
вайрон кардан,
нест кардан

determine /di'tɔ:ˌmin/ қарор додан, барқарорқунӣ	discovery /dis'kʌvəri/ кашфиёт	dozen /ˈdʌzn/ двоздаҳ дона	duration /djuə'reɪʃn/ давомноқӣ
be determined ҳалшуда	discover /dis'kʌvə/ ёфта	drawing /drɔ:ɪŋ/ нақшакашӣ,	during /ˈdʒʊrɪŋ/ дар муддати
develop /di'veləp/ таракқӣ, рушд	discuss /dis'kʌs/ муҳокима	draw /drɔ:n/ (draw, drew) кашидагӣ	dust /dʌst/ чанг
development /di'veləpmənt/ таракқиёт	disease /di'si:z/ касали, беморӣ,	dream (dreamt, dreamed) хоб	duster /ˈdʌstə/ латта
devote /di'vout/ бахшидан	dissolve /di'zolv/ ҳал нашуда	dreamt /dremt/ (dream, dreamed)	dusty grass /ˈdʌsti 'grɑ:s/ сабзаи хоқолуд
devoted /di'voutɪd/ самимӣ	distinguish /dis'tɪŋwɪʃ/ фарқ (қунонидан)	dress курта, либос	duty /ˈdʒʊti/ набатдорӣ
dial /ˈdaɪəl/ тоб додан	do (did, done) иҷро қардан; феълӣ	dress circle /ˈdres'sə:kl/ белетаж	dynamic /daɪ'næmɪk/ серҳаракат, динамикӣ
dial numbers /ˈnʌmbəz/ рақамҳои телефонро тоб додан	do homework иҷро қардани вазифаи хонагӣ	drinch /drentʃ/ боронӣ, таршавӣ	
die /daɪ/ мурдан	do away with тамом қардан, хотима додан	drive (drove, driven) /draɪv/ мошинаро идора қардан	
different /ˈdɪfərənt/ ҳаргуна, гуногун	dock /dɒk/ док, истгоҳ ва ҷойи таъмири киштӣ	drive /draɪvə/ ронанда	
difficult /ˈdɪfɪkəl/ мушкил	doctor /ˈdɒktə/ духтур, табиб	drizzle /driʒl/ майдаборон	
digit /ˈdɪdʒɪt/ рақам	documentary /ˌdɒkjʊ'mentəri/ хуччатӣ, филми хуччатӣ	drove /draʊv/ (drive, driven) рондан	
dill /dɪl/ укроп	dog /dɒg/ ҷар	drunk /drʌŋk / (drink, drank) нӯшидан	
dining room /ˈdaɪnɪŋ 'ru:m/ ошхона	done /dʌn/ (do, did) қардагӣ (шуда)	dry /draɪ/ хушк, хушк қардан	
dinner /ˈdɪnə/ хӯроки нисфирӯзӣ	door /dɔ:/ дар	dual /dʒuəl / дуҳарата	
have dinner хӯрдани хӯроки нисфирӯзӣ	double /ˈdʌbl/ дучанд қардан	duck /dʌk /мурғобӣ	
diploma /di'pləʊmə/ диплом			
direction /di'rek'ʃən/ самт, ҷӯ			
dirt /dɜ:t/ ғализ, чиркин			
disappear /ˌdɪsə'peə/ ғум шудан, нопаёдо шудан			
discover /dis'kʌvə/ кашф қардан			

Е е

each other /i:tʃ'ʌðə/
якдигар,
ҳамдигар

ear /iə/ гуш

earrings /'iə'riŋz/
гушвор, ҳалқа

early /ˈɔ:li/ барвақт

earn /ə:n/ пул қор
қардан

east /i:st/ шарқ

in the east дар
шарқ

easy /'i:zi/ осон

easily /li:zili/ ба
осонӣ

eat /i:t/ (ate, eaten)
тановул қардан,
хурук хӯрдан

eaten (eat, ate) /i:tn/
хӯрд, хӯрдан

education
/ˌedʒu:'keɪʃn/
маълумот

effort /'efɔ:t/ чидду
ҷаҳд, кӯшиш

egg /eg/ тухм

eight /eit/ ҳашт

either... or /'aɪðə 'a:
ё... ё (ёин... ки)

elaborately /i'ləbəʁitli/ нағз тартыб додан	душман дар чанг energy /'enədʒi/ энергия, кувва	/i'vaspareit/ буг шудан	expand /ɪk'spænd/ густариш
elastic /i'læstik/ мавзун кашишдор, эластикӣ	engage /in'yeɪdʒ/ карз гирифтан, ишғол	evaporation /i'væpə'reɪʃn/ бугшавӣ	expect /ɪk'spekt/ интизор будан
elbow /'elbou/ оринч electric /i'lektrik/ баркӣ	engine /'endʒɪn/ машина, ҳаракатдиҳанда	even /i:vn/ хатто 'i:vnɪŋ bərox	expensive /ɪks'pensɪv/ киммат
electric current /i'lektrik 'klərənt/ сими баркӣ	engineer /,endʒ'ɪniə/ инженер	event /i'vent/ ходиса ever /'evri/ доимӣ	experiment /ɪk'sperɪmənt/ таҷриба
electricity /i'lek'trisiti/ баркӣ	English /'ɪŋɡlɪʃ/ забони англисӣ	everybody /'evribɒdi/ ҳама кас	expert /'ekspɜ:t/ кордон, мутахассис, усто
elementary /i'lɪməntəri/ ибтидоӣ, элементарӣ	enjoy /in'dʒai/ бароҳат	everyone /'evriwʌn/ ҳама чиз	explain /ɪks'pleɪn/ маънидод кардан
else /els/ боз, (бо чонишинҳои нонуайян ва саволи истифода мешавад)	enough /i'nʌf/ тамомият, кифоя	everything /'evriθɪŋ/ ҳама чиз	exponent /eks'pəʊnənt/ намоянда, намуна, вакил
employ /ɪni'plɔɪ/ кор баст, киро кардан	enter /'entə/ даромадан	everywhere /'evriweə/ ҳама ҷо	express /ɪks'pres/ баён кардан
empty /'empti/ холи	entertainment / entə'teɪnmənt/ намоиш	evolution /,i:vlʊʃən/ эволюция	expression /ɪks'preʃn/ баёния
enable /i'neɪbl/ охир	entrance /'entrəns/ даромад, дохил	exactly /ɪg'zæktli/ дақиқ	extract /ɪks'trækt/ иктибос, порчае аз матн
enclosed /in'kləʊzd/ андарун	envelope /'envɪləʊp/ плakat, лифофа	examination /ɪg,zæmɪ'neɪʃ(ə)n/ имтиҳон	extraordinary /ɪk'strɔ:dnri/ ғайриодӣ
encourage /in'kʌrɪdʒ/ рухбаланд кардан, ёрӣ	equal /i:kwəl/ якранг, баробар	examining board /ɪg,zæmɪ'neɪʃ(ə)n 'bɔ:d/ комиссия имтиҳонот	extent /ɪks'tent/ дароз кашидан давом додан
end ба охир	equality /ik'wɒlɪti/ баробарӣ	example /ɪg'zɑɪmpl/ намуна	extremely /ɪks'tri:mli/ таъҷилӣ
end in a draw /dra:/ дуранг анҷом ёфтан	equally /'iikwəli/ ба дараҷаи баробар.	excerpt /ɪk'sept/ ғайр аз	eye /ai/ чашм
endless /'endlis/ беохир, бешумора	equator /i'kweɪtə/ экватор	exclusively /ɪks'klusɪvli/ махсусан	eyeball /'aɪbə:l/ гузаи чашм
enemy /'enɪmi/ душман	equilateral /i:kwɪ'lætərol/ баробартараф	exercise /'eksəsaɪz / машқ	eyebrow /'aɪbraʊ/ абрӯ
enemies in war /wɔ:/	especially /is'peɪ'oli/ махсусан	do morning exercises /mɔ:nɪŋ'eksəsaɪz/ варзиш кардан (машқ)	eyelid /'aɪlɪd/ милк
	establish /is'teɪblɪ/ гузаштан, барпо кардан	exercise book /'eksəsaɪz 'buk/ дафтери кайд	eyewitness /'aɪwɪtnɪs/ шоҳид
	etiquette /eli'ket/ этикет	exhibition /,eks'brɪʃ(ə)n/ намоишгоҳ	
	evaporate	exist /ɪg'zɪst/ зистан	

Ff

fabulous /'fæbjʊləs/
афсонавӣ
face /feɪs/ руӣ

face /feɪs/ нишон	fee-paying додани	fire/faɪə/ оташ,	flow /fləʊ/ сел,
додан	маош, пардохти	гулхан	чараёни пурзӯр
factory /ˈfæktəri/	пул	make a fire оташ	flowerbed /ˈflaʊəbed/
фабрика, завод	feed /fiːd/ хӯрок	афрухтан	клумба, палча
fail /feɪl/ аз имтиҳон	додан	be on fire сӯхтан	fog /fɒg/ туман
афтидан	feel (felt, felt) /fiːl/	fireplace /ˈfaɪəˈpleɪs/	fold /fould/ пеш
failure /ˈfeɪljə/ нокомӣ,	хис кардан	сандали	кардани рама
бемуваффакиятӣ	feet /fiːt/ панҷаи по,	first /fɜːst/ якум	foliage /ˈfəʊlɪdʒ/
be a failure ноком	пойхо	fish /fɪʃ/ моҳӣ	барг, растани
шудан	fell (fall, fallen) /fel/	fishing /ˈfɪʃɪŋ/	сабз
fall (fell, fallen)	афтидан, аз бех	моҳигирӣ (кардан)	foreigner /ˈfɔːrɪnə/
афтидан	кардан	go fishing /ˈɡoʊ ˈfɪʃɪŋ/	одами хоричӣ,
fallen (fall, fell)	felt /felt/ хис кардан	ба моҳигирӣ	ачнабӣ
афтидан	all felt /ɔːl felt/	рафтан	foretell /fɔːtel/ пешгӯӣ
family /ˈfæmɪli/ оила	мондагӣ	fishing tackle	forget-me-not /faˈɡet/
famous /ˈfeɪməs/	ferocity /fəˈrɒsɪti/	/tækl/ лавозимоти	марзангушт
машхур	fertility /ˈfɜːtɪləɪz/	моҳигирӣ	fork /fɔːk/ чангча
fan /fæn/ мухлис	пору андохтан	fishmonger	form /fɔːm/ синф,
fancy-dress party	festival /ˈfestɪvəl/	/ˈfɪʃ, mɒŋɡə/	(зинаи омузиш
карнавал	фестивал	фӯрушандаи	дар мактаб)
far /fɑː/ дур	few /fjuː/ кам	моҳӣ	fortified building
farm /fɑːm/ ферма	(барон исмҳои	fitter /fɪtə/ усто,	/fɔːtɪfaɪd/ бинои
farmer /ˈfɑːmə/	хисобшаванда	механик	созкардагӣ
фермер	истифода бурда	five/faɪv/ панҷ	fortress /fɔːtrɪs/ қалъа
fashion /ˈfæʃən/ мӯд	мешавад)	fix /fɪx/ мустаҳкам	forward /ˈfɔː wəd/
рафтор	field /fiːld/ саҳро	кардан, бақувват	пеш, чилав
fast /fɑːst/ тез	кардан	кардан	four /fɔː/ чор
fasten /ˈfɑːsn/	fifth /fɪf/ панҷум	flag/flæg/ байрақ	fraction /ˈfrækʃn/
маҳкам кардан,	fight (fought, fought)	flames /fleɪmz/	соиш, молиш
гузарондан,	мубориза бурдан,	оташ, шуъла	free /friː/ озод
бастан	мубориза	flash /flæʃ/	freedom /ˈfriːdəm/
fat /fæt/ фарбех ғафс	tough fight /ˈtaːf ˈfaɪt/	алангагирӣ	озодӣ
father /ˈfɑːðə/ падар	муҳорибаи сахт	flash of lightning	freely /ˈfriːli/ озодона
father-in-law	figure-dancing	/ˈlaɪtnɪŋ/ фанари	French /frentʃ/
/ˈfɑːðərɪnˈlɔː/	/ˈfɪɡʊˈdaːnsɪŋ/	кисагӣ, алангаи	забони франсавӣ
падаругай, хусур,	ракси болои ях	раъду барк	fresh /freʃ/ тоза
падарарус	film филм	flat/flæt/ хона,	Friday /ˈfraɪdi/ ҷумъа
favourite /ˈfeɪv(ə)rɪt/	final /ˈfaɪnəl/ финал	ҳамвор, рост	friend /frend/ дӯст,
дӯстдошта маъқул	find (found, found)	flavour /ˈfleɪvə/	рафик,
дониста шуда	/faɪnd/ дарёфтан,	хушбӯӣ, бӯӣ	fridge/frɪdʒ/ яхдон,
feature /ˈfiːtʃə/	ёфтан, пайдо кардан	flew (fly, flown) /fluː/	холодиник
филми пурра	find out донистан	парид, паридан	frighten /ˈfraɪtən/
ба навор	fine /faɪn/	flight /flaɪt/ парвоз	тарсидан, харос
гирифташуда	олиҷаноб, нафис,	float /flaʊt/ шино	доштан
February /ˈfebruəri/	сифаташ зебо	кардан, худро	be (get) frightened
феврал	finger/ˈfɪŋɡə/ ангушт	нигоҳ доштан	/ˈfraɪtənd/
fed (feed, fed) хӯрок,	finish /ˈfɪniʃ/ тамом	in flocks /ˈflocks/	тарсидан,
сер кардан, хӯрдан	кардан, хотима	рама, дар пода	тарсондан

