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ENGLISH 10



English 10

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Бо ёрии Бонки Умумичахоня интишор
гардидааст.

Китоб манбаи донишу маърифат аст,
онро баҳрабар шавед ва эҳтиёт намоед,
то ин ки дар соли хониши оянда ҳам
ин китоб бо намуди хуб дастраси
додарчаҳоятон ва хоҳарчаҳоятон
гардад ва ба онҳо ҳам хизмат намояд.

исти фодаи иҷоравии китоб:

№:	Ному насаби хонанда	Синф	Соли таҳсил	Ҳолати китоб (баҳои китобдор)	
				Аввали соли хониш	Охири соли хониш
1					
2					
3					
4					
5					

Рассом
Шукуров Гуломали Гафурович

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Introduction

This English textbook for the 10th form (with a natural sciences profile) continues the English language series, already adopted by the Ministry of Education of Tajikistan, for forms 5–9 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 5–9; 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 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.

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 marks 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. 2	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 Units (including all exercises and texts), the Topical Vocabulary and Vocabulary were written and compiled by Satskaya P.N.

The Grammar Reference was written by Jamshedov P. The Reader was compiled by Satskaya P.N. with translation by Jamshedov P.

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.

Satskaya P.N.
Jamshedov P.

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.

'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 pairs. Read and act the dialogue.

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

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	

6 Read the text.**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 of 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, 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.

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.**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 (at 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'dʒest/ пешниҳод
кардан

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

to proceed /prə'si:d/ оғоз,
шुरूъ кардан

to find out /faɪnd aʊt/ муайян
кардан

to double /'dʌbl/ ду маротиба

to multiply /'mʌltɪplaɪ/ зарб
кардан

to subtract /səb'trækt/
баровардан

to strike off /straɪk ɒf/ партофтан
digit /dɪdʒɪt/ адад

to announce /ə'naʊns/ эълон
кардан

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/ холя
 to complain of a headache /kəm'pleɪn əv ə 'hedeɪk/ аз дарди
 сар гила кардан

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.**

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'hauswɔ:miŋ/ чашни
бурёкубон
modern conveniences
/kən'vi:njənsiz/ шаронти
хозиразамон
rubbish chute /rʌbɪʃ ʃu:t/
ахлотпарто
air conditioning /eə kən'diʃniŋ/

ҳавои муносиб (кондишн)
to say nothing /sei'nʌθɪŋ/ чизе
нагуфтан
vacuum cleaner /'vækjuəm kli:nə/
пылесос, мошинаи гарду
чанг чамъкунанда
to polish /pə'liʃ/ раванчило
(фарши хонаро бо раван
чило додан)

5 Describe the pictures.



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 /ʃændi'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)'.
- 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 /saɪnz/ нипона
to distinguish /dis'tɪŋwɪʃ/
 шинохтан
peacock /'pi:kɒk/ товус

entrance /'entrəns/
 даромадгоҳ
lantern /'læntən/ фонуc,
 чарог

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 /'dʒiːnjəs/ боҳуш, зирак, доно	integral calculus /'ɪntɪgrəl kælkjuləs/ ҳисоботи интегралӣ
prominent scientist /prə'mɪnənt 'saɪəntɪst/ олими машҳур	a law of motion /lɔː əv 'məʊʃən/ қонуни ҳаракат
discovery /dɪs'kʌvəri/ ихтироъ	a law of universal gravitation /lɔː əv 'juːni'vɜːsəl grævi'teɪʃn/ қонуни капиши универсали
to display /dɪs'pleɪ/ ба намоиш гузоштан	Lincolnshire /'lɪŋkənʃə/ Линколншир
extraordinary scientific ability /ɪks'tɔːdnəri 'saɪəntɪfɪk ə'bɪləti/ лаёқати ғавқуллодан илмӣ	investigation /ɪn'vestɪ'geɪʃən/ таҳқиқот
plague /pleɪɡ/ азият, озор	
binomial theorem /baɪ'nəʊmɪəl 'θiərəm/ теоремаи бином	

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.

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 /,i:θi'oupiə/.
- . . . 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.

become – became – become
 show – showed – shown
 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 inversely 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 mətə/ ҳар як	solar system /sɒlə sistəm/ системаи офтобӣ
to attract /'ətrækt/ ҷалб кардан	renowned book /rinaund buk/ маълум, машҳур
universely proportional /juːni'vɜ:slɪ prə'pɔ:ʃənəl/ баробарии универсалӣ	up to that time /ʊət taɪm/ то ба ҳоло
planetary motion /plænɪtəri muʃn/ ҳаракати планетарӣ	are not only true for our solar system /ɑ: nɒt ɒnli tru: fɔ əʊə sɒlə sistəm/ на фақат барои
syntheses /'sɪnθəsis/ фушурдаҳо	системаи офтобии мо дуруст
total knowledge /'təʊtl 'nɒlɪdʒ/ фаҳмиши умумӣ	аст
application /æplɪ'keɪʃən/ ариза,	Principia /prɪnɪpiə/ асос

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.

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

Your hearing will be sharper Шунавоии шумо бехтар шудааст

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/

mainid/ фаромӯшхотир

absorb /əb'sɔ:b/ кашф

кардан, маҷзуб, ёфтан

profound /prə'faund/ машхур

philosophical /filəsəfɪkəl/

философия

spirit lamp /spirit læmp/

чароғи рух

presence /prezəns/ 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.

+ly

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.

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/

ра̄́ду барк

flash of lightning /flæʃ əv 'laɪtnɪŋ/

равшании барк

clap of thunder /klæp 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 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 /'fouli:ɪdʒ/ баргҳо

to glitter /glɪtə/ дурахшондан

calm /kɑ:m/ ором, сокил

glorious /'glɔ:riəs/ хело олай, хуб

spell /spel/ ҳарф ба ҳарф

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.

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.
Баори дарахт бешамол намечун бад.

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.

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 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, dry.

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.

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 and answer the question.

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 воситан 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'.

- 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, or 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 meridiem - in the morning)

four p.m. (post meridiem - in the afternoon)

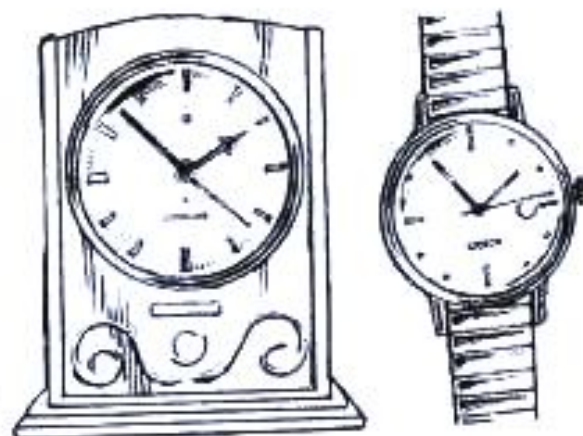
4 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

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 at all. I forgot to wind it up!



5 Read the text and talk about it.

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/

шахро нишон додан

suburban trains /'sʌbə:bən 'treinz/

қатори берун аз шаҳр

long-distance train /lɒŋ dis'təns

'trein/ қатори масофай дур

Orient Express /'ɔriənt 'ikspress/

қатори беисти ориент

a notice /'nəʊtɪs/ навиштаҳо

Waiting Room /weɪtɪŋ ru:m/

хонаи дамгир

Restaurant /restərɒŋ/ ресторан

Light Refreshments /laɪt

rɪ'freʃmənts/ 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 Read, translate and learn this proverb.

A good beginning makes a good ending. Огози хуб, анчомихуб

2 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?

3 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: John knows a lot of funny stories.

B: My brother. . .

4 A: I 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. . .

4 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.

5 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 /bə'lu:n/ пуфак
 to launch /lə:ntʃ/ сар додан
 designer /di'zainə/ нақшакаш
 intend /in'tend/ хостан, қасд
 гирифтан
 to go aloft /gou ə'lɒft/ боло
 баромадан
 heavy /'hevi/ мушқил
 weight /weit/ вазн
 volunteer /'vɒlən'tiə/ довталаб,
 ихтиёрӣ
 anchor /'æŋkə/ лангар
 rope /roup/ банд
 crowd /kraud/ гурда
 safely /'seɪfli/ бе зарар
 eyewitness /'aiwɪtnɪs/ шохид
 drawings /'drɔ:ɪnz/ наққошӣ
 actual event /'æktʃuəl 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.

- 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?

What was the weather like during it?

3 Talk about 'Autumn'. 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 and retell them in summary.

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/ солона

Stone trees

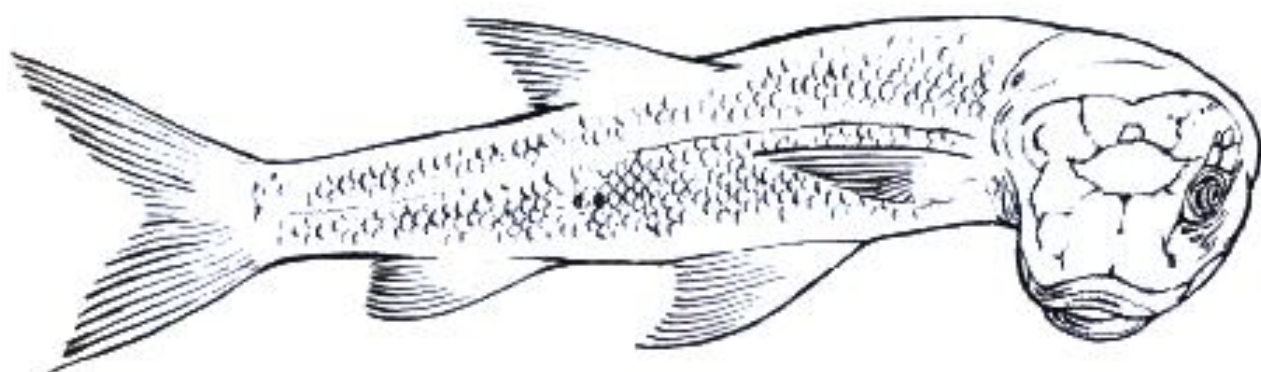
In some parts of the world there are forests of stone or petrified trees. They were once real trees that were buried under tons of rocks, changed into stone, and have now been uncovered again. Such a forest stands in Arizona and is called 'The Petrified Forest'.

petrified /'petrifaɪd/ дарахтони
сангінуда

ton /tʌn/ тонна
rock /rɒk/ кyx, санг

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.



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!' 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 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.

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 Read and translate these verbs.

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.

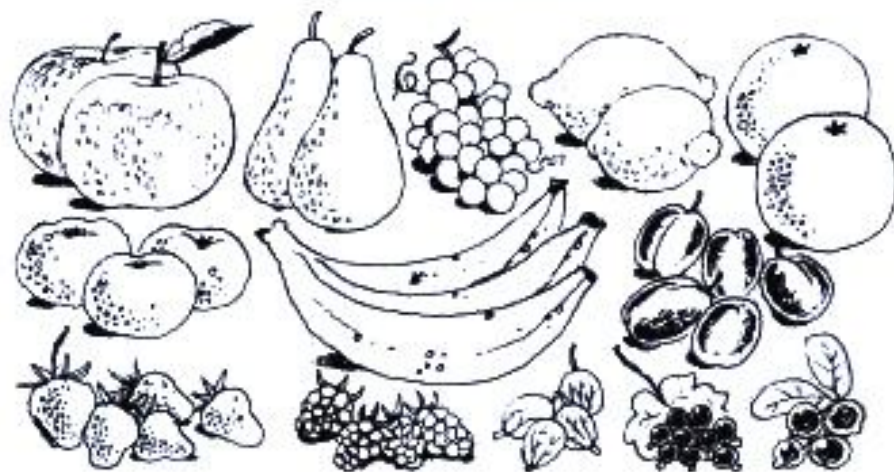
- 4 Make up as many sentences as you can using the table below. Notice this phrase:**

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.**

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.

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 Read and memorise these verbs.

choose – chose – chosen

come – came – come

cost – cost – cost

creep – crept – crept

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

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

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

A: What about watering the apple trees?

B: All right.

- 4 Make up as many sentences as you can using this table.

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

5 Read, translate and learn this proverb.

An apple a day keeps the doctor away.

6 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 trees and datepalms.
- 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?

LESSON SIX

HOME READING

LESSON SEVEN

TOPIC AND VOCABULARY: A collective-farm

- 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.

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 toadstools?

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 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			

5 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'.

HOMEWORK

- 1 Write down your answers to exercise 4, page 46.
- 2 Read the text about 'Haioty Nav' and retell it in summary.

LESSON EIGHT

TOPIC AND VOCABULARY: A collective-farm; flowers

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

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.

1 Read and memorise these verbs.

eat – ate – eaten

fall – fell – fallen

feed – fed – fed

feel – felt – felt

2 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.

- 3 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

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

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!

A: These spotted orchids are magnificent.

B: So they are.

A: The jasmine has wilted.

B: So it has.

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

B: Of course, we must.

- 5 Answer these questions using not less than two sentences for each one.**

- Which flowers do you like?
- Which flowers do you prefer to grow in your garden?
- What bouquet do you prefer to have in a vase on the table?
- Which flowers do you prefer to give?

6 Make up replies to the following statement then talk 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?

HOMEWORK

- 1 Write down your answers to exercise 5, 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.

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.**

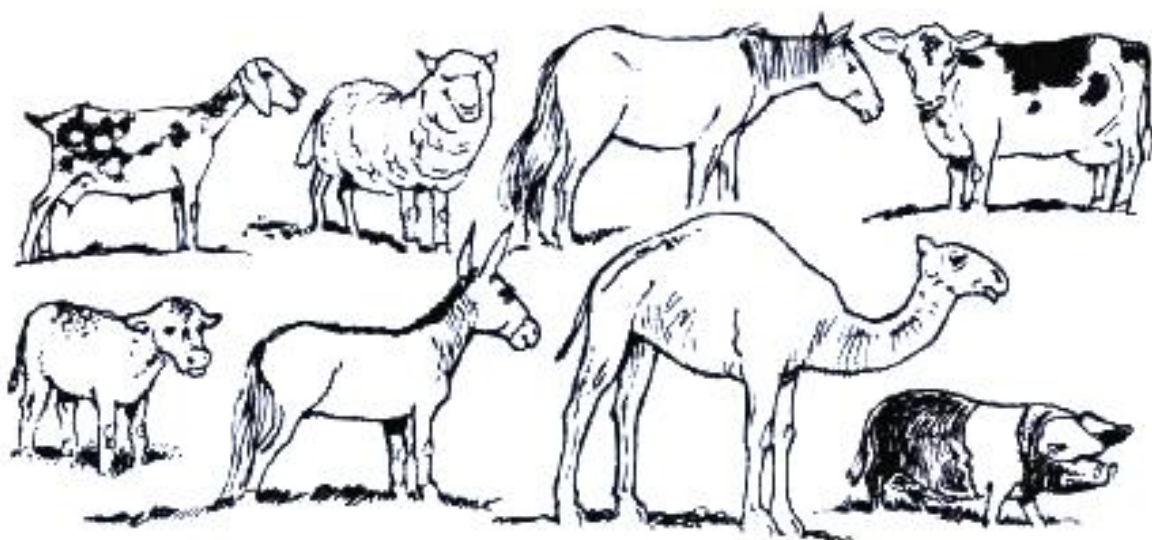
Animals

goat

sheep – 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 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:l/ хазидан
 turtle /tɜ:tl/ сангушти обя
 bump /bʌmp/ зарба
 snout /snaʊt/ афт
 to peck /pæk/ рахна кардан

tough /tʌf/ мушқил
 shell /ʃel/ суроҳя
 handy /hændi/ дастӣ
 shell-breaking tool /ʃel breɪkɪŋ
 tu:l/ асбоби суроҳкунадна

6 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: maɪls/ in all /ɪn ɔ:l/ ҳамагӣ
 ән ауз/ дар як соат ду мил

(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 5, page 51.
- 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	to mate /meɪt/ чуфт кардан
average /ævərɪdʒ/ миёна	females /fiːmeɪlz/ мода
beehive /biː haɪv/ куття,	nurse /nɜːs/ парастор
гурӯх	guard /ɡɑːd/ посбон
busy /bɪzi/ машғул, масруф	gatherer /ɡæðəːrə/ ҷамъовар
lay eggs /lei egz/ тухм	hive /haɪv/ гурӯх
гузоштан	wings /wɪŋz/ пар, бол
drone /draʊn/ занбури асали	amazing rate /əˈmeɪzɪŋ reɪt/
нап	шумораи беҳад бисёр
male bees /meɪl biːz/ занбури	air circulation /ˈeə,səːkjuleɪʃən/
нап	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 /ˈpɒlɪneɪt/ 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.

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 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 about $\frac{5}{8}$ mile
 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

2 Read this text.

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 /kə:z/ сабаб шудан
wave /weiv/ мавҷ

to destroy /dis'trɔi/ вайрон
кардан



3 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?

4 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 1, 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/ таалуқ доштан
custom /'kʌstəm/ анъана, суннат



LESSON FOURTEEN**TOPIC AND VOCABULARY: Review**

- Let's review Unit 2.

1 Read, translate and learn these proverbs.

What's done cannot be undone.

Lost time is never found again.

2 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, . . . ?

3 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?

4 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'klɔ:/ ранча
 a pad /pæd/ чанбара, сабад
 sticky liquid /stɪki 'lɪkwɪd/ могои
 часпанда

a surface /ə'sʌrfɪs/ руй, боло
 the sticky pad and hairs are
 released /hɪz a: rɪlɪst/ сабади
 часпанда ва муй 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 /'gɑ:lɪk/ сир, саримсоқ
 millennium /mɪ'lenɪəm/ садсола,
 аср
 Ancient Egypt /ænfɪənt 'i:dʒɪpt/
 Мисри Қадим
 Greece /ɡri:s/ Греция, Юнон

Rome /roum/ Рим
 China /tʃaɪnə/ Чин, Хитой
 flavour /'fleɪvə/ маза, буй
 to chew /tʃu:/ хондан
 bacterium /bæk'tɪərɪəm/
 бактерия



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.

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

3 Read the text carefully.

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 marvellous 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 /'waɪəlis/ бе сим

by means of wireless /baɪ mi:nz

əv/ бо роҳи бе сим

broadcast (v) /'brɔ:dka:st/ пахш

кардан, шунавонидан

eight-valve set /'eitvɑ:lɪv/ ҳашт

мавҷдор (радио)

aerial /'æəriəl/ антенна

manipulate /mə'nɪpjuleɪt/ идора

кардан

turn a knob /tɜ:n ə nɒb/ тоб

додани гушак

push a button /puʃ ə'batn/ пахш

кардани тутма

tune into /tju:n intu:/ ба мавҷи

дигар гузаштан

require /rɪk'waɪə/ лозимия,

мувофиқ

marvellous /'mɑ:vɪləs/ хуш, хуб

to enable /ɪ'neɪbl/ 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 In pairs, talk 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 /'meʒə/ андоза
кардан

a yardstick /ə'jɑ:d'stik/ чуб,
калтак

LESSON TWO

TOPIC AND VOCABULARY: Television

STRUCTURE: Pronunciation; 'must, have to, can, able to'

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

1 Read the verbs correctly following the examples.

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

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

2 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.

3 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!

4 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/ иштироъ кардан

invention /in'venʃn/ иштироот

'vision' part /'vɪʒən pa:t/ қисми

биной

to transmit /trænz'mɪt/ нахш

кардан

to scatter abroad /skætə əbrɔ:d/

ба хориҷ ворид кардан

voice /vɔɪs/ овоз

5 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 2, 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 /weɪv/ мавҷ

wavelength /weɪvlɛŋθ/

дарозии мавҷ

particles of dust /pɑːtɪklz əv

dust /dʌst/ заррачаҳои ҷанг

moisture /ˈmoɪstʃə/ намӣ

bend /bend/ бастан

ray /reɪ/ шуъъ

LESSON THREE

HOME READING

LESSON FOUR

TOPIC AND VOCABULARY: Television

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

1 Read and memorise these verbs.

find – found – found

pay – paid – paid

say – said – said

lie – lay – lain
make – made – made

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

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

3 Read and remember this proverb.

Lost time is never found again.

4 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'vinjənt/ похат
source of entertainment /sɔ:ts əv
entə'teinmənt/ манбаи
вақтузаронӣ
comparatively /kəmpærətɪvli/
қийсан
cheap /tʃi:p/ арзон

expensive /ɪks'pensɪv/ қиммат,
гарон
to turn a knob /tɜ:n ə nɒb/
гушакро тоб додан
television viewer /telɪvɪzən 'vju:ə/
тамошобини телевизионӣ

5 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?

6 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 5, 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'.

1 Read, translate and remember this proverb.

Never put off till tomorrow what you can do today.

2 Read and memorise these verbs.

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 /kərənt i'vents/

хабарҳои рӯзматра

development /di'veləpmənt/

рушд

real /riəl/ ҳақиқӣ

to break down /breik daʊn/

шикастан

sadly /sædli/ ҳузновар

argument /'ɑ:gjʊmənt/ далоил

for /fɔ:/ барои

against /əgeɪnst/ муқобили

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 /pə'mənənt/ доимӣ

atmosphere /'ætmosfɪə/

атмосфера, ҳаво

foreigner /'fɔ:ɡɪnə/ хориҷӣ

areas /'eəriəz/ маҳалла

peculiarity /pɪkju'lɪ'ærɪtɪ/

хосият, хусусият

duration /dʒu'reɪʃn/ давомногӣ

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

- Let's review the suffixes of abstract nouns.

1 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

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

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

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

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

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

6 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?

HOMEWORK

- 1 Write down your answers to exercises 5 and 6, pages 68, 69.
- 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 Read and memorise these verbs.

fight – fought – fought – fighting

fly – flew – flown – flying

forget – forgot – forgotten – forgetting

2 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.

3 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!

4 Read this text 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.

5 Read this text.

Rogun hydroelectric station

Not far from 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 /ˌhaɪdrouɪˈlektɪk/ стансияи барқии обӣ	thick /θɪk/ ғавс
powerful /ˈpaʊəfʊl/ бузург, қудратманд	rock /rɒk/ санг
flat plain /flæt pleɪn/ ҳамвори васеъ	lack /læk/ кам
to be placed /biː pleɪst/ ҷойгир кардан	inhabitants /ɪnˈhæbɪtənts/ бошандагон
	peninsula /piˈnɪnsjələ/ шабеҳи ҷазира
	reservoir /ˈrezəvwaː/ обанбор
	smart /smɑːt/ зебо, дилчасп

6 Answer these questions using not 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, above.
- 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 Read, translate and learn this proverb.

After rain comes fair weather.

2 Read, translate and memorise these verbs.

keep – kept – kept

know – knew – known

lay – laid – laid

learn – learnt, learned – learnt

leave – left – left

3 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.

4 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.

5 Read this text.

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.)

6 Read this text 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 /weɪv/ мавҷ
vibrate /vai'breɪt/ ларзондан
swing /swɪŋ/ боло поён лапиш
хурдан
to and fro /tu: ənd fraʊ/ ин сӯ он
сӯ
the pitch of the tone produces
/pɪtʃ əv ðə təʊn prə'dju:sɪz/
андозаи садои ҳосилшуда
shape /ʃeɪp/ шакл
empty /empti/ холи

propagate /'prɒpəgeɪt/ паҳн
шудан
liquid /'lɪkwɪd/ моеъ
conduct /kən'dʌkt/ гузарондан
porous /'pɔːrəs/ сӯрох-сӯрох,
пурсӯрох
resilient /ri'zɪliənt/ сахт
gaseous /'geɪzjəs/ газдор
vacuum /'vækjuəm/ вакум, холи
аз ҳаво

7 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/ Римляне
 colony /kələni/ колония
 Germanic /dʒə:'mænik/
 Германия, Олмонӣ
 invader /in'veɪdə/
 забтқунанда
 burn /bɜ:n/ сӯхтан
 destroy [dist'rɔɪ/ хароб
 victorious /vɪk'tɔ:riəs/ ғолиб
 Normans /nɔ:mənz/ Норманҳо
 to be mixed /bi: mɪkst/
 маҳлут қардан

together /tə'geðə/ якҷоя
 easily /i:zɪli/ осон
 to separate /sepə'reɪt/ ҷудо
 қардан
 pavements /peɪvmənts/
 доимӣ
 narrow /nærou/ танг
 traffic /træfɪk/ нақлиёт
 heavy /'hevi/ гарон, вазнин
 offices /'ɒfɪsɪz/ идора, корхона
 dead /ded/ мурда

LESSON TEN

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

- Let's review the suffixes 'ment' and 'ful' 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 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/ рӯзмарра

flow /fləʊ/ резиш

wire /waɪə/ сым

copper /kɒpə/ мис

conductivity /kən'dʌktɪvɪti/

қобилияти электрикро

гузарондан

bump /bʌmp/ зарба

friction /frɪkʃən/ заррача, пора,

тикка

filament /'fɪləmənt/ ришта, тор

tungsten /'tʌŋstən/ волфрам

stoves and irons /stəʊvz ənd

aɪənz/ бухорӣ, манқал,

гармхона

protect /prətekt/ муҳофизат

кардан

dirt /dɜ:t/ чиркин

bulb /bʌlb/ лампа

oxygen /'ɒksɪdʒən/ оксиген, ҳаво

5 Translate these sentences into Tajik.

- 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.

- 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 of?
- 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 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.

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 and translate this 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 ($\frac{7}{10}$) 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 /kə'mənɪst/

оддигарин

substances /sʌbstənsɪz/ чиг, чинс

surface /sə:fɪs/ руй

to contain /kən'teɪn/ доро будан,

доштан

soil /sɔɪl/ хок

exist /ɪg'zɪst/ вучуд доштан

liquid /'lɪkwɪd/ моеъ

steam /sti:m/ буғ

boil /bɔɪl/ қушондан

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?

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 THIRTEEN

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.

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 and translate this 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/ вачеъ
кардан
to cool /ku:l/ сард (хунук)
кардан
to contract /kɒn'trækt/ вачеъ
шудан
to heat /hi:t/ гарм кардан
density /densiti/ чафсеъ
to possess /pou'zes/ дошттан
property /prɒp'əti/ хусусеъ,

шахсеъ
pure /pjʊə/ тоза
to dissolve /di'zɒlv/ об шудан,
хал шудан
saltiness /sɔ:ltinis/ намакдор
to cause /kɔ:z/ сабаб шудан
to evaporate /i'veəpəreit/ бухор
кардан
vapour /'veɪpə/ бухор, мех

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, page 80, and exercise 7, above.
- 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.

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.

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/ либос пустан

to press /pres/ зер кардан

shape /ʃeɪp/ шакл

to spring back /sprɪŋ bæk/

чахида рафтан

elastic /ɪləstɪk/ эластик, мулоим

to bounce /baʊns/ чахидан

gum /ɡʌm/ 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.
- 4 Columbus sailed from Great Britain.

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.

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/	қошуқп	thoroughly /'θʌrəli/	хуб омехта
пур		кардан	
a mixture /mɪkstʃə/	аралаш,		
омехта			

(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.

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.
- 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.

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 ($\frac{1}{3}$). 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 round 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	is	a thing	I like.
A funny story			he hates.
Classical literature	are	things	she is interested in.
Pop music			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 NINETEENTOPIC 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?

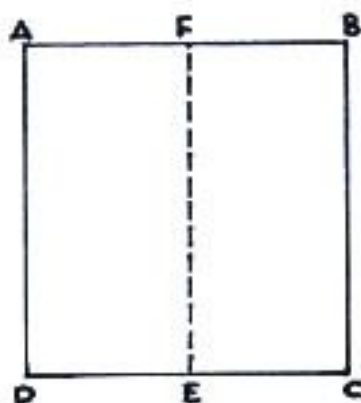
C: Terribly steep.

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

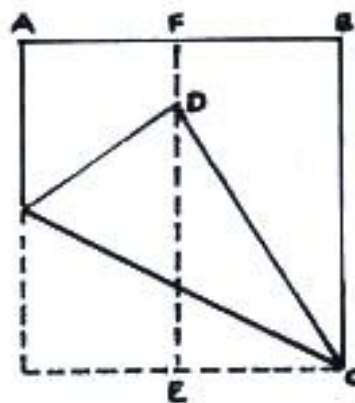
Take a square piece of paper. Then try to fold it so as to form the largest possible equilateral triangle. A triangle in which the sides are the same length as the sides of the square, as you see in the picture, is not the largest possible.

(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.)

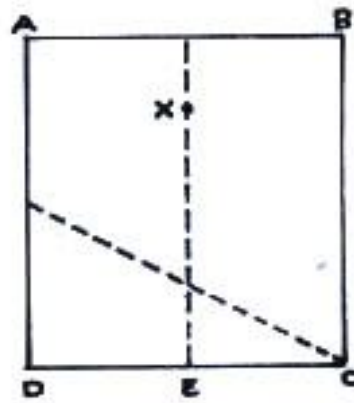
(a)



(b)



(c)



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 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:

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/ копт
 parcel /pa:sl/ савротй
 poste restante /'poust 'resta:nt/ мактубе, ки адреси
 гирандааш нишон дода
 нашуда, аз почта фақат бо
 талаби худи гиранда дода
 мешавад
 to call at /kɔ:l æt/ таширф
 овардан
 twice /twais/ дубора
 collection /kəlekʃən/ дарёфт,
 анбӯх

delivery /di'livəri/ овардан
 procedure /prə'si:dʒə/ амалиёт
 counter /'kaunta/ ҳисобчй
 forms on sale /fɔ:mz ən seil/ нусхаҳо дар фуруш
 envelope /'envi:loup/ лифофа
 to stick /stik/ елимкорй кардан
 by airmail /baɪ eəmeɪl/ бо почтаи
 ҳавой
 to deal with /di:l wið/ кор
 доштан
 weigh /wei/ дар тарозу
 баркашидан

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, above.
- 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 TWO

TOPIC 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 and translate this 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/

ачоиботи кучак

a convenient place /kən'vi:njənt/

макони роҳатбоб

a priority telegram /praɪ'ɔrɪti

telɪɡræm/ телеграмман

аввалдараҷа

a reply-paid telegram /riplai peɪd

telɪɡræm/ телеграмман

қаблан пул пардохташуда

a parcel insured /'pɑ:sl ɪn'ʃuəd/

савротӣ

to wrap /ræp/ банду баст

кардан

to subscribe /səb'skraɪb/ обуна

шудан

a savings bank /seɪvɪnz bænk/

бонки амонатгузори

a journal /'dʒɜ:nəl/ маҷалла

a gazette /gə'zet/ рӯнома

to put in or draw out /put ɪn ɔ:

drɔ: aʊt/ ба дарун мондан ва

ё гирифта баровардан

a telephone booth /telɪfəʊn bu:ð/

хоначаи телефонӣ

a trunk-call /trʌnk kɔ:l/ занги

супоринӣ

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, above.
- 2 Be ready to speak about your post office.

