

Сатская П.Н., Чамиедов П., Алидодхонова К.

# English



МАОРИФ

ФАРХАНГ



**Сатская П.Н., Чамшедов П., Алидодхонова К.**

# **English**

*Забони англисӣ барои синфи 11*

**Вазорати маорифи Ҷумҳурии Тоҷикистон тасдиқ кардааст**

**ДУШАНБЕ  
«МАОРИФ ВА ФАРҲАНГ»  
2003**



ББК 81.2. Анг-9  
Б 22

Мухаррирон:  
*А. Ғафуров, М. Шоҳинбодов, М. Бозорова*

*Сатская П.Н., Чамиедов П., Алидодхонова К. English*  
(Забони англисӣ. Китоби дарсӣ барои синфи 11)  
— Душанбе: “Маориф ва фарҳанг”, 2003

С  $\frac{4306010000-23}{(504) 12 - 2003}$  2003

ISBN 5-670-00108

© «Маориф ва фарҳанг», 2003



**A Social-labour**

My home  
 Professions  
 My town  
 Some inventors

**Social-cultural**

Television;	sports; appearance
Cinema; theatre	at school
Fashions,	Holidays
Clothes,	England
My leisure time	America
	Canada

**Social communicative**

Settling	life problems
Shopping	Pollution
Travelling	Ecology
Seasons	Medical service
Meals	
Money	

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

The syllabus for the 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-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 text in the book deals with one which informs pupils about people and their way of life in Great Britain, America and Canada.

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 of them in the class and the teachers' methods.



In teaching pupils to read much attention should be given to developing their ability to guess. 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. Prequestions 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.

It is necessary to propose some more fits of advice, which are successfully realized, and to make the pupils consult dictionaries to find out the meaning of unknown words. At the English lesson while mastering skills and habits on the base of the topical text. Here are some of them given in the following sequence of work at the text.

#### **A. Developing auding (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 the questions on the passage they heard.

#### **B. Developing speech habits and skills.**

To help pupils master their speech habits and skills, the teacher guides the pupils' questioning as follows:

**Pupil 1** begins to read the second passage of the text – he reads the first sentence.

**Pupil 2** translates this 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 should be divided in parts.

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

After this kind of work on the text comes:

A) speaking in a chain around the class, pupils retell the text learned;

a) 'talking in pairs, pupils talk about the text in twos, sitting at their desks. The last passage (6-7) sentence is learned by silent reading: after reading the passage the pupils answer the teacher's questions on it to check. The pupils' understand of the text.



The homework is: to put 4-5 questions on the text listened by the pupils and to put 4-5 questions on the text read by them silently. The answers should be given on all questions. The homework should be done in writing. At the next lesson the teacher should involve the pupils in doing some creative exercises, as follows: dramatizing the text, role playing, transferring the plot of the text, etc. This approach to the text helps the pupils to master habits and skills consciously and thoroughly. There are different kinds of exercises. They are structural-information exercises and semantic-communicative ones, which must be practiced, in the senior forms. Both kinds of the exercises should be used at the lessons with semantic-communicative exercises prevailing. 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 sentences which summarize the paragraph.

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

At senior level the following exercises are recommended:

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

Read out the words (sentences or passages) which substantiate your answer.

Read the passage (wh-question should be put).

Translate the text. (This may be done either in English or in Tajik (Russian) depending on the material used).

Almost every instruction of Home-work suggests the pupils' short stories for independent reading. Therefore stories signed by the teacher to the pupils as Home Reading are read by the pupils and checked by the teacher at every third lesson. In this case all the class period is devoted to checking the pupils' understanding of the text read by the learners at home and developing the pupils' oral speech on the base of the story.

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

- Retranslating of the most significant sentences for retelling.
- Retelling the text based on the outline devised by the pupils.
- Dramatizing the text.



A gist transferring of an extract from the text being read by the pupils.

Discussions of the text.

Among other devices of work on the text summerizing is of great importance. It involves a number of mental processes, such as analysis and synthesis, which are central to the meaning of the text and connect or rewrite them using their own words, phrases and sentences. These results are in better comprehension of the text and development of the pupils' skills in annotating.

The task is of great practical value for language training since pupils revise vocabulary and grammar.

Moreover they are trained to retell the text in their own way. By summarizing 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 practiced are those which pupils need as both producers and receivers of language. The speech elements and words introduced are included in the texts for extra reading and have been kept that to a minimum so that the pupils can focus on being producers of language themselves.

The content which is presented to pupils should be explained by the teacher whenever necessary. The Tajik (Russian) 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 pupil's questioning bearing in mind that all the learners should be activated in learning and be appraised for it. For this purpose teacher should use a marks table. Here is an example.

### Unit one: Lesson 1

Names	Ex 1 p	Ex 3 p	Ex 4 p	Ex 5 P	Ex 6A p	Ex6B p	The story	Total main
1	+		+				+	
2	+		+				+	
3	+		+					
4	+		+	+	+			
5		+		+	+			
6		+			+			
7		+		+		+		
8		+		+		+		
9		+		+		+		
10				+		+	+	
11								

Testing pupils demonstrates how much they have learned, but also not only the learners' instruction serves a diagnostic function showing where the pupils have difficulties. Tests reveal where teaching methods may need 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 dialogues, role-playing etc.

When teachers conduct a pupil's test this scale of marks is used;

Level "a 5" more than 80% correct answers

Level "a 4" from 60 to 79% correct answers

Level "a 3" from 40 to 59% correct answers

Level "a 2" less than 39% correct answers



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

The specific feature of this book lies in the vast independent work, that is realized by the pupils in often consulting English vocabulary while working on the meaning of unfamiliar words.

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

The units including exercises and texts, the Topical vocabulary, Vocabulary and English Grammar Reference (in Russian) were written and compiled by Satskaya. English Grammar Reference and the translation of the Vocabulary into Tajik and Russian were done by Jamshedov P. The Reader is compiled by K. Alidodkhonova.

The authors believe that this textbook will contribute to English Language in secondary schools in Tajikistan.

The authors would be greatly indebted for any critical remarks from schoolteachers. These should be sent to the Ministry of Education, str. Chekhov N, Tajikistan

*Authors*

## LESSON ONE — THE FIRST LESSON

*Dear students! Welcome to school.  
We congratulate you on the beginning of the school year! We wish you  
good luck in your studies!  
We wish you successful final examination!  
Good luck!*

1. Have a talk about your summer holidays.

2. Read the verbs and give three forms of them:

be, become, blow, begin, buy, catch, come, choose, do, draw, feed  
and feel.

3. Get more information by means of putting questions

She is buying.

He was catching.

4. Complete the sentences using the complex object.

1) I want you... 2) I wanted him... 3) I want her... 4) Mother wants  
her daughter...

5. Read and act the dialogue, make up your own dialogues.

A: I want to make a bench for you, but I can't.

B: Do you want me to make a bench for you? But I can't.

6. Read, translate and make up your own sentences.

A:	I	Ask Want Tell	somebody to do something Pete to bring me a chair.
----	---	---------------------	---

B: Make somebody do something, talk in pairs at the desks

7. Finish the story.

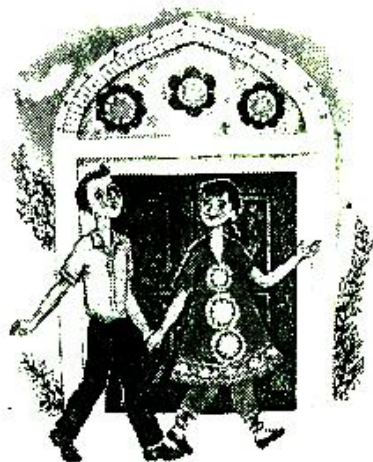


### A Story

"You didn't let me tell you how lovely you look» he told after a long sweet time had passed between them. "I tried to tell you when you joined me in the ballroom tonight, but you thought I was going to say you were late coming down.

He laughed softly at the memory, and he joined in gaily. She had been wonderfully on time. She started to tell him so, but his lips claimed her own, so he kissed her

What was then?



#### **HOMEWORK:**

**Read, translate and retell the story according to the outline (Try to dramatise it)**

- a) Mrs. Bennets requirement and Mr. Bennet's reaction
- b) Mr. Bennits talk with Lizzy
- c) What's your opinion about the problem of marriage.

### A Difficult Decision.

As Mrs. Bennet came into the room where her husban was sitting, she cried: "Mr. Bennet, I want you to speak to Lizzy and make her marry Mr. Collins"

Mr.Bennet looked up from his book and said quietly: "I am afraid I do not understand you. What are you talking about?"

Mr. Collins and Lizzy says she went to marry Mr.Collins, and Mr.Collins is beginning to say he wants to marry Lizzy. "And what do you want me to do? It seems hopeless". "Speak to Lizzy: Tell her you want her to marry him. Call her here. I'll tell her what I think".

Mrs. Bennet went to the door and called Lizzy. "Come here, child", her father said, as she came in. "I have sent for you because I want to speak to you on an important question. Give me your full attention, please. I understand that Mr. Collins has said he wants to marry you. Is that right?"

"It is", Elisabeth answered.

"Very well, said Mr. Bennet. "And have you refused?"

"I have, sir".

"Very well. Now main thing to understand is that your mother wants you to agree. Is that right, Mrs. Bennet?"

"Yes. If she doesn't agree, I shall never see or speak to her again". "You see Lizzy", said Mr. Bennet, "how difficult it will be to decide. From this day, you must lose one of your parents. Your mother will never see you or speak to you if you do not marry Mr. Collins and I will never see you or speak to you again if you do".

---

## **LESSON TWO — THE SECOND LESSON**

---

**1. Read the verbs and give the three forms of them:**

Lose, hide, hold, know, lay, let, and lie.

**2. Get more information by means of putting questions.**

He will hide.

She has lain.

**3. Read and set the dialogue. Make up your own dialogues.**

Jack: Shall we go to the waterpool after our tennis practice?

Dave: Yes, let's

Jack: Shall I phone you at six?

Dave: No, I shan't. I'll be out.

**1. Describe your village (helmet), the collective (state) farm and private farmers according to the following outline:**

1. Its situation.
2. The business of the villagers.
3. What the villagers do in the fields in spring, in summer and in autumn.
4. What the villagers produce in their fields; gardens, kitchen gardens and in the farms.

**2. Translate the following words, using the dictionary:**

A tractor-driver-

A combine-operator-

To plough the land

To sow wheat, (cotton)

To plant trees, (tomatoes, potatoes)

Maize-

Sugar-beet-

Turnip-



**3. Read and say:**

What will you do?

If your mother is ill, ...

If you meet a little dog in the street, ...

If the weather is fine on Sunday, ...

If your friends invite you to go mountaineering, ...

**4. Have a pair talk on: what you will do in summer, where you will go, how you will go there, what you will do there.**

**HOMEWORK:**

**1. Answer questions in writing.**

1. What will you do, if the weather is fine tomorrow?

2. Where will you go, if it rains tomorrow?

3. What will he do, if the lessons are over?

4. What will they do, if it snows tomorrow?

5. When will you have for our supper.

**2. Be ready with your Home reading.**

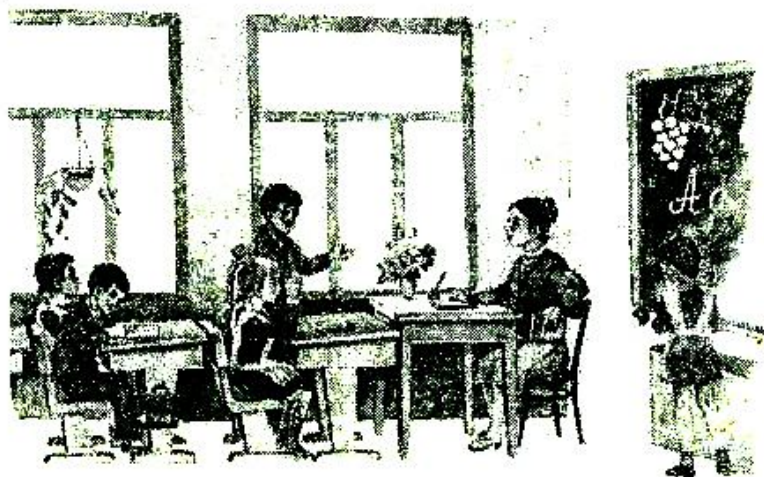
**5. Read the text. What should you advise the girl to do?**

**Problems with lessons**

I'm very worried because the lessons at school are too difficult for me. I don't understand them, but the others in the class know what the teachers are talking about. Who should I talk to? We'll have exams soon, and I know I'm going to fail them. My parents will be furious, because they think I'm doing OK.

Please help

Suzie 17



---

## LESSON THREE — THE THIRD LESSON

---

### 1. Home Reading

### 2. Read the poem and translate it.

#### NO ENEMIES

You have no enemies, you say?  
Alas! my friend, the boast is poor;  
He who has mingled in the fray  
Of duty, that the brave endure,  
Must have made foes! If you have none,  
Small is the work that you have done.  
You've hit no traitor on the hip,  
You've dashed no cup from perjured lip,  
You've never turned the wrong to right,  
You've been a coward in the fight.

*Charles Mackay (1814-1889)*

---

## LESSON FOUR — THE FOURTH LESSON

---

### 1. Speak on situation using not less than two-three sentences in your speech.

- A.
  - 1. Say what you usually have for breakfast.
  - 2. Ask your classmates what we can buy at the market in summer.
  - 3. Tell the pupils what kind of transport you may go by in town.
- B.
  - 1. "Meat, potatoes and tomatoes, please".
  - 2. "We shall meet after school".
  - 3. "It's time to go to bed, dear!"
  - 4. "She is fond of children".

### 2. Change the numerals according to the example.

**Example:** Chapter 1 (one)-the first chapter.

Chapter 3, LESSON 12, PART 2: page 371; Book 1,

### 3. Try to remember.

So...that...

#### 1. With adjectives.

The chair is so big that it won't fit into the car...



**2. With adverbs.**

She ran so fast that she won the race

**3. With "many".**

He has so many suitcases that he can't carry them all

He has so many books that he can't carry them all.

**4. With "much".**

He ate so much cake that he felt sick

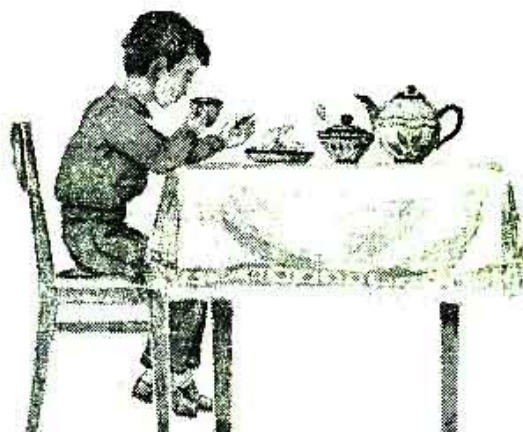
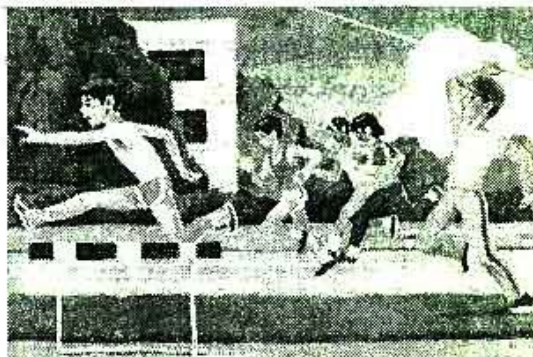
He ate so much that he felt sick

**5. Such... that.**

It's such a comfortable sofa that Ted wants to keep it.

*Note:* That is often left out of expressions with so.... that and such... that

He's so tired, he can't stay awake.



**HOMEWORK:**

1. Write three sentences on every pattern (ex 3..)
2. Read the text! What is opinion about the boy?

**Not Fair**

I get \$1.50 a week pocket money, but most of my friends get much more. When I ask my Mum and Dad for more, they say I can have more if I help in the house, but I don't see why I should. Mum's at home all day, and it's her job to look after the house, not mine.

What do you think?

Sharon, 14



**LESSON FIVE — THE FIFTH LESSON**

1. Review and remember. Make up your own sentences
2. Read and act the dialogue, make up your own dialogues

- A. Jack: I'm sorry I forget to bring your book.  
Peter: That's all right. Bring it tomorrow.
- B. Long-longer- (the) longest  
Short-shorter- (the) shortest
- C. Beautiful-more beautiful-the most beautiful  
Handsome-more handsome-the most handsome
- D. Many-much-most  
Bad-worse-worst

### A RHYME

Good, better, best  
Let's never rest,  
Till our good is better  
And our better best

### 3. Answer the questions

1. Which is better to go in for basketball or tennis?
2. Who is the strongest sportsman in our country?
3. Where is the most beautiful countryside in your place?
4. Which take more time, to travel by car or by train?
5. Where are the coldest climate in our country?
6. Which are the most famous health resort in our country?
7. Which are the most popular sports in our country?
8. Who is your more favourite actor (actress)?

### 4. Say that you (your friend, your sister) were going to do something else.

Let your desk-mate ask why you changed your mind, and answer him.

Example:

A: I was going to try to become a member of the football team, but I want to go in for basket-ball instead.

B: What made you change your mind? (Why did you do it?)

A: My best friend is in the basket-ball team.

### 5. Answer the questions.

A: Who invented one of the ways of

Making steel

The electric lamp?

The phonograph?

The telephone?

When was it invented?

B. Who discovered

Antarctuda?

H. Bessemer (the 19 century)

Thomas Edison (1877)

A.G. Bell (1876)

A. Popov (1895)

D. Mendeleev (1869)

Cristopher Columbus (1869)



The West Indies?  
The Periodic Law of  
the elements?  
The three laws of motion?

F. Bellins Hausen (1820, Jan.)  
Isaac Newton (the 17th century)

When was it (were they) discovered.

#### HOMEWORK:

Write some sentences about any famous people.  
Read the text. Tell the main idea of it in English.

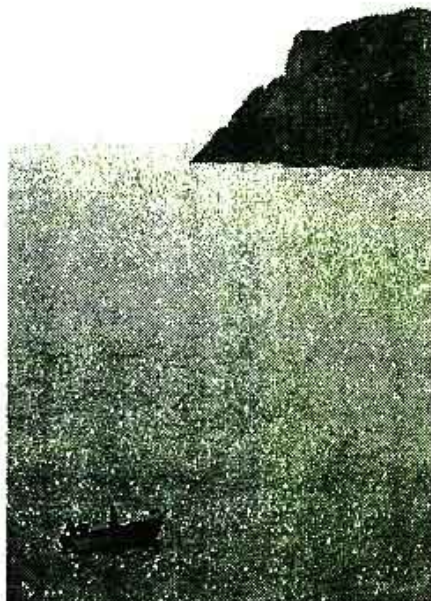
#### Pure Water in Baikal

Everybody visiting Baikal for the first time is offered a glass of water straight from the lake. At the Baikal restaurant, Lake Water is served as a local speciality.

Visitors can look down through water to feet deep and count the stones on the bottom. The water is mineral contents very low. In this crystal-clear water some 150 types of plants and fish live many of them found nowhere else in the world.

There have been many discussions on Baikal. Scientists demanded that Baikal — 6,360 feet deep—should be preserved. Completely as it is as a wonder of nature.

Others wanted to use this giant reservoir—it contains one fifth of the world's resources of fresh water for economic purposes. The Academic of Sciences and the State Planning Committee have prepared a plan to make the southern shore of Baikal into a natural park with camps and tourist centers for 25,000 guests within the next few years.



### LESSON SIX — THE SIXTH LESSON

Home Reading.

### LESSON SEVEN — THE SEVENTH LESSON

1. Read the verbs and give the three forms of them.

Drink, drive, eat, fall, fight, find, fly, forget, get, give, go, and grow.

2. Get more information by means of putting questions

It will fly.

He was fighting.

She has found.

3. Read and act the dialogue. Make up your own dialogues.

— Did you have a good holiday in the mountains?

— Yes, I enjoyed it very much.

Did you enjoy yours?

— Oh, it was superb.



4. Finish the story

### “A Love Story”

George loves .....

George phones Lily every day

He sends her ..... every week

George wrote a poem for Lily

The poem was about .....

One day George saw Lily in park

She was talking to .....

James gave Lily some flowers.

James kissed .....

Suddenly Lily saw George

..... James

A policeman saw George ...

The policeman took George to the .....

James drove Lily home

Lily get married to .....

George wrote a novel,

It was called .....

5. Have a pair talk on this story.

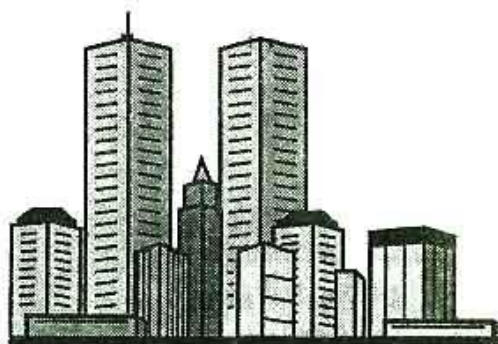
<b>Homework</b>
<b>Read and translate the text about Japan</b>



### Living in the Skies

Imagine a building one third of the height of Mount Everest, built by robots, and containing a whole city. Imagine you can walk out of your front door in a T-shirt and shorts on a cold winter's day and take a lift down 500 floors to school. Imagine you can see the sea a mile below you. Imagine you can never open a window.

Well, if Japanese architects find enough money for their project, in the 21st century you'll be able to live in a building like that:



Obayashi Gumi has designed a two-kilometre high building, acropolis, which will stand right in the middle of Tokyo Bay. Over 300.000 people will live in it. It will be 500 floors high and in special lifts it will take just 15 minutes to get from top to bottom. Restaurants, offices, flats, cinemas, schools, hospitals, and post offices will all be just a few lift stops away. According to the architects, acropolis will be the first "city to touch the skies".

**Answer the question.**

**Would you like to live in acropolis?**

**Why (why not)?**

**2. Make sentences using when, if (present) will (future)**

**Put when or if into each gap**

**Example: If I don't go out so much, I'll do more work.**

— I go home tonight, I'll have a bath.

— There is a good programme on TV, I'll watch it.

— There's nothing in the fridge we'll eat out.

I'll pay back the money — I get my next pay cheque.

We'll go skiing next winter — we have enough money.

It's a nice day tomorrow, we'll go swimming.

I'm coming to London tomorrow. I'll phone you — I arrive.

---

## LESSON EIGHT — THE EIGHTH LESSON

---

### 1. Pre-reading task

**Work in pairs**

Remember, the names of as many animals and birds as you can. What can they do that people can't?

**Example:** Birds can fly.

**2. What can people do that animals can't?**

**Example:** We can write poetry

**3. Look up the following words in your dictionary and write down the translation**

jungle (n)	to record (v) - information in a book
hood	
species (n)	sense (n)
numerous (adj.)	to choose (v)
powerful (adj.)	to look after (v)
joke (n)	to destroy (v)

**4. Now read and translate the article.**

### **. Hello, People of the world!**

There are five billion people in the world and they live in all different corners of it. They live on the snow and ice of the Poles and in the tropical jungles on the equator [ik'weita]. They have climbed the highest mountains and walked on the sea bed. Some of them have even left the earth and visited the moon.

The human species is the most numerous and most powerful of all the animals on the earth. How did this happen? In many ways, animals can do things better than we can. Dogs can smell and hear better than we can. Cats can see in the dark. Birds can fly thousand of miles away and return to the same place every year. But we are different. No other animal builds cathedrals, plays footballs, tells jokes, gets married, has prisons, writes symphonic, elects presidents, or goes to the moon.

There is one thing above all makes people and animals different. We are great communicators! And we can communicate so many things in so many ways with our faces, our hands, our bodies, and our voices. Most important of all we can record what we say and think in writing, so that we can communicate through time. We have a sense of past and future, not just present.

We are the only species that can change the world, and we are the only species that can choose either to look after our world or to destroy it.

**Fight for peace and friendship and be against air pollution!**

**4. Answer the questions:**

1. How many billion people are there in the world?
2. Where do people live?
3. What can people choose to do?



4. How are people and animals different?
5. What is the biggest difference between people and animals?

### **HOMEWORK:**

**1. What do you think about the text?**

1. Do animals have a sense of past and future?
2. How do animals communicate?
3. In what ways are we looking after the world, and in what ways are we destroying it?

**2. Do the exercise in writing.**

**Let's review the articles.**

1. Fill in the blanks with the articles where necessary. Three of the countries that border ... Tajikistan are ... Uzbekistan ... Kirgistan and ... China.
2. ...benches on which you are sitting are comfortable.
3. The box was made of ... wood.
4. He is ... friend I told you about.
5. He is ... only lazy boy in our class.
6. She had ... uniform on.
7. ... gold is a precious metal.
8. He used to live in ... one-story house.
9. ... friend in need is ... friend indeed.
10. He went — home early this afternoon.
11. ... hour is a long time in ... underground train.
12. ... tea is a usual drink in Tajikistan.
13. ... tea which comes from India is the best one.
14. ... friend of mine studies in ... university in Canada.

---

## **LESSON NINE — THE NINTH LESSON**

---

**Home Reading.**

---

## **LESSON TEN — THE TENTH LESSON**

---

**1. Read the verbs and give three forms of them.**

Fly, get, give, go, grow, hate, hear, know, lead, leave, mean, say, and see.

**2. Get more information.**

She gave him has left

### 3. Do the sums.

Model:  $14+3$ =fourteen and (plus) three is seventeen

$30-8$ =eight from thirty=is twenty-two

$100:25$ =one hundred divided by twenty-five is four

$25 \times 5$ =twenty-five multiplied by five is one hundred twenty

$$23+16=$$

$$100 \times 3=$$

$$48-18=$$

$$25 \times 4=$$

$$24-16=$$

$$40 \times 5=$$

$$13+27=$$

$$50:2=$$

$$3,963:3=$$

$$40 \times 4=$$

$$350:5=$$

$$8 \times 7=$$

$$280:2=$$

$$400:25=$$

### 4. Give short answers using mine, yours, his, hers, ours, theirs, its. Make a conclusion.

1. Whose book are you holding, yours or your friends?
2. Whose hair is darker, yours or your mother's?
3. Your bag is in your desk. Where is your desk? Where is your teacher's?
4. Whose family is bigger, yours or your friend's?
5. What colour are your eyes? And your father's?
6. Hissor is not a very big town. What about the town where you and your family live?
7. Whose desk is in the corner of the classroom yours or your friends?
8. Your size is 22. Take a size bigger. What is my size?

### 5. Read and act the dialogue. Make up your own dialogues.

A: That is our suitcase.

B: And that suitcase is ours, too.

Is this yours, madam?

C: No, that's the same colour, but my bag is bigger than that one.

B: Is this one?

C: Yes, that's mine

D: Are these yours, sir?

E: No, mine are the same size, but they are different color



### **HOMEWORK:**

Read the text and tell what it is about.

1. Compare "by-with" 1. Agent (or instrument)-by and with

A: This poem was written by Tursunzoda

The door is opened by a student

B: Open the door with this key

I can write better with my own pen

2. Accompaniment-with

He went with her to the shop

Have some of this sauce with your meat

3. Purpose-for

The door is for emergency exit (баромадгоҳи эҳтиётӣ, запасной выход).

I need to go to the shop for a loaf of bread

4. Possession-of

This part of the building is almost completed. We heard the news of your promotion

5. Measure of and by

I want three quarts of milk and a pound of cheese.

Sugar is sold by the kilo, but ribbon is sold by meter.

6. Learn it by heart

A mother's love

A special kind of love

A sharing heart filled with patience and forgiveness that takes your side even when I am wrong. Nothing can take its place

Oh, my dear mother, forgive me!

### **LESSON ELEVEN — THE ELEVENTH LESSON**

1. Read and act the dialogue. Make up your own dialogues.

F: Where do you live, Dave? Do you live near here?

D: No, don't. I live on the other side of the town

F: What's your address?

D: I live at 86 Burns street

F: How long have you lived there

D: I've been at that address for over ten years?

2. Read the words and translate them.

Success-successful-succesfully

Employment-enployment-unemployment

Strong-strongly-strength-strengthen  
 Realization-realize  
 Break-breaker-breakable-unbreakable  
 Relative-relatively-relation-relationship  
 Educate-education-educational  
 Member-membership  
 Practical-practically  
 Enthusiastic-enthusiastically  
 Establish-establishment

3. Form the new words with the suffixes -en, -ive, -ous from those given below and translate them:

Hard-; to express -, product -, victory-, to protect -, humor -, progress

4. Read and translate, consult the dictionary:

Running -	bobslaying
Jumping -	fishing-
Yachting -	ice-hockey
Swimming -	tennis-
Rowing -	football
Boxing	basketball
Skiing -	valuable
Skating -	
Figure - dancing	

5. Say for what sport: 1) we need water, 2) we need ice, 3) we need sports-ground, 4) we need swimming - pool. 5) we need mountains, 6) we need gloves, 7) we need a stadium, 8) we need nothing but our own legs.

Begin: We need water for....

6. Speak about any kind of sports you like best of all.

Use the words:

To set a record -

Speed cyclist -

Fishing tackle

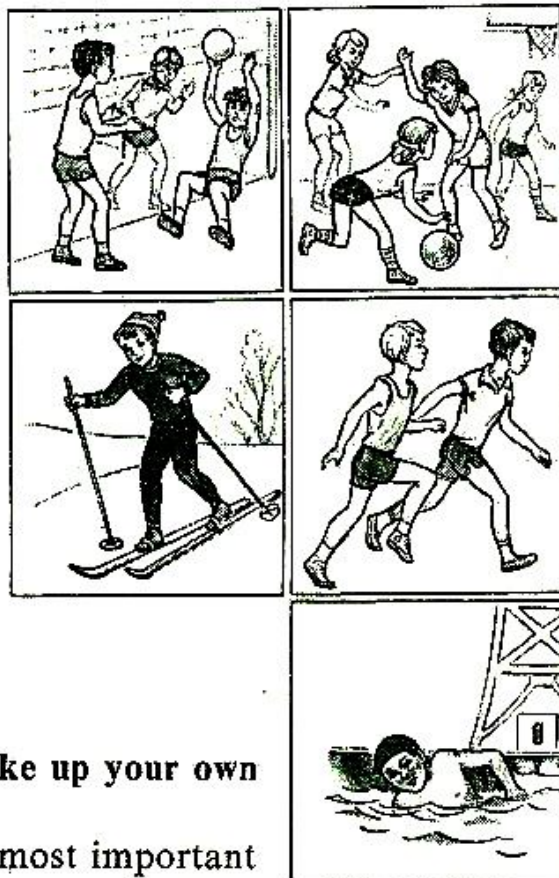
To open the hook

To score a goal

To end in a draw



To be a fan (socket)  
 To open the score –  
 Touch fight –  
 Title holder  
 Killing stroke  
 Sprint –  
 Relay race  
 Cross - country race –  
 Tournament –  
 Track - and - field athletics -  
 swimming  
 Team  
 competition  
 Coach -  
 To compete -  
 World championship –



**Read and act the dialogue. Make up your own dialogues.**

**A:** What do you think was the most important evening at camp last summer?

**B:** I think the most important event was the swimming competition.

**A:** What makes you think so?

**B:** Because the whole camp took part in it, and that evening we celebrated the event.

### **HOMEWORK:**

Write the story of the picture. Think of suitable caption.

Then dramatize the picture

A great newspaper reader;

Look through the headlines;

Carry the latest political (sports; etc)

news; a placard; have a ready answer

to everything; knit the socks

A man is reading a newspaper

"yes, dear"

"no, dear"

She is knitting Socks

They are talking.

## **LESSON TWELVE — THE TWELFTH LESSON**

Home Reading.

## **LESSON THIRTEEN — THE THIRTEENTH LESSON**

### **1. Read the verbs and give three forms of them:**

Become, come, begin, blow, break, bring and build.

### **2. Get more more information by means of questions.**

She has begun.

It blew strongly.

### **3. Look at the pictures and make a story.**



Game of hockey.

They were competing for  
the first place in the  
town championship.

other members of  
the teams joined in  
the quarrel

stopped the quarrel  
game continued

begin to quarrel  
wanted to beat

referee came at once  
wanted to save  
pushed the players

### **4. Read the dialogue and make up your own dialogues:**

A: Are you a sports fan?

B: Yes, I am a tennis fan. My favourite player is... I have never had a chance to see him because we don't have tennis competitions in our town, but I always watch TV when he plays. Are you a sports fan?

A: Yes, I am a football Pamir fan. My favourite team is Pamir. I watch TV whenever the Pamir team plays.

### **5. Form the new words by adding-ing.**

For example: swim - swimming-

Yacht - yacht- yachting

row, jump, skate, ski, motor-cycle, boat, run, read, listen, dance, sing, play, box.



6. a) Make up sentences which correspond to real situations.

I	Am		Swimming in warm water (boating in summer, motorcycling, cycling, yachting, listening, to old songs, dancing, playing outer games, travelling, reading modern literature, collecting books).
My friend	is	fond of	
Ali	are		

b) Say 5 sentences on this table.

<b>HOMEWORK:</b>
1. Do ex. 6. on p. 25 in written form. Read the text and tell the main gist of it.

### On Hockey

The most outstanding feature of the game is speed, of it. There are moments when it is almost impossible to see what is happening, because of the rapid changes that are constantly taking place. Player must be able to make rapid decision.

Players must be able to make rapid decisions and act on them at once, they must be able to change direction while moving at the highest speed.

There is no doubt that these features speed and constant change have made hockey one of the most popular games in the world. The number of fans watching hockey games in stadiums or on TV is increasing from year to year. Canada is the birthplace of ice-hockey, and for many years held first place in international competitions. Then Russian teams won the first prize and held it again in international competitions. Commentators and hockey experts speak about the importance of the players. But perhaps more important is the fact that the players should act together as a team.

## LESSON FOURTEEN — THE FOURTEENTH LESSON

1. Read the verbs and give three forms of them:

Can, catch, choose, dig, do, draw, and dream.

2. Get more information.

He could draw  
She will choose

**3. Read and act the dialogue. Make up your own dialogues**

**A:** Did you enjoy the tennis game?

**B:** Not bad. But the game last week was better

**A:** Yes, I enjoyed last week tennis game

**4. Complete the following sentences**

**For example:** ...is a kind of summer sport.

Boating is a kind of summer sport.

1. ...is a kind of winter sports. 2. ...is a kind of sports for men. 3. ...is a kind of summer sports. 4. ...is a kind of sports which is pleasant for everyone. 5. ...athletics comprises such kinds of sports... 6. Winter sports comprise such kind of sports as... 7. Say what kind of sports you are fond of whether you go in for any kind of sports and give the names of the famous sportsmen you know.

**5. Begin:**

a) I think all kinds of sports are good, but I am fond of...

b) I think not all kinds of sports are good. Best of all I prefer is...

**6. Speak about any kind of sports**

a) winter sports

b) summer sports

c) sports at our school

d) the last competition I matched

e) the last competition I took part

f) games I like to play

**HOMEWORK:**

1. Write a composition "My favorite kind of sports" (not less than 10 sentences)

2. Read the text, try to remember some pieces of advice.

What sport can do for you?

When people are asked what use sport is, they usually give one of these answers:

— To have a healthy mind, you must have a healthy body.

— Sport builds character. It is good for moral development.

— It's a way to meet other people, even people from other countries.



— It teaches you about life. Make men out of boys and women out of girls.

— It helps you work off your extra energy and aggressions

— There are no social differences in sport. Everybody is equal

— Sport teaches you how to lose as well as win

What do you think is true in each of these answers? Do you accept them completely? What, are your objections? Can you think of other motives people might have for taking up sport?

*(After Joe Sheils)*

## LESSON FIFTEEN — THE FIFTEENTH LESSON

1. Look at the humorous pictures. Have a talk on them, then dramatize the pictures in pairs at the desks.



2. Read and translate international words:

apparatus

Person

Uranium

chemical

photographic

Radio-activity

leader

radio-active

radium

3. Read the text "Characteristics of the English people"

### **Characteristics of the English people**

Every country has own customs. To communicate successfully with the British you should follow certain social rules.

1. Do the British like to complain? Read the article from the travel guide to check your prediction (reading for the main idea).

British people are said to be in different to complaint. As a rule they tend to avoid making a fuss and keep themselves in check. All this helps to explain their reaction to bad plays, bad performances or bad service in hotels or restaurants.

Except on rare occasions, the British do not go in the theatre, they simply stay away. They do not whistle and jeer like an Italian crowd at the opera or Spanish crowd at a bullfight. If the star cricketer scores a duck, if the highly praised footballer misses a goal, the British allow them to leave the ground in heavy silence.

When the British do complain, they generally do that in a rather apologetic manner in fact, they tend to give the impression of being unsure in order to be polite and diplomatic.