frock /frɒk/ курта
 from аз, аз рӯйи
 from Moscow аз
 Москва
 from my friend
 /frend/ аз дӯстам
 from school /sku:l/ аз
 мактаб
 from the table /teibl/
 аз рӯйи миз
 from 1970 аз соли
 1970
 from time to time
 /taim/ лаҳза ба
 лаҳза
 front /frʌnt/ фронт,
 пешгоҳ, дар пеши
 in front of дар пеши
 frost /frɒst/ аёс,
 сармо
 frosty /'frɒsti/ сард,
 хунук
 fruit /fru:t/ мева
 fry /frai/ бирён
 кардан
 a frying-pan /'fraɪ
 ɪŋ/ табақи
 бирёнкунӣ
 full /fʊl/ пур,
 лаболаб, лабрез
 fur /fɜ:/ пуст, мӯина
 fur cap /'fɜ: 'kæp/
 кулоҳи пашмин
 furious /'fjʊəriəs/
 бадкаҳр
 fuss /fʌs/ нооромӣ,
 асабӣ

Gg

game /geim/ бозӣ
 indoor games
 /in'dɔ: 'geɪmz/
 бозихон дарунӣ
 outdoor games /
 aʊt'dɔ: 'geɪmz/
 бозихон берунӣ

garden /gɑ:dn/ боғ
 gargle /'gɑ:gl/
 гаргара кардан
 (гулуро)
 garlic /'gɑ:lik/ сир,
 саримсоқ
 garrison /'gærɪsn/
 гарнизон
 gaseous /'geɪzjəs/
 газмонанд
 gas-stove /'gæs 'stəʊv/
 плитаи газӣ
 gather /'gæðə/
 гундоштан, чамъ
 намудан
 gave /geɪv/ (give,
 given) додан
 gazette /gə'zet/
 газетай махсуси
 давлатӣ
 geese /gi:z/ goose
 мурғобӣ, ахмоқ
 general /dʒenərəl/
 умумӣ
 generally /dʒenərəli/
 умуман, доимо
 generate /'dʒenəreɪt/
 эҷод кардан,
 истехсол кардан
 generation
 /dʒenə'reɪʃən/
 насл
 genius /'dʒi:njəs/
 худододагӣ,
 соҳиби ақли
 баланд
 geodesy /dʒi:'ɒdɪsi/
 геодезия
 geography /dʒi:'ɒgrəfi/
 ҷуғрофия
 German /'dʒɜ: mən/
 немиси, олмон
 germanic
 /dʒɜ:'mænik/
 забони олмонӣ
 get (got, got)
 гирифтан, дастрас
 намудан, расидан

get off баромадан,
 фаромадан
 get on ништастан
 (дар автобус)
 get up хестан,
 рост шудан
 get ready тайёр
 шудан
 get wet through
 /Θru: / аз ҳад зиёд
 шудан, пурратар
 шудан
 it is getting dark
 /da:k/ торик шуда
 истодааст
 ghost /gəʊst/
 пешгӯӣ, арвоҳ,
 руҳ, соя, қадами
 сабук
 giant /'dʒaɪənt/
 великан
 gillyflower
 /'dʒɪli'flaʊə/
 меҳчагул
 giraffe /dʒi'ra:f/
 жираф
 girl /gɜ:l/ духтарча.
 духтар
 give up /'gɪv 'ʌp/ рад
 кардан, (аз кор, аз
 пешниҳод)
 given /gɪvn/ (give,
 gave) додан, дода
 шуд
 glad /glæd/ хурсанд
 be glad хурсанд
 будан,
 қаноатманд
 будан
 gladness /'glædnɪs/
 хурсандӣ
 glass /glɑ:s/ шиша
 glitter /glɪtə/
 дурахшидан
 gloomy /'glu:mi/
 дилгиркунанда,
 рухафтода

glorious /'glɔ:riəs/
 дилкаш,
 мафтункунанда
 glove /glʌv/
 дастпушак
 go /you/ (went, gone)
 рафтан
 go away /'gəʊ ə'wəi/
 баромада рафтан
 go back /'gəʊ 'bæk/
 баргаштан
 go fishing /'gəʊ 'fɪʃɪŋ/
 ба мохигирӣ
 рафтан
 go for a walk
 /'gəʊ fɜ: ə 'wɔ:k/ ба
 сайругашт рафтан
 go in for sports
 /spɔ:ts/ бо варзиш
 машғул шудан
 go mountaineering
 /'gəʊ maʊnlɪ'niəriŋ/
 кӯҳгардӣ
 go on /'gəʊ ɒn/
 давом додан
 go on an excursion
 /ɪks'kɜ:ʃən/ ба
 саёҳат рафтан
 goal /gəʊl/ мақсад,
 гол (дар дарвоза)
 score a goal
 /'skɔ:ə 'gəʊl/ ҳол
 гирифтан
 goat /gəʊt/ буз
 gone /gɒn/ (go, went)
 рафтагӣ
 good /gʊd/ (better,
 best) нағз, хуб,
 меҳрубон
 be good at something
 /'sʌmθɪŋ/ лаёқати
 хуб доштан дар
 ягон кор
 Good morning /'gʊd
 'mɔ:niŋ/ субҳатон
 ба хайр!
 Goodbye /'gʊd 'baɪ/
 хайр!

goods /'gudz/
махсулот
metal goods /'metəl
'gudz/ махсулоти
оҳанӣ
goose /gu:z/ (geese) /
gi:z/ ғоз
gooseberry /'gu:zbəri/
крыжовник,
бектошӣ
got (v.) (get, got)
гирифтан, ба даст
овардан
govern /gʌvn/ идора
кардан
government
/'gʌvnmənt/
хукумат
governor /'gʌvənə/
хукуматдор.
губернатор
grade /'greɪd/ унвон
gradual /'grædjʊəl/ бо
маром, бо тадрич,
мунтазам
graduate /'grædjueɪt/
хатм кардан
grain /greɪn/ галла
grain-growing farm
/'greɪn'grouɪŋ
'fa:m/ совхозӣ
галлакор,
хочагии
галлакор
grand /grænd/
набера (бача)
grandchildren
/'græ'ndtʃɪldrən/
набераҳо
granddaughter
/'grænd,dɔ:tə/
набера(духтар)
grandfather
/'grænd'fa:ðə/
бобокалон
grandmother
/'grænd,mʌðə/
модаркалон

grandparents
/'grænd,peərənts/
бобокалон ва
модаркалон
grapes /greɪps/ ангур
graphic /'græfɪk/
графика, шакли
харфҳо
grass /grɑ:s/ алаф,
майс
gravitation
/'grævɪ'teɪʃn/ ҷазб
кардан, кашидан.
хостан
great /greɪt/ бузург
green /gri:n/ сабз
greenness
/'gri:nɪs/ хомӣ,
норасидагӣ,
сабзидан
grew /gru:/ (grow,
grown) парвариш
кардан
grey /greɪ/ (gray)
хокистарранг
grocer /'grouəs/
баққол
ground /'graʊnd/
замин, реша
group /grʊp/ гурӯҳ
grow /grou/ (grew,
grown) сабз
шудан, калон
шудан, ба воя
расидан
grown /groun/
(grow, grew) ба воя
расидагӣ
growth /grouθ/
расиш, комат,
инкишоф
guardsman
/'ga:dzmən/
посбон
guess /ges/ тахмин,
фарз, пай бурдан.
ёфтан
guest /gest/ меҳмон

guidebook /'gaɪdbʊk/
роҳбалад
gulp /gʌlp/ култ.
дам нагирифта
нушидан, култ
кард
gum /gʌm/ милки
дандон

hatred /'heɪtrɪd/
бадбинӣ
have /hæv, həv/
(had, had)
доштан (феъли
ёридоханда барои
замонҳои гуруҳи
перфект)
have got /hæv 'got/
доштан
have... on дар бар
либос доштан
have to бояд
hay /hei/ алафи
хушк, хасбеда
make hay /'meɪk
'hei/ бесарусомон
кардан, чигил
андоختан
head /hed/ сар
headache /'hedeɪk/
сардард
splitting headache
/'splɪtɪŋ/ сардарди
сахт, (шиддатнок)
headquarters
/'hed'kwɔ:təz/
штаб, марказ,
идораи махсус
health /helθ/
саломати
hear /hiə/ гуш
кардан
heard /hɜ:d/ (hear,
heard) шунидан.
гуш кардан
heart /hɜ:t/ дил,
калб
heat /hi:t/ гармӣ
heaven /hevn/
осмон, фалак
heavenly /'hevnli/
осмонӣ, фалакӣ
heavy/'hevi/ сахт
heavy rain /'hevi'reɪn/
борони сахт
height /haɪt/
баландӣ, дарозӣ

Н Һ

had (v.) /hæd/ (have)
/hæv, həv/ доштан,
дорам
hair /heə/ мӯй
half /ha:f/ ним. нисф
hand /hænd/ даст
handkerchief
/'hæpkətʃɪf/
даструмолча
hang /hæŋ/ (hung,
hung) овезон
кардан
happen /hæpn/ руӣ
додан
happiness /'hæpɪnɪs/
хушбахтӣ
happy /'hæpi/
хушбахт
hard /'hɑ:d/ бо
чидду чаҳд.
душвор, мушқил
hardly /'hɑ:dli/
базур, қариб, бо
машаққат
harvester /'hɑ:vɪstə/
даравгар,
дастгоҳи ҳосил
гункунӣ
hat /hæt/ кулоҳ
hat to match /'hæt
tə'mætʃ/ кулоҳи
ба... мувофиқ,
hate /heit/ бад
дидан, чашми
дидан надоштан

held /held/ (hold,
hold) доштан,
боздоштан
help /help/ ёрй,
кўмак
second helping
/'sekənd 'helpɪŋ/
порсияи дуюм
hen мурғ
here /hiə/ дар ин чо
Here you are
/'hiə ju 'a:/ Ана,
марҳамат
hero /'hiərəu/
қахрамон
heroine /'herouin/
қахрамон (зан)
духтар
herring /'herɪŋ/
намуди моҳӣ
(сельд)
hid (hide, hidden)
руст шудан,
пинхон шудан
hidden (v.) /hidn/
(hide, hid) аз
назар дур шудан,
пинхон
hide /haɪd/ (hid,
hidden) пинхон
шудан, баҳо
шудан
high /hai/ баланд
hill адир, теппа
historical
/'his'tɔ:rikəl/
таърихӣ
history /'histəri/
таърих
hobby /'hɒbi/ шуғл
hockey /'hɒki/
хоккей
holder /'houldə/
сохибкор,
арендатор
title holder /'taɪtl
'houldə/ ғолиб,
чемпион

holiday /'hɒlɪdi/ ид,
рузи истироҳат,
рухсатӣ (отпуск
таътил)
holly /'hɒli/ нақшу
нигори девор
home /həʊm/ хона
at home дар хона
homework
/'həʊmwɜ:k/
вазифаи хонагӣ
honest /'ɒnɪst/
бошараф, софдил,
бовиҷдон, ҳалол
honey /'hʌni/ асал
honey bees /'hʌni
'bi:z/ замбури
(оруи) асал
hope /həʊp/ умед,
умед қардан,
боварӣ қардан
hopeless /'həʊplɪs/
ноумед, ноумедона
horn /hɔ:n/ шох,
шайпур
horse /hɔ:s/ асп
on horseback
/'hɔ: sbæk/ аспсавор
hospital /'hɒspɪtl/
беморхона,
касалхона,
шифохона
host /haʊst/ туда,
бисёрӣ, хучаин,
сохиб
hostess /'həʊstɪs/
сохибхоназан
hot гарм, чуш
hot-water bottle /
'hɒt'wa:tə 'bɒtl/
обшишаи гарм
hour /aʊə/ як соат
house /haʊs/ хона
how /haʊ/ чӣ хел?
чӣ гуна?
How are you?
/'haʊ 'a: 'ju:/ Шумо
чӣ хел ҳастед?