LESSON THREE

HOME READING

LESSON FOUR

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

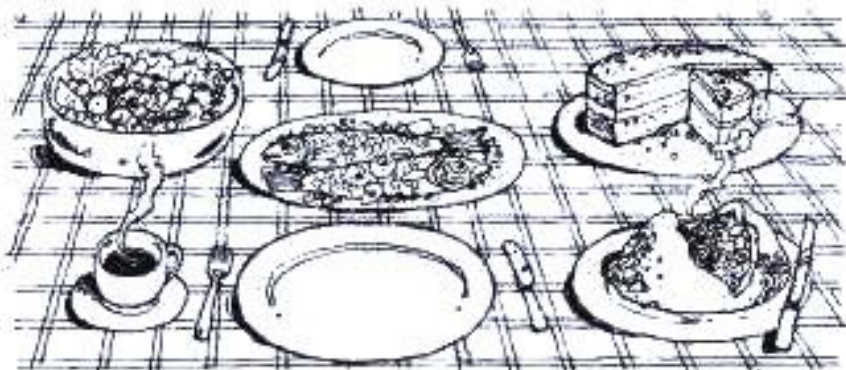
- Let's review the use of 'either' and 'neither' and learn the topic 'Meals'.

1 Make up your own sentences like these examples.

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

2 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.



3 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		

4 Make up sentences from this table and talk 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	

5 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/ рӯхонӣ
 cod /kɒd/ моҳӣ
 mutton /mʌtn/ гӯшти барра
 chicken pie /'tʃɪkən paɪ/ кулча
 бо гӯшти мурғ
 root /ru:t/ пема
 pigeons /'pi:dʒɪnz/ кабутар
 asparagus морчуба
 veal /vi:l/ гӯшти ғусола

mushroom /məʃru:m/ қорч
 roasted sweetbreads /roustɪd
 swi:tbredz/ кулчаҳои
 ширини бирёншуда
 lobster /lɒbstə/ харчанги
 баҳрӣ
 apricot tart /eɪprɪkət tɑ:t/
 кулчаи зардолути
 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 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'biliti/ имконият
to shift /ʃift/ бе чо шудан,
чумбидан
a den /den/ гора, хилватгоҳ

a bat /bæt/ қуршапарак
to cling /kliŋ/ часпидан
pouch /paʊtʃ/ халта

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 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.)

2 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

3 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.

4 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.

5 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 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 $\frac{5}{8} \times \frac{8}{5} = 1$

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

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

Indefinite	→	v. + ed (participle 2)
Past	→	were + (not) + v. + ing
Continuous	→	was

- 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.

3 Complete these sentences.

- 1 I was clearing 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.

4 Read, translate and memorise these 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!

5 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.

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 plate. You should simply ask one of them to pass you what you need.

Remember to be polite.

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 /'həʊst/ мизбон

to lean back /li:n bæk/ ба пушт

I'm through /θru:/ ман сер

шудам

remain /ri'mein/ мондан

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 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 /lik/ лесидан

a second helping /seknd helpɪŋ/

ду бора фармудан

to make faces /meɪk feɪsɪz/

қиёфаро нишон додан

to chew /tʃuː/ хондан

to swallow /swɒləʊ/ фуру бурдан

well-bred person /wel bred pɜːsn/

одами хуб тарбия ёфта

- 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 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.

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
/wel kʌt teɪləd kɒstjʊm/

пушоки хуб дӯхтанида
nylon underwear /naɪlən

ʌndəweə/ пушоки таги
нейлонӣ

a linen frock /lɪnɪn frɒk/
пушоки дарзмолшуда

a hat to match /hæt tu: mætʃ/
кулоҳи муносиб

platinum /plætɪnəm/ платина
pearl earrings /pɜ:l iə'riŋz/

гушвори марворидӣ
a beach dress /bi:tʃ dres/

пушокӣ 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 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.

2 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.

3 First talk about the best dress or suit you wear on your holidays then discuss in pairs.

4 Read the text carefully and talk about it.

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/ чормарзҳои

омехташуда

a leg of lamb /læm/ почай барра

beans /biːnz/ лубиё

a good-sized cabbage /gʊd saɪzd

'kæbɪdʒ/ як дона карами

калон

a confectioner /ə kən'fekʃnər/

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 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 /ni:t/ тоза
 in good condition /ɪn gu:d
 kən'dɪʃən/ дар ҳолати хуб
 будан
 conspicuous /kən'spɪkjʊəs/ ба

ҷанм афтодан
 accessories /æk'sesərɪz/
 асбоби ороишӣ барои
 либос
 apologise /ə'pɒlədʒaɪz/
 баҳшшш пурсидан
 hostess /'həʊstəs/
 соҳибхоназан
 elaborate /ɪ'læbəreɪt/ либоси
 одди пушидан

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?

LESSON FOURTEEN

TOPIC AND VOCABULARY: Clothes and holidays

- Let's review the topic 'Clothes and holidays'.

1 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 this 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 Kurbon. 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.

In May comes another great holiday – Kurbon. Kurbon is a religious holiday, too. People try to eat meat and many people go to the mosque to read their saint book Kurbon. 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 /nəubl/ хайрхох,

хайрандеш

honest /ɒnist/ бовиҷдон,

самимона

swear /swɛə/ ҳақорат кардан



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
21st–22nd March – Navruz
9th May – Victory Day
9th September – Tajikistan Independence Day
Ramazan
Kurban

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 $\frac{7}{8}$ th, $\frac{1}{9}$ th, $\frac{1}{12}$ th and $\frac{1}{15}$ th.)

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/ зид
кардан

to populate /'pɒpjuleit/ бо
бошандагон нур кардан

LESSON FIFTEEN**TOPIC AND VOCABULARY: Review**

- 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 /'teibl 'mæt/ сачок
to protect /prə'tekt/ муҳофизат
намудан (тарафдорӣ)

drawer /drɔ:ə/ қуття
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	/blou/	blew	/blu:/	blown	/bloun/
break	/breik/	broke	/brouk/	broken	/broukn/
bring	/brɪŋ/	brought	/bro:t/	brought	/bro:t/
build	/bild/	built	/bilt/	built	/bilt/
burn	/bɜ:n/	burnt	/bɜ:nt/	burnt	/bɜ:nt/
buy	/bai/	bought	/bo:t/	bought	/bo:t/
can	/kæn/	could	/kud/	could	/kud/
catch	/kætʃ/	caught	/ko:t/	caught	/ko:t/
choose	/tʃu:z/	chose	/tʃouz/	chosen	/tʃouzn/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
dig	/dɪg/	dug	/dʌg/	dug	/dʌg/
do	/du:/	did	/did/	done	/dʌn/
draw	/dro:/	drew	/dru:/	drawn	/dro:n/
dream	/dri:m/	dreamt	/dremt/	dreamed	/dri:md/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
drive	/draɪv/	drove	/drouv/	driven	/drɪvn/
eat	/i:t/	ate	/et/	eaten	/i:tn/
fall	/fo:l/	fell	/fel/	fallen	/fo:ln/
feed	/fi:d/	fed	/fed/	fed	/fed/
feel	/fi:l/	felt	/felt/	felt	/felt/
fight	/fait/	fought	/fo:t/	fought	/fo:t/
find	/faɪnd/	found	/faund/	found	/faund/
fly	/flai/	flew	/flu:/	flown	/floun/
forget	/fə'get/	forgot	/fə'got/	forgotten	/fə'gotn/
get	/get/	got	/got/	got	/got/
give	/gɪv/	gave	/geɪv/	given	/gɪvn/
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	/hɜ:d/	heard	/hɜ:d/
hide	/haɪd/	hid	/hid/	hidden	/hɪdn/

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	/ri:d/	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	/soi/	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	/sæŋ/	sung	/sʌŋ/
sit	/sit/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
smell	/smel/	smelt	/smelt/	smelt	/smelt/
speak	/spi:k/	spoke	/spouk/	spoken	/spoukn/
spend	/spend/	spent	/spent/	spent	/spent/
stand	/stænd/	stood	/stud/	stood	/stud/
strike	/straik/	stroke	/strouk/	struck	/strʌk/
take	/teik/	took	/tuk/	taken	/teikn/
teach	/ti:tʃ/	taught	/to:t/	taught	/to:t/
tell	/tel/	told	/tould/	told	/tould/
think	/θiŋk/	thought	/θo:t/	thought	/θo:t/
understand		understood		understood	
	/,ʌndə'stænd/		/,ʌndə'stud/		/,ʌndə'stud/
wake	/weik/	woke	/wouk/	woken	/woukn/
wear	/weə/	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 одамай 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 паппа 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 ҷои худ баъд бимон пои худ.
- 7 Many a mickle makes a muckle. Make a little makes a nickel.
Қатра – қатра ҷамъ шавад, дарё шавад.
- 8 Neither fish, nor flesh.
На каҳ, 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 ҷӯю, бисёр кун.



- 17 Never put off till tomorrow what can be done today.
Кори имрӯзаро ба фардо марузор.
- 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 ҷав ҷав 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.
Оханро дар гармияш мекубанд.
- 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.
Хоки 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 куни роҳат меёби.
- 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 рағҳари 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 гуй. Якero сад магуй, садро яке гуй
- 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 ГРАММАТИКӢ

ИСМ

Исмҳо дар забони англисӣ дорои ду шумора ҳастанд: танҳо ва ҷамъ:

There is a book on the table.

There are books on the table.

Исмҳо шакли ҷамъро бо воситаи ба шакли танҳо ҳамроҳ намудани суффикси ҷамъбандии *-s* ва *-es* месозанд.

Ин суффикс баъд аз ҳамсадоҳои беовоз */s/*, ҳамсадоҳои ҷарангдор ва садонокҳо */z/* ва баъд аз овозҳои шавушувдор ва ҷарангдор */iz/* хонда мешавад.

Истисно:	man <i>/mæn/</i>	– men <i>/men/</i>
	foot <i>/fʊt/</i>	– feet <i>/fi:t/</i>
	child <i>/tʃaɪld/</i>	– children <i>/ˈtʃɪldrən/</i>

Эзоҳ: Агар исмҳои шакли танҳо бо ҳарфҳои *s, ss, x, sh, tch* ба охир расанд онҳо 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 ҷамъ ба *-i* бадал меёбад:

city – cities, story – stories;

вале баъд аз садонокҳо дигар намешаванд:

boy – boys, day – days ва ғайра.

Исмҳои шакли ҷамъ шакли соҳибиро бо ҳамроҳ кардани апостроф (*'*) сохта метавонанд:

The boys' hands were cold.

АРТИКЛЬ

Артикль нишондиҳандаи исмҳо буда, пеш аз исмҳо ва муайянкунандаи онҳо омада метавонад. Дар забони англисӣ ду артикл: номуайян *a (an)*, ва муайян *'the'* вуҷуд 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 (*ə*) пеш аз худ муайянкунандае, ки бо ҳамсадо сар мешавад истифода мешавад.

Мисол: *a book* /ə bu:k/, *a big apple* /ə'big'æpl/

2. *an* – пеш аз исмҳое, ки бо садонок оғоз ва (*ə*) пеш аз худ муайянкунандае 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 /ði/ талаффуз мешаванд.

Мисол: *the room, the big apple.*

Пеш аз исмҳое ки бо садонок оғоз меёбанд он /ði/ талаффуз мешавад.

Мисол: *the evening* /ði'ivniŋ/

СИФАТ

Сифат дар забони англисӣ ба мисли забони тоҷикӣ ба исм вобаста буда, сифати предметро мефаҳмонад. Аз рӯи сохташ сифат ба содда (*red* – сурх, *large* – калон, бузург, *old* – пир, кӯҳна) сохта (*dangerous* – хатарнок, *unable* – ноӯҳдабаро) ва таркибӣ (*ice* – мисли ях хунук) ҷудо мешавад.

Сифати забони англисӣ аз рӯи чинс, шумора ва падеж тасриф намеёбад.

Мисол: *This is a good book.* – Ин китоби хуб аст.

Сифат дорои дараҷаҳои оддӣ, муқоисавӣ ва олий мебошад. Дараҷаи муқоисавии сифат бо ёрии суффикси *-er* ва дараҷаи олий бо ёрии суффикси *-est* ки ба сифати оддӣ ҳамроҳ мешаванд сохта мешаванд.

Мисол: *dark – darker – (the) darkest*
big – bigger – (the) biggest

Баъзе сифатҳо дараҷаи муқоисавиро бо решаҳои гуногун месозанд. 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 духиҷогӣ дараҷаи қиёсиро бо ёрии калимаи *more*, ва дараҷаи олиро бо ёрии калимаи *most* месозанд; ин калимаҳои номбаршуда пеш аз сифатҳои дараҷаи оддӣ 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 оддӣ ҳамроҳ мешаванд, сохта мешаванд.

Мисол: калон – калонтар – калонтарин
хуб – хубтар – хубтарин

ШУМОРА

Шумораҳои миқдорӣ

Асоси тамоми шумораҳоро, шумораҳои хонаи даҳӣ ташкил медиҳанд ва шумораҳои дигар (бо истисноӣ 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 миқдорӣ ва тартибӣ-ҷудо мешаванд ва асоси онҳоро низ шумораҳои хонаи даҳӣ ташкил медиҳанд.

Ба шумораҳои миқдорӣ даҳ ҳамроҳ мешаванд: сездҳ, чордҳ, ҳабдҳ 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 содда (*now, very*) ва сохта (*quickly, coldly*) ҷудо мешавад.

Шаклҳои сохтаи зарф бо ҳамроҳ кардани суффикси *-ly* ба сифат сохта мешаванд.

Масалан: *cold - coldly, quick - quickly*

Дар маъриди 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 маънои он дар ҷумла фарқ кардан мумкин аст. Зарф дар ҷумла феъл, сифат ва зарфро муайян карда, сифати исмро муайян мекунад:

зарф	сифат
<i>She didn't stay long.</i>	<i>She was wearing a long dress.</i>

Як гурӯҳ зарфҳо, масалан *late, near* ду шакл доранд, яке мувофиқ ба сифат буда, дигаре бо ёрии суффикси *-ly* сохта шудааст. Зимнан ҳар дуи ин шаклҳо маънои гуногун доранд:

<i>near</i> – тақрибан, наздик	<i>nearly</i> – бевақт, ба наздикӣ
<i>I went to bed late at night.</i>	
<i>I have seen him lately.</i>	

Дараҷаи муқоисавии зарф ба монанди дараҷаи муқоисавии сифат сохта мешавад.

Дараҷаи муқоисавии зарфҳои яктаркиба ба монанди дараҷаи муқоисавии сифатҳо, яъне ба дараҷаи оддӣ илова кардани суффикси *-er* барои дараҷаи муқоисавӣ ва суффикси *-est* барои дараҷаи олии сохта мешавад:

<i>strong</i>	<i>stronger</i>	<i>strongest</i>
пурзур	пурзутар	пурзуртарин
<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 *more brightly* *most brightly*
равшан равшантар равшантарин

Як қатор зарфҳо дараҷаи муқоисавиро берун аз қоидаи умумӣ месозанд ва онҳоро аз ёд бояд кард:

дараҷаи оддӣ	дараҷаи муқоисавӣ	дараҷаи олӣ
<i>well</i>	<i>better</i>	<i>best</i>
<i>badly</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>much</i>	<i>more</i>	<i>most</i>

Масалан: *I like autumn better than winter.*

ЧОНИШИН

Чонишинҳои шахсӣ, соҳибӣ, нафсӣ-таъкидӣ дар забони англисӣ аз рӯи шахс, шумора, ҷинсиёт 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 ҷумлаи чонишинҳои шахсӣ *I, he, she, it, you, they* чун мубтадо ва чонишинҳои *me, him, her, it, us, you, them* чун ирқунанда меоянд.

Мисол: *I saw him in the street.*
He met me at the station.

Чонишинҳои *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 меафтад.

Мисол: *They have no children.*
There is nobody in the room.

Чонишини *one* (дар шакли ҷамъ – *ones*) ба ҷои 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 мунобисати байни исм ва дигар ҳиссаҳои нутқро ба ҷо меоранд, балки вазифаи анҷомаҳои падежиро низ иҷро мекунад.

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, сига, замон ва тарзро ифода мекунанд. Феълҳои шахсӣ 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 модалӣ *can, may, must* аз рӯи шахс ва шумора таъриф намешаванд.

Феъл дар забони англисӣ чор шакли асосӣ дошта, барои сохтани дигар шаклҳои замонӣ – намудии феъл хизмат мекунанд. Ин шаклҳо инҳоянд:


- 1 Масдар ё шакли номуайяни (*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 феълии 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 ғурӯҳҳои феълҳои дуруст ва нодуруст ҷудо мешаванд.

Феълҳои дуруст асосҳои дуюм 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 дуҷум ва сеюми шаклҳои феълӣро 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 шаклро дорад: шакли хабарӣ ва инкорӣ. Шакли инкории сиғаи амрӣ бо ёрии феъли ёридохандаи *do* ва ҳиссаҷаи инкории *not* сохта мешавад:

Масалан: *Sit down, please.*

СИҒАИ ХАБАРИ

ТАРЗИ ФОИЛ (АКТИВ) (active voice)
ШАКЛҲОИ 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 мекунанд.

Шакли саволии present indefinite tense бо ёрии феъли ёридохандаи *to be* дар замони ҳозира ва феъли асосӣ сохта мешаванд.

Масалан: *Do you speak English?*
What do you like?

Шакли инкорӣ бо ёрии феъли ёридохандаи *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 асосе, 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 ёридохандаи *to do* дар замони гузашта (*did*), ки пеш аз мубтадо гузашта мешавад, сохта мешавад:

Масалан: *Did you like the game?*
When did you come home?

Шакли инкорӣ бо ёрии феъли ёридиҳандаи *did* ҳиссачаи *not* ва феъли асосӣ дар шакли якҷумла сохта мешавад:

Масалан: *I did not know him well.*

3. Замони ояндаи номуайн (future indefinite tense)

Замони ояндаи номуайн амали якҷарғата ва такроршавандаро, ки дар оянда воқеъ мегардад, мефаҳмонад.

Масалан: *We shall go home tomorrow.*
They will be glad to meet you.

Замони ояндаи номуайни забони англисӣ бо ёрии феълҳои ёридиҳандаи *shall* (барои шахси якуми танҳо ва ҷамъӣ), *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 lessons.

Феълҳои *shall* ва *will* дар ҷумлаҳои саволи пеш аз мубтадо гузошта мешаванд.

Масалан: *Shall I speak? When will you come to see us?*

Шакли инкории future indefinite бо ёрии ҳиссачаи *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 гуянда 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 ҷумлаҳои саволи феъли ёридиҳанда пеш аз мубтадо ҷой

мегирад:

Is she eating?

What are you doing?

Дар ҷумлаҳои инкорӣ ҳиссаҳои *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
ташқил меёбад.

Масалан: *I was walking along the street when I met my friend.*

Дар ҷумлаҳои саволий феъли ёридиҳанда пеш аз мубтадо
меояд.

Масалан: *Who was speaking to you?*

Шакли инкорӣ бо ҳамроҳ кардани ҳиссаҳои *not*, ки баъд аз
феъли ёридиҳанда гузошта 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 саволи 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 ҳиссачаи 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 саволи феъли ёридиҳанда пеш аз мубтадо гузошта мешавад.

Масалан: *Had we finished our task?*

Дар ҷумлаҳои инкорӣ ҳиссачаи *not* пас аз феъли ёридиҳанда меояд.

Масалан: *He had not (hadn't) done his task by that time.*

ТАРЗИ МАФЪУЛ

Агар дар ҷумла иҷроқунандаи 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 саволии 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 таъғир намеебад:

What was brought to you?

Дар ҷумлаи инкорӣ ҳиссачаи 'not' пас аз феъли ёридиҳанда гузошта мешавад:

We were not told that he was ill.

ГЕРУНДИЙ (The gerund)

Герундий шакли номуайяни феъл буда амали давомёфтaro ифода мекунад.

Герундий бо ёрии ба феъли асосӣ ҳамроҳ кардани суффикси *-ing* сохта шуда, шаклан ба сифати феълии замони ҳозира ва исми феълӣ мувофиқ меояд.

Герундий ҳам хусусиятҳои исм ва ҳам феълро дорад. Ҳамчун феъл, герундий метавонад ба худ пуркунамдарo 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, пуркунамда ва хабари номӣ шуда, бо пешоянд ва муайянкунамда истифода мешавад.

I like walking quickly. – Ман тез роҳ гаштанро дӯст медорам.

Reading is my hobby. – Хониш – 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 пуркунамдаи 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 рӯи шакл ва мавқеи худ дар ҷумла, герундий ба масдар хело ҳам монандӣ дорад. Аз баски герундий дар забони тоҷикӣ вучуд надорад, тарҷумаи он дар ҷумла ба пешоянд ва калимаи онро муайянкунамда вобаста мебошад.

Герундий ба забони тоҷикӣ чун масдар, исми феълӣ, сифати феълӣ ва ҷумлаи пайрав (пуркунамда, муайянкунамда, ҳолшарҳкунамда) 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 амалӣ шуда метавонад:

- а) дар шакли нутқи айнан нақлшуда: бе таъгири нутқи ғўянда;
- 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 шахси дар ҳар ду забон дигар мешаванд.

Масалан: Нутқи айнан нақлшуда
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 сигаи амрӣ ба масдар бадал мешавад.

Масалан: Нутқи айнан нақлшуда
Shodi says to Savri, 'Come home at 6 o'clock.' – Шоди ба
Саври гуфт: «Соати 6 ба хона биё».

Нутқи мазмунан нақлшуда

Shodi asks Savri to come home at 6 o'clock. – Шоди аз Саври
соати 6 ба хона омадани ӯро хоҳиш намуд.

Агар нутқи айнан нақлшуда дар шакли ҷумлаи ҳикоятӣ ояд, хангоми ба нутқи мазмунан нақлшуда баргардонидани он дар забони англисӣ пайвандаки *that* (дар забони тоҷикӣ пайвандаки «ки») истифода мешавад (пайвандакхоро истифода накардан ҳам мумкин).

Масалан: Нутқи айнан нақлшуда
Rahim says, 'You may go home after the lessons.' – Раҳим
гуфт: «Ту метавони пас аз дарсҳо ба хона рави».

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 «ое» (дар забони тоҷикӣ) пайваست мешаванд.

Масалан: Нутқи айнан нақлшуда

The teacher says to the pupils, 'Who has finished the exercise?'

– Омӯзгор аз талабагон пурсид: «Кӣ иҷрои машқҳо 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 расонд.

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 рӯи қоидаи зерини мутобиқати замонҳо амалӣ мегардад:

- а) агар феъли сарҷумла дар шакли замони ҳозира ё оянда омада бошад, ҷумлаи пайрав метавонад замони аз рӯи мазмуни ҷумла талаб дошта истифода намояд.

Масалан: *She says that she is leaving Dushanbe in June.* – ВаӮ 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 рӯи нақшаи зерин дар забони англисӣ дигар мешаванд:

замоне, ки мазмуну шароит талаб мекунад (нутқи бевосита, айнан)	Present indefinite tense	Present continuous tense	Present perfect	Past indefinite	Past perfect	Future indefinite
	замони ҳозираи номуайян	замони ҳозираи давомдор	замони ҳозираи мутлақ	замони ҳозираи номуайян	замони гузаштаи мутлақ	замони ояндаи номуайян
замоне, ки одатан дар ҷумлаи пайрав истифода мешавад (нутқи бавосита)	Past indefinite	Past continuous	Past perfect	Past perfect	Past perfect	Future indefinite in the past
	замони гузаштаи номуайян	замони гузаштаи давомдор	замони гузаштаи мутлақ	замони гузаштаи мутлақ	замони гузаштаи мутлақ	замони ояндаи дар гузашта воқеъшуда

Дар мавриди тарҷумаи нутқи бевосита ба нутқи бавосита, ҳамлаҳза бо дигар шудани шакли замони феъл, ҷонишинҳо, зарф ва калимаҳои дигар, ки вақти амалро ифода мекунанд, низ дигар мешаванд:

Нутқи бевосита (айнан)		Нутқи бавосита (мазмуни)	
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	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 (гайр 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: *I 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 рӯи фарши хона буд.

ФЕЪЛҲОИ МОДАЛИ (Modal verbs)

Дар забони англисӣ гурӯҳи феълҳое мавҷуданд, ки феълҳои модалӣ меноманд.

Ба ин гурӯҳ феълҳои зерин дохил мешаванд:

can /kæn/ – метавонам,

may /meɪ/ – метавонам, ба ман иҷозат аст,

must /mʌst/ – боистан.

Ин гуна феълҳоро феълҳои нопурра низ ном мебаранд. Сабабаш он аст, ки ин феълҳо фақат дорои баъзе шаклҳои шахсӣ буда шаклҳои ғайришахсӣ (масдар, сифати феъли, герундия) 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 ҷои 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 ҷори 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 to* 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 таалуқ дошта бошанд. Маънои ин гуна калимаҳо аз мавқеъ ва ҷои 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 васет истифода мешавад. Онҳо ба калима маънои нав медиҳанд:

-er (-or) – иҷрокунандаи амалро мефаҳмонад,
-ion (-ation) – процесс, амал ва натиҷаи амалро нишон медиҳад,
-ness – сифат ва ҳолатро мефаҳмонад,
-ing – амал ва процессро 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:

un – unreal

маънои инкорӣ дошта, нарасидани сифати ягон чизро мефаҳмонад (пеш аз ҳарфи *l* ва *il*, пеш аз *m*, *p* ба *im* пеш аз *r* ба *ir* мубаддал мешавад,

re – rewrite, reopen

такрори амалро мефаҳмонад.

ТАРТИБИ КАЛИМАҲО ДАР ҶУМЛАИ АНГЛИСӢ (Word order)

Тартиби калима дар ҷумлаи англисӣ доимӣ аст. Сабаб аз он иборат аст, ки забони англисӣ дорои анҷомаҳои хеле маҳдуди грамматикӣ ва суффиксҳои калимасоз мебошад ва вазифаи калимаҳо аз рӯи ҷои онҳо дар ҷумла муайян мешаванд.

Тартиби зерини калимаҳо барои ҷумлаи содда чунин аст: дар ҷои аввал мубтадо пас аз он хабар ва баъд аъзоҳои дигари ҷумла.

Мисол: *Kate reads English books*

Дар ҷумлаҳои саволи тартиб баръакс: хабар ё қисме аз хабар пеш аз мубтадо меистад. Саволи махсус бо калимаи саволи оғоз меёбад ва саволи умумӣ бо хабар ё қисме аз хабар оғоз меёбад.

Мисол: *When do you speak English?*

Where do you learn your English?

What did your friend do yesterday?

Ҳиссаҳои инкории *not* дар байни феъли ёриидҳанда ва феъли асосӣ ё баъд аз феъли ёриидҳандаи аввал дар шаклҳои мураккаби феълӣ гузошта мешавад:

Мисол: *They do not speak French.*

They have not seen the film yet.

ЧУМЛАҲОИ САВОЛӢ (Interrogative sentences)

Муҳимтарин шаклҳои саволҳо шаклҳои умумӣ ва махсус мебошанд.

Саволҳои умумӣ. General questions

Ин тарз саволҳо аз ҳамсӯхбаткунанда ҷавоби мусбат ё манфиро талаб менамоянд (мисоли: *yes, no*). Саволҳои умумӣ чун қоида калимаҳои саволиро талаб намекунад. 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 информасияи 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 он ки

What – чӣ, чи гуна

Which – кадом

When – кай

Where – дар куҷо, куҷо

Why – барои чӣ

How – чи хел, чи 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 not 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.

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 a 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 hom
fiəriŋ wət hiz waif wud sei tə
him/ хона рафта метарсид, ки
занаш ба ӯ чӣ мегӯяд

Tasks

- 1 Write out a translation of the first paragraph and learn it by heart.
- 2 Talk about these.
 - a) Mick's family
 - b) Bottle Hill
 - c) The bottle
- 3 Make up ten questions on the story on pages 150–152 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/ ба

вай ном намерасад

and begged for mercy /begd fɜː

mɜːsi/ зоря карданд, ки ба

онҳо раҳм қунанд

Tasks

1 Read and translate the first two paragraphs.

2 Answer these questions.

- a) How did Mick pay the landlord?
- b) What did Mick do with the bottle?
- c) Did Mick get rich?
- d) What did Mick do with the second bottle?

3 Retell the story in summary, following this outline.

- a) Mick and the landlord. What happened to Mick?
- b) Mick and the second bottle.
- c) The end of the story.