#### **4. Use the necessary word in the sentence.**

1. Maria Curie discovered.... 2. Our school laboratories have necessary... for experiments in physics and chemistry. 3. I. A. Khlestakov was taken for a very important.... 4. ....is a heavy, white, metallic element. It is... 5. Answer the questions using more than one sentence in your answers.

1. Do American children enter school at the age of six or at the age of seven?
2. Do they attend Elementary school for four years or for six years?
3. Are they encouraged to leave High school at sixteen or stay on until eighteen?
4. Do students take examinations at the end of each year and final examinations at the end of the twelfth grade too?
5. Do all the students take the same subjects or can they choose from a number of subjects.
6. Is a course in agriculture offered at all High School or at Rural school only?



## **HOMEWORK:**

### **1. Fill in the blanks. Use the words:**

A bookkeeper, a cooker, a dressmaker, an economist, a mechanic, a milker, a printer, a tractor, a driver, a typist.

I finished secondary school last spring. Now I am learning to type.

I want to become a... My brother, who is twenty, attends a course in book-keeping. He will be a... My sister likes to sew. I'm sure she will be a good... Father is interesting in mechanics. He is a... at a small factory. He likes his work. Mother is a... at a restaurant. We all say that no one cook a better meal than she.

My aunt works on a dairy farm. She is a... She gets up early in the morning and works hard all day. She earns as much as her husband, who is a well known... Their older son has studied economics. He is on... Their younger son is training to be a... He is going to work in a printing-office. He will print books or newspapers.

### **2. Read the text and retell it in short.**

#### **A Story.**

A tramp was walking along a country road. He was chewing a piece of grass because he felt hungry. He saw a pond with a large white duck swimming round and round on it. He jumped over the hedge and ran towards the duck. He was sitting by the pond with a large pile of white feathers beside him.

The farmer was coming across the field waving his arms. Hurriedly the tramp put the duck back into the water.

He pointed to the pond and shouted, "What's the matter with my duck?"

"Ah!" said the tramp quietly, "it wanted to go for a swim and, I'm looking after its clothes!"

## **LESSON SIXTEEN — THE SIXTEENTH LESSON.**

### **Review.**

#### **1. Read "jokes" and try to remember them: work in pairs.**

A: — What do you call two fat men having a chat?  
— A heavy discussion.

B: — What can't you have for lunch, breakfast or high tea?  
— Supper

2. Here are some pieces of advice about running. Some of them are good and some are not. Which sentences give you good advice.

**Work in Pairs**

- a) Wear good running shoes.
- b) Run early in the morning, it is better.
- c) Wear comfortable clothing.
- d) Always warm yourself before you run.
- e) Always run with somebody-never run alone.
- f) Rest every 10 minutes or so.
- g) Walk for a few minutes after you finish running.
- h) Don't run if you feel tired.
- i) Never drink water while you are running.
- j) Don't run until two hours after eating.
- k) Don't run fast down hill.
- l) Don't run if you've got a cold.
- m) Don't run if you are over 50 years old.
- n) Don't run on roads in fog.



**3. Say:**

- a) What pieces of advice are good for your way of running?
- b) What pieces of advice are bad for a person?

**4. Practise the 3d person singulars-Present Indefinite Tense.**

**Example:** You speak English and Mary speaks French.

1. They like to dance and she ... to sing. 2. Her parents live in the country and she ... in town. 3. I go to bed at 11 o'clock but the child ... to bed at nine o'clock. 4. We have tea at 5 o'clock and Mary ... milk at 5 o'clock. 5. They watch TV in the evening and their son ... it in the afternoon. 6. You read English books and your brother ... French books.

**5. Read and translate the followings stories.**



### **Motorist driving at 120 m, per hour**

Motorist Jeremy Page had to pay a fine of £ 330 at Durham Magistrates' Court for speeding. Police stopped him on the motorway. The speed limit on motorways is 70 miles an hour. "This was because I was late for work". The Judge said that was no excuse.



### **Tree Destroys House**

Yesterday afternoon a 35-years-old housewife narrowly escaped death when a tree blows over and fell onto her house, completely destroying it. "It was quite windy I heard a strange noise coming from our tree. Suddenly the wind blew a little stronger, and I watched it crash onto the roof. The Bowles family is staying with friends while their house is rebuilt.

### **Man gets shock**

A man received a severe electric shock at his home in Solihull, Birmingham.

Mr. Ian Jaylor, 42, spent the night at the "Birmingham Royal Hospital" and then went home. Suddenly there was a flash and an explosion. I don't know how it happened".

## THE SECOND TERM

### UNIT 2

#### LESSON ONE — THE FIRST LESSON

**1. Read and translate the sentences.**

**Remember:** to be going to = to plan doing something

1. They are going to build a club on the bank of the lake.
2. The collective farmers are going to sow this field with wheat.
3. Father is going to plant a few apple-trees behind the house.
4. The boys were going to enter a secondary technical school.
5. Nor was going to ride a horse.

**2. Make up your own sentences using "to be going".**

**3. Read and learn the dialogue. Make up your own dialogues as follows:**

- A. Are you going to go to the theatre tonight?  
B. What's on?  
A. It is "the life of Rudaki".  
B. I've seen it.

**4. Read the title and say what the text is about.**

- a) Look through the text and say what people can use at leisure time when they have free time.
- b) Read the text and say: What amusements we can have at home and when we go out. 2. What activities are carried out by clubs and Houses of culture.

#### LEISURE!

When we have time for leisure, we usually need something that can amuse and interest us. There are several ways to do this. People use radio or television. They switch on the radio set or TV set and chooses the program they like best. Some people like music. They listen to various concerts of modern and classical music, new and old songs, and see dances. Those who are fond of sports listen to or watch football and hockey matches. These are the most popular kinds of sports. There are a lot of fans among people. They can join championships in athletics and other kinds of sports. Everybody likes to see skating and dancing on the ice. Radio and television



extend our knowledge about the world in which we live. Television helps us to visit different lands, see new plants, animals, unusual birds, fish and insects, mountains and valleys, lakes, rivers and seas. We are shown different countries, cities and towns and people who live there. On television people could even see both sides of the Moon. This is what we can do at home. If we want to go out, there are a lot of cinemas, theaters, museums, houses of culture



and clubs in our country, where we can spend our free time. Houses of Culture and clubs are the centres of cultural activities, which are carried out through different sections. Those who like to dance join a dancing section. Those who are interested in music-join a musical section where they are taught to play different musical instruments. People who are fond of sports can join sport sections such as football skins, boating, chess and others. The art section is one of the most popular with the people, because they can learn to create beautiful things there.

So you can see how interesting are the ways in which leisure time can be spent.

2. Say what you usually do at leisure time.
3. Speak about your plans for the next Sunday. Where you are going to see a new film or a play. Then tell your classmates when and where you are going to see it.

#### **HOMEWORK:**

1. Do ex. 2 on p. 33 in writing.
2. Read the text "Television" and retell it in short.

#### **"Television"**

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 then to go out. There is no transport to arrange. They do not have to find a baby-sitter. They do not have to pay for expensive seats at the theatre, the cinema, the opera or the ballet. All they have to do is turn a knob, and they can see plays, films, operas of every kind, 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.

## LESSON TWO — THE SECOND LESSON

### 1. Read and translate international words

Contrast	cultivate	cultivation
Flag,		
Industrial	industrial	industry
Machinery	monoculturel	
Original	plantation	political
Principal	typical	textile

### 2. Make up sentences which correspond to real situations

1. I		time
My friend	was short of	money
The travellers	were short of	food
		paper
		warm
		clothes
2. The country		iron ore
This region	is rich in	coal
The mountain		oil
		cotton
		wool
3. I	treat	the boy well
he	treats	the grandfather
		well
The woman	treated	this
		sister badly



**3. Write 2 sentences on each of the tables.**

**Read and choose the answer**

1. Who was the first man in space?  
(a. Armstrong, b. Gagarin, c. Newton)
2. When did he go into space?  
(a. 1959, b. 1961, c. 1972)
3. Who first walked on the Moon?  
(a. Hogarth, b. Newton, c. Armstrong)
4. When did he walk on the Moon?  
(a. 1969, b. 1961, c. 1953)
5. Who invented the telephone?  
(a. Newton, b. Hogarth, c. Bell)
6. When did he invent the telephone?  
(a. 1876, b. 1921, c. 1810)
7. Who discovered penicillin?  
(a. Constable, b. Flaming, c. Armstrong)
8. When did he discover it?  
(a. 1812, b. 1929, c. 1959)
9. Where was the first underground railway built in the world?  
(a London, a Paris, a New York)
10. When did they open it?  
(a. 1890, b. 1901, c. 1863)

*(Answers: 1b, 2b, 3c, 4a, 5c, 6a, 7b, 8b, 9a, 10c.)*

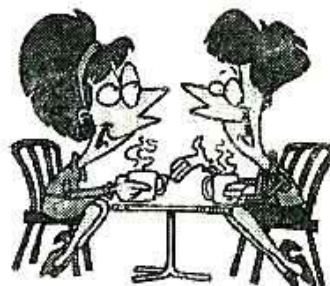
**4. Read and act the dialogue: Make up your own dialogues**

**AT TABLE**

**Ann:** Help yourself to the cake please.  
What sort of ice cream would you like?

**Jane:** Strawberry, please

**Ann:** Would you like some more cake?



**Jane:** No, thanks I haven't eaten my first piece yet.

**Mary:** May I have another buiscuit?

**Ann:** Yes, certainly

**Mary:** Could you pass the sugar, please?

**Ann:** Here you are.

### **HOMEWORK:**

**Read the text and say what it is about.**

**A Funny things That Happened to George's Father**  
(After Jerome K Jerome)

George remembered a very funny thing that had happened to his father once. He said his father was travelling with another fellow through Wales and one night they stopped at a little inn, where there were some other fellows and they joined the other fellows and spent the evening with them.

They had a very joily evening and sat up late. They (George's father and George's father's friend) were to sleep in the room but in different beds, they took the candle and went up.. When they got into the room, the candle went out, and they had to undress and get into bed in the dark. This they did, but instead of getting into separate beds as they thought they were doing, they both got into the same one without knowing it- one getting in from the opposite side, and lying with his feet on the pillow.

There was silence for a moment, and then George's father said, Joe! "What's the matter, Tom?" replied Joe's voice from the other end of the bed.

"Why there's a man in my bed", said George's father," here are his feet on my pillow".

"Well, it's an extraordinary thing", Tom answered the other" but theres a man in my bed, too".

"What are you going to do?" Asked George's father.

"Well, I'm going to throw him out", replied Joe.

"So am I," said George's father.

There was a short struggle, followed by two heavy bumps on the floor and then joe's voice said: "I say, Tom!

"Yes?"

"How have you got on"?

"Well, to tell you the truth, my man's thrown me out".

"So's mine, I say. I don't think much of this inn, do you?"



---

## LESSON THREE — THE THIRD LESSON

---

### Home Reading

---

## LESSON FOUR — THE FOURTH LESSON

---

### 1. Read and translate the following international words:

Protest [prɒ'test], politics [pə'lɪtiks], start, temperature ['tempɪrətʃə], café ['kæfi], coffee ['kɒfi], fascist ['fæʃɪst], form, concert ['kɒnsət], block

### 2. Answer: Which is the largest fish in the world?

### 3. Disagree with the following statements and give some more information

For example: These books were printed in London

These books were not printed in London

They were printed in Moscow

1. Jim were asked to come in time. 2. The cup was made in Japan. 3. The cars were made in Japan. 4. The cup was broken by Jack. 5. Nurses are needed in the hospital. 6. The windows were shut last night. 7. A new dress was bought for Nisso. 8. The letters were brought by the postman in time. 9. The children were taken to the theatre. 10. This film was shown last night.

### 4. Ask for your classmates to answer. Why the following actions weren't done?

For example:

A- The letter wasn't sent -Why wasn't...

B- Why wasn't it sent?

A- It wasn't sent, because he had no time to write it.

1. These subjects weren't taught. 2. Music wasn't heard. 3. Pictures weren't shown. 4. A cup of milk wasn't brought. 5. The text wasn't translated. 6. His working day wasn't finished. 7. They weren't asked. 8. Sweets weren't bought.

### 5. Read the text and discuss it.

#### Peace

Peace is a form of love that one grows towards. He is something, that cannot be ordered or commanded, but worked for, but not work, as we know.

To be at real peace you must stop your own selfishness and greed, and to be ready, without any argument, to accept what life has to offer.

Those who have suffered most are those who realise-peace, real peace, when they find it.

We are often told "be peaceful", "have peace" and such greetings like this, but we are never told how to achieve this.

We have all had the quietly relaxed feeling that one is trying to let go, but we need peace forever and ever.

*Janet Millward.*

---

P.S. A clever person will always solve his problems in a peaceful way. Be patient and have good feelings to a person. An egoistic person does not like people. No wonder while solving his problems. He can even fight. Such an egoistic.

---

### **HOMEWORK:**

**Rewrite the following sentences, changing the direct questions and statements into reported (indirect) questions and statements.**

**Example:** "Where did the money come from?" the officials asked him.

The officials asked him where the money had come from

1. "How much money have you put into the account? They asked him.

2. "I don't know" he told them.

He told the officials...

3. "Then we know more about your money than you do" the officials said that...

4. "What do you mean?" he asked

He asked them

5. "You'll find out later" they told him

They told him...

6. "I have nothing to conceal", he claimed.

He claimed...

7. "Everything, I've told you, has been true", he insisted.

He insisted that

8. "But perhaps I've forgotten a few things", he admitted

He admitted that

1. Read the text and answer the question "what was the main thing for the waiter?"



### **He didn't pay the bill**

I was having tea in a small restaurant near the place where I lived, when I saw the door open and a horse come in. It was a big horse. He took a seat at a small table, waved for the waiter, ordered tea, lit a cigarette and read the Times. In due course he got his tea, drank it, put out his cigarette and went out. I was thunderstruck. I went up to the waiter and said.

— I say, did you see that horse come in, order tea, smoke a cigarette and go out again?!!!

— Good Heavens!- exclaimed the waiter- he didn't pay the bill!



---

## **LESSON FIVE — THE FIFTH LESSON**

---

### **1. Read and translate two-word verbs and make up sentences with them:**

Call up, find out, give back, give up, hand in, hand out.

### **2. Read the text. Have a pair talk on every extract.**

#### **My friend's house**

My favourite place, and somewhere that was very important to me, when I was young, was my best friend's house. It was about an hour's drive from London and I can still remember how much I looked forward to school holidays, I always associated it with freedom.

The house itself was set in a large garden. Here we used to play tennis on warm summer days or enjoy swimming in the swimming pool. Roses grew, it seemed, everywhere -the most beautiful was a large climbing-rose which covered the front wall of the house. Now whenever I smell the scent of roses, it takes me back to those happy days.

Inside the house it was always warm. The kitchen, which was where the family spent most of its time, was heated by a large cast-iron stove. The old wooden table, comfortable chairs and red floor-tiles gave the kitchen a homely atmosphere.

The rest of the house seemed enormous. There were several rooms, which were never used-apart from when we wanted to hide. I do remember the bedroom I used to sleep in, though. It had a large soft bed into which I would sink and dream about all the things we would do the next day.

3. Have a chain talk around the class on the text "My friend's house"
4. Answer: What is the common name for a London policeman?
5. Try to remember the use of "No matter what"...



#### No Matter what...

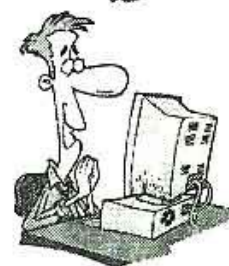
##### 1. Talk about the pictures.

- a) No matter how many times Carry asks, Cathy isn't going....
- b) No matter how much modern art Carl looks at, he still won't change his mind.
- c) It doesn't matter how fast Susan runs he will catch her.
- d) It doesn't matter how hard Ted kicks that computer, it never gets the results he wants



##### 2. Ask questions about the pictures and complete the sentences.

- a) If Carry tells Cathy he has bad back (спина стула) will she let him buy better chairs?  
— No. No matter what Carry says, Cathy
- b) If Jansing takes Melracken to a good museum, will he change his mind about modern art?  
— No, it doesn't matter where...
- c) If Susan gets a friend to help her, will she finish her work by five o'clock?  
— No, it doesn't matter who...
- d) If Cathy gets all the bills today, will she mind paying them?  
— No, it doesn't matter when the bills arrive...



**Note:** The meaning of "It doesn't matter" and "No matter" is the same. They are very similar to "although", "even though", and "though", but the structure of the clause is very different. **Compare:**

It doesn't matter how hard he works, he never catches up although he works hard, and he never catches up.



### **A joke about Jack London**

Jack London was late in delivering a story, which he promised a New York magazine. The editor, after repeated efforts to get the story, at last called at London's hotel, and sent up the following note:

Dear Jack London, if I don't receive the story within twenty-four hours, I'll come up to your room and kick you downstairs, and I always keep my promises".

London replied; "Dear Dick, if I did all my work with my feet. I'd keep my promises, too.

It was late in delivering a stor — қиссаро саривакт насупоридед.

Kick you out downstairs — туро ба поён мепартоям.

I'd keep my promises, too — ман ҳам қавли додаамро ичро мекардам.

---

## **LESSON SIX — THE SIXTH LESSON**

---

### **Home Reading**

---

## **LESSON SEVEN — THE SEVENTH LESSON**

---

1. Translate and remember the two-word verbs, make up your own sentences with them look up, look over, put on, put away, take of; ask for, switch on(off)

2. Say how you feel now and why:

- A. I'm very hungry, but he is not hungry  
I'm quite tired, but he is not tired at all  
I'm a bit cold, but he is not cold at all  
I'm not very happy, but he is quite happy  
I'm not at all thirsty, but he is thirsty

- B. What do you do when

you are happy?  
you are unhappy?  
you are tired?  
you are ill?  
you are hungry?  
you are cold?  
you are hot?

**3. Have a pair talk about "My Home Town" using prompts:**

- a) a small town, green, quiet, clean, few, big houses; lots of one-family cottages, modern conveniences, narrow-streets, a river, be situated on both sides of a river, lots of trees and flowers, mountains, little (much) snow in winter, several bridges across the river, a railway station (an airport) is in the heart of the town; be famous for; be different from; full of holiday-makers in summer, at the foot (on the top) of a big mountain.
- b) a big industrial center, capital, noisy, heavy traffic, in the heart of..., several parks (squares, theatres, cinemas) national Museum, Somoni square, exhibitions of Republic Achievements, lots of office buildings; full of people; hotels, big shops, tall houses; population; be empty, on Sundays, be famous for.

**HOMEWORK:**

- 1. Write a composition about your town.
- 2. Read, translate and retell the text in short

**POST OFFICE ROBBERY**

Yesterday afternoon thieves stole £ 500 from a post office in Preston, Lancashire. Police do not have a good description of the two men, but they know that they escaped in a red Ford Cortina. This information came from an 11 year-old boy, Charlie Carrack

**LESSON EIGHT — THE EIGHTH LESSON**

LET'S REVIEW THE SUFFIXES" -ly, y and the topic. "WEATHER".

**1. Read, translate and remember the words.**

+ly	+y
Easy-easily	wind-windy
Slow-slowly	frost-frosty
Happy-happily	sun-sunny

**2. Read and translate the text, work at it intensively**

**What should a person be?**

When we were small children we would often hear our parents telling us "Stop do that! Do you hear me? Don't do that!" and other things of the same kind. Today we know what we may do and what we are not allowed



rules of conduct. They don't think about those what kind of person you will be is very important. It will depend on you alone whether you become a personality or not.

Strong willed people could achieve a lot. So you should develop your will power. A person should be noble. Make it a rule to do good without talking about it, without waiting for any kind of payment.

To become a personality isn't easy. You should be well-bred, honest, kind, hard working,, benevolent and virtuous. You should be worthy of respect and have respect for other people.

Young people often speak about fashion. One of the questions, which interest them, is the relation between fashion on one hand and morality on the other. Fashion is not neutral. A person's character, likes and dislikes and even his ideas may be revealed by his or her clothes, though most boys and girls today take a great deal of interest in clothes and enjoy looking attractive. You would find it easy to guess from their clothes the social background of the young people you see in the streets now. Sometimes there is no real art in their way of dressing. They may even try to get such things in a dishonest way. But what do you think of really modern person, human being, and personality? One of the ways is serious reading and thinking. A modern man is a thinking man, firm, active and creative.

Such traits of character as diligence, humanity, thrift, respectfulness, politeness, pride, truthfulness, faithfulness, sincerety, selfcommand, courage in people should be respected. But if you are weak-willed, shameless, tactless, impudent, heartless, impolite, insincere or mean you are not worth to be respected.

We must always remember that besides written laws there are a lot of unwritten laws which we must follow. You shouldn't always complain or critisize someone, make fun of people of change your mind very often. Don't interrupt people. Try to listen to other people's point of view. Don't cheat on people. Don't make a fuss of something without serious reasons. Don't smoke in the present of a lady.

Never go against your conscience. Be attentive to your parents. Treat your wife well, if you are marred, though it is not easy to be a perfect husband. Don't forget that a woman has a lot of troubles that she can't avoid. When there is no love, it is best to divorce.

<b>Remember the lines:</b>
<b>"If all good people were clever, And all clever people were good, The world would be nicer then ever."</b>

1. Have a pair talk on every extract, then retell the text in chain around the class.

2. Tell your opinion about a decent person.

### Telephoning

3. Practise saying the following telephone numbers.

0719274863    092784098    633488 061    44501277

What is your phone number?

4. Notice the following expressions.

52902 (Not Here is 52902, or This is 52902)

— This is John (not Here is John, or I'm John)

Could I speak to Ann, please? (not speak with)

— Is that Mike?

— I'm afraid he's out.

— Can I take a message?

— I'll try again later.

Hold on I'll connect you



### HOMEWORK:

1. Write a composition about some decent man you like him

2. Read the text, translate it and answer the question: How could a person find an address?

Five or six centuries ago houses in London did not have numbers but signs to distinguish them from each other. In 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?

1. signs [sainz] — нишона;
2. to distinguish [disti'ygwiʃ] — фарқ кардан;
3. peacock [pi:kɒk] — товус;
4. entrance ['entrəns] — даромадгоҳ;
5. lantern ['lantən] — чароғ.

## LESSON NINE — THE NINTH LESSON

### Home Reading



---

## LESSON TEN — THE TENTH LESSON

---

**1. Read the Joke and dramatise it in pairs at the desks**

Farmer — I don't want a car. I need a new cow.

Salesman — You can't ride a cow along the main road.

Farmer — True. But I can't milk a new car, can't I?

**2. Answer the following questions, using the Present Perfect and the Present Continuous Tenses.**

1. Ann, open your book at page 12! What have you done?

2. Peter, fetch me a piece of chalk. What has he brought?

3. Jane, go to the door. Where has she gone?

4. Mary, write your name on the blackboard!

What is she doing, Peter?

5. Peter, give your pen to Mary! What has he given you?

6. Jane, read Lesson 5. What is she reading?

**3. Read and translate the text**

St. Valentine's Day-February 14

Valentine [væləntain] — Валентин

A sweetheart — а́зиз.

In England and in the United States February 14 is St. Valentine's Day. Boys and girls as well as grown-ups sent valentine to their friends. A valentine is a little pictures, very often a funny one with a little poem or some kind words on it: *I'll be your sweetheart. If you will be mine, All of my life I'll be your Valentine.*

Schoolchildren enjoy buying cards and often they write on the valentine "From who guess", and the person who receives it must guess the name of sender. In schools boys and girls make a gaily decorated box with a slit on the top where they can "post" their valentines. Usually each classroom has such a box and at the end of the school day they open the box, take out the valentines and the boy or girl who gets more valentines than the other children feels very happy.

**4. Answer the questions.**

1. When is St. Valentine's Day?

2. What is St. Valentine's Day?

3. What do English girls and boys make on that day?

4. Why do English children feel themselves very happy on this day?

### **HOMEWORK:**

1. Retel the text "St. Valentine's Day".
2. Answer the following questions in writing.
  1. Have you seen our new teacher? When did you see him?
  2. Have you taken my notes? When did you take them?
  3. Have you done your work?
  4. Have you read this book?
  5. Have you seen a good film recently?
  6. Have you ever been to Moscow?
  7. Have you bought a new dress?
  8. Have you had your dinner?
  9. Have you lived here all your life?
  10. Have you washed up the dishes?

### **LESSON TEN — THE TENTH LESSON**

1. Read the verbs and give the three forms of them; mean, rise, run, sell, shoot, shut, sing.
2. Get more information by means of putting questions:  
She is running  
He was selling
3. Read and ask somebody politely to do the same things, using "will" or "would"

**Example-Cook vegetable soup.**

— Will you cook vegetable soup, please?

— Would you cook vegetable soup?

1. Hang the picture over the piano.
  2. Sweep the floor in the kitchen.
  3. Help me to carry this shopping basket.
  4. Wash up the dishes in hot water.
  5. Ring me up later on.
  6. Take the letter to the post-office.
4. First have a talk on your future profession, say your own opinion on some profession.

Use the words — combinations, consult the dictionary

a. to be a telephonist



- a. to dial numbers
- a combine-operator (driver)
- b. a stock-breeder; an agronomist
- a cattle — farm; a collective — farm
- to graze cattle, on a farm, a farmer, a dairy woman
- c. a textile factory; an engineer, socks, stockings
- Swing-machines, jumpers

### Situation

*You are a taxi-driver you find a bag in your cab with £5,000 in it. The name of the owner is on the bag, but not the address. What would you do?*

- a dress material, dresses, suits
- d. a doctor, a medical nurse, to cure of
- 1. to choose one of several jobs
- 2. to find a job to one's liking
- 3. to be given a very possible opportunity
- 4. to work in industry (agriculture)
- to diagnose
- to be surgeon
- to be an oculist
- to be a therapeutics-
- to teach, to educate-
- F. an actress, a sculptor
- to produce sculpture
- to paint, a picture once seen is seldom forgotten
- to star in a play (film)
- 5. Try to do it at home; tell the recipe.

### Making a banana split (sweet dish)

Here is the recipe for a popular American dessert. It's called a banana split.

Bananas	sauce	cream
Ice cream	cherries	nuts

First, take one whole banana. Peel the banana and cut it in half lengthwise. Put the banana in the bottom and of a long dessert dish. Set the dessert dish aside.

Next, take out three different kinds of sauce.

The most popular kinds of sauce are chocolate, caramel and pineapple. Heat the chocolate sauce until it boils. While the chocolate sauce is heating, take out three different kinds of ice cream from the freezers. The most popular kinds of ice cream are vanilla, strawberry and chocolate. Use an ice cream scoop to make round balls of ice cream. Put the balls of vanilla, chocolate and strawberry ice cream on each banana.

Pour the caramel sauce on the chocolate ice cream. Pour the pineapple sauce on the strawberry ice cream. When the chocolate sauce is not, pour it on the vanilla ice cream. Next, whip some cream until it is stiff chop some nuts. When the cream is stiff, put some whipped cream on the ice cream. Put chopped nuts over everything. Finally, put a cherry on top.

Enjoy your bannan split!

**Read the texts about these two people**

They are talking about what they want to do in life. Who knows what she wants to do? Who isn't sure?



Angela Duffy is a schoolgirl from Brighton. She wants to be a doctor, I'm going to medical school next year. It's a long course-about six years, but I'm going to work very hard. It's a difficult job, but I like working with people, and I like to specialize and perhaps be a pediatrician. "I love children and looking after them would be wonderful".

Steve Barnes wants to be a chef. His favorite room in the house is the kitchen, where he spends most of the day. I love cooking especially for lots of people. I have over a hundred cook books". He is going to work in a restaurant in Paris, where he hopes to learn how to prepare sauces. "English people really don't know how to cook imaginatively, he says, "but we have the best ingredients in the world. One day I'd like to have my own restaurant".



**1. Write a composition "My Future Profession"**

---

## **LESSON ELEVEN — THE ELEVENTH LESSON**

---

**1. Form the words and translate them.**



Make up your own sentences using the words

travel-		traveller-
eat-	drink-	sleep-
speak-	tell-	listen-
print-		

**2. Make up your own sentences using g4und**

To stop	
To finish	doing something
To enjoy	
To think	
To be tired	
To dream	
A chance	of doing something
An idea	
A plan	
No hope	
With the purpose	
Instead	
No opportundy	

**3. Give as many endings as you can**

1. The travellers had no hope of...
2. The boys were tired of...
3. I was tired of...
4. I was frightened at the idea of.
5. There was a chance of.
6. You will have hardly any chance of...
7. The delegation had come with the purpose of...

**4. Say where you'd like to get your training:**

I'd like to get my training	at a university
But he (she, they) should like	at a technical higher school
to get his(her, their) training	at a teacher's college
	at a theatre school
	at an agricultural university
	at a vocational school
	at a medical school

**5. Tell the class what you were going to do and what you did instead**

Get your classmate repeat what you said

**For example:** I was going to wash the floor, but I had no chance of doing it and I cooked dinner.

**HOMEWORK:**

**1. Read, translate and make up your own sentences using. gerund**

A. Skating is a very popular kind of sport

Swimming is my favourite sports

Reading is my favourite hobby

B. He is fond of going to the cinema

She was tired of telling him to wash the floor

I was angry at looking for him all over the house

C. The teacher began writing questions on the chalkboard

All the students kept working,

Not began reading this book

**2. Read the text. What should you advise the girl to do?**

To dye, or not to dye?

My parents went away on holiday recently, so I decided to dye my hair. I am blonde and I dyed my hair black. Now it looks awful and I don't know what to do.

A couple of days ago my parents came home, and when my Mam saw my hair, she went completely mad. Now, as a punishment, she says I can't dye it back. What should

I do?

Lucy, 16

**LESSON TWELVE — THE TWELFTH LESSON**

**Home Reading**

**LESSON THIRTEEN — THE THIRTEENTH LESSON**

**1. First read, then have a pair talk**

Ask for permission

— Do you mind if I sit here?

— Do you mind if I open  
the window?

Refuse permission

— I'm sorry, it is not free

— Well, it is a bit cold



— Do you mind if I smoke?  
— Do you mind if I look at  
your paper

— Well, I'd rather you didn't  
give permission  
not at all  
no, please do  
go a head

## 2. Read the text and have a pair talk on every extract

### New Year's Day in England

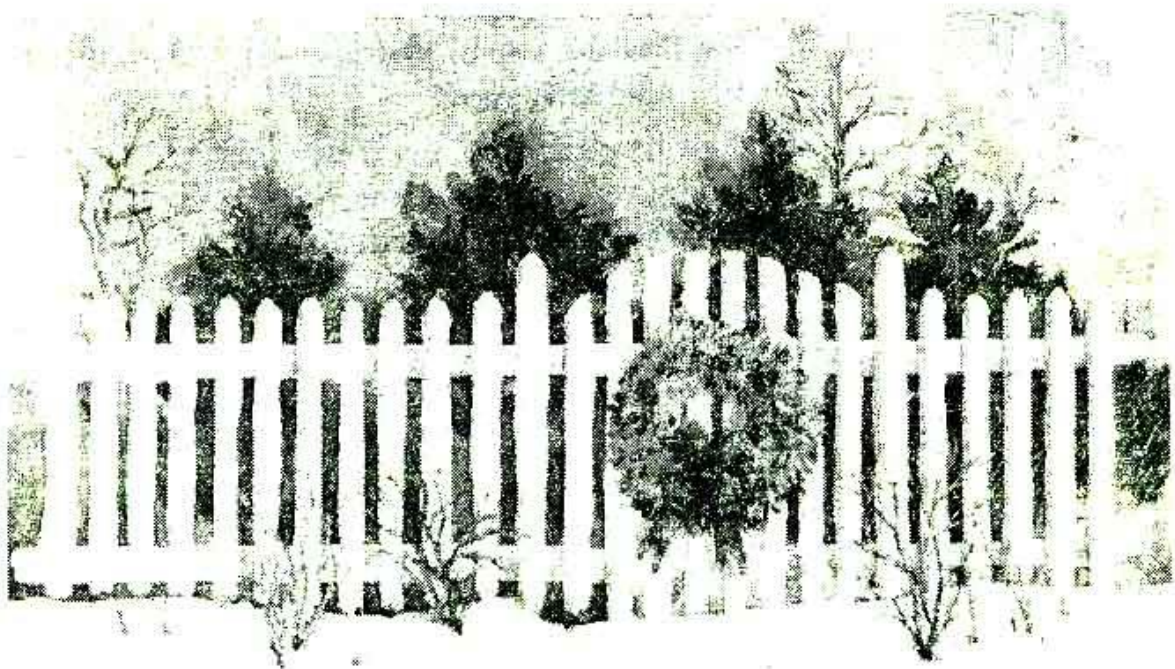
The celebration of New Year's day varies according to the district in the south of England, the festival of Christmas, lasting 12 days from December 25th, runs on well into the New Year. The decorations of coloured streamers and holly, put up round the walls, and of course the fir tree, with its candles or lights, are not packed away until January 5th.

On the evening of December 31st people gather in one another's homes, in clubs, in pubs, in restarants and hotels, in dance halls and institutes, to "see the New Year in"

There is usually supper of some kind, and a cabaret, or light entertainment.

Frequently there is a tableau, with a figure of the old year, often dressed in a long gown, with a scythe [saiz], like Father Time, and another of the New Year, often a pretty child, dressed as a good fairy!

The bells chime at midnight, The people join crossed hands, and sing "Auld lang syne" a song of remembrance.





On New Year's day all English schoolchildren make New Year resolutions. They make up lists of shortcomings which they intend to correct. The children promise to keep them.

In the north, and in Scotland, particularly, the New Year, known as Hogmanay ['hɒɡmənɪ] — фарорассии соли нав) is very well kept up. The ceremonies are similar, but they have an added one, called "first foot".

This means opening your door to anyone who knocks it after midnight, and who will then enter the house, carrying a piece of coal, or wood, or bread. He greets the hostess with a 3 kiss, and she is very lucky he happens to be a dark man. The visitor is entertained with cakes and all.

All the jolly parties on New Year's eve, and also on Burn's night, when they commemorate their national poet (January 25th), the Scottish people enjoy eating their famous Haggis.

This is a pudding, made from the heart, liver and lungs of sheep or calf, minced suet [sjuɪt], onions, oatmeal and seasoning, and into the animal's stomach it is brought into the banqueting-hall or dining room, to the accompaniment of the bagpipes.



#### Song "Auld lang syne"

1. Should "Auld acquaintance be forgot,  
and never brought to mind,  
should "Auld acquaintance.  
Be forgot and days of auld lang syne,

Chorus: For auld lang syne, my dear  
For auld lang syne,  
We'll take a cup of kindness yet,  
For auld lang syne!

2. And here's a hand, my trusty friend,  
And give a hand of thine,  
We'll take a cup of kindness yet  
For auld lang syne!

#### HOMEWORK:

##### 1. Refer the narrative "Sample Paraphrase" to the past Sample Paraphrase

Anne and Peter are alone at home. Anne wonders where mother is. Peter tells her she is out shopping and will be back soon they are both hungry and want their tea. Soon mother comes in. She explains to them why she is late. There were so many people shopping. She also says the



tea will soon be ready Anne wants to see what mother has in her bag. There are a lot of good things in it, it is heavy. Peter asks her about the marmalade because they finished the pot at breakfast. But this time mother has got a larger pot to last them longer. There was not enough room in the bag to buy cornflakes and she asks Peter to buy a packet or two after tea. He says he will.

**2. Put the sentences into indirect speech**

1. Ahmad said: "I have read about them"
2. The teacher said "I can't come tomorrow"
3. Tom said, "We are going to take a trip next week"
4. The principle said, "I will come as soon as I can"
5. My friend said, "I was very ill last night"

## **LESSON FOURTEEN — THE FOURTEENTH LESSON**

**1. Have some situations**

A. You would like to know what the government is planning to do to help unemployed young people.

B. You would like to know what has happened to the well-known singer K.F. who didn't appear at a concert.

Phrases: This is just what I've always wanted..., I don't see the point of this..., I think

**2. Read the text: "What right is Right for me?" and translate it.**

You should be interested in this text.

What Right is Right for Me?

Everyone has right, including you

What rights do you have? (anticipating)

To protect children's rights the United Nations has worked out an international agreement called the United Nations Convention on the rights of the Child. It gives different rights.