How do you do?
/'haʊ də 'ju: du:/
салом
How old are you?
/'haʊ 'əʊld 'a: ju:/
Шумо чандсола
ҳастед?
how many (pens,
etc.) /'haʊ 'meni/
чӣ қадар? чанд?
(қалам)
how much (time,
etc.) /'haʊ 'mʌtʃ/
чӣ қадар? чанд?
(вақт)
however /haʊ'evə/
вале, бо вучуди
он, бо ин хама
human /'hju:mən/
инсон, одамизод
hundred /'hʌndrəd/
сад, садҳо
hungry /'hʌŋgrɪ/
гушна, гурӯсна
be hungry гушна
будан, гурӯсна
будан
hunt /hʌnt/ шикор,
кофтуков
hurry /'hʌrɪ/
саросема будан,
шитоб доштан
hurt /hɜ:ɪ/ дард,
дард қардан
husband /'hʌzbənd/
шавҳар

II

ice /aɪs/ ях
ice cream /'aɪs 'kri:m/
яхмос
idea /aɪ'diə/ афкор,
идея
if агар
ignore /ɪg'nɔ:/
аҳаммият

надодан, ба назар
нагирифта
ill бемор, касал
be ill бемор будан,
касал будан
illustrate /ɪ'ləstreɪt/
эзоҳ додан, бо
суратҳо зинат
додан
illustration
/ɪlə'streɪʃn/ тасвир,
сурат, намуна
(мисол)
imagine /ɪ'mædʒɪn/
тасаввур қардан,
хаёл қардан
imitator /ɪ'miteɪtə/
тақлидчӣ
immensely /ɪ'mensli/
беҳад
imperialist
/ɪ'm'piəriəlɪst/
империалист
importance
/ɪ'm'pɔ:təns/
муҳими
important
/ɪ'm'pɔ:tənt/ муҳим
improve /ɪ'm'pru:v/
беҳтар қардан
in дар
in Kiev дар Киев
in the street /stri:t/
дар куча
in May /meɪ/ дар
моҳи май
in ten days /deɪz/
баъд аз даҳ рӯз
include /ɪn'klu:d/
дохил намудан
increase /ɪn'kri:s/
болоравӣ, баланд
шудан
independent
/ɪn'dɪpendənt/
сохибхитӣ
industry /'ɪndʌstri/
саноат

infant school /'infənt'sku:l/
мактаби ибтидоӣ
influence /'influəns/
таъсир, таъсир
расонидан
inform /'infɔ:m/
хабар расонидан
information /'infə'meiʃn/
ахборот
inhabitant /'in'hæbitənt/
сокин, бошанда,
истиқомат кунанда
insect /'insekt/
хашарот
inspect /'inspekt/
санҷидан, дида
баромадан
instead (of) /in'sted/
бар ивази ин, ба
қой ин
institute /'insti:tju:t/
институт,
донишқада
integral /'integrəl/
интеграл
intellectuals /'int(ə)'lektʃuəl/
боақл, доно
intelligent /'inteliʤ(ə)nt/
зиёиён
intend /in'tend/
мақсад, бодикқат
interest /'int(ə)rəst/
ҳавас, шавқ
be interested in
шавқманд будан
interesting /'intiəriə/
шавқовар
interior /'intiəriə/
дохилӣ, дарунӣ
international /,intə'næʃ(ə)n(ə)l/
байналхалқӣ

into/intə/ дар
дохили
introduce /,intrə'dju:s/
дохил
кардан. шинос
кардан
introduction /,intrə'dʌkʃən/
муқаддима,
дохилкунӣ,
шиносошавӣ
invade /in'veid/
хучум карда зада
даромадан
invader /in'veida/
истилорар
invent /in'vent/
эҷод
кардан
invented stories /in'vent id 'stɔ:ri:z/
хикояи бофта,
афсона
invention /in'venʃən/
ихтироъ
inventor /in'ventə/
ихтироъкор
inversely /'in'və:slɪ/
мутаносиби
чаппа
inversely proportional /prə'pouʃənəl/
мутаносиби
роста
investigation /in'vestigeiʃən/
тадқиқот
invitation /,invɪ'teɪʃn/
таклифнома,
даъватнома
invite /in'vait/ даъват
кардан
iris /'aɪrɪs/
рангинкамон,
савсам, нардаи
чашм
iron /'aɪən/ оҳан

iron ore /'aɪən'ɔ:/
маъдани оҳан
irrigate /'ɪrɪgeɪt/
обёреӣ кардан
island /'aɪlənd/
ҷазира

J i

jacket /'dʒækɪt/
нимтана
jam /dʒæm/ мураббо
January /'dʒɛnjuəri/
январ
jelly /'dʒəli/ желе,
кисель
jersey /'dʒɛ:zi/
нимтани
бофташуда
job /dʒɔb/ вазифа,
кор
join /dʒɔɪn/ якҷоя
шудан, муттаҳид
шудан
joint /dʒɔɪnt/ қойи
пайванд, якқунӣ
joint of beef /'dʒɔɪnt ɔv 'bi:f/
порчаи гушт
joke /dʒəʊk/ ҳазл,
шӯхӣ
journal /dʒə:n(ə)l/
мачалла, журнал
journalism /'dʒə:nəlizm/
журналистика
joy /dʒɔɪ/ хурснадӣ
juice /'dʒu:ɪs/ шарбат
July /'dʒulai/ июл
jump /dʒʌmp/
ҷаҳидан, паридан
jumper /dʒʌmpə/
ҷаҳанда
June /dʒu:n/ июн
junior school /'dʒu:njə/ мактаби
ибтидоӣ

Jupiter /'dʒu:pɪtə/
Юпитер, муштарӣ
just /dʒʌst/ ҳозирақак,
ҳамагӣ, одил
justice /'dʒʌstɪs/
одилона

K k

keeper /'ki:pə/
сохиб, муҳофиз,
хуччин
kept (keep)
гирифтани, нигоҳ
доштан
kettle /kɛt l/ қойник
kick /kɪk/ зарб,
зарба задан
kill қуштан
killing stroke /straʊk/ зарбаи
марговар
kilometre /'kilə'mi:tə/
километр
kind /kaɪnd/ шакл.
намуд, қавми
мехрубон
kindly /'kaɪndli/
неқдил, неқхоҳ
kindness /'kændnis/
неқӣ
king /kɪŋ/ шох
kin /kɪn/ ҳеш, табор
kitchen /'kɪtʃɪn/
ошхона
knew /nju:/ (know.
known) донистан,
фарқ кардан
knife /naɪf/
(pl. knives) корд
knives /naɪvz/
кордҳо
knob /nɒb/ даста
(дар, ҷевон ва ғ)
turn a knob /tə:nə nɒb/
тободони даста

know /now/ (knew.
known) донистан
knowledge /nɔlidʒ/
дониш
known /noun/
(know, knew)
донистан,
машхур, маълум
Komsomol
Комсомол
member of
Komsomol аъзои
комсомол

LI

laboratory
/la'bɔrətri/
лаборатория
labour /'leibə/
меҳнат, ғамхорӣ
lack /læk/ норасоӣ,
муҳтоҷ будан
lady /'leidi/ хонум,
бону
lain /lein/ (lie, lay)
хобидан, дароз
кашидаи
lake /leik/ кул
lamb /læm/ баррача
land /lænd/ замин
virgin lands
/'vɜ:dʒin 'lændz/
заминҳои
нокорам
landlady
/'lændleidi/
хучаинзан,
соҳибхона
landlord заминдор
landscape /'lænskəp/
манзара, наму
language /'lajgiɪwɪdɪ
забон
lantern /'læntən/
чароғи дастӣ

large /Ia:dʒ/ калои
last /la:st/ охирон
at last дар охир,
охири охирон
lasting /'larstɪŋ/
давомдор, доимӣ
lasting peace /pi:s/
сулҳи пойдор
late /leit/ дер
be late дер мондан
Latin /'lætn/ лотини
laugh /Ia:f/ табассум
launch /lɔ:nf/ сар
додан, ифтиҳо
law /lɔ:/ қонун
law of gravity
/'lɔ: av 'grævɪtɪ/
зарурияти қонун
law of motion /'lɔ: av
'mɔʃn/ (ə) n/ қонуни
ҳаракат
lay /lei/ (lie, lain)
густурдан,
андоҳтан
laziness /'leɪzɪnɪs/
танбалӣ
lazy /'leɪzi/ танбал
lead /li:d/ (led, led)
бурдан, роҳбарӣ
кардан
leader /'li:da/ роҳбар
leaf /li:f/ (leaves)
барг(барғҳо)
lean /li:n/ ҳам
кардан (шудан)
lean back дароз
кашидаи
learn /lɜ:n/ (learnt)
омӯхтан, аз ёд
кардан
learner /lɜ:nə/
хонанда, талаба
least /li:st/ (little)
камтарин, аз
ҳама кам
leave /li:v/ (left,
left) тарк кардан,
монда рафтан

lecture /'lektʃə/
лексия
left чап
to the left ба чап
leg пой
legend /'ledʒənd/
афсона
legendary
/'ledʒəndri/
афсонавӣ
leisure /'leɪʒə/ вақти
холӣ
lemon /'lemən/
лемон
length /leŋθ/ дарозӣ
Leninist ленинист
leopard /'lepəd/
паланг
less (little) камтар
lesson /lesn/ дарс
let (let) ба худ роҳ
додан (дар иҷрои
ягон кор)
let him do it бигзор
худаш инро иҷро
кунад
let us go рафтем
letter /'letə/ мактуб,
хат
liberation
/'libə'reɪʃn/ озодӣ
library /'laɪbrəri/
китобхона
licence /'laɪsəns/
лисензия
lick /lik/ лисидан
lie /lai/ (lay, lain) хоб
рафтан
lie buried /'lai
berɪd/ мурд,
мурдагӣ
life /laɪf/ ҳаёт
lift лифт
light /lait/ осон,
равшанӣ
light refreshment
/'lait rɪf'reʃmənt/
нӯшокии сабук

light projector
/'laɪt prə'dʒektə/
проектор, плани
рӯшан
lightning /'laɪtnɪŋ/
барқ
like /laɪk/ дӯст
доштан, маъқул
шуморидаи
look like /'luk 'laɪk/
ба монанди. . ба
мисли. . .
lilac /'laɪlək/ сирен
lily-of-the-valley
/'lɪliəvðə'væli/
ландиш
line /lain/ хат
in the line дар
навбат
link /lɪŋk/ алоқа
have links алоқа
доштан
lion /laɪən/ шер
lioness /'laɪənɪs/
шери модина
liquid /'lɪkwɪd/ моеъ,
обакӣ
listen /lɪsn/ гӯш
кардан
listen to the radio
/'reɪdɪəʊ/ радио
гӯш кардан
listen in гӯш кардан
(пинхонӣ гуш
кардан)
literature /'lɪtərɪtʃə/
адабиёт
little /lɪtl/ (less, least)
хурд, кам, майда
a little камтар
live/lɪv/ зиндагӣ
кардан
living room
/'lɪvɪŋ'ru:m/
меҳмонхона
lizard /'lɪzɑ:d/
калтакалос