The wise men of Gotham

How they 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 /ɒn jə: oun/

мустақилона, худат

by themselves /baɪ ðemselvz/

худашон

It would be stupid of me /wʊd bi: stju:pid əv mi:/

аз тарафи ман

he hired a horse /haɪəd ə hɔ:s/

аспро киро кард (намуд)

беакли мешуд

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/ соҳили

хушк

dreadful /'dredfəl/ хеле бад

as if /æz ɪf/ гӯё ки

alas /ə'laːs/ 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/ Тесей

(қаҳрамони антиқӣ)

to get away /get əwei/ гурехтан

to let out кушодан, яла кардан

feather /'feðə/ бол, пар



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/ ҳои ҳамвор, дашт

Attica /'ætikə/ Атика

Aegeus /'i:dʒi:əs/ Эгит, шоҳи

Афин

Isthmus /'isməs/ Истм (гардонаи
чорифини)

Bay of Salamis /'beɪ əv 'sæləmis/

Халиҷи хурд дар ҷазираи

Саламин

Athene /ə'θi:nɪ/ Афина (олиҳан
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 Athene'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 /hɪ'fiːstəs/ Тезейс
forge and fire /fɔːdʒ ənd faɪə/ мех
ва оташ
to pick at /pɪk æt/ халондан
to break apart /breɪk əpɑːt/
чудо-чудо шикастан, пора
кардан

gradually /grædʒuəli/
оҳиста-оҳиста
rival /raɪvəl/ рақиб
law /lɔː/ қонун
life-size /laɪf saɪz/ ҳаҷми табиӣ
raiding party /reɪdɪŋ pɑːti/
роғатгарон
to sail /seɪl/ шино карда рафтан

Tasks

1 Learn the first paragraph 'Daedalus was thrown . . . in the northern seas' by heart.

2 Answer these questions.

- a) What did Daedalus begin to think about when he was brought back to prison?
- b) 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) A raiding party did not come from Athens.
- b) 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 **gasped** 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 undə ga:d/

ҳабс кардан

to gasp /ga:sp/ нафасгард шудан

amazement /ə'meɪzmənt/

тааҷҷуб

roofless /ru:fləs/ бе бом

shell /ʃel/ ғушмоҳии хурд

royal palace /rɔ:əl pæləs/ қасри

шоҳӣ

fame /feɪm/ шӯҳрат

earthquake /'ɜ:kweɪk/

заминҷунбӣ

devotion /di'vɒʃən/ вафодорӣ

Tasks

1 Learn the first paragraph 'Daedalus . . . King Minos lived.'

2 Complete these sentences.

- a) When Daedalus first saw the palace . . .
- b) 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 bore 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
болоғуши хона, болор
creatures /kri:tʃəz/ қонварҳо
flesh /fleʃ/ бадан, тана

annually /ænjəli/ солона
lock /lɒk/ қулф
to come apart /kʌm əpɑ: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 /riwɔ:d/ инъом, тухфа

fugitives /fju:dʒətivz/

таъқибшавандагон

escape /iskeip/ халос шудан

scatter /skætə/ пароканда

leap (leapt, leapt) /li:p/ ҳаво додан

cliff /klif/ теппа, баланди

Great Bear /greit beə/ хирси

бузурғ

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/ барэрап
to stare /tə'steə/ тамошо кардан

islet /'aɪlɪt/ қисмат, мавзеъ
to float /tə'flaʊt/ иншо 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 /dʒʊk əv welɪŋtən/ Дюки Веллингтон	to shake hands /ʃeɪk hænz/ даст фушурдан
safety valve /seɪfti vælv/ тугмаи нигоҳдоранда	Member of Parliament for Liverpool /membə əv pɑːlɪmənt fəː lɪvəpuːl/ Аъзои парлумони Ливерпул
to slow down /sləʊ daʊn/ поён фуровардан	to pick up /pɪk ʌp/ гирифтан
twenty-nine kilometres per hour /twentiː neɪn kɪləˈmɪtəz pəːr aʊə/ бисту нӯх км дар як соат	had not occurred /əˈkɔːd/ to them бо онҳо руй надод
to get down /get daʊn/ ба поён фаромадан	throttle /ˈθrɒtl/ тугма барои баровардани буг
	in safety /seɪfti/ 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 муьддате	in addition to /ədɪfən/	ба замми он
ки		to come true /sɪm tru:/	рост,
to find fault with something /fɔ:lt/		дуруст баромадан	
айби касеро ёфтан		House of Commons /haʊs əv	
to put something right /put sɪmθɪŋ		kɒmənz/	Палатаи парлумон
rait/	чизеро дуруст ичро	to turn down /tɜ:n daʊn/	рад
кардан		кардан	
to try out /traɪ aʊt/	саъй кардан	horse-drawn waggon /hɔ:s drɔ:n	
to back away /bæk əweɪ/		wæɡən/	қатори бо аспҳо
баргаштан ба қафо			

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 school-master 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 school-master 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 /'kɑ:pɪntə/ дуредгар
naughty /'nɔ:ti/ инчиқ
to set fire /set faɪə/ дар гирондан
barn /bɑ:n/ хона барои нигоҳ
доштани чизе
to burn /bɜ:n/ сӯхтан
to discover /dis'klʌvə/ кашф
кардан
scientific /,saɪən'tɪfɪk/ илмӣ
cellar /'sela/ таххона
to search /sə:tʃ/ ҷустуҷӯ кардан
scrap-metal /skræp metəl/
металлора
various /'vɛəriəs/ ҳаргуна

chemicals /'kemɪkəlz/ химикатҳо
remark /rɪ'mɑ:k/ 1. мулоҳиза,

2. сарзаниш кардан

brains /breɪnz/ мағзи сар
to be upset /ʌpset/ ғамгин шудан
to burst into tears /bɜ:st ɪntu: tiəz/
гирён шудан

stupid /'stju:pɪd/ беақл
patience /'peɪʃəns/ сабр, тоқат
serious /'sɪəriəs/ ҷиддӣ
expert /'ekspə:t/ эксперт
manager /'mænɪdʒə/ мудир
message /'mesɪdʒ/ нома, хат
solve /səlv/ ҳал кардан
volume /'vɒlju:m/ том
opportunity /,ɒpə'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 . . . ! 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 ҷои шабгузарони
 indicator /ɪndɪkeɪtə/ индикатор
 main /meɪn/ асосӣ
 to repair /rɪpeə/ таъмир кардан
 the cause of the trouble /kəʊz ə ðə
 trəʊbl/ изтироб
 remark /rɪ'mɑːk/ қайд кардан
 calmly /'kɑːmli/ оромона
 dismantle /dɪs'mæntl/ ба қисмҳо
 ҷудо кардан
 midnight /'mɪdnait/ нисфи шаб
 efficient /ɪ'fɪʃənt/ маҳсулноқ

expand /ɪks'pænd/ васеъ кардан
 patent /'peɪtənt/ кашфи асли
 produce /prə'djuːs/ истеҳсол
 кардан
 far less perfectly /fɑː les pə:fɛktli/
 нурра нашуда
 hard /hɑːd/ вазмин
 improve /ɪm'pruːv/ беҳтар
 намудан
 induction /ɪn'dʌkʃn/ индукция
 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	баровардан
spark /spa:k/ рушноидиҳ	pear-shaped glass bulb /peə ʃeɪpt gla:s bʌlb/ чароғаки
to last /la:st/ давом кардан	электрикии мисли муруд
success /sək'ses/ муваффақият	to switch /switʃ/ барқро
incandescent lamp /,ɪnkæn'desnt/ чароғаки тасфониш	даргирондан
filament /'fɪləmənt/ ришта	cardboard /kɑ:d bɔ:d/ картон
to carbonise /'kɑ:bənaɪz/ карбон	bamboo /bæmbu:/ бамбук
гашта	to hold a display /hould ə displei/ ба намоиш мондан
glass cover /gla:s ʃʌvə/ фарши	lift /lift/ лифт
пишпагин	sewing-machine /souɪŋ məʃi:n/ мошинаи дарздӯзи
glass container /kən'teɪnə/ контейнер	by means of /bei mi:nz əv/ ба воситаи
carbon /'kɑ:bən/ карбон	
to pump бо насос кашида	

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	батареяи аккумуляторӣ
ear-trumpet /,iə'trʌmpɪt/	найчаи шунавӣ	motor industry /məʊtə ɪndəstri/
		индустрияи механикӣ
magic lantern /mædʒɪk læntən/	чароғи сеҳрнок	perspiration /,pəːspə'reɪʃən/
		бораки ҷабин кор кардан
storage battery /'stɔːrɪdʒ/		inspiration /,ɪnspə'reɪʃən/
		илҳом

Tasks

1 Write a translation of the first paragraph.

2 Answer these questions.

- How did Edison work?
- What did he design?
- When did he invent a magic lantern for showing pictures?
- What invention did he produce which is so important to the motor industry?
- When did Edison die?

International word list

A

accent /'æksənt/
талаффуз,
талаффуз қардан
acrobat /'ækɹəbaɪt/
дорбоз
admiral /'ædmərəl/
адмирал (рутбан
ҳарбӣ-баҳрӣ)
aggression /ə'greɪʃən/
чангҷӯӣ, ҳуҷум,
таҷовуз
aggressor /ə'greɪsə/
таҷовузкор
airport /'eəpɔ:t/
фурудгоҳ
album /'ælbum/
албом
alligator /'ælgɪtə/
алигатор, тимсоҳ
anatomy /ə'nætəmi/
илмӣ ташрех
anecdote /'ænikdɔ:t/
ҳақиқӣ
antonym /'æntənɪm/
антоним
appetite /'æpɪtaɪt/
интиҳо, тамъа,
ҳирс
architecture
'a:ki'tektʃə/
меъморя
aristocratic
'æɹɪstə'krætɪk/
ашрофона,
начибона
artillery /a:tɪlɪrɪ/
яроқи
оташфшон, қисмӣ ҳарбӣ
atomic /ə'təʃmɪk/
атомӣ
autograph /'ɔ:təgrə:f/
имзо, дастхат

B

bank /bæŋk/ банк
baron /'bærən/ барон
barricade /,bærɪ'keɪd/
санҷар, шинак
baseball /'beɪsbɔ:l/
бейсбол

battalion /hə'tæljən/
баталюн (қисмӣ
ҳарбӣ)
battery /'bætəri/
батарея (қисмӣ
ҳарбӣ)
bazaar /bə'zɑ:z/ бозор
biology /baɪ'ɔlədʒi/
биология
bourgeois /'bʊəʒwɑ:z/
буржуазия
bourgeoisie
/'bʊəʒwɑ:zi/
буржуазия

C

cabin /'kæbɪn/
хонача, уток
canal /kə'næl/
рудхона
captain /'kæptɪn/
капитан
caravan /,kærə'væn/
корвон
catalogue /'kætələʒ/
каталог, номгӯӣ
categorical
/'kæti'gɹmɪk/
қатъӣ
cavalry /'kævəlɹi/
қўшунӣ савора
ceremony /'serɪməni/
маросим,
тақаллуф
certificate /sə'tɪfɪkət/
шаҳодатнома
character /'kærɪktə/
хўӣ, хулқ,
хосият, феъл,
характер
characteristic
/'kærɪktə'rɪstɪk/
характерноя,
маҳсус ба худ
хос
cigar /sɪ'gɑ:z/ сигор,
чили́м
civilisation
/'sɪvɪlɪ'zeɪʃən/
маданият,
тамаддун
classic /'klæsɪk/
асари классикӣ

classical /'klæsɪkəl/
классикӣ
collectivisation
/'kə'lektɪvaɪ'zeɪʃən/
коллективонидан
colony /'kɔləni/
колония, ҷомеа
combination
/'kəmbɪ'neɪʃən/
комбинация,
икҷоякунонӣ
commercial
/'kə'mɹ:ʃəl/
тиҷоратӣ
committee /kə'mɪti/
қумита
communication
/'kə'mju:ni'keɪʃən/
ахборот, алоқа,
робита
company /'kʌmpəni/
ҷамоат, ширкат,
ҳамроҳ
composer
/'kəm'pəʒə/
бастакор
computer /kəm'pjʊ:tə/
компютер
concentration
/'kənsən'treɪʃən/
гункунӣ
conference
/'kɒnfərəns/
ҷаласа,
конференсия
congress /'kɒŋɡres/
конгресс,
анҷуман
construction
/'kɒn'strʌkʃən/
таркиб, сохт,
тартиб
consultative
/'kɒn'sʌltətɪv/
машваратӣ
contact /'kɒntækt/
алоқа
control /kən'trəʊl/
роҳбарӣ, назорат
cooperate
/'kəʊ'ɔpəreɪt/
ҳамкорӣ (қардан)

cooperation
/'kəʊ'ɔpə'reɪʃən/
ҳамкорӣ
coronation
/'kɔrə'neɪʃən/
тоҷгузорӣ,
тоҷмонӣ
correspondent
/'kɔrɪs'pɒndənt/
муҳбир
cottage /'kɔtɪdʒ/
хонаи дуқабата
court /kɔ:t/
корт (теннисбозӣ)
critic /'krɪtɪk/
мунаққид,
нуқтачии
critical /'krɪtɪkəl/
танқидӣ

D

debate /di'beɪt/
даъво, муҳоҷиса,
снтеза
delegate /'delɪgeɪt/
вакил, намоянда
delegation
/'delɪ'geɪʃən/
хайати вакилон
democracy
/'di'mɒkrəsi/
демократия
demonstrate
/'demənstreɪt/
намониш додан
detective /di'tektɪv/
детектив
diagnose /daɪə'ɡnaʊz/
муайян қардани
касали
discipline /'dɪsɪplɪn/
низоом,
дисциплина
dock /dɒk/
бандаргоҳ
document
/'dɒkjʊmənt/
хуҷҷат
documentary
/'dɒkjʊ'mentəri/
хуҷҷатӣ

E

echo /'ekou/ эхо
садо
electric /'ilektrik/ барқӣ
electronic /'ilek'tronik/ электронӣ
element /'eliment/ қисм, таркиб, ҳуҷра
emigration /'emig'reifən/ муҳоҷират
emotion /'i'mouʃn/ ҳаяҷон
encyclopedia /'en,saiklou'pi:diə/ дорулмаорифин
energy /'enedʒi/ қувва
ensemble /'æn'sa:mbəl/ ансамбл, дастан, хунарӣ
enthusiasm /'in'θju:ziæzm/ шавқу завқ
epidemic /'epi'demik/ эпидемия
episode /'episouð/ лаҳза
expedition /'eks'pi:diʃən/ экспедиция
experiment /'iks'perimənt/ таҷриба, озмун
exploitation /'ekspləi'teifən/ истисмор
намуна
export /'eks'pɔ:t/ экспорт, ба хироч
баровардан
extra /'ekstrə/ зиёдта, изофӣ (тарғф) ҳусусӣ

F

fact /fækt/ факт, далел
fascism /'fæʒizm/ фашизм
federation /'fedə'reifən/ федерация
feudal /'fju:ðəl/ феодал

figure /'fi:ʃə/ ҳайкал, тайкор, рақам
financial /'faɪ'nænʃəl/ молия
firm /'fɜ:m/ фирма, иттиҳодия
form /'fɔ:m/ шакл, ба шакл даровардан
format /'fɔ:mt/ формалӣ, сунъӣ
front /'frʌnt/ фронт, чабҳа, майдони ҷанг

G

garage /'gærɑ:ʒ/ гараж
general /'dʒenərəl/ генерал, ҷенерол, умумӣ
geographical /'dʒiə'græfikəl/ ҷуғрофӣ
giraffe /'dʒi'ra:f/ жираф
guarantee /'gærən'ti:/ кафолат додан

H

hallo /hə'lou/ салом
heroic /hi'rouik/ қаҳрамонона
heroin /'herouin/ қаҳрамонзан
heroism /'herouizm/ қаҳрамонӣ
historical /his'tɔ:rikəl/ таърихӣ
hobby /'hɒbi/ ҳоби, шавқу рағбати ҳусусӣ

I

ideal /ai'diəl/ намуна, намунавӣ
ideological /'aɪdiə'lɔdʒikəl/ идеология, ғояӣ
illustrate /'iləstreɪt/ тасвир кардан
imperialism /'ɪm'piəriəlizm/ империализм
imperialist /'ɪm'piəriəlist/ империалист

industrialisation /'ɪn,dastriəlai'zeɪʃn/ индустриякунонӣ
information /'ɪnfə'meɪʃn/ ахборот, иттилоъ
initiative /'ɪnɪʃiətiv/ ташаббус
inspect /'ɪnspekt/ бо диққат аз назар гузаронидан
international /'ɪntə'næʃənəl/ байналмиллалӣ, интернационалӣ
invalid /'ɪnvəlɪd/ инвалид, маҷрӯҳ

J

joke /dʒouk/ ҳазл, шӯхӣ
journalist /'dʒɜ:nəlist/ хабарнигор, журналист, воқеанигор

L

lady /'leɪdi/ хонум, зан
Latin /'lætiən/ лотинӣ
lecture /'lektʃə/ суҳанронӣ, лексия
legend /'ledʒənd/ ривоят, афсона, достон
legendary /'ledʒəndəri/ афсонавӣ
Leninist /'leninist/ ленинчӣ
licence /'laɪsəns/ иҷозатнома, рӯхсатнома
local /'ləukəl/ маҳаллӣ
lord /'lɔ:d/ лорд (рутба)

M

madam /'mædəm/ мадам, хонум
marshal /'mɑ:ʃəl/ маршал
material /mə'tɪəriəl/ материалӣ
mechanic /mi'kænik/ механик, усто

medal /'medl/ медал
medical /'medɪkl/ тиббӣ
medicine /'medsin/ муҷассам, ёдгорӣ
metal /'metl/ металл, фулоз
method /'methəd/ тарз, метод, усул
musical /'mju:zɪkl/ мусиқӣ

N

natural /'nætʃrəl/ табиӣ
nature /'neɪtʃə/ табиат

O

officer /'ɔ:fɪsə/ офицер
official /'ɔ:fɪʃəl/ расмӣ
operation /'ɔ:pə'reiʃən/ ҷарроҳӣ, амалиёт
opposition /'ɔ:pə'ziʃən/ рақиб, муқолиф
organ /'ɔ:gən/ қисм, узв
oval /'əʊvəl/ тухмшакл

P

panic /'pænik/ бечаруеомонӣ
parliamentary /'pɑ:lə'mentəri/ порламонӣ, парламенти
partisan /'pɑ:ti'sæn/ партизан
partner /'pɑ:tnə/ ҳамкор
patriot /'peɪtriət/ ватандӯст
peak /'pi:k/ қулла, пик
pedestal /'pedɪstl/ минбар
period /'piəriəd/ давра, лаҳза
person /'pɜ:sn/ фард, шахс
personal /'pɜ:snl/ шахсӣ, ҳусусӣ
philosophy /'fɪ'lɔsəfi/ фалсафа

photo /'fəʊtəʊ/ акс,
сурат
photograph
/'fəʊtəgrɑ:f/
аккос, суратгар
pilot /'paɪlət/ пилот,
идоракунандан
ҳаёотаймо
prate /'paɪrɪt/
роҳзани бахри
police /pə'li:s/
полисия
popularity
/ˌpɒpju'lærɪti/
машхури,
номдори
position /pə'zɪʃən/
мавқеъ
practical /'præktɪkəl/
амали
president /'prezɪdənt/
президент, раис
press /pres/ матбуот
prize /praɪz/ мукофот
princess /prɪn'ses/
малика,
пояхдустар
problem /'prɒbləm/
проблема,
масъала,
мушкилот
process /'prəʊses/
ҷараён
professional
/prə'feʃənəl/
касби
professor /prə'fesə/
профессор
progressive
/prə'ɡresɪv/
пешқадам,
прогрессив
project /'prɒdʒekt/
нақша, план
proletariat
/ˌprəʊlə'terɪət/
заҳматкашон,
пролетариат
propaganda
/ˌprɒpə'ɡændə/
ташвиҳот,
таблиғот
propagandist
/ˌprɒpə'ɡændɪst/
таблиғотчи

R
raid /reɪd/ рейд,
тафтиш
ногахонӣ
realism /'riəlɪzəm/
реализм
realise /'riəlaɪz/
амали кунонидан
recommend
/ˌrekə'mend/
тавсия кардан
recommendation
/ˌrekəmen'deɪʃən/
тавсиянома
rector /'rektə/
ректор, раиси
дониироҳ
regular /'regjula/
доимӣ
Reichstag /'raɪksta:g/
Рейхстаг,
парлумони
Олмон то соли
1945
religious /rɪ'lɪdʒəs/
динӣ
reporter /rɪ'pɔ:tə/
мухбир,
хабарнигор
republican
/rɪ'pʌblɪkən/
ҷумҳуриявӣ
residence /'rezɪdəns/
қароргоҳ
restaurant /'restərənt/
ресторан
risk /rɪsk/ хавф
role /rəʊl/ нақш
ruin /ruɪn/ харобазор

S
sculptor /'skʌlptə/
муҷассамасоз,
хайкалтарош
second /'sekənd/
сония
secret /'sɪkɪt/
махфӣ
secretary /'sekrətəri/
котиб(а)
sector /'sektə/
қисм
sergeant /'sɜ:dʒənt/
сержант (пӯтбаи
ҳарбӣ)
serious /'sɪərɪəs/
ҷиддӣ
session /'seʃən/
ҷаласа, сессия

signal /'sɪgnəl/ сано
додан
social /'səʊʃəl/
иҷтимоӣ
solidarity /ˌsɒli'dærɪti/
ҳамдастӣ,
ҳамраҳӣ
sort /sɔ:t/ намъ,
намӯна
souvenir /'su:vənɪə/
туҳфа, савғот,
барги сабз
special /'speʃəl/
махсус
specialist /speʃi'alist/
мутахассис, усто
speciality /speʃi'ælɪti/
тахассус, касб
statue /'stætʃu:/
муҷассама
storm /stɔ:m/ тӯфон
symbol /'sɪmbəl/
рамз, нишона
symphonic /sɪm'fɒnɪk/
симфонӣ, овозӣ
system /'sɪstəm/
система, тартиб

T
tank /tæŋk/ танк
telegraph /'telɪɡra:f/
телеграф
textile /'tekstail/
бофандагӣ
theme /θi:m/ мавзӯ
theory /'θiəri/
назария
tourism /'tuəɪzɪzəm/
сайёҳӣ
tourist /'tuəɪst/
сайёҳ
tradition /trə'dɪʃən/
суннат, анъана
tragic /'trædʒɪkəl/
фочиянок
transport /'trænsport/
нақлиёт
tropical /'trɒpɪkəl/
тропикӣ
tuberculosis
/tju:bə'kju:ləʊsɪs/
касалии сил
tunnel /'tʌnl/
гузаргоҳи
зери заминӣ
type /taɪp/ намуд,
тип, ҳел

U
uniform /'ju:nɪfɔ:m/
либоси маҳсус

V
vanguard /'væŋɡɑ:d/
пешқадам,
авангард
veteran /'vetərən/
ветеран
vice-president
/'vaɪs'prezɪdənt/
ноиб-президент
visitor /'vɪzɪtə/
меҳмон,
тамошобин

Z
zone /zəʊn/
минтақа, табақа,
доира

Topical vocabulary forms 5-10

School

attend /ə'tend/
иштирок кардан
biology /baɪ'ɒlədʒi/
биология
be absent /əbsənt/
иштирок
накардан, ғоиб
будан
blackboard
/'blækbo:rd/
тахтаи синфӣ
book /buk/ китоби
botany /'bɒtəni/
ботаника
chalk /tʃɔ:k/ бӯр
chalkboard
/'tʃɔ:kbo:rd/
тахтаи синф
chemistry /'kemɪstri/
химия
chess-circle
/'tʃes'sə:kl/
маҳфили
шохматбозӣ
circle /'sə:kl/
маҳфил, кружок
class /kla:s/ синф
classroom /'kla:sru:m/
синфхона
day-book /'deɪbuk/
рӯнома
do sums /du'sʌmz/
ҳалли масъала
draw (drew, drawn)
/drɔ:/ расм
кашидан
drawn /drɔ:n/
расмкашӣ
drawing /'drɔ:ɪŋ/
расмкашӣ, расм
examination
/ɪg,zæmɪ'neɪʃən/
имтиҳон
take an examination
имтиҳон
супурдан
finish /'fɪnɪʃ/ ба охир
расидан

form-master
/'fɔ:m'ma:stə/
роҳбари синф
(мард)
form-mistress
/'mɪstrɪs/ роҳбари
синф (зан)
Form eight синфи
ҳаштум
Friday /'fraɪdɪ/ ҷумъа
geography /dʒɪ'ɒɡrəfi/
ҷуғрофия
get marks баҳо
гирифтани
gymnastics
/dʒɪm'næstɪks/
гимнастика
gymnasium
/dʒɪm'neɪzjəm/
толори (зал)
варзишӣ
(тарбияи
ҷисмонӣ)
graduate from
хатмкунанда
handicraft
/'hændɪkra:ft/
меҳнати дастӣ
headmaster
/'hed'ma:stə/
директор (мард)
headmistress
/'hed'mɪstrɪs/
директор (зан)
history /'hɪstəri/
таърих
Komsomol-member
аъзои комсомол
literature /lɪ'terətʃə/
адабиёт
mathematics
/'mæθɪ'mætɪks/
математика
Monday /'mʌndɪ/
душанбе
monitor /'mɒnɪtə/
сардор
notebook /'nəʊtbuk/
дафтар
pen ручка
pencil /'pensl/ қалам

pen-knife /'pennaɪf/
қорча,
қаламтарош
physics /'fɪzɪks/
физика
pioneer meeting
/'piə'niə'mi:tiŋ/
маҷлиси пионеря
Russian /'rʌʃən/ русӣ
ruler /'ru:lə/
хаткашак
rubber /'rʌbə/
поққунақ
India rubber
/'ɪndiə'rʌbə/
поққунақ
Saturday /'sætədi/
шанбе
school /sku:l/ мактаб
school-badge
нишонан мактаб
grammar school/
мактаби
грамматикӣ
primary school
/'praɪməri/
мактаби ибтидоӣ
vocational school
/'vəʊ'keɪʃən/
омӯзишгоҳи
касбу ҳунар
sing a song /'sɪŋ ə
'sɒŋ/ суруда
хондан
singing сурудхонӣ
subject /'sʌbdʒɪkt/
предмет, фан
Sunday /'sʌndɪ/
икшанбе
Tajik /'tʌdʒɪk/ тоҷик
timetable /'taɪm'teɪbl/
ҷадвали дарсӣ
Thursday /'θɜ:zdi/
панҷшанбе
University/
университет
Wednesday /'wenzdi/
чоршанбе
What day is it today?
имрӯз кадом рӯз
аст?

What is the date
today? имрӯз
чандум аст?

School holidays and travelling

bathe оббозӣ кардан
bicycle велосипед
by bicycle бо
велосипед
cycle /'saɪkl/ ҷарҳ,
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
/'lʌntʃ'bæskɪt/
сабат барои хӯрок
make a fire /meɪkə'faɪə/
гулхан афруختан
motor-cycle
/'məʊtə'saɪkl/
мотосикл
places of interest
ҷойҳои ҷолиби
диққат
plane /pleɪn/ самолёт,
ҳавонаймо
by plane бо самолёт
ship кишти
by ship бо кишти
tent хайма
train /treɪn/ поезд
travel by train бо поезд
сафар кардан
by train бо поезд
week-end trip
/'wi:kend'trip/
саёҳат дар охири
ҳафта
travelling on foot
ниёда гаштан

unforgettable
impression
хиссиёти фаро-
мушнанаваанда
trip by air (sea) сафари
ҳавой (баҳри)

Clothes

apron /'eiprən/ пешдоман
blouse /blaʊz/ кофта,
куртан нимтанан
ҷанона
boots /bu:ts/ бутса,
ботинка
high boots /haɪ/ мўзаҳо
low boots /ləʊ/ ботинкаҳо
cap /kæp/ кепка
coat /kəʊt/ пальто
dress /dres/ курта
gloves /glʌvz/ дастпушак
pair of gloves /'peərəv'glʌvz/ ҷуфти
дастпушакҳо
hat /hæt/ қулоҳ
pillow /'pɪləʊ/ болишт
pillow-case /keɪs/ ҷилди болишт
dress-length /'legθ/ дарозии пушак
underwear /'ʌndəweə/ либоси тағ
wear (wore, worn) /weə/ пушидан
socks ҷуроби қўтоҳ
stockings ҷуроб
suit /su:t/ ҷома
jumper /'dʒʌmpə/ жемпер
skirt /skɜ:t/ юбка
shirt /ʃɜ:t/ 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 /'ɔ:gəst/ август
autumn /'ɔ:təm/ тирамоҳ
climate /'klaɪmɪt/ вазъи ҳаво
cold /kəʊld/ хунук
coldness /'kəʊldnis/ хунукӣ, сарди
cloudy /'klaʊdi/ абринок
December /dɪ'sembə/ декабр
grass /grɑ:s/ сабза
hot гарм
January /'dʒænjuəri/ январ
July /dʒu:'laɪ/ июл
June /dʒu:n/ июн
February /'februəri/ феврал
field /fi:ld/ майдон, замин
flowers /'flaʊəz/ гулҳо
fly /flaɪ/ паридан
make a bird-house /'hɑ:d'haʊs/ сохтани хонаи парранда
March /mɑ:ʃ/ март
May /meɪ/ май
mild /maɪld/ мулоим
November /'nəʊ'vembə/ ноябр
October /ok'təʊbə/ октябр
the sky is covered with clouds осмон бо абр ғушнда шуд
it rains борон меборад
it snows барф меборад
wind шамол
to blow вазидан
sun офтоб
shine дурахшидан
brightly /'braɪtli/ дурахшон
warm /wɜ:m/ гарм
bird /bɜ:d/ парранда

snowdrop /'snəʊdrɒp/ барфнора
ski /ski:/ лижа
skates конки
it's 15 degrees above zero /a'hæv'zi:rou/ 15 дараҷа зери сифр
it's 2 degrees below zero /b'ləʊ'zi:rou/ 2 дараҷа зери сифр
pasty /'pæsti/ ҳавон гализ

A visit

a knock at the door дар задан
to shake hands даст фишурдан
to push up тела додан
make yourself at home худро чун дар хона ҳис кардан
to have a talk сўхбат кардан
thank you ever so much ташаккури зиёд
it is very kind of you хеле меҳрубон ҳастед
I should like you to know меҳостам фаҳмам
to be delighted /di'laɪtɪd/ хурсанд шудан
to take one's leave /li:v/ отпуск гирифтан
it's ages since we saw each other last садеол шуморо надидам
in the first place дар ҷои аввал
to be promoted /prə'məʊtɪd/ пешбарӣ кардан
to congratulate on /kən'grætʃuleɪt/ ба муносибати... табрик кардан
the pleasure is all mine /pleɪzə/ қайфият аз ман аст

make yourself comfortable /'kʌmfətəbl/ худро ба роҳат кардан
what's the news? чӣ хабари нав?
the other day рӯзи дигар
one of these days яке аз ин рӯзҳо
by all means ҳатман
mistress of the house соҳибхонаван
I'm afraid it's too much trouble /'trʌbl/ метарсам ки таъминии зиёд мемиҳам
no trouble at all /'trʌbl/ ҳеч таъминии нест
to chat /tʃæt/ сўхбат кардан
How are you getting on? Чӣ ҳал ҳастед?
everything is quite all right, thank you Ҳама чиз хуб аст, ташаккур
my friends asked me to give you their regards Дустам илтимос намуд, ки ман ба шумо дуруди уро 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 надидам?
best wishes for a happy New year Дар соли нав ба шумо хушнӯхон рӯзгор

In the dining room

dining-room /'daɪnɪŋ ru:m/ ошхона	choice /tʃɔɪs/ интихоб	cocoa /'kɒkəʊ/ какао	I'm thirsty /'θɜːsti/ Ман ташна астам
canteen /kæn'tiːn/ ошхона	variety /və'reɪəti/ гуногун	porridge /'pɒrɪdʒ/ атола	tomato juice /'təmətəʊ'dʒuːs/ нушокин аз
to have dinner (lunch, breakfast) хӯроки нисфирӯзӣ	fried (steamed) fish бирён	ham /hæm/ пон, сон	potatoe тайер шуда
self-service /'self'sɜːvɪs/ худхизматрасонӣ	roast (boiled) meat /rəʊst/, /bɔɪld/, /mɪt/ гӯшти бирёншуда	sausage /'sɜːsɪdʒ/ ҳасибн сабук	I wouldn't mind Ман муқобил нестам
waiter (waitress) /'weɪtə/ пешхидмат	chops (cutlets) /'kɒtlets/ катлетҳо	egg тухм	the soup tastes very nice Шӯрбо хеле бонамза аст
haricot /'hærɪkəʊ/ лубн	beefsteak /biːf'steɪk/ луҳман гӯшти (бифштекс)	scrambled eggs /'skræmblɪd/ тухмбирёнӣ	underdone (overdone) нобирён (бирёнкардашуда)
to wait on /weɪt'ɒn/ интизор шудан	rissole /'rɪsəʊl/ шӯрбон гӯшти ё моҳигӣ бо бодарингӣ	cream /kriːm/ қаймоқ	blunt (sharp) нобурро, (нӯтрез)
dish /dɪʃ/ ғизо, таом	chicken /'tʃɪkɪn/ чӯча	curds /kɜːd/ творог	sour /saʊə/ туруш
ticket /'tɪkɪt/ чипта билет	goose /guːs/ гоз	tablecloth /'teɪblkloːθ/ дастархон	sweet ширин
cash-desk /'kæʃdesk/ касса	duck /dʌk/ мурғобӣ	knife /naɪf/, knives /naɪvz/ корд	sugar, sugar basin /'beɪsɪn/ шакар, шакардон
soup /suːp/ шӯрбо	potatoes /pə'teɪtəʊz/ картошка	fork /fɔːk/ панҷшоха	slice of bread порчаи нон
first (second) course /fɜːst/ таоми якум	vegetables /'vedʒɪtəblz/ сабзавот	spoon /spuːn/ қошуқ	There's a good boy! Ин бачаи хуб аст
buffet /'bʊfeɪ/ буфет	stewed /stjuːd/ дам карда пухташуда	tablespoon қошуқи рӯи миз	delicious /dɪ'lɪʃəs/ хушмаза
sweet /swiːt/ ширин	jam /dʒæm/ мураббо	glass /glɑːs/ истакон	to be full up сер шудан
rye /raɪ/ шӯъ	and what not ҳама чиз	pepperpot /'pepəpɒt/ қутти мурч	helping кумак
separately /'seɪrətəli/ алоҳида	buckwheat /'bʌkwɪt/ гречиха, марҷумак	mustardpot /'mʌstəd/ қутти хардал	cardan кардан
menu-card /'menjuː kɑːd/ номгуи таомҳо	stewed fruit /stjuːd/ меваҳои дам карда пухташуда	paper napkin /'pæpər næpɪn/ дастпоққуни	stale bread /steɪl/ нони қок
salad /'sæləd/ салат	lemon /'lemən/ лимон	counter /'kaʊntə/ пешдӯгон	lump of sugar порчаи қанд
herring /'herɪŋ/ селёдка	ice cream /aɪs'kriːm/ яхмос	customer /'kʌstəmə/ мухлис	cup of tea, coffee пийван чой, қаҳва
caviar /'kævɪə/ тухми моҳи	apple /'æpl/ себ	tray /treɪ/ латъя	bottle of milk шишаи шир
cabbage soup /'kæbɪdʒ 'suːp/ карамшӯрбо	orange /'ɒrɪndʒ/ афлосун	to help oneself марҳамат ҷашед	bread and butter /'brɛd ənd bʌtə/ нону маска
beetroot soup /'biːtrʊt suːp/ лаблабушӯрбо	tangerine /'tændʒə'riːn/ мандарин	cashier /kæ'ʃɪə/ кассир	cucumber /'kjuːkəmbə/ бодиринг
sour cream /'saʊə 'krɪm/ мураббон туруш	to have a bite; to have a snack /haɪt/, /snæk/ ғизои сабук хӯрдан	to add up the bill ба ҳисоб изофа кардан	thick soup шӯрбон ғавс
noodle soup /'nuːdl/ шӯрбон нахӯдӣ	sandwich /'sænwɪdʒ/ сендвич	what sort of? чӣ навъ аст?	chicken broth шӯрбон мурғин
clear soup /kliːə/ шӯрбон сабук	tea /tiː/ чой	pastry /'peɪstri/ пирожное	meat dumplings /'dʌmplɪŋz/ гелакҳои хамирин
pie /paɪ/ самбӯса	milk /mɪlk/ шир	fresh /freʃ/ тоза, ботароват	mineral water /'mɪnərəl'wɔːtə/ оби минералӣ
rice soup шӯрбон биринҷӣ	coffee /'kɒfi/ ҳаҳва	hungry /'hʌŋɡri/ ғурусна	

wine шароб
beer /biə/ оби чав
no smoking нақашед
(сигар)
ash-tray /æʃtreɪ/
хокистардон
to lay the table
дастархон
оростан