What are these rights? (reading for specific information: all children have the right to non-discrimination (article 2)

all children have the right to life (article 6)

all children have the right to name and nationality at birth (при рождении) (article 7)

children have the right to express their views (article 12)

children have the right to meet other people (article 15)

children have the right to privacy (article 16)  
 children have the right to information (article 17)  
 children have the right to protection (article 19, 32)  
 Disabled children have the right to take a full and active part in every-day life (art. 23).  
 Children have the right to health and health care (art 24)  
 Children have the right to education and development (art. 28, 29)  
 Children have the right to leisure (art 31)

**3. How can you say about your right in two possible ways?**

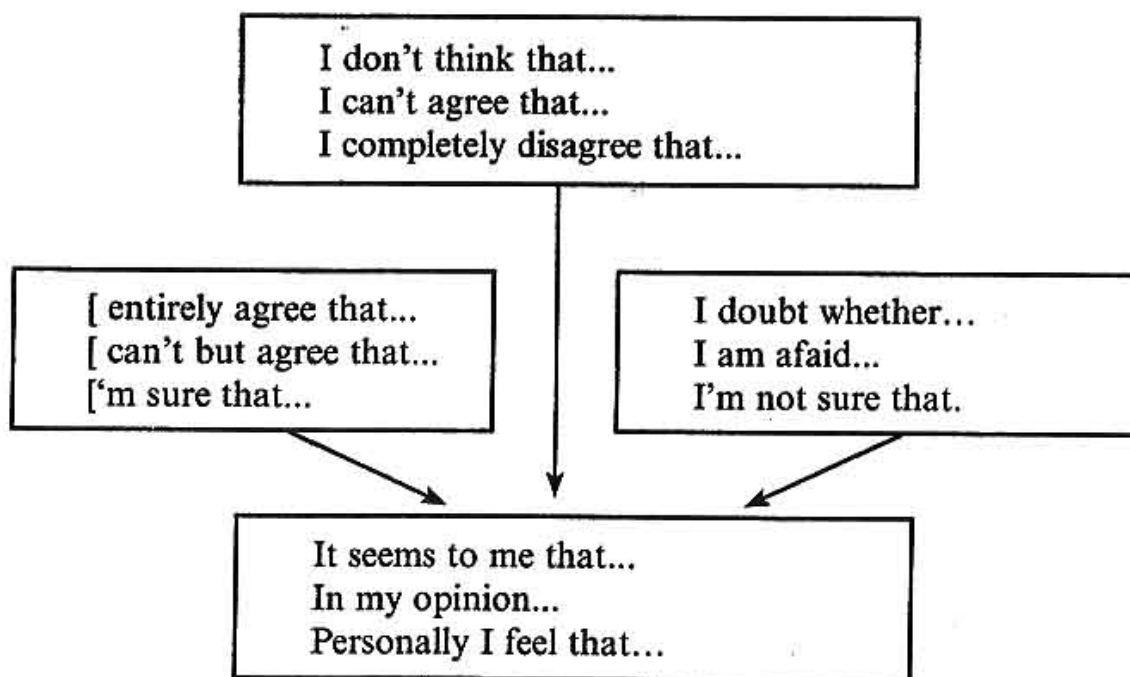
I have the right to...		
Education		get education
Life		live

**4. Which rights seem most important to you? Why? Put them in order of importance compare your list of rights with your classmates lists**

What rights do Tajik and Russian children have?

**5. Speak about...**

**using**



We sent warm New Year's best wishes to our learners! We greet you on joyful New Year holidays and wish you good health, happiness and great success in your life and study! A Happy New Year to you!



## THE THIRD TERM

### UNIT 3

#### LESSON ONE — THE FIRST LESSON

##### 1. Read and translate

###### Do you know that...

The first month of the year is named after Janus the two-headed god of Roman mythology? He was always associated with the beginning, or the first of things, hence his connection with January the month that begins another year. Janus was also the god of doors and gates, and the guardian of the state in war. In time of peace, the door of the temple of Janus in Rome was closed, and was left open in time of war.

###### Mid-Morning Break.

Have you ever heard of “elevenses”? At eleven o’clock a lot of people stop working and have a cup of tea or coffee, or if they are at school, a battle of milk. This mid-morning snack is called “elevenses”.

“Elevenses” also means, of course, time for a chat and there is a lot to talk about. Ladies talk about the weather and the latest fashion. Men discuss politics, business and the latest news. Mike and Jane work at an office. They usually have their “elevenses” right in the office room. It does not take them much time, fifteen minutes all and all.

Mike likes his tea rather sweet, and strong. Jane usually has a cup of coffee with one lump of sugar.



##### 3. Answer the questions

- What do a lot of English people do at 11 o’clock?
- What do they have for “elevenses”?
- What do the English people speak about during “elevenses”?
- Where do they have “elevenses”?

4. Try to remember the change direct speech into indirect speech.  
Compare the sentences.
  1. Jack said, "I always wash in cold water"-Past-Present  
— Jack said he always washed in cold water -Past-Past
  2. Ann asked "Has Kate fallen ill"-Past-Present}  
— Ann asked if Kate had fallen ill-Past-If-Past}.
  3. Ann asked, "When did Kate take her temperature-Past-Past Ann  
asked, when Kate had taken her temperature-Past-Past Perfect

### **HOMEWORK:**

**Change the following sentences into direct speech.**

#### **Indirect Questions**

Mary asked me, "Where did your classmates go?"

Mary asked me where my classmates had gone,

2. Mr. Smith said to us, "Why does Amir pretend to like ice tea?"

Mr. Smith asked us why Amir pretended to like

3. His grandmother said, "Isn't John ashamed ice tea of what he did?"

His grandmother asked if (whether) John wasn't ashamed of what he had done

4. Our hostess usually asks if (whether) we would like some more tea

5. The nurse will ask if(whether) I can come at 5 o'clock

3. Change the following sentences into indirect speech in writing

1. He always asks me "What time is it?"

2. Mary asked the teacher, "How old is that building

3. I sometimes say, "Shouldn't he be ashamed of himself"

4. Her guests will ask, "When is the wedding going to take place?"

5. I said to the clerk "How much does the gun cost?"

6. Jack asked me, "Are you going to be honest with me?"

7. The students asked, "Where will the football matches beheld

8. My sister asked me, "Did you like your visit to the museum?"

9. I said to the principal, "Why do you accept such unreasonable answers?"

### **1. Read the text and retell it in indirect speech**

#### **Things in common**

Leila: Father, are people in other parts of the world very different?  
Mr. Ahmadi: No, my dear, not very, Their customs and habits are often seemed different, but people are the same all over the world. They all want to live happy and peacefull lives.



- Leila: Don't their religions seem different?
- Mr. Ahmadi: I think their religions have a great many things in common.

**Answer the question:** Do the religions of different nations differ from each other?

---

## **LESSON TWO — THE SECOND LESSON**

---

### **1. Read two word verbs, translate them and make up sentences with them**

Write down, ask for, look for, call on, look out, listen to, run across (into, against), wait for.

### **2. Read and translate the text**

#### **An Englishman's meals**

An Englishman's day begins when he sits down to breakfast with his morning newspaper he likes better than his favourite breakfast of courn-feakes with milk and sugar (porridge if he lives in the North), fried bacon and eggs, marmalade on toast and tea (with milk of course) or coffee

Englishmen are fond of good plain food, and they usually want to know what they eat. They like beefsteaks, chops, roast beet and Yorkshire pudding, fried fish and chipped potatoes. There are usually two courses in the midday meal-a meat course with a lot of vegetables, a sweet dish, perhaps fruit pudding and custard with tea or coffee to finish.

Then back to work again with another break in the middle of the afternoon, once again for tea or coffee, sometimes with a cake or biscuits

Then at any time between 10 and 12 he has his "nightcap"-a drink with a snack -and then off to bed ready for tomorrow.

### **3. Answer the following questions:**

1. How does an Englishman's day begin?
2. What is his favourite breakfast?
3. When does he in fact get such a breakfast?
4. How many breaks does he have during the working day  
What are they?
5. What does an Englishman usually have for his midmeal?
6. What food are the English fond of?
7. What sort of meal does he get in the evening?

4. Let's study the use of "Should". It expresses recommendation and advice.

Read and memorize! Make up your own sentences.

You should clean your coat. It is dirty

You should put on warm socks. It is rather cold

You shouldn't keep your hands in your pockets

It is not polite

You shouldn't polish (clean) your shoes in the room. Do it in the corridor!

**HOMEWORK:**

Do ex 3 on p. 59 in writing

Let's review and memorize the following: What shouldn't you do at table?

1. You shouldn't be late for dinner.
  2. You shouldn't lick the spoon.
  3. You shouldn't eat fast. Take your time
  4. You shouldn't rest your elbows on the table
  5. You shouldn't read a paper or a book at table
- Read the text, try to make the split.

---

**LESSON THREE — THE THIRD LESSON**

---

Home reading



**Making a banana split**  
(a sweet dish)



Here is the recipe for a popular American dessert. It's called a banana split

Bananas [bə'na:nə]

sauce [sɔ:s]

cream [kri:m]

Ice cream ['aɪs'kr:m]

cherries ['tʃerɪz]

nuts [nʌts]

First, take one whole banana, peel the banana and cut it in half lengthwise. Put the banana in the bottom of a long dessert dish. Set the dessert dish aside.

Next, take out three different kinds of sauce. The most popular kinds of sauce are chocolate, caramel and pineapple. Heat the chocolate sauce until it boils. While the chocolate sauce is heating, take out three different kinds of ice cream from the freezer. The most popular kinds of ice cream. Put the balls of vanilla, chocolate and strawberry ice cream on each banana.



Pour the caramel sauce on the chocolate ice cream. Pour the pineapple sauce on the strawberry ice cream. When the chocolate sauce is not, pour it on the vanilla ice cream.

Next, whip some cream until it is stiff... Chop some nuts. When the cream is stiff, put some whipped cream on the ice cream. Put chopped nuts over everything. Finally, put a cherry, on top

Enjoy your banana split!

---

## **LESSON FOUR — THE FOURTH LESSON**

---

**Left study the use of «Ought to», it expresses moral obligation**

**1. Read and memorize! Make up your own sentences**

Children ought to prepare their lessons in time  
Children ought to help the parents about the house  
Children ought to keep their room in order  
Children ought to obey their parents  
Children ought to go to bed in time

**2. Answer the following questions**

1. What ought you to do if you meet an old man with a pail of water?
2. What ought you to do if somebody asks for your help?
3. What should you do if your friend falls ill?
4. What should you do if you want to know English?
5. What should you do when you come to see your friend?

**3. Answer the following questions (then sum up your answers in writing at home)**

1. What are the meals of the day?
2. How many meals do you have during the day?
3. What time do you usually have breakfast (lunch, dinner, supper)?
4. What is the time for lunch and dinner in Britain?
5. What is your favourite breakfast?
6. What is the difference between an English and a «continental» breakfast?
7. What do you usually take for breakfast (lunch, dinner, supper)?
8. What are your favourite dishes?

9. What is the Tajik (Russian) national dish?
10. Where do you usually take your meals?

**5. Read the dialogue and answer the questions?**

Ali-Hello, everybody. What are we having for supper?

Mother- We are having fish

Ali- and chips?

Mother-No, we have boiled potatoes,

Ali-I'll do chips myself

Mother-Do it, I shall set the table

O'key, Mum

**Answer the questions**

1. What does Ali ask?
2. What does Mother answer?
3. What potatoes were prepared?
4. What does Ali say?

**HOMEWORK:**

1. Do ex 3 on p. 61 in writing
  2. Read the exercise and learn it by heart
- What ought you to remember if you don't want to catch cold
1. You ought to air the room
  2. You ought to do morning exercises
  3. You ought to wash in cold water
  4. You ought to go in for sports
  5. You ought to walk every day too warmly

**LESSON FIVE — THE FIFTH LESSON**

**1. Pay attention to the use of expressing obligation**

Have to (has to, must) expresses strong obligation

Don't have to (doesn't have to) express, absence of obligation

Should expresses mild obligation (recommendation) or advice

Compare and translate Nurses have to work long hours

I don't have to get up early at the weekend

You should see a doctor

I think he should go to bed

I don't think he should go to work



**2. Look at the chart below and make up positive and negative sentences**

My parents	have to	do the washing up babysit
My mother	has to	make the bed in the morning
My father	don't have to	do the shopping
My sister	doesn't have to	do the cooking
My brother	should	do the ironing
My son	ought to	go to work
My grandfather		get up early in the morning
My grandmother		

**3. Read the text and tell your advice to give**

**My Friends steal**

Some of my friends steal things from shops after school. Usually it's sweets but some of them steal bigger things too, and sell them or just give them away. They keep telling me to go with them, and call me names because I don't want to. They say I'm a coward. I don't want to steal, but stupid, either.

What should I do?

Simon, 13

**4. Read "Jokes" and translate the texts**

**A JOKE**

One day I heard aunt. Aggie talking to a workman. She said, "When I use a hammer, I always hurt my thumb with it. What should I do to prevent that?" He said, "The only thing that I can think of, madam, is that you should hold the hammer with both hands"

**A Joke**

"Ma" said a little girl, Willie wants the biggest piece of cake and I think I ought to have it, because he was eating cakes two years before I was born.

**HOMEWORK:**

1. Do ex. 2 on p. 63 in writing
2. Fill in the blanks with should or ought to
  1. You — find a job.
  2. I — to get out of bag
  3. We — to have a talk about this problem
  4. You really — to get married

5. I — have a holiday
6. We — get down to work
7. You — buy some new clothes
8. The government — do something about this problem

## **LESSON SIX — THE SIXTH LESSON**

### **Home Reading**

## **LESSON SEVEN — THE SEVENTH LESSON**

1. Work in pairs to discuss the questions
2. If you still live at home, answer in the present tense. If you have left home, answer in the Past tense.
  1. What     |     do     |     you have to do to help in the house?  
              |     did     |
  2. What about your brothers and sisters?
  3. Can       |     you stay out as long as you want?  
   Could    |     wanted?
  4. Can       |     you go where you want?  
   Could    |     wanted?  
   Do        |     you have to be at home by a certain time?  
   Did       |
  5. Do        |     you have to tell your parents where you are (were)?  
   Did       |     going
  6. Do        |     you argue about money, clothes, friends...?  
   did       |
  7. Questions
    1. What is bicycle on which two people can pedal together called?
    2. Which animal is the world's largest vegetarian?
3. Answer the following questions, Sum up your answers orally (do it in writing at home)



### Free Time

1. When do you have free time?
2. What do you usually do when you are free?
3. Do you help about the house in your free time?
4. What household or family duties do you have?
5. How often do you go to the theatre (cinema, etc)?
6. What sport are you fond of particularly, and why?
7. How often do you watch TV?  
Which is your favourite programme?
8. What is your hobby?
9. What do you usually do on Sundays? When on vacation?

#### 4. Read, translate and discuss the text.

##### "To my parents"

When I was young,  
And learning to dream,  
You were always with me.  
You listened to me and encouraged me  
To follow my dreams  
You helped me to become  
All that I am  
Because you believe in myself  
Thank you for everything!

#### HOMEWORK

1. Write a composition on "My Free time"
2. Learn the text "To my parents" by heart

### LESSON EIGHT — THE EIGHTH LESSON

#### 1. Read the sentences and make up your own sentences.

##### A. What did Nick have to do on Sunday?

1. Nick had to do a lot of work on last Sunday.
2. Nick had to visit a friend of his brother.
3. Nick had to take the bus to the country.
4. Nick had to write a letter to his elder brother.
5. Nick had to exchange his book at the library.

- B. What must every pupil remember?
1. He must work systematically
  2. He must obey his parents
  3. He must be attentive at the lessons
  4. He must help his friends
  5. He must help his family
  6. He must be polite to everybody
- C. What must you not do?
1. You must not smoke
  2. You must not lie
  3. You must not hurt your friends
  4. You must not hurt animals
  5. You must not cross the street under the red light
- D. What needn't Ann do?
1. Ann lives not far from school. She needn't take a bus
  2. Ann has a good eyesight. She needn't wear spectacles
  3. Ann has a good memory. She needn't read the text twice
  4. Ann wakes in the morning without an alarm-clock  
She needn't wind it in the evening
  5. It is Sunday. Ann needn't get up early.

**2. What is your opinion about the boys matter? What should you do?**

**Roses are red**

I am in love, with a girl who is very attractive. A friend introduced us she doesn't know what to feel. I have her address and telephone number but I don't know what to do.

Should I call her? I could sent her some roses or chocolates, but I can't decide which is better if I sent something, what should I write on card?

Andrew, 16

**3. Questions**

1. Which furry creature was immortalised in Rudyard Kipling's story, "Rikky-tikki-tavi"?

2. To which country would you go if you wanted to see the puppet Petrushka.

**HOMEWORK**

1. Read a Joke and answer the question: Why did every joke laugh louder then ever?



### A Joke

William Thompson was very deaf but he did not like people to know this. One evening he had invited several friends to dinner, and while they were sitting at the table, one of his friends told a funny story.

Everyone laughed and William who had laughed as loudly as anyone said, "That was a very funny Joke, but I know funnier one. Would you like to hear it?" They all said they would, so Thompson began his story. When he finished it everyone laughed than ever and Thompson shitted happily. But he did not know the reason for their laughter. He had told the reason of their laughter. He had told the very same story that his friend had just told

2. Answer the following questions in writing

1. Have you seen our new teacher?

When did you see him?

2. Have you got a fountain pen?

Sorry, I haven't got it about me. Will a pencil do?

3. Have you got the programme of the concert? I should like to have a look at it I haven't got the last lesson?

4. Have you got the rough notes of the last lesson?

I missed that lesson — I haven't got them any longer

My sister tore them up.

5. Have you seen a good film recently?

6. Have you written down all the unknown words?

7. Have you had your dinner?

8. Have you lived here all your life?

9. Have you washed up the dishes?

---

## LESSON NINE — THE NINTH LESSON

---

### Home Reading

---

## LESSON TEN — THE TENTH LESSON

---

1. Answer the questions

What do you do when you are happy?

What do you do when you are unhappy?

What do you do when you are tired?

What do you do when you are hungry?

**Example:** When I am angry, I begin to read my favorite book "Three Musketeers"

**Words and phrases for the topic "At Home"**

**2. Read the words, translate them and have a pair talk on every point.**

- A. to make the bed, to sweep and polish the floor, to dust the room, to shake the mats, to beat the carpets, to tidy the room, to air the room.
- B. to turn on (off) the light, the radio, the tap, to switch on (off) he goes, the TV, the radiator
- C. to wipe one's feet on the mat, to mess up the floor, to change the fuse (burn) if it burns out; to help about the house, to repair an electric stove, to give a house warming (party); to heat the stove.
- D. Lock, fridge (refrigerator), lift, vacuum cleaner, valve, iron, fire-wood, washing machine, conveniences, brush, fan (ventilator), electrical appliances, rubbish chute, gas range
- E. You'll get it not, it must be Alec; it's so annoying; the TV is out of order. The door won't open; be so kind as to turn off the radio.

**3. Read the text and translate it**

**A schoolboy's story**

A few weeks ago our family moved to a new flat.

A few gave a house warming. 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. There are all modern conveniences in our flat-running water, gas rubbish chute, air conditioning, to say nothing of electricity and central heating.

Before I enter the room, I wipe my feet carefully on the mat, otherwise I'll mess up the floor and get it hot other day.

Immediately on arriving home I have a bite, and our grandmother, as my mother, works in an office. But I help granny and even cook. They say I'm great.

Besides all that I have to take care of the electrical appliances. For instance-I change a fuse or a bulb if it burns out.

But as for the TV set, my father says I had better keep away from it. He does not believe I can do anything good to it. Daddy simply does not trust me, and I know why. It's because I have a three in physics and still! I hope he'll say some day; "Well, Pete, will you help me with the TV. I'm afraid I shan't be able to repair it by myself".



4. Answer the questions using not less than 2-3 sentences

1. Did you give a house warming when you moved to your new flat?
2. Does your family like the new flat?
3. Do you help your mother about the house?
4. Do you keep all your things in order?
5. Can you repair an electric stove (an iron)?
6. Little children must keep away from radio and television sets, must they not?
7. Does your father send you for the repairing man to repair the TV set and the fridge (refrigerator)?
8. People must put the light out when they leave the house (office), mustn't they?

### HOMEWORK

**Memorise these patterns of the lesson:**

1. There were three men in the car, to say nothing of the driver.
2. The pen won't write. The door won't open. The lamp won't write.  
The fire-wood won't burn.
3. It must be late. It must be Olim Rustamov.
4. I shan't be able to repair the radio today.
5. Be so kind as to turn on the light.
6. Make up sentences using this table.

The gas stove The radio The TV set The tap The fuse The lock The fridge The vacuum cleaner The iron The bicycle The car The lift	is out of order; go out of order; must be out of order  is now in (working) order is repaired	Will you try and repair it!       You can use it
---	---	--

3. Write 12-15 sentences about "I am at home"

## **LESSON ELEVEN — THE ELEVENTH LESSON**

1. Read the dialogue and act it, then make up your own dialogues.

Have a pair talk.

— Excuse me, but can you tell me how to get to the Art Museum?

— Certainly, walk straight on and then turn to the left. It's not far from the hotel

— Thank you so much.

— Not at all

There are some prompts: on the reverse side

2. Read and translate the text

### **"The Right to Vote"**

Over 83 years ago, on the 6th of February in 1918. The British Parliament passed an important law. This law gave women in Britain the right to vote for the first time.

The right to vote is sometimes called suffrage ['sʌfrɪdʒ]-право голоса)

The women who fought for this right were called suffragettes ['sʌfrədʒets] -суфражистка) In many countries the women's fight was long and hard

1. Work in pairs and answer the questions

a) which country first gave women the right to vote? Was it America (Sweden, Swetzerland, new Zealand)?

b) Which year was it?

c) When did women in your country get the vote?

2. There are several ways of telling the time past/to

It's twenty past six.

It's a quarter past eight

It's half past ten

It's ten to three

It's half to four

With five, ten, twenty and twenty-five, we may not say "minutes" with all other numbers, we do.

Ex. It's 6.20 (six twenty)

It's 10.30 (ten thirty minutes)

It's 7.25 (seven twenty-five)

It's 6.5 (six five)



## HOMEWORK

### 1. Read and memorize the dialogue

- Excuse me. Will you tell the way to the Zoo?  
 — With pleasure, my boy. Go straight for two, blocks and then turn to the right  
 — Is it far from there?  
 — No, it's only three blocks from there

### 2. Make up sentences using these charts in writing

A.	Go along this (down)	street road avenue lane	as far as	Dehoti Street Rudaki Street The Central Post The Opera House The Art Museum
	Go straight (ahead)	two three four five	blocks and turn	to the left to the right around the corner
	You must get off	at the	Next Second Third Last but one	bus stop trolleybus stop
You must change from		№18 bus №1 bus №3 bus №2 trolley-bus	To	№15 bus №29 bus №1 trolley-bus

## LESSON TWELVE — THE TWELVE LESSON

### Home Reading

## LESSON THIRTEEN — THE THIRTEENTH LESSON

### 1. Read the dialogue and dramatize it in pairs (at the desks)

- What can I do for you?  
 — I'd like some shoes for town wear.  
 — Thirty-five or 36 if they are of foreign make.

**2. Read the text, what should you advise the boy to do.**

**I have never been kissed**

I'm 17 and I have never been out with a girl. I've never even kissed one. My friends have all had lots of girl friends, but girls don't seem to be interested in me. Now I tell everyone that I have a girlfriend in France but I don't think they believe me What should I do?

Richard, 17

**HOMEWORK**

**1. Make up sentences using these tables in writing**

I say	you	buy this pull-over
I watched	him	try this coat on
I made	her	carry these suit-cases
	Max	wear this new sweater
	Leila	choose a hat to his(her) taste
I want	him	to visit the new shop in Rudaki street
I would like	her	to wear this raincoat
I asked	Eddy	to wash the trousers
I wish	you	to buy something for the wedding present

**2. Read and learn the dialogue by heart**

- Have you got anything in grey?
- Why, yes! Do you want a suit or only jacket?
- I want you to show me a light suit for summer wear
- Here you are, sir (miss) will you try it on?

**3. Name the capital of Sakhalin Island**

**LESSON FOURTEEN — THE FOURTEENTH LESSON**

**1. Answer the questions using not less than 2-3 sentences.**

A I met my friend Lola. She was going home. What did she tell you about?

B. What did your friend tell you about the beginning of his day.

**2. Let's review the Passive Voice**



A butcher sells meat	The butcher sells meat The baker sells bread  The grocer sells sugar  The dairyman sells butter The greengrocer sells veg- etables	Meat is sold by the butcher at the butcher's Bread is sold by the baker at the baker's Sugar is sold by the grocer at the grocer's, Butter is sold by the dairy- man at the dairy Vegetables are sold by the greengrocer at the green- grocer
A baker sells bread		
A grocer sells sugar sweets,...		
A dairy-man sells milk butter, cheese		
A greengrocer sells vegetables		

**Remember; to be going-to plan to do something**  
**Shall, will-an action will place in future**

### 3. Read translate the text "Shopping"

#### Shopping

Peter: I'm going to the shops. Do you want anything?

Ann: No, I don't think so, Oh, hang on. We haven't got any sugar left

Peter: It's all right. It is on list. I am going to buy some

Ann: What about bread?

Peter: OK, I'll go to the baker and buy a loaf of bread.

### 4 Look at the shopping list. What else is Peter going to buy. What are you going to buy? What will your mother buy?

#### Shopping list

sugar

tea

coffee

cheese

biscuits

tin of beans

yougurt

sausage

ham

a loaf of bread

a kilo of cheese

a herring

## **HOMEWORK,**

**1. Learn the dialogue by heart (p. 73 ex. 4)**

**2. Read and translate the text.**



### **The weekened cook**

My dad works in a Bank. He works there from Monday to Friday. He helps people. He counts money and he uses the computer. His job is important. He is an important man at the bank.

Dad also works at home. On weekends he cooks dinner. Usually he cooks Italian food. On Saturdays he makes spaghetti. On Sundays he makes pizza. Sometimes he fries chicken or fixes Chinese food. My mother watches and helps. She cuts vegetables. She tosses the salad. I wash the dishes.

Some people say it is strange for a man to cook. My dad enjoys his hobby. Cooking relaxes him. His father, my grandfather, was a weekend cook, too. What about your father?

**3. Answer the following questions in writing.**

- A. 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?
- B. 1. Are your meals prepared by your mother?
- 2. Are your stockings mended by your mother?
- 3. Is your bed made by your mother?
- 4. Is your little brother washed by your mother?
- 5. Is your brother taken to school by your mother?

---

## **LESSON FIFTEEN — THE FIFTEENTH LESSON**

---

**Home Reading.**

---

## **LESSON SIXTEEN — THE SIXTEENTH LESSON**

---

**1. Answer the questions. Have a pair talk.**

- A. 1. When are you going to celebrate your birthday (your brother, sister...)?
- 2. Will you (he, she) invite your (his, her) friends?



- B. 1. What was sold by the butcher's?
2. What was sold by the grocer's?
3. What was sold by the diaryman?
4. What was sold by the bookseller?

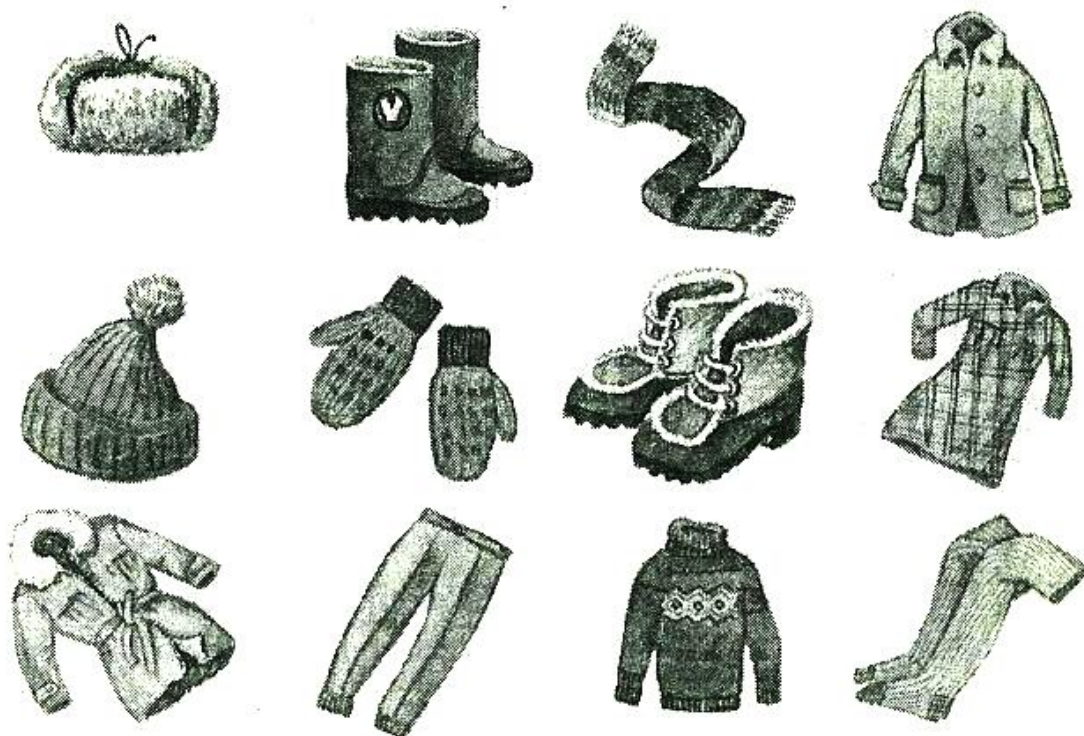
2. Answer the following questions, use the words in brackets (pupils, a joiner, a bricklayer a shoemaker, a farmer, a dressmaker)

1. By whom were tables made?
2. By whom were shoes mended?
3. By whom were dresses made?
4. By whom were houses built?
5. By whom was the land tilled?
6. By whom were the flowers watered in your garden?
7. By whom are trees on the school plot planted?

3. Speak about clothes you wear in cold (warm) weather

**Prompts:**

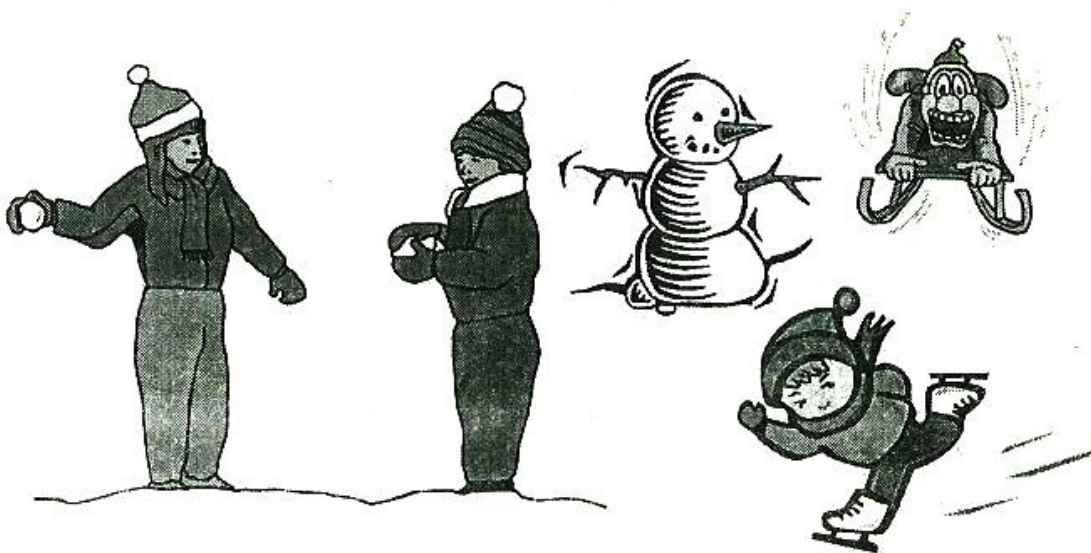
Clothes: denim jeans, jacket, pin-striped suit, waistcoat, wiberet, silk stockings t-shirt, sweater, straight skirt, mini skirt, long skirt, midi skirt, canvas shoes, baggy shirt: wooly tights, tights, baggy jumper, socks, pleated skirt, blazer, socks, shorts, furcoat, fur hat, fur cap, fur hood; felt boots, slippers, fashion shoes, sandals, sport shoes, high boots, mittens, gloves



#### 4. Speak about cold weather.

##### Prompts:

It is snowing; to play snowballs, to toboggan, cold, windy, it is heavily raining, the weather is gloomy, the sky is overcast strong wind, to make a snowman, Jack Frost, to play snowballs, to ski, to skate in winter



#### 5. Speak about warm weather

Prompts: the sun is shining, the sky is blue, it is drizzling, some clouds, hot, warm, to swim, to go in for sports, it looks like rain, the sky is overcast with clouds, umbrella, in spring, in autumn, in summer.



#### HOMEWORK

##### Your taste in clothes

1. Look at the pictures which of the clothes and fashions appeal to you and which don't, Why? Tell your own opinion. Then write about every picture.





A woman in  
a classical suit



A boy  
slovenly  
dressed



A man in a hat and  
a nice coat

**2. Answer the questions in writing.**

1. Have you ever been taken to Moscow?
2. Have you ever been invited to Moscow?
3. Have you ever been shown the Kremlin?
4. Will a new film be next week?
5. Will you be invited to the cinema?
6. Will you be allowed to go there?

## **LESSON SEVENTEEN — THE SEVENTEENTH LESSON**

**1. Read the sentences and translate them. Have a pair talk.**

I've got a cold. I'm nursing my cold.

I've got a temperature — I am running a high temperature

He takes his temperature.

His got a terrible (splitting) headache

I've got a flu

His leg hurts

My eyes hurt

my arm hurts



2. Read the text intensively, put questions on every extract, have retranslating of some sentences.

### We hate diseases!

Of all morning people hate disease, most in the morning you awake and suddenly find out that you can't get as usual. You have a splitting headache. You feel a little dizzy and Cough; you can't recognize your voice because your nose is clogged.

It means you are ill. You look for the thermometer. At last the temperature is taken =:39,2. that means you are running a high temperature. You are ill, that's certain. It can't be helped. You must stay at home.

Now the doctor will be sent for. He'll be here in an hour or two. He'll take your hand and say; "Well, young man, what troubles you? Have a cough? Let me sound your lungs. Breathe, please... Well, just a flu. But you, keep your bed for 4-6 days. Don't go out earlier or else you'll get complications.' Here is the prescription. Take the medicine regularly and keep yourself warm. Wish you good luck, old fellow! The doctor will leave. But you will stay in bed: you're ill.

### 3. Answer the questions

What is your recipe for a long life?

What is your opinion about 5 min. looking through the text?

HOMEWORK			
1. Retell the text "We hate diseases".			
2. Make up sentences using tables in writing			
My brother	has	an awful a splitting a terrible	headache earache eye-ache stomach-trouble Tooth-ache fever, cough
I, he, she Pete, Lola Rustam Kate	was down with, fell ill with suffered from		quinsy, flu bronchitis pneumonia malaria mumps scarlet fever rheumatism



## LESSON EIGHTEEN — THE EIGHTEENTH LESSON

1. Read the dialogues, act them and then make up your own dialogues.

Have a pair talk at the desks

— what is Bob down with?

— they say it's quinsy

— if I knew where he lives, I should call on him.

If I were you, I shouldn't do that. The disease is catching

— Quinsy?

— I was down with quinsy last week!

— Terrible headache?

— I had an awful headache

**Prompts:** ear-ache; flu; mumps; toothache, pneumonia; pills;  
fever; stomach-trouble, dizzy; cough; high temperature, headache,

2. Read the text and translate it

Do you have to pay for medical care?

Here are some facts and opinions about the system of health care and medical insurance in Great Britain

**New words:**

While (where as) — хол он ки; в то время как

because of — аз барои; потому что

Despite (in spite of) — нигоҳ накарда; несмотря

Insurance — сугурта; страховка

- a) In Britain medical insurance is organized by the government and is compulsory (хатмӣ; обязательно), while in some other countries it is not.
- b) The country doesn't spend a lot of money for person on health care, where as in some are much more expensive
- c) Despite the shortage (камбудӣ; недостаток) of money the system of medical care works well
- d) The British spend a small proportion of their wealth on health service, because of its, simple administration
- e) In spite of being poor, you can get medical care in Britain
- f) The exceptions (истисно; исключение) to free medical care are teeth and eyes though even this care is available (дастрас; доступный) to large numbers of people who do not have to pay

- g) Although Britain has public health care it has a private sector, too.
- h) Because of the central organisation of public health care there is little cooperation of public health care there is little between public health care service and the private sector.

### **HOMEWORK**

#### **1. Read and learn the dialogue by heart.**

— Will you try to enter University when you have your matriculation?

— To tell the truth, I am not sure I shall

— But you pay so much attention to your English

— Yes, I do. I believe a foreign language will come in handy in my life

#### **2. Answer the questions in writing**

1. Have you ever suffered from bronchitis?
2. Do you often run a high temperature?
3. Have you got a pain in the chest?
4. Do you follow the doctor's instructions?
5. Do you feel any difficulty in breathing?
6. Do you take these pills every day?
7. Do you cough much in the morning?
8. Must you keep to a diet?
9. Have you got any stomach — trouble?
10. Have you ever been operated on?
11. Were you down with quinsy?