helmet lizard /ˈhelmit ˈlɪzɑːd/ калтакалоси тоскулоҳ	lose /luːz/ (lost, lost) гум кардан, бой додан	maidservant /ˈmeɪdsəːvənt/ хизматгордухтар	mat /mæt/ пойандоз, бурё
loaf/loʊf/ бор, вазиний	lose one's head /ˈluːs wʌns ˈhed/ сару калоба гум кардан	mail /meɪl/ почта,	match /mætʃ/ донаи гўғирд, матч (бозии варзишӣ)
lobster /ˈlɒbstə/ омар (харчанги дахпояи баҳрӣ)	loss /lɒs/ аз даст додан, бой додан	main /mein/ асосӣ	mathematics /ˌmæθɪˈmætiks/ (maths)
local /ˈləʊkəl/ маҳаллӣ	lost /lɒst/ (lose, lost) гум кардан	make faces /ˈmeɪk ˈfeɪs/ руйро қач кардан	matematika may /meɪ/ (might, might) /maɪt/ тавонистан,
local education authorities /ɔːˈθ ɔːrɪtɪ/ органи	a lot of бисёр, аз ҳад зиёд	make up косметика	рухсат, иҷозат
роҳбарикунандаи маорифи халқ	loud /laʊd/ баланд	man /mæn/ (men) / men/ мард, одам	May /meɪ/ май
locate /ˈləʊkeɪt/ муайян (муқаррар кардан)	love /lʌv/ ишқ, дӯст доштан	manager /ˈmænɪdʒə/ директор	meadow /ˈmedəʊ/ марғзор
locksmith /ˈlɒksmɪ θ/ слесар, усто	lovely /ˈlʌvli/ зебо, дилрабо	manageress /ˈmænɪdʒəɪs/ директорзан	extended meadow /ɪksˈtendɪd ˈmedəʊ/ марғзори васеъ
long /lɒŋ/ дароз	low /ləʊ/ паст	manipulate / məˈnɪpjuleɪt/ мураккаб кардан	meal /miːl/ таом, ғизо
long distance trains /ˈdɪstəns ˈtrɛɪnz/ поезди ба роҳи дур раванда	luck /lʌk/ комёбӣ, дастовард	manservant /ˈmæn,səːvənt/ марди хизматгор	mean /miːn/ (meant, meant) маъно доштан, яъне
look /lʊk/ нигоҳ кардан, чашм дӯхтан	lucky /ˈlʌkɪ/ хушголеъ, некбахт	manuscript /ˌmænɪˈdʒskɪpt/ дастнавис	means /miːnz./ маъно, шарҳ; by means восита
look after /ˈlʊk ˈɑːftə/ нигоҳубин кардан	lunch /lʌntʃ/ наҳории дуюм	many /ˈmeni/ (more, most) бисёр. бисёрҳо, зиёд	meaning /ˈmiːnɪŋ/ бо роҳи, ба воситаи
look for /ˈlʊk ˈfɔː/ кофта, кофтуков кардан	<hr/> M m <hr/>	map /mæp/ харита	means of communication /kəmjuːnɪˈkeɪʃn/ воситаҳои
looking-glass /ˈluːkɪŋ ˈɡlaːs/ оина	macaroni /ˌnækəˈrouni/ макарон	March /mɑːtʃ/ март	коммуникатсия (алоқа)
look on тамошо кардан	machine /məˈʃiːn/ машина, дастгоҳ	mark /mɑːk/ қайд кардан, ишора	meant /meni/ (mean, meant) аҳамиятнок
look sunburnt /ˈlʊk ˈsʌnbʜːnt/ дар офтоб сиёхшуда	machinery /məˈʃɪnəri/ лавозимоти мошин	market /ˈmɑːkɪt/ бозор	measure /ˈmeʒə/ андоза, ченак
lord /lɔːd/ лорд	made /meɪd/ (make, made) кор кардагӣ, кор кардан	marry /ˈmeri/ хонадор шудан, ба шавҳар баромадан	meat /miːt/ гӯшт
lorry /ˈlɔːri/ мошини боркаш	magnet /ˈmæɡnɪt/ магнит	Mars /mɑːz/ Миррих	mechanic /miˈkænik/ механик
	magnetism /ˈmæɡnətɪz (ə)m/ мигнитизм	marvellous /ˈmɑːvələs/ хайратангез, олиҷаноб	medical /ˈmedɪkəl/ тиббӣ
	magnificent /ˌmæɡˈnɪfɪsənt/ олиҷаноб	mass /mæs/ вазн	medicine /ˈmedsɪn/ дору, тиб
		master /ˈmɑːstə/ хучаин	

take the medicine дору хурдан meditation /'mediteɪʃn/ андеша, фикру хаёл medium /'mi:diəm/ восита, роҳ meet /mi:t/ (met. met) вохӯрӣ кардан, шинос шудан meeting /'mi:tiŋ/ мачлис melt (v.) /melt/ об шудан member /'membə/ аъзо, иштирокчӣ memoгy /'meməri/ хотира, ёддошт men /men/ man / mæn/ (sing.) одам, мард mend /mend/ таъмир (дуруст) кардан on the mend бехтаршавӣ Mercury /'mæ:kəri/ Аторид merry /'meri/ хушчакчак. хурсанд met /mei/ (meet. met) вохӯрдан metal /'met(ə)l/ оҳан metric /'metrik/ метрика, гувоҳномаи таваллуд middle /midl/ миёна. мобайн midnight /'midnait/ нимаи шаб at midnight дар ними шаб mild /maild/ мулоим mile /mail/ чакрим	milk /milk/ шир mill /mil/ фабрика million /'miljən/ миллион mind /maind/ акида, афкор keep in mind дар хотир нигоҳ доштан mind the time вактро ба ҳисоб гиред mine /main/ кон, маъдан minute /'minit/ дақиқа mirror /'mirə/ оина misplace /'mis'pleis/ ноҷой мондан (гузоштан) miss /mis/ сахв. хато, сахв кардан mist /mist/ абрнок. туман mistake /'mis'teik/ хато, сахв mistiness /'mistinis/ абрнок mix /miks/ якҷоя кардан, аралаш кардан, омехта кардан mix up /'miks 'ʌp/ нағз омехта (аралаш) кардан mixed nuts /'mikst'nʌts/ чормағзи омехташуда modern /'mɔdn/ ҳозиразамон moisture /'moistʃə/ намӣ, намноқӣ Monday /'mlændi/ душанбе money /'mʌni/ пул month /'mʌnθ/ моҳ	monument /'mɔnjumənt/ ҳайкал moon /mu:n/ моҳ more /mɔ:/ зиёдтар morning /'mɔ:niŋ/ субҳ, саҳар most /moust/ зинаи олӣ: аз ҳама зиёд mother /'mʌðə/ модар mother-in-law /'mʌðər in 'lɔ:/ модарарӯс motion /'mouʃ'n/ ҳаракат law of motion /'lɔ: əv 'mouʃn/ қонуни ҳаракат planetary motion /'plænitəri/ ҳаракати сайёраҳо motor-cycle /'mɔuto 'saikl/ мотосикл mountain /'maʊntin/ кӯҳ mouth /maʊθ/ дахон mouthful /maʊθfʊl/ дахони пур, қулт move /mu:v/ ҳаракат кардан, ба пеш рафтан, ҳаракат movement /'mu:vmənl/ ҳаракат movies /'mu:vi z/ кино much /mutʃ/ (more, most) бисёр (дар бораи исмҳои ҳисоб нашаванда) very much /'veri 'mʌtʃ/ хеле бисёр	multiply /'mʌltiplai/ зиёд кардан, зарб кардаи murder /'mɜ:də/ қуштаи, қатл кардан, қуштор, қатл museum /'mju:'ziəm/ осорхона mushroom /'mʌʃrʊm/ замбуруғ music /'mju:zik/ муסיқӣ musical /'mju:zikal/ оҳанг musical instrument /'instrumənt/ асбоби муסיқӣ musician /'mju:'ziʃn/ муסיкинавоз, муғриб must /mʌst/ бояд, вазифадор будан (дар иҷрои ягон кор) mustard /'mustad/ хардал, горчица mystery /'misti(ə)rɪ/ сир (асрор) mutton /'mʌtn/ гӯшти гӯсфанд mutton chop /'mʌtn' tʃɒp/ гӯшти нимкӯфта
--	--	--	--

N n

name /neim/ ном
What's your name
Номатон чист?
narrow /'nærou/
танг
nation /'næʃən/
миллат, халқ
national /'næʃənl/
миллӣ, халқӣ

native /'neitiv/ модарӣ, азиз, худӣ, хеш	next /nekst/ дигарӣ next to дар катори	novel /'nɒvəl/ новела November / nou'vembə/ ноябр	the colour of the sky /skaɪ/ ранги осмон, авзои
naturally /'næt ʃrəli/ табиатан	nice /neis/ нағз, хуб, ҳаловатбахш, мехрубон	now /naʊ/ ҳозир nowhere /'nuweə/ дар ҳеч кучо	ҳаво think of /'θɪŋk əv/ фикр кардан дар
nature study /'neɪtʃə 'stʌdi/ омӯхтани табиат, табиатшиносӣ	niece /ni:s/ чиян (духтари хохар, бародар)	nuclear disarmament /'nju:kliə/ яроқпартоии	бораи off /ɔf/ ба маънои
navy /neɪvi/ флот	night /nait/ шаб	ядрой	инкор, берун аз
near /niə/ қариб, наздиқ, дар	nine /nain/ нух	number /'nʌmbə/ ракам	take off (the table) /'teɪk 'ɔf/ аз рӯйи
наздиқ, на он	no не, ҳеч	nurse /nɜ:s/ ҳамшираи	миз ғундоред
қадар дур	noble /'nɒbl/ бошараф (она), нақиб (она)	шафқат	office /'ɔfis/ идора
nearly /'niəli/ қариб	nobody /'nəʊbədi/ ҳеч кас	nursing /'nɜ:sɪŋ/ сеп кардан, доя	often /'ɔfn/ зуд-зуд, тез-тез
neat /ni:t/ озода, покиза	noise /noiz/ ғавс	nut /nʌt/ чормағз	oil /ɔil/ нефт
necessary /'nesisəri/ лозимӣ, даркорӣ, ҳатмӣ	nonsense /'nɒnsəns/ сафсата		old /əʊld/ кухна, қадим
necklace /'neklɪs/ гарданбанд	noodle soup /'nu:dl 'su:p/ шӯрбои		How old are you? Шумо чандсола
necklace of	макаронӣ	О о	хастед?
pearls /pɜ:ls/ гарданбанди	north /nɔ:θ/ шимол	oat /out/ чав (чави русӣ)	The child is one year old кӯдак
марворидӣ	nose /nouz/ бини	object /'ɔbdʒɪkt/ предмет, чиз	яксола аст
need /ni:d/ эҳтиёҷ	not at all ҳеҷ гап	observe /əb'zɜ:v/ мушоҳида	on дар болои, дар, дар бораи, аз рӯйи
доштан, эҳтиёҷот	не, аҳаммият	кардан	on the desk дар болои миз
needly /ni:dli/ сӯзан, сузанақ	надорад	occultist /'ɔkjulɪst/ духтури чашм	on TV /ti:vi:/ бо телевизор
neglect /nɪg'lekt/ бепарвой,	not so ... as на ҳамчунон, ки ба	occupation /ˌɔkjʊ'peɪʃən/ шугл (кор)	on Monday /'mʌndi/ дар рӯзи
бепарвой қардан	misли	истилокунӣ	душанбе
neither... nor	note /nout/ кайд	occure /'ɔkjʊraɪ/ шугл (истило)	a book on physics /fɪzɪks/ китоби
/'naɪðə 'nɔ:/ на он.	take a note кайд	кардан	физика
... на ин ...	кардан	ocean /'ouʃən/ укёнус	speak on the picture /spi:k/ аз рӯйи
nephew /'nefju:/ чиян	notebook /'noutbuk/ дафтар, китобчаи	of аз, дар бораи	расм ғап задан
never /'nevə/ ҳеҷгоҳ	қайдкунӣ	made of gold /'meɪd əv 'gould/ аз тилло	once /wʌns/ як вақт
nevertheless /ˌnevəðə'les/ бо	nothing /'nʌθɪŋ/ ҳеҷ чиз	тайёркардашуда	one /wʌn/ як
вучуди, ба ҳар	notice /'nəʊtɪs/ мушоҳида, мушоҳида		one another /'wʌn ə'nʌðə/ ба ҳамдигар
хол	(пайхас) қардан		(яқдигар)
new /nju:/ нав	take a notice диққат қардан,		one by one /wʌn baɪ 'wʌn/ яккасӣ
news /nju:z/ навигариҳо, ахборот	дида мондан		onion /'ʌnjən/ пиёз
newspaper /'nju:z,peɪpə/ мачалла			