At the library

I am a subscriber to
our local library
ман обуначии
китобхонаи
худамон
мебошам
local таҷҷой
subscriber обуначи
about every fortnight
ду ҳафта пас
to exchange иваз
кардан
Lending Department
абонемент
to look through нигоҳ
кардан
subject catalogue
руйхати фанӣ
best of all аз ҳама
хубаш, беҳтараш
fiction адабиети
бадеъ
travel book
сафарнома
biography тарҷуман
ҳол
to fill in a slip иҷро
кардани
дархостҳо
stacks раф (барои
китобҳо)
rejection /ri'dʒekʃn/
слип рад кардан
the book is out китоб
нест
collection /k'leɪʃən/
мачмуъ
reading-room зали
китобхона
title page /'taɪtəl'peɪdʒ/
муқовва аввали
китоб
the latest novel
'noʊəl/ романи
охири

contents /'kɒntents/
мундариҷа
chapter /'tʃæptə/ боб
children's books
'tʃɪldrən/
китобҳои
кӯдакона

Our flat

living room /'lɪvɪŋru:m/
хонаи умумӣ
bedroom хонаи хоӣ
dining room хонаи
хӯрокхӯрӣ
hall /hɔ:l/ пешроҳ
kitchen /'kɪtʃɪn/
ошхона
bathroom /'bɑ:θru:m/
ҳаммом
lavatory /'lævətəri/
хоҷатхона
meal /mi:l/ хӯрок
to gather /'gæðə/
якҷо чамъ
омадан: сарҷамъ
шудан
running water
'rʌnɪŋ,wɔ:tə/
қубури об, оби
равон
gas range /'ɡæs
reɪndʒ/
тахтасанги газӣ
vacuum cleaner
'vækju:əm kli:nə/
чангканшак
refrigerator (fridge)
'ri'frɪdʒəreɪtə/
яхдон
cupboard /'kʌbəd/
шкаф
dishboard /'dɪʃbɔ:d/
сервант
sofa /'soufə/ диван
pillow /'pɪləʊ/
болшифт
neat sheet /'ni:t'ʃi:t/
руйҷои тоза
blanket /'blæŋkɪt/
руйҷои наҳмӣ
decent /'di:snt/
мақбул
furniture /'fɜ:nɪtʃə/
мебель

modern conveniences
'mɒdən
kən'vɪnjənsɪz/
ҷиҳози
ҳозиразамон
bookcase /'bʊkkeɪs/
ҷевони китоб
block /blɒk/ квартал,
маҳалла, гузар
window /'wɪndəʊ/
тиреза
mirror, looking-glass
'lʊkɪŋ'ɡlɑ:s/ оина,
оинан бақад
portrait /'pɔ:trɪt/
портрет
to the right ба роғ
to the left ба чап
I live on the 2nd floor
ман дар ошмёнаи
2-юм зиндагӣ
мекунам

My family

parents /'peərənts/
волидон
grandfather
'grænd,fɑ:ðə/
бобикалон
grandmother
'grænd,mʌðə/
модаркалон
We are a very happy
family Мо оилаи
хушбат ҳастем
dearly /'diəli/ аз
тахти дил аз
самими дил
uncle /'ʌŋkl/ тато,
амак
aunt /'aɪnt/ хола,
амма
to look after the house
бо корҳои хона
машғул будан
to take care of
тамхорӣ намудан
schoolgirl толиба
myself барои ман,
худам
to attend lectures
'ɒ'tend'lektʃəz/
иштирок кардан
дар лексияҳо

to take an examination
имтиҳон доштан,
супурдан
to graduate from the
University
'grædʒueɪt/
дониишроҳро хатм
намудан
is retired /ri'taɪəd/
литар кор
намекунад
old-age pension
'əʊld'eɪdʒpənʃn/
нафақаи
қўҳансолӣ
to be in good health
'helθ/ саломатии
хуб доштан
she does most of the
cooking вай
аслан бо
тайёркунии
хӯрок машғул
аст
she is a housewife
'haʊswaɪf/ вай
сохибхоназан аст
television /'telɪvɪʒən/
set /set/ оинаи
нилгун
television (tv) идораи
телевизион (тв)
events of the day
'i'vents/ воқеаҳои
рӯз
immediate relatives
'ɪmɪdɪət'relɪvɪz/
хешу табор
cousin /'kʌzɪn/
тағобача,
холабача,
аммакбача
orphan /'ɔ:fən/ یتим
kindergarten
'kɪndəɡɑ:rtən/
боғчаи кӯдакон
nephew /'nevju:/
ҷиян
niece /'ni:s/ ҷиян

Telephoning

to telephone
'telɪfoʊn/ занг
задан
to ring up занг задан

to make an appointment by telephone бо телефон дар бораи вохӯрӣ гап задан
 telephone directory /di'rektəri/ китоби телефон
 call-box утокаи телефон
 receiver /ri'si:və/ гушаки телефон
 to lift the receiver гушакро бардоштан
 to replace the receiver гушакро овехтан
 to dial /daɪəl/ рақам гирифтан
 to repeat the call аз нав занг задан
 the line is engaged /ɪn'geɪdʒd/ телефон банд аст
 the line is free телефон банд нест
 you are through /θruː/ шуморо пайваст кард
 sorry to have troubled you бубахшед, шуморо ноором кардам
 you are wanted on the phone шуморо ба телефон ҷеғ мезананд
 hold the line гушакро 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 ҷудо кардан

I was cut off маро аз сити ҷудо кардан
 give me trunks маро бо сити байнишахри пайваст кунед
 dial the number 24-10-79 (two, four), (ten), (seven, nine) рақами 24-10-79 (ду, чор), (дах), (ҳафт, нӯх)-ро пиред

At the cinema

sets маҷмӯъ
 setting басахнагузорӣ
 cinema /ˈsɪnɪmə/ филм
 cinema-goer тамошобин
 a film is on (running) филм идома дорад
 feature film /ˈfi:tʃə/ филми маъмулӣ
 production /prəˈdʌkʃn/ таҳии
 producer /prəˈdju:sə/ таҳиягар
 documentary /ˌdɒkjʊˈmentəri/ ҳуҷҷатӣ
 animated cartoon /ˈænɪmeɪtɪd kɑːtuːn/ мультфилм
 newsreel /ˈnjuːzˈriːl/ хабар
 not to speak of дар бораи ... гап назадан
 popular science film /ˈpɒpjələˈsaɪns/ 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 /ˈdʌbɪŋ/ дублироват
 as a matter of fact фактҳо
 шаходати онанд, ки
 I don't mind муқобил нестам
 subtitles /ˈsʌbtʌɪtlz/ зерсарлавҳа
 a full-length feature film филми бадеии пурра
 performance /pəˈfɔːmɑːns/ неса
 to book in advance /əˈdvɑːns/ қаблан супориш додан
 film star ситораи филм
 spectator /spekˈteɪtə/ томошобин
 to hate /heɪt/ бад шудан
 to disturb /dɪsˈtɜːb/ ташвиш додан
 I hate being disturbed Ман ташвиш доданагро бад мебинам
 the atmosphere is caught with vivid realism муҳит, реалияти дурахшонро дар бар мегирад
 to watch тамошо кардан
 Film Week ҳафтаи филм
 to release a film /rɪˈliːs/ филм ба ... додан
 to shoot a film (shot, shot) филмно ба навор гирифтан
 the film deals with ин филм дар бораи
 script /skript/ навишта
 script-writer нависандаи мазмунӣ филм
 the acting is superb /sjuːˈpɜːb/ нақшро ояӣ бозидан
 screen /skrin/ экран

to screen (to show a film) ба тамошо баровардан
 to seat ҷой
 crowd scenes сахнаи пуродам
 at the other end of the world дар кунҷи дунё
 queue /kjuː/ навбат
 packed house /pækɪ/ хонаи гундоштани ҷиҳазҳо
 to win an award /əˈwɔːd/ мукофотро гирифтан
 I'm told; they say ба ман гуфтанд, мегӯянд
 a ticket shark ҷаллоби билетфурӯш
 famous /ˈfeɪməs/ машҳур
 the title role роли асосӣ
 row /rou/ қатор
 close-up пушидан

Sport

to feel fit /fɪt/ ҳудро дар ҷо ҳис кардан
 to go in for sport ба варзиш машғул кардан
 daily life ҳаёти ҳар рӯза
 morning exercises, daily dozen варзиши нагоҳирузи
 set of exercises анбӯҳи варзиши
 to toboggan /təˈbɒɡən/ сайр кардан
 track-and-field athletics /ˈtrækəndˈfiːld æθˈletiks/ варзиши сабук
 team /tiːm/ команда

sport category
намууди варзиш
coach /kəʊtʃ/ евар
coaching евария
кардан
Honoured Master of
Sport /ˈɔːnəd/
Устои фахрин
Варзиш
to compete /kəmˈpiːt/
мусобиқа кардан
Olympic Games
Бозиҳои Олимپи
to set a record
/ˈsetəˈrekɔːd/
рекорд гирифтан
at somebody's
disposal дар
ихтиёри касе
stadium /ˈsteɪdɪjuːm/
варзишгоҳ
gymnasium (gym)
/dʒɪmˈneɪzjəm/
гимназия
sports ground
замини варзиш
swimming-pool ҳавз
skating-rink майдони
яҳмолақнария
equipment
/ˈkwɪpmənt/
таҷхизот
gymnastics
/dʒɪmˈnæstɪks/
варзиши бадан
apparatus
/ˈæpəˈreɪtəs/
апарат
fencing /ˈfensɪŋ/
шамшербозия
wrestling /ˈreslɪŋ/
гуштингрия
boxing /ˈbɒksɪŋ/
муштбозия (бокс)
games
/geɪms/ бозиҳо
basketball
/ˈbɑːskɪtbɔːl/
баскетбол
volleyball волейбол
football /ˈfʊtbɔːl/
футбол
tennis /ˈtenɪs/ теннис
ice hockey /ˈaɪshɒki/
хокеи рун ях
champion /ˈtʃæmpjən/
қаҳрамон,
чемпион

competition
/ˌkɒmpɪˈtɪʃən/
мусобиқа
win (won, won) ғолиб
outdoor games
бозиҳои ҳавои
кушод
indoor games
бозиҳои даруни
тодор
match /mætʃ/ бозия
to miss /mɪs/ дер
мондан
fan /fæn/ мухлис
take an interest in
(something) ба
чизе шавқ пайдо
кардан
chess /tʃes/ шохмат
to follow closely хеле
наздиқ
dumbolagiriya
кардан
tournament
/ˈtuːnəmənt/
мусобиқа
world championship
/ˈwɜːld
ˈtʃæmpjənʃɪp/
чемпионати
ҷаҳон

Shopping

to go shopping ба
харидаи фурӯш
баромадан
State Department
Store мағозаи
давлатия
in the way of дар
масири
manufactured goods
/ˌmænʃuˈfæktʃəd
ˈɡʊd/ бори
салонавӣ
shoes /ʃuːz/
полафзол
coat /kəʊt/ пальто
frock /frɒk/ камзул
hat /hæt/ кулоҳ
suit /suːt/ костюм
buy (bought)
харидан
slot machine
/ˈslɒtmæʃɪn/
автомати мағоза

cash /kæʃ/ нақд
on hire purchase
/haɪəˈpʌtʃəs/
харидаи иҷорагӣ
while you wait
ҳангоме ки шумо
интизорӣ
мекашед
fashion parade
/ˈfæʃnəˈreɪd/
намоиши мод
snack bar /snæk/ ҷои
ғизохурии сабук
to admire /ədˈmaɪə/
қадр 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 ғушт ва
ҳасиб
fish department
бахши моҳия
fruit department
бахши мева
confectionery
/kənˈfekʃənəri/
шуъбаи қаннодия
tinned food ғизои
дар зарф
to be on sale дар
фурӯш
film филм
tape-recorder
мошинаи сабт,
магнитофон
magnetic tape филта,
кассетан
магнетишуда
alarm clock
/əˈlɑːmklok/ соати
зангзанада
wrist watch /ˈrɪstwɒtʃ/
соати дастия
kitchen utensils
/ˈkɪtʃɪn ˈjuːtənzɪz/
асбоби ошхонагӣ

pots and pans /ˈpɒts
əndˈpænz/ зарфҳо
(дору табақ)
cutlery /ˈkʌtləri/
асбоби
таъомхӯрӣ
crockery /ˈkrɒkəri/
табақнаи фалсаи
electric appliances
/ɪˈlektrɪk
əˈplaɪənsɪz/
василаҳои барқия
camera /ˈkæməɾə/
камера,
банаворгирак
perfumery
/ˈpɜːfjuːməri/ атр,
чизҳои хушбӯй
flower shop мағозаи
гулфурӯшӣ
gift and souvenir shop
/ˈɡɪftəndˈsuːvənəri/
мағозаи тӯҳфа ва
ёдрохҳо
footwear /ˈfʊtweə/
полафзол
knitwear /ˈnɪtweə/
либоси бофтагӣ
at the butcher's дар
назди мағозаи
ғуштфурӯшӣ
at the grocer's дар
назди мағозаи
хӯрокворӣ
at the greengrocer's
мағозаи
сабзавотӣ
ready-made clothes
либоси тайёр
fur /fɜː/ мӯйи
what not ҳама чиз,
ҳазор майда
чуйда
coloured poster
/ˈkɒlədˈpəʊstə/
эълонномаҳои
ранга
to delight /dɪˈlaɪt/
хушнуд шудан
toy /tɔɪ/ бозича
placard /ˈplækɑːd/
плакат
Special Perfume and
Cosmetic Week
/ˈspeʃəl pɜːfjuːm
ənd kɒzˈmetɪk wɪk/
хафтаи маҳсули
атру рангубор

Vocabulary

A a

ability /ə'bilɪti/ қобилият	фаъолият, фаъолиятноқия	after номидан ягон чизро	хушвақтӣ, машғулиятӣ
able /ə'bil/ болаёқат, доно, зирак	actor /'æktə/ актёр, ходим	afternoon /'a:ftə'nʊn/ вақти баъди	хурсандионар
be able	actress /'æktɪs/ актриса	нисфирӯзӣ, нисфирӯзӣ	anchor (v.) /'æŋkə/ лангар андохтан
тавоқистан	actual /'æktʃʊəl/ воқея, ҳақиқия,	again /ə'geɪn/ аз нав	ancient /'ænjɪənt/ антиқа, қадимия
absent /'æbsənt/ иштирок	аслӣ, дуруст	against /ə'geɪnst/ зидди, муқобилӣ	ancient Rome Рими қадим
надоштан, ҳузур	adapt /ə'dæpt/ мутобиқ кардан	ago /ə'ɡoʊ/ пеш аз, қаблаз	and ва
надоштан	add /æd/ илова	long ago /'lɒŋə'ɡoʊ/ кайҳо	angel /'æŋɡl/ фариншта, малак
absent-minded /'æbsənt'maɪndɪd/ парешонхотир, бедикқат	addition /ə'dɪʃən/ илова, иловакунӣ, ҳамроҳкунӣ	agree /ə'ɡri:/ розӣ шудан	angry /'æŋɡrɪ/ бадқаҳр, бадҳағим
absorb (v.) /əb'sɔ:b/ чалб намудан	in addition ба ғайр аз ин, ба замми	agriculture /'æɡrɪkʌltʃə/ хоҷағчи қишлоқ	be angry қаҳр кардан
acacia /ə'keɪʃə/ даракhti акасия	administrative /əd'mɪnɪstrətɪv/ маъмурӣ, ичроия, корбӯдхун	agronomist /ə'ɡrɒnəmɪst/ аграном	get angry ранҷидан
accessories /æk'sesəɪz/ лавозимот, асбоб	admit /əd'mɪt/ розӣ шудан, пазируфттан, роҳ, додан	alarm clock /ə'lɑ:mklɒk/ соати зангдор	animal /'ænɪməl/ ҳайвон
accident /'æksɪdənt/ воқеа, ҳодиса, садама, воқеаи нохуш	advise /əd'vaɪz/ маслиҳат, маслиҳат додан	alarmist /ə'lɑ:mɪst/ воҳиматӣ	animated cartoons /'ænɪmeɪtɪd kɑ:tʊ:nz/ мултипликасион
according /ə'kɔ:dɪŋ/ мувофиқи	aerial /'sɛəriəl/ антенна	all /ɔ:l/ ҳама not at all намепарзад	annals /'ænzl/ солнома
accustom /ə'kʌstəm/ одат кунондан, ёд гирифттан	affair /ə'feə/ вазифа, кор, амал, ҳодиса	almost /'ɔ:lmɒst/ тақрибан, қариб	anniversary /ˌæni'versəri/ солгард, қашни солгард
achieve /ə'tʃi:v/ ноил шудан, сазовор шудан	affectionate /ə'fekʃənɪt/ боназокат, мушфиқ, меҳрубон	aloft /ə'lɒft/ дар боло to go aloft ғавт кардан	announce /ə'naʊns/ эълон кардан
achievement /ə'tʃi:vment/ қомебӣ, муваффақият, дастовард	afraid /ə'freɪd/ тарс be afraid тарсидан	along /ə'lɒŋ/ қад-қадӣ along the street қад-қадӣ кӯча	annual /'ænjʊəl/ солона
acrobat /'ækrəbæt/ акробат, дорбоз	after /'ɑ:ftə/ пас аз, баъд аз	already /ɔ:tredi/ қайҳо, алақай	another /ə'nʌðə/ дигараш
across /ə'krɒs/ тараф, сӯ, самт, ҷониб	after school баъд аз мактаб, баъд аз дарс	also /ɔ:lsəʊ/ ҳамчунин	with one another ба ҳамдигар
action /'ækʃən/ фаъолият, ҳаракат, рафтор	run after somebody аз ақибӣ ягон кас давидан	always /ɔ:lweɪz/ ҳамеша	answer /'ɑ:nsə/ ҷавоб додан
active /'æktɪv/ фаъол, боғайрат, ҷобук, ҷаққон	name something	among /ə'mʌŋ/ дар байн	any /'eni/ ягон-чи, ягон кас, чӣ қадар
to be active фаъол будан		amuse /ə'mju:z/ хурсанд, хушнуд	anybody /'eni,bɒdi/ ягон кас
activity /æk'tɪvɪti/		amusement /ə'mju:zmənt/	anyone /'eniwʌn/ ягон кас
			anything /'eniθɪŋ/ ягон чӣ
			anywhere /'eniweə/ ҳама ҷо
			apologise /ə'pɒlədʒaɪz/



уэр пурсидан apparatus /ˈæpəˌreɪtəs/ асбоби таҷхизот appear /əˈpiə/ пайдо шудан appearance /əˈpiərəns/ пайдоиш, намуди зоҳиря appetite /ˈæpɪtaɪt/ иштихо apple /ˈæpl/ себ application /ˌæplɪˈkeɪʃən/ ариза, талабнома, илтимоснома appoint /əˈpɔɪnt/ таъин нашудан, аниқ кардан apricot /ˈeɪprɪkət/ зардолу apricot tart /ˈeɪprɪkətˈtɑːt/ пирог зардолугин April /ˈeɪprəl/ Апрель apron /ˈeɪprən/ пешдоман area /ˈeəriə/ майдон argument /ˈɑːɡjʊmənt/ баҳсу мунозира arm /ɑːm/ ярок, даст armchair /ˈɑːmtʃeə/ курсия пахлувор arms ярок arms race /ˈɑːmzˈreɪs/ мусаллаҳшавии бошитоб arrange /əˈreɪndʒ/ ташхил, дуруст кардан arrive /əˈraɪv/ омадан баргаштан arsenal /ˈɑːsɪnəl/ арсенал, амбори яроқи ҳарбӣ art /ɑːt/ санъат article /ˈɑːtɪkl/ мақола artist /ˈɑːtɪst/ рассом наққош as /əz, əz/ ба мисли, ба	монанди, ба сингори as soon as /əzˈsuːnəz/ ҳаминки ascend /əˈsend/ боло баромадан ask (v.) /ɑːsk/ пурсидан asparagus /əˈspærəɡəs/ спаржа (растанӣ) assistant /əˈsɪstənt/ ёрдамчи assistant librarian /ˌlaɪbrərɪən/ ёрдамчии китобдор assume (v.) /əˈsjʊm/ ўҳдадор шудан it is assumed ба ўҳда гирифтаан at /æt, ət/ дар назди at school /ətˈskuːl/ дар мактаб at the desk дар назди мизи хатнависӣ at the blackboard /ˈblækboːd/ дар назди тахтаи синф at the bus stop /ˈbʌsˈstɒp/ дар истгоҳи автобус at the meeting /ˈmiːtɪŋ/ дар вохӯрӣ at 5 o'clock дар соати панҷ at each other /ˈiːtʃˈləðə/ ба якдигар at last /ˈlɑːst/ дар охир at night /naɪt/ шабона at once /wʌns/ як, якбора Atlantic /ətˈlæntɪk/ уқёнуси Атлантик atmosphere /ˈætməˈsfɪə/ ғазо, муҳит, атмосфера atomic /əˈtɒmɪk/ атомӣ	atomic energy /ˈenədʒi/ ҳуваан атомӣ attend (v.) /əˈtend/ иштирок кардан attendance /əˈtendəns/ иштирокхунӣ attention /əˈtenʃn/ диққат attract (v.) /əˈtrækt/ ҷалб кардан August /ˈɔːɡəst/ Август author /ˈɔːθə/ муаллиф authorities /ɔːˈθɒrɪtiz/ хокимият authority /ɔːˈθɒrɪti/ эътибор, нуфуз, борӯ, хокимият autumn /ˈɔːtəm/ тирамоҳ in autumn дар тирамоҳ award (v.) /əˈwɔːd/ мукофотонидан to be awarded мукофонидашуда away /əˈweɪ/ дур far away /ˈfɑː/ аъвеи дурӣ go away /ˈɡoʊ/ аъвеи тарк кардан, рафтан run away /ˈrʌn/ аъвеи гурехтан, аз назар рафт шудан take away /ˈteɪk/ аъвеи нест кардан, ғундоштан, бурдан	микроб, бактерия bad /bəd/ бад badge /bædʒ/ нишона badly /ˈbædli/ бад, ғайда bag /bæg/ сумка baker /ˈbeɪkə/ нонвой, қулчапаз ball /bɔːl/ тўб banana /bəˈnɑːnə/ банан bank /bæŋk/ соҳил banner /ˈbænə/ байрак, ливо barley /ˈbɑːli/ ҷан basketball /ˈbɑːskɪtˈbɔːl/ баскет-бол bat /bæt/ қўригабарак bathroom /ˈbɑːθrʊm/ ҳамомхона battle /ˈbætl/ муҳориба, мубориза бурдан bay /beɪ/ халиҷ be /biː/ будан, вучуд, аст be back /biː bæk/ баргаштан, бозгаштан, бозомадан be on – What's on? чӣ рафта истодааст? be over /ˈoʊvə/ ба итмом расидан, хотима ёфтан, тамом шудан beach /ˈbiːtʃ/ соҳили офтобхӯрӣ beat /biːt/ задан, бурд кардан beautiful /ˈbjuːtɪfəl/ зебо, олитаноӣ became (v.) /biːˈkeɪm/ шудан because /biːˈkɔːz/ барои он ки, ҳамчуноне ки bed /bed/ ҷойхоб, ҷойрах, нимкӯт be in bed дар ҷойрах будан go to bed хоб кардан
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В в

baby /ˈbeɪbi/ тифл,
 хурдакаҳ, кудак
 back /bæk/ ақиб,
 баргаштан, ба
 қафо баргаштан
 be back
 бозомадан
 бозгаштан, ақиб
 гаштан
 bacterium
 /bækˈteriəm/

stay in bed /steɪ/ дар чойтах мондан	biology /baɪˈɒlədʒi/ биология	book /bʊk/ китоб	at breakfast
bedroom /ˈbedrʊm/ хонаи хоб	bird /bɜːd/ парранда	booking office кассаи билет	have breakfast
bee /biː/ занбур, ору	birthday /ˈbɜːθdeɪ/ рӯзи таваллуд	фурӯши	наҳорӣ кардан
beef /biːf/ гӯшти гов	biscuit /ˈbɪskɪt/ кулчаи, қанди	boots /buːts/ ботинок	brick layer /ˈbrɪkˌleɪə/ қатори хшт
beetroot /ˈbiːtrʊt/ лаблабуи қанд	bite /baɪt/ (bit, bitter) ғазидан	high boots /haɪˈbuːts/ туфли	bride /braɪd/ арӯс
before /bɪˈfɔː/ пеш аз оне ки	black /blæk/ сиёҳ	bored /bɔːd/ be bored зиқ шудан, ёд	bridegroom /ˈbraɪdˌɡrʊm/ домод
began /bɪˈɡæn/ сар, шурӯъ намудан, ибтидо гузоштан	blackboard /ˈblækˌbɔːd/ тахтаи синф	born /bɔːn/ be born таваллуд шудан	bridge /brɪdʒ/ кӯпрук
begin /bɪˈɡɪn/ (began, begun) сар, шурӯъ, намудан, ибтидо гузоштан	blame /bleɪm/ айбдор, гунаҳкор	borsch /bɔːʃ/ карамшурбо	brief /brɪf/ қӯтоҳ
begin /bɪˈɡɪn/ (began, begun) сар, шурӯъ, намудан, ибтидо гузоштан	blew (v.) (blow, blown) /bluː/ қазидан	both /boʊt/ ҳарду, якҷоя	bright /braɪt/ равшан, баъур
begin /bɪˈɡɪn/ (began, begun) сар, шурӯъ, намудан, ибтидо гузоштан	blind, blindly /ˈblaɪnd. ˈblaɪndli/ нобин	both . . . and . . . ҳарду ва	brightly /ˈbraɪtli/ равшан
begin /bɪˈɡɪn/ (began, begun) сар, шурӯъ, намудан, ибтидо гузоштан	blood /blʌd/ хун	bottle /ˈbɒtl/ шиша	brightness /ˈbraɪtnɪs/ равшанӣ
begin /bɪˈɡɪn/ (began, begun) сар, шурӯъ, намудан, ибтидо гузоштан	blood examination /ɪdˌʒæmɪˈneɪʃən/ таҳқиқи хун	bottom /ˈbɒtəm/ чуқурӣ, қисми поён, қазр	bring (v.) (brought, brought) овардан
begin /bɪˈɡɪn/ (began, begun) сар, шурӯъ, намудан, ибтидо гузоштан	bloom (v.) /bluːm/ шукӯфтан, гул кардан	go to the bottom ба қазр гӯтидан	bring up тарбия кардан
believe /bɪˈliːv/ бовар кардан	blouse /blaʊz/ куртаи нимтангаи зана	at the bottom дар поён	broad /brɔːd/ васеъ
bell /bel/ зангӯла, занг	blue /bluː/ кабуд, обӣ, осмонӣ	from the bottom of the heart /ˈhɑːt/ аз таҳти дил	broadcast (v.) /ˈbrɔːdkɑːst/ радиоишунавоӣ
belt the hook /hʊk/ чангаки моҳигирӣро дуруст кардан	bluish /ˈbluːʃ/ кабудшуда, ранги обидошта	bought /bɔːt/ харидан	broaden (v.) /ˈbrɔːdn/ васеъ кардан
belong /bɪˈlɒŋ/ дахл доштан	blunt /blʌnt/ кунд кардан	bounce /baʊns/ чаҳиш, чаҳидан	broke (v.) /brəʊk/ (break, broken) шикастан
bend (bent, bent) хам, (қат) шудан	board /bɔːd/ тахта, лаҳҷа	box /bɒks/ қутти, бокс дар беморхона	broken (v.) /brəʊkən/ (break, broke) шикастан
berry /ˈberɪ/ шохтутӣ заминӣ	board a ship (plane) ба кишти нишастан: ба тайёраи нишастан	boy /bɔɪ/ бача, писар	bronchitis /brɒŋˈkaɪtɪs/ бронхит, дарди сина ва гулӯ
best /best/ хубтарин, беҳтарин, нағзтарин	boarding school /ˈbɔːdɪŋˈskuːl/ пансион, мактаби матернат	brave /breɪv/ ҷасур	bronze /brɒnz/ биринҷӣ
better /betə/ хубтар, беҳтар	boating /ˈboʊtɪŋ/ қайқорӣ	bravely /ˈbreɪvli/ ҷасурӣ, ҷасури	brother /ˈbrʌðə/ бародар, додар
between /bɪˈtwɛn/ дар мобайни, дар байни, дар миёни	bobsleighing /ˈbɒbsleɪŋ/ санкабозӣ	break /breɪd/ нон	brought (v.) /brɔːt/ (bring, brought) овардан
bicycle /ˈbaɪsɪkl/ дучарха, велосипед	body /ˈbɒdi/ бадан, тан	break (v.) (broke, - broken) /breɪk/ шикастан, танаффус	brown /braʊn/ қоҳваранг
big /bɪɡ/ калон, бузург	boil /bɔɪl/ ҷӯшонидан	break down /breɪkˈdaʊn/ вайрон, хароб, кардан	buckwheat /ˈbʌkwɪt/ марҷумак
bill /bɪl/ ҳисоб	bonfire /ˈbɒnˌfaɪə/ гулхан	lunch break /ˈlʌntʃˈbreɪk/ танаффуси нисфирӯзӣ	bud /bʌd/ мурҷа
binomial /baɪˈnɒmɪəl/ бином		breakfast /ˈbreɪkfəst/ наҳорӣ, ноншита	build (v.) /bɪld/ (built) сохтан, бино кардан