#### **3. Write 12-13 sentences about your health.**

## **LESSON NINETEEN — THE NINETEENTH LESSON**

### **1. Read and act the dialogue. Make up your own dialogues. Have a pair talk at your desks**

— Do you like the weather to-day?

— Yes, I do. It's cool but nice

— I don't like such weather

— What's this?

— I think it's a thunderstorm



### A. Question

Teacher: If I have 20 chips in one hand and ten in the other one. what do I have?

Henry: Greasy palms



### 2. Read and learn the sentences by heart

Books are written by writers

Books are printed by printers

Books are sold by booksellers

Books are read by thousands of readers

### 3. What can you say about the health care service in Tajikistan from your own experience.

First read the text, then answer the question. Tajikistan has a public health care service and a private section, too.

Make up a topic "Health care in Tajikistan", use the prompts:

1. central organisation of the health care system
2. the shortage of money
3. Cooperation with the private sector
4. Compulsory medical insurance
5. The quality of the private health care
6. High cost.
7. The quality of the public health care
8. Free of charge treatment
9. Physicians who get a fee for each patient's visit
10. Physicians are on Salary
11. Advantages and disadvantages of a public health care and private

Sector

### **HOMEWORK**

#### **Home Reading**

1. Read the text and do the exercises on it.
2. Read the rhyme and translate it.

#### **THE RAINY DAY**

The day is cold, and dark, and dreary,  
It rains, and the wind is never weary  
The vine still clings to the mouldering wall,  
But at every gust the dead leaves fall, fell,  
And the day is dark and dreary.

*Henry W. Longfellow (1807-1882)*

## THE FOURTH TERM

### UNIT 4

#### LESSON ONE — THE FIRST LESSON.

##### HOMEWORK.

#### LESSON TWO — THE SECOND LESSON.

Let's recall the topic Education in England.

**1. Read and translate the text. Try to remember this information.**

**A.** First study the chart, try to understand how state education is organized in England.

	11 YEARS COMPULSORY EDUCATION	Nursery school (voluntary)	11 YEARS COMPULSORY EDUCATION
5		Primary school (at least six years primary education).	
6			
7			
8		Secondary school (at least five years secondary education). General Certificate of Secondary Education (gcse). Examinations (taken at 15-16).	
9			
10			
11			
12			
13			
14			
15			
16			
17		Advanced level (A' level) examinations (taken at 17-18)	College of Further Education (general, vocational, and technical).
18			

HIGHER EDUCATION		
University	College of education on (teacher training).	Polytechnic.



**("HEADWAY", student's Book, Advanced)**

**B. Education in England.**

Recently education has been changing considerably.

Compulsory education begins at 5, and children attend primary school until they are 11. Normally the primary school is divided into Infants (5-7) and Juniors (7-11).

At the age of 11 most children go to a comprehensive school where they study until they are 16.

In the past children went to different types of the country everybody now goes to a comprehensive.

Some parents, who do not want their children to go to a comprehensive school, send them to a private school. The most expensive and, prestigious private schools actually are called public schools.

At the age of 16 pupils take their examinations. Most take general Certificate of Education (g.c.e.). Ordinary Levels-normally called just "O" Levels. Pupils take "Q" Levels in as many subjects as they want to; some take one or two, others take as many as nine or ten.

If you get good "O" Level results, you can stay on at school until you are in the Six form. Here you prepare for Advanced Level Exams ("A" Levels) again, you take as many of these as you want to, but most pupils take two or three.

In case you pass your exams well you have a chance of going on to university though this is not automatic. The number of people who study there is strictly controlled. Other types of further education are offered at politechnics and colleges of higher education.

Politechnics offer the chance to study subjects in a more practical way, and many colleges of higher education specialize in teacher training.

**2. There is an outline of the text to speak about.**

1. English comprehensive schools.
2. English private and public schools.
3. "O" Level examinations.
4. "A" Levels.
5. Entering high universities, colleges.

**3. In what ways does the state education system in Tajikistan differ from that in England.**

### HOMEWORK.

1. Do ex. 2 on p. 82 in writing.
2. Try to retell the text "Education in England".

#### Some information.

Look at the way the Englishmen do  
Write and say the following prices.

#### Written.

L1.50p

50 p

LI. 99

L 12.40

#### Spoken.

a (one) pound

fifty p [pi:]

one pound ninety-nine

twelve pounds courty

What is the exchange rate between sterling and your current.

#### Example:

There are about ten Tajik Samonis to the pound.

How much do you pay for a three-course meal in your canteen?

What about hamburger and chips?

How much is a loaf of bread?

### LESSON THREE — THE THIRD LESSON.

#### 1. What questions would you ask in such situations?

- a) Someone has broken the window. You want to know who...
- b) Someone always leaves the door open ask who...

#### 2. Read the dialogue and act it.

- How did you find your last test in English?
- Rather difficult. I made a lot of mistakes
- That's natural: you miss so many lessons.
- Yes, I do. But can I hope for your help?

#### 3. Make up sentences using the chart below.

I	Want(s) to enter, to study, to graduate from, to be a student of	Russian-Tajik-Slovanic
She		University.
They		Oxford University
We		Teaching-Training University
You		Moscow University
Teddy		The Courses of Foreign
Porso		Languages
Lola		The Institute of Art.



#### 4. Read ...

##### **The International Language School**

The ILS Executive Centres provide intensive courses for businessmen and professional people for whom the ability to communicate in English is essential to their work. English is now the world language of industry, of international communication.

The London Centre is ideally situated in a large and comfortable building in central London, close to shops, restaurants and entertainment facilities. Our Hastings Center is situated on the South Coast.

Courses run all year, except over Christmas.

Group Courses.

40 lessons; maximum 6 students; units of 2 weeks.

Special Courses.

Designed for a particular company.

Accommodation: in a hotel or with a host family. We recommend the latter as students can practise their English in a natural social setting.

Social activities,

There is a full programme of activities and social events.

#### 5. Answer the questions using not less than two-three sentences.

1. What is the ILS?
2. What is English now?
3. Where is the London Centre situated?
4. How long do courses run?
5. What are group courses?
6. What is Accommodation?
7. Do you want to enter the ILS?

#### **HOMEWORK.**

1. Memorize the dialogue (ex 2, p. 84)
2. Read and translate the text.

##### **The CHESHIRE SCHOOL OF ENGLISH**

The Cheshire school of English has a new two-week courses offering the ideal short course for adult students who have a limited amount of time to study English. The school's unusual accommodation and welfare facilities are available to students on two-week courses and students may participate in the school's social activities.

The following special features are part of each two-week courses:

1. No more than 6 students in each group.
2. Courses are designed for adults (over 18).

Who are interested in a full-time or intensive language course.

**3. Programmes are available at Elementary or Intermediate level.** Each programme aims to enable students to communicate with greater skills by the end of the course.

Accommodation with host family:

single, \*40 per week; shared \*35 per week, guest-house, accommodation can be arranged on request.

---

## **LESSON FOUR — THE FOURTH LESSON.**

---

**Home Reading.**

---

## **LESSON FIVE — THE FIFTH LESSON.**

---

**1. What questions would you ask in these situations.**

a) Cleopatra loved someone. Ask whom....

b) The teacher works for someone.

Find out for whom....

**2. A. Read and act the dialogues, then have a pair talk at the desks.**

— Can I get to Kulob by train?

— Why, certainly.

— Do you happen to know when a train will start for there?

— Yes, I do, it will start in some two or three hours.

**B. — Oh, Mr. Thomson! Hi! Are you going to London?**

— Yes, I am.

— What's the number of your flight?

— It is 204 due out at 17.35

— Splendid, it's mine too.

**Prompts:**

Travelling by train: ticket-office, buffet car, show (your ticket), ticket inspector, passenger, miss, return, catch, waiting room, compartment, information office, season.



Travelling by plane: you go to the departure lounge, you get a trolley, you arrive at the airport, you go to the gate, you go to the desk, you go to the duty-free shop, you go to a boarding car, you board the plane, you check in your luggage, you look at the departure board to see if your flight is boarding, get, the board, tells you which gate to go to, you go through passport control.

1. What is the order of events when you travel

by train

or by plane.

I come to the railway station.

The plane lands.

I go to the ticket office

You unfasten your sea-belt.

### HOMEWORK.

1. Read the text. What should you advise the boy to do?

Food for thought I live on a farm, and I have started thinking about animal rights, Now I am a vegetarian, My Mum doesn't cook anything different for me, so every night all I eat is vegetables and bread and cheese. I don't think this is fair. Why can't she cook me something tasty? What's your opinion about it?

Michelle, 17.

## LESSON SIX — THE SIXTH LESSON

1. Read and act the dialogue. Make up your own dialogues use the below prompts.

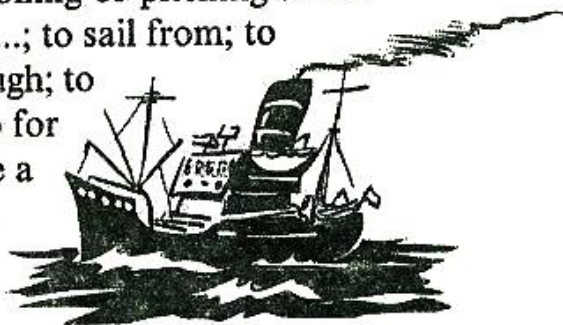
— When did you have a sea voyage last?

— About three years ago, on the "Admiral Nakhimov".

— Oh, it's a huge motor-ship! Did you get sick?

— How could? I didn't feel any rolling or pitching at all.

**Prompts:** to be on a cruise round....; to sail from; to go ashore; to be seasick; to become rough; to see the coast-line from the deck; to go for a swim in,.. beautiful beaches; to have a swim; a lovely time to go on a voyage by water; a sea voyage from the port; a sea-gull; to pitch



2. Make up a story about "Tom's voyage" from Sochi to Batumi" in chain around the class.

### 3. Make up sentences in the charts.

A.

Can I get to	Batumi	by	air?
Is it convenient to go	London		land?
Is it possible to get to	Japan		sea?
Have you ever travelled to	Odessa		railway?
	Tashkent		bus?
	Oslo		car?
	Khorog		

B.

We They You Lola Pete	just find out when	the train will arrive. the tickets will be booked. our plane will leave. He will take his (her) exams. she will come back from Rome.
-----------------------------------	--------------------	--

## LESSON SEVEN — THE SEVENTH LESSON.

Let's remember the topic at the cinema.

### 1. Make up sentences using the charts.

There is a	technicolor feature documentary popular science wide-sarene short comedy musical foreign cartoon mystery Italian Mosfilm Tajikfilm	film on at	bar club to day the Drama theatre all central theatres the House of sport
------------	---	------------	--



**B**

I They She Kate	suggested suggest(s)	that	we should see this film. you should read that article about the film. he should buy tickets for the 8'clock show. the producer should speak to the script-writer himself.
--------------------------	-------------------------	------	--

**2. Read and act the dialogue, then make up your own dialogues. Have a pair talk (at the desks).**

- Is the film worth seeing, Rustamov?
- To tell the truths, I expected for more from it-it seems rather dull and dragged out.
- But it was produced by one of the best film studios, and the cast is splendid.
- So, what of it? A bad script may spoil everything.

**3. Read the text and tell what it is about.**

A young girl was to be starred in a Hollywood adventure film. There was a place in the script where the girl was to jump from a high mountain into the water. When the girl was shown around the place, she ran, to the producer and said: "I won't make the jump. There is only a foot of water at the bottom Of the hill", -"That's all right", said the producer, "Do you think we want you to get drowned?"

**HOMEWORK.**

1. Do ex. 1 on p. 88 in writing.
2. Complete the sentences using prompts: interesting, wonderful, powerful, good impressive, realistic, funny, true to life, amusing, dull, bad, dragged out, unrealistic etc.
3. ADMINISTRATOR POSITION OPEN.  
The International Federation of Red Cross. And Red Crescent, Society Sub - delegation in Dushanbe is looking for a full-time Administrator for their Logistics department before the New Year!  
The following skills are required:  
FLUENT ENGLISH (WRITTEN, SPOKEN). COMPUTER LITERATE (AMIPRO, LOTUS 1-2-3) STRONG ORGANIZATIONAL SKILLS, ABLE TO TAKE INITIATIVES  
The candidate will work closely in co-operation with the Delegate in charge of the Logistics department.  
Does your profile match the above description? If so, please drop off your resume at our office for review.  
120, Omar Khayam Street. Tel: 24-85-20.

## LESSON EIGHT — THE EIGHTH LESSON

### 1. Read and act the dialogue. Have a pair talk at the desks.

A- What do you think about the latest film on TV?

B- I liked everything: the acting, the singing and the music.

A- But it was very noisy. I didn't like all those loud songs.

### 2. Read and translate the text.

#### TELEVISION

Now television 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.

Television is a convenient source of entertainment, it is also a comparatively cheap one, it is more convenient as well as cheaper to sit comfortably at home than to go on. A family does not have to pay for expensive seats at the theater, the cinema, the opera, or the ballet. All the viewers have to do is to turn a knob, and they can see plays, films, operas, of every kind, not to mention political discussions and the latest exciting football match.

Some people, however, say that is just where the danger lies. The television viewer need to do nothing. He does not use his legs. He takes no initiative. He makes no choice. He is completely.

Television informs one about current events, the latest developments in science and politics, and presents endless series of programmes which are both instructive and stimulating. 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 a danger. We get to like watching TV so much that it begins to dominate our lives.

There are many arguments for and against television.

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.

*(After "A New Way to Proficiency in English" by John Jennox Cook, Amorey Gethin, Keith Mitchell).*

### 3. In a notebook draw two columns and write the good points and bad points.

#### Good points

1. It keeps you informed about the rest of the world.
- 2.
- 3.
- 4.

#### Bad points

1. It stops people talking.



## **HOMEWORK**

1. Prepare some information about Television.
  2. Form sentences, using the comparative degree.
- EXAMPLE:** Boys and girls (strong)

**Boys are stronger than girls.**

1. The days in summer and the days in winter (long).
2. The days in July and the days in April (warm).
3. Rain and snow (bad).
4. Summer and spring (good).
5. A mountain and a hill (high).
6. A bear and a wolf (big)

3. Read and translate the song then sing it.

### **PIE IN THE SKY**

Words by Joe Hill

Long-haired preach-ers come out ev'-ry night. Try to  
tell you what's wrong and what's right, but when  
asked a-bout some-thing to eat, They will

**Chorus**    ans-wer in voi-ces so sweet. You wtit eat bye and  
bye, in that glo - ri - ous land a-bove the  
sky. Work and pray, live or hay. You'll get  
(Way up high!)  
fly in the sky when you die.

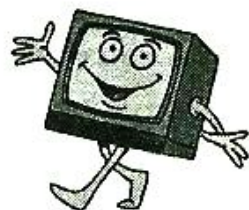
## **LESSON NINE — THE NINTH LESSON**

1. A TV language programme, no matter how good, is of little use in learning a foreign language.
2. Give a brief talk on a TV programme the whole family enjoys watching in the evening.

Make a story in chain around the class.

### **OFF TO THE THEATRE.**

Go by car, have two tickets, invite a friend, come home from work, shave, change one's shirt (tie, socks), put on a clean shirt, clean one's shoes; brush one's coat (suit, etc), leave home, have little time, go by taxi, arrive



at the theatre, meet smb. at the entrance, find out, at the last moment, be sure that...

### AT THE THEATRE.

Take one's seat in the hall; watch the play with interest; be fond of such plays, like the play very much, the play discusses, matters of great importance, describe life in small village (big town), give the true story, behind, the evening, walk home, thank my friend for a lovely evening.

#### **HOMEWORK.**

Read the text, translate it and tell some sentences about the Englishman's nature.

#### **English as seen by American.**

1. English people by nature are conservative. They are not changeable people. They are afraid of the unknown, and so people put up with the most intolerable circumstances for years before coming to the decision.

The average English is cold and not very open.

Their private lives are important, their holidays are, important, their gardens are important, their animals are important.

But if once you have made a friend, it's a friend for life, but it takes a very long time.

2. Write a composition about your visit to the theatre.

### **LESSON TEN — THE TETH LESSON.**

#### **Home Reading.**

### **LESSON ELEVEN — THE ELEVENTH LESSON.**

#### **1. Complete the following episodes.**

- 1) One day I was standing at the entrance of a cinema with two tickets in my pocket.

Ann was late as usual. Suddenly she ran up to me breathing heavily and smiling happily.

What had happened to her?

- 2) I was walking up and down on the platform waiting for the train. Unexpectedly I met my friend. His throat was wrapped in a woolen muffler.

What did he tell me?



a boy; his throat is wrapped in a woolen muffler.

**2. Let's review Is there a lot of and**

Are there a lot of...

Singular Count	Is there a(an)	office building on Grand avenue?
Plural Count	Are there a lot of a lot of many any	office buildings on Grand Avenues?
Noncount	Is there a lot of a lot of much any	noise in the city?

**3. Make questions with each group of words below**

1. Office space in a city.
2. Office space in suburbs.
3. Pollution in a city.
4. Pollutions in suburbs.
5. Noised in a city.
6. Noise in suburbs.

**4. Rewrite each of the following sentences, putting the adverb phrase first.**

Pattern: There is a lot of rain near the ocean.

Near the ocean there is a lot of rain.

1. There is a lot of pollution in New York.
2. There is a lot of land in Alaska.
3. There is a lot of traffic in Moscow.
4. There is no time for shopping on week days.
5. There's no space for parking in the street.
6. There are a lot of parks in our town.
7. There are many hostels in Oxford.
8. There's very little noise in the country.

**5. Read and translate the text.**

### Canada.

The first thing that strikes a person are the a skyscrapers. A person is impressed by the height and the speed and the size of everything, even though a person had been mentally prepared. The streets are full of people, out for the evening and many of the spots, particularly those selling records and clothes are still open. One can like the bustle and noise and to feel himself relaxing and beginning to get interested.

The drive to Ottawa takes about 5 hours and a person comes to open country with high trees and lakes. The scenery changes very little and the person can see that in Canada you drive for miles without changing.

The houses along the road look similar, at least according to Canadian Standards, and they all had large verandahs around them.

Canada is the land of the maple and the mountains.



**Answer the questions using not less than two-three sentences for each question.**

1. What strikes a person?
2. What can you say about Canadian's shops?
3. What can you say about Canadian's scenery?

#### **HOMEWORK:**

**1. Read the text and tell your opinion about the text.**

1. One day in the life of American teenagers.  
2,95 teenagers get pregnant.  
1,106 teenagers have abortions.  
27 children die from poverty.  
10 children die from guns.  
6 teenagers commit suicide.  
135,000 children bring a gun to school.  
211 teenagers are arrested for drug addiction.  
437 teenagers are arrested for drinking or drunken driving.  
1,512 teenagers drop out of school.  
3,288 children run away from home.  
1,629 children are in adult jails (prison)  
(Harvey Aiston educational consultant, Best, Inc. Columbus ON)



### STREET CHILDREN

40 million children around the world spend their life in city streets.

Why are they there?

Poverty in the home 27%

Treated badly at home 27%

Nothing else to do 27%

Just followed other

Children 10%

Sent by the family 9%

2. Do ex. 4 on p. 93 in writing.
3. Say some sentences about Canada.

## LESSON TWELVE — THE TWELFTH LESSON

### 1. Home Reading.

Read the song and sing -it

#### THOSE EVENING BELLS

Those evening bells! Those evening bells!

How many a tale their music tells,

Of love, and home, and that sweet time,

When last I heard their soothing chime.

Those joyous hours are passed away;

And many a heart, that then was gay,

Within the tomb now darkly dwells,

And hears no more those evening bells.

And so 'twill be when I am gone;

That tuneful peal will still ring on,

While other bards shall walk these dells,

And sing your praise, sweet evening bells!

*Thomas Moore (1779-1852)*

## LESSON THIRTEEN — THIRTEENTH LESSON

### 1. Read and translate the text.

A letter to the Editor.

Dear Editor,

Many people are speaking out against large dogs these days. This is not fair because dogs speak for themselves. They are men's best friends; therefore, I will speak for dogs.



The city already has a leash law; owners must keep their dogs tied up on a leash. The city also has health laws; owners must clean up after their dogs. There is no law against owning a dog, unless the dog hurts somebody.

People should have big dogs. Dogs are good friends. Moreover dogs make life safer. Even though they are animals, they can show loyalty and intelligence.

We train our dogs to be gentle; as a result, they are very patient and good with children. Our dogs sit outside our store all day and don't make any trouble.

Of course, dog owners should be thoughtful. They must not let their dogs run loose; in addition they must keep the streets clean. These things are important; however, we already have leash laws and health laws. We don't need any more laws about dogs; besides, the city can't pass a law against anyway. Everyone is free to own a dog. Thank you for printing my letter.

*Bob Kovacik, owner.  
Bob and Marsha's Grocery.*

2. Tell your opinion about this text.

3. What is your attitude to the animals.

4. Answer the questions using in direct speech.

1. Helen has moved to a new flat. You meet her. You are talking. What does she tell you?

2. Ann is fond of the cinema. What did she tell your friend about the last film she saw?

3. Pete went skiing on Sunday. What did he tell you?

#### **Read Riddles.**

A. What is the difference between a cat and a frog? \_\_\_\_\_

B. How can you find last rabbit? \_\_\_\_\_

#### **A JOKE**

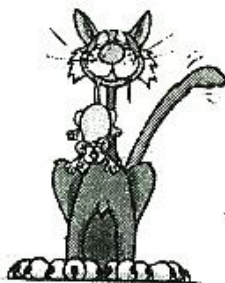
Professor — Oxygen is essential to all animal existence. There could be no life without it. It was discovered only a century ago.

Student — What did they do before it was discovered?



## **HOMEWORK:**

**Read the text and tell what animal you prefer to have and why.**



### **CATS AND DOGS.**



Some people like cats. Other people like dogs. People have strong ideas about cats. People have strong ideas about dogs. People often don't have both cats and dogs in the same house.

Cat owners talk about their past with love. Cats are quiet. Cats are clean. Cats are good in apartments. They don't need a lot of space. They don't run around a lot. The apartment has mice. Cats catch them. Cats are independent. They can stay at home alone, cats are pretty animals. They are fun to watch.

They are soft, caress and like their owner. Dog owners think dogs are nice. They don't want to have any other animals. Dogs are friendly, loyal and patient. They are good with children. They can learn to stay out of your food. Dogs protect the family and the house. They are sincere friends and never betrays their owners.

There are many people who like both cats and dogs. They have them at home together.

**5. What would you say in the situations below? Use: may, must or will.**

1. Ask your boss for permission to leave the office early tomorrow.
2. Advise your friend to study harder.
3. You are a doctor. Tell a patient it is absolutely necessary to take all the medicine.
4. Someone asks you the time. You haven't got a watch but you're sure it's ten o'clock.
5. Someone asks you if it will rain tomorrow. You don't know but it is possible.
6. Your phone is ringing. You're busy. Ask a friend politely to answer it.
7. You are on a plane and want to know the arrival time in Paris. Ask the stewardess.
8. You are the stewardess. Say the plane will almost certainly arrive at 12.10 if nothing goes wrong.

## **HOMEWORK:**

### **AIR POLLUTION**

Until very recently people used to think of cars and factories in their towns as signs of economic progress and modern technology. However, now we know that factories, mills and cars and buses are the two factories responsible for air pollution in large cities.

No one knows how long the earth can support man and his technology. Many scientists believe that man cannot change his destructive habits. Some say that there won't be any life on the earth fifty-sixty years from now.

If man does not control his technology, he will do a lot of harm to nature. He has exploited nature, but now the time has come for him to protect. Some years ago scientists began writing and telling people about the dangers of pollution. But man did not stop exploiting nature. Since then carbon dioxide (CO<sub>2</sub>) in the air has gone up to 25 percent by the year 2000 and may go up to some more percent.

People throw away thousands of kilos of trash every day. Much of this is left in our fields, parks and forest. This pollutes our land as well.

Can a man stop damaging the environment by the careless building of industry? Man must learn to live with nature and control his modern technology.

Our republic is one of the countries that want to protect their environment and control their modern technology.

**Do the exercises in writing.**

**1. Answer the questions using not less than 2-3 sentences for each one.**

1. What factors are responsible for air pollution in large cities?
2. Does man control his technology?
3. Do scientists tell the people about the dangers of pollution?
4. Must a man control his technology?

## **LESSON FOURTEEN — THE FOURTEENTH LESSON**

### **REVISION**

**1. Speak about the topics below in a chain talk around the class.**

**A. MY HOME TOWN.**



- a) small town: green, quiet, clean, few big houses, last of one family cottages, modern conveniences, narrow streets, a river, be situated on both sides of a river, a lot of trees and flowers, much snow in winter, station in the heart of the river; a railway station in the heart of the town; be famous for, be different from; full of holiday-makers in summer, at the foot of big mountains.
- b) A big town: industrial, capital, noisy, heavy traffic, in the heart of.... several parks, a lot of office buildings, high-storeyed buildings, full of people, hotels, shop, be famous for places of interest.

## **B. DISCUSSION ON CLOTHES AND FASHIONS.**

1. What do man (woman, children) usually wear in winter (summer, spring, autumn) on a rainy day; in cold, damp, hot (cold) weather? What do you wear at home (at the office, at school, etc. When on vacation: to a party, the theatre, etc)? How do fashions change with the times? Why do fashions change every now and then? What can clothes tell of a person's character, his life style, etc? What are people's clothes made of? what clothes are made of wool (cotton, silk, leather, nylon, etc). What do the English mean when they say "We are not rich enough to buy cheap things?"

## **C. FEELING ILL.**

You wake up, one day, you don't feel right. The next day is the same. There's nothing very wrong, nothing hurts, you have no aches or pains.

You just don't feel right. The third day it's just the same a bit like a fever. You take your temperature. It's slightly higher than normal. This goes on for another two days.

What do you do?

Ignore it but try to get some more sleep.

Drink a lot of liquids. Take some aspirin.

Take some aspirin and a glass of water

## **D. SPEAK ON A PERSON YOU LIKE.**

1. Describe a person you like what does he (she) look like? Is he tall or short, what colour are his eyes (is his hair)? Is he well mannered? What attracts you most in him: his looks, manners or behaviour? What is your idea of a well-mannered person (a handsome young man, a pretty girl)?

E. Central Asia is the hottest and driest region of the country. Here there is no cloud for weeks on and because of the hot sun there is practically no vegetation. What about the climate there?

## TOPICAL REFERENCE

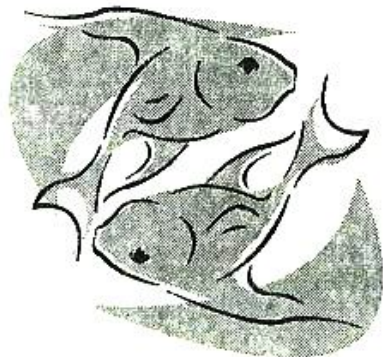
### WHAT ARE YOU LIKE?



22 Dec - 20 Jan. Capricorn ['kæprɪkɔ:n]  
People are serious, and sociable, but shy. They work a lot, have got a lot of friends, and want to have a good job.

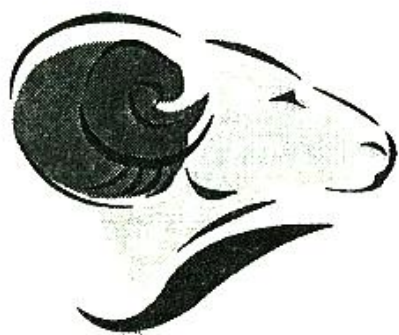


21 Jan - 19 Feb. Aquarius [ə'kwɛəriəs]  
People are friendly and cheerful, they have a lot of brilliant and crazy ideas; like to be different.



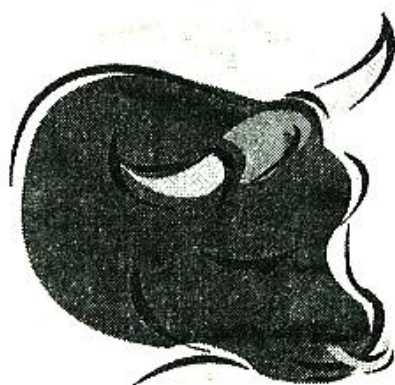
20 Feb - 20 March. Pisces ['pɪskɪz]  
People are quiet a bit lazy. They like helping other people. They are good at art.





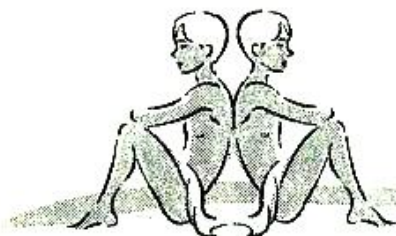
20 March - 20 April. Aries ['æri:z]

People are generous, bossy a bit selfish. They are often angry and bad-tempered. They like sport.



21 Apr. - 21 May. Taurus ['tɔ:rəs]

People are careful and helpful. They like working in the garden, like cooking food.



22 May - 21 June. Gemini ['dʒeminai]

People are funny and clever. They are interested in books. They like travelling and chatting with friends. They talk a lot.



22 June - 23 July. Cancer ['kænsə]

People are confident, have a sense of humor. They are often interested in history.



24 July - 23 Aug. Leo ['li:əu]

People are honest, careless or careful about their clothes. They like buying presents for their friends.



24 Aug. - 23 Sept. Virgo ['və:gəu]  
 People are critical, helpful and good friends.  
 Untidy people annoy them.



24 Sept. - 23 Oct. Libra ['li:brə]  
 People are friendly, energetic or lazy but pleasant. Clothes are important to them. They like dancing.



24 Oct. - 22 Nov. Scorpio [skɔ:pɪəu]  
 People are clever and brave, but not honest.  
 They always get what they want. They are good friends.



23 Nov. - 21 Dec. Sagittarius [sædʒɪ'təriəs]  
 People are confident and friendly. They always tell the truth. They love travelling and playing sports.



### **I am writing a letter**

1. How to address an Envelope.	To Mr. James
Mr. John Smith	R. White 26
13 Regents	Winter Street
from London W.S. Black	Parkvill
England Portland, Maine.	New York

Shortened words: street = st; Avenue = Ave;  
company = Co; and = \*  
in care of (барои додани) = C/O

### **Read and translate these addresses:**

A. Mr. Robert L. Smith    2. Miss Mary Brown.    3. Mr. Henry Green  
18 Summer St.            12 garden Ave.            c/o Black \* Co  
Buffalo №Y                Detroit Michigan           Columbus Ohio

### **B. Forms used in letters.**

To a man: Mr. Games Smith.

To an unmarried lady: Miss. Mary White.

To a married lady: Mrs. Mary Green or Mrs. Lohn Green.

(The lady is married to John Green)

To a boy: Mister Fred Green.

To a physician: Dr. Henry Green.

### **You begin your letter:**

To a man: Dear Sir - My dear Sir.

Dear Mr.- My dear Mr.

To a woman: Dear Madam - My dear Madam.

Dear Miss - My dear Miss.

Dear Mrs. - My dear Mrs.

To a friend: Dear George - My dear George - My dear friend.

### **You Close Your Letter.**

Yours truly

Very truly,

Yours respectfully,

Yours sincerely (if you begin with "Dear MR, Smith)

Your friend.

Yours faithfully (if you begin with Dear Sir.)

**2. Below is an outline of formal letter.**

Look at it carefully. Is it the same as in your country?

The name and address of you are writing to	The greeting	Your address (not your name)	The date
<div></div>	<div></div>	<div></div>	<div></div>

Introduction

Main just

Concluding comment

The ending.                      Your signature.

**3. The following are the contents of a letter.**

Devide it correctly and fill the boxes in the above.

Rue lunis de Dens 18,3000 Coimbra, Portugal. 29th March 1991  
the Principal. The Oxford English College, 234 Hilton Rd Eastbourne B  
№434A.

Dear Sir or Madam! I saw your advertisement for English classes in this month's English Today magazine and I am interested in coming to your school this summer. I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my pronunciation. Please could you send me more information about your courses and an application form. I would also like some information about



accommodation. I look forward to hearing from you as soon as possible.  
Yours faithfully, Anna Maria Fernandes.

**4. Write a similar letter about yourself to:**

The principal  
The Word English school  
47, Harrogate Rd  
York YK38

**Writing letter**

**Informal letter**

**5. Look at the organization of the following informal letter.**

We all letters with Dear...	Your address and the date, but Not your name.
-----------------------------	---

38 Clifton Gardens  
London N6  
27 September

Dear Maria.

I'm very pleased that we're penfriends. I'll tell you a letter about myself, and you can do the same when write to me.

going to be introduction

I live in an near of London called Maidevale. Is't quite near the center, but there are parks nearby where I take my dog, Mickey, for a walk. I live with my parents and my younger brother, Paul. My father works for the post office and my mother has a part time job as a nurse.

Where you live  
Who you live with  
What your family does

I go to the local comprehensive school, where have a lot of friends. I like most subjects, but not all of them. In the evenings I sometimes visit friends or stay at home and listen to music and at the weekends I like going swimming or horse-riding.

What you do  
Where you like  
Your hobbies and interests

At the moments I'm working very hard because I have exams soon. So I'm spending a bit of time in the library.

What you're doing at the moment

I'm looking forward to hearing from you.

Write soon!

Best wishes

Dzhamshed Ikromov

Ending

Your signature

*You can end a letter to a friend with Best wishes or Regards, or Love, if you know them well*

6. Write a similar letter to a penfriend in England (Your penfriend can be male or female)

Write information about you, where you live  
What you do. Your family...

Read the following postcard and write your own.

<p>Thurs. (Thursday)</p> <p>Dear Laura.</p> <p>We're having a nice time here in Scotland, but the weather isn't very nice. We're staying in a nice hotel near a nice town called Aberfieldy. We have nice views of the mountains and forests from our bedroom. Yesterday we went to see Blair Castle. It was really nice. Today we are hoping to go for a nice walk by the lake (called a "loch" here!) Did you have a nice time in Italy? We'll ring you next week.</p> <p style="text-align: right;">Love Bill and Sue</p>	<p>Laura green "white Gates" 8 Shire Lane. Chesswood Herts. WDZ 70L</p> <p>a postcard</p>
--	---

Fill in the following forms.

CROSSROADS HOTEL	
Registration form.	
Surname_____	First name (s)_____
Nationality_____	
Passport_____	Date and place of issue_____
Address_____	
Date of arrival_____	Date of departure_____
Signature_____	

The Oak Tree School of English.	
Enrolment form — PLEASE WRITE IN CAPITAL LETTERS	
Mr./ Mrs./ Ms./ _____ family name_____	First name_____
Nationality_____	Language (s). _____
Address in your country_____	
Occupation_____	



Reason for learning English: Business, pleasure, exam, (if other, please specify) \_\_\_\_\_

How many hours do you want to study? \_\_\_\_\_

How long are you going to study at school? \_\_\_\_\_

What date do you want to start? \_\_\_\_\_

Delete where not applicable \_\_\_\_\_

### Fill-in.

### QUESTIONNAIRE.

Please use block letters.

Your surname..... Mr. / Mrs. / Miss.

Your first name...

Nationality....

Date of birth...

Are you married? \_\_\_\_\_ Single? \_\_\_\_\_

Are you in good health?

Yes \_\_\_\_\_ No \_\_\_\_\_

Number of your family: 0, 1, 2, 3 over 3

Your full postal address \_\_\_\_\_

Postal code \_\_\_\_\_

Telephone number \_\_\_\_\_

How long have you lived there?

Your previous address if less than 3 years at  
present address \_\_\_\_\_

What educational institution do you study at? \_\_\_\_\_

Qualification (future) \_\_\_\_\_

Spare time interests (hobby), \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

# ROEHAMPTON INSTITUTE

Digby Stuart College  
Froebel Institute College  
Southland's College  
Whitelands College  
Affiliated to the University of Surrey

## FORM OF APPLICATION for the post of

---

Please complete this form in block capitals (avoiding pale blue ink) or typescript and send it to the Assistant Secretary (Personnel) by the advertised closing date.

Additional information would be welcomed and may be given in a separate covering letter or on continuation sheets.

1 <b>SURNAME</b>	2 <b>FORENAMES</b>
3 <b>TITLE</b> (e.g. Mr, Mrs, Miss, Dr. Etc.)	4 <b>DATE OF BIRTH</b>
5 <b>NATIONALITY</b> _____ (Please note that, as a general rule, those who are not British or EEC nationals will need a Work Permi before any appointment can be made. This applies to foreign nationals and Commonwealth citizens who do not have a right of abode in the UK.)	
6 <b>ADDRESS</b>	7 <b>TELEPHONE No</b>
8 <b>ADDRESS FOR CORRESPONDENCE (if different)</b>	
_____ } if these alternatives	
_____ } ARE TEMPORARY	
_____ } please indicate	
No _____ } relevant dates below:	

Recd / Ackd:

Res. Notd:



## The cooperative group Computer Service offers foreign firms its services in computer science:

- Servicing and quarantine maintenance of imported computer technology;
- Installation of equipment including local area networks;
- Hardware cyrillisation;
- Representation of the manufacturer's interests when technology is transferred to users;
- Our amalgamation has facilities to produce large volumes of wooden goods. We undertake to manufacture garden furniture and other articles.