only /'ounli/ танҳо,
ягона
open /'oupn/
кушода, ялла,
боз, кушодан
opponent /ə'pounent/
ҳарф, муҳолиф,
этирофқунанда
opportunity
/əpə'tju:niti/
имконият
opposite /'ɔpəzɪt/
муқобил
or ё
or else /ɔr'els/ ё ин
ки
orange /'ɔrɪndʒ/
афлесун
orang-utang /'ɔ:rɛŋ
'u:tæŋ/ орангутанг
orchard
/ɔ:tʃəd/ боғи
мевадиханда
order /'ɔ:də/
фармон, амр,
фармон додан,
тартиб
in order ташкил
додан
organise /'ɔ:gənaɪz/
ташкил додан
Orient Express
/'ɔriənt 'iksɪs/
қатори тезгарди
шаркӣ
original /ə'ridʒənəl/
аввалиндарача,
ибтидоӣ,
якуминдарача
original steam
engines /'endʒɪnz/
якумин
мошинҳои бугӣ
in the original дар
шакли аввалин
(нахустин)
ostrich /'ɔstrɪtʃ/
шутурмурғ

other /'ʌðə/ дигар
out /aut/ берун аз
go out берун
шудан, фуруд
омадан (аз
автобус)
take out гирифтан,
даррабудан
outdoor game
/'autdɔ:'geɪm/
бозиҳои дар
хавои кушод
outstanding
/'autstændɪŋ/
намоён, машхур
over/'ouvə/ дар
болои
all over the world
/wə:ld/ дар
тамоми ҷаҳон
over the radio
/'ouvə ðə'reɪdiəʊ/
бо радио
be over тамом
кардан
overcast /'ouvəka:st/
тира, торик,
тирагии хаво
to be overcast
пӯшонда шудан,
торик кардан
overcome /'ouvəkʌm/
бартараф кардан,
ғолиб омадан
overthrew (v.)
/'ouvəθru:/
(overthrow,
overthrown)
ғалтонидан,
сарнагун кардан
overthrow
/'ouvəθru:/
(overthrew,
overthrown)
ғалтонидан,
сарнагун кардан
overthrown
/'ouvəθroun/
(overthrow,
overthrew)
ғалтонидан,
сарнагун кардан

(overthrow,
overthrew)
ғалтонидан,
сарнагун кардан
own /oun/ шахсӣ
owner /'ounə/
соҳиб, хўҷаин
oxygen /'ɔksɪdʒən/
кислород

Рр

page /peɪdʒ/ саҳифа
paid /peɪd/ (pay,
paid) пул додан,
пардохтан
pail /peɪl/ сатил
paint /peɪnt/ расм
кашидан, бо
рангҳо расм
кашидан
pair /peə/ ҷуфт
palace /'pælɪs/ қаср
pansy /'pænzɪ/ гули
одамрӯ
paper /'peɪpə/ қоғаз
parcel /'pɑ:sl/ ирсола
parcel insured
/ɪn'ʃuəd/ қисман,
ҷузъӣ
parent /'peərənt/
волидайн
park /pɑ:k/ гулгашт
parsley /'pɑ:slɪ/
ирсолаи
огоҳидор
part /pɑ:t/ қисм
on the part аз
тарафи. . .
particle /'pɑ:tɪkl/
хиссаҷа
particle of dust
/dʌst/ як зарра
гارد, гарди гул
particle of matter
/mætə/ махсус

particular
/'pɑ:tɪkjʊlə/
махсус
partner /'pɑ:tnə/
ҳамкор
party /'pɑ:ti/
партия, команда
шабнишинӣ,
отряд, гурӯҳ,
Labour party
/'leɪbə'pɑ:ti/
партияи
лейбористӣ
pass /pɑ:s/
гузаштан
passenger
/'pæsɪndʒə/
мусофир, раванда
pavement
/'peɪvmənt/
пайраха
pay /peɪ/ (paid,
paid) пул додан,
пулдихӣ
payment /'peɪmənt/
пардохт,
пулдихӣ,
музددихӣ
peace /pi:s/ сулҳ
peacock /'pi:kɔk/
товус
pear /pia/ нок
pearl earrings
/pɜ:l'li:əriŋz/
гӯшворҳои
марворидӣ
peas /pi:s/ нахӯд
peasant /'pezənt/
кишоварз, деҳқон
peculiarity
/ˌpekju:lɪ'erɪti/
хусусият
pediatrist
/ˌpi:di'ætrɪst/
духтури атфол
peer /pi:p/ дуздида
нигоҳ кардан,
назар андохтан

pen ручка	philosophical	plain /plein/ равшан,	policeman
pencil /pensl/ қалам	/fi'ləsəfɪkəl/ фалсафӣ	аён, содда, ҳамвор	/pa'li:smən/ миришаб, одами
penicillin injection	philosophical	flat plain дашти	полисия
/in'dʒɛkʃn/ сўзан	meditation	мусатта	policewoman
задан бо доруи	/mediteiʃn/ фикрҳои оӣ,	plan /plæn/ нақша	/pə'li:swomən/ милиционерзан
пенсиллин	андешаҳои	plane /plein/	to polish /pə'liʃ/
peninsula	филасофӣ	airplane /'eə plein/ ҳавопаймо	суфта, суфта
/pi'ninsjulə/ нимҷазира	photo /'fəʊtəʊ/ сурат	planet /'plænɪt/ сайёра	кардан
people /pi:pl/ халқ,	take a photo расм	planetary /'plænitəri/ сайёравӣ	pool /pu:l/ ҳавз
миллат	гирифтани	plant /plənt/	poor /puə/
people of good	photograph	шинондан	камбағал,
will одамони	/'fəʊtəgrə:f/ суратхона	(растанӣ)	камбизоат
некихтиёр,	physical training	растанӣ, гиёҳ	poorness /puənis/
шахсони неқхоҳ	/'fizɪkl 'treɪnɪŋ/ тайёрии ҷисмонӣ,	plate /pleɪt/ табақча	камбағалӣ
peoples /pi:plz/ одамон, мардум,	тарбияи ҷисмонӣ	platinum /'plætɪnəm/ платина	porphy /'pɔ:pi/
аҳоли	physician /'fɪ:zi:ən/ духтур, табиб	play /pleɪ/ бозӣ	кўкнор, хашишош
pepper-pot	physics /'fiziks/ физика	кардан, песа	popular /'pɔ:pjələ/ машхур, намоён
/'pepə'pɒt/ каламфурдон	pick /pɪk/ чамъ	player /'pleɪə/ бозингар	popular science
per hour /'pə:r'əʊə/ дар як соат	cardan, chidan, гундоштан	playing /'pleɪŋ/ бозидани	/saiəns/ илми
perfect taste бисёр	pickle /pɪkl/ чамъ	pleasant /'plezənt/ мақбул, дилкаш	машхур
бомаза	cardan, chidan, гундоштан	please /pli:z/ марҳамат	population
perhaps /pə'hæps/ эҳтимол	picture /'pɪktʃə/ расм	be pleased /bi 'pli:zd/ розӣ будан	/pɔ:pju'leɪʃn/ аҳоли
perish /'periʃ/ мурдан, нест	pie /paɪ/ нони	pleasure /'pleʒə/ ҳаловат, рӯҳ	porous /'pɔ:res/ масомадор,
мурдан, нест	piece /pi:s/ пораи(н)	chalavat, ruḥ гирифтани	сўроҳдор,
шудан	non, kism	plenty /'plenti/ аз	ковокдор
period /'piəriəd/ давра, вақт, аср	pig /piɡ/ хукбача	had zi'd хад зиёд	porridge /'pɔ:ridʒ/ шавла
periods /'piəriəd/ дарсҳо	pigeon /'pi:dʒin/ кафта, кабу́тар	plum /plʌm/ олу	port /pɔ:t/ бандар
permanent	pilot /'pailət/ лётчик	pneumonia	possess /pə'zes/ соҳиб будан,
/pə'mənt(ə)nənt/ доимӣ	pioneer /.paɪə'niə/ пионер,	/nju:'maʊnjə/ варами	доштан
permission	ташқилотчӣ	(илтиҳоии) шуш	possible /'pɔ:sibl/ эҳтимол, имкон
/pə'mɪʃən/ иҷозатнома	place /pleɪs/ ҷой	poem /pəʊɪm/ шеър	post /pəʊst/ бо
permit /pə'mɪt/ иҷозат додан,	places of interest	poet /'pəʊɪt/ шоир	почта фиристодан
роҳ додан	/'pleɪsɪz əv 'ɪntrɪst/ ҷойҳои ҷолиби	poetess /pəʊɪ'tes/ шоира	postcard /'pəʊst'ka:d/ мактуби кушода,
person /'pɜ:sən/ одам, шахс	dikkat (таърихӣ)	point /pɔɪnt/ ишора	открытка
philosophy /fi'ləsəfi/ фалсафа	plague /pleɪɡ/ тоун (дард)	namudan, nukta полиция	postman /'pəʊstmən/ хаткашон
			post office
			/pəʊst 'ɒfɪs/ почта

poste restante /'poust 'resta:nt/ шуъбаи махсус дар почта	preserve /pri'zə:v/ муҳофизат (нигаҳдорӣ) кардан	producer /prə'dju:is/ истехсолкунанда, режисёр, коргардон	publishing house нашриёт
potato /pə'teitəu/ (pl. potatoes) картошка	press зер кардан	production /prə'dʌkʃn/ истехсолот, маҳсулот	pudding /'puðiŋ/ пудинг
pouch /pautʃ/ халта, чувол	pride /praɪd/ фахр (ифтихор) кардан	profound /prə'faʊnd/ асоснок, пухта, устувор, пойдор	pull (v.) /'pul/ кашидан
poultry /'pɒltri/ паррандаи хонагӣ	priest /pri:st/ поп, кашиш	progress /'prɒgres/ пешравӣ, дастовард	pullover /'pul,əʊvə/ нимтанаи бофташуда
pound /paʊnd/ фунт, стерлинг (пули асосии Англия)	princess /'prɪnsɪs/ шоҳдӯхтар	prominent /'promɪnənt/ машхур, намоён	pulsation /'pulseɪʃn/ тапиши дил, пасту
pour /'pɔə/ рехтан	principal /'prɪnsəpl/ мохият, манбаъ, сарчашма	promise /'promɪs/ ваъда додан, ваъда	pulse /pʌls/ набз
poverty /'pɒvəti/ қашшоқӣ	print /prɪnt/ чоп кардан	promote /pra'məʊt/ мусоидат (мадад) кардан	pupil /'pju:pl/ талаба, шогирд
power /paʊə/ хукумат, қувва	printer /'prɪntə/ чопкунанда	propagate /'prɒpə'geɪt/ васеъ кардан, вусъат додан	pure /pjʊə/ тоза, соф
powerful /'paʊəfʊl/ тавоно, пурзӯр	printing office /'ɒfɪs/ матбаа, чопхона	proper /'prɒpə/ муносиб, мувофиқ	purple /'pɜ:pəl/ сурхи баланд
powered chalk /'paʊəd 'tʃɔ:k/ хокаи гач (оҳак)	printing-press / pres/ дастгоҳи чопкунӣ	property /'prɒpərtɪ/ моликият, молу мулк	purpose /'pɜ:pəs/ мақсад
practise /'præktɪs/ таҷриба гирифтан	priority /praɪ'ɔrɪti/ афзалият	prosperity /'prɒs'perɪti/ гулгулушукуфӣ	for the purpose бо мақсади
prefer /'prɪfə:/ бехтар донистан, афзал донистан	a priority-telegram телеграммаи афзалнок	protect /'prɒtɛkt/ муҳофизат	push /puʃ/ тела додан, зер кардан
prepare /'prɪ'reə/ тайёр кардан, тайёр шудан	prison /'prɪzn/ ҳабсхона, маҳбас	protrude /pra'tru:d/ берун баровардан, баромада истодан	put мондан, ҷо ба ҷо кардан
prescribe /'prɪs'kraɪb/ амр кардан, таъин кардан, фармудан	prize /praɪz/ мукофот, таъриф кардан	proportion /'prɒ'pɜ:ʃənəl/ мутаносиб	put on пӯшидан
prescription /'prɪskrɪpʃn/ дастур, амр, фармондихӣ	probable /'prɒbəbl/ эҳтимол	prosperity /'prɒs'perɪti/ гулгулушукуфӣ	put an end to қатъ намудан, хотима додан
presence /'prezns/ хузур, ҳозирӣ, ҳозир будан	problem /'prɒbləm/ проблема, масъала	protrude /pra'tru:d/ берун баровардан, баромада истодан	quarrel (n.) /'kwɒrəl/ бахс кардан
present /'preznt/ хузур доштан, ҳада, тухфа	procedure /'prɒ'si:dʒə/ тарзи ичроиши амали	proud /praʊd/ боифтихор	quarrel (v.) /'kwɒrəl/ бахс, мунозира
give a present тухфа кардан	proceed /prə'si:d/ аз нав сар кардан	be proud ифтихор (фахр) намудан	quarter /'kwɔ:tə/ чоряк
make a present ҳада кардан	proclaim /prə'kleɪm/ эълон кардан, бо тантана эълон кардан	prove (v.) /pru: v/ исбот кардан	queen /'kwɪ:n/ малика
	produce /pra'dju:is/ истехсол кардан, кор кардан	publish /'pʌblɪʃ/ нашр кардан	question /'kwɛstʃn/ савол
			queue /'kju:/ навбат
			quick /kwɪk/ тез, чакон