сохт, бино кард
 ouib /bali/ лампочка,
 чароғча
 bump /bʌmp/ задан
 bundle of sticks /bʌndl/ банди
 ҷубҳо
 burn (v.) /bɜ:n/ (burnt,
 burnt) сӯхтан
 burn down /bɜ:n
 daʊn/ сӯхта
 тамом шудан
 burnt (v.) /bɜ:n/ (burn,
 burnt) сӯхтан
 bus /bʌs/ автобус
 bus stop /bʌs
 'stɒp/ иттиҳоти
 автобус
 bush /bʊʃ/ бутта
 business /'biznis/ назифа,
 машғулият
 businessman /'biznismən/ одами коркун
 busker /'bʌskə/ корчаллон,
 расом
 busy /'bi:zi/ банд
 будан
 but /bʌt/ аммо
 butcher /'bʊtʃə/ ғуштфурӯш
 butter /'bʌtə/ раған
 button /'bʌtn/ тугма
 buttonhole /'bʌtnəʊl/ ҳалқа
 buy (v.) (bought,
 bought) харид
 кардан
 by /baɪ/ дар назди,
 қад-қад, дар
 аҳди
 by the fire /baɪ/ дар назди
 сандалӣ
 by 5 o'clock /klɒk/ то соати панҷ
 by bus /bʌs/ дар автобус, бо автобус
 by hand /hænd/ аз даст
 by name /neɪm/ ба номи
 a story by Conan

Doyle хикояи
 Конан Дойл

C c

cabbage /'kæbɪdʒ/ қарам
 cabin /'kæbɪn/ қулба,
 хонача
 cake /keɪk/ торти,
 қулчақанд
 calculus /'kælkjʊləs/ ҳисоббарорӣ
 calf /kɑ:lf/ ғубола
 call /kɔ:l/ ҷег задан
 call at даромадан,
 истода мондан
 call for талаф
 кардан
 call round /kɔ:l
 raʊnd/ давр зада
 гузаштан
 calm /kɑ:m/ ором
 camel /'kæmə/ уштур
 camera /'kæmə/ сураттирак
 camp /kæmp/ сайлгоҳ,
 истироҳатгоҳ,
 қароргоҳ
 go camping /'gou
 'kæmpɪŋ/ ба ҳавои тоза
 рафтан
 can (v.) /kæn/ (could,
 could) тавонистан,
 қодир будан
 cancel (v.) /'kænsəl/ манъ кардан
 car /kɑ:p/ қулоҳ
 capital /'kæpɪtl/ пойтахт
 captain /'kæptɪn/ капитан
 car /kɑ:/ мошин,
 автомобил
 card /kɑ:d/ карта
 care /kɛə/ ғамхорӣ,
 заҳмат
 take care /teɪk
 'kɛə/ ғамхорӣ
 кардан,
 нигоҳубин
 кардан
 careful /'keəfʊl/ ғамхор

carnation /kɑ:'neɪʃən/ меҳчагул
 carpet /'kɑ:pɪt/ қолин
 carrot /'kærət/ сабзи
 carry /'kæri/ овардан,
 қашондан
 carry out /'kæri
 aʊt/ овардан,
 қашондан
 cartoon /kə'ku:n/ мултифилм
 carving-knife /'kɑ:vɪŋ,naɪf/ корд
 castle /'kɑ:sl/ қалъа,
 қаср
 cat /kæt/ гурба
 catch (v.) /kætʃ/ (caught, caught)
 қатидан
 catch cold /'kætʃ
 'kəʊld/ шамол
 хурдан
 cattle /kætl/ чорвои қалони шохдор
 cattle breeding /'kætl
 'brɪdɪŋ/ парварishi
 чорвои қалони шохдор
 cattle farm /'kætl
 fɑ:m/ фермаи чорвопарварӣ
 caught (v.) /kɔ:t/ (catch, caught)
 қатидан
 cause (v.) /kɔ:z/ ба вуҷуд овардан
 ceiling /'si:lɪŋ/ шиғф
 celebrate /'selɪbreɪt/ ид кардан, ҷашн
 гирифтан
 centre /'sentə/ марказ
 central /'sentrəl/ марказӣ
 century /'sentʃəri/ аср, қарн
 ceremony /'serɪməni/ тантана
 certainly /'sɜ:tənli/ албатта
 chair /tʃeə/ курси
 chalk /tʃɑ:k/ ғур
 champion /'tʃæmpjən/ чемпион, рақиб
 championship

/tʃæmpjənʃɪp/ чемпионат,
 мусобиқа
 World Championship /'wɜ:ld
 'tʃæmpjənʃɪp/ Чемпионати
 ҷаҳонӣ
 chance /tʃa:ns/ имконият
 have a chance имконият
 доштан
 change /tʃeɪndʒ/ иваз кардан,
 тағйир
 character /'kærɪktə/ нақш, ҳислат
 charm /tʃɑ:m/ ҷозиба, дилрабоӣ
 cheap /tʃi:p/ арзон
 cheering /'tʃiəriŋ/ тахсинкунӣ
 cheese /tʃi:z/ панир
 chemical /'kemɪkəl/ химикӣ
 chemicals /'kemɪkəlz/ кимиёвӣ
 chemist /'kemɪst/ кимиёгар,
 дорухоначи
 at the chemist's /'kemɪsts/ дар
 дорухона
 chemistry /'kemɪstri/ дорухона
 cherry /tʃeri/ олуболу
 chess /tʃes/ шохмот
 chicken /'tʃɪkən/ ҷўча
 chiefly /'tʃi:li/ асосан, махсусан
 child /tʃaɪl/ (pl. children) кӯдак
 children /tʃɪldrən/ бачаҳо, кӯдакон
 chimes /tʃaɪmz/ қурантҳо
 chimpanzee /tʃɪm'pænzɪ/ шимпанзе
 chips /tʃɪps/ картошкаи бирён
 шуда
 choose /tʃu:z/ (chose, chosen) интихоб

кардан
 chose (v.) /tʃoʊz/
 (choose, chosen)
 интиҳоб кардан
 chosen (v.) /tʃoʊzn/
 (choose, chose)
 интиҳоб кардан
 chrysanthemum
 /kri'sæntʰəm/
 хризантема (гул
 гуногунранг)
 church /tʃɜ:tʃ/
 масҷид
 cinema /'sinimə/
 кино
 citizen /'sitizn/
 шаҳрванд
 citric /'sitrik/ лимон
 city /'siti/ шаҳри
 калон
 civil /'sivl/
 гражданин,
 шаҳрванд
 civil service /'sivl
 'sɜ:vɪs/ хизмати
 гражданин
 civil war /'sɜ:vɪs
 'wɜ:/ ҷанги
 гражданий
 clasp (n.) /klæp/
 чапак, чапакзани
 class /klɑ:s/
 синфхона
 (гурӯҳи
 хонандагон)
 classmate /'kla:smeɪt/
 ҳамсинф
 classroom /'kla:gru:m/
 синфхона
 claw /klɔ:/ чансол,
 нохунча
 clean /kli:n/ тоза
 кардан, тозагӣ
 clear /kliə/ бағур,
 тоза
 clear soup /'kliə
 sʊp/ булён,
 шӯрбон безишт
 clearly /kliəli/
 тоза, озодона
 clerk /klɜ:k/
 хизматдор
 clerical officer
 /'klerɪkəl 'ɒfɪsə/
 хизматчи идора
 clever /'klevə/ доно,
 боақл

climate /'klaɪmɪt/
 иқлим
 climb /klaɪm/
 ҳазидан
 climber /'klaɪmə/
 кӯҳнавард
 clang (v.) /kliŋ/ (clang,
 clung) частидан,
 қанидан
 clipped wings /'klipt
 'wiŋz/ қанотҳои
 тез
 clock /klɒk/ соати
 девори
 close /klaʊz/ наздик
 close to дар
 наздики
 close by дар
 пеши, дар назди
 closed season
 /'klaʊsd 'si:zn/
 фасли (мавсим)
 манъшуда
 clothes /klaʊðz/
 либос
 cloud /klaʊd/ абр
 club /klʌb/ маҳфил
 coach /kəʊtʃ/ соҳил
 coal /kəʊl/ ангишт
 coast /kəʊst/ соҳил
 coat /kəʊt/ палто
 cock /kɒk/ хурӯс
 cod /kɒd/ фиреб
 хӯрдан
 coffee /'kɒfi/ қаҳва
 cold /kəʊld/ хунукӣ,
 сардӣ
 be cold хунук
 хӯрдан
 collect /kə'lekt/ ҷамъ
 кардан
 collection /tə'lektʃn/
 коллексия ҷамъ
 кардан
 prose collection
 эҷодиётро ҷамъ
 кардан
 collective-farm
 /kə'lektiv 'fɑ:m/
 колхоз
 collective-farmer
 /kə'lektiv 'fɑ:mə/
 колхозчи
 colonial /kə'lɒnjəl/
 мустамликавӣ
 colonialism
 /kə'lɒnɪzəm/
 мустамлика

мустамлика
 colonialist
 /kə'lɒnɪzɪst/
 мустамликадор
 colony /'kɒləni/
 мустамлика
 colour /'kɒlə/ ранг
 colourless /'kɒləlis/
 беранг
 combination
 /kəm'bi:neɪʃn/
 мувофиқӣ,
 якрангӣ
 word combination
 /wɜ:d
 kəm'bi:neɪʃn/
 ибора, қалима
 combine /kəm'haɪn/
 алоқа кардан,
 пайваст
 come /kʌm/ (came,
 come) омадан
 come back /kʌm
 'bæk/ баргаштан
 come in ворид
 шудан,
 даромадан
 come out бурун
 шудан
 comedy /'kɒmədi/
 мазҳака
 comedian
 /kə'mi:diən/
 мазҳакабоз,
 масқарабоз
 comfortable
 /kəm'fəʊtəbl/
 мувофиқ,
 муносиб
 comic /'kɒmik/
 мазҳакавӣ
 commercial
 /kə'mɜ:ʃəl/
 тиҷоратӣ, сандӣ
 committee /kə'miti/
 комитет
 common /'kɒmən/
 умумӣ, оддӣ
 communist
 /'kɒmjunist/
 коммунистӣ,
 коммунист
 the Communist
 Party /'pɑ:ti/
 ҳизби
 коммунистӣ
 comparatively

/kəm'pærətɪvli/
 нисбатан, қиёсан
 complain /kəm'pleɪn/
 шикоят кардан
 complete /kəm'pli:t/
 тамои кардан,
 хотима додан,
 тои
 completion
 /kəm'pli:ʃən/
 хотима, нтмом
 complicated
 /kəm'plɪkeɪtɪd/
 мураккаб
 composer
 /kəm'pəʊzə/
 бастакор
 composition
 /'kɒmpə'zɪʃən/
 мусобиқа
 compote /kəm'pəʊt/
 компот
 comprise /kəm'praɪz/
 дар бар гирифтан
 compulsory
 /kəm'pʌlsəri/
 ҳатмӣ
 computer operator
 /kəm'pjʊ:tə/
 компютерчи,
 назоратчи
 компютер
 concentrate
 /'kɒnsentreit/ гун
 (ҷамъ, якҷоя)
 кардан
 concert /'kɒnsə:t/
 концерт
 conduct (v.) /kən'dʌkt/
 гузарондан
 conductivity
 /kən'dʌktivɪti/
 электрикгузаронӣ
 conductor
 /kən'dʌktə/
 роҳбалад,
 кондуктор
 confectioner
 /kən'fekʃənə/
 кондитер
 confront (v.)
 /kən'frʌnt/
 муқобил истодан
 (будан)
 congratulate
 /kən'grætʃuleɪt/
 табрих намудан

conquest /'kɒŋkwɛst/
ғалаба қардан,
дилро бурдан
consequence
/'kɒnsɪkwəns/
аҳамият, маъна,
натича
consist /kən'zɪst/
барпо шудан
conspicuous
/'kɒnspɪkjʊəs/ ба
назар намоён
constitution
/'kɒnstɪ'tju:ʃən/
конституция
the day of the
Soviet Constitution
Рӯзи
Конституцияи
советӣ
contain (v.) /kən'teɪn/
нигоҳ доштан
contract /'kɒntrɪkt/
бастан,
шартнома
contribute
/'kɒntrɪbjʊt/
саҳм
гузоштан
contribution
/'kɒntrɪ'bju:ʃən/
саҳмгузорӣ
convenient
/'kɒn'vinjənt/
қулай муносиб
cook /kʊk/ тайёр
намудани хӯрок,
ошпаз
cool /ku:l/ салқин
corner /'kɔːrə/
бўчқасо
cory /'kɔːri/ нуҳа
бардоштан,
нуҳа
corn /kɔːn/ гандум,
чап
cornflower /'kɔːnfloʊə/
гули қабуд
correct /kə'rekt/
дуруст, тўғри
cosmic /'kɔːzmɪk/
космос, кайҳон
cosmic space
/'kɔːzmɪk 'speɪs/
фазои кайҳон
cosmonaut
/'kɔːzməʊnɔːt/
кайҳонавард

cosy /'kəʊzi/
бароҳат, баҳузур
cotton /'kɒtən/ пахта
could /kʊd/
таъоништан
council /'kaʊnsəl/
консул
count /kaʊnt/ ҳисоб
қардан
counter /'kaʊntə/
муқобил,
муқобил будан
country /'kʌntri/
мамлакат
in the country
берун аз шаҳр
courage /'kʌrɪdʒ/
қардорӣ,
ҷасурӣ
cover /'kʌvə/
пушидан,
пушондан
cow /kaʊ/ гоя
cucumber
/'kju:kʌmbə/
бодиринг
cultivate /'kʌltɪveɪt/
инкишоф додан,
аз нав қор
қардан
cupboard /'kʌpbɔːd/
буфет, ҷевони
деворӣ
current /'kʌrənt/
равии
current events
/'iːvnts/
ҳодисаҳои равон
curriculum
/'kʌrɪkjʊləm/
плани таълимӣ,
курси таълимӣ
curtain /'kɜːtɪn/ парда
custom /'kʌstəm/
рафтор, одат
қардан, одат
шудан
cutlery /'kʌtləri/
қордҳои ҳархела
crab /'kræb/ краб
cranberry /'krænbəri/
шоҳтутӣ заминӣ
турши сурхранг
crash /kræʃ/
шикастан
cream /kri:m/
қаймоқ

crease /kriːs/ ғичим
шудан
create /kriːt/ ба
дунё овардан,
бунёд қардан,
пайдо
crop /krɒp/ ҳосил
crowd /kraʊd/ ҷамъ
шудан, гурӯҳ,
бисёрӣ
cheering crowd
/'tʃɪəriŋ 'kraʊd/
гурӯҳи одамоне,
ки хурсандӣ
мекунанд

D d

dahlia /'deɪliə/ гул-
георгина
daisy /deɪzi/ гул-
маргаритка
damp /dæmp/ тар,
намнок
dangerous situation
/'deɪndʒəs/ ҳолати
хавфнок
data /deɪtə/ рӯз, дата
dead /ded/
мурдагон, мурда
be dead мурдан
deal /diːl/ шартнома
бастан, қордор
шудан, тақсим
қардан
decrease /diːkriːs/
камшавӣ,
пастишавӣ
deed /diːd/ рафтор,
қор, қарҳамонӣ
deer /diːr/ ҷуқур,
диққат додан
defence /diːfens/
муҳофизат
self-defence
худмуҳофизақуний
defend /diːfend/
муҳофизат
қардан
degree /diːɡriː/
дараҷа, градус
delegate /'delɪɡeɪt/
намоянда
delightful /diːlaɪtfl/
забо
delivery /diːlɪvəri/
тақдим қардан,
расондан, додан

demand /diːmɑːnd/
талабот, талаб
қардан
demonstrate
/'demɒnstreɪt/
намоиш, намоиш
додан
den /den/ хонаи
хире
density /'densɪti/
ҷафс
department
/'diːpɑːtmənt/
вазират, шўъба
depend /diːpend/
нобаста будан
describe /dis'kraɪb/
таъсир қардан
design /diːzaɪn/ расм,
мақсад, тарҳрезӣ
қардан
in design /ɪn
diːzaɪn/ дар расм,
дар мақсад, дар
тарҳрезӣ
designer /diːzaɪnə/
расом, модельер
desk /desk/ мизи
мактабӣ, мизи
хатнависӣ
dessert /diːzɜːt/
десерт, қандин
destroy /dis'troɪ/
вайрон қардан,
нест қардан
determine /diːtərmin/
қарор додан,
барқарорқуний
be determined
қаллида
develop /diːveləp/
тараққӣ, рушд
development
/'diːveləpmənt/
тараққиёт
devote /diːvəʊt/
бахшидан
devoted /diːvəʊtɪd/
сатимӣ
dial /'daɪəl/ тоб додан
dial numbers
/'nʌmbəz/
шумораи
телефонро тоб
додан
die /daɪ/ мурдан
different /'dɪfərənt/

карпуна, гуногун
difficult /'difɪkəlt/
мушқил
digit /'dɪdʒɪt/ рақам
dill /dɪl/ укроп
dining room /'daɪnɪŋ
'ru:m/ ошхона
dinner /'dɪnə/ хӯроки
нисфирӯзӣ
have dinner
хӯрдани хӯроки
нисфирӯзӣ
diploma /dɪ'pləʊmə/
диплом
direction /dɪ'rekʃən/
самт, сӯ
dirt /dɜ:t/ ғалтиз,
чиркин
disappear /dɪsə'piə/
ғум шудан,
нопаёдо шудан
discover /dɪs'kʌvə/
кашф кардан
discovery (n.)
'dis'kʌvəri/
кашфиёт
discover (v.) /dɪs'kʌvə/
ефтан
discuss /dɪs'kʌs/
муҳокима
disease /dɪ'zi:z/
касалия, беморӣ,
мария
dissolve /dɪ'zɒlv/ ҳал
нашуда
distinguish /dɪ'stɪŋwɪʃ/
фарқ
(хунонидан)
кардан
do (v.) (did, done)
нҷро кардан;
феълӣ
ёридиҳанда,
барои савол ва
инқори замони
ҳозира ва
гузаштан
номуайян
do homework
нҷро кардани
вазифаи хонагӣ
do away with
тамом кардан,
хотима додан
dock /dɒk/ док,
истгоҳ ва ҷон
таъмири кишти

doctor /'dɒktə/
духтур, табиб
documentary
'dɒkju'mentəri/
хуҷҷатӣ, филми
хуҷҷатӣ
dog /dɒg/ ғар
domestic /də'mestɪk/
хонагӣ
done (v.) /dʌn/ (do,
did) кардагӣ
(шуда)
donkey /'dɒŋki/ хар
door /dɔ:/ дар
double /'dʌbl/
дучанд кардан
dozen /'dʌzn/
дувоздаҳ
draftsman
'dra:ftsmən/
нақшакаш,
лоиҳакаш
draw (v.) (drew, drawn)
'drɔ:/ расм
кашидан
drawer /'dɹɔ:/
нақшакаш,
қуттии ба пеш
кашидашуда
drawing /'drɔ:ɪŋ/
нақшакашӣ,
расмӣ
drawn (v.) /drɔ:n/
(draw, drew)
кашидагӣ
dream (v.) (dreamt,
dreamed) ҳоб
дидан, орзу
кардан, ҳоб, орзу
dreamt /dremt/
(dream, dreamed)
орзу кунанда
drench /drenʃ/
боронӣ, таршавӣ
dress курта, либос
нӯшидан
dress circle /'dres
'sɜ:kl/ белетаж
dressmaker
'dres.meɪkə/
дӯзанда
drew (v.) /dru:/ (draw,
drawn) кашидан,
расм
drink (v.) (drank, drunk)
'drɪŋk/ нӯшидан
drive (v.) (drove,

driven) /draɪv/
мошинаро идора
кардан
driven (v.) /drɪv/
(drive, drove)
рондан
driver (n.) /draɪvə/
ронанда
drizzle /'drɪzl/
майдаборон
drove /drov/ (drive,
driven) рондан
drunk (v.) /drʌŋk/
(drink, drank)
нӯшидан
dry /draɪ/ хушк,
хушк кардан
dual /djuəl/ дукарата
duck /dʌk/ муғобӣ
duration /djuə'reɪʃn/
давомнокӣ
during /'djuəriŋ/ дар
муддати
dust /dʌst/ ҷанг
duster /'dʌstə/ латта
dusty grass /'dʌstɪ
'grɑ:s/ сабзаи
хохолуд
duty /'dju:ti/
канибатдорӣ
намудан
dynamic /daɪ'næmɪk/
серҳаракат,
динамикӣ

Е

each other /i:tʃ 'ʌðə/
якдигар,
ҳамдигар
ear /ɪə/ сӯш
earnings /'ɪə:nɪŋz/
гушвор, ҳалқа
early /'ɜ:li/ барвақт
earn /ɜ:n/ пул кор
кардан
east /i:st/ шарқ
in the east дар
шарқ
easy /'i:zi/ осон
easily /'i:zili/ ба
осонӣ
eat (v.) /i:t/ (ate, eaten)
тановул кардан,
хӯрок хӯрдан
eaten (v.) (eat, ate)
'i:tən/ хӯрд,
хӯрдан

education
'edju:'keɪʃn/
маълумот
effort /'efɔ:t/ ҳаракат
egg /eg/ тухм
eight /eɪt/ ҳашт
either ... or /'aɪðə 'ɔ:/
ё... ё (ёки... ки)
elaborately /ɪ'læbəreɪtli/
нағз тартиб
додан
elastic /ɪ'elæstɪk/
мавзун,
кашиқдор,
эластикӣ
elbow /'elbəʊ/ оринҷ
electric /ɪ'lektrɪk/
барқӣ
electric current
'ɪ'lektrɪk 'kʌrənt/
сими барқӣ
electricity
'ɪ'lek'trɪsɪti/ барқӣ
elementary
'ɪ'lɪmentəri/
ибтидоӣ,
элементарӣ
else /els/ бош, (бо
ҷонишинҳои
номуайян ва
саволий истифода
мешавад)
employ /ɪm'plɔɪ/ кор
empty /'empti/ холи
enable /ɪ'neɪbl/ охир
enclosed /ɪn'klaʊzɪd/
андарун
encourage /ɪn'kʌrɪdʒ/
руҳбаланд
кардан, ери
додан дастгирӣ
кардан,
муқофотдиҳӣ
муқофотонидан,
дастгирӣ
end ба охир
расидан, хотима
end in a draw
'dru:/ дуранг
анҷом ёфтан
endless /'endlis/
беохир,
бешумора
enemy /'enɪmi/
душман
enemies in war
'wɜ:/ душман дар

чанг
energy /'enədʒi/
энергия, қуваа
engage /'ɪn'geɪdʒ/
қарз гирифтаи,
ишғол кардан
engine /'endʒɪn/
машина,
ҳаракатдиҳанда
engineer /'endʒɪniə/
инженер
English /'ɪŋɡlɪʃ/
забони англис
enough /'ɪn'ʌf/
бароҳат
enough /'ɪn'ʌf/
тамоминт
enter /'entə/
даромадан
entertainment
/entə'teɪnmənt/
намоиш
entrance /'entrəns/
даромад, дохил
шудан
envelope /'envɪləʊp/
покат, лифтоф
equal /'iːkwəl/
якранг, баробар
шудан
equality /'iːkwəli/
баробарӣ
equally /'iːkwəli/
ба дараҷаи
баробар, баробар
equator /'iːkwɪtə/
экватор
equilateral
/'iːkwɪ'lateral/
баробартараф
especially /ɪ'speʃəli/
махсусан
establish /ɪ'steblɪʃ/
барқарор кардан
etiquette /'eti'ket/
этикет
evaporate /ɪ'væpəreɪt/
буги шудан
evaporation
/ɪ'væpə'reɪʃn/
бугишавӣ
even /iːvn/
хатто
evening /'iːvnɪŋ/
шаб,
бегоҳ
event /i'vent/
ҳодиса
ever /'evə/
доимӣ
every /'evri/
ҳар як
everybody

/'evrɪbɒdi/ ҳама
кас
everyone
/'evriwʌn/ ҳама
чиз
everything
/'evrɪθɪŋ/ ҳама
чиз
everywhere
/'evriweə/ ҳама
ҷо
evolution /ˌɪvə'luʃən/
эволюция
exactly /ɪg'zæktli/
дақиқ
examination
/ɪg'zæmɪ'neɪʃn/
имтиҳон
examining board
/ɪg'zæmɪnɪŋ 'bɔːd/
комиссия
имтиҳонот
example /ɪg'zɑːmpl/
намуна
except /ɪk'sept/
ғайр
аз
exclusively
/ɪks'klusɪvli/
махсусан
exercise /'eksəsaɪz/
машиқ
do morning
exercises /'mɔːnɪŋ
'eksəsaɪz/ варзиш
кардан (машиқ)
exercise book
/'eksəsaɪz 'bʊk/
дафтери кайд
exhibition /ˌeksɪ'bɪʃən/
намоишгоҳ
exist /ɪg'zɪst/
зистан
expand /ɪks'pænd/
густариш
expect /ɪks'pekt/
иштизор будан
expensive /ɪks'pensɪv/
қиммат
experiment
/ɪks'perɪmənt/
таҷриба
expert /'eksɜːpt/
кордон,
мутахассис, усто
explain /ɪks'pleɪn/
маънидод кардан
exponent
/eks'pəʊnənt/
намоишда,

намуна, вақил
express /ɪks'pres/
баён кардан
expression
/ɪks'preʃn/ баён
extract /ɪks'trækt/
иктибос, порча
аз матн
extraordinary
/ɪks'trɔːdnəri/
ғайриоддӣ
extent /ɪks'tent/
дарозӣ
давоми додан
extremely /ɪks'trɪmli/
таъҷилӣ
eye /aɪ/ чашм
eyeball /'aɪbɔːl/
гулаи чашм
eyebrow /'aɪbraʊ/
абру
eyelid /'aɪlɪd/
милк
eyewitness
/'aɪwɪtnɪs/ шохид

F f

fabulous /'fæbjʊləs/
афсонавӣ
face (n.) /feɪs/ рӯй
face (v.) /feɪs/ нишон
додан
factory /'fæktəri/
фабрика, завод
fail /feɪl/ аз имтиҳон
афтидан
failure /'feɪljə/
нокомӣ,
бемуваффақият
be a failure ноком
шудан
fall (v.) (fell, fallen)
афтидан
fallen (v.) (fall, fell)
афтидан
family /'fæmili/ оила
famous /'feɪməs/
машҳур
fan /fæn/ муҳлис
fancy-dress party
карнавал
far /fɑː/
дур
farm /fɑːm/ ферма
farmer /'fɑːmə/
фермер
fashion /'fæʃən/ мод
рафтор

fast /fɑːst/ тез
fasten (v.) /'fɑːsn/
маҳкам кардан,
гузарондан,
бастан
fat /fæt/ фарбеҳ
father /'faðə/
падар
father-in-law
/'faðəɪn'liː/
падаругай, хусур
падараф
favourite /'feɪvərɪt/
дӯстдоства,
маъқул дониста
шуда
feature /'fi:tʃə/
филми нуқта ба
навор
гиррифташуда
February /'februəri/
феврал
fed (v.) (feed, fed)
хӯрок, ер
кардан, хӯрдан
fee-paying додани
маош, пардохти
пул
feed /fiːd/ хӯрок
додан
feel (v.) (felt, felt) /fiːl/
ҳис кардан
feet /fiːt/ панҷаи по,
пойҳо
fell (v.) (fall, fallen) /fel/
афтидан, аз бех
кардан
felt /felt/ ҳис кардан
all felt /ɔːl felt/
мондагӣ
ferocity /fə'resɪti/
бараҳмӣ,
ваҳшигӣ
fertilise (v.) /'fɜːtɪlaɪz/
пору андохтан
festival /'festɪvəl/
фестивал
few /fjuː/ кам (барои
исмҳои
ҳисобшаванда
истифода бурда
мешавад)
field /fiːld/ саҳро
fifth /fɪfθ/ панҷум
fight (v.) (fought,
fought) мубориза
бурдан,
мубориза,