Address: P.O.B. 3668, Rostov-on-Don, RUSSIA

Telephone: 53-27-33

HOMEWORK:				
Read the chart and translate it.				
There is Reference Material you have to know.				
Flag	Country	Capital	Nationality	Language
EUROPE				
	Russia	Moscow	Russian	Russian
	Great Britain	London	English	English
	France	Paris [pæris]	French	French
	Germany	Berlin [bə:lin]	German	German
	Spain	Madrid [mə'drid]	Spaniard	Spanish
	Italy	Rome [rəum]	Italian	Italian
	Austria	Vienna [vi'enə]	German	German
ASIA				
	Tajikistan	Dushanbe	Tajik	Tajik
	Afghanistan	Kabul [kə:bl]	Afgan	Dari
	Iran	Tehran	Iranian	Persian
	Turkey	Stambul	Turkish	Turkish
	Indian	Delhi ['deli]	Indian	Hindi
	Vietnam	Hanoi [hæ'noi]	Vietnamese	English
			[vjetnə'mi:z]	
	Canada	Ottawa ['otəwə]	Canadian	French
	The United States of America	Washington	American	English-American
	Mexico	Mexico	Mexican	Mexican
	Egypt	Cairo	Egyptian	Arabic
	Australia	Canberra	Australian	English

1. **Look through the Reference Material and write the names of:**
  1. European countries, Asian countries and American, countries,
  2. their capitals
  3. their nationality,
  4. their language

First have a pair talk then have a chain talk around the class.
2. **Imagine that you're at the international conference [konfərəns]. Say what your name, nationality, country and language.**

**Example:** My name is Chan-Tong. I am from China. I'm a Chinese.  
My language is Chinese.

Nickol / France  
Carmen / Spain  
Richard / Austria  
Richard / England  
George / Canada  
Lola / Tajikistan  
Ahmad / Egypt  
Lisa / Italy
3. **Write the names of the capital: 1) of Egypt, 2) of Canada, 3) of Australia, 4) of Germany, 5) of Turkey, 6) of Australia, 7) of Italy 8) of Spain.**
4. **Answer the questions.**
  - What English speaking countries do you know?
  - Is English or French an international language nowadays?
  - What foreign languages are studied in Tajikistan?



### ИСМ

Исмҳо дар забони англисӣ дорон 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 [mæn]

men [men]

foot [fʊt]

feet [fi:t]

child [tʃaɪld]

children [tʃɪldrən]

**Эзоҳ:** Агар исмҳои шакли танҳо бо ҳарфҳои *s*, *ss*, *x*, *sh*, *tch* ба охир расанд он гоҳ дар охир *-es* ҳамроҳ карда мешавад.

**Мисол:** bus-buses, class-classes, box-boxes ва ғайра.

Агар исмҳои шакли ба 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 дигар садонокҳо тағйир намеёбад: boy-boys, day-days ва ғайра.

Исмҳои шакли ҷамъ шакли соҳибиро бо ҳамроҳ кардани апостроф (‘) сохта метавонад:

The boy’s hands were cold.

### АРТИКЛ

Артикл нишондиҳандаи исмҳо буда, пеш аз исмҳо ва муайянкунандаи онҳо омада метавонад. Дар забони англисӣ ду артикл: номуайян *a* (*an*), ва муайян «*the*» вучуд дорад. Артикли номуайян *a* (*an*) аз шумораи «*one*» «*як*» баромадааст ва аз ин сабаб фақат бо исмҳои шуморидашаванда дар шахси танҳо истифода бурда мешавад.

Артикли номуайяни ду шакл дорад: 1) *a*-пеш аз исмҳое, ки бо ҳамсадо сар мешаванд ва ё пеш аз худ муайянкунандае, ки бо ҳамсадо сар мешавад, истифода мешавад.

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

2. an-пеш аз исмҳое, ки бо садонок ва ё пеш аз худ муайянкунандае бо садонок дошта оғоз мешавад.

**Мисол:** an egg [ən' eg], an old man [ən'ould'man].

Артикли а пеш аз исмҳое, ки бо ҳамсадоҳо оғоз меёбанд истифода мешавад.

**Мисол:** a bird [ə bə:d]

Артикли an пеш аз исмҳое, ки бо садонокҳо оғоз меёбанд истифода мешавад. **Мисол:** an animal. Агар шумо мехоҳед вазифаи шахсро ё корашро ном баред, фақат артикли номуайяни a/an-ро истифода намоед.

**Мисол:** He is a lawyer

She is an accountant

Номи касалиҳо одатан бидуни артикл истифода мешавад.

**Мисол:** appendicitis

### AIDS

Вале дар ёд бояд дошт:

a cold, a broken leg (arm...) a headache,  
a toothache, the flu.

Артикли муайяни аз ҷонишини that «вай» пайдо шуда, як шакл the-ро дорад, ки пеш аз исмҳое, ки бо ҳамсадо оғоз меёбанд [ð] талаффуз мешаванд. **Мисол:** the room, the big apple.

Пеш аз исмҳое, ки бо садонок оғоз меёбанд он [ði] талаффуз мешавад.

**Мисол:** the evening ['i:vniŋ]

### СИФАТ

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

Сифати забони англисӣ аз рӯи ҷинс, 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 бисёрхичогӣ ва духичогӣ 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
<b>Истиқно:</b>	good-better-(the) best
	bad-worse-the worst
	little-less-the least

Сифати забони 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 дахӣ ташкил медиҳанд ва шумораҳои дигар (бо истисноӣ якҷандҳои 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

Шумораҳо бо ёрии ҳамроҳ кардани суффикси –th

**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 дахӣ ташкил медиҳанд.

Ба шумораҳои миқдорӣ дах ҳамроҳ мешавад: сездах, чордах, ҳабдах ва ғайра. Шумораҳои тартибӣ бошанд, бо ҳамроҳ шудани суффиксҳои –ӯм ташкил меёбанд: дахӯм, чорӯм, панҷӯм ва ғайра.

## ЗАРФ (THE ADVERB)

Зарф дар забони англисӣ ба содда (now, very) ва сохта (quickly, coldly) чудо мешавад.

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

**Масалан:** cold-coldly, quick-quickly

Дар мавриди сохтани зарф аз сифате, ки бо ҳарфи «у» ба охир мерасад, пеш аз суффикси «ly» ҳарфи «у» ба «i» мубаддал мешавад. Мисол: ready-readily, happy-happily

Як қатор зарфҳо масалан аз сифатҳо фарқ надоранд. Ба онҳо first, long, far, much, late, little, инчунин daily, weekly, monthly, freindly ва ғайра, ки бо ёрии суффикси -ly аз исмҳо сохта шудаанд, медароянд. Зарфро аз сифат фақат аз мавқеи он дар ҷумла фарқ кардан мумкин аст. Зарф дар ҷумла сифати феълро муайян карда, сифат бошад, исмро муайян мекунад:

зарф	сифат
She didn't stay long	She was wearing a long dress.

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:

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

Дараҷаи муқоисавии зарф бо мондани дараҷаи муқоисавии сифат сохта мешавад.

Дараҷаи муқоисавии зарфҳои яктаркиба ба ҳамроҳ кардани суффикси -er барои дараҷаи муқоисавӣ ва суффикси -est, дараҷаи оӣ сохта мешавад:

strong	stronger	strongest
пурзӯр	пурзӯртар	пурзӯртарин
long	longer	longest
дароз	дарозтар	дарозтарин

Дараҷаи муқоисавии зарфҳои мураккаб, аз он ҷумла бо суффикси -ly, монанди дараҷаи муқоисавии сифат бо ёрии калимаҳои more барои дараҷаи оӣ сохта мешавад:

bright	more brightly	most brightly
равшан	равшантар	равшантарин

Як қатор зарфҳо дараҷаи муқоисавии зарфҳоро берун аз қоидаи умумӣ месозанд ва онҳоро ҳифз бояд кард:



Дараҷаи оддӣ	Дараҷаи муқоисавӣ	Дараҷаи олӣ
well	better	best
badly	worse	worst
little	less	least
much	more	most

**Масалан:** I like autumn better than winter.

## ҶОНИШИН

Ҷонишинҳои шахсӣ, соҳибӣ, нафсӣ – таъкидӣ дар забони англисӣ аз рӯи шахс, шумора, ҷинсиёт тағйир меёбанд:

	танҳо	ҷамъ
шахсӣ:	I-me	we-us
соҳибӣ:	my-mine	our-ours
нафсӣ-таъкидӣ:	myself	ourseleves

Дар ҷумла ҷонишинҳои шахсӣ, I, he, she, it, you, they ҷун мубтадо ва ҷонишинҳои me, him, her, it, us, you, them, ҷун пурқунанда меоянд.

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

Ҷонишинҳои some, any, no дар ҳелҳои гуногуни ҷумла (саволӣ, ҳитобӣ, инкорӣ) истифода бурда мешаванд.

**Мисол:** I know nothing about him.  
Is there any book on the table?  
I ask her for some milk.

Ҷумлаҳои инкорӣ дар забони англисӣ бояд як элементҳои инкор дошта бошад. Феъли асосӣ дар ин маврид дар шакли хабарӣ меафтад.

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

Ҷонишини one (дар шакли ҷамъ –ones) ба ҷои исми пештар зикршуда истифода карда мешавад.

**Мисол:** These shoes are too small. I need some bigger one.

## КАЛИМАСОЗӢ (WORD FORMATION)

Аксари калимаҳои англисӣ дар як шакл метавонад ба ҳиссаҳои гуногуни нутқ тааллуқ 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:

looking-glass  
newspaper  
schoolgirl  
light-bulb

Калимасозӣ дар забони англисӣ бо суффиксҳо ба таври васеъ истифода мешавад, онҳо ба калима маънои нав медиҳанд:

- er (-or) ичрокунандаи амалро мефаҳмонад,
- ion (-ation) раванд, амал ва натиҷаи амалро нишон медиҳад,
- ness сифат ва ҳолатро мефаҳмонад,
- ing амал ва равандро мефаҳмонад,
- y (dusty) сифатро мефаҳмонад,
- able (ible) understandable бо маънои пасивӣ, мафъулӣ
- less (helpless) бо маънои “чизе намерасад” ё чизе надоштан,
- ful (peaceful) маънои сифати пурра доштан,
- ly (strongly) зарфро бо ҳамон хусусияташ ифода мекунад.

Дар мавриди қабули префикс маънои калима дигар шуда, ҳиссаи нутқ тағйир намеёбад:

- un-unreal — маънои инкорӣ дорад
- re-rewrite, reopen — такрори амалро мефаҳмонад.

## ПЕШОЯНДҲО (PREPOSITIONS)

Аз сабаби мавҷуд набудани падеж дар забони англисӣ, пешояндҳо на фақат вазифаи муносибати байни исм ва дигар ҳиссаҳои нутқро ба ҷо меоранд, балки вазифаи анҷомаҳои падежиро низ иҷро мекунанд.

Пешояндҳои забони англисӣ:

- of:** Dushanbe is the capital of Tajikistan.
- to:** I gave the pen to my brother.
- about:** He told me about that party.
- by:** 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 хифз 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, сифа, замон ва тарзро ифода мекунанд. Феълҳои шахсӣ се шахс ва ду шумора (танҳо ва ҷамъ) доранд.

**Мисол:**

Шахс	танҳо	to be
1	I	am
2	you	are
3	he (she, it)	is
Ҷамъ		
1	we	are
2	you	are
3	they	are

**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-намудин феъл хизмат мекунад.

Ин шаклҳо инҳоянд:

1. Масдар ё шакли номуайян (infinitive).
2. Замони гузаштаи номуайян (past indefinite).
3. Сифати феъли замони гузашта (participle I).
4. Сифати феъли замони ҳозира (participle II).

Феълҳои забони тоҷикӣ ду асос дошта, ҳамаи шаклҳои феъли боқимонда аз ҳамин ду асос сохта мешаванд:

а) асоси замони ҳозира (хон, дав, рав, бар ва ғайра)

б) асоси замони гузашта (афтид, гуфт, рафт, давид ва ғайра).

Аз рӯи ташкилӣ, феълҳои забони англисӣ ба гурӯҳҳои феълҳои дуруст ва нодуруст ҷудо мешаванд.

Феълҳои дуруст асосҳои дуйум 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 дуйум ва сеюми шаклҳои феълиро на ин ки бо ёрии илова намудани -ed ба масдар, балки бо роҳи дигар месозанд:

Масалан: begin-began-begun  
give-gave-given  
go-went-gone

## СИҒА

### СИҒАИ АМРӢ

Сиғаи амрӣ дар забони англисӣ ду шаклро дорад: шакли хабарӣ ва инкорӣ. Шакли инкории сиғаи амрӣ бо ёрии феъли ёридиҳандаи do ва ҳиссаҷаи инкории not сохта мешавад:

Масалан: Sit down, please. Come here. Stop shouting!

### СИҒАИ ХАБАРӢ

Тарзи фоил (актив) (active voice)

Шаклҳои номуайян (indefinite tenses)

#### 1. Замони ҳозираи номуайян (present Indefinite tense)

Замони ҳозираи номуайян амали доимӣ ва такроршавандаро, ки ба мубтадо ҳос аст, ифода мекунад.

Масалан: My brother speaks English well.  
I live in Dushanbe.

Шакли хабарии Present Indefinite Tense ба асоси феъли (бе ҳиссаҷаи to) шахси I-ум ва II-ум феъли асосӣ мувофиқат мекунад, шахси 3-уми танҳо суффикси "s" ё "es"-ро қабул мекунад.

Шакли саволии Present Indefinite Tense бо ёрии феъли ёридиҳандаи to do дар замони ҳозира ва феъли асосӣ сохта мешавад.



**Масалан:** I don't speak English  
What do you like?

Шакли инкорӣ бо ёрии феъли ёридиҳандаи **to do** дар шахс ва шумораи матлуб ва ҳиссаҳои **not**, ки дар байни мубтадо ва феъли асосӣ қой мегирад, сохта мешавад.

**Масалан:** I don't (do not) work here  
She does not speak English.

## **2. Замони гузаштаи номуайяни (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 асосӣ, ки аз рӯи шахсу шумора тасриф намёбад, сохта мешавад.

**Масалан:** He worked hard.

Шакли саволии замони гузаштаи забони англисӣ бо ёрии феъли ёридиҳандаи **to do** дар замони гузашта (**did**), ки пеш аз мубтадо гузошта мешавад, сохта мешавад.

Did you like the game?

When did you come home?

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

I did not know him well.

## **3. Замони ояндаи номуайяни (future indefinite tense)**

Замони ояндаи номуайяни амали якқарата ва такроршавандаро, ки дар оянда воқеъ мегардад, мефаҳмонад.

**Масалан:** We shall go home tomorrow.

They will be glad to meet you.

Замони ояндаи номуайяни забони англисӣ бо ёрии феълҳои ёридиҳандаи **shall** (барои шахси якуми танҳо ва шахси дуҷуми ҳам), **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 саволӣ пеш аз ҳама 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.

**Замони ҳозираи муайян (давомдор) (present continuous tense).**

Замони ҳозираи муайян (давомдор) амали давомдорро, ки дар лаҳзаи нутқи гӯянда иҷро мешаванд, мефаҳмонад. Шаклҳои замони ҳозираи муайян (давомдор)-и англисӣ бо ёрии феъли ёридиҳандаи to be дар замони ҳозира (Present Indefinite) ва сифати феълии замони ҳозираи (Participle) сохта мешавад.

**Масалан:** I am (I'm) reading a book.

He is (He's) having dinner.

**Масалан:** I am (I'm) not eating.

What are you doing?

Дар ҷумлаҳои инкорӣ ҳиссачаи not пас аз феълҳои ёридиҳанда меоянд:

**Масалан:** I am (I'm) not eating.

She is (She's) not sleeping.

They are not(aren't) talking.

**Замони гузаштаи муайян (давомдор) (past continuous tense)**

Замони гузаштаи муайян амали давомдорро, ки дар лаҳзаи муайян дар гузашта рӯй додааст, нишон медиҳад.

**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 II) феъли маънодор ташкил меёбанд.

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

Дар ҷумлаҳои саволӣ феъли ёридиҳанда пеш аз мубтадо меояд.

**Масалан:** He was not (wasn't) writing, when his mother entered the room.

**Замонҳои мутлақ (perfect tenses)**

Замони ҳозираи мутлақ ҳолатро (амал) мефаҳмонад, ки аллакай иҷро шуда, натиҷаи он маълум аст.

**Масалан:** She has come. All the pupils have done their exercises



Ин замон бо ёрии феъли ёридиҳандаи **to have** дар замони ҳозира ва шакли сеюми феъли асосӣ, сохта мешавад.

**Масалан:** We have been there. He has got a book.

Дар ҷумлаи саволӣ феъли ёридиҳанда пеш аз мубтадо меояд.

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 саволӣ феъли ёридиҳанда пеш аз мубтадо меояд.

**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 иҷрокунандаи амал номбар шуда бошад ё, ки амалро шахси дигар иҷро карда бошад, пас шакли феъли мафъул ба кор бурда мешавад.

Тарзи мафъул бо ёрии феъли ёридиҳандаи **to be** ва шакли сеюми феъли асосӣ сохта мешавад.

**Масалан:** The cup is broken.

Тарзи мафъул бо ёрии ёридиҳандаи **to be** ва шакли сеюми феъли асосӣ (маънодор) (participie II) 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 мафъул, феъли ёридиҳанда пеш аз мубтадо гузошта мешавад:

When was this newspaper published?

Агар савол ба мубтадо гузошта шавад, тартиби ҷумла тағйир намеёбад:

Масалан: What was brought to you?

Дар ҷумлаи инкорӣ ҳиссаҷаи **not** пас аз феъли ёридиҳанда гузошта мешавад: We were not told that he was ill.

## ГЕРУНДИЙ (THE GERUND)

Герундий шакли номуайяни феълӣ буда, амали давомёфтaro ифода мекунад.

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

Герундий ҳам хусусияти исм ва ҳам феълро дорад. Ҳамчун феъл, герундий метавонад ба худ пуркунандаро қабул кунад ва бо зарф муайян мешавад.

I don't like reading aloud. –Ман бо овози баланд хонданро нағз намебинам.

Ҳамчун исм, герундий дар ҷумла мубтадо, пуркунанда ва хабари номӣ шуда, бо пешоянд ва муайянкунанда истифода мешавад.

I like walking quickly. –Ман тез роҳ гаштанро 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 артикл ба кор бурда мешавад, шакли ҷамъ надорад, метавонад пуркунандаи бевосита дошта, бо зарф муайян шавад.

Аз сифати феъли 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 «хело ҳам» монандӣ дорад. Азбаски герундий дар забони тоҷикӣ вучуд надорад, тарҷуман он дар ҷумла ба пешоянд ва калимаи онро муайянкунанда, вобаста мебошад.

Герундий ба забони тоҷикӣ чун масдар, исми феълӣ, сифати феълӣ ва ҷумлаи пайрав (пуркунанда, муайянкунанда, ҳолшарҳкунанда) тарҷума мешавад:

### 1. Мубтадо.

Drawing is his favourite hobby. — Расмкашӣ - кори дӯстдоштаи ӯ аст.



## 2. Хабари 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 тағйири нутқи гӯянда;
- 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 овардам".

Дар ҳар ду забон, агар нутқи айнан нақлшуда дар шакли амрӣ омада бошад, дар мавриди ба нутқи мазмунан нақлшуда гардонидан ғайри имконӣ ба масдар бадал мешавад.

**Масалан: нутқи айнан нақлшуда:**

Shodi says: "Savri come home at 6 o'clock" — Шодӣ ба Саврӣ гуфт: "Соати 6 ба хона биё".

**Нутқи мазмунан нақлшуда:**

Shodi asked Savri to come home at 6 o'clock. — Шодӣ аз Саврӣ соати 6 ба хона омадани ӯро хоҳиш намуд.

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

Rahim says: "you may go home after the lessons". Раҳим гуфт: "Ту метавонӣ пас аз дарсҳо ба хона равӣ".

**Масалан: Нутқи мазмунан нақлшуда**

Rahim says (that) I may go home after the lessons. — Раҳим гуфт: (ки) ман пас аз дарс ба хона рафта метавонам.

Дар ҷумлаи саволӣ бошад, дар мавриди ба нутқи мазмунан нақлшуда гардонидан, саволҳои умумӣ ба сарҷумла бо ёрии пайвандакҳои **if** ва **whether** (дар забони англисӣ) ва “агар” ва “оё” (дар забони тоҷикӣ) пайваст мешаванд.

**Масалан:** нутқи айнан нақлшуда

The teacher says to the pupils: “Who has finished the exercise?”  
- Омӯзгор аз талабагон пурсид: “Кӣ иҷрои машқҳоро 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 вобастааст 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.- Вай гуфт, ки (ӯ) дар моҳи июн Душанберо тарк мекунад.

- б) агар феъли сарҷумла дар шакли яке аз замонҳои гузашта ояд, ҷумлаи пайрав метавонад фақат дар 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 Indefin past
	Замони ҳозираи номуайян	Замони ҳозираи давомдор	Замони гузаштаи мутлақ	Замони гузаштаи номуайян	Замони гузаштаи мутлақ	Замони ояндаи номуайян



Замоне, ки одатан дар ҷумлаи пайрав истифода мешавад	Present indefinite Tense  Замони гузаштаи номуайян	Present Continuous tense  Замони гузаштаи давомдор	Present Perfect  Замони гузаштаи мутлак	Past indefinite  Замони гузаштаи мутлак	Past perfect  Замони гузаштаи мутлак	Future Indefin past  Замони оянда дар гузашти воқеъбуда
---	--	--	--	--	---	--

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

Нутқи бевосита (айнан)		Нутқи бавосита (мазмун)	
This, these Now Here Today Tomorrow	ин, инҳо холо инҷо имрӯз фардо	that, those then there that day the next day two days later	он, онҳо баъд он ҷо он рӯз рӯзи дигар баъди ду рӯз
The day after tomorrow Yesterday The day before Ago	пасфардо дирӯз парерӯз пеш	the day before two days before before	як рӯз пеш ду рӯз пеш пеш

## СИФАТИ ФЕЪЛИИ ЗАМОНИ ҲОЗИРА

(Past participle and participle I)

Сифати феълии замони ҳозира метавонад аз ҳар феъл (ғайр аз феълҳои модалӣ ва феълҳои ёридиҳандаи shall ва will) бо ёрии ҳамроҳ кардани анҷоми -ing сохта шавад.

Мисол: stand-standing  
burn-burning

Дар ҷумла сифати феълии замони ҳозира (PI) 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 II)

Шакли past participle-и феълҳои дуруст бо ёрии ҳамроҳ кардани суффикси -ed ба решаи феъл сохта мешавад.

Мисол: decide-decided

Шакли PII бо феълҳои нодуруст бо шаклҳои махсус сохта мешаванд.

Мисол: write-written

Сифати феълии замони гузашта (participle) дар сохтани замонҳои perfect (мутлақ) тарзи мафъулро истифода мекунад. 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 МОДАЛӢ

### MODAL VERBS

Дар забони англисӣ гурӯҳи феълҳои мавҷуданд, ки феълҳои модалӣ номида мешаванд.

Ба ин гурӯҳ феълҳои зерин дохил мешаванд:

can [cæn] — тавонистан

may [mei] — метавонам, ба ман иҷозат аст.

must [mʌst] — бояд

Ин гуна феълҳоро нопурра низ ном мебаранд. Сабабаш он аст, ки ин феълҳо фақат дорои баъзе шаклҳои шахсӣ буда, шаклҳои ғайришахсӣ (масдар, сифати феълӣ, герундий) надоранд. Ҳеҷ кадоми онҳо дар шахси сеюми танҳо анҷоми -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 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 қорӣ 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

**Мисол:** I heard her say these words.

Ман шунидам, ки ӯ ин суханонро гуфт.

We saw her run into the house

Мо дидем, ки ӯ ба хона давида даромад.

Пурқунандаи мураккаб бо сифати феълии замони ҳозира раванди қорӣ шудани амалро таъкид мекунад:

**Мисол:** I saw him crossing the street

Ман дар гузаргоҳ ӯро дидам.

## **СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)**

Существительные в английском языке, как и в русском языке, обозначают предметы и вещества (**a table** — стол; **a house** — дом; **water** — вода), живые существа (**a girl** — девочка; **a cat** — кошка), явления и отвлечённые понятия (**rain** — дождь; **peace** — мир; **beauty** — красота; **work** — работа; **darkness** — темнота).

Существительные в английском языке имеют ряд свойств, которые отличают их от существительных в русском языке. Основные из них следующие:

1. Перед существительным обычно ставятся особые служебные слова — артикли **a, an, the**:

I am **a** student.

Я студент.

Open **the** door, please.

Откройте дверь, пожалуйста.

2. Большинство существительных не изменяются по падежам, и только одушевлённые существительные имеют два падежа: общий (**a boy, boys**) и притяжательный (**boy's, boys'**):

What is the **boy's** name?

Как имя мальчика?

Where are the **girl's** hats?

Где шляпы девочек?

3. Существительные могут употребляться в качестве беспредложного определения к другим существительным. В этом случае они часто соответствуют по значению прилагательным в русском языке:

You must wear your **school** uniform.

Вы должны носить школьную форму.

Which do you like best: **winter** or **summer** sports?

Какие виды спорта вы любите больше: зимние или летние?

## **МНОЖЕСТВЕННОЕ ЧИСЛО ИМЁН СУЩЕСТВИТЕЛЬНЫХ**

Множественное число имён существительных в английском языке образуется путём прибавления окончания **-s**, например:

a pen [ə' pen] ручка

pens [penz] ручки

a desk [ə' desk] парта

desks [desks] парты

a boy [ə' bɔɪ] мальчик

boys [bɔɪz] мальчики



Существительные, оканчивающиеся на **-s, -ch, -x, -sh, -ss, -o**, во множественном числе принимают окончание **-es**, например:

a bush [ə'buʃ] куст	bushes ['buʃɪz] кусты
a glass [ə'glɑ:s] стакан	glasses ['glɑ:sɪz] стаканы
a dress [ə'dres] платье	dresses ['dresɪz] платья
a box [ə'bɒks] коробка	boxes ['bɒksɪz] коробки
a match [ə'mætʃ] матч	matches ['mætʃɪz] матчи
a hero [ə'hɪərəʊ] герой	heroes ['hɪərəʊz] герои

Существительные, оканчивающиеся на **-f, -fe**, обычно меняют во множественном числе **-f, -fe** на **-v** и принимают окончание **-es** например:

a knife [ə'naɪf] нож	knives [naɪvz] ножи
a wolf [ə'wʊlf] волк	wolves [wʊlvz] волки

Существительные, оканчивающиеся на **-y** с предшествующей согласной, меняют во множественном числе букву **y** на **i** и принимают окончание **-es**, например:

a factory [ə'fæktəri] завод; фабрика
factories ['fæktərɪz] заводы, фабрики

Некоторые существительные образуют множественное число путём изменения корневой гласной буквы, не принимая никаких окончаний, например:

a man [ə'mæn] мужчина	men [men] мужчины
a woman [ə'wʊmən] женщина	women ['wɪmɪn] женщины
a tooth [ə'tu:θ] зуб	teeth [ti:θ] зубы
a foot [ə'fʊt] ступня, нога	feet [fi:t] ноги

Некоторые существительные в английском языке употребляются только в единственном числе, например:

advise [əd'vaɪs] совет, советы
permission [pə'mɪʃən] разрешение
information [ˌɪnfə'meɪʃən] сведения, сведения
progress ['prɒɡrəs] успех, успехи
iron ['aɪən] железо
water ['wɔ:tə] вода
money ['mʌni] деньги
weather ['weðə] погода
news [nju:z] новость, новости
work [wɜ:k] работа

## ПАДЕЖИ ИМЁН СУЩЕСТВИТЕЛЬНЫХ

Существительные в английском языке имеют только два падежа: общий падеж (**the Common Case**) и притяжательный падеж (**the Possessive Case**).

Притяжательный падеж выражает принадлежность и таким образом соответствует в русском языке родительному падежу. В форме притяжательного падежа употребляются в основном существительные, обозначающие одушевлённые предметы.

Притяжательный падеж существительных в единственном числе образуется прибавлением апострофа и буквы s(-'s) к форме существительного в общем падеже. Окончание -'s произносится [s] после глухих согласных, [z] после звонких согласных и гласных и [ɪz] после шипящих и свистящих, т.е. так же, как и окончание -s при образовании множественного числа существительных.

Единственное число

Общий падеж

aunt [ɑ:nt] тётя

Притяжательный падеж

aunt's house

## Артикль (THE ARTICLE)

В английском языке существует два артикля: неопределённый **a** (**an**) и определённый **the**.

Неопределённый артикль **a(an)** произошёл от числительного one — «один» и поэтому употребляется только с исчисляемыми существительными в единственном числе.

Неопределённый артикль имеет две формы: 1) **a**, стоящую перед существительными, начинающимися с согласного звука или имеющими впереди себя определение, начинающееся с гласного звука, например: **a book** [ə'buk] книга, **a big apple** [ə'big'æpl] большое яблоко; 2) **an**, стоящую перед существительными, начинающимися с гласного звука или имеющими впереди себя определение, начинающееся с гласного звука, например: **an egg** [ən'eg] яйцо, **an old man** [ən'ould 'mæn] старик.

Неопределённый артикль на русский язык не переводится и передает лишь указание на принадлежность предмета к какому-либо классу однородных предметов. Например: **a book** значит какая-то, одна из, любая, какая-нибудь книга. Если мы говорим **Give me a book** ['gɪvmi:ə 'buk], то мы хотим подчеркнуть, что нам нужна книга, а не тетрадь, ручка, карандаш и т. д.



Определённый артикль происходит от указательного местоимения **that** [ðæt] «тот» и имеет одну форму **the**, которая произносится [ðə] перед существительными, начинающимися с согласного звука, например: **the room** [ðə'ru:m] (эта) комната, **the big apple** [ðə'big'æpl] (это) большое яблоко, и [ði] перед существительными, начинающимися с гласного звука, или перед определением, начинающимся с гласного звука, например: **the evening** [ði'i:vniŋ] (этот) вечер, **the old house** [ði'ould 'haus] (этот) старый дом.

Определённый артикль может употребляться как с исчисляемыми, так и с неисчисляемыми существительными в единственном и множественном числе.

Определённый артикль употребляется, когда нужно выделить какой-либо предмет, лицо или явление из класса ему подобных, например: **Give me the book** ['giv mi: ði'buk]. Дайте мне эту книгу (ту, которая лежит на столе).

## Употребление неопределённого артикля

Неопределённый артикль употребляется:

- 1) с существительным — именным членом составного сказуемого:

Mike is a student.

Миша студент.

- 2) с существительным-подлежащим после оборота **there is (there was, there will be)**:

There's a good library in our school. В нашей школе есть  
хорошая библиотека.

- 3) с дополнением после глагола **have**:

I have a sister.

У меня есть сестра.

## Употребление определённого артикля с исчисляемыми существительными

Определённый артикль употребляется, когда собеседникам (или пишущему и читателю) известно из окружающей обстановки (ситуации), предшествующего опыта или словесного окружения (контекста), о каком или каких именно предметах (лицах, явлениях) идёт речь.

**1. Определённый артикль обычно употребляется, когда перед существительным стоит:**

**а) порядковое числительное:**

Gagarin was the first man to fly into space. Гагарин был первым человеком, который полетел в космос.

**б) прилагательное в превосходной степени:**

This is the shortest way to the town. Это кратчайший путь к городу.

Jack is the best runner in our school. Джек — лучший бегун в нашей школе.

**в) одно из прилагательных — following, last, next, same:**

Copy the following sentences. Спишите следующие предложения.

You've made the same mistake. Вы сделали ту же самую ошибку.

The next stop is our. Следующая остановка наша.

**Примечание:** Существительные с прилагательными **next** и **last** употребляются без артикля в сочетаниях **next door** (в соседнем доме), **next week** (на будущей неделе), **next month**, **next summer**, **next year**, **next Sunday** (в будущее воскресенье), **next time** (в следующий раз), **last week** (на прошлой неделе), **last month**, **last year**, **last Saturday** и т.п.:

Tom lives next door to me. Том живет рядом со мной.

I'll be on duty next week. Я буду дежурить на следующей неделе.

I was there last night. Я был там вчера.

**2. Определённый артикль употребляется, когда за существительным следует определение:**

Here is the book I bought yesterday. Вот книга, которую я вчера купил.

Can you show me the way to the station? Вы можете мне показать дорогу на станцию?

The trees planted by us have taken root. Деревья, посаженные нами, прижились.

This is the house where I was born. Вот дом, где я родился.



3. Определённый артикль употребляется в тех случаях, когда из предшествующего контекста ясно, о каком предмете (лице, явлении) или каких предметах (лицах, явлениях) идёт речь:

We've received a letter from an English schoolgirl. The girl writes in the letter that she wants to correspond with Soviet schoolchildren.

Petrov mis-spelt a word in his sentence. Who has noticed the mistake?

В данных примерах из первых предложений ясно, о каких именно предметах (лицах, явлениях) идёт речь (the letter, the girl, the mistake).

4. Определённый артикль употребляется с существительными, обозначающими предметы, единственные в своём роде: the sun, the moon, the earth, the ground, the world, the sky, the air и некоторые другие:

The Soviet scientists were the first to photograph the far side of the Moon.

Советские учёные были первыми, кто сфотографировал обратную сторону Луны.

Our sportsmen are the best in the world.

Наши спортсмены лучшие в мире.

5. Определённый артикль может употребляться с исчисляемыми существительными в единственном числе, не выделяя предмет из ряда ему подобных, а обозначая весь класс однородных предметов:

The rose is a beautiful flower.

Роза — красивый цветок.

The dog is the friend of man.

Собака — друг человека.

Отсутствие артиклей перед исчисляемыми существительными

Артикли не употребляются с исчисляемыми существительными в следующих случаях:

1) если существительное является обращением:

Children, be quiet!

Дети, тише.

2) перед словами father, mother в высказываниях членов семьи:

Ann, hasn't father come yet? Аня, папа еще не пришёл?

3) перед названиями дней недели, месяцев и времён года  
 Spring has come at last! Весна наконец пришла.  
 July is a summer month. Июль — летний месяц.  
 We do not go to school on Sunday. Мы не ходим в школу в воскресенье.

4) перед существительными breakfast, dinner, lunch, supper:  
 I have breakfast at seven. Я завтракаю в семь часов.  
 Will you stay to dinner? Вы останетесь обедать?

**Употребление артиклей с неисчисляемыми существительными**  
**Неисчисляемые существительные (отвлечённые и вещественные)**  
 употребляются, как правило, без артиклей:

I like music.	Я люблю музыку.
Mathematics and physics are my favourite subjects.	Математика и физика — мои любимые предметы.
Give me a glass of water, please.	Дайте мне стакан воды, пожалуйста.
We struggle for peace.	Мы боремся за мир.

Если отвлечённые и вещественные существительные имеют при себе ограничительные определения или уточняются ситуацией, они употребляются с определённым артиклем:

Pass me the bread, please.	Передайте мне хлеб, пожалуйста.
----------------------------	---------------------------------

#### **Артикли с именами собственными**

**Имена собственные употребляются, как правило, без артиклей:**  
 Ann, Moscow, England, Africa, Gorky Street:

London is the capital of Great Britain.	Лондон — столица Великобритании.
I live in Lenin Street.	Я живу на улице Ленина.

**С определённым артиклем употребляются следующие имена собственные:**

1) названия морей, океанов, рек, каналов, проливов, горных цепей, пустынь, групп островов: the Black Sea, the Atlantic Ocean, the Volga, the Thames, the English Channel, the Urals, the Sahara:

London stands on the Thames.	Лондон стоит на Темзе,
------------------------------	------------------------



2) названия стран света: the North, the South, the East, the West:  
He lives in the Far East. Он живет на Дальнем Востоке.

3) фамилии во множественном числе для обозначения семьи в целом — всех членов семьи:

Last month the Petrovs moved  
to a new flat.

В прошлом месяце Петровы  
переехали в новую квартиру.

## ПРИЛАГАТЕЛЬНОЕ (THE ADJECTIVE)

В английском языке, как и в русском, прилагательные обозначают признаки, качества или свойства предметов.

По значению прилагательные делятся на две группы: качественные и относительные.

Качественные прилагательные обозначают признаки и качества предметов, а следовательно, имеют степени сравнения.

### Степени сравнения имён прилагательных и наречий

Односложные и двусложные прилагательные образуют степени сравнения путём прибавления суффиксов:

- er в сравнительной степени,
- est в превосходной степени.