Q q

quarrel (n.) /'kwɒrəl/
бахс кардан
quarrel (v.) /'kwɒrəl/
бахс, мунозира
quarter /'kwɔ:tə/
чоряк
queen /'kwɪ:n/
малика
question /'kwɛstʃn/
савол
queue /'kju:/ навбат
quick /kwɪk/ тез,
чакон

quinsy /qwinzi/
дарди саҳти
чиркноки гулӯ
quite /qwait/
тамоман

R r

rabbit /ræbit/ зарғӯш
racism /'reisizəm/
нажодпарастӣ
racism, race /reis/
нажодпарастӣ
radio /'reidiu/
радио
radio assembler
/æsemblə/
радиосоз, устои
радио
radon родон
rain /rein/ борон
it rains борон
меборад
raincoat /'reinkout/
либоси болоии
боронӣ
raise /reiz/
баланд кардан,
бардоштан
raisin /'reizin/
кишмиш
ram /ræm/ гӯсфанд
ran /ræn/ (run, run)
давидан
rang /raŋ/ (ring,
rung) занг задан
range /reindʒ/ хат,
роҳ, равиш, қатор
rapid /ræpid/ аз ҳад
зиёд тез
rarely /ræli/ нодир,
аҷиб
a rare event ҳодисаи
нодир
raspberry /'ra:sberi/
малина

raven /'reivn/ зоғи
сиёҳ
ray /rei/ нур
X-rays /'exk'reiz/
нури рентгенӣ
reach /ri:tʃ/ расидан
(ба комёбӣ)
reaction /ri:'ækʃən/
таъсир, реаксия
read /ri:d/ (read,
read) хондан
ready /redi/ тайёр
be (get) ready тайёр
будан
real /rial/ ҳақиқӣ
rear /riə/ боло
бардоштан,
баланд кардан
reason /ri:zn/ сабаб,
асос
recall /ri'kɔ:l/ хотира
receipt /ri'si:t/
дастхат, дастур
барои гирифтани,
дастхат додан
receive /ri'si:v/
дастрас намудан,
гирифтани
recently /ri:sentli/
дар рӯзҳои
наздиқ
recipe /ri'caip/
дастур, восита
recognise
/ri.kɔg'naiz/
дониста гирифтани,
ба назар гирифтани
recognition
/rekəg'niʃ(ə)n/
шинохтани (и),
шиносоӣ
records /'rekɔ:d/
рекорд
red сурх
reddish /'rediʃ/
редиска
referee /'referii/ судя,
довар

reflect /ri'flect/
фикр кардани,
худо дидаи
refresh /ri'frefʃ/ ба ёд
овардани, такмил
додани
refresher course
/ri'frefʃ 'kɔ:s/ курси
такмили ихтисос
refreshment
/ri'frefʃmənt/
қувватдиҳӣ
light refreshments
хӯроки сабук
refrigerator
/, ref ridʒi' reit ə/
яхдон
refuse /rɪ' f ju: z/
рад кардани
region /ri:dʒən/
кишвар, вилоят,
ноҳия
register /'redʒistə/
журнал
registered post
/'redʒistəd 'poust/ .
. қайд кардашуда
relative /re'lətiv/
хешу табор
relay /ri'lei/ эстафета
release /rɪ'li:s/
озод кардани,
сар додани, раҳо
кардани
religion /ri'lidʒən/
дин, оин, мазҳаб
remain /ri'mein/
мондани
remember /
ri'membə/ дар
хотир доштан, дар
ёд доштан
reply /ri'plai/ ҷавоб,
ҷавоб додани
reply-paid telegram
/'teligəm/ пули
телеграмма додагӣ

representative
/ripri'zentətiv/
намоянда
require /rik'waiə/
талаб кардани,
муҳтоҷ будани
requirement
/rik'waiəmənt/
талабот
reservoir /ri:zer'wʊə/
ҳавз, зарф
resilient /ri'ziliənt/
таранг, мавзун
resolution /rez'lu:ʃən/
қарор, ҳукм
respect /ris'pekt/
хурмат кардани
responsibility
/ris,pɒnsə'biliti/
ҷавобгарӣ
rest истироҳат
кардани, истироҳат
resting /'restiŋ/
истироҳаткунанда
restaurant
/'restərɒnt/
ресторан,
тарабхона
return /ri'tə:n/
баргаштани,
бозомадани
revolution
/revə'lu:ʃən/
инқилоб
revolutionary
/revə'lu:ʃnəri/
инқилобчӣ
rice /rais/ биринҷ
rich /ritʃ/ бой
richness /ritʃnis/
боигарӣ
ridden (v.) /ridn/
(ride, rode) гаштани,
савора гаштани
ride /raid/ (rode,
ridden) рафтани
(бо автобус, бо
вилосипед)

right /rait/ пост,
одилона, дуруст
all right хуб, дуруст
be right ҳақ будан
be all right худро
хуб (нағз) ҳис
кардан
on the right пост
to the right ба
тарафи пост
ring /rig/ (rang,
rung) занг задан
rings /riŋz/ халқа,
гӯшвор
ripe /raip/ пухта,
расида
rise (v.) /raiz/ (rose,
risen) боло шудан,
баланд шудан
river /'rɪvə/ дарё
road /roud/ роҳ
roast /roust/
гӯштбирён, кабоб
rock /ræk/ харсанг,
кӯҳпора
rode /roud/ (ride,
ridden) гаштан,
савора гаштан
rolls /roulz/
нонфурӯш,
нонвой
Romans /'roumənz/
римӣ
room /gi:t/ хучра,
уток
root /ru:t/ бехмева,
реша
rope /гоир/
аргамчин
rose /rouz/ (rise,
risen) боло
баромад
rouble /rubl/ сум
round /raund/
гирдшакл
rout /raut/ шикаста
пора-пора кардан
row /row/ бел задан

rowing /rowig/
белзанӣ
royal /'roial/ шоҳона
Royal Armouries
Collection
коллексияи яроқи
шоҳӣ
rub /rub/ шустан,
пок кардан
rubber /rubə/
резина
rubber products
/'rʌbə 'prodʌkts/
маҳсулот
каучукӣ
rule /ru:l/ қоида
rule (v.) /ru:l/ идора
кардан
run /rʌn/ (ran, run)
давидан
running-water
/'rʌniŋ'woita/
водопровод
rural /'ruəl (ə) l/
қишлоқ
Russian /rʌʃn/
забони русӣ, русӣ
rye /rai/ чавдор

Ss

sad /sæd/ ғам, андух
sadly /'sædli/
ғамгинӣ, андухгин,
ғамангез
safely /'seifli/ бо
муваффақият
said /sed/ (say, said)
гуфтан, гап задан
sail /seil/ шино,
шино кардан
(қишті, бо қанқ)
sailor /seib/ матрос
salad /'sætəd/ салат
saloon
/sə'lu:n/ салон,
меҳмонхона

beauty salon
/'bjʊ:ti sə'lɒn/ зали
ороиши занона
salt /sɔ:lt/ намак
salt-cellar /'sɔ:lt'sels/
намакдон
saltiness /'sɔ:ltinis/
намакин
salted /'sɔ:ltɪd/
шӯр, намакин
same /seim/ худӣ,
худаш, ҳамон,
якхела
sang /sæŋ/ (sing, sung)
суруд хондан
sat /sæt/ (sit, sat)
шиштан, нишастан
satisfy /'sætɪsfaɪ/
қонеъ қунондан
Saturday /'sætədeɪ/
шанбе
Saturn /'sætə:n/
сатурн
saucerpan /'sɔ:spən/
дегча
saucer /'sɔ:isə/
тақсимча, табақча
sausage /'so:sɪdʒ/
ҳасиб
save /seiv/ наҷот
додан
save up money
/'mʌni/ сарфи
пасандоз
savings bank
/'seɪvɪŋz 'bæŋk/
банки амонатӣ
savouries /'seɪv(ə)rɪ/
газики сернамак
say /sei/ (said, said)
гуфтан, гап задан
scatter /'skætə/
пароканда
(парешон)
scenery /'si:n(ə)rɪ/
манзара
school /sku:l/
мактаб, дабистон

after school
/'a:ftə'sku:l/ баъд
(пас) аз мактаб
at school дар мактаб
go to school ба
мактаб рафтан,
хондан, таҳсил
кардан дар мактаб
school children
/'sku:l'tʃɪldrən/
мактаббачаҳо
secondary technical
school мактаби
миёнаи техникӣ
science /'saɪəns/ илм
scientific /'saɪəntɪfɪk/
илмӣ
scientist /'saɪəntɪst/
олим
scissors /'sɪsəz/ қайчи
score /skɔ:/ ҳол
scout /skaut/
разведкачӣ,
разведка кардан
sculptor /'skʌlptə/
ҳайкалтарош
sea /si:/ баҳр
seaside /'si:said/
соҳили баҳр
seashore /'si:ʃɔ:/
соҳили баҳр
search /sɜ:ʃ/ кофтан,
кофтуқоб кардан
season /'si:z(ə)n/ фасл
seat /si:/ нишастгоҳ,
қароргоҳ
second /'sekənd/
дуюм, дуввум
see /si:/ (saw, seen)
дидан
seedling /'si:dlɪŋ/
нихол, қўчат
seem /si:m/ ба назар
намудан
it seems to me
ба назарам
менаомод, ки. . .

seldom /'seldm/ гоҳ-гоҳ	settle /setl/ ҳал қардан, қарор додан	short /ʃɔ:t/ кӯтоҳ	silver /'silvə/ нуқра
select /si'lekt/ интихоб қардан	seven /sevn/ ҳафт	shorthand /'ʃɔ:θænd/ дасткӯтоҳ	similar /'similə/ ҳамчунон, ба монанди, ба мисли
self-improvement /self ɪm'pru:vmənt/ худмукамалкунӣ, худтакмилдиҳӣ	several /'sevrəl/ якчанд, қадре, ҳалхела	be short of /'ʃɔ:t/ танқисӣ қашидан	simple /'simpl/ оддӣ, муқаррарӣ
sell /sel/ (sold, sold) фурӯхтан	shadow /'ʃædəu/ соя	should /'ʃud/ феъли модалӣ, ки ҳатмӣ	simply /'simpli/ осон, ба осонӣ
send /send/ (sent, sent) равон қардан, фиристондан	shall /'ʃæl/ (should) феъли ёридиҳанда	буданро ифода	spend (spent, spent) сарф қардан, вақт гузаронидан
sentence /'sentəns/ ҷумла	shallow /'ʃæləu/ қойи пасти об	мекунад, чун феъли ёридиҳанда	spirit /'spirit/ рӯҳия, рӯҳӣ
sentimental /ˈsentɪməntəl/ ҳассос, нармадил	shake /ʃeɪk/ (shook, shaken) фишурдан	дар ташкили замони оянда	in spite of /ɪn 'spaɪt əv/ ба он нигоҳ нақарда, қасдан
separate /'separɪt/ алоҳида, ҷудо-ҷудо, тақсим қардан	shape /ʃeɪp/ шакл, намуд	shout дод, фарёд, дод (фарёд) задан	spoon /spu:n/ қошуқ
September /spet'sembə/ сентябр	share /ʃeə/ тақсим қардан	show /ʃəʊ/ (showed, shown) намоиш (нишон) додан, намоишгоҳ	sport /spɔ:t/ варзиш go in for sport бо варзиш машғул шудан
sergeant /'sə:dʒənt/ сержант	sharp /ʃɑ:p/ тез	show us round /'ʃəʊ əs raʊnd/ шаҳрро нишон додан	sour /sauə/ турш
servant /'sə:vənt/ хизматгорзан, хизматгор (мард)	sharpen /'ʃɑ:pən/ тез қардан, тарошидан	shower /'ʃaʊə/ борони саҳт	sour cream /'saus 'kri:m/ қаймоқи турш
serve /'sə:v/ хизмат қардан	sheep /ʃi:p/ (pi. sheep) гӯсқанд	shows /'ʃəʊz/ намоиш додан, нишон додан	source /so:s/ манбаъ, сарчашма
service /'sə:vɪs/ хизмат, хизматрасонӣ	shelf /ʃelf/ (pi. shelves) рафъ	shut /ʃʌt/ маҳкам қардан, пӯшидан	spring /sprɪŋ/ баҳор in spring баҳорон
set (set, set) монондан, ҷоба ҷогузорӣ	shine /ʃaɪn/ (shone, shone) дурахшидан, тобон шудан	side /saɪd/ тараф	spring /sprɪŋ/ (sprang, sprung) чаҳидан
TV set оинаи нилгун	ship /ʃɪp/ киштии дарёгард, киштӣ	sideboard /'saɪdbɔ:d/ чевон барои нигоҳ доштани зарф	spring back /'sprɪŋ 'bæk/ қафо чаҳидан
radio set /'reɪdiəʊ'set/ радио	shirt /'ʃɜ:t/ куртаи нимтана	sights /saɪts/ нуқтаи назар	square /skweə/ майдон
set aside /'set ə'saɪd/ дар дур ҷо додан	shoe /ʃu:/ пойафзол	sightseeing /'saɪt,sɪ:ŋ/ қойҳои қолиби диққат	stable /steɪbl/ саисхона
set up /set ʌp/ барқарор қардан	shone /ʃon/ (shine, shone) дурахшидан, тобон шудан	go sightseeing ба қойҳои қолиби диққат рафтан (тамошобоб)	stadium /'steɪdɪəm/ майдон
set a record /'rekɔ:d/ Нишон додани рекорд	shop /ʃɒp/ мағоза	sign /saɪn/ имзо, нишон	stall /sto:l/ курсӣ дар партер
	shopping /'ʃɒpɪŋ/ харидкунӣ рафтан	silk /sɪlk/ шохӣ, абрешим	stamp /stæmp/ муҳр stand /stænd/ (stood, stood) рост истодан