мухориба	раъду барқ	fridge /'frɪdʒ/ яхдон,	garden /'gɑːdn/ боғ
tough fight /'taɪf	flat /'flæt/ хона,	холодильник	gargle /'gɑːgl/
'faɪ/ мухорибан	ҳамвор, пост	frighten (v.) /'fraɪtən/	гаргара кардан
сахт	flavour /'fleɪvə/	тарсидан, ҳарос	(гулӯро)
figure-dancing	хушбӯй, бӯй	доштан	garlic /'gɑːlɪk/ сир,
/'fɪgə'daːnsɪŋ/	flew (v.) (fly, flown)	be (get) frightened	саримсоқ
рақси болои ях	/fluː/ парид,	/'fraɪtənd/	garrison /'gærɪsn/
film филм	паридан	тарсидан,	гарнизон
final /'faɪnəl/ финал	flight /'flaɪt/ парвоз	тарсондан	gaseous /'geɪzjəs/
find (v.) (found, found)	float (v.) /flaʊt/ шино	frock /'frɒk/ курта	газмонанд
/'faɪnd/ дарёфтан,	кардан, худро	from аз, аз рӯи	gas-stove /'gæs
ёфтан, пайдо	нигоҳ доштан	from Moscow аз	'stəʊv/ плитаи
кардан	in flocks /'flɒks/ рама,	Москва	газ
find out доништан	дар пода	from my friend	gather (v.) /'gæðə/
fine /'faɪn/ олиҷаноӣ,	flow /'fləʊ/ сел,	/'frend/ аз дӯстам	гундоштан, чамъ
нафис, сифаташ	чарағи пурзӯр	from school /'skuːl/	намудан
зебо	flowerbed /'flaʊəbed/	аз мактаб	gave (v.) /'geɪv/ (gave,
finger /'fɪŋɡə/ ангушт	клумба, палча	from the table	given) додан
finish /'fɪnɪʃ/ тамом	fog /'fɒɡ/ туман	/'teɪbl/ аз рӯи миз	gazette /'gɑːzet/
кардан, хотима	fold /'fəʊld/ пеш	from 1970 аз соли	газети махсуси
fire /'faɪə/ оташ,	кардани рама	1970	давлатӣ
гулхан	foliage /'fəʊlɪdʒ/	from time to time	geese /'giːz/ goose
make a fire оташ	барғ, растанӣ,	/'taɪm/ лаҳза ба	мурғобӣ, аҳмоқ
даргирондан	сабз	лаҳза	general /'dʒenərəl/
be on fire сӯхтан	foreigner /'fɔːrɪnə/	front /'frʌnt/ фронт,	умумӣ
fireplace	одами хориҷӣ,	пешроҳ, дар	generally
/'faɪə'pleɪs/	ачнабӣ	пешӣ	/'dʒenərəli/
сандали	foretell /'fɔːtel/	in front of дар	умуман, доимо
first /'fɜːst/ якум	пешгӯӣ	пешӣ	generate /'dʒenəreɪt/
fish /fɪʃ/ моҳӣ	forget-me-not /'fɔːget/	frost /'frɒst/ аёс,	эҷод кардан,
fishing /'fɪʃɪŋ/	марзангунт	сармо	истеҳсол кардан
моҳигирӣ	fork /'fɔːk/ чангча	frosty /'frɒsti/	generation
(кардан)	form /'fɔːm/ сиф,	сард, хунук	/'dʒenə'reɪʃən/
go fishing /'ɡoʊ	(эинаи омӯзиш	fruit /'fruːt/ мева	насел
'fɪʃɪŋ/ ба	дар мактаб)	try /'traɪ/ бирён	genius /'dʒiːnjəs/
моҳигирӣ рафтан	fortified building	кардан	худододатӣ,
fishing tackle /'tækl/	/'fɔːtɪfaɪd/ бинои	a frying-pan /'fraɪ	соҳибӣ ақли
лавозимоти	созкардатӣ	'pæn/ табақи	баланд
моҳигирӣ	fortress /'fɔːtrɪs/	бирёнқунӣ	geodesy /'dʒiː'ɒdɪsi/
fishmonger	қалъа	full /'fʊl/ пур,	геодезия
/'fɪʃ'mʌŋɡə/	forward /'fɔːwəd/	лабалаб, лабрес	geography /'dʒiː'ɒɡrəfi/
фурушандан	пеш, ҷилан	fur /'fɜː/ пӯст, муина	ҷуғрофия
моҳӣ	four /'fɔː/ чор	fur cap /'fɜː'kæp/	German /'dʒɜːtmən/
fitter /'fɪtə/ усво,	fraction /'frækʃn/	кулоҳи пашмин	немисӣ, олмон
механик	сонн, молиш	furious /'fjʊəriəs/	germanic
five /'faɪv/ панҷ	free /'friː/ озод	бадхаҳр	/'dʒɜː'mænik/
fix /'fɪx/ мустаҳкам	freedom /'friːdəm/	fuss /'fʌs/ нооромӣ,	забони олмонӣ
кардан, бақувват	озодӣ	асабӣ	get (v.) (got, got)
кардан	freely /'friːli/	game /'ɡeɪm/ бозӣ	гирифтан,
flag /'flæɡ/ байрақ	озодона	indoor games	дастрае намудан,
flames /'fleɪmz/ оташ,	French /'frentʃ/	/'ɪn'dɔː'ɡeɪmz/	расидан
шӯъла	забони ғирансаӣ	/'ɪn'dɔː'ɡeɪmz/	get off
flash /'flæʃ/	fresh /'frefʃ/ ҳавон	бозихон дарунӣ	баромадан,
алангагирӣ	тоза	outdoor games	фаромадан
flash of lightning	Friday /'fraɪdi/ Ҷумъа	/'aʊt'dɔː'ɡeɪmz/	get on нишастан
/'laɪtnɪŋ/ фанари	friend /'frend/ дӯст,	бозихон берунӣ	(дар автобус)
кисрагӣ, алангаи	рафиқ		get up хестан,

рост шудан
get ready тайёр
шудан
get wet through
/θru:/ аз ҳад тар
шудан, ғарр тар
шудан
it is getting dark
/dɑ:k/ торик
шуда истодааст
ghost /gəʊst/
пешгӯи, арвоҳ,
рӯҳ, соя, қадамон
сабук
giant /ˈdʒaɪənt/
великан
gillyflower /ˈdʒɪliˈflaʊə/
мехчагул
giraffe /dʒɪˈrɑːf/
жираф
girl /gɜːl/ духтарча,
духтар
give up /ˈɡɪv ˈʌp/ рад
кардан, (аз кор,
аз пешниҳод)
given (v.) /ˈɡɪv/
(give, gave)
гирифтани
glad /glæd/ хурсанд
be glad хурсанд
будан,
каноатманд
будан
gladness /ˈɡleɪdnəs/
хурсандӣ
glass /glɑːs/ шиша
glitter /ˈɡlɪtə/
дурахшидан
glossy /ˈɡlɒsi/
дилгиркунада,
рӯҳафтода
glorious /ˈɡlɔːriəs/
дилкаш,
мафтункунада
glove /ɡlɒv/
дастпушак
go /ɡoʊ/ (went, gone)
рафтан
go away /ˈɡoʊ
əˈweɪ/ баромада
рафтан
go back /ˈɡoʊ
ˈbæk/ баргаштан
go fishing /ˈɡoʊ
ˈfɪʃɪŋ/ ба
моҳигирӣ рафтан
go for a walk /ˈɡoʊ

fɔːr ə ˈwɔːk/ ба
сайругашт
рафтан
go in for sports
/spɔːts/ бо
варзиш машғул
шудан
go mountaineering
/ˈɡoʊ
ˌmaʊntɪˈneərɪŋ/
кӯҳтардӣ
go on /ˈɡoʊ ɒn/
давом додан
go on an excursion
/ɪksˈkɜːʃən/ ба
саёҳат рафтан
goal /ɡoʊl/ мақсад,
гол (дар вароти)
score a goal /ˈskɔː
ə ˈɡoʊl/ гол
гирифтани
goat /ɡoʊt/ буз
gone (v.) /ɡɒn/ (go,
went) рафтагӣ
good /ɡʊd/ (better,
best) нағз, хуб,
мехрубон
be good at
something
/ˈsʌmθɪŋ/ лаёқати
хуб доштан дар
ягон кор
Good morning
/ˈɡʊd ˈmɔːnɪŋ/
субҳатон ба
хайр!
Goodbye /ˈɡʊdˈbaɪ/
Хайр!
goods /ɡʊdz/
маҳсулот
metal goods
/ˈmetəl ˈɡʊdz/
маҳсулоти оҳанӣ
goose /ɡuːz/ (geese)
/ɡiːz/ гӯз
gooseberry /ˈɡuːzbəri/
крыжовник
got (v.) (get, got)
гирифтани, ба
даст овардани
govern /ˈɡʌvən/ идора
кардани
government
/ˈɡʌvnmənt/
ҳукумат
governor /ˈɡʌvənə/
ҳукуматдор,

губернатор
grade /ɡreɪd/ унвон
gradual /ˈɡreɪdʒuəl/ бо
маром, бо
тадриҷ, мунтазам
graduate /ˈɡreɪdʒueɪt/
тамом кардани
grain /ɡreɪn/ ғалла
grain-growing farm
/ˈɡreɪnˈɡroʊɪŋ
ˈfɑːm/ совхоз
ғаллакор,
хочагии
ғаллакор
grand /ɡrænd/
набера (бача)
grandchildren
/ˈɡrændtʃɪldrən/
набераҳо
granddaughter
/ˈɡrændˌdɔːtə/
набера (духтар)
grandfather
/ˈɡrændˈfɑːðə/
бобокалон
grandmother
/ˈɡrændˌmʌðə/
модаркалон
grandparents
/ˈɡrændˌpeərənts/
бобокалон ва
модаркалон
grapes /ɡreɪps/ ангур
graphic /ˈɡræfɪk/
графика, шакли
ҳарфҳо
grass /ɡrɑːs/ алаф,
майс
gravitation
/ˈɡrævɪˈteɪʃən/ қарб
кардани, кашидани,
хостани
great /ɡreɪt/ бузург
green /ɡriːn/ сабз
greenness /ˈɡriːnɪs/
хомӣ,
норасидагӣ,
сабзидани
grew (v.) /ɡruː/ (grow,
grown) калон
шудани, калон
шуд
grey /ɡreɪ/ (gray)
Ҳокистарранг
grocer /ˈɡroʊsə/
баққол
ground /ɡraʊnd/

замин, реша
group /ɡrup/ гурӯҳ
grow (v.) /ɡroʊ/ (grew,
grown) сабз
шудани, калон
шудани, ба воқ
расидани
grown (v.) /ɡroʊn/
(grow, grew) ба
воқ расидагӣ
growth /ɡroʊθ/
расиш, қомат,
инкишоф
guardsman
/ˈɡɑːdzmən/
посбон
guess /ɡes/ тахмин,
фараз, пай
бурдани, ёфтани
guest /ɡest/ меҳмон
guidebook /ˈɡaɪdbʊk/
роҳбалад
gulp /ɡʌlp/ қулт, дам
нагирифта
нушидани, қулт
кард
gum /ɡʌm/ молики
дандон
H h
had (v.) /hæd/ (have)
/hæv, həv/
доштан, дорам
hair /heɪ/ муғ
half /hɑːf/ ним, нисф
hand /hænd/ даст
handkerchief
/ˈhæŋkətʃɪf/
дастрӯмолча
hang (v.) /hæŋ/ (hung,
hung) овезон
кардани
happen (v.) /hæpən/
рӯй додан
happiness /ˈhæpɪnɪs/
хушбахтӣ
happy /ˈhæpi/
хушбахт
hard /hɑːd/ бо қидду
чаҳд, душвор,
мушқил
hardly /ˈhɑːdli/ баъзр,
қариб, бо
машаққат
harvester /ˈhɑːvɪstə/
даравгар,
дастхоҳи ҳосил

hat /hæt/ қулоқ
 hat to match /hæt
 tə'mætʃ/ қулоқи
 ба ... мувофиқ
 hate /heit/ бад
 дидан, чанми
 дидан надостан
 hatred /'heitrid/ бадбин
 have (v.) /hæv, hæv/
 (had, hæd) доштан
 (феъли
 ёридиҳанда
 барои замониҳои
 гуруҳи перфект)
 have got /'hæv
 'gɒt/ доштан
 have ... on дар
 бар либос
 доштан
 have to бояд
 hay /hei/ алафи
 хушк, хасбеда
 make hay /meik
 'hei/ бесарусомон
 кардан, чигил
 андохтан
 head /hed/ сар
 headache /'hedɪk/
 сардард
 splitting headache
 /'splɪtɪŋ/
 сардарди сахт,
 (шиддатнок)
 headquarters
 /'hed'kwɔ:təz/
 штаб, марказ,
 идораи махсус
 health /helθ/
 саломатӣ
 hear /hiə/ тӯш
 кардан
 heard (v.) /hɜ:d/ (hear,
 heard) шундан,
 тӯш кардан
 heart /hɜ:t/ дил,
 қалб
 heat /hi:t/ гармӣ
 heaven /'hevn/ осмон,
 фалак
 heavenly /'hevnli/
 осмонӣ, фалакӣ
 heavy /'hevi/ сахт
 heavy rain /'hevi
 'reɪn/ борони
 сахт
 height /haɪt/

баландӣ, фарозӣ
 held (v.) /hel/ (hold,
 hold) доштан,
 боздоштан
 help /help/ ёри,
 кўмак
 second helping
 /'sekənd 'helpɪŋ/
 порсияи дуюм
 hen /hen/ мурғ
 here /hiə/ дар ин ҷо
 Here you are /'hiə
 ju 'ɑ:/ Ана,
 марҳамат
 hero /'hiərou/
 қахрамон
 heroine /'herəuin/
 қахрамон (зан)
 духтар
 herring /'herɪŋ/
 намуди моҳӣ
 (сельд)
 hid (v.) (hide, hidden)
 рустан шудан,
 пинхон шудан
 hidden (v.) /'hɪdn/
 (hide, hid) аз
 назар дур шудан,
 пинхон
 hide (v.) /haɪd/ (hid,
 hidden) паноҳ
 шудан, бача
 шудан, пинхон
 high /haɪ/ баланд
 hill /hɪl/ адыр, тёмта
 historical /'hɪstɔ:rɪkəl/
 таърихӣ
 history /'hɪstəri/
 таърих
 hobby /'hɒbi/ шугл
 hockey /'hɒki/
 хоккей
 holder /'həʊldə/
 соҳибдор,
 арендатор
 title holder /'taɪtl
 'həʊldə/ ғолиб,
 чемпион
 holiday /'hɒlədi/ ид,
 рӯзи истироҳат,
 руҳсатӣ (отпуск
 таътил)
 holly /'hɒli/ нақшу
 ингори девор
 home /'həʊm/ хона
 at home дар хона
 homework

/'həʊmwa:k/
 вазифаи хонагир
 honest /'ɒnɪst/
 бошараф,
 софдил,
 бовиқдон, ҳалол
 honey /'hʌni/ асал
 honey bees /'hʌni
 'bi:z/ замбӯри
 (орун) асал
 hope /'həʊp/ умед,
 умед кардан,
 боварӣ кардан
 hopeless /'həʊplɪs/
 ноумед,
 ноумедона
 horn /'hɔ:n/ шох,
 шайпур
 horse /'hɔ:s/ асп
 on horseback
 /'hɔ:sbæk/
 аспсарор
 hospital /'hɒspɪtl/
 беморхона,
 касалхона,
 шифохона
 host /'həʊst/ тӯда,
 бисёрӣ, ҳуҷаин,
 соҳиб
 hostess /'həʊstɪs/
 соҳибхоназан
 hot гарм, ҷӯш
 hot-water bottle
 /'hɒt'wɔ:tə 'bɒtl/
 обшунан гарм
 hour /aʊə/ як соат
 house /'haʊs/ хона
 how /haʊ/ чӣ хел?,
 чӣ гуна?
 How are you? /'haʊ
 'ɑ: 'ju:/ Шумо чӣ
 хел ҳастед?
 How do you do?
 /'haʊ də 'ju: də:/
 Салом
 How old are you?
 /'haʊ 'əʊld 'ɑ: '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/
 аале, бо вучуди
 он, бо ин ҳама
 human /'hju:mən/
 инсон, одамизод
 hundred /'hʌndrəd/
 сад, садҳо
 hungry /'hʌŋɡri/
 гушна, гурусна
 be hungry гушна
 будан, гурусна
 будан
 hunt /hʌnt/ шикор,
 кофтуков
 hurry /'hʌri/
 саросема будан,
 шигоб доштан
 hurt /hɜ:t/ лард,
 лард кардан
 husband /'hʌzbənd/
 шавҳар

I i
 ice /aɪs/ ях
 ice cream /'aɪs
 'kri:m/ ахмос
 idea /aɪ'diə/ афкор,
 идея
 if агар
 ignore (v.) /ɪg'nɔ:/
 аҳамият надодан,
 ба назар
 нагирфтан
 ill бемор, касал
 be ill бемор
 будан, касал
 будан
 illustrate /ɪ'ləstreɪt/
 эзоҳ додан, бо
 суратҳо зина
 додан
 illustration
 /ɪ'lə'streɪʃn/
 тасвир, сурат,
 намуна (мисол)
 imagine /ɪ'mædʒɪn/
 тасаввур кардан,
 хаёл кардан
 imitator /ɪ'mɪteɪtə/
 тақлидчӣ
 immensely /ɪ'mensli/
 бехад
 imperialist
 /ɪm'piəriəlɪst/
 империалист
 importance
 /ɪm'pɔ:təns/



муҳимӣ important /im'pɔ:tnt/ муҳим	зиёиён intend /in'tend/ мақсад, бодикқат	iris /'aɪrɪs/ рангинкамён, савсан, пардан чашм	одилзона
improve /im'pru:v/ бехтар крдан	interest /'intrɪst/ ҳавас, шаниқ	iron /'aɪən/ оҳан	K k
in дар	be interested in шавқманд будан	iron ore /'aɪən 'ɔ:/ миқдони оҳан	kangaroo /kæŋɡə'ru:/ кенгурӯ
in Kiey дар Киев	interesting /ɪn'trɪstɪŋ/ шавқовар	irrigate (v.) /'ɪrɪ'geɪt/ обёрӣ кардан	keep (v.) /ki:p/ (kept) пинҳон кардан, хуб нигоҳ доштан
in the street /stri:t/ дар кӯча	interior /in'tɪəriə/ дохилӣ, дарунӣ	island /'aɪlənd/ ҷазира	keeper /'ki:pə/ соҳиб, муҳофиз, хӯҷаин
in May /meɪ/ дар моҳи май	international /ɪntə:'næʃənl/ байналхалқӣ		kept (v.) (keep) ғирфтан, нигоҳ доштан
in ten days /deɪz/ баъд аз даҳ рӯз	into /ɪntə/ дар дохили	J j	kettle /kɛtl/ чойник
include /in'klu:d/ дохил намудан	introduce /ɪn'troʊdju:s/ дохил кардан, шинос кардан	jacket /'dʒækɪt/ нимтана	kick /kɪk/ зарб, зарба задан
increase /ɪn'kri:s/ бодоравӣ, баланд шудан	introduction /ɪn'troʊ'dʌkʃən/ муқаддима, дохилкунӣ, шиносшавӣ	jam /dʒæm/ мураббо	kill куштан
independent /ɪn'dɪpəndənt/ соҳибхитир	invade /ɪn'veɪd/ хуҷум карда зада	January /dʒənɪjuəri/ январ	killing stroke /straʊk/ зарбан
industry /'ɪndʌstri/ саноат	invader /ɪn'veɪdə/ истилзогар	jelly /'dʒeli/ желе, желе	killometre /'kɪlə'mɪtə/ километр
infant school /ɪnfənt 'sku:l/ мактаби ибтидоӣ	invent /ɪn'vent/ эҷод кардан	jersey /'dʒɜ:zi/ нимтанан	kind /kaɪnd/ шакл, намуд, қавм
influence /'ɪnfluəns/ таъсир, таъсир расонидан	inveterate /ɪn'veɪtə/ истилзогар	job /dʒɔ:b/ вазифа, кор	kindly /'kaɪndli/ неқдил, неқхох
inform /'ɪnfɔ:m/ хабар расонидан	invent /ɪn'vent/ эҷод кардан	join /dʒɔɪn/ якҷоя шудан, муттаҳид шудан	kindness /'kaɪndnis/ неқӣ
information /ɪnfə'meɪʃn/ ахборот	invented stories /ɪn'ventɪd 'stɔ:ri:z/ хикояи бифра,	joint /dʒɔɪnt/ қон пайванд, якҷуи	king /kɪŋ/ шох
inhabitant /ɪn'hæbɪtənt/ сокин, бошанда, истиколаткунанда	inventor /ɪn'ventə/ ихтироъкор	joint of beef /dʒɔɪnt 'ɔv 'bi:f/ порчаи ғӯшт	kin /kɪn/ хеш, табор
insect /'ɪnsɛkt/ ҳазанда	invention /ɪn'venʃən/ ихтироъ	joint of beef /dʒɔɪnt 'ɔv 'bi:f/ порчаи ғӯшт	kitchen /'kɪtʃɪn/ ошхона
inspect /ɪn'spekt/ санҷидан, дида баромадан	inventor /ɪn'ventə/ ихтироъкор	joint of beef /dʒɔɪnt 'ɔv 'bi:f/ порчаи ғӯшт	knew (v.) /nju:/ (know, known) доништан, фарқ кардан
instead (of) /ɪn'sted/ бар ҷази ин, ба қон ин	inversely /ɪn'veɪsli/ мутаносибӣ	joke /dʒəʊk/ ҳазл, шӯхӣ	knife /naɪf/ (pl. knives) корд
institute /'ɪnstɪtju:t/ институт, доншқада	inversely proportional /prə'pɔ:ʃənl/ мутаносибӣ	journal /dʒɔ:nl/ мачалла, журнал	knives /naɪvz/ қордҳо
integral /'ɪntɪgrəl/ интеграл	investigation /ɪn'vestɪgeɪʃən/ тадқиқот	journalism /'dʒɔ:nlɪzəm/ журналистика	knob /nɒb/ даста (дар, ҷевон ва ғ)
intellectuals /ɪn'telɪktʃuəl/ боақл, доно	invitation /ɪnvi'teɪʃn/ таклифинома, даъватнома	joy /dʒɔɪ/ хурснади	turn a knob /tɜ:n ə 'nɒb/ тоб додани даста
intelligent /ɪn'telɪdʒənt/ ақлӣ	invite /ɪn'veɪt/ даъват кардан	juice /dʒu:s/ шарбат	know (v.) /noʊ/ (knew, known) доништан
		July /dʒʊli/ июл	knowledge /'nɒlɪdʒ/ донииш
		jump /dʒʌmp/ ҷаҳидан, ҷаридан	known (v.) /noʊn/ (know, knew) доништан, фарқ кардан
		jumper /'dʒʌmpə/ ҷаҳанд	Komsomol комсомол member of
		June /dʒu:n/ июн	
		junior school /'dʒu:njə/ мактаби ибтидоӣ	
		Jupiter /'dʒu:pɪtə/ юпитер, муштарӣ	
		just /dʒʌst/ ҳозирақал, ҳамағӣ, одил	
		justice /'dʒʌstɪs/ адолат	

Komsomol аъзон
комсомол

L I

laboratory /la'boratɔri/
лаборатория

labour /'leiba/
меҳнат, гамхорӣ

lack /læk/ норасоӣ,
муҳтоҷ будан

lady /'leidi/ хонум,
 бону

lain (v.) /lein/ (lie, lay)
хобидан, дароз
кашидан

lake /leik/ қул

lamb /læm/ баррача

land /lænd/ замин
virgin lands

/ˈvɜːdʒɪn ˈlændz/
заминхон
нокорам

landlady /ˈlændˌleidi/
хўҷаинзан,
соҳибхона

landlord /ˈlændˌlɔːdi/
заминдор

landscape /ˈlændskeɪp/
манзара, намуд

language /ˈlæŋɡwɪdʒ/
забон

lantern /ˈlæntən/
чароғи дастӣ

large /lɑːdʒ/ калон

last /lɑːst/ охири
at last дар охир,
охири охири

lasting /ˈlɑːstɪŋ/
давомдор, доимӣ

lasting peace /ˈpiːs/
сулҳи пойдор

late (v.) /leɪt/ дер
be late дер
мондан

Latin /ˈlæɪn/ лотинӣ

laugh /lɑːf/ табассум

launch (v.) /lɔːnʃ/
фурувардан

law /lɔː/ қонун
law of gravity /ˈlɔː
əv ˈɡrævɪti/

затурияти қонун
law of motion /ˈlɔː
əv ˈmoʊʃən/

қонуни ҳаракат

lay (v.) /leɪ/ (lie, lain)
гусурдан,

андохтан
laziness /ˈleɪzɪnis/
танбалӣ

lazy /ˈleɪzi/ танбал

lead (v.) /liːd/ (led, led)
бурдан, роҳбарӣ
кардан

leader /ˈliːdə/ роҳбар

leaf /liːf/ (leaves)
барг (баргҳо)

lean /liːn/ ҳам
кардан (шудан)

lean back дароз
кашидан

learn /lɜːn/ (learnt)
омӯхтан, аз ёд
кардан

learner /ˈlɜːnə/
хонанда, талаба

least /liːst/ (little)
камтарин, аз
ҳама кам

leave (v.) /liːv/ (left,
left) тарк кардан,
монда рафтан

lecture /ˈlektʃə/
лексия

left (v.) чап
to the left ба чап

leg пой

legend /ˈledʒənd/
афсона

legendary
/ˈledʒəndəri/
афсонавӣ

leisure /ˈleɪzə/ вақти
холи

lemon /ˈlemən/ лимон

length /leŋθ/ дарозӣ

Leninist Ленинист

leopard /ˈlepəd/
пантанг

less (little) камтар

lesson /ˈlesən/ дарс

let (let) ба худ роҳ
додан (дар иҷрои
ягон кор)

let him do it
бигзор худаш

let us go рафтем

letter /ˈletə/ мактуб,
хат

liberation /ˌlɪbəˈreɪʃn/
озодӣ

library /ˈlaɪbrəri/
китобхона

licence /ˈlaɪsəns/
лицензия

lick /lɪk/ лесидан

lie (v.) /laɪ/ (lay, lain)
хоб рафтан

lie buried /ˈlaɪ
berɪd/ мурд,
мурдагӣ

life /laɪf/ ҳаёт

lift /lɪft/ осон,

равшанӣ

light refreshment
/laɪt rɪˈrefrəʃmənt/
нӯшокни сабук

light projector /laɪt
prɒˈdʒekt/

прожектор,
плани рӯшан

lightning /ˈlaɪtnɪŋ/
барқ

like /laɪk/ дӯст

like /laɪk/ дӯст

like /laɪk/ дӯст

like /laɪk/ дӯст

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like /laɪk/ дӯст

like /laɪk/ дӯст

like /laɪk/ дӯст

living room /ˈlɪvɪŋ
ˈruːm/
меҳмонхона

lizard /ˈlɪzəd/
калтакалос

helmet lizard
/ˈhelmit ˈlɪzəd/
калтакалоси

toskulox

loaf /ləʊf/ бор,

вазний

lobster /ˈlɒbstə/ омар
(харчани)

local /ˈləʊkəl/
маҳаллӣ

local education
authorities
/ˌɔːˈθɔːrɪtɪz/
органи

роҳбарикунандаи

маорифи халқ

locate /ˈləʊkeɪt/
муайян

look like /ˈlʊk ˈlaɪk/
ба монанди ... ба

look like /ˈlʊk ˈlaɪk/
ба монанди ... ба

look like /ˈlʊk ˈlaɪk/
ба монанди ... ба

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look like /ˈlʊk ˈlaɪk/
ба монанди ... ба

look like /ˈlʊk ˈlaɪk/
ба монанди ... ба

/ˈlʊz wʌns ˈhed/
сару калоба гүм
кардан
loss /lɒs/ аз даст
додан, бой доддан
lost (v.) /lɒst/ (lose,
lost) гүм кардан
a lot of бисёр, аз хад
зиёд
loud /laʊd/ баланд
love (v.) /lʌv/ ишқ,
дуст доштан
lovely /ˈlʌvli/ зебо,
дилрабо
low /loʊ/ паст
luck /lʌk/ комёбӣ,
дастовард
lucky /ˈlʌki/
хуштолеъ,
некбахт
lunch /lʌntʃ/
наҳории дуюм

M m

macaroni
/ˌmækəˈroʊni/
макарон
machine /məˈʃiːn/
машина, дасттоҳ
machinery /məˈʃiːnəri/
лавозимоти
мошин
made (v.) /meɪd/
(make, made) кор
кардагӣ, кор
кардан
magnet /ˈmæɡnɪt/
магнит
magnetism
/ˈmæɡnɪtɪzəm/
магнетизм
magnificent
/mæɡˈnɪfɪsənt/
олиҷаноб
maidservant
/ˈmeɪdsəˈvʌnt/
хизматдорхуштар
mail /meɪl/ почта,
почта қати
фиристондан
main /meɪn/ асосӣ
make (v.) /meɪk/
(made, made)
ичро кардан,
истеҳсолкардан
make faces /ˈmeɪk
ˈfeɪsɪz/ рӯро қач

кардан
make up
косметика
man /mæn/ (men)
/men/ мард, одам
manager /ˈmænɪdʒə/
директор
manageress
/ˈmænɪdʒərəs/
директорзан
manipulate
/məˈnɪpjʊleɪt/
мураққаб кардан
manservant
/ˈmæn,səˈvʌnt/
марди хизматдор
manuscript
/ˌmæn.jʊskɪpt/
дастнавис
many /ˈmeni/ (more,
most) бисёр,
бисёрҳо, зиёд
map /mæp/ харита
March /mɑːtʃ/ март
mark /mɑːk/ қайд
кардан, ишора
market /ˈmɑːkɪt/
бозор
marry /ˈmeri/
хонадор шудан,
ба шавҳар
баромадан
Mars /mɑːz/ Миррих
marvellous /ˈmɑːvɪləs/
хайратангез,
олиҷаноб
mass /mæs/ вазн
master /ˈmɑːstə/
хўҷаин
mat /mæt/ пойандоз,
бурё
match /mætʃ/ донан
гўтирд, матч
mathematics
/ˌmæθɪˈmætiks/
(maths)
математика
may (v.) /meɪ/ (might,
might) /maɪ/
таъонистан,
қодир будан
May /meɪ/ май
meadow /ˈmedəʊ/
марғзор
extended meadow
/ɪksˈtendɪd ˈmedəʊ/
марғзори васеъ

meal /miːl/ таом,
ғизо
mean (v.) /miːn/
(meant, meant)
маъно доштан,
ғъне
means /miːnz/
маъно, шарҳ
by means восита
meaning /ˈmiːniŋ/
бо раҳи, ба
воситаи
means of
communication
/kəm.juː.niˈkeɪʃn/
воситаҳои
коммуникасия
meant (v.) /ment/
(mean, meant)
аҳамиятнок
measure /ˈmeʒə/
андоза, ченак
meat /miːt/ ғушт
mechanic /miˈkænik/
механик
medical /ˈmedɪkəl/
тиббӣ
medicine /ˈmedɪsɪn/
дору, тиб
take the medicine
дору хӯрдан
meditation
/ˈmedɪteɪʃn/
андеша, фикру
хаёл
medium /ˈmiːdi.jəm/
восита, роҳ
meet (v.) /miːt/ (met,
met) вохӯри
кардан, шинос
шудан
meeting /ˈmiːtiŋ/
мачлис
melt (v.) /melt/ об
шудан
member /ˈmembə/
рақам, нашон
memory /ˈmeməri/
хотира, ёддошт
men (pl.) /men/ мар
/mæn/ (sing.)
одам, мард
mend (v.) /mend/
таъмир (дуруст)
кардан
on the mend
беҳтаршавӣ

Mercury /ˈmɜːkəri/
Аторид
merry /ˈmeri/
хушчакчак,
хурсанд
met (v.) /met/ (meet,
met) вохӯрдан
metal /ˈmetəl/ оҳан
metric /ˈmetrɪk/
метрика,
гувоҳномаи
таваллуд
middle /ˈmɪdl/ миена,
мобайн
midnight /ˈmɪdnait/
нимаи шаб
at midnight дар
нимаи шаб
mild /maɪld/ мулоим
mile /maɪl/ чакрим
milk /mɪlk/ шир
mill /mɪl/ фабрика
million /ˈmɪljən/
миллион
mind /maɪnd/ ақда,
афкор
keep in mind дар
хотир нигоҳ
доштан
mind the time
вақтро ба ҳисоб
гиред
mine /maɪn/ кон,
маъдан
minute /ˈmɪnɪt/
дақиқа
mirror /ˈmɪrə/ оина
misplace (v.)
/ˈmɪsˈpleɪs/ ноҷой
мондан
(гузоштан)
miss /mɪs/ саҳа,
хато, саҳя кардан
mist /mɪst/ абрнок,
туман
mistake /ˈmɪsˈteɪk/
хато, саҳя
mistiness /ˈmɪstɪnɪs/
абрнок
mix (v.) /mɪks/ якҷоя
кардан, аралаш
кардан, омехта
кардан
mix up /ˈmɪks ˈʌp/
нағз омехта
(аралаш) кардан
mixed nuts /ˈmɪksɪt