Положительная степень	Сравнительная степень	Превосходная степень
short [ʃɔ:t] короткий	shorter ['ʃɔ:tə] короче	shortest ['ʃɔ:tɪst] самый короткий
big [bɪg] большой	bigger ['bɪgə] больше	biggest ['bɪgɪst] самый большой
long [lɒŋ] длинный	longer ['lɒŋgə] длиннее	longest ['lɒŋgɪst] самый длинный
easy ['i:zi] лёгкий	easier ['i:ziə] легче	easiest ['i:zi:st] самый лёгкий

При образовании простых форм сравнительной и превосходной степеней необходимо соблюдать следующие правила:

1) удваивать в написании конечную согласную в сравнительной и превосходной степенях односложных прилагательных, оканчивающихся на одну согласную с предшествующим кратким гласным звуком:

hot — hotter — hottest  
big — bigger — biggest

2) изменять букву *y* на *i* в сравнительной и превосходной степенях прилагательных, оканчивающихся на *-y* с предшествующей согласной:

lazy — lazier — laziest  
happy — happier — happiest

3) опускать немое *e* в сравнительной и превосходной степенях:

large — larger — largest  
simple — simpler — simplest

Некоторые прилагательные (наречия) образуют формы степеней сравнения от других корней:

good — хороший  
better ['betə] — лучше,  
best [best] — самый лучший, лучше всего  
well — хорошо  
bad — плохой  
worse [wə:s] — хуже,  
worst [wə:st] — самый худший, хуже всего  
badly — плохо  
many — много  
more [mɔ:] — большой,  
most [moust] — наибольший, больше всего  
little — маленький, мало  
less [les] — меньше,  
least [li:st] — наименьший, меньше всего  
much — много

Прилагательные, состоящие более чем из двух слогов, образуют степени сравнения путём постановки перед ними слов *more* [mo:] (в сравнительной степени) и *most* [moust] (в превосходной степени).

Положительная степень	Сравнительная степень	Превосходная степень
interesting интересный	more interesting более интересный	most interesting самый интересный
beautiful красивый	more beautiful более красивый	most beautiful самый красивый

Русскому обороту «такой же ... как» соответствует английский оборот *as ... as*, обороту «не такой ... как» — оборот *not so ... as*, оборотам «более ... чем», «менее ... чем» — конструкция с *than*:



This flower is as beautiful as that one.

Этот цветок такой же красивый, как и тот.

(Слово *one* заменяет слово «цветок».)

This story is not so interesting as that one.

Этот рассказ не такой интересный, как тот (рассказ).

This exercise is easier than that one. Это упражнение легче, чем то (упражнение).

Относительные прилагательные обозначают признаки и качества предметов через отношение к другим предметам, например: *golden hair* золотистые волосы, *political economy* политическая экономия.

В значении относительных прилагательных в английском языке выступают существительные-определители:

a school library

школьная библиотека

a gold watch

золотые часы

the autumn sky

осеннее небо

a London street

лондонская улица

## ЧИСЛИТЕЛЬНЫЕ (NUMERALS)

В английском языке, как и в русском, различаются количественные числительные (Cardinal Numerals) и порядковые (Ordinal Numerals).

Количественные числительные обозначают число предметов и отвечают на вопрос: **How many?** (Сколько?)

I have **two** pens and **three** pencils.

Порядковые числительные обозначают порядок при счёте и отвечают на вопрос: **Which?** (Который по порядку?)

The school year begins on **the first** of September.

July the **twenty-second** is my mother's birthday.

### Образование количественных и порядковых числительных

1. Присоединяя суффикс **-teen** к соответствующим простым числительным, можно образовать числительные от 13 (*thirteen*) до 19 (*nineteen*):

four + **teen** = fourteen

six + **teen** = sixteen

seven + **teen** = seventeen

**Примечание:** Числительные **thirteen** и **fifteen** имеют изменения в основе (сравните: **three**, **five**).

2. Суффикс **-ty**, присоединяясь к простым числительным, образует десятки: от 20 (**twenty**) до 90 (**ninety**):

seven + ty = seventy

six + ty = sixty

nine + ty = ninety

**Примечание:** Числительные **twenty**, **thirty** и **fifty** имеют изменения в основе (сравните: **two**, **three**, **five**), а в числительном **forty** выпадает буква **u**.

3. В составных числительных единицы непосредственно присоединяются к десяткам и пишутся через дефис, а между десятками и сотнями стоит союз **and**: **thirty-seven**, **eight hundred and fifty-four**.

4. Перед числительными **hundred**, **thousand**, **million** ставится неопределённый артикль **a** или числительное **one**: **a (one) hundred**, **a (one) thousand**, **a (one) million**.

5. Числительные **hundred**, **thousand** и **million** не принимают окончания **-s**, когда перед ними стоят числительные **two**, **three**, **four** и т. д.: **two hundred**, **three thousand**, **four million**.

**Hundred**, **thousand** и **million** могут, однако, принимать окончание **-s**, когда они выражают неопределённое количество сотен, тысяч, миллионов. В этом случае они превращаются в существительные и после них употребляется существительное с предлогом **of**:

Hundreds of students were present at the meeting.

Сотни студентов присутствовали на собрании.

Thousands of people met the Soviet delegation.

Тысячи людей встречали советскую делегацию.

6. Порядковые числительные, кроме **first**, **second**, **third**, образуются от соответствующих количественных числительных путём прибавления суффикса **-th** или **-eth**.

Суффикс **-eth** прибавляется к числительным, оканчивающимся на **-ty**, причём буква **y** при этом заменяется на **i**: **thirty** — **thirtieth**, **sixty** — **sixtieth**, etc.

В остальных случаях прибавляется суффикс **-th**: **six** — **sixth**, **seven** — **seventh**, **hundred** — **hundredth**, etc.

Составные порядковые числительные образуются от соответствующих количественных числительных путём замены



последнего количественного числительного порядковым: twenty-one — twenty-first, thirty-seven — thirty-seventh.

### ЧИСЛИТЕЛЬНЫЕ (NUMERALS)

Количественные (Cardinal Numerals)	Порядковые (Ordinal Numerals)
1. one [wʌn]	the first [ðə 'fɜːst]
2. two [tuː]	the second [ðə 'sekənd]
3. three [θriː]	the third [ðə 'θɜːd]
4. four [fɔː]	the fourth [ðə 'fɔːθ]
5. five [faɪv]	the fifth [ðə 'fɪfθ]
6. six [sɪks]	the sixth [ðə 'sɪksθ]
7. seven ['sevn]	the seventh [ðə 'sevnθ]
8. eight [eɪt]	the eighth [ðə 'eɪtθ]
9. nine [naɪn]	the ninth [ðə 'naɪnθ]
10. ten [ten]	the tenth [ðə 'tenθ]
11. eleven [i'levn]	the eleventh [ðə i'levnθ]
12. twelve [twelv]	the twelfth [ðə 'twelfθ]
13. thirteen ['θɜː'tiːn]	the thirteenth [ðə 'θɜː'tiːnθ]
14. fourteen ['fɔː'tiːn]	the fourteenth [ðə 'fɔː'tiːnθ]
15. fifteen ['fɪf'tiːn]	the fifteenth [ðə 'fɪf'tiːnθ]
16. sixteen ['sɪks'tiːn]	the sixteenth [ðə 'sɪks'tiːnθ]
17. seventeen ['sevn'tiːn]	the seventeenth [ðə 'sevn'tiːnθ]
18. eighteen ['ei'tiːn]	the eighteenth [ðə 'ei'tiːnθ]
19. nineteen ['naɪn'tiːn]	the nineteenth [ðə 'naɪn'tiːnθ]
20. twenty ['twentɪ]	the twentieth [ðə 'twentɪθ]
21. twenty-one ['twentɪ'wʌn]	the twenty-first [ðə 'twentɪ'fɜːst]
30. thirty ['θɜːti]	the thirtieth [ðə 'θɜːtɪθ]
40. forty ['fɔːti]	the fortieth [ðə 'fɔːtɪθ]
50. fifty ['fɪftɪ]	the fiftieth [ðə 'fɪftɪθ]
60. sixty ['sɪkstɪ]	the sixtieth [ðə 'sɪkstɪθ]
70. seventy ['sevnɪ]	the seventieth [ðə 'sevnɪθ]
80. eighty [eɪtɪ]	the eightieth [ðə 'eɪtɪθ]
90. ninety [naɪntɪ]	the ninetieth [ðə 'naɪntɪθ]
100. one hundred [wʌn hundred]	the one hundredth [ðə wʌn hundredθ]

## МЕСТОИМЕНИЕ (PRONOUNS)

Из древней системы склонений местоимений в современном английском языке сохранились только некоторые грамматические формы.

### ЛИЧНЫЕ МЕСТОИМЕНИЯ (PERSONAL PRONOUNS)

#### Именительный и объектный падежи (Nominative and Objective Cases)

В личных местоимениях существуют две разные формы: одна для именительного падежа, отвечающего на вопросы who?, what? — кто?, что? — I, he, she, it и т. д., и другая — для объектного падежа — падежа косвенного и прямого дополнения, отвечающего на вопрос whom? — кому?, кого? и what? — что? — me, him, her, it, us, you, them.

#### Лицо и число (Person and Number)

Личные местоимения различаются и по лицу и по числу —

Singular			Plural		
Person	Nominative case	Objective case	Person	Nominative case	Objective case
1st person	Who?	Whom?	1st Person	Who?	Whom?
	What?	What?		What?	What?
2nd person	I	me	2nd Person	we	us
3rd Person	—	—	3rd Person	you	you
	he	him		they	them
	she	her			
	it	it			

### РОД (GENDER)

В английском языке совсем нет категории грамматического рода, -т. е. различия существительных по грамматическим окончаниям для мужского, женского и среднего родов. В русском языке мальчик и стол — мужского рода, девочка и книга — женского рода, дитя и перо — среднего рода. Мы видим это по характерным для каждого рода окончаниям. -



В английском языке различается только биологический род. Для существ мужского рода и женского рода имеются разные существительные, как и в русском языке —

a man — a woman	a boy — a girl	a brother — a sister
мужчина женщина	мальчик девочка	брат сестра

Но есть существительные, обозначающие одинаково как мужчин, так и женщин —

a teacher	a friend	a student
учитель,	друг,	студент,
учительница,	подруга	студентка.

И в русском языке есть существительные, обозначающие как мужчин, так и женщин —

доктор	директор	профессор	товарищ
a doctor	a director	a professor	a comrade.

Только местоимения he — он или she — она, his — его или her — её показывают, о ком идёт речь — о мужчине или о женщине —

Доктор — дома, но она очень занята.

The doctor is at home, but she is very busy.

**Примечания. 1.** Существительное baby — ребёнок, дитя, младенец, как и по-русски, относится и к мальчикам и к девочкам. Для различия употребляются существительные boy и girl —

She has a baby boy. У неё маленький мальчик.

Her baby girl is ill. Её маленькая девочка больна.

**2.** Существительные boy и girl ставятся также для различия перед существительным friend — друг, обозначающим как мужской, так и женский род —

My boy friend is in the army.

Мой друг в армии.

She is writing to her girl friend.

Она пишет своему  
другу (подруге).

Местоимение he — он заменяет существительные, обозначающие существа мужского пола, а местоимение she — она — существительные, обозначающие существа женского пола.

Все остальные существительные — неодушевлённые предметы — считаются принадлежащими к среднему роду. Заменяющее их местоимение it на русский язык переводится в зависимости от русского грамматического рода этих существительных местоимениями он, она или оно —

The room is large. There are three windows in it.

Комната большая. В ней три окна.

The table was in the middle of the room. It was round.

Стол стоял посредине комнаты. Он был круглый.

My pen is bad. It is very dirty.

У меня скверное перо. Оно очень грязное.

**Примечание.** Местоимение *it* заменяет и существительные, обозначающие животных, за исключением (1) тех случаев, когда речь идет о домашних животных, пол которых известен (2), а также басен и сказок, так как в них животные уподобляются людям.

## **ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ (POSSESSIVE PRONOUNS)**

Притяжательные местоимения *my, his, her, its, our, your, their*, выражая принадлежность лиц (и предметов), согласуются в лице с существительными (и местоимениями), обозначающими эти лица (и предметы) —

I have a nice tie. My tie is red. Мой галстук красный.

He has a dog. His dog is in the garden. Его собака в саду.

They have no books. Their books are at home. Их книги дома.

В этих предложениях русские и английские притяжательные местоимения совпадают. Следующие предложения показывают особенность русского языка в употреблении притяжательного местоимения *свой*, не имеющего соответствия в английском языке —

I put my hat on the table. Я положил (свою) шляпу на стол.

They put on their caps. Они надели (свои) фуражки.

Местоимение *свой* в таких случаях при переводе на русский язык выпускается, так как ясно, к кому относится существительное, перед которым стоит притяжательное местоимение.

Но предложение *The girl gave me her book* имеет два смысла и может быть переведено по-разному —

Девочка дала мне свою книгу (т. е. книгу, принадлежащую этой девочке).

Девочка дала мне её книгу (т. е. книгу, принадлежащую другой девочке).

## **ДЕТЕРМИНАТИВЫ И АБСОЛЮТНЫЕ МЕСТОИМЕНЕНИЯ (DETERMINATIVES AND ABSOLUTE PRONOUNS)**

Для английского языка характерно, что притяжательные местоимения имеют две формы. Притяжательные местоимения *my, his,*



her и т. д.—детерминативы, т. е. определители существительного. Они стоят перед существительным (или его определением) и отвечают на вопрос whose?—чей?, играя роль определения и заменяя определённый артикль.

Другая форма — mine, his, hers, ours, yours, theirs, заменяя существительное, носит чисто местоименный характер, т. е. употребляется как абсолютное местоимение (absolute pronoun). В этой форме притяжательное местоимение может заменять существительное в роли подлежащего, дополнения и предикативного члена —

Take my pen, please. Mine is better than yours.

Возьмите, пожалуйста, мою ручку. Моя лучше, чем ваша.

This is my newspaper. This newspaper is mine.

Это моя газета. Эта газета моя.

"You have no pen. Take mine, please."

"У вас нет ручки. Возьмите мою, пожалуйста".

## ВОПРОСИТЕЛЬНЫЕ И ОТНОСИТЕЛЬНЫЕ МЕСТОИМЕНИЯ (INTERROGATIVE AND RELATIVE PRONOUNS)

Вопросительных местоимений три — what? — что? какой? — для неодушевлённых предметов, who? — кто? — для одушевлённых существ и which — какой? который? — для одушевлённых и неодушевлённых предметов, когда оно означает который из . . . —

What can you see? What present did you receive?

Что вы видите? Какой подарок вы получили?

Who came into the room? Кто вошёл в комнату?

Which of the boys is stronger, Leo or Peter?

Какой из мальчиков сильнее, Лёва или Петя?

Which of these apples do you want?

Какое из этих яблок вы хотите?

Из вопросительных местоимений только местоимение who? имеет форму объектного падежа — whom?—кому? кого? — и форму притяжательного падежа — whose — чей? —

Whom can you see behind the tree? Кого вы видите за деревом?

Whom did you help there? Кому вы там помогали?

To whom did you give the book? Кому дали вы книгу?

Whose pencil is this? Чей это карандаш?

Местоимения who (whom, whose), which играют роль относительных местоимений, служа союзными словами, соединяющими придаточное предложение с главным предложением. Как относительные местоимения, они переводятся следующим образом —

who — кто, который

which — который

whom — кому, кого, которому, которого

whose — чей

The woman who is sitting at the window is our director.

Женщина, которая сидит у окна, наш директор.

The pencil (which) he brought me is very good.

Карандаш, который он принёс мне, очень хороший.

Местоимение who заменяет существительные, обозначающие одушевлённые существа, а местоимение which — существительные, обозначающие неодушевлённые предметы.

**Примечание.** Относительные местоимения whom, which и that обычно опускаются если они являются дополнением в придаточном предложении.

Есть ещё относительное местоимение that — который (имеющее ту же форму, что и указательное местоимение that — тот и подчинительный союз that — что). Местоимение that употребляется с существительными, обозначающими как одушевлённые, так и неодушевлённые предметы—

I liked the boy, that came yesterday.

Мне нравится мальчик, который приходил вчера.

I should like to see the book (that) you brought yesterday.

Мне хотелось бы посмотреть книгу, которую вы принесли вчера.

## **ВОЗВРАТНЫЕ И ЭМФАТИЧЕСКИЕ МЕСТОИМЕНЕНИЯ**

**(REFLEXIVE AND EMPHATIC PRONOUNS)**

К группе личных и притяжательных местоимений по своему образованию примыкают возвратные местоимения — myself, yourself, himself, herself, itself, ourselves, yourselves, themselves. Они образуются из соответствующих личных и притяжательных местоимений в сочетании со словом self — себя. Они так же, как притяжательные местоимения, согласуются в лице и числе с существительными (или личными местоимениями), к которым они относятся. Возвратным



местоимениям в русском языке соответствует частица -ся (-сь) в возвратных глаголах и местоимение себя, себе—

I dressed myself. Я оделся.

The boy cut himself. Мальчик порезался.

They found themselves in the forest. Они очутились в лесу.

The girl looked at herself in the mirror, Девочка посмотрелась (посмотрела на себя) в зеркало.

He said to himself. Он сказал себе.

В следующей таблице даны все формы личных, притяжательных и возвратных местоимений —

#### Personal, Possessive and Reflexive Pronouns

Personal Pronouns		Possessive Pronouns		Reflexive Pronouns	
Nominative Case	Objective Case	Determi- natives	Absolute Pronouns	Objective Case	
Who?	Whom?	Whose?		Whom?	
What?	What?			What?	
Singular	1. I	me	my	mine	myself
	2. —	—	—	—	yourself
	3. { he she it	him	his	his	himself
		her	her	hers	herself
		it	its	—	itself
Plural	1. we	us	our	ours	ourselves
	2. you	you	your	yours	yourselves
	3. they	them	their	theirs	themselves

**Примечания.** 1. Обратите внимание (а) на совпадающие формы личных местоимений *it* и *you* в именительном и объектном падежах, (б) на совпадающие формы *her* личного местоимения объектного падежа и *her* притяжательного местоимения и (в) на совпадающую форму *his* в обеих формах притяжательных местоимений.

2. Притяжательное местоимение *its* имеет только одну форму и не употребляется как абсолютное местоимение, так как всегда стоит перед существительным, служа его детерминативом.

3. В абсолютных притяжательных местоимениях сохранилось окончание -s во всех лицах, кроме 1-го лица — *mine*.

4. В возвратных местоимениях во 2-м лице имеются две формы — одна для единственного числа — **yourself** и другая для множественного числа — **yourselves**. В словарях форма инфинитива даётся с безличным местоимением **oneself**: **find oneself** — очутиться.

Местоимения **myself, himself, herself** и т. д. называются эмфатическими, когда они означают сам, сама, само, сами —

He went there himself. Он пошёл туда сам,

We did it ourselves. Мы сделали это сами.

“Why don’t you do it yourself?” “Почему ты сам не делаешь этого?”

## УКАЗАТЕЛЬНЫЕ МЕСТОИМЕНИЯ (DEMONSTRATIVE PRONOUNS)

В указательных местоимениях сохранились разные формы для ед. и мн. числа —

Singular:    **this** — этот        **that** — тот

Plural:        **these** — эти        **those** — те.

Местоимения **this, these** — этот, эти обозначают непосредственно близкие предметы, а местоимения **that, those** — тот, те — более отдалённые и далёкие предметы. В русском языке не всегда соблюдается разница между местоимениями этот и тот, и местоимения **that, those** — тот, те иногда переводятся местоимениями этот, эти —

This book is thick and that one is thin.

Эта книга толстая, а та (эта) — тонкая.

These flowers are blue and those are red.

Эти цветы синие, а те (эти) — красные.

Местоимения **this, these** и **that, those** являются (1) детерминативами, когда они определяют существительное и стоят перед ним, и (2) абсолютными местоимениями (**absolute pronouns**), когда они заменяют раньше упомянутые лица или предметы —

These pictures are good and those (pictures) are bad,

Эти картины хорошие, а те (картины) плохие.

Look at the pencils! These are long and those are short.

Посмотрите на карандаши! Эти — большие, а те — маленькие.

Когда абсолютные местоимения **this, these** и **that, those** не заменяют раньше упомянутых предметов или лиц, а вводят новые предметы или лица, они означают вот, вот это и вот, вот то —

This is a chair and that is an armchair.

Вот (это) стул, а вот (то) кресло.

These are boys and those are girls.

Вот мальчики, а вот девочки.



## НЕОПРЕДЕЛЁННЫЕ МЕСТОИМЕНЕНИЯ (INDEFINITE PRONOUNS)

Местоимения **one** и **other** (The Pronouns **one** and **other**).

Из большой группы неопределённых местоимений только два местоимения имеют окончание **-s** во множественном числе: **one** и **other**.

Местоимение **one** (совпадающее по форме с числительным **one** — один) заменяет раньше упомянутый предмет или лицо как в ед., так и во мн. числе, причём на русский язык оно не переводится —

Here are three pencils. Take the green one (ones).

Вот три карандаша. Возьми зелёный (или зелёные).

There were many girls at the pioneer camp. The older ones (старшие) went to the forest, the younger ones (младшие) remained at the camp.

Местоимение **other** — другой также имеет форму множественного числа, когда оно употребляется как абсолютное местоимение, заменяя существительное —

Many children came into the room. Some of them sat down, others began to walk about.

В комнату вошло много детей. Некоторые сели, другие начали ходить.

Когда местоимение **other** стоит перед существительным (а не заменяет его), оно не имеет окончания **-s** во множественном числе —

The other children began to walk about,

Другие дети начали ходить.

**Примечание.** Местоимение **another** употребляется, когда, говорится о многих лицах (и предметах) —

One boy is reading, another is writing, another is drawing a picture.

Один мальчик играет, один пишет, один рисует картину.

Местоимение **the other** употребляется, когда говорится только о двух лицах или предметах —

One boy is reading, the other is writing.

Один мальчик пишет, а другой читает.

**Местоимения many, much, (a) few, (a) little.**

**(The Pronouns many, much, (a) few, (a) little).**

Неопределённые местоимения **many** — много, многие, **few** — мало, **a few** — немного, немногие, несколько; **much** — много, **little** — мало, **a little** — немного, немножко, выражающие неопределённое количество,

различаются в своём употреблении в зависимости от существительного, которое они определяют или заменяют.

Местоимения *many, few, a few*, определяют или заменяют существительные (во множественном числе), обозначающие одушевлённые и неодушевлённые предметы, которые можно сосчитать (*countables*); эти местоимения отвечают, на вопрос *how many?* — сколько? —

*She read many books last summer.*

Прошлым летом она прочитала много книг.

*Many of the children were bathing at that time.*

Многие из детей в это время купались.

*He saw very few people in the street.*

Он видел очень мало людей на улице.

*A few minutes later they came back.*

Через несколько минут они вернулись.

Местоимения *much, little, a little* определяют или заменяют существительные (имеющие только единственное число), обозначающие неодушевлённые предметы, которые нельзя сосчитать (*uncountables*); эти местоимения отвечают на вопрос *how much?* — сколько? —

*There was much snow last winter.*

Прошлой зимой было много снега.

*I have very little time just now.*

У меня как раз сейчас очень мало времени.

*Give me a little salt, please.*

Дайте мне, пожалуйста, немного соли.

Слова *much, little, a little* могут относиться не только к существительным, но также к глаголу, причастию и прилагательному и в этом случае имеют значение наречий --

*Peter works very much.* Петя работает очень много.

*She was a little sleepy.*

Ей немножко хотелось спать. (Она была немного сонной.)

*They were a little surprised when they saw him.*

Они немного удивились, когда увидели его.

Если перед наречием *much* стоит наречие *very*, все словосочетание означает **очень** в следующих случаях: (1) перед причастием и (2) после глагола —

*She was very much surprised.* Она была очень удивлена.

*We like Tchaikovsky very much.* Мы очень любим Чайковского.

Слова *many, few, much, little* имеют степени сравнения —



Positive Degree	Comparative Degree	Superlative Degree
many много		most больше всего,
much много	more больше	большинство, большая часть
few мало	fewer меньше	fewest меньше всего
little мало	less меньше	least меньше всего

He makes more (fewer) mistakes than I do.

Он делает больше (меньше) ошибок, чем я.

Most children like to bathe and swim.

Большинство детей любят купаться и плавать.

We could feed less than half of them.

Мы могли накормить меньше половины их.

Слово **much** при сравнительной степени прилагательного означает **гораздо** —

Michael is **much**, taller than his sister.

Миша гораздо выше своей сестры,

Слово **more** после **some** означает ещё —

She would like to have some more tea.

Ей хотелось бы ещё чаю.

I shall bring you some more books tomorrow.

Завтра я принесу вам ещё книг.

Перед существительными в единственном числе, которые можно сосчитать, русское слово ещё передаётся неопределённым местоимением **another** —

Would you like **another** cup of tea?

Хотите ещё чашку чаю?

Местоимения **some, any, no, every**  
(The Pronouns **some, any, no, every**)

The Pronouns **some and any**

Местоимения **some** и **any**, означающие неопределённое количество, являются служебными словами, признаками существительного, и стоят перед ним вместо неопределённого артикля.

Неопределённый артикль употребляется с существительными, которые можно сосчитать (**countables**), только когда они стоят в единственном числе. С существительными **countables**, стоящими во множественном числе, и с существительными, которые нельзя сосчитать (**uncountables**), неопределённый артикль не употребляется, и вместо него перед этими существительными стоят неопределённые

местоимения **some** и **any**. Перед существительными **countables** во множественном числе местоимения **some** и **any** означают какие-то, какие-нибудь, несколько, а перед существительными **uncountables** эти местоимения означают сколько-то, сколько-нибудь, какое-то количество. На русский язык местоимения **some** и **any** в этих случаях не переводятся —

**Singular.**

**Plural,**

**Countables**

She has a pencil.

У неё есть (один) карандаш.

She has some pencils.

У неё есть карандаши  
(несколько),

**Uncountables**

We have some paper.

У нас есть бумага (какое-то количество).

Местоимения **some** и **any** отличаются друг от друга по своему употреблению в зависимости от типа предложения.

Местоимение **some** стоит перед существительным в утвердительном предложении (**affirmative sentences**) —

**Affirmative Sentences.**

There were some newspapers on the table.

На столе были газеты (несколько).

There was some tea in the tea-pot.

В чайнике был чай (какое-то количество).

Местоимение **any** стоит перед существительными в вопросительном предложении (**interrogative sentences**) —

**Interrogative Sentences.**

Were there any newspapers on the table?

Были ли газеты на столе? (какие-нибудь)

Was there any tea in the tea-pot?

Был ли чай в чайнике? (сколько-нибудь)

В отрицательном предложении (**negative sentences**) перед существительным стоит местоимение **no** или **any**, последнее в том случае, если при глаголе стоит отрицание **not**. Оба местоимения **no** и **not... any** означают одно и то же — никакой —

**Negative Sentences.**

I saw no flowers in front of the house.

I did not see any flowers in front of the house.

Я не видал (никаких) цветов перед домом,

He brought no paper.



He did not bring any paper.  
Он не принёс (никакой) бумаги.

Неопределённые местоимения **some** и **any** имеют и самостоятельное значение.

Местоимение **some**, определяя или заменяя countables во множественном числе, означает некоторые, одни — другие, а определяя или заменяя uncountables, оно означает часть —

**Some children like skating, and some like skiing.**

Некоторые (одни) дети любят кататься на коньках, а некоторые (другие) — ходить на лыжах.

**Some of the letters are for you.**

Некоторые из писем для вас.

**Some of the paper was for her.**

Часть бумаги была для неё.

Местоимение **any** в утвердительном предложении имеет значение всякий, любой, какой угодно, всё равно какой —

**"Give me any book (that) you don't need just now."**

“Дайте мне любую книгу, которая вам не нужна сейчас”.

**You can read any of these books.**

Вы можете прочитать любые из этих книг.

**Производные от some, any, no, every.**  
**(Derivatives of some, any, no, every).**

Местоимения **some, any, no**, а также **every** — каждый с существительным **thing** — вещь образуют следующие местоимения, относящиеся к неодушевлённым предметам —

something,	anything,	nothing = not... anything	everything
что-то,	что-нибудь,	ничего,	всё

**I have something to say to you.**

Мне нужно что-то сказать вам.

**Is there anything else (that) you would like?**

Нет ли ещё чего-нибудь, что бы вы хотели?

**She saw nothing on the chair.** Она ничего не

**She did not see anything on the chair.** увидела на стуле.

**We can get everything ready,**

Мы можем всё приготовить.

С неопределённым местоимением **one** и с существительным **body** — человек, тело местоимения **some, any, no, every** образуют следующие местоимения, относящиеся к одушевлённым предметам —

somebody	anybody	nobody = not ... anybody	everybody
someone	anyone	no one = not ... anyone	everyone
кто-то	кто-нибудь	никто	все (каждый).

Someone (somebody) was in the room when I came in. \*

Кто-то был в комнате, когда я вошёл.

Did you see anyone (anybody) there?

Видели вы там кого-нибудь?

I saw no one (nobody) there

I did not see anyone (anybody) } Я никого там не видал.

The Germans killed everyone (everybody) in the village.

Немцы убили всех в деревне.

Так же как местоимение **any** в утвердительном предложении имеет смысл всякий, любой, какой угодно, в утвердительном предложении **anything** имеет значение любое, что угодно, а **anyone, anybody** — всякий, любой, каждый, (человек), кто угодно —

You can take anything (that) you like

Вы можете взять (всё) то, что вам нравится (что хотите).

Anyone (anybody) can do that.

Всякий (кто угодно) может это сделать.

Местоимения **some, any, no, every** с наречием **where** — где, куда образуют следующие наречия, обозначающие неопределённое местонахождение —

somewhere	anywhere	nowhere	everywhere
где-то	где-нибудь,	not... anywhere	езде
куда-то	куда-нибудь	нигде, куда	повсюду.

I left my bag somewhere in the room.

Я оставила сумку где-то в комнате.

We looked for it everywhere, but could not find it anywhere.

Мы искали её везде, но нигде не могли найти.

Shall you go anywhere on Sunday?

Вы пойдёте куда-нибудь в воскресенье?

## ОТРИЦАТЕЛЬНЫЕ МЕСТОИМЕНИЯ

(Negative Pronouns).

Отрицательные местоимения **no, nothing, no one, nobody** (а также наречие **nowhere**) могут стоять в предложении только в том случае, если при глаголе нет отрицания **not**. Если в предложении есть отрицание **not**, вместо этих местоимений употребляются местоимения **any, anything, anyone, anybody** (и наречие **anywhere**).



В этом отношении наблюдается большая разница между английским и русским языком. В русском предложении может быть два отрицательных слова, в английском языке двойное отрицание (double negation) недопустимо.

По-русски говорят —

Я никого там не встретил. (два отрицания)

Он никуда не пошёл вчера. (два отрицания)

По-английски можно употребить только одно отрицание --

I met no one there. = I did not meet anyone there.

He went nowhere yesterday. = He did not go anywhere yesterday.

## ГЛАГОЛ (THE VERB)

### Времена группы Indefinite (Indefinite Tenses)

Все времена группы Indefinite употребляются для выражения факта совершения действия, а также для выражения обычных, регулярно повторяющихся действий в настоящем, прошедшем и будущем.

#### Настоящее неопределённое время (The Present Indefinite Tense)

Настоящее неопределённое время (Present Indefinite) образуется из основной формы глагола (инфинитива спрягаемого глагола без частицы to) для всех лиц, кроме 3-го лица единственного числа.

Для образования 3-го лица единственного числа к основной форме глагола прибавляется окончание -(e)s. Ниже приводим спряжение глагола write в утвердительной форме:

I write.

We write.

You write.

You write.

He (she, it) writes.

They write.

Окончание -s произносится как звук [s] после глухих согласных и как звук [z] после звонких согласных и гласных:

He works. [hi: 'wɔ:ks]

He sees. [hi: 'si:z]

He learns. [hi: 'lə:nz]

#### Порядок слов в утвердительном предложении

Подлежащее	Сказуемое	Остальная часть предложения
I	speak	English every day.

Вопросительная форма образуется при помощи вспомогательного глагола do (does в 3-м лице единственного числа), который ставится перед подлежащим, за ним следует подлежащее и спрягаемый глагол в основной форме. Если в предложении имеется вопросительное слово, то оно ставится в самом начале предложения.

### Порядок слов в вопросительном предложении

Вопросительное слово	Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
Where	does do	she you	live work	in summer? in the morning?

Отрицательная форма образуется из утвердительной путём постановки вспомогательного глагола do (does) и отрицания not перед спрягаемым глаголом в основной форме, например;

He does not go to school on Sundays.      Он не ходит в школу по воскресеньям.

### Порядок слов в отрицательном предложении

Подлежащее	Сказуемое			Остальная часть предложения
	Вспомогательный глагол	Отрицание	Смысловый глагол	
We	do	not	go	to the cinema every day.

**Примечание:** Present Indefinite употребляется также для выражения будущего действия в придаточных обстоятельственных предложениях времени и условия:

If you study English hard,  
you will learn it.

Если вы будете заниматься английским языком упорно, вы выучите его.

When we go to the theatre,  
I shall meet you at the bus-stop.

Когда мы пойдем в театр, я встречу тебя у автобусной остановки.

### Прошедшее неопределённое время (The Past Indefinite Tense)

В английском языке все глаголы в зависимости от способа образования времени Past Indefinite делятся на две группы: правильные глаголы и неправильные. Формы Past Indefinite глаголов, которые образуются не по правилу, приводятся в таблице неправильных глаголов (см. с. 357), и их следует выучить. Все правильные глаголы образуют Past Indefinite путём добавления окончания -ed к основной форме спрягаемого глагола. Это окончание произносится как звук [d], если оно следует за звонким согласным и гласным, как [t], если оно следует за глухим согласным, и как [ɪd], если основа спрягаемого глагола оканчивается на звуки [t] и [d]:

ask [ɑ:sk]

asked [ɑ:skt]

live [lɪv]

lived [lɪvd]



count [kaunt]  
decide [di'said]

counted ['kauntɪd]  
decided [di'saɪdɪd]

Глаголы в Past Indefinite ни по лицам, ни по числам не изменяются.

Отрицательная и вопросительная формы в Past Indefinite строятся по тому же принципу, что и в Present Indefinite. Однако надо помнить, что вспомогательный глагол в Past Indefinite имеет форму **did**, например:

Did Ann go to the park yesterday?

Аня ходила в парк вчера?

We did not see the film yesterday.

Мы не видели этот фильм  
вчера.

**Рекомендуем запомнить наиболее распространённые обстоятельства времени, употребляемые с глаголами в Past Indefinite:**

yesterday

вчера

at that time

в то время

the day before yesterday

позавчера

last week (month, year)

на прошлой неделе

(в прошлом месяце, году)

two days ago

два дня тому назад

### **Будущее неопределённое время (The Future Indefinite Tense)**

Будущее неопределённое время (Future Indefinite) образуется из вспомогательных глаголов **shall** и **will** и основной формы спрягаемого глагола.

Вспомогательный глагол **shall** употребляется в 1-м лице единственного и множественного числа, а в остальных лицах употребляется **will**:

I shall write.

We shall write.

You will write.

You will write.

He (she, it) will write.

They will write.

Вопросительная форма строится путём постановки вспомогательного глагола **shall** или **will** перед подлежащим, например:

Will you go to the cinema  
tomorrow?

Ты пойдёшь в кино завтра?

Отрицательная форма образуется путём постановки отрицания **not** после вспомогательного глагола **shall** или **will**, например:

I shall not go to the  
cinema tomorrow.

Я не пойду в кино завтра.

## ВРЕМЕНА ГРУППЫ CONTINUOUS (CONTINUOUS TENSES)

### Настоящее продолженное время (The Present Continuous Tense)

Present Continuous образуется при помощи вспомогательного глагола **to be** в настоящем времени (am, is, are) и причастия настоящего времени смыслового глагола:

I am reading.

He is reading.

We are reading.

Вопросительная форма образуется путём постановки вспомогательного глагола **to be** (am, is, are) перед подлежащим, например:

Is he reading?

Am I reading?

Are you reading?

Отрицательная форма The Present Continuous Tense образуется путём постановки отрицания **not** после вспомогательного глагола **to be**:

I am not reading

He is not reading

We are not reading

The Continuous Tense показывает, что действие или состояние началось 1) до определённого времени или 2) до другого действия в прошлом и продолжалось в данный момент или одновременно с началом другого действия. Это время показывает также 3) период длительности действия (или состояния) в прошлом.

На русский язык The Past Continuous Tense глаголами несовершенного вида.