stand up аз чой	stick /stik/ чӯб	be on strike	suddenly /sʌd(ə)nli/
хестан	stick /stik/ (stuck,	корпартой кардан	ногаҳон
standard requirement	stuck) халондан	strike (struck, struck)	sugar /'ʃʊgə/ шакар
/'stændə:t	sticky /stiki/ часпак,	задан, зарба задан	sugar beet /'ʃʊgəbi:t/
'rikwaiəmənt/	часпанда	strike off зада	лаблабуи қанд
талаботи якхела	still /stil/ холо ҳам,	буридан, буридан	sugar cane
(стандарт)	ба ҳар ҳол ҳам	stripe /straip/ хат,	/'ʃʊgəkein/
star/sta:/ ситора	stock-breeder	рах, тасма	найшакар
start /sta:t/ сар	/'stɒk' bri:də/	strong /strɒŋ/	suggest /sə'dʒest/
шудан, шурӯъ	чорводор	мустаҳкам,	пешниҳод
кардан, ибтидо	stocking /'stɒkiŋ/	бақувват	кардан, маслиҳат
start for рафтан ба	чӯроби дароз	strongly /'strɒŋli/	додан
ягон ҷо	stole /stoul/ (steal,	пурзӯр, қатъӣ	suit /siu:t/ костюм
state /steit/ давлат,	stolen) дуздидан	struggle /strʌgl/	be suit мувофиқ
штат	stomach trouble	мубориза,	будан
in perfect state	/'stl mæk/ хавфи	мубориза бурдан	suitcase /'sju:tkeis/
/'pæfəkt'steit/ дар	меъда, касалии	student /'stju:dənt/	чомадон
давлати аниқ	меъда	донишҷӯ	summer /'sʌmə/
state farm	stone /stoun/ санг	study /'stʌdi/	тобистон
/'steit 'fa:m/ совхоз	stop /stop/ қатъ	кабинет, дарс,	in summer дар
state prison	кардан, монондан,	дарс додан, таҳсил	тобистон
/'steit 'prizn/	истғох, қатъ	кардан	sun /sʌn/ офтоб
махбасхонаи	storm /sto:m/ тўфон,	style /stail/ услуб	sunburnt /'sʌnbʌnt/
давлатӣ	бӯрон	subject /'sʌbdʒikt/	офтобхӯрда
station /steiʃn/	story /'stɔ:ri/ ҳикоя	фан	Sunday /'sʌndi/
истғох	stove /'stouv/	subscribe /səb'skraib/	якшанбе
statue /'stætju:/	сандай	обуна шудан ба	sunflower /'sʌnflauə/
хайкал, муҷассам	strange /streindʒ/	мачалла	гули
stay /stei/ мондан,	ачоиб,	substance /'sʌbstəns/	офтобпараст
ҳозир шудан	ғайримуқаррарӣ	модда, моҳият,	supper /sʌpə/
steak /steik/ бурда,	straw /strɔ:/ коҳ,	асл	хӯроки шом
бурдани ягон чиз	гандумпо	subtract /səb'traekt/	have supper
steal /sti:l/ дуздидан,	strawberry /'strɔ:beri/	хисоббарорӣ,	хӯроки шом хӯрдан
ғорат кардан, ба	шоҳтути заминӣ,	тарҳ	suppose /sə'pəuz/
яғмо бурдан	клубника	substruction	фарз (хаёл, гумон)
steam /sti:m/ буг,	stream /striim/	/'sʌb'stʌkʃən/	кардан, пиндошт
бугӣ	чараёни пурзӯр,	тарҳкунӣ	support /sə'pɔ:t/
steel /sti:l/ пӯлод,	наҳрча, дарёча	suburban	дастгирӣ,
пӯлодин	street /stri:t/ кӯча	/sə'bʒ:b(ə)n/	дастгирӣ кардан
steep /sti:p/	strength /streŋθ/	атрофишаҳрӣ	suppress /sə'pres/
шағшӯл, қатъӣ	қувва	suburban trains	зер кардан, фишор
steward /'stju:əd/	stretch /stretʃ/	/'sə'bʒ:b(ə)n'treɪn/	додан
стюард	дароз кашидан,	қатори	sure /ʃuə/ боварии
stewardess	дарозкунӣ,	атрофишаҳрӣ	қатъӣ
/'st.ju:ədəs/	кашиш додан	success /sək'ses/	be sure боварии
стюардесса,	strike /straik/ задан,	комёбӣ, дастовард,	комил доштан
хизматчизан дар	кӯфтан	муваффақият	surface /'sə:fis/ сатҳ,
тайёра		such /sʌʃ/ ҳамин хел	сатҳӣ

surgeon /'sə:dʒən/ духтур, хирург	table-mat /'teibl 'mæt/ дастархон	telephone booth /bu:θ/ кабинаи (хоначаи)	think /θiŋ/ (thought, thought) фикр
survive /sə'vaiv/ тоб овардан, аз сар	tailor /'teilə/ хайём, либосдўз	television телевизион, оинаи	кардан, ҳисоб
swallow /swə'lou/ култ, фурӯ	take (took, taken) гирифтан	телевизион, оинаи	кардан, чунин
бурдан	take away /'teik ə'wei/ гундоштан	нилгун TV /'ti:'vi:/ шакли кўтоҳ	ҳисоб мекунам. ..
swear /swɛə/ (swore, sworn) қасам	take off баровардан	ран	third /θə:d/ сеюм
(савганд) хўрдан	take a bus (train) бо автобус рафтан	задан ten даҳ	thirsty /θə:st:/ ташна
sweater /'sweta/ свитер	take care of. . . /'кеə/ ғамхорӣ кардан	tennis теннис	мондан, нўшидан
sweet /swi:t/ ширин, канд	take part in. . . /'pa:t/ иштирок кардан	terrible /'teribl/ даҳшатангез,	хостан
sweetbread /'swi:tbred/ нони	take place ... ба вуқӯъ омадан,	terribly /'teribli/ даҳштнок	thirteen /'θə:ti:n/ сенздаҳ
sweet cream /'swi:t kri:m/ қаймоқ	it takes (me) an hour to . . . як соат	text /tekst/ матн	thirty /'θə:t/ сӣ
swift /swift/ тез, босуръат, шитобон	lozim, ки. . .	textbook /'tekstbuk/ китоби дарсӣ	this ин
swim /swim/ (swam, swum) шино	take prisoner /'prizənə/ ба	than /ðæn/ назар ба	those /ðouz/ (sing. that) онҳо
кардан swing /swiŋ/ (swang, swung) чунбондан,	talk /tɔ:k/ суҳбат кардан	thank /θæŋk/ миннатдорӣ	though /θou/ гарчанде
лаплиш додан	talk суҳбат кардан	кардан	thought /θɔ:t/ фикр
switch /switʃ/ даргирондан	tall /tɔ:l/ баланд	thank you ташаккур	кардан
switch on	tangerine /'tændʒə'ri:n/ мандарин	that /ðæt/ он,	thousand /'θauzənd/ ҳазор
даргирондан	taste /teist/ мазаашро	хамон, кадомаш,	three /θri:/ се
switch off хомӯш	tea /ti:/ чой	чӣ, барои он ки	through /θru:/ ба
кардан	have tea чой	that is яъне ки	воситаи
symbol /'simbəl/ нишона, рамз	nўшидан	theatre /'θiətə/ театр	thunder /'θʌndə/ раъд, тундар
syntheses /'sinθəsis/ синтез	teach /ti:tʃ/ (taught, taught) омӯзондан	then баъд, сонӣ	thunderstorm /'θʌndəstɔ:m/ раъду барқ
system /sistəm/ система	teacher /'ti:tʃə/ омӯзгор, муаллим	theorem /'θiəgəm/ теорема	Thursday /'θə:zdi/ чоршанбе
	team /ti:m/ даста (дастаи бозингарон)	therapist /θers'pist/ терапевт	ticket /tikit/ билет
	telephone /'telifoun/ телефон	there /ðeə/ дар он чо	tie /tai/ гарданбанд
		there is (there are) ҳаст, чойгир аст	tie up бастан, гирех
		therefore /'ðeəfɔ:/ барои хамин	кардан
		these /ði:z/ (sing. this) инчо	tiger /'taiga/ паланг
		thick /θik/ фарбех, ғафс	tigress /'taigris/ паланг (модина)
		thief (sing.) /θi:f/ (pi. thieves) дузд	tights /'taits/ колготкаҳо
		thin /θin/ хароб, борик	till то он даме, ки
		thing /θig/ чиз	time вақт, лаҳза,
			маротиба
			from time to time лаҳза ба лаҳза
			have a good time вақтро хуб
			гузаронидан