'naɪs/ чормаззи
омехташуда
modern /'mɒdn/ ҳозиразамон
moisture /'moɪstʃə/ намӣ, намнокӣ
Monday /'mʌndi/ думанбе
money /'mʌni/ пул
month /'mʌnθ/ моҳ
monument /'mɒnjumənt/ хайкал
moon /mu:n/ моҳ
more /mɔ:/ зиёдтар
morning /'mɔ:niŋ/ субҳ, саҳар
most /'mɔ:st/ зинан
оли: аз ҳама зиёд
mother /'mʌðə/ модар
mother-in-law /'mʌðə ɪn 'lɔ:/ модарварс
motion /'mu:ʃn/ ҳаракат
law of motion /'lɔ: əv 'mu:ʃn/ қонуни ҳаракат
planetary motion /'plænetəri/ ҳаракати но
motor-cycle /'mɔ:tə 'saɪkl/ мотоцикл
mountain /'maʊntɪn/ кӯҳ
mouth /maʊθ/ даҳон
mouthful /'maʊθfʊl/ даҳони пур, қулт, чуръа
move (v) /mu:v/ ҳаракат кардан, ба пеш рафтан, ҳаракат
movement /'mu:vmənt/ ҳаракат
movies /'mu:vɪz/ кино
much /mʌtʃ/ (more, most) бисёр (дар бораи исмҳои ҳисобнашаванда)
very much /'veri 'mʌtʃ/ бисёр
multiply /'mʌltɪplai/ зиёд кардан, зарб

кардан
murder /'mɜ:ðə/ қуштан, қатл
қуштан, қатл
кардан, қуштор, қатл
museum /'mju:ziəm/ осорхона
mushroom /'mʌʃrʊm/ замбурӯт
music /'mju:zɪk/ мусиқӣ
musical /'mju:zɪkəl/ оҳанг
musical instrument /'ɪnstrʊmənt/ асбоби мусиқӣ
musician /'mju:ziʃn/ оҳангсоз
must /mʌst/ бояд, вазифадор будан (дар иҷрои ягон кор)
mustard /'mʌstəd/ хардал, горчица
mystery /'mɪstəri/ сир (асрор)
mutton /'mʌtn/ гӯшти гӯсфанд
mutton chop /'mʌtn 'tʃɔp/ гӯшти нимқуфта

N n

name /neɪm/ ном
What's your name? Номатон чист?
narrow /'nærəʊ/ танг
nation /'neɪʃn/ миллат, халқ
national /'næʃnəl/ миллий, халқӣ
native /'neɪtɪv/ модари, азиз, худӣ, хеш
naturally /'nætʃrəli/ табиатан
nature study /'neɪtʃə 'stʌdi/ омӯхтани табиат, табиатшиносӣ
navy /'neɪvi/ флот
near /niə/ қариб, наздик, дар назди, на он қадар дур
nearly /'niəli/ қариб

neat /ni:t/ ӯзода, покӣза
necessary /'nesəsəri/ лозимӣ, даркорӣ, ҳатмӣ
necklace /'neɪklɪs/ гарданбанд
necklace of pearls /'neɪklɪs əv 'pɜ:ls/ гарданбанди марворид
need /ni:d/ эҳтиёҷ доштан, эҳтиёҷот
needing /'ni:diŋ/ сӯзан, сӯзанак
neglect /'ni:ɡlekt/ бепарвоӣ, бепарвоӣ кардан
neither ... nor /'ni:ðə 'nɔ:/ на он ... на ин ...
nephew /'nevju:/ чиян
never /'nevə/ ҳеҷгоҳ
nevertheless /'nevəðə'les/ бо вучуди, ба ҳар ҳол
new /nju:/ нав
news /nju:z/ навигарӣ, ахборот
newspaper /'nju:z,pɛɪpə/ маҷалла
next /nekst/ дигар
next to дар катори
nise /'neɪs/ нағз, ҳуф, ҳаловатбахш, меҳрубон
piece /pi:s/ қисм (духтари хоҳар, бародар)
night /naɪt/ шаб
nine /naɪn/ нӯх
no ne, ҳеҷ
noble /'nəbl/ бошараф (она), наҷиб (она)
nobody /'nəʊbɒdi/ ҳеҷ кас
noise /noɪz/ рағс
nonsense /'nɒnsəns/ сафсата
noodle soup /'nu:dl 'su:p/ шӯрбон

макаронӣ
north /nɔ:θ/ шимол
nose /noʊz/ бини
not at all ҳеҷ гал не, аҳамият надорад
not so ... as на ҳамчунон, ки ба мисли
note /noʊt/ қайд
take a note қайд кардан
notebook /'noʊtbʊk/ дафтар, китобчан қайдкуний
nothing /'nʌθɪŋ/ ҳеҷ чиз
notice /'nəʊtɪs/ мушоҳида, мушоҳида (пайҳас) кардан
take a notice диққат кардан, дида мондан
novel /'nɒvəl/ новела
November /'nəʊ'vembə/ ноябр
now /naʊ/ ҳозир
nowhere /'naʊweə/ дар ҳеҷ ҷуғо
nuclear disarmament /'nju:kliə/ яроқпартоин идрол
number /'nʌmbə/ рақам
nurse /nɜ:s/ ҳамширан шафқат
nursing /'nɜ:sɪŋ/ сер кардан, доя
nut /nʌt/ чормаз

O o

oat /oʊt/ чан (чави русӣ)
object /'ɒbdʒɪkt/ предмет, чиз
observe /əb'zɜ:v/ мушоҳида кардан
oculist /'ɒkjʊlɪst/ духтурӣ чашм
occupation /'ɒkjʊ'peɪʃn/ шугла (кор) истилокуний

occure /'ɔ:kjʊə/	one by one /'wʌn baɪ 'wʌn/ яккес	даррабудан	pay /peɪ/ сатил
шугл (истило)	onion /'ʌnjən/ пиёз	outdoor game /'aʊtɔː 'geɪm/ бозихон	paint /peɪnt/ расм
кардан	only /'oʊnli/ танҳо,	дар хавон қушод	кашидан, бо
ocean /'oʊʃən/	ягона	outstanding	рангҳо расм
уқёнус	open (v.) /'oʊpən/	/ˈaʊtstændɪŋ/	кашидан
o'clock /ə'klɒk/ соат	қушода, ялла,	намоён, машхур	pair /peə/ ҷуфт
3 o'clock соати се	боз, қушодан	over /'oʊvə/ дар	palace /'pælɪs/ қаср
of аз, дар бораи	opponent /ə'pəʊnənt/	болои	pansy /'pænzɪ/ гули
made of gold	харф, мухалиф,	all over the world	одамрӯ
/ˈmeɪd əv 'ɡoʊld/	этирофқунанда	/wɜːld/ дар	paper /'peɪpə/ қоғаз
аз тилло	opportunity	/wɜːld/ дар	parcel /'pɑːsl/ ирсола
тайёркардашуда	/,əpə'tjʊnɪti/	тамоми ҷаҳон	parcel insured
the colour of the	имкониёт	over the radio	/ɪn'ʃʊəd/ қисман,
sky /'klaɪ/ ранги	opposite /'ɒpəzɪt/	/ˈoʊvə ðə 'reɪdɪoʊ/	ҷузъя
осмон, авзон	муқобил	бо радио	parent /'peərənt/
ҳаво	or ё	be over тамои	волидайн
think of /θɪŋk əv/	or else /ɔː'els/ ё	кардан	park /pɑːk/ гулашт
фикр кардан дар	ин ки	overcast /'oʊvəkɑːst/	parsley /'pɑːsli/
бораи	orange /'ɒrɪndʒ/	тира, торик,	ирсиан
off /ɔːf/ ба маънои	афласун	тирани ҳаво	oroхидор
take off (the table)	orang-utang /'ɔːræŋ 'uːtæŋ/	to be overcast	part /pɑːt/ қисм
/ˈteɪk ˈɔːf/ аз рӯи	орангутанг	ишонда шудан,	on the part аз
миз гундоред	orchard /'ɔːtʃəd/ боғи	торик кардан	тарафи...
office /'ɒfɪs/ идора	мевадиханда	overcome /'oʊvəʊkʌm/	particle /'pɑːtɪkl/
often /'ɒfən/ зуд-зуд,	order /'ɔːdə/ фармон,	бартараф	ҳиссаҷа
тез-тез	амр, фармон	кардан, голиб	particle of dust
oil /ɔɪl/ нефт	додан	омадан	/dʌst/ як зарра
old /əʊld/ қухна,	in order ташкил	overthrew (v.)	гард, гарди гул
қадим	додан	/ˈoʊvəθruː/	particle of matter
How old are you?	додан	(overthrow,	/ˈmætə/ махсус
Шумо чандсола	organise /'ɔːɡənaɪz/	overthrown)	particular /'pɑːtɪkjʊlə/
ҳастед?	ташкил додан	ғалтонидан,	махсус
The child is one	Orient Express /'ɔːrɪənt 'ɪkspreɪs/ қаторан	сарнагун кардан	partner /'pɑːtnə/
year old Қудак	бестии ориенти	overthrow (v.)	иштирокчи
яксола аст	original /ə'ɒrɪdʒənəl/	/ˈoʊvəθruː/	party /'pɑːti/ партия
он дар болои, дар,	аввалиндарача,	(overthrow,	party шабнишинӣ,
дар бораи, аз рӯи	ибтидоӣ,	overthrown)	отряд, ғуруҳ,
on the desk дар	якуминдараҷа	ғалтонидан,	команда
болои миз	original steam	сарнагун кардан	Labour party /'leɪbə 'pɑːti/ партияи
on TV /tɪvɪ/ бо	engines /'endʒɪnz/	overthrown (v.)	лейбористӣ
телевизор	якумин	/ˈoʊvəθroun/	pass /pɑːs/ гузаштан
on Monday	мошинҳои буги	(overthrow,	passenger /'pæsɪndʒə/
/ˈmʌndi/ дар рӯзи	in the original дар	overthrew)	мусофир,
душанбе	шакли аввалин	ғалтонидан,	раванда
a book on physics	(нахустин)	сарнагун кардан	pavement /'peɪvmənt/
/fɪzɪks/ китоби	ostrich /'ɒstrɪtʃ/	own /əʊn/ шахси	пайраҳа
физика	шутурмург	owner /'oʊnə/	pay (v.) /peɪ/ (paid,
speak on the	other /'ʌðə/ дигар	соҳиб, ҳуҷаия	paid) пул додан,
picture /spɪk/ аз	out /aʊt/ берун аз	oxygen /'ɒksɪdʒən/	пулдихӣ
рӯи расм ған	go out берун	кислород	payment /'peɪmənt/
задан	шудан, фуруд		пардохт,
once /wʌns/ як вақт	омадан (аз		пулдихӣ,
one /wʌn/ як	автобус)		муздихӣ
one another /'wʌn ə'ʌðə/ ба	take out		peace /piːs/ сулҳ
ҳамдигар	гирифтан,		peacock /'piːkək/
(якдигар)			товус

Р р

pad /pæd/ болишт
page /peɪdʒ/ саҳифа
paid (v.) /peɪd/ (pay,
paid) пул додан,
пардохтан



pear /piə/ нок	додан	мусатта	кардан
pearl earrings /'paɪl 'iə'ɪŋɡz/	person /'pɜːsən/ одам, шахс	plan /plæn/ нақша	pool /puːl/ ҳавз
гушворҳои	philosophy /fɪ'lɒsəfi/ фалсафа	plane /pleɪn/ airplane 'æpleɪn/ ҳавонаймо	poor /puː/ камбағал, камбизоат
марбориди	philosophical 'fɪ'lɒsəfɪkəl/ фалсафӣ	planet /'plænit/ сайёра	poorness /'puːnɪs/ камбағалӣ
pearl /piː/ нахӯд	philosophical meditation 'fɪ'lɒsəfɪkəl 'medɪteɪʃn/ фикрҳои ода, андешаҳои	planetary /'plænɪtəri/ сайёравӣ	porphy /'pɒrɪ/ кўкнор, хашхош
peasant /'peɪzənt/ кишоварз, деҳқон	photo /'fɒtəʊ/ сурат	plant /plɑːnt/ шмандан (растанӣ)	popular /'pɒpjələ/ машхур, намоён
peculiarity 'pekjuːlɪ'erɪti/ хусусият	physical training 'fɪzɪkl 'treɪnɪŋ/ тайёрии ҷисмонӣ, тарбияи ҷисмонӣ	plate /pleɪt/ табақча	popular science 'saɪəns/ илми машхур
pediatrist 'pedɪ'atrɪst/ духтурӣ атфол	pick (v.) /pɪk/ кардан, ҷидан, гундоштан	platinum /'plætɪnəm/ платина	population 'pɒpjə'leɪʃn/ аҳоли
peer /piːə/ нигоҳ кардан, назар анидохтан	pick (n.) /pɪk/ чамъ кардан, ҷидан, гундоштан	play /pleɪ/ боза кардан, ҷеса	porous /'pɒrəs/ масомадор, сфрӯхдор, қонқдор
pen /pen/ ручка	physician /fɪ'zɪʃən/ духтур, табиб	player /'pleɪə/ бозингар	porridge /'pɒrɪdʒ/ атола
pencil /'pensl/ қалам	physics /'fɪzɪks/ физика	playing /'pleɪŋ/ бозид	port /pɔːt/ бандар
penicillin injection 'ɪn'dʒekʃn/ сузан задан бо доруи пексиллин	physic /'fɪzɪk/ физика	pleasant /'plezənt/ мақбул, дилқаш	possess /pə'zes/ соҳиб будан, доштан
peninsula /pi'nɪnsjələ/ нимҷазира	pick (v.) /pɪk/ чамъ кардан, ҷидан, гундоштан	please /pliːz/ марҳамат	possible /'pɒsəbl/ эҳтимол, имкон
people /'piːpl/ халқ, миллат	picture /'pɪktʃə/ расм	be pleased /bi 'pleɪzd/ рози будан	post /pəʊst/ бо почта
people of good will одамони векиҳтиёр, шахсони некхоҳ	pickle /'pɪkl/ чамъ кардан, ҷидан, гундоштан	pleasure /'pleʒə/ халоват, рӯҳ ғирифт	postcard 'pəʊst'kɑːd/ мактуби қушода, открытка
peoples /'piːplz/ одамон, мардум, аҳоли	pilot /'paɪlət/ лётчик	plenty /'plenti/ аз ҳад зиёд	postman 'pəʊstmən/ хаткашак
pepper-pot /'pepə'pɒt/ қаламқурдон	pioneer /'paɪə'niə/ пионер, ташкилотчи	plum /plʌm/ оли	post office /'pəʊst 'ɒfɪs/ почта
per hour /pəɪ 'hoʊə/ дар як соат	place /pleɪs/ ҷой	pneumonia 'njuː'məʊniə/ карам	poste restante 'pəʊst'restənt/ шубҳан маҳсус дар почта
perfect taste бисер бомаза	places of interest 'pleɪsɪz əv 'ɪntrɪst/ ҷойҳои ҷолиби диққат (таърихи)	poem /pəʊm/ шеър	potato /pə'teɪtəʊ/ (pl potatoes) картошка
perhaps /pə'hæps/ эҳтимол	plague /'pleɪɡ/ тоун (лард)	poet /pəʊt/ шoir	pouch /paʊtʃ/ халта, қувол
perish /'perɪʃ/ мурдан, нест шудан	plain /pleɪn/ равшан, аён, содда, ҳамвор	poetess /'pəʊtɪs/ шoirа	poultry /'pəʊltɪ/ паррандаи хонагӣ
period /'pɪəriəd/ давра, вақт, аср	flat plain дашти	point /pɔɪnt/ қайд кардан, ишора нимудан	pound /paʊnd/ фунт, стерлинг (пули асосии Англия)
periods /'pɪəriəds/ дарсҳо		police /pə'liːs/ полисия	pour (v.) /puː/ реختан
permanent 'pɜːmənənt/ доимӣ		policeman 'pə'liːsmən/ миришак, одамон полисия	poverty /'pɒvəti/ қашқар
permission /pə'mɪʃən/ иҷозатнома		policewoman 'pə'liːswoman/ миришакчи	
permit /pə'mɪt/ иҷозат додан, роҳ		to polish /'pɒlɪʃ/ суфта, суфта	



қашшоқ	чопхона	proper /'prɒpə/	put an end to
power /'paʊə/	printing-press	муносиб,	қатъ намудан,
ҳукумат, қува	/'pres/ дастгоҳи	мувофиқ	хотима намудан
powerful /'paʊəfʊl/	чопқуний	property /'prɒpəti/	
тавоно, ғурури	priority /'praɪ'ɪtɪ/	молкият, молу	
powered chalk	афзалият	мулк	
/'paʊəd 'tʃɔːk/	a priority-telegram	proportional	
хокаи гач (оҳак)	телеграмман	/prə'pɔːʃənəl/	
practise (v.) /'præktɪs/	анриор	мутаносиб	
таҷриба	prison /'prɪzn/	prosperity /'prɒs'perɪti/	
ғурифт	ҳабсхона, маҳбас	гулгулшуккуфия	
prefer (v.) /'pri'fɜː/	prize /'praɪz/ ситомил,	protect /prə'tekt/	
беҳтар доништан,	таъриф кардан	муҳофизат	
афзал доништан	probable /'prɒbəbl/	protrude (v.)	
prepare /'pri'reɪ/	эҳтимол	/prə'truːd/ берун	
тайёр кардан,	problem /'prɒbləm/	баровардан,	
тайёр шудан	проблема,	баромада	
prescribe (v.)	маъсала	истодан	
/'pres'kraɪb/ амр	procedure /prə'siːdʒə/	proud /praʊd/	
кардан, таъин	тарзи рафтор	боифтихор	
кардан,	proceed (v.) /pra'siːd/	be proud	
фармудан	аз нав сар	ифтихор (фахр)	
prescription	кардан	намудан	
/prɪ'skrɪpʃn/	proclaim /pra'kleɪm/	prove (v.) /pruːv/	
дастур, амр,	эълон кардан, бо	исбот кардан	
фармондиҳӣ	тавтана эълон	publish /'pʌblɪʃ/	
presence /'preɪns/	кардан	нашр кардан	
хузур, ҳолири,	produce /prə'djuːs/	publishing house	
ҳозир будан	истеҳсол кардан,	нашриёт	
present /'preznt/	кор кардан	pudding /'puːdɪŋ/	
хузур доштан,	producer	пудинг	
ҳада, тухфа	/prə'djuːsə/	pull (v.) /'pul/	
give a present	истеҳсолкунанда,	кашдан	
тухфа кардан	режисёр,	pullover /'puləʊvə/	
make a present	коргардон	киштани	
ҳада кардан	production	бофташуда	
preserve /'priːzəv/	/prə'dʌkʃn/	pulsation	
муҳофизат	истеҳсолот,	/'pʌlseɪʃn/	
(нигоҳдорӣ)	маҳсулот	таниши дил,	
кардан	profound /pra'faʊnd/	пасту баланд	
press зер кардан	асосноҳ, пухта,	шудани қарағин	
pride /praɪd/ фахр	устувор, бойдор	чизе	
(ифтихор) кардан	progress /'prɒɡres/	pulse /pʌls/ набз	
priest /'priːst/ поп,	пешравӣ,	pupil /'pjʊpl/	
кашш	дастовард	талаба, шогирд	
princess /'prɪnsɪs/	prominent	pure /pjʊə/ тоза, соф	
шоҳдустар	/'prɒmɪnənt/	purple /'pɜːpl/ сурхи	
principal /'prɪnsəpl/	машхур, намоён	баланд	
моҳият, манбаъ,	promise /'prɒmɪs/	purpose /'pɜːpəs/	
сарчашма	ваъда додан,	мақсад	
print /prɪnt/ чоп	ваъда	for the purpose бо	
кардан, нашр	promote /prə'məʊt/	мақсади	
кардан	мусоидат (мадад)	push (v.) /puʃ/ тала	
printer /'prɪntə/	кардан	додан, зер кардан	
чопқунанда	propagate /'prɒpə'geɪt/	put (v.) мондан, қо	
printing office	васеъ кардан,	ба қо кардан	
/'ɒfɪs/ матбаа,	нусхат додан	put on қўнидан	

Q q

quarrel (n.) /'kwɒrəl/
баҳс кардан
quarrel (v.) /'kwɒrəl/
баҳс, мунозира
quarter /'kwɔːtə/
чоряк
queen /'kwɪːn/
малика
question /'kwɛstʃn/
савол
queue /'kjuː/ навбат
quick /'kwɪk/ тез,
чакон
quinsy /'kwɪnzɪ/
ларди саҳти
чиркноки гуде
quite /'kwɪt/ тамоман

R r

rabbit /'reɪbɪt/ зарғуш
racism /'reɪsɪzəm/
нажодпарастӣ
racism, race /'reɪs/
нажодпарастӣ
radio /'reɪdɪəʊ/ радио
radio assembler
/ˌesembəl/
радиоенз, устои
радио
radon радон
rain /reɪn/ борон
it rains борон
меборад
raincoat /'reɪnkəʊt/
либоси болоии
боронӣ
raise /reɪz/ баланд
кардан,
бардоштан
raisin /'reɪzɪn/
кишмиш
ram /ræm/ гусфанд
ran (v.) /ræn/ (run, run)
давидан
rang (v.) /ræŋ/ (ring,
ring) занг задан
range /reɪndʒ/ хат,
роҳ, равиш,
хатор
rapid /'ræpɪd/ аз ҳал

эиёд теэ
 rarely /'reɪli/ нодир,
 ачиб
 a rare event
 ҳодисаи нодир
 raspberry /'rɑːsberi/ мағина
 raven /'reɪvn/ зоти сиёҳ
 ray /reɪ/ нур
 X-rays /'eks'reɪz/ нури рентген
 reach /riːtʃ/ расидан (ба қомеъи)
 reaction /riː'ækʃən/ таъсир, реаксия
 read (v.) /riːd/ (read, read) хондан
 ready /'redi/ тайёр
 be (get) ready тайёр будан
 real /riːəl/ ҳақиқӣ
 rear (v.) /riːə/ боло бардоштан,
 баланд кардан
 reason /'riːzn/ сабаб, асос
 recall /riː'kɔːl/ ба ёд овардан
 receipt /riː'siːt/ дастхат, дастур
 барои гирифтани, дастхат додан
 receive /riː'siːv/ дастрас намудан,
 гирифтани
 recently /riː'sentli/ дар рӯзҳои наздик
 recipe /riː'saɪp/ дастур, восита
 recognise /riː'kɔːgnaɪz/ доништа
 гирифтани, ба назар гирифтани
 recognition /riː'kɔːgnɪʃən/ шинохтани (и), шиносӣ
 records /'rekɔːdz/ рекорд
 red сурх
 reddish /'redɪʃ/ редиска
 referee /'refəri/ судя, довар
 reflect /riː'flekt/ фикр кардан,

худро дидан
 refresh (v.) /riː'freʃ/ ба ёд овардан,
 тақмил додан
 refresher course /riː'freʃə 'kɔːrs/ курси тақмили ихтисос
 refreshment /riː'freʃmənt/ қуваватдиҳи
 light refreshments хӯроқи сабук
 refrigerator /ˌrefrɪdʒɪ'reɪtə/ ихдон
 refuse /riː'fjuːz/ рад кардан
 region /'riːdʒən/ кишвар, вилоят, ноҳия
 register (v.) /'redʒɪstə/ журнал
 registered post /'redʒɪstəd 'pəʊst/ қайд
 кардашуда
 relative /reː'lətv/ хешу табор
 relay /riː'leɪ/ эстафета
 release /riː'liːs/ озод кардан, сар додан, раҳо кардан
 religion /riː'lɪdʒən/ дин, оин, мазҳаб
 remain /riː'meɪn/ мондан
 remember /riː'membə/ дар хотир доштан, дар ёд доштан
 reply /riː'plaɪ/ ҷавоб, ҷавоб додан
 reply-paid telegram /'telɪgrəm/ пули телеграмма
 додагӣ
 representative /ˌrepriːzentatɪv/ намоёнда
 require /riː'kwaɪə/ талаб кардан, мухтоҷ будан
 requirement /riː'kwaɪəmənt/ талабот

reservoir /ˌrɪzər'wʊə/ хавз, зарф
 resilient /riː'zɪlənt/ таранг, мавзун
 resolution /ˌresəˈluːʃən/ қарор, ҳукм
 respect /rɪsˈpekt/ ҳурмат кардан
 responsibility /ˌrɪs.pənsə'bɪlɪti/ ҷавобгарӣ
 rest (v.) истироҳат кардан,
 истироҳат
 resting /'restɪŋ/ истироҳаткунанда
 restaurant /'restɔːrɒnt/ ресторан,
 тарабхона
 return /riː'tɜːn/ баргаштан,
 бозомадан
 revolution /ˌrevəˈluːʃən/ инқилоб
 revolutionary /ˌrevəˈluːʃənəri/ инқилобчи
 rice /raɪs/ биринҷ
 rich /rɪtʃ/ бой
 richness /'rɪtʃnɪs/ бойгарӣ
 ridden (v.) /rɪdɪn/ (ride, rode) гаштан,
 савора гаштан
 ride (v.) /raɪd/ (rode, ridden) рафтани (бо автобус, бо велосипед)
 right /raɪt/ рост, одилона, дуруст
 all right ҳуб,
 дуруст
 be right ҳақ будан
 be all right худро ҳуб (нағз) ҳис кардан
 on the right рост то the right ба тарафи рост
 ring (v.) /rɪŋ/ (rang, rung) занг задан
 rings /rɪŋz/ ҳалқа, ғушвор
 ripe /raɪp/ пухта,

расида
 rise (v.) /raɪz/ (rose, risen) боло шудан, баланд шудан
 river /'rɪvə/ дарё
 road /rəʊd/ роҳ
 roast /rəʊst/ ғуштбирён, қабоб
 rock /rɒk/ харсанг, қӯҳшора
 rode (v.) /rəʊd/ (ride, ridden) гаштан,
 савора гаштан
 rolls /rəʊls/ конфурӯш, нонвой
 Romans /'rəʊmənz/ римӣ
 room /ruːm/ ҳуҷра, уток
 root /ruːt/ бехмева, реша
 rope /rəʊp/ аргамчин
 rose (v.) /rəʊz/ (rise, risen) боло баромад
 rouble /ruːbl/ сум
 round /raʊnd/ гирдишакл
 rout /raʊt/ шикаста пора-пора кардан
 row (v.) /rəʊ/ бел задан
 rowing /'rəʊɪŋ/ белзани
 royal /'rɔɪəl/ шоххона
 Royal Armouries Collection коллексияи яроқи шохӣ
 rub /rʌb/ шустан, пок кардан
 rubber /'rʌbər/ резина
 rubber products /'rʌbər 'prɒdʌkts/ маҳсулоти каучуки
 rule /ruːl/ қоида
 rule (v.) /ruːl/ идора кардан
 run (v.) /rʌn/ (ran, run) давидан
 running-water

<i>'tʌlɪŋ wɔ:lə/</i> водопровод	тақсимча, табақча	соҳили баҳр <i>seashore /'si:ʃɔ:/</i>	set (v.) (set, set) монандан, ҷо ба ҷо гузорӣ
<i>rural /'ru:əl/</i> кишлоқ	<i>sausage /'sɔ:sɪdʒ/</i> ҳасиб	соҳили баҳр	TV set оинаи нилгун
<i>Russian /rʌʃn/</i> забони русӣ, русӣ	<i>save /seɪv/</i> наҷот додан	<i>search /sɜ:tʃ/</i> кофтан, кофтукоб кардан	<i>radio set /'reɪdiəʊ</i> 'set/ радио
<i>rye /raɪ/</i> ҷавдор	<i>save up money</i> 'mʌni/ экономияи пул, исроф	<i>season /'si:zən/</i> фасл	<i>set aside /set</i> ə'saɪd/ дар дур ҷо додан
S s		<i>seat /si:t/</i> нишастгоҳ, кароғроҳ	<i>set up /setʌp/</i> барқарор кардан
<i>sad /sæd/</i> ғам, андӯх	<i>savings bank /'seɪvɪŋz</i> bæŋk/ банки амонатӣ	<i>second /'sekənd/</i> дуҷом, дузвум	<i>set a record /ə</i> 'rekɔ:d/ муайян кардани рекорд
<i>sadly /'sædli/</i> ғамгинӣ, андӯхгӣн, ғамангез	<i>savouries /'seɪvərɪz/</i> хуриши тез	<i>seedling /'si:dlɪŋ/</i> ниҳол, кўчат	<i>settle /setl/</i> ҳал кардан, қарор додан
<i>safely /'seɪfli/</i> бо муваффақият	<i>say (v.) /seɪ/</i> (said, saɪd) гуфтан, ғап задан	<i>seem (v.) /si:m/</i> ба назар намудан	<i>seven /sevn/</i> ҳафт
<i>said (v.) /sed/</i> (say, saɪd) гуфтан, ғап задан	<i>scatter (v.) /'skætə/</i> пароканда (парешон)	<i>it seems to me</i> ба назарам	<i>several /'sevrəl/</i> якчанд, қадре
<i>sail /seɪl/</i> шино, шино кардан (киштӣ, бо қанқ)	<i>scenery /'si:nəri/</i> манзара	<i> seldom /'seldm/</i> гоҳ-гоҳ	<i>shadow /'ʃædəʊ/</i> соя
<i>sailor /seɪlə/</i> матрос	<i>school /sku:l/</i> мактаб, дабистон	<i>select /si'lekt/</i> интихоб кардан	<i>shall /'ʃæl,ʃəl/</i> (should) феълӣ
<i>salad /'sæləd/</i> салат	<i>after school /'a:ftə</i> 'sku:l/ баъд (пас) аз мактаб	<i>self-improvement</i> 'selfɪm'pru:vment/ худмукамалшудӣ, худтакмилдиҳӣ	фериҳанда
<i>saloon /sə'lu:n/</i> салон, мехмонхона	<i>at school</i> дар мактаб	<i>sell (v.) /sel/</i> (sold, sɒld) фурӯштан	барои ифодан
<i>salon /sə'lu:n/</i> зали ороиши загона	<i>go to school</i> ба мактаб рафтан, хондан, таҳсил кардан дар мактаб	<i>send (v.) /send/</i> (sent, sent) равон кардан, фиристодан	замони ояндан
<i>salt /sɔ:lt/</i> намак	<i>schoolchildren</i> 'sku:l'tʃɪldrən/ мактаббачаҳо	<i>sentence /'sentəns/</i> ҷумла	номуайин
<i>salt-cellar</i> 'sɔ:lt'selə/ намакдон	<i>secondary</i> technical school мактаби миёнаи техникӣ	<i>sentimental</i> 'sentɪməntəl/ ҳассос, нармадил	<i>shallow /'ʃæləʊ/</i> ҷои пасти об
<i>saltiness /'sɔ:ltɪnɪs/</i> намакин	<i>science /'saɪəns/</i> илм	<i>separate (v.) /'sepəreɪt/</i> алоҳида, ҷудо-ҷудо, тақсим кардан	<i>shake /ʃeɪk/</i> (shook, ʃəʊk) ғушурдан
<i>salted /'sɔ:ltɪd/</i> пӯр, намакин	<i>scientific</i> 'saɪəntɪfɪk/ илмӣ	<i>September</i> 'sep'tembə/ сентябр	<i>shape /ʃeɪp/</i> шакл, намуд
<i>same /seɪm/</i> худӣ, худаш, ҳамон, якхела	<i>scientist /'saɪəntɪst/</i> олим	<i>sergeant /'sɜ:dʒənt/</i> ҷаррих	<i>share (v.) /ʃɜ:/</i> тақсим кардан
<i>sang (v.) /sæŋ/</i> (sing, sɪŋ) суруд хондан	<i>scissors /'sɪsəz/</i> қайчи	<i>servant /'sɜ:vənt/</i> хизматгорзан, хизматгор (мард)	<i>shark /ʃɑ:k/</i> наханг
<i>sat (v.) /sæt/</i> (sit, sæt) шиштан, нишастан	<i>score /skɔ:/</i> ҳол	<i>serve (v.) /sɜ:v/</i> хизмат кардан	<i>sharp /ʃɑ:p/</i> тез
<i>satisfy /'sætɪsfaɪ/</i> қонғ кунондан	<i>scout /skaʊt/</i> разведкачӣ, разведка кардан	<i>service /'sɜ:vɪs/</i> хизмат, хизматрасонӣ	<i>sharpen (v.) /'ʃɑ:pən/</i> тез кардан, тарошидан
<i>Saturday /'sætədɪ/</i> шанбе	<i>sculptor /'skʌltə/</i> ҳайкалтарош		<i>sheep /ʃi:p/</i> (pl. sheep) гӯсфанд
<i>Saturn /'sætərn/</i> сатурн	<i>sea /si:/</i> баҳр		<i>shelf /ʃelf/</i> (pl. shelves) раф
<i>saucerpan /'sɔ:sprən/</i> дегча	<i>seaside /'si:saɪd/</i>		<i>shine (v.) /ʃaɪn/</i> (shone, ʃəʊn) дурахшидан, тобон шудан
<i>saucer /'sɔ:sə/</i>			<i>ship /ʃɪp/</i> киштӣ
			дарёгард, киштӣ
			<i>shirt /ʃɜ:t/</i> куртаи нимтана
			<i>shoe /ʃu:/</i> поёнафзол
			<i>shone (v.) /ʃɔ:n/</i> (shine, ʃaɪn) шонӣ



дурахшидан, тобон шудан	нишон	slice /'slais/ қабати	бисёр
shop /ʃɒp/ мағоза	silk /sɪlk/ шохя,	борик, корди	somebody /'sʌmbɒdi/ ким-ки, ягон кас
shopping /'ʃɒpɪŋ/ харидкуня	абрешим	васеъ, реза	someone /'sʌmwʌn/ ягон кас, касе
рафтган	silver /'sɪlvə/ нуҳра	slow /sləʊ/ охиёта	something /'sʌmfɪŋ/ ягон чиз, чизе
do shopping	similar /'simɪlə/ ҳамчунон, ба	smart /smɑ:t/ латиф,	sometimes /sʌmtaɪnz/ тоҳ-тоҳ
харид кардан	монанди, ба	зариф	somewhere /'sʌmweə/ дар ҷуғо, дар
short /ʃɔ:t/ кӯтоҳ	мисли	smell (v.) (smelt, smelt) бӯй қашидан, бӯй	сон /sʌn/ писар
shorthand /'ʃɔ:thænd/ дастикӯтоҳ	simple /sɪmpl/ оддӣ,	бӯй кардан	song /sɒŋ/ шеър
be short of /'ʃɔ:t əv/ танжисӣ	муқаррарӣ	smile (v.) /smɪl/ табассум кардан,	soon /su:n/ зуд, тез,
кашидан аз	simply /'sɪmpli/ осон, бо осонӣ	табассум	ба зудӣ (наздикӣ)
камомодӣ	since /'sɪns/ аз он	smoke (v.) /sməʊk/ дуд, дуд додан,	as soon as /æz'su:n'æz/ ҳамин ки
should /ʃʊd/ феъли	вакте, ки, аз он	тамоқу дуд додан	sore throat /'sɔ: 'θrəʊt/ гулғудард
модалӣ, ки ҳатмӣ	лаҳзае, ки	smoked fish /'sməʊkt 'fɪʃ/ моҳии дуд	sorry /'sɒri/ гамгин,
буданро ифода	sang (v.) /sɪŋ/ (sang, sung) суруд	додашуда	afсус хурдан
мекунад, чун	sister /'sɪstə/ хоҳар	smooth (v.) /smu:θ/ суфта, мавзун,	I am sorry бубахшед,
феъли	sit (v.) (sat, sat) шингтан,	равон	мебахшед, узр
ёридиҳанда дар	нишастан	snake /sneɪk/ мор	меҳоҳам
ташкили замони	sit down нишастан	sneeze (v.) /sni:z/ атса задан	sort /sɔ:t/ шакл,
оянда	situation /'sɪtʃueɪʃən/ мавқеъ, вазъият	snow /snəʊ/ барф	синф, намуд,
shout дод, фарёд,	six /sɪks/ шаш	it snows барф	сифат
дод (фарёд) задан	size /saɪz/ андоза	meборад	sound /saʊnd/ овоз
show (v.) /ʃəʊ/ (showed, shown) намоиш (нишон)	skate (v.) /skeɪt/ чана, чанаҷавор	snowdrop /'snəʊ'drɒp/ бойчечак	soup /su:p/ шӯрбо
додан,	ski /ski:/ лыжа	snowflake /'snəʊ'fleɪk/ бойчечак	south /saʊθ/ ҷануб
намоишгоҳ	skier /'skiə:/ лыжарон,	so /soʊ/ ҳамин ҳел,	sovereignty /'sɒvrɪnti/ соҳибхотирӣ
show us round /'ʃəʊ əs raʊnd/ шаҳрро нишон	skirt /'skɜ:t/ юбка (либоси занона аз камар то пой)	ҳамин тавр,	Soviet /'səʊvjet/ советӣ
додан	sky /skaɪ/ осмон	барои ҳамин	The Soviet Union /'səʊvjet 'ju:njən/ Иттиҳоди
shower /'ʃaʊə/ борони саҳт	skyscraper /'skaɪ'skreɪpə/ осмонбӯс, осмон	social /'səʊʃəl/ ҷамъияти	Шуравӣ
shows (n.) /fəʊz/ намоиш додан,	хорош	иҷтимоӣ	sow (v.) /saʊ/ (sowed, sown) коштан,
нишон додан	slap /slæp/ шартӣ,	socialism /'səʊʃəlɪzəm/ социализм	коридан
shut (v.) /ʃaɪ/ маҳкам	шарти карда	society /sə'saɪəti/ ҷамъият	sowing machine /'səʊɪŋ mə'ʃi:n/ тухмпошак
кардан, пушидан	задан	sock /sɒk/ чӯрб	space /speɪs/ парвоз
side /saɪd/ тараф	slave /sleɪv/ ғулом	soil /sɔɪl/ хок, замин	ба қайҳон
sideboard /'saɪdbɔ:d/ ҷеҳон барои	slavery /'sleɪvəri/ ғуломӣ	solar /'sɒlə/ офтоб,	cosmic space /'kɒzmɪk 'speɪs/ фазои қайҳон
нигоҳ доштани	sleep /sli:p/ (slept) хоб кардан	офтобӣ	space light /'speɪs'laɪt/ парвоз
зарф		solar system /'sɒlə 'sɪstəm/ системаи	ба қайҳон
sights /saɪts/ нуқтаи		офтобӣ	span over
назар		sold (v.) /səʊld/ (sell, sold) фурӯхтагӣ	
sightseeing /'saɪt,sɪ:ŋ/ ҷойҳои ҷолиби		solve (v.) /səʊlv/ ҳал	
диққат		кардан	
go sightseeing ба		some /sʌm/ касе,	
ҷойҳои ҷолиби		ким-қадоме, як	
диққат рафтани		чанд, на он қадар	
(тамошубоӣ)			
sign /saɪn/ имзо,			

/'sraɪn'ouɪvə/ ба тарафи дигар партофтан	post истодан stand up аз ҷой хестан	чорводор stocking /'stɒkɪŋ/ ҷуғоби дароз	донинҷғ study /'stʌdi/ кабинет, дарс, дарс додан, таҳсил кардан
speak (v.) /spi:k/ (spoke, spoken) гап задан	standard requirement /'stændənt 'rikwaɪəmənt/ талаботи якхела (стандарт)	stole (v.) /stəʊl/ (steal, stolen) дуздидан	style /stɑɪl/ услуб
special prize /'speʃəl 'praɪz/ мукофоти маҳсус	star /stɑː/ ситора	stomach trouble /'stʌmək 'trʌbl/ хавфи меъда, касалии меъда	subject /'sʌbdʒɪkt/ фан
specialised technical school мактаби маҳсути техника	start /stɑːt/ сар шудан, шурӯъ	stone /stəʊn/ санг	subscribe /səb'skraɪb/ обуна шудан ба мачалла
speed /spiːd/ суръат	start for рафтан ба ғон ҷи	stop /stɒp/ катиқардан, мондан,	substance /'sʌbstəns/ модда, моҳият, асл
spell /spel/ гуфтан, навиштан	state /steɪt/ давлат, штар	storm /stɔːm/ тўфон, бурон	subtract /səb'trækt/ хисоббарорӣ
spend (v.) /spend/ (spent, spent) сарф кардан, вақт гузаронидан	in perfect state /'pə:fəkt 'steɪt/ дар давлати аниқ	story /'stɔːri/ ҳикоя	substruction /'sʌb'strʌkʃən/ таҳкуррей
spirit /'spɪrɪt/ рӯҳия, рӯҳ	state farm /'steɪt 'fɑːm/ совхоз	stove /'stəʊv/ сандай	suburban /'sʌbəːn/ атрофишаҳри
in spite of /ɪn 'spaɪt əv/ ба он нигоҳ накарда, қасдан	state prison /'steɪt 'prɪzn/ маҳбаси давлатӣ	strange /streɪndʒ/ аҷоиб, ғайримуқаррарӣ	suburban trains /'sʌbəːn 'treɪnz/ катори атрофишаҳри
spoon /spuːn/ чоршоба	station /steɪʃn/ истроҳ	straw /strɔː/ қоқ, гандумноя	success /sək'ses/ комейб, дастовард, муваффақият
sport(s) /spɔːt/ варзиш	statue /'stætʃuː/ хайкал, муҷассама	strawberry /'strɔːberi/ шоҳтут	such /sʌʃ/ хамин хел
go in for sport(s) бо варзиш машғул шудан	stay /steɪ/ мондан, ҳозир шудан	stream /striːm/ чараёни пурзӯр, наҳрча, дарёча	suddenly /'sʌdnli/ ногаҳон
sour /saʊə/ турш	steak /steɪk/ бурда, бурдани ягон чиз	street /striːt/ ҷуҷа	sugar /'ʃʊɡə/ шакар
sour cream /'saʊə 'kriːm/ каймоки турш	steal /stiːl/ дуздидан, ғорат кардан, ба яғмо бурдан	strength /streŋθ/ қувва	sugar beet /'ʃʊɡəbiːt/ лаблабуи қанд
source /sɔːs/ манбаъ, сарчашма	steam /stiːm/ буғ, буғӣ	stretch /stretʃ/ дароз кашидан, дарозкунӣ, кашиш додан	sugar cane /'ʃʊɡəkeɪn/ найшакар
spring (n.) /sprɪŋ/ баҳор	steel /stiːl/ пулод, пулодин	strike (n.) /straɪk/ задан, қуфтан	suggest /sə'dʒest/ пешниҳод
in spring баҳорон	steep /stiːp/ шағшӯл, қатъӣ	be on strike корпартой кардан	кардан, маслиҳат додан
spring (v.) /sprɪŋ/ (sprang, sprung) чаҳидан	steward /'stiːjəd/ стюард	strike (v.) (struck, struck) задан, зарба задан	suit /sjuːt/ костюм
spring back /'sprɪŋ 'bæk/ кафо чаҳидан	stewardess /'stiːjədɪs/ стюардесса, хизматгорзан дар гайера	strike off зада буридан, буридан	be suit мувофиқ будан
square /skweɪ/ майдон	stick (n.) /stɪk/ ҷуғ stick (v.) /stɪk/ (stuck, stuck) ҳалондан	stripe /straɪp/ хат, рах, тасма	suitcase /'sjuːtkeɪs/ ҷомадон
stable /steɪbl/ санехона	sticky /stɪki/ часпак, чапанда	strong /strɒŋ/ муқтаҳкам, бақувват	summer /'sʌmə/ тобистон
stadium /'stædɪəm/ майдон	still /stiːl/ ҳоло ҳам, ба ҳар ҳол ҳам	strongly /'strɒŋli/ пурзӯр, қатъӣ	in summer дар тобистон
stall /stɔːl/ қурса дар партер	stock-breeder /'stɒk'brɪdə/ чорводор	struggle /strʌɡl/ муқориза, муқориза бурдан	sun /sʌn/ офтоб
stamp /stæmp/ мӯҳр		student /'stjuːdənt/ донишҷӯ	sunburnt /'sʌnbɜːnt/ офтобхӯрда
stand (v.) /stænd/ (stood, stood)			Sunday /'sʌndɪ/ якшанбе

якшанбе
sunflower /ˈsʌnfloʊə/ гули
офтобпараст
supper /ˈsʌpə/ хуроки
шом
have supper хуроки пном
хурдан
suppose /səˈpəʊz/ фарз (хайл,
гумон) кардан,
пиядошт
support /səˈpɔ:t/ дастгирӣ,
дастгирӣ кардан
suppress /səˈpres/ эер кардан,
фашор додан
sure /ʃʊə/ боварин
катъя
be sure боварин
комил доштан
surface /ˈsɜ:fɪs/ сатҳ,
сатҳя
surgeon /ˈsɜ:dʒən/ духтур, хирург
survive /səˈvaɪv/ тоб
овардан, аз сар
гузарондан
swallow /ˈswɒləʊ/ қулт, фуру
бурдан
swear (v.) /swɛə/ (swore, sworn)
қасам (савганд)
хурдан
sweater /ˈswetə/ свитер
sweet /swi:t/ ширин,
канд
sweetbread /ˈswi:tbrɛd/ нони
кандон
sweet cream /ˈswi:t kri:m/ қаймоқ
swift /swɪft/ тез,
босуръат,
шитоён
swim (v.) /swɪm/ (swam, swum)
шино кардан
swing (v.) /swɪŋ/ (swang, swung)
чунбондан,
афшондан

switch (v.) /swɪtʃ/ даргирондан
switch on даргирондан
switch off хомӯш
кардан
symbol /ˈsɪmbəl/ нишона, рамз
syntheses /ˈsɪnθesɪs/ синтез
system /ˈsɪstəm/ система

T t

table /teɪbl/ миз
a tablecloth /ˈkleɪtʃ/ дастархон
table-mat /ˈteɪbl
ˈmæt/ дастархон
tailor /ˈteɪlə/ хайём,
либодсӯз
take (v.) (took, taken) гирифтан
take away /ˈteɪk
əˈweɪ/ ғундоштан
take off баровардан
take a bus (train) бо автобус
рифтан
take care of ... /ˈkeə/ ғамхори
кардан ба ...
take part in ... /pɑ:t/ иштирок
кардан
take place ... ба
вуқӯъ омадан,
ҷой доштан
It takes (me) an hour to ... як
соат лозим, ки ...
take prisoner /ˈprɪzənə/ ба
махбас гирифтан
talk (n.) /tɔ:k/ сӯҳбат
кардан
talk (v.) сӯҳбат
кардан
tall /tɔ:l/ баланд
tangerine /ˈtændʒəˈri:n/ мандарин
taste /teɪst/ маззаашро
чашнадан
tea /ti:/ ҷой

have tea ҷой
иғзимдан
teach (v.) /ti:tʃ/ (taught, taught)
омӯзондан
teacher /ˈti:tʃə/ омӯзгор,
муаллим
team /ti:m/ даста
(дастия
бозингарон)
telephone /ˈtelɪfoʊn/ телефон
telephone booth /ˈbu:θ/ кабинаи
(хоначаи)
телефон
television /ˈtelɪvɪʒən/ телевизион,
оинаи вилгун
TV /tiˈvi:/ шакли
кӯтоҳ
tell (v.) (told, told) раи
задан
ten даҳ
tennis теннис
terrible /ˈterɪbl/ дахшатаңгез,
воҳиманок
terribly /ˈterɪbli/ дахшатнок
text /tekst/ матн
textbook /ˈtekstbʊk/ китоби дарси
than /ðən/ назар ба
thank (v.) /θæŋk/ миннатдорӣ
кардан
thank you ташаккур
that /ðæt/ он, ҳамон,
кадоман, ҷи,
барои он ки
that is яъне ки
theatre /ˈθi:ə/ театр
then баъд, суня
theorem /ˈθi:ərə/ теорема
therapist /ˈθerəˈpɪst/ терапевт
there /ðeə/ дар он
ҷо
there is (there are) ҳаст, ҷойгир аст
therefore /ˈðeəfɔ:/ барои ҳамин
these (pl.) /ði:z/ (sing.

this) инҳо
thick /θɪk/ ғарбех,
ғафс
thief (sing.) /θi:f/ (pl.
thieves) дузда
thin /θɪn/ хароб,
борик
thing /θɪŋ/ чиз
think (v.) /θɪŋk/ (thought, thought)
фикр кардан,
ҳисоб кардан,
чунин ҳисоб
мекунам. ...
third /θɜ:rd/ сеюм
thirsty /θɜ:sti/ ташна
мондан, иғшимдан
хостан
thirteen /ˈθɜ:ti:n/ сечандаҳ
thirty /ˈθɜ:ti/ сӣ
this ин
those (pl.) /ðəʊz/ (sing.
that) онҳо
though /ðəʊ/ ғарчанде
thought /θɔ:t/ фикр
кардан
thousand /ˈθaʊzənd/ ҳазор
three /θri:/ се
through /θru:/ ба
востан
thunder /ˈθʌndə/ раъд, гуздар
thunderstorm /ˈθʌndəstɔ:m/ раъду барқ
Thursday /ˈθɜ:zdi/ чоршанбе
ticket /ˈtɪkɪt/ билет
tie /taɪ/ ғарданбанд
tie up бастан,
гирех кардан
tiger /ˈtaɪgə/ паланг
tigris /ˈtaɪɡɪs/ паланг (модина)
tights /ˈtaɪt/ колготкаҳо
til to он даме, ки
time вақт, лаҳза,
маротиба
from time to time лаҳза ба лаҳза
have a good time вақтро хуб
гузарондан

in time дар вақтани	тарафи	trip саёҳат	understood) фаҳмидан
it is time вақт шуд	tower /'taʊə/ гумбаз, бурҷ	trouble /'trʌbl/	unhappy /ʌn'hæpi/ бадбахт
timetable /'taɪm, teɪbl/ ҷадвали дарсҳо	clock tower /klɒk/ соати бурҷ	trousers /'traʊzəz/ шунм	unheart /ʌn'hɑ:t/ сангдил, бераҳм
tired /'taɪəd/ монда шудан, ҳаста шудан	tower bridge /'brɪdʒ/ кўпрук бурҷ	true /tru:/ ҳаққонӣ, дурӯст	uniform /'ju:nɪfɔ:m/ либоси расмӣ, форма
be (get) tired монда шудан	town /taʊn/ шаҳр	trunk-call /'trʌŋ'kɔ:l/ сўхбт бо телефони	union /'ju:njən/ иттиҳод
to ба	track-and-field athlete /'æθli:t/ варзишгар	trust /trʌst/ боварӣ, бовар қардан	The Soviet Union Иттиҳоди
to and fro /'tu:ənd'frou/ пасу пеш	track-and-field- athletics /æθ'letiks/ атлетикан сабух	truth /tru:θ/ ҳақиқат	Шуравӣ
to my friend /frend/ ба рафиқам	tractor /'træktə/ трактор	tell the truth ҳақиқатро	unite /ju:'naɪt/ мутахид қард
toadstool /'təʊdstu:l/ замбурғи	tractor driver /'draɪvə/ тракторчи	truthful /'tru:θfəl/ ҳаққонӣ, росткор	шудан
toast /'təʊst/ нони бирён, тост	trade /treɪd/ ҳунар, касб, савдо, савдо қардан	try (v.) /traɪ/ (trɪd) саъй қардан (дар ичрои иғои қор)	The United States of America Иёлоти
today /tə'deɪ/ имрӯз	Trade Unions /'ju:njənz/ иттифоқи касаба	Tuesday /'tʃu:zdeɪ/ сешанбе	Муттаҳидан
together /tə'geðə/ якҷоя	traffic /'træfɪk/ вақонет	tulip /'tʃʊlɪp/ дола, лолаи қўҳя	Амрико
toilet /'tɔɪlɪt/ либос, либоспушӣ, ҳочатхона	traffic-light /'laɪt/ чароғи, светофор	turn /tɜ:n/ тоб хўрдан, ба қаро	universal /'ju:nɪ'vɜ:səl/ умумӣ, умумичаҳонӣ
told (v.) /təʊld/ (tɔl, told) гуфр	tragedy /'trædʒədɪ/ фотма	turn off қуштан (чароғро)	university /'ju:nɪ'vɜ:sɪtɪ/ доншгоҳ, дорудфунун
tomato /tə'mætəʊ/ помидор	train /treɪn/ поезд, қатор	turnip /'tɜ:nɪp/ шалғам	unleash war /'ʌn'li:ʃ/ қанг сар қардан
tomorrow /tə'mɒrəʊ/ парох, фардо	long-distance train /'lɒŋ 'dɪstəns 'treɪn/ поезди дурхат	twelve /'twelv/ дувоздаҳ	unreal /'ʌn'riəl/ сохта, қалбақӣ
ton /tɒn/ тонна	transfer (v.) /'træns'fɜ:/ кўчондан	twice /'tu:ɪs/ ду бор, дучанд	unusual /ʌn'ju:ʒʊəl/ ғайримухарраф
tongue /'tʌŋ/ забон (узи бадан)	translate (v.) /'træns'leɪt/ тарҷума қардан	two /tu:/ ду	up боло
too /tu:/ ҳам	translation /'træns'leɪʃn/ тарҷума		come up /'kʊm ʌp/ ба назди яғои қав (чиз) омадан
tooth (sing.) /tu:θ/ (pl. teeth /ti:θ/)	travel (n.) /'trɛvəl/ саёҳат		get up хестан
дантон	travel (v.) саёҳат қардан		uranium /'ju:ə'neɪjəm/ уран
toothache /'tu:θeɪk/ дандондард	treat /tri:t/ ру оварда гуфтан		use /ju:s/ истифода
top баландӣ	tree /tri:/ дарахт		бурдан, фотла, истифодабарӣ
tortoise /'tɔ:tɔɪs/ сангушт	triangle /'traɪəŋɡl/ секунча		used /ju:zɪd/ лоштанишуда
total /'təʊtl/ ҷамъ, ҷамъбаст			used to одатишуда
touch /tʌtʃ/ даст расонидан			useful /'ju:sfəl/ фотданок
tour /tuə/ саёҳат, саёҳат қардан			usual /'ju:ʒʊəl/ муқарраф
tournament /'tu:ənəmənt/ турнир			
towards /tə'wɔ:dz/ ба, аз рӯи, ба			

/'kli:nə/
 гардкашак (асбоб
 барои тоза
 кардани хона)
 valley /'væli/ воля
 valuable /'væljuəbl/
 қадрдошта,
 қимматдошта
 valve set /'vælv set/
 радиоприёмник
 various /'vɛəriəs/
 гуногун
 various sections
 /'sɛkʃənz/
 маҳфилҳои
 гуногун
 vary /'vɛəri/ фарқ
 мекунад
 veal /vi:l/ гӯшти
 гусола
 vegetable /'vedʒitəbl/
 сабзавот
 vegetable bed
 қаторҳои
 сабзавот
 Venus /'vɛnəs/
 Венера
 very /'veri/ бисёр
 ҳам
 veterinary /'vetərɪnəri/
 ветеринария
 vibrate /'vaɪbreɪt/
 ларзидан
 victorious /'vɪktɪəriəs/
 ғалабаовар
 victory /'vɪktəri/
 ғалаба
 Victory Day Рӯзи
 Ғалаба
 view /vju:/ намуд
 viewer /'vjuə/
 тамошобин,
 назоратчӣ
 village /'vɪlɪdʒ/ деҳа
 violet /'vaɪələɪt/
 бунафша
 violin /'vaɪələɪn/
 скрипка
 virgin lands /'vɜ:dʒɪn
 'lændz/ заминҳои
 ноқорам
 vision /'vɪʒən/ биниш
 visit /'vɪzɪt/ рафтани,
 барои دیدан
 рафтани
 visitor /'vɪzɪtə/
 тамошобин,

меҳмон
 vocational school
 /'vəʊ'keɪʃən/
 омӯзишгоҳи
 касбу ҳунари
 voice /'vɔɪs/ овоз
 to voice овоз
 додан
 volleyball /'vɒlibɔ:l/
 волейбол
 voluntary /'vɒləntəri/
 худихтиёр
 voyage /'vɔɪdʒ/
 саёҳати бахри,
 парвоз ба тайёра

W w

wage(s) /'weɪdʒ/
 маош, муз
 waist (n.) /'weɪst/
 миён, камар
 wait /'weɪt/ интизор
 (муқтадир)
 шудан
 waiter /'weɪtə/
 хизматчи (дар
 ресторан)
 waiting room
 /'weɪtɪŋ,ru:m/
 хонаи интизорӣ
 waitress /'weɪtrɪs/
 хизматгорзан
 walk /'wɔ:k/ саёхат
 кардан, пиёда
 саёхат кардан
 go for a walk ба
 сайрутан
 баромадан
 walkways /'wɔ:kweɪz/
 пайраҳа
 wake (v.) (woke,
 woken) аз ҳоб
 хестан, аз ҳоб
 бедор шудан
 wake up аз ҳоб
 бедор кардан
 wall /'wɔ:l/ девор
 want (v.) /'wɒnt/
 хоستان
 war /'wɔ:/ ҷанг
 wardrobe /'wɔ:drəʊb/
 ҷои либоскаши
 warm /'wɔ:m/ гарм
 was (v.) /'wɔ:z/ (were,
 been) буд
 wash /'wɔ:ʃ/
 шустушӯй

кардан
 waste /'weɪst/
 нодаркор,
 нолозим
 watch /'wɒtʃ/ соати
 дастӣ, пойдан,
 ҷашм дӯхтан
 watch TV
 телевизор
 тамошо кардан
 water /'wɔ:tə/ об, об
 реҳтан, об додан
 water-polo
 /'wɔ:tə'pɒlə/
 ҳамаи об
 wave /'weɪv/ мавҷ,
 мавҷ задан
 way /'weɪ/ роҳ
 on the way home
 дар роҳ ба сӯи
 хона
 lose one's way
 /'lu:z/ роҳро гум
 кардан
 in this way
 ҳаминҳел
 way out /'weɪ'aut/
 баромадгоҳ, аз
 ҳолати норувор
 баромадан
 weak /'wi:k/ суст
 wear (v.) /'weə/ (wore,
 worn) либос
 пушидан
 weather /'weðə/ ҳаво
 Wednesday /'wensdi/
 панҷшанбе
 week /'wi:k/ ҳафта
 week-day
 /'wi:kdeɪ/ охири
 ҳафта
 week-end
 /'wi:kend/ рӯзи
 истироҳат
 weigh (v.) /'weɪ/
 барканшидан
 weight /'weɪt/ вазн
 weightless
 /'weɪtlɪs/ бевазн
 weightlessness
 /'weɪtlɪsnɪs/
 бевазнӣ
 welcome /'welkəm/
 хуш омадед
 well (better) хуб
 well-bred
 /'welbred/

хубтарбияфта
 well-known
 /'welknəʊn/
 маълум
 well-made
 /'welmeɪd/ хуб
 карда
 were (v.) /'wɜ:/ (was,
 been) буд
 west /'west/ ғарб
 westward
 /'westwəd/ ба сӯи
 ғарб
 wet намнок
 get wet through
 /'θru:/ тар шудан
 what /'wɒt/ чӣ
 what is on? чиро
 нишон медиҳад?
 wheat /'wi:t/ гандум
 wheel /'wi:l/ ҷарҳ
 when /'wen/ кай,
 қадом вақт
 where /'weə/ дар
 кучо
 which /'wɪtʃ/
 қадомаш
 whistle /'wɪsl/
 ҳуштук, ҳуштук
 кардан
 white /'waɪt/ сафед
 whiten (v.) /'waɪtn/
 сафед кардан
 whiten the skin
 пустро сафед
 кардан
 who /'hu:/ кӣ
 whole /'həʊl/
 тамома, ҳамааш
 whom /'hu:m/ ба кӣ
 whose /'hu:z/ аз он
 кӣ
 why /'waɪ/ барои чӣ
 that is why ана
 барои чӣ
 wide-screen
 /'waɪdskrɪn/
 экрани васеъ
 wife /'waɪf/ ҳамсар
 wild /'waɪld/ ваҳшӣ
 will (would) феъл
 ёридиҳанда
 барои замони
 ояндаи номуайян
 win (v.) (won, won)
 ғалаба кардан
 wind шамол

window /'windəʊ/ тиреза
 winter /'wɪntə/ зимистон
 in winter дар зимистон
 wire /'waɪə/ сим
 wireless /'waɪələs/ радиё,
 радиоприёмник
 wish {v} /wɪʃ/ хоҳиш,
 хоҳиш кардан
 with /wɪð/ бо, аз
 with him бо ӯ
 cry with joy /'kraɪ
 wɪð dʒɔɪ/ аз хурсандӣ дод
 задан
 with a knife /naɪf/ бо корд
 within /wɪˈðɪn/ дар дохили
 without /wɪˈðaʊt/ бе
 witty /'wɪti/ зарофат,
 бо зафофат
 witty man одами ҳозирҷавоб
 wives (pl.) /waɪvz/ (wife) занҳо
 woman (sing.) /'wʊmən/ (pl. women) зан
 wonder /'wʌndə/ ҳайронӣ, ҳайрон мондан
 wonderful /'wʌndəfəl/ олиҷаноб
 wool /wʊl/ пашм
 woollen /wʊlən/ пашмин
 woollen scarf /skaɪ/ гарданпечи пашмин
 word /wɜːd/ калима
 work /wɜːk/ кор
 worker /'wɜːkə/ коргар
 working people /pɪːpl/ мардуми коргар
 workshop /'wɜːkʃɔːp/ корхона
 world /wɜːld/ ҷаҳон, дунё
 all over the world дар тамоми дунё
 worry /'wʌri/ ноором

будан, азоб
 канидан
 worse /wɜːs/ зинаи муқоисавии бадтар
 worship {v} /'wɜːʃɪp/ сачда кардан
 would /wʊd/ феълӣ ёридиҳанда
 барои ифодаи замони ояндан
 гуланида
 wounded /'wʊndɪd/ захмдор
 wrap /ræp/ печонидан
 write {v} /raɪt/ (wrote, written) навиштан
 write out аз нав навиштан
 wrong /rɒŋ/ нодуруст,
 хатоқирона
 be wrong ҳақ набудан, хато кардан, саҳв кардан

Ҳ у

yacht /jɔːt/ яхта, шино кардан дар яхта (амад)
 yachting /'jɔːtɪŋ/ варзиши амадронӣ
 yard /jɑːd/ ярд (андозани англисии дарозӣ)
 yardstick /'jɑːd'stɪk/ хаткашаки дарозии 1 ярд (1 ярд-91 см)
 year /jɜː/ сол
 light year соли нурӣ (азрӯи суръати нур)
 A Happy New Year Соли Нав муборак
 yellow /'jeləʊ/ зард
 yellowish /'jeləʊʃ/ зардина
 yes /jes/ ҳа, бале
 yesterday /'jestədi/ дирӯз, дин
 yet /jet/ холо ҳам, холо не, лекин,

аммо, вале
 young /jʌŋ/ ҷавон
 young people /piːpl/ ҷавонон