1. The child was sleeping at that time.  
В это время ребёнок спал.
2. The child was sleeping when I came back  
Ребёнок спал, когда я вернулась.
3. The child was sleeping from one till three o'clock.  
Ребёнок спал с часу до трёх часов

## ВРЕМЕНА ГРУППЫ PERFECT (PERFECT TENSES)

### Настоящее совершённое время (The Present Perfect Tense)

Present Perfect образуется при помощи вспомогательного глагола **to have** в настоящем времени (have, has) и причастия прошедшего времени смыслового глагола:



I (we, you, they) have worked.

He (she, it) has worked.

Вопросительная форма образуется путём постановки вспомогательного глагола **to have** перед подлежащим, например:

Have I worked?

Has he worked?

Отрицательная форма образуется путём постановки отрицания **not** после вспомогательного глагола, например:

I have not worked.

He has not worked.

Present Perfect употребляется для выражения закончившегося действия, когда время совершения его указывается неопределённо, а результат действия налицо в настоящий момент. (В тех случаях, когда время совершения действия в прошлом указывается определённо, употребляется Past Indefinite.) Present Perfect чаще всего переводится на русский язык глаголами совершённого вида в прошедшем времени:

I have written a letter.      Я написал письмо. (*Письмо написано, но не сказано, когда оно написано, поэтому употребляем Present Perfect.*)

We have bought a television set.      Мы купили телевизор.  
(*Телевизор куплен. Он в комнате. Нас интересует результат в настоящем, а время совершения действия не указано.*)

Pete has broken his pencil.      Петя сломал карандаш. (*Результат действия налицо: карандаш сломан и им писать нельзя. Время совершения действия не указано.*)

Present Perfect часто употребляется с наречиями неопределённого времени, которые ставятся между вспомогательным глаголом и причастием прошедшего времени спрягаемого глагола:

Ann has just come in.

Аня только что вошла.

We have already seen this film.

Мы уже видели этот фильм.

Наиболее часто употребляемые наречия неопределённого времени:

ever ['evə] когда-либо

never ['nevə] никогда

just [ʃʌst] только что

already [ɔ:l'redɪ] уже

(not) yet [(not)'jet] еще (не)

## ПРОШЕДШЕЕ СОВЕРШЁННОЕ ВРЕМЯ (THE PAST PERFECT TENSE)

Past Perfect образуется при помощи вспомогательного глагола **to have** в прошедшем времени (**had**) и причастия прошедшего времени смыслового глагола:

I **had** worked.

He **had** worked.

Вопросительная форма образуется путём постановки вспомогательного глагола **to have (had)** перед подлежащим, например:

**Had** I worked?

**Had** he worked?

Отрицательная форма образуется путём постановки отрицания **not** после вспомогательного глагола, например:

I **had not** worked.

He **had not** worked.

Past Perfect употребляется для выражения действия, совершённого к какому-то моменту в прошлом. Этот момент может быть обозначен либо точным указанием времени, либо другим действием в прошлом:

He **had** written his work by 2 o'clock.

Он написал свою работу к двум часам.

We **had** finished our laboratory work before the bell rang.

Мы закончили нашу лабораторную работу до того, как прозвенел звонок.

Часто Past Perfect употребляется в придаточных предложениях, когда мы хотим подчеркнуть предшествование одного действия другому:

She said (that) she **had** read this article.

Она сказала, что читала эту статью.

(Сначала она прочла статью, а потом об этом сказала.)

## ПРАВИЛО СОГЛАСОВАНИЯ ВРЕМЁН (THE SEQUENCE OF TENSES)

В английском языке существует правило согласования (последовательности) времён в сложноподчинённых предложениях с придаточными дополнительными. Если в главном предложении глагол стоит в настоящем или будущем времени, то в придаточном



дополнительном предложении глагол может стоять в любом времени, требуемом по смыслу, и в этом случае правило согласования времён не действует:

He says that Ann takes  
English lessons.

He says that they were  
good friends for many  
years.

He says that they will  
go to Riga in summer.

Он говорит, что Аня  
берет уроки английского языка.

Он говорит, что они были  
хорошими друзьями в течение  
многих лет.

Он говорит, что они поедут в  
Ригу летом.

Правило согласования времён действует лишь в том случае, если в главном предложении глагол стоит в Past Indefinite или Past Continuous. В этом случае в придаточном предложении употребляется:

1) для выражения одновременного действия Past Indefinite или Past Continuous:

He said that Ann took  
English lessons.

Он сказал, что Аня  
берёт уроки английского языка.

2) для выражения действия, предшествующего действию главного предложения, — Past Perfect:

He said that they had  
been good friends  
for many years.

Он сказал, что они были  
хорошими друзьями в течение  
многих лет.

3) для выражения будущего действия употребляется особое время, которое называется Future in the Past (будущее в прошедшем):

He said that they would  
go to Riga in summer.

Он сказал, что они поедут в  
Ригу летом.

He said that we should  
learn English.

Он сказал, что мы будем  
изучать английский язык.

**Примечание:** Future in the Past образует утвердительную, вопросительную и отрицательную формы таким же образом, как и Future Indefinite. Разница заключается лишь в том, что в Future in the Past вместо глаголов **shall** и **will** соответственно употребляются **should** и **would**. На русский язык предложения в Future in the Past переводятся будущим временем. Помните, что Future in the Past употребляется только в придаточных дополнительных предложениях:

She knew that I (we)  
-should attend these lectures.

Она знала, что я (мы)  
буду посещать эти лекции.

She knew that you  
(he, she, they)  
would attend these lectures.

Она знала, что вы  
(он, она, они) будете  
посещать эти лекции.

## СТРАДАТЕЛЬНЫЙ ЗАЛОГ (The Passive Voice)

В английском языке существует два залога глагола: действительный (the Active Voice) и страдательный (the Passive Voice). В том случае, когда подлежащее является действующим лицом, мы имеем дело с действительным залогом, например:

I read a newspaper every day.      Я читаю газету каждый день.

*(Подлежащее I является действующим лицом, и поэтому мы говорим, что данное предложение стоит в действительном залоге.)*

Если же подлежащее не является действующим лицом, а действие направлено на подлежащее, то в этом случае мы имеем дело с предложением в страдательном залоге, например:

The book was written      Книга была написана  
by my friend.      моим другом.

*(Здесь действие направлено на подлежащее the book.)*

Страдательный залог образуется при помощи вспомогательного глагола **to be** в соответствующем времени, лице и числе в сочетании с Past Participle (причастием прошедшего времени) смыслового глагола.

**Формула образования страдательного залога:**

<b>to be</b>		<b>Past Participle</b>
(в соответствующем времени, лице и числе)	+	смыслового глагола

**Например:**

The house was built      Дом был построен в  
last month.      прошлом месяце.

The teacher was sent for.      За учителем послали.

Как видно из вышеприведённых примеров, глагол в страдательном залоге в английском языке можно переводить на русский язык следующими тремя способами:

1) сочетанием глагола «быть» с краткой формой страдательного причастия — в этом сочетании глагол **to be** в настоящем времени на русский язык не переводится;

2) глаголом, оканчивающимся на **-ся(-сь)**;



3) глаголом в действительном залоге в 3-м лице множественного числа в составе неопределённо-личного предложения.

**Страдательный залог употребляется:**

1) когда нам неизвестно лицо, совершающее действие, или по каким-то причинам мы не хотим упоминать его:

A lot of books are published in our country every year.	Очень много книг ежегодно издаётся в нашей стране.
--	---

Если в главном предложении глагол стоит в Past Indefinite Tense, в дополнительных и обстоятельных придаточных предложениях глагол должен стоять в одном из прошедших времён Past Indefinite или Past Continious, смотря по смыслу) —

I know that she was there.

Я знала, что она там.

I know that it was raining.

Я знал, что идёт дождь.

По-русски в этом случае в придаточном предложении глагол стоит в настоящем времени. По-английски правило о последовательности времён требует, чтобы глагол в придаточном предложении стоял в одном из прошедших времён, если в главном предложении глагол стоит в Past Indefinite Tense. Это относится к тем случаям когда говорится об одновременных действиях в главном и придаточном предложениях.

Если глагол в придаточном предложении выражает действие (или состояние), предшествовавшее действию в главном предложении, то этот глагол стоит в Past Perfect Tense и по-русски переводится глаголом в прошедшем времени —

I knew that she had been there.

Я знал, что она (уже) была там.

He thought that I had done my lessons.

Он думал, что я (уже) сделал уроки.

Как настоящие, так и будущие времена не могут стоять в придаточном предложении, если в главном предложении глагол стоит в прошедшем времени. По-русски можно сказать: Он знал, что я приду завтра. По-английски в случаях, когда в прошлом говорится о действиях, которые должны будут происходить в будущем, употребляется особое время, которое называется будущее в прошлом (Future in Past): should – для 1-го лица ед. и мн. числа и would — для 2-го и 3-го лица ед. и множ. числа в сочетании с инфинитивом смыслового глагола.

She knew that I should come tomorrow.

Она знала, что я приду завтра.

I thought that he would wait for me.

Я думал, что он подождёт меня.

**Примечание:** В отрицательной форме глагол **to have** может принимать отрицание **no**. Например: I **have no** books. У меня нет (никаких) книг. Но: I **haven't** the book. У меня нет этой книги.

Глагол **to have** употребляется в качестве смыслового, вспомогательного и модального глагола (заменитель глагола **must** [mʌst] — должен).

1. В роли смыслового глагола **to have** соответствует в русском языке глаголам «иметь», «обладать», например:

I **have** a book. У меня есть книга. (Я имею книгу.)

She **has** a watch. У неё есть часы. (Она имеет часы.)

2. В роли вспомогательного глагола **to have** употребляется для образования времён группы Perfect в сочетании с причастием прошедшего времени (Participle II).

Глагол **to have** в этом случае самостоятельного значения не имеет, а выполняет лишь различные грамматические функции, являясь показателем времени, лица, числа и т. д. Само же действие выражается смысловым глаголом, в сочетании с которым он употребляется, например:

I **have read** this book. Я прочёл эту книгу.

He **has bought** a watch. Он купил часы.

3. В роли модального глагола **to have** употребляется как заменитель глагола **must**, например:

You will **have to** come here again. Вам придётся снова прийти сюда.

## МОДАЛЬНЫЕ ГЛАГОЛЫ (MODAL VERBS)

В английском языке имеется группа глаголов, которые называются модальными, или недостаточными. В эту группу входят глаголы:

**can** [kæn] могу, умею

**may** [meɪ] могу, мне позволено, разрешено

**must** [mʌst] должен

Недостаточными они называются потому, что имеют только некоторые личные формы и совсем не имеют неличных форм



(инфинитива, причастий и герундия), а поэтому не имеют никаких сложных глагольных форм.

Ни один из этих глаголов не имеет окончания **-s** в 3-м лице единственного числа настоящего времени (**Present Indefinite**). Самостоятельно эти глаголы не употребляются. За ними всегда следует другой глагол в инфинитиве без частицы **to**:

I **can** speak English. Я умею говорить по-английски.

You **may** sit down. Вы можете сесть (я вам разрешаю).

### Глагол **can**

Глагол **can** имеет две формы:

1) форму настоящего времени: I **can**, he **can**;

2) форму прошедшего времени: I **could**, he **could**.

Для выражения будущего времени или каких-либо других временных форм глагол **can** не употребляется, а употребляется выражение **be able to**:

He **will be able to** read

English books, in a month.

Он сможет читать английские  
книги через месяц.

Глагол **can** выражает физическую или умственную способность совершения действия, а также умение совершить какое-либо действие:

She **can** run quickly.

He **can** skate.

**Can** you play tennis?

Yes, I **can**.

No, I **cannot**.

Она может быстро бегать.

Он умеет кататься на коньках.

Вы умеете играть в теннис?

Да.

Нет.

### Глагол **may**

Глагол **may** имеет также две формы: 1) форму настоящего времени: I **may**, he **may**; 2) форму прошедшего времени: I **might**, he **might**.

Для выражения будущего времени или каких-либо других временных форм глагол **may** не употребляется, а употребляется выражение **be allowed to**:

Ann **will be allowed to** pass  
her exam chemistry.

Ане будет разрешено сдать  
экзамен по химии.

Глагол **may** имеет значение возможности совершения действия в зависимости от разрешения или вероятности его совершения:

**May** I take the book?

Yes, you **may**.

No, you **can't**.

It **may** snow today.

Можно мне взять книгу?

Да, можете (я разрешаю).

Нет, нельзя.

Возможно, сегодня будет снег.

### Глагол **must**

Глагол **must** имеет только одну форму — настоящего времени:  
I **must**, he **must**.

We **must** do our lessons  
every day.

Мы должны делать  
уроки ежедневно.

**Must** he go there?

Должен он пойти туда?

Yes, he **must**.

Да.

No, he **needn't**.

Нет.

Для выражения прошедшего времени или будущего времени употребляется его заменитель — глагол **have to**:

She **had to** do this work.

Она должна была (ей пришлось)  
сделать эту работу.

He **will have to** read this  
English book.

Он должен будет (ему придётся)  
читать эту английскую книгу.

## ИНФИНИТИВ (THE INFINITIVE)

Как в русском, так и в английском языке инфинитив имеет свойства глагола и существительного.

Инфинитив обычно употребляется с частицей **to**.

### Черты существительного

1. Инфинитив может быть подлежащим в предложении:

**To study** well is your duty.

Учиться хорошо—  
ваша обязанность.

**To speak** English is not difficult.

Говорить по-английски  
нетрудно.

2. Инфинитив может быть прямым дополнением:

Our students like **to read**.

Наши студенты любят читать.

My sister asked me **to go**  
there with her.

Моя сестра попросила меня  
пойти туда с ней.

3. Инфинитив может быть именной частью составного сказуемого:

Your task is **to study** well.

Ваша задача — учиться  
хорошо.

### Черты глагола

1. За инфинитивом может следовать прямое дополнение:

He likes **to read** English  
books.

Он любит читать английские  
книги.



**2. Инфинитив может определяться наречием:**

They were surprised to see me so early.	Они удивились, увидя меня так рано.
--	--

**3. Инфинитив может быть частью составного глагольного сказуемого:**

He must do his homework this evening.	Он должен делать домашнее задание вечером.
Ann began to read English books.	Аня начала читать английские книги.

Кроме того, инфинитив имеет ещё и другие синтаксические функции.

**1. Инфинитив может быть определением, заменяющим целое придаточное определительное предложение:**

My friend has brought me an interesting book to read.	Мой друг принёс мне интересную книгу, которую я могу почитать.
--	--

**2. Инфинитив может быть обстоятельством цели, заменяющим обстоятельственное предложение цели:**

He gave me his pen to write a letter to Mike.	Он дал мне ручку, чтобы я написал письмо Мише.
--	---

**3. Инфинитив может входить в состав сложного дополнения:**

I want you to come early today.	Я хочу, чтобы ты пришла рано сегодня.
------------------------------------	--

## **ГЕРУНДИЙ (THE GERUND)**

В английском языке есть неличная форма глагола, оканчивающаяся на **-ing**, которой нет в русском языке. Эта **ing**-форма называется the Gerund (герундий). Герундию присущи черты как глагола, так и существительного.

### **Черты существительного**

**1. Герундий употребляется в роли подлежащего или дополнения:**

Reading is useful.	Чтение полезно.
I like reading.	Я люблю читать.

**2. Герундий может иметь при себе определение, выраженное притяжательным местоимением или существительным:**

We were pleased with Alek's coming.	Мы были довольны, что пришёл Алик (приходом Алика).
--	--

3. В роли определения или обстоятельства герундий всегда употребляется с предлогом:

I don't like his way of **doing** it.

Мне не нравится, как он это делает.

#### Черты глагола

1. Герундий определяется наречием:

I like your **speaking**  
English so fast.

Мне нравится, что вы так  
быстро говорите по-английски.

2. Герундий может иметь при себе прямое дополнение:

She likes **reading**  
French books.

Она любит читать  
французские книги.

Как вы видите из предыдущих примеров, герундий переводится на русский язык существительным, глаголом в неопределенной форме или придаточным предложением.

### ПРИЧАСТИЕ НАСТОЯЩЕГО ВРЕМЕНИ (PRESENT PARTICIPLE, ИЛИ PARTICIPLE I)

Present Participle может быть образовано от любого глагола (кроме модальных и вспомогательных глаголов **shall** и **will**) путём прибавления окончания **-ing**, соответствующего русским окончаниям **-ащ(-ящ)ий(ся)**, **-ущ(-ющ)ий(ся)**:

**standing** — стоящий,  
**turning** — вращающийся  
**burning** — горящий

Если глагол оканчивается на произносимое **e**, то при образовании Present Participle **e** опускается:

**smile** — **smiling**  
**write** — **writing**

Если глагол состоит из одного слога, то при образовании Present Participle удваивается конечная согласная:

**sit** — **sitting**  
**run** — **running**  
**swim** — **swimming**

Present Participle участвует в образовании времен группы Continuous в сочетании с личными формами вспомогательного глагола **to be**:

They are **drawing** now.

Они чертят сейчас.



В предложении **Present Participle** может выступать в функции:

1) определения к существительному:

I like to see **smiling** faces.

Я люблю видеть улыбающиеся лица.

2) обособленного определения, заменяющего придаточное определительное предложение:

The boy **sitting** at the table is her brother.

Мальчик, сидящий за столом, её брат.

(The boy who is **sitting** at the table is her brother.)

(Мальчик, который сидит за столом, её брат.)

3) обстоятельства (в этих случаях английское причастие настоящего времени переводится русским деепричастием):

She went out **smiling**.

Она вышла улыбаясь.

## ПРИЧАСТИЕ ПРОШЕДШЕГО ВРЕМЕНИ (PAST PARTICIPLE, ИЛИ PARTICIPLE II)

Форма **Past Participle** правильных глаголов образуется путём прибавления суффикса **-ed** к основной форме глагола, например:

decide — решать

**decided** — решённый

Форма **Past Participle** неправильных глаголов образуется особыми способами (см. таблицу неправильных глаголов на с. 357), например:

write — писать

**written** — написанный

Формы **Past Participle** наиболее употребительных глаголов вам нужно выучить.

**Past Participle** участвует в образовании времён группы **Perfect**, страдательного залога:

I **have** just got tickets to the cinema.

Я только что купил билеты в кино.

This article was **written** by my friend.

Эта статья была написана моим другом.

В предложении **Past Participle** может выступать в функции:

1) определения к существительному:

The **broken** cup was on the floor.

Разбитая чашка лежала на полу.

2) обособленного определения, заменяющего придаточное определительное предложение:

Here is the letter received  
from Nick.

Вот письмо, полученное  
от Коли.

(Here is the letter which  
I received from Nick yesterday.)

(Вот письмо, которое я получил  
от Коли вчера.)

## ПРЕДЛОГИ (PREPOSITIONS)

Ввиду того, что в английском языке почти отсутствуют падежи, предлоги показывают не только отношения между существительными и другими частями речи, но и выполняют функцию падежных окончаний.

Запомните значения основных предлогов английского языка:

1. Предлог **of** выполняет функцию русского родительного падежа:

London is the capital  
of Great Britain.

Лондон — столица  
Великобритании.

2. Предлог **to** выполняет функцию дательного падежа при выражении отношения глагола к дополнению:

I gave the pen to my brother.

Я отдал ручку брату.

3. Предлог **about** соответствует форме предложного падежа:

He told me about that party.

Он рассказал мне о том  
вечере.

4. Предлоги **by**, **with** выполняют функцию творительного падежа. **By** обозначает одушевленного деятеля, **with** — орудие действия:

We write with a pen.

Мы пишем ручкой.

"Poltava" was written  
by Pushkin.

«Полтава» была написана  
Пушкиным.

Помните, что один и тот же предлог может переводиться на русский язык по-разному. Например:

**in**

She was in the street.

Она была на улице.

We shall meet in a month.

Мы встретимся через месяц.

The work was done in May. Работа была сделана в мае.

**at**

She was at the lesson.

Она была на уроке.

I worked at my homework.

Я работал над моим  
домашним заданием.



The teacher was at his desk when I came in.

At 7 o'clock we shall go to Sochi.

to

He goes to school in the morning.

"Come to the blackboard!" he said.

Today we shall go to the meeting.

Учитель был за своим столом, когда я вошел.

В семь часов мы поедем в Сочи.

Он ходит в школу утром.

«Подойди к доске!» — сказал он.

Сегодня мы пойдем на собрание.

**Запомните значения следующих предлогов:**

on [ɒn] на

above [ə'baʊv] над

under ['ʌndə] под

below [bi'lou] ниже

in [ɪn] внутри

into ['ɪntu] внутрь

out of ['aʊt'ɒv] изнутри

behind [bi'haind] сзади

near [niə] около; возле

to [tu:] указывает движение к предмету

## ПОВЕЛИТЕЛЬНОЕ ПРЕДЛОЖЕНИЕ (THE IMPERATIVE SENTENCE)

В повелительном предложении порядок слов тот же, что и в повествовательном предложении, только в большинстве случаев отсутствует подлежащее. Повелительное предложение произносится с интонацией I (Tune I) —

I	II	III	IV
—	Give	me your copy-books!	—
—	Don't talk	—	so loud!
You	go	—	there!

## ВОПРОСИТЕЛЬНОЕ ПРЕДЛОЖЕНИЕ (THE INTERROGATIVE SENTENCE)

В вопросительных предложениях надо различать два рода вопросов — (1) общие вопросы (general questions), относящиеся ко всему предложению и требующие кратких ответов "да или нет, и (2) специальные вопросы (special questions), относящиеся к разным членам предложения и требующие полных ответов по существу вопроса.

## ОБЩИЕ ВОПРОСЫ (GENERAL QUESTIONS)

Общий вопрос всегда начинается с вспомогательного или модального глагола, так как сказуемое в вопросительном предложении расщепляется на две части: смысловой глагол (и именная часть сказуемого) остаётся на своём втором месте, а вспомогательный или модальный глагол занимает нулевое место перед подлежащим.

Если смысловой глагол стоит в одном из простых времён (Present Indefinite или Past Indefinite), которые образуются без помощи вспомогательного глагола, смысловой глагол в форме инфинитива остаётся на втором месте, а нулевое место занимает соответствующая форма вспомогательного глагола **do**.

Для общего вопроса характерна интонация II — повышение голоса в конце предложения. —

0	I	II	III	IV
Did	The wolf the wolf	got in get in	-- --	among the sheep. among the sheep?
Has	She she	has written -- written	a letter a letter	today. today?
Can	Ann Ann	can read — read	-- --	very well. very well?

На общий вопрос даётся краткий ответ, включающий личное местоимение, заменяющее подлежащее, и соответствующую форму вспомогательного или модального глагола —

*Was Mary at the cinema on Sunday? Yes, she was,*

*Can Peter go there at once? No, he can't.*

Общие вопросы имеют и отрицательную форму, и по-русски в этих случаях вопрос начинается со слов *разве... не, неужели... не* —

*Hasn't he come in time? Разве (неужели) он не пришёл?*

*Can't you do it now? Разве вы не можете сделать это сейчас?*

*Needn't Peter go there? Разве Пете не надо пойти туда?*

## АЛЬТЕРНАТИВНЫЕ ВОПРОСЫ (ALTERNATIVE QUESTIONS).

Альтернативные (выборочные) вопросы с союзом **or** — или сходны с общими вопросами в том отношении, что они также начинаются с вспомогательных или модальных глаголов, но они отличаются от



общих вопросов (1) интонацией, так как голос повышается в середине предложения перед союзом *or*, но понижается в конце предложения, и (2) ответом, поскольку альтернативный вопрос требует полного ответа по существу вопроса —

*Is Michael at school or at home? He is at school.*

*Will he come today or tomorrow? He will come today.*

## ОБЩИЕ ВОПРОСЫ (DISJUNCTIVE QUESTIONS.)

К общим вопросам относятся также альтернативные вопросы, называемые *disjunctive questions* (разъединяющие или разъединённые вопросы). Эти вопросы начинаются с заявления (*a statement*), за которым следует краткий общий вопрос (*a general question*). На русский язык этот общий вопрос переводится словами не правда ли? или да? независимо от того, какой глагол стоит по-английски —

*It's a fine day today, isn't it?*

Сегодня хороший день, не правда ли? (да?)

Если вопрос не требует ответа, а является как бы подтверждением сделанного говорящим заявления, обе части вопроса — заявление и общий вопрос — произносятся с падающей интонацией I —

*It was very cold yesterday, wasn't it?*

Вчера было очень холодно, не правда ли? (да?)

Если вопрос обращён к слушателю и требует ответа, первая часть вопроса — заявление — произносится с падающей интонацией I, а вторая часть — общий вопрос — с повышением голоса в конце предложения (интонация II) —

*Ann is asleep, isn't she?*

Аня спит, не правда ли? (да?)

*Tom will go there, won't he?*

Том пойдёт туда, не правда ли? (да?)

Краткий общий вопрос содержит только личное местоимение и вспомогательный или модальный глагол, употреблённый в заявлении —

*The children can swim, can't they?*

Дети умеют плавать, не правда ли? (да?)

Если глагол в заявлении стоит в одном из простых времён (*Present Indefinite* или *Past Indefinite*), в общем вопросе стоит соответствующая форма глагола *do -- do, does, did* —

He **knows** his lesson, **doesn't** he?

Он знает урок, не правда ли? (да?)

He **came** in time, **didn't** he?

Он пришёл во-время, не правда ли? (да?)

Disjunctive questions строятся разное в зависимости от ожидаемого ответа.

Если ожидается утвердительный ответ (affirmative answer), первая часть вопроса — заявление — стоит в утвердительной форме, а вторая часть -- общий вопрос — в отрицательной форме —

You **know** her address, **don't** you?

Вы знаете её адрес, не правда ли? (да?)

Если ожидается отрицательный ответ (negative answer), заявление стоит в отрицательной форме, а общий вопрос — в утвердительной форме —

You **don't know** her address, **do** you?

Вы не знаете её адреса, не правда ли? (да?)

Ожидается утвердительный ответ	Ожидается отрицательный ответ
They are at home, aren't they? Они дома, не правда ли? (да?)	They aren't at home, are they? Их нет дома, не правда ли? (да?)
You have this book, haven't you? У вас есть эта книга, не правда ли? (да?)	You haven't this book, have you? У вас нет этой книги, не правда ли? (да?)
He likes this picture, doesn't he? Ему нравится эта картина, не правда ли? (да?)	He doesn't like this picture, does he? Ему не нравится эта картина, не правда ли? (да?)
She will be late, won't she? Она опоздает, не правда ли? (да?)	She won't be late, will she? Она не опоздает, не правда ли? (да?)

Ответы на disjunctive questions могут быть и утвердительными и отрицательными, т. е. ожидаемыми и неожиданными.

Когда ожидается утвердительный ответ, оба ответа—и ожидаемый и неожиданный — совпадают по-английски и по-русски: **yes** — да относится к утвердительному ответу, а **no** — нет — к отрицательному ответу —

Disjunctive Questions	Affirmative Answer	Negative Answer
You want a drink, don't you?	Yes, I do.	Oh no, I don't.
Вы хотите пить, не правда ли? (да?)	Да, хочу.	Нет, не хочу.
She will come soon, won't she?	Yes, she will.	Oh no, she won't.



Она скоро придёт, не правда ли? (да?)	Да, скоро.	Нет, не скоро.
He can go now, can't he?	Yes, he can.	Oh no, he can't.
Он может идти сейчас, не правда ли? (да?).	Да, он может.	Нет, он не может.

Но когда ожидается отрицательный ответ, есть разница в ответах в английском и русском языках. Разница эта состоит в том, что по-русски *да* может стоять с отрицательным ответом, а *нет* — с утвердительным ответом --

*Нет, буду. Да, не буду.*

По-английски *yes* может стоять только в утвердительном ответе, а *no* — только в отрицательном ответе —

Disjunctive Questions	Negative Answer	Affirmative Answer
You don't want a drink, do you? Вы не хотите пить, не правда ли? (да?)	No, I don't. Да, не хочу.	Oh yes, I do. Нет, хочу.
She won't come soon, will she? Она не скоро придёт, не правда ли? (да?)	No, she won't. Да, не скоро.	Oh yes, she will. Нет, скоро.
He can't go now, can he? Он не может идти сейчас, не правда ли? (да?)	No, he can't. Да, не может.	Oh yes, he can. Нет, может.

## СПЕЦИАЛЬНЫЕ ВОПРОСЫ (SPECIAL QUESTIONS)

Все специальные вопросы начинаются с вопросительных слов — местоимений *who?* (*whom?*, *whose?*), *what?*, *which?*, *how many?*, *how much?* и наречий *where?*, *when?*, *how?*, *how often?*, *why?* и. т. д. Они имеют такую же интонацию, как в повествовательном предложении, т. е. голос понижается в конце предложения —

*Why isn't Annie at school today?*

Специальные вопросы делятся на две группы — (1) вопросы к подлежащему и (2) вопросы ко всем другим членам предложения — к сказуемому, дополнению, определению и обстоятельным словам --

В вопросе к подлежащему порядок слов такой же, как в повествовательном предложении: всё сказуемое остаётся на своём

втором месте, а первое место занимает вопросительное местоимение (**who, what, which**), являющееся подлежащим вопросительного предложения —

I	II	III	IV
<i>Olga</i> <i>Who</i>	wrote wrote	the exercise the exercise	on the blackboard. on the blackboard?
<i>I</i> <i>Who</i>	shall come will come	-- --	home very late. home very late?
<i>He</i> <i>Who</i>	did not skate did not skate	-- --	on Wednesday. on Wednesday?
<i>The box</i> <i>What</i>	stood stood	— --	in the middle of the room. in the middle of the room?

Вопрос к подлежащему требует полного ответа, состоящего из подлежащего (существительного или местоимения) и вспомогательного или модального глагола. Если сказуемое выражено глаголом в Present Indefinite или Past Indefinite, в ответе стоит соответствующая личная форма глагола **do**. В ответе на вопрос к подлежащему наблюдается большое различие между английским и русским языком —

*Who can translate this text? Olga can.*

Кто может перевести этот текст? Ольга (может).

*Who knows this poem? I do.*

Кто знает это стихотворение? Я (знаю).

В специальных вопросах к сказуемому, дополнению, определению и обстоятельственным словам порядок слов такой же, как в общих вопросах: смысловой глагол остаётся на своём втором месте, а вспомогательный или модальный глагол занимает нулевое место перед подлежащим. Вопросительное слово стоит перед вспомогательным или модальным глаголом —

?	0	I	II		IV
--	--	Mary	is reading	a book	in the garden.
What	is	Mary	— doing?	--	
What	is	Mary	— reading	—	in the garden?
Where	is	Mary	— reading	a book?	—

В вопросах о дополнении с предлогом наблюдается особенность английского языка по сравнению с русским языком: предлог может



стоять в начале предложения вместе с вопросительным местимением *what?*, как и по-русски, но может оставаться и на своём месте, что совершенно недопустимо в русском языке---

?	0	I	II	III	IV
--	--	Leo	told	me	about this film.
(About what	did	Leo	tell	me?)	
What	did	Leo	tell	me	about?
—	—	Mother	gave	an apple	to each of us.
To whom	did	Mother	give	an apple?	
Whom	did	Mother	give	an apple	to

**Примечание.** Предложение, заключённое в скобки, грамматически правильно, но не употребляется в английской речи.

## СЛОЖНОЕ ПРЕДЛОЖЕНИЕ.

### (THE COMPOUND AND THE COMPLEX SENTENCE)

Сложные предложения как по-русски, так и по-английски делятся на сложно-сочинённые (compound sentences) и на сложноподчинённые (complex sentences).

## THE COMPOUND SENTENCE.

Сложно-сочинённые предложения, состоящие из двух (или нескольких) простых предложений, соединяются следующими сочинительными союзами —

### Сочинительные союзы:

and	but	or	either... or	neither... nor
а, и	но, а	или	или ... или	ни... ни
for		so		therefore
так как		итак, поэтому,		поэтому,
		так что		следовательно

An aeroplane roared above them, **and** bombs fell.

I saw a large tree, **but** it was too far away.

We know her very well, **for** she is Michael's cousin.

"Mother will go with us, **so** we shan't be afraid."

## THE COMPLEX SENTENCE.

Сложно-подчинённое предложение состоит из двух частей -  
- (1) главного предложения (principal clause) и (2) придаточного

предложения (subordinate clause), которое присоединяется к главному предложению при помощи следующих союзных слов —

Подчинительные союзы:	Относительные местоимения:
that что	who кто, который
so... that так что	whom кого, кому, которого,
because потому что	которому
as так как, когда, в то время как	whose чей, которого
while в то время как, пока	which который; that который
till, until до тех пор пока, пока	what (то) что
in order that для того чтобы	Относительные наречия:
before перед тем как	when когда
after после того как	where где, куда
though, although хотя	how как, каким образом
	why почему

Bertha thinks **that** she lives in a bright little home.

**While** we were talking, she got supper ready.

He put on his warm coat, **because** the wind was cold.

Peter and Leo, who live in the same street, go home together,

"I can't sing **when** I work," he said in a rough voice.

She does not know **where** we live.

Придаточные предложения как по-русски, так и по-английски делятся на придаточные подлежащие, сказуемые, определительные, дополнительные и обстоятельственные, в зависимости от того, к какому члену главного предложения они относятся. Но есть особенности, характерные для английского языка.

В придаточных дополнительных предложениях обычно опускается подчинительный союз **that** -- что, и перед ним не стоит запятая, как в русском языке —

I think (**that**) we should send her a book.

Я думаю, что мы должны послать ей книгу.

По-русски обычно опускается в придаточном предложении подлежащее, если оно соответствует подлежащему в главном предложении, по-английски это невозможно —

*He* says (**that**) he will do this exercise at once.

Он говорит, что сделает это упражнение сейчас же.

Если в придаточном определительном предложении относительное местоимение (**whom, which, that**) является дополнением, оно может пропускаться, что недопустимо в русском языке —



He is speaking about the film **(that)** he saw yesterday.

Он говорит о фильме, **который** он видел вчера.

This is the man **(whom)** I mean.

Это человек, **которого** я имею в виду.

Если относительное местоимение употреблено с предлогом, при пропуске местоимения предлог стоит после глагола —

She showed me the house **in which** she lives.

She showed me the house she lives **in**.

Она показала мне дом, **в котором** живёт.

That is the teacher **about whom** I told you so much,

That is the teacher I told you so much **about**.

Вот учитель, о котором я столько рассказывал вам.

## ПРИЧАСТИЯ, ЗАМЕНЯЮЩИЕ ЛИЧНЫЕ ФОРМЫ ГЛАГОЛА.

(PARTICIPLES REPLACING THE FINITE FORMS  
OF THE VERB).

Как и по-русски, придаточные определительные предложения могут заменяться причастными оборотами: относительное местоимение опускается, а глагол в личной форме заменяется причастием настоящего или прошедшего времени. Причастный оборот, заменяющий придаточное определительное предложение, всегда стоит после существительного, к которому оно относится, и не может стоять перед ним, как по-русски —

She is reading the text **which was translated by Olga**.

She is reading the text **translated by Olga**.

Она читает текст, переведённый Ольгой.

Она читает переведённый Ольгой текст.

This is a word **which has two meanings**.

This is a word **having two meanings**.

Вот слово, имеющее два значения.

Вот имеющее два значения слово.

Личные формы глагола в простых предложениях с двумя сказуемыми и в сложно-сочинённых предложениях могут заменяться причастными оборотами, которые на русский язык переводятся деепричастными оборотами --

**He took a pen and began to write.**

Он взял ручку и начал писать.

**Taking a pen**, he began to write.

Взяв ручку, он начал писать.

**She was very tired**, so she went to bed at once.

Она очень устала, поэтому сейчас же легла спать.

**Being very tired**, she went to bed at once.

Очень устав, она сейчас же легла спать.

Обстоятельственные придаточные предложения заменяются причастными оборотами, которые могут стоять или перед главным предложением или после него и на русский язык переводятся деепричастными оборотами —

**When they came to her flat**, they rang the bell.

Когда они дошли до её квартиры, они позвонили.

**Coming to her flat**, they rang the bell.

Дойдя до её квартиры, они позвонили.

**As she was coming into her room**, she heard a noise.

Когда она входила в свою комнату, она слышала шум.

**Coming into her room**, she heard a noise.

Входя в свою комнату, она слышала шум.

## СЛОЖНОЕ ДОПОЛНЕНИЕ (THE COMPLEX OBJECT)

Сложное дополнение после глаголов **want** и **like** (**should like** и **would like**) состоит из прямого дополнения — существительного или местоимения, за которым следует глагол в форме инфинитива с частицей **to** —

**Father wants me to write** this letter.

Отец хочет, чтобы я написал это письмо.

Сложное дополнение не имеет точного соответствия в русском языке и переводится на русский язык дополнительным придаточным предложением с союзом **чтобы** —

**Peter wants Leo to help** him.

Петя хочет, чтобы Лёва помог ему.

**I should like you to come** tomorrow.

Я хотела бы, чтобы вы пришли завтра.

Сложное дополнение после глаголов **see** и **hear** состоит из прямого дополнения — существительного или местоимения, за которым следует глагол в форме инфинитива без частицы **to** —



*I saw Boris come into the house.*

Я видела, как Борис вошёл в дом.

После глаголов *see* и *hear* может стоять сложное дополнение, в котором за прямым дополнением следует глагол в форме причастия настоящего времени —

*I saw him coming up to the house.*

Я видела, как он подходил к дому.

Оба сложных дополнения после глаголов *see* и *hear* на русский язык переводятся дополнительным придаточным предложением с союзом *как*.

Разница между ними заключается в следующем. Сложное дополнение с инфинитивом обозначает однократное действие —

*I heard her say these words.*

Я слышал, как она сказала эти слова.

*We saw her run into the house.*

Мы видели, как она вбежала в дом.

Сложное дополнение с причастием настоящего времени обозначает незаконченное действие, начавшееся раньше и происходившее в данный момент («слышания» или «видения») —

*They heard him speaking to the director.*

Они слышали, как он разговаривал с директором,

*We saw her running about in the garden.*

Мы видели, как она бегала по саду.

Сложное дополнение может также состоять из прямого дополнения и причастия:

*I heard her singing  
an English song.*

Я слышал, как она пела  
английскую песню.

*He watched them  
playing in the garden.*

Он наблюдал за тем,  
как они играли в саду.

Разница между ними заключается в следующем.

Сложное дополнение с инфинитивом обозначает однократное действие:

*I heard her say these  
words.*

Я слышал, что она сказала  
эти слова.

*We saw her run into  
the house.*

Мы видели, что она вбежала  
в дом.

Сложное дополнение с причастием настоящего времени подчёркивает процесс протекания действия:

I **saw her** crossing  
the street.

Я видел, как она переходила  
улицу.

I **watched** the children  
playing with a ball.

Я наблюдал за тем, как  
дети играли в мяч.

Сложное дополнение не имеет точного соответствия в русском языке и переводится на русский язык дополнительным придаточным предложением с союзами что, чтобы (если в сложное дополнение входит инфинитив) и как (если в сложное дополнение входит причастие настоящего времени).

**Таблица времён английского глагола  
Действительный залог**

Время Форма	Present (настоящее)	Past (прошедшее)	Future (будущее)
Indefinite (неопределённая)	I work. I write.	I worked. I wrote.	I shall work. I shall write.
Continuous (продолженная)	I am working. I am writing.	I was working. I was writing.	I shall be working. I shall be writing.
Perfect (совершённая)	I have worked. I have written.	I had worked. I had written.	I shall have worked. I shall have writ- ten.
Perfect Continuous (совершённая продолженная)	I have been work- ing. I have been writ- ing.	I had been work- ing. I had been writing.	I shall have been working. I shall have been writing.



### O' Henry

O' Henry, whose real name was William Sydney Porter, was American short-story teller. He was born in Greensboro a little town in North Carolina, in 1862. His mother died when he was three. His aunt had a private school, and encouraged him to read. He read a lot of books by the writers who were popular that time. He was also fond of drawing. He left school at fifteen and became a clerk in his uncle's drugstore where he worked for five years.

Porter was interested in people and in everything that went on around him. He never lost his interest in reading and becoming a writer. At nineteen he went to Texas to live on a ranch. He tried many jobs in his early years. Such as a book-keeper, a draftsman, a teller in the First National Bank of Austin in Texas. While working in the bank he was accused of stealing money from the bank. He left the bank and went to Housatonic. Where he started editing a short-lived humorous journal. Then a news came that his wife was seriously ill and he returned to Austin. And there in 1898 the jury pronounced him guilty and sentenced him to imprisonment. While in prison he made the acquaintance of different types of people that he later used as characters in his stories...

Then he began to write stories. He used the pen-name of O' Henry-from the name of the captain of the prison guard, Orrin Henry. He managed to arrange it so that some of his stories were submitted to newspaper editor while he was still in prison. He asked the editors to keep his secret.

When he was released from prison, he went to New York. He took a flat, where he could sit and stare at the passers-by. The city with its four million inhabitants suggested so many plots to him that he wrote as many as seven stories a month.

He was the author of about three hundred short stories.

Best of them were published in the books "Cabbages and kings", "The Four Million", "Heart of the west", "The Trimmed Lamp", "The Voice of the City", "The Gentle Graft", "Roads of Destiny" "Options" "Strictly Business" and others. Some of his short stories were published after his death: "Sixes and Sevens", "Rolling stones", "Waits and stays".

Illness, hard work and lack of money hastened his death. He died in 1910 when he was forty seven. But he had already achieved worldwide fame.

O' Henry describes the life of the "Little people" clerks, shop assistants and farm workers. His stories are mostly humorous and amusing with the happy end. Through the gaiety and humour of his stories, the hard life of poor people can be seen.

#### **Words and expressions**

to encourage — рӯҳбаланд кардан; поддерживать, поощрять.

a ranch — ранчо.

to get acquainted with — шинос шудан; познакомиться с

a draftsman — наққош; чертёжник

a teller — кассир

to accuse — айбдор кардан; обвинять

to edit — тахрир кардан; редактировать

to pronounce somebody guilty — ягон касро айбдор эълон кардан;  
признать кого-либо виновным

to sentence somebody to imprisonment — аз озодӣ касро маҳрум  
кардан; приговорить кого-либо к тюремному заключению

to submit — пешниҳод кардан; подавать, представлять, подчиняться

to release — озод кардан; освободить

to hasten — тез кардан; торопить, спешить, торопиться

fame — шараф; слава

Here are some stories by O Henry or William Sydney Porter.

## **The Last Leaf**

(By O' Henry)

### **Part One**

Sue often met Johnsy in a little cafe on the East Side of New York, where the two girls came for lunch almost everyday. Johnsy was small and quiet, with big blue eyes and light hair. Sue was dark and bigger and stronger than Johnsy. They liked the same things in art and music, the same poems and salads, they became very good friends and decided to live together and paint pictures and try to become great artists. They didn't have much money, but they were young and full of hope, and life seemed good to them.



That was happened in May. In November, a cold gentleman that the doctors called Mr Pneumonia came to New York. He went into the houses in the streets and visited almost every family. He didn't go near Sue, but he went to Johnsy and put his cold hands on her head. And now Johnsy lay in bed and looked out of the window at the Grey wall of the next house. She was not interested in anything.

One morning the doctor called Sue into the corridor and told her that Johnsy was worse and her life was in danger. She had only one chance to live. It was that she had to want to live.

"I can't do anything without her help" -said the doctor "if you make her speak about food, pictures, clothes, she'll have a chance to live"

The doctor went away and Sue stood in the corridor and cried. "I must not cry!" She thought at last "She stopped crying and went into the room with a smile in her face".

"The doctor says you must have some soup, drink warm milk and eat fruit", she began, but Johnsy was not listening. She was looking out of the window and was counting. Sue heard the numbers: "Twelve", then after a while "Eleven", and after another minute, "Ten, nine," together. Sue looked out of the window, but could see nothing to count there. She could see only the dirty yard and grey wall of the next house, with an old vine on it. There were only a few leaves on the vine now, and they were yellow and brown.

"What are you counting, Johnsy dear?" Sue asked. "Eight", Johnsy said, "three days ago there were almost a hundred; I couldn't count them all. But now it's easy.

There are only eight.

"Eight what, dear? Tell me.

"Leaves. On that vine. When the last leaf falls, I must go, too".

"Nonsense"! Sue said angrily. "Those old leaves are only old leaves. The vine loses all of its leaves every autumn. But you-the doctor says you have a good chance. The doctor is sure you will soon be well again. Try to rest, Johnsy, and don't think about those leaves. I must finish my picture. If I sell it. I'll buy you some nice fruit.

"Don't buy any fruit. I don't want anything at all, "Johnsy said and she seemed very tired. "I don't want to think, and I don't want to wait. I am very tired, and I only want to go down, down, down, where I can rest at last".

"Don't be foolish! Sue said. "These strange ideas come to you because you are ill. Please, Johnsy, sleep now, if you can. I must run to Behrman

and ask him to be my model I'll be back in a few minutes. And she ran out of the room.

**Words and expressions**

full of hope — умеди калон; полон надежды

pneumonia — касалии варами шуш; пневмония

chance — умед, имконият, шанс

leaf (leaves) — барги дарахтон; листья

A vine [vain] гули печон, ошиқ печон; виноградная лоза

**Speak about the story "The last leaf"**

- a. About the two girls; their friendship
- b. What happened to them
- c. Why Johnsy lost her interest in everything
- d. The doctor visit.

**The Last leaf**

**Part two**

When Behrman was a young man, he decided to become a great artist. For forty years he tried, but he did not even become a good artist. Now he was more than sixty. Sometimes he sold his paintings, but he never had any money, because he drank. In the whole world, he loved only two people Johnsy and Sue, and he thought he had to take care of them.

"I'll paint a masterpiece", he often told them.

"and then well go away from these dirty little rooms!" When Sue told him about Johnsy, Behrman was very angry. "Why didn't you take better care of her?" he shouted. "I'll never be a model of your picture! Poor, poor Johnsy". "She is so ill", Sue said. "And her head is full of strange ideas. She counts the leaves on that old vine and she thinks that when the last leaf falls, she will go too. All right, Mr Behrman, if you don't want to be my model".

"Who said I won't be your model?" Behrman shouted.

"Women are so foolish! Come quickly! Johnsy is lying ill in bed, and you're standing here and talking!"

Johnsy was sleeping when Sue came into the room with Behrman. They went to the window and looked out.

For five minutes Behrman looked at the vine, then he went away without a word.

During the night, a cold rain began to fall and the wind become stronger and louder. She sat near Johnsy's bed, she did not sleep all night. Very



early in the morning, she saw that Johny's eyes were open, and she was looking out of the window. When Sue looked, she saw that there was only one leaf on the vine.

"It's the last", Johnsy said. "I heard the wind all night and I can't understand why it did not fall. I 'm sure it will fall today, and I'll die at the same time."

"Oh, Johnsy," Sue said, "think of me! What will I do without you? But Johnsy did not answer.

Slowly the day passed. Every minute seemed an hour. At the end of the day, the north wind came again and it brought the cold autumn rain.

It rained all night, and in the morning two girls looked out of the window together. The leaf was there.

For a time, Johnsy lay quiet. Then she said, "I heard the wind during the whole night, but that brave little leaf fought it. I've been a bad girl, Sue, and now I 'm sorry. That last leaf has taught me how to fight for my life, how bad it is to want to die. You may bring me some bread and butter and tea now, and later I'll drink a cup of milk. "An hour later, she said, "Sue, I'd like to paint a picture of a storm on the sea".

The doctor came in the afternoon and said that Johnsy was out of danger. He said to Sue "Sue, her chances are much better. If you take good care of her, you 'll win. And now I must go to other patient. His name is Behrman, an artist, I think Pneumonia, too. We 'll take him to the hospital, but he is old and his heart isn't strong. There is no hope for him, I'm afraid".

A few days later, Sue came to Johnsy's bed and sat down. "I have something to tell you, dear," she said. "Mr Behrman died in the hospital today. Pneumonia. They found some green and yellow paint in his room. Do you see that leaf? It isn't on the vine. Behrman painted it on the wall behind the vine. Look out of the window dear, Johnsy, at the last leaf on the wall. Why it never moved when the wind blew."

"Ah, darling, Mr Behrman painted it that terrible night when the last leaf fell, it is his masterpiece",

**Prove the following facts. Give as many facts as you can remember:**

1. Johnsy was not interested in anything.
2. Sue loved Johnsy very much.
3. The doctor couldn't do much for Johnsy.
4. Behrman was very good to the girls.
5. Behrman was a great artist.

**Act as if you are:**

- a) Sue
- b) Johnsy
- c) The doctor
- d) Mr Behrman

**Use the following words and expressions**

to sell (sold, sold) — фурӯхтан; продавать  
a masterpiece — шоҳасар; шедевр  
to take care of — ғамхорӣ кардан, нигоҳубин кардан; заботиться  
a strange idea — фикри аҷоиб (ғалатӣ); странная идея  
without a word — ягон сухан нагуфта; без единого слова  
a wind — шамол; ветер  
fight (fought) — мубориза бурдан; бороться  
a patient — бемор, касал (одами касал); пациент, больной

**Read the story**

These words and expressions will help you to understand the meaning.  
a village — қишлоқ, деҳа; деревня  
the leading part — нақши асосӣ; главная роль, ведущая роль  
talented — болаёқат; талантливый

## **Too Well**

**(By O'Henry)**

Miss Carrington was a famous actress. She was born in Cranberry, a small beautiful village.

When she was 17, she left Cranberry for New York. In New York she began working at the drama theatre. She was very talented and some years later she became a famous actress.

Once the director of the theatre she was working at decided to put on a modern play about the country life. Miss Carrington was going to play the leading part, but they couldn't find an actor for the male part.

One day a young man came to see the director and asked him to give him the part. But it was only Miss Carrington who could make a choice, because she knew the country life very well and wanted to have a partner, who could give a convincing performance of a country man.

The young actor wanted to have his part very much and he thought of a plan. He asked many people about Miss Carrington and found out everything about her.



Two days later he went to Cranberry. He stayed there for a few days and then he came back to New York.

Once when Miss Carrington was having lunch with her friends in a small restaurant, a young poor man came up to their table and said to Miss Carrington.

"Good morning! Don't you remember me? I am Bill Summers from Cranberry".

Miss Carrington didn't remember anybody by this name, but when he began telling her the news about her old friends she was extremely interested.

"You know, I saw your mother only a few days ago," - said the young poor man. "Oh really. How is she?" asked the actress.

"When I came she was sitting near the house and looking at the road. She said: 'My daughter has gone this way and something tells me she will come back this way'.

Miss Carrington was very excited. She asked the young man to come and see her again.

"Now I'd like to go as I am a bit tired," she said.

The next day the young actor came to the hotel where Miss Carrington was staying. He wanted to tell her everything and to ask her to give him the part.

But the hotel clerk said. "Miss Carrington went to Cranberry, to her village".

"Will she come back?" - asked the actor

"I believe not" - answered the clerk

The young actor realized that he acted too well.

a director — директор

a choice — интихоб; выбор

make a choice — интихоб кардан; сделать выбор

a convincing performance — бозии боварибахш; убедительная игра

to find out — ёфтан, муайян карда; узнать

extremely — хело ҳам, аз ҳад зиёд; чрезвычайный

road — роҳ, пайроҳа; дорога

to be excited — дар ҳаяҷон будан; быть взволнованным

**Say what you have learned from the story "Too well" about:**

a. Miss Carrington and her work at the theatre;

- b. The young man who wanted to play the leading part;
- c. Miss Carrington's leaving for Cranberry.

**Think and answer**

Why was the young man's performance too well?

Read, discuss and retell the story

## **The Love Drug**

(by O'Henry)

Jim, a young car-driver was a boarder at old Riddle's. He was in love with Rosy, Mr Riddle's only daughter, and Rosy was in love with him. They wanted to get married, but Mr Riddle expected his daughter to marry a rich man. And Jim was going to have a hard struggle for his happiness.

Jim had a friend whose name was Pilkins who worked as a night clerk at a chemist's. One day Jim came to the chemist's, looking very excited, and told him that he and Rose had decided to run away and get married that night.

"That is,"- he added,"- if she doesn't change her mind. One day she says she will, and the same evening she says she won't because she is afraid. But you can help me, can't you?" Jim asked his friend.

"I don't know how"- said Pilkins.

"I say, Pilkins is there a drug that makes a girl like you better if you give it to her? I think if I have a stuff like this and give it to Rosy she will not be afraid any longer.

I don't mind if I have to pay for it all the money I have".

"When is all this supposed to take place?" asked Pilkins.

"At nine o'clock. Supper is at seven, at eight Rosy goes to bed, pretending to have a headache, at nine I go under her window. Make up the powder, Pilkins, please. And I will look after everything else myself."

Pilkins gave Jim a powder. "This will make Rosy sleep for several hours without any danger to her" said Pilkins to himself

When Jim had gone, Pilkins, who was in love with Rosy too, went to Mr Riddle and told the old man that Jim and Rosy were going to run away that night.

"Can I do anything for you, sir?" he asked the old man politely. Shall I call the police?"

"No, thank you," said Mr Riddle. My room is just above Rosy's. I will go up myself after supper and take my gun and wait. If he comes under Rosy's window, he will want a doctor, not a policeman."



Pilkins went home. All night he waited for news of the tragedy. But nothing happened. At eight o'clock in the morning Pilkins went to Mr Riddle's. As he was crossing the street, he was surprised to see Jim, who carried out: "Rosy and I were married at 9"30 last night. She is up at the flat making lunch! I am the luckiest man. You must come and have dinner with us some day.

And the.... powder ? Pilkins said in a weak voice.

"Oh, that stuff you gave me, well, it was this way. I sat down next to the old man at supper last night. I looked at Rosy and said to myself, "Don't play any tricks in that girl, she loves you. that's clear enough. "Then I looked at her father and thought there is the man you must take care of. So I put the powder in old Riddle's coffee -see".

### **Words and expressions**

The love drug — шарбати ишқ обе, ки меҳру муҳаббат пайдо мекардааст; эликсир любви

a boarder [ə'bo:də] — тарбиягирандаи пансион, иҷоранишин, пансионер

a clerk — хизматчӣ; чиновник

to expect — интизор будан (шудан), хоҳиш доштан; ждатель

to add — илова кардан; добавить

If she doesn't change her mind — агар ӯ фикрашро дигар накунад; если она не изменит своё решение

to suppose — ба назар гирифтан, ният кардан; предполагать

to pretend — вонамуд кардан; притворяться

a danger — хатар; опасность

...was surprised — дар ҳайрат шуд; был удивлён

### **Agree or disagree. Give your reasons.**

...Mr Riddle was very pleased that Jim and Rosy were going to marry.

Jim's friend Pilkins helped them to get married. Rosy ran away with Pilkins and they got married.

### **Discuss the story in groups of 4 or 5 pupils:**

How Jim solved his problem.

## Jack London

Jack London, the famous American writer, was born in San Francisco on January 12, 1876. The family lived poor. London wrote of his childhood:

"I had been poor. Poor I had lived. I was often hungry. I had never toys not play things like other children".

He began to work when he was nine years old. He got up at three in the morning and carried newspapers to people's houses before and after school hours. He became fond of reading early, and spent all his free time with books. At thirteen he graduated from Oakland grammar school but his family could not afford to send him to high school and for a year he continued selling papers and doing odd jobs, but soon he lost his job. Many people in San Francisco had no work at that time, so they decided to march to Washington and ask for job and bread. Jack London marched to Washington too. He did not get any work there and he was arrested with other workers. There he heard a lot about working class, socialism.

On his release from prison in 1895 London joined the Oakland Socialist Labour Party. At the same time he decided to improve his formal education. He finished high school courses and successfully passed exams to the University of California. But his stepfather became ill, and Jack again had to support the family. He found work at a factory and in the evening wrote poems and stories. But nobody wanted to publish his stories.

Gold was found in Alaska at that time. When Jack heard about it, it seemed to him that he found a solution to his problem.

On July 25, 1897 he and his brother-in-law left for Alaska. He lived in Alaska for a year, but did not find any gold but it gave much materials for his future stories.

With great difficulty he came back to San Francisco and worked in different places and at night wrote his stories about the North. In 1898 some of them were published and people liked them very much.

1905-1910 were the peak years of his literary activity. During these years he wrote his best stories and novels.

During the year 1916 London felt very ill. He died of an incurable disease, the result of his trips and his hard work.

He became well-known for his stories "Love of life", "The white Silence", "The Sea Wolf", "Martin Eden", "White Fang", "The iron hill", "An Odyssey of the North, the Mexican,"



**Words and expressions.**

to afford — имконият додан; позволять  
odd jobs — кори тасодуфӣ; случайная работа  
to march — марш кардан; маршировать  
to arrest — ҳабс кардан; арестовывать, задерживать  
to release — озод кардан; освобождать  
to join — ҳамроҳ шудан; присоединяться  
a solution — ҳал (ҳал кардан); решение  
the peak — қулла, авҷ; пик, вершина  
incurable disease — дарди (касалии) бедаво; неизлечимая болезнь

**What can you say about:**

- a. Jack London's childhood;
- b. Jack London's education;
- c. His going to Alyaska;
- d. Jack London as a writer.

**Here are some extracts from Jack London's stories.**

**For the love of a man.**

(by Jack London).

They were three men and three dogs. The names of the men were Thornton, Hans and Pete. John Thornton was the chief of the party. Hans and Pete were his helpers. The names of the dogs were Buck, Skeet and Nig.

It was early spring. They were all six waiting for the opening of the Yukon ['ju:kən]. Then the men could take a boat and go down the river.

They were all great friends the men and the dogs. Even the dogs were friends. Dogs often fight, but these three dogs never quarreled. Buck a big strong Newfoundland [nju: faundlənd] from the south had a wound in his back. It was a very big wound. Most of the time he was lying on the river bank. And lying there through the long spring days, watching the running water, listening to the songs of birds, he felt that his strength was coming back to him. His friends helped him as much as they could. Every day Thornton washed his 'wound, and Skeet washed his wound, too. Skeet was a little Irish setter which had the doctor instinct. As a mother cat licks her little ones, so she licked Buck's wounds. Regularly, each morning after breakfast, she started her work and continued it for about twenty minutes. Nig was Buck's other great friend. He was a big black dog with a good nature and eyes that laughed.

Thornton was an ideal master. He not only gave his dogs food when they were hungry, not only gave them water when they wanted to drink, not only made them a place to sleep in at night- he talked to them. In fact, he talked to them as he talked to men. He often sat down with his three dogs round him and spoke kind words to them, putting his hand now on the head of one, now on the head of the other! But all of the three dogs, he loved Buck most.

With Buck he had a special way of showing love: often took the dog's head between his hands, then put his own head on Buck's and at last shook him a little, calling him different kind names at the same time.

Buck also liked to take Thornton's hand in his mouth and then close his mouth. He did not bite, but you could see the impress of his teeth for some time after.

Buck was not a civilized dog, he was a wild dog. He never put his head on Thornton's knee as Nig did and never moved his nose under Thornton's hand like Skeet. Only sometimes he came up to Thornton and took Thornton's hand in his mouth. But he never come to other people. He never come to Hans and Pete.

He loved a man, but he loved one man only.

And he liked to fight. Skeet and Nig were his friends and he never quarreled with them. But if he saw some other dog he started a fight immediately. And it was always a life or death fight.

He knew only too well the law of the wild: kill, or to be killed: eat or to be eaten!

#### **Words and expressions.**

Newfoundland — Ньюфаундленд (зоти саг); Ньюфаундленд порода собаки

wound [wu:nd] — яра, захм, ҷароҳат; рана

as mother cat licks her little ones — чӣ хеле, ки гурба бачаҳояшро мелесад; как кошка облизывает своих котят

now.. now — гоҳ... гоҳ; сейчас... сейчас

special way — тарзи махсус; особенным образом

impress — нақш; отпечаток, след

the law of wild — қонуни ҷангал; закон джунглей

#### **What do you think about the following things?**

- a. Men and animals (especially dogs) are great friends.
- b. What kind of dog Buck was.



(Continued)

Spring was there at last! The river was now free of ice and the men were finishing the boat.

One morning Pete came to Thornton and said: "The boat is finished. We can start."

The next day they started down the river. Thornton put all provisions and the three dogs on the boat. Then he, Pete and Hans got into the boat themselves and Thornton pushed off. The men began to work energetically with their oars.

It was difficult getting down the river. In many places the current was very strong and it was necessary for the men and dogs to get off. Only Thornton stood in the back part of the boat all the time working with one oar. Pete and Hans tied a rope to the boat and went along the bank.

In some places the current was so strong that it was necessary for Hans and Pete to pull the boat back. And it was not easy work !

At an especially bad spot, about half way down the river, Hans and Pete pulled the boat with great strength and Thornton fell into the water. The current carried him down with great speed. In the moment he was only a small black spot in the white and blue river. In another moment Hans and Pete saw him no more.

Buck jumped into the water the same second he saw Thornton's fall.

At first Thornton understood nothing: he only felt the cold and saw water all round him. But then he thought: "I must go to the bank". He was too far and the current was too strong. He looked back, but he could not see Pete and Hans.

But what was that black spot in the water behind him?

He looked back again. It was Buck ! In a minute the dog was beside him and in another minute Thornton held him by the tail. "Now I am saved" thought Thornton.

The dog began furiously beating the water with his paws. But the bank was no nearer. The current was too strong! In a moment Thornton saw that Buck could do nothing. And then suddenly, Thornton felt that he hit against something hard. Both he and Buck stopped. The river was running past them. They were on a big stone just below the water. But how long could he stay there ? The stone was very slippery. He could not stay on it more than a few minutes. "I must send Buck for help!" he thought.

And then he commanded: "Go Back, go!"

Buck looked at him. He understood Thornton's command. He understood that he saved his master. And he understood that now it was neces-

sary to leave him and to swim to the bank. In another moment he was already far, far down the river.

He came to the bank about half mile lower down. Hans and Pete saw the dog and helped him to get out of the water.

They looked up the river and saw Thornton on the stone. Now it was necessary to do something quickly. They knew very well that a man could not stay long on a slippery stone. So they called Buck and ran up the bank as quickly as they could. It was necessary to get much higher than Thornton's stone. Only then they could help Thornton.

They ran nearly a mile. At last they came to a place far above Thornton's stone. Here they stopped and Hans tied a long rope to Buck.

"Go, Buck!" they shouted to the dog. Buck jumped into the river. Thornton was still there. Buck came up to him, Thornton closed his arms round the dog's neck. Hans and Pete began to pull. And now Thornton and Buck began their terrible travel to the bank. Their bodies beat against the stones, water ran into their nose, mouth and ears, but at last Hans and Pete got them into the bank.

**Words and expressions.**

provision — хӯрокворӣ, тӯша; продукты

push (off) — фурӯши молҳо; сбывать товары

oars [ɔ:z] — бели заврақ (киштӣ); вёслы

current — ҷараён; течение

spot — ҷой; место, пятно

with great speed — бо суръати тез; на большой скорости

furiously — ниҳоят тез; свирепо

with his paws — бо панҷаҳои (пои худ); своими лапами

hit against — ба чизе дакка хӯрдан; ударить, столкнуться с

slippery — лағжонак; скользкий, ненадёжный

long rope — арғамчини дароз; длинная верёвка

terrible travel — саёхати даҳшатнок; ужасное путешествие

**Speak about what you have learnt from the story:**

- a. the friends started down the river.
- b. The current carried Thornton down.
- c. Buck tried to save his master.
- d. How clever Buck was.
- e. How they saved Thornton..

**Think and answer.**

Do dogs understand what people ask them to do?



Do you know other stories with clever dogs?  
Have you ever heard this story?

(Continued)

At the first Thornton's eyes were closed and his face was pale. But he was badly wounded. In a moment he opened his eyes and looked first to the right and then to the left. He did not say a word but his eyes were asking: "Where is Buck?"

Hans understood him. He pointed to the boat. Buck was already licking a new wound in his leg.

"We must stop here", said Thornton; "we must stop here not only till I am well, but till the dog is all right."

And they stopped there for a month, till Buck and Thornton, were quite well again.

The same winter Buck did other great thing.

One day they were sitting in a bar -Thornton., Hans and Pete. There were many other people in the bar and all of them drink and talked about dogs.

Each man said he had the best dog. Thornton said the same thing. He knew that Buck was the strongest and best dog of all.

One man said: "And I have a dog which can start a sledge with, five hundred pounds."

Another man said: "And I have a dog which can pull a sledge with six hundred pounds and my dog can walk off with it."

A third man said, it could pull a sledge with seven hundred pounds.

And a fourth man said seven hundred and fifty pounds was not too much for his dog.

"Pooh! pooh!-said Thornton. "Buck can pull a thousand pounds."

"And walk off with it for a hundred yards?" -asked Matthewson, one of the men in the bar.

"Yes and walk off with it for a hundred yards," answered Thornton.

"Well," said Matthewson, "I have here a thousand dollars. And I shall give them to you if the dog does it. But will you give me a thousand if he doesn't pull the sledge?"

Thornton did not answer. He did not know what to say. Half a ton! Could Buck really do it? And then he had not the one thousand dollars.

"I have a sledge here with twenty-five pound sacks on it," continued Matthewson.

Thornton looked at the face of all the people in the bar and saw his old friend O' Brien there.

"Have you a thousand?" he asked O'Brien. "Yes I have, you can have it" said O'Brien.

The men came out of the cafe and stood around the sledge. Thornton tied Buck to the sledge came to the dog, "Now, go!" Buck pulled, but the sledge did not move. Buck pulled again and again, but the sledge did not move. And then Buck pulled first to the left then to the right. The sledge moved slowly, slowly and then faster and faster. The men watched the sledge without a word.

When the sledge passed the one hundred pounds they began to cry "Good dog" and took off their hats. Matthewson said to Thornton: "Sell me that dog. I'll give you a thousand dollars for him!" But Thornton did not listen to him. He went up to Buck, took the dog's head between his hands and put his head on the dog's head. And Buck licked Thornton's hands and started to shake his head.

#### **Words and combinations**

badly wounded — сахт ярадор буд; тяжело ранен

a sledge — чана; сани

pound — фунт (англ.) 1 фунт — (453,6 грамм)

pooh, pooh — хайр, чй; фу!

sack (s) — халта, чувол; мешок

to move — ҳаракат кардан; двигать, двигаться

#### **Give as much more information as you can.**

- a. Thornton worried about Buck.
- b. Men in the bar liked to talk much about their dogs.
- c. Thornton decided his dog to pull a sledge.

#### **Think and answer.**

Why Thornton didn't want to sell Buck?

What would you do if you were Thornton?

## **Mark Twain.**

His real name was Samuel Clemens. He was born on November 30, 1835, in Missouri not far from the little town of Hanibal on the bank of Mississippi River. The family soon moved to Hanibal and young Sam spent the first fourteen years of his life, the years in which the writer's character and outline on life began to be formed.

His father a lawyer, was not successful in his profession, and his attempts to change it were not successful either. When he died, he left nothing to his wife and four children. Twelve years old Samuel had to leave school and look for work. His older brother was working as a printer,



and he helped Samuel to learn something about printing. A few years later Samuel's brother bought newspaper, and the two young men began to publish it themselves.

Samuel's brother often had to go away on business, and when this happened, Samuel had to take care of the newspaper himself. He began to write humorous or satirical stories about the people and conditions in the little town of Hannibal where he lived, and he published them in his newspaper. This made some people angry, especially the city politicians. But it was not bad for the newspaper. People enjoyed reading about their neighbours and friends, and the greatest number of newspaper was sold whenever one of Samuel's articles appeared.

When Samuel was eighteen, he decided to go away to look for something better in the big cities for more than a year he travelled Saint-Louis, New York, Philadelphia. He worked as a printer and he tried to write, but he was not successful. At last he had to go back home, to the sleepy, uneventful life of an American small town on the Mississippi. Like all young people—he was only nineteen, he dreamt of a more exciting life, he wanted to travel and see the world.

The next spring Samuel Clemens went down the Mississippi to New Orleans. His plan was to go to Amazon River in Brazil, a country that promised a life full of adventure. But he never reached South America. On his way he met the ship's pilot and became friends with him. His new friend taught him the profession, and eighteen months later, Samuel Clemens was piloting ships up and down the one thousand two hundred miles of America's greatest river.

Day and night he threw his pilot's line, to make sure that the water was deep enough. Day and night passengers could hear his voice, "Mark three!", "Mark Twain!" Like all pilots on the Mississippi, he used the old English word "twain" instead of "two": the words "mark twain" meant that the water was up to the second mark on the line, that it was deep enough, and the ship could go forward. Years later, when he wanted to find a literary pseudonym he remembered the words he had used as a river pilot. His pseudonym "Mark Twain" became so well known that even during his lifetime people forgot his real name.

When the civil war broke out in America, Samuel's work as a river pilot came to an end. He and his brother went to the West, where they became gold-miners. Samuel became a good gold-miner, but not more successful. He became a newspaper reporter and wrote articles under the name of "Mark Twain". Everybody began to notice his article: they enjoyed his humour and descriptions of places and people.

When Mark Twain went to live in the East, he was already quite well-known. The books that he wrote made him more famous not only in



America but all over the world: The Adventure of Tom Sawyer of Huckleberry Finn, A Connecticut Yankee in King Arthur's Court.

Mark Twain died on April 12, 1900, at the age of 74.

**Words and expressions**

an attempt — кӯшиш; попытка

to take care — ғамхорӣ кардан, назорат кардан; заботиться

politician — сиёсатшинос; политик

uneventful life — ҳаёти бешавқун, ором; спокойная жизнь

exciting — ҳаяҷоннок, ошуфта, шӯрида; возбуждённый

a line — арғамчин (дар киштӣ ба қор бурда мешавад); зд. водомер

forward — ба пеш, пеш; вперёд

pseudonym — тахаллус; псевдоним

to notice — дида мондан; заметить

**Speak about the following:**

- a. Mark Twain's childhood.
- b. His father.
- c. Mark Twain's brother.
- d. When he was eighteen.
- e. His friend a ship pilot.
- f. The pseudonym he found.
- g. Mark Twain became a newspaper reporter.
- h. Mark Twain - a famous American writer.

**Write a short story about Mark Twain.**

**A funny story.**

**Do you know that.....**

One of Mark Twain's hobbies was fishing. He went fishing whenever he had chance even in the closed season, when fishing was not allowed anywhere in lakes and rivers. Like all fishermen, he sometimes invented stories about the number of fish he caught.

One hot day during the closed season Mark Twain was fishing as usual, under a low bridge. A man who was walking across the bridge happened to notice Mark Twain and began to watch him. At last he asked, "have you caught many fish?"

"Not yet," Mark Twain answered. "I have only just began. But yesterday I caught thirty great big fish here."

"You were very lucky," the man said "Do you know who am I?"

"No" Mark Twain said. "I don't think I ever happened to meet you before."



"I'm the fishing inspector in this place. Do you know that this is closed season?"

Mark Twain thought quickly. He understood how foolish he had been. "Do you know who I am?" he asked aloud.

"No, of course not," answered the inspector.

"I am the biggest liar on the Mississippi," Mark Twain told him.

**Words and expressions**

a hobby — кори дӯстдошта; хобби

closed season — мавсими манъкардашуда; закрытый сезон

to invent — ихтироъ, ихтироъ кардан; изобретать

foolish — аблах; глупый

a liar — дуруғгӯй; лжец

**Tell the story as:**

a) Mark Twain.

b) The fishing inspector,

**One of Mark Twain's jokes.**

Mark Twain had to give a lecture one evening in a small town. He got to the town in the afternoon, and after dinner went into a shop to buy some ink and paper. After he had bought the things he needed, he told the man in the shop that he wanted to see some of the interesting buildings and places in the town, and he asked the man to tell what to see and where to go.

The man took a city map and showed him where to go. Then he said: "Mark Twain is going to give a lecture at the writer's club this evening. If you'd like to go to the lecture, you must buy your ticket now. If you don't you'll have to stand during the whole lecture."

"Yes, yes, I know," Mark Twain said "Whenever Mark Twain lectures, I have to stand"

**Words and expressions**

had to give a lecture — бояд лексия мехонд; должен был читать лекцию

you'll have to stand — бояд рост истед; вы должны будете стоять

whenever — кай вақте ки; когда бы ни, всякий раз

**Say what you have learnt about**

a. Mark Twain went to a small town.

b. His visit to a shop.

c. What a man told him.

d. If the man knew he was Mark Twain himself.

**Use the following key-words**

Hobby, went fishing, closed season, invented stories, to notice, the fishing inspector, the biggest liar.

## **He did not laugh.**

Mark Twain was well known as a lecturer, and literary clubs often invited him to speak. Before one of his lectures a club member came up to him and said:

"Mark Twain, people say that you can tell very funny stories. I hope that during your lecture you will tell a story that will make my uncle laugh. He has not laughed for ten years."

"I'll do my best" Mark Twain said.

When he began his lecture Mark Twain noticed the club member. He was sitting in front of him with an old man who had a very sad face.

Mark Twain began to tell jokes, one after another "I told long jokes and short jokes, new jokes and old jokes," Mark Twain told his friends "I told every joke in my memory, and soon everybody was laughing. Everybody but not the old man. He continued to look at me with his cold, blue eyes. I was ashamed to think that I could not make him laugh, and I tried again and again. But nothing helped....."

After the lecture, the club member came to Mark Twain and said "Thank you, Mr Twain. I have never heard so many funny stories."

"They were not enough for your uncle" Mark Twain answered. "He did n't even smile."

"I know " the man said. "I told you that he hasn't laughed for ten years. But I did not tell you that he hasn't heard anything for ten years