Tt

table/teibl/ миз
a tablecloth /teibl kləθ/
дастархон

in time дар вақташ
 it is time вақт шуд
 timetable /'taim.teibl/
 чадвали дарсҳо
 tired /'taiəd/ монда
 шудан, хаста
 шудан
 be (get) tired монда
 шудан
 to ба
 to and fro
 /'tu :ənd'frou/ пасу
 пеш
 to my friend /frend/
 ба рафиқам
 toadstool /'toudstu:l/
 замбурӯғи
 захрдор
 toast /toust/ нони
 бирён, тост
 today /tə'dei/ имрӯз
 together якҷоя
 toilet /'tɔilit/ либос,
 либоспӯшӣ,
 хочатхона
 told /tould/ (tell,
 told) гуфт
 tomato /tə'ma:tou/
 помидор
 tomorrow /tə'morou/
 парох, фардо
 ton tʌn/ тонна
 tongue /tʌŋ/ забон
 (узви бадан)
 too /tu:/ ҳам
 tooth (sing.) /tu:θ/
 (pi. teeth /ti:θ/)
 дандон
 toothache /'tu:θeik/
 дандондард
 top баланدى
 tortoise /'tɔitəs/
 сангпушт
 total /'təʊtl/ пурра,
 чамъбаст
 touch /tʌtʃ/ даст
 расонидан

tour /tuə/ саёҳат,
 саёҳат қардан
 tournament
 /'tuənəmənt/
 турнир
 towards /tə'wɔ:dz/
 ба, аз рӯйи, ба
 тарафи
 tower /tauə/ гумбаз,
 бурҷ
 clock tower /klɒk/
 соати бурҷӣ
 tower bridge /bridʒ/
 кўпруки бурҷӣ
 town шаҳр
 track-and-field
 athlete /'æθli:t/
 варзишгари
 атлетикаи сабук
 track-and-field-
 athletics /æθ'letiks/
 атлетикаи сабук
 tractor /træktə/
 трактор
 tractor driver
 /'draɪvə/ тракторчӣ
 trade /treɪd/ ҳунар,
 касб, савдо, савдо
 қардан
 Trade Unions
 /'ju:njəns/
 иттифоқи касаба
 traffic /'træfɪk/
 нақлиёт
 traffic-light /'laɪt/
 ҷароғак, светофор
 tragedy /'træʒədɪ/
 ғочиа
 train /treɪn/ поезд,
 катора
 long-distance train
 /'lɒŋ 'dɪstəns 'treɪn/
 поезди дурхат
 tram -трамвай
 transfer /træns'fə:/
 кўчондан
 translate /træns'leɪt/
 тарҷима қардан

translation
 /træns'leɪʃn/
 тарҷума
 travel /'trævl/ саёҳат
 travel саёҳат қардан
 treat /tri:t/ рӯ оварда
 гуфтан
 tree /tri:/ дарахт
 triangle /'traɪæŋɡl/
 секунча
 trip саёҳат
 trouble /'trʌbl/
 нооромӣ, ҳаяҷон
 trousers /'traʊzəz/
 шим
 true /tru:/ ҳаққонӣ,
 дуруст
 trunk-call
 /'trʌŋ'kɔ:l/ суҳбат
 бо телефони
 байнишаҳрӣ
 trust /trʌst/ боварӣ,
 бовар қардан
 truth /tru:θ/
 ҳақиқат
 tell the truth
 ҳақиқатро гуфтан
 truthful /'tru:θfəl/
 ҳаққонӣ, росткор
 try /traɪ/ (tried)
 саъй қардан (дар
 иҷрои ягон кор)
 Tuesday /'tʃu:zdi/
 сешанбе
 tulip /'tʃu:lip/ лола,
 лолаи кӯҳӣ
 turkey /'tə:ki/ мурғи
 марҷон
 turn /tə:n/ тоб
 хӯрдан, ба қафо
 гаштан
 turn off қуштан
 (ҷароғро)
 turnip /'tə:nɪp/
 шалғам
 twelve /twelv/
 дувоздаҳ

twice /twais/ ду бор,
 дучанд
 two /tu:/ ду

U u

umbrella /ʌm'brelə/
 чатр, соябон
 under /'ʌndə/ дар
 зери, дар тағи
 underground
 /'ʌndə'graʊnd/
 метрополитен
 underground parking
 /'pa:kiŋ/ истоҳи
 (қароргоҳи) зери
 заминӣ
 understand
 /ʌndə'stænd/
 (understood,
 understood)
 фаҳмидан
 unhappy /ʌn'hæpi/
 бадбахт
 unheart /ʌn'hɑ:t/
 сангдил, бераҳм
 uniform /'ju:nɪfɔ:m/
 либоси расмӣ,
 форма
 union /'ju:njən/
 иттиҳод
 The Soviet Union
 Иттиҳоди
 Шӯравӣ
 unite /ju:'naɪt/
 муттаҳид қарда
 шудан
 The United States of
 America Иёлотҳои
 Муттаҳиди
 Амрико
 universal
 /ju:'ni:vəsəl/
 умумӣ,
 умумиҷаҳонӣ

university /ju:ni'və:siti/
донишгоҳ,
Дорулфунун
unleash war /'ʌn'li:/
чанг сар кардан
unreal /'ʌn'riəl/
сохта, қалбакӣ
unusual /ʌn'ju:ʒuəl/
ғайримукаррарӣ
up боло
come up /'kum:ʌp/
ба назди ягон кас
(чиз) омадан
get up хестан
uranium
/juə' rein jəm/ уран
use /ju:s/ истифода
бурдан, фоида,
истифодабарӣ
used /ju:zd/
истифодашуда
used to одатшуда
useful /'ju:sfəl/
фоиданок
usual /'ju:ʒuəl/
мукаррарӣ,
одатан

Vv

vacuum /'vækjuəm/
вакуум, бехаво
vacuum cleaner
/'kli:nə/ гардкашак
(асбоб барои тоза
кардани хона)
valley /'væli/ водӣ
valuable /'væljuəbl/
кадрдошта,
қимматдошта
valve set /'vælv set/
радиоприёмник
various /'vɛəriəs/
гуногун
various sections
/'sekʃənz/
махфилҳои
гуногун

vary /'vɛəri/ фарқ
мекунад
veal /vi:l/ гӯшти
гӯсола
vegetable /'vedʒitəbl/
сабзавот
vegetable bed
қаторҳои
сабзавот
Venus /'vi:nəs/
Венера
very /'veri/ бисёр
ҳам
veterinary /'vetərɪnəri/
ветеринарӣ
vibrate /vai'breit/
ларзидан
victorious
/'vɪk'tɔ:riəs/
ғалабаовар
victory /'vɪktəri/
ғалаба
Victory Day Рӯзи
ғалаба
view /vju:/ намуд
viewer /'vjue/
тамошобин,
назоратчӣ
village /'vɪlɪdʒ/ деҳа
violet /'vaiələt/
бунафша
violin /.vaiə'lin/
скрипка
virgin lands /'vɜ:dʒɪn
'lændz/ заминҳои
нокорам
vision /'vɪʒən/
биниш
visit /'vɪzɪt/ ташриф,
барои دیدан
рафтан
visitor /'vɪzɪtə/
тамошобин,
мехмон
vocational school
/'vou'keɪʃən/
омӯзишгоҳи
касбу хунари

voice /vɔɪs/ овоз
to voice овоз додан
volleyball /'vɒlibɔ:l/
волейбол
voluntary /'vɒləntəri/
худихтиёр
voyage /'vɔɪdʒ/
саёҳати бахрӣ,
парвоз бо тайёра

W w

wage /weɪdʒ/ маош,
муз
waist (n.) /weist/
миён, камар
wait /weɪt/ интизор
(мунтазир) шудан
waiter /weɪtə/
хизматчӣ (дар
ресторан)
waiting room
/'weɪtɪŋ.ru:m/
хонаи интизорӣ
waitress /'weɪtrɪs/
хизматгорзан
walk /wɔ:k/ саёҳат
кардан, пиёда
саёҳат кардан
go for a walk ба
сайругашт
баромадан
walkways /'wɔ:kweɪz/
пайраха
wake (v.) (woke,
woken) аз хоб
хестан, аз хоб
бедор шудан
wake up аз хоб
бедор кардан
wall /wɔ:l/ девор
want (v.) /wɒnt/
хостан
war /wɔ:/ чанг
wardrobe
/'wɔ:droub/ ҷойи
либоскашӣ

warm /wɔ:m/ гарм
was /'wɔz/ (were,
been) буд
wash /wɔ:ʃ/
шустушӯй кардан
waste /weist/
нодаркор,
нолозим
watch /wɒtʃ/ соати
дастӣ, пойдан,
чашм дӯхтан
watch TV телевизор
тамошо кардан
water /'wɔ:tə/ об, об
рехтан, об додан
water-polo
/'wɔ:tə'pələ/ хавзи
об
wave /weɪv/ мавҷ,
мавҷ задан
way /wei/ роҳ
on the way home дар
роҳ ба сӯи хона
lose one's way /lu:z/
роҳро гум кардан
in this way
ҳаминхел
way out /'wei'au:
баромадгоҳ аз
ҳолати нугувор
баромадан
weak /wi:k/ суст
wear /weə/ (wore,
worn) либос
пушидан
weather /'weðə/ ҳаво
Wednesday /'wenzdi/
панҷшанбе
week /wi:k/ ҳафта
week-day /'wi:kdeɪ/
ҳафтаи корӣ
week-end /'wi:kend/
рӯзи истироҳат
weigh /wei/
баркашидан
weight /weit/ вазн
weightless /'weitlis/
бевазн

weightlessness
/ˈweɪtlɪsnɪs/
бевазнӣ
welcome /ˈwelkʌm/
хуш омадед
well (better) хуб
well-bred /ˈwelbred/
хуб тарбияёфта
well-known
/ˈwelknuːn/
маълум
well-made /ˈwelmeɪd/
хуб карда
were /wəː/ (was,
been) буд
west /west/ ғарб
westward /ˈwestwəd/
ба сўйи ғарб
wet намнок
get wet through /
θruː/ таp шудан
what /wɒt/ чӣ
what is on? чиро
нишон медихад?
wheat /wiːt/ гандум
wheel /wiːl/ чарх
when /wen/ кай,
кадом вақт
where /wɛə/ дар
кучо
which /wɪtʃ/
кадомаш
whistle /wɪsl/
хуштак, хуштак
кардан
white /waɪt/ сафед
whiten (v.) /waɪtn/
сафед кардан
whiten the skin
пўстро сафед
кардан
who /huː/ кӣ
whole /həʊl/
тамоман, ҳамааш
whom /huːm/ ба кӣ
whose /huːz/ аз они
кӣ
why /waɪ/ барои чӣ

that is why ана
барои чӣ
wide-screen
/ˈwaɪdskriːn/
экрани васеъ
wife /waɪf/ ҳамсар
wild /waɪld/ ваҳшӣ
will (would) феъли
ёридиҳанда барои
замони ояндаи
номуайян
win (won, won)
ғалаба кардан
wind шамол
window /ˈwɪndəʊ/
тиреза
winter /ˈwɪntə/
зимистон
in winter дар
зимистон
wire /waɪə/ сим
wireless /ˈwaɪələs/
бесим, радио,
радиоприёмник
wish /wɪʃ/ хоҳиш,
хоҳиш кардан
with /wɪð/ бо, аз
with him бо ӯ
cry with joy
/ˈkraɪ wɪð ˈdʒɔɪ/
аз хурсандӣ дод
задан
with a knife /naɪf/ бо
корд
within /wɪˈdɪn/ дар
доҳили
without /wɪˈdaʊt/ бе
witty /ˈwɪti/ зарофат,
бо зарофат
witty man одами
ҳозирчавоб
wives /waɪvz/ (wife)
занҳо
woman (sing.)
/ˈwʊmən/ (pl.
women) зан
wonder /ˈwʌndə/
хайронӣ, хайрон

мондан, аҷоибот
wonderful
/ˈwʌndəfəl/
оличаноб
wool /wuːl/ пашм
woollen /wuːln/
пашмин
woollen scarf
/ˈskaː/ гарданпечи
пашмин
word /wɜːd/ калима
work /wɜːk/ кор
worker /ˈwɜːkə/
коргар
working people /
piːpl/ мардуми
коргар
workshop /wɜːkʃɒp/
корхона
world /wɜːld/ ҷаҳон,
дунё
all over the world дар
тамоми дунё
worry /ˈwʌrɪ/
ноором будан,
азоб кашидан
worse /wɜːs/ зинаи
муқоисавии
бадтар
worship /ˈwɜːʃɪp/
сачда кардан
would /wʊd/ феъли
ёридиҳанда
барои ифодаи
замони ояндаи
гузашта
wounded /ˈwʊndɪd/
заҳмдор
wrap /ræp/
печонидан
write (v.) /raɪt/
(wrote, written)
навиштан
write out аз нав
навиштан
wrong /rɒŋ/
нодурӯст,
хатоқорона

be wrong ҳақ
набудан, хато
кардан, саҳв
кардан

Ҷу

yacht /jɑːt/ яхта,
шино кардан дар
яхта (амад)
yachting /ˈjɑːtɪŋ/
варзиши
амадронӣ
yard /jɑːd/ ярд
(андозаи
англисии дарозӣ)
yardstick /ˈjɑːdˈstɪk/
хаткашаки
дарозиаш 1 ярд (1
ярд-91 см)
year /jɜː/ сол
light year соли нури
(аз рӯйи суръати
нур)
A Happy New Year
Соли Нав муборак
yellow /ˈjeləʊ/ зард
yellowish /ˈjeləʊʃ/
зардина
yes /jes/ ҳа, бале
yesterday /ˈjestədi/
дирӯз, дина
yet /jet/ ҳоло ҳам,
ҳоло не, лекин,
аммо, вале
young /jʌŋ/ ҷавон
young people /piːpl/
ҷавонон

P. N. Satskaya
P. Jamshedov

КИТОБИ ДАРСӢ БАРОИ СИНФИ 8

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Муҳаррири техникӣ: М. Саидова
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Ба матбаа 13.11.2013 супорида шуд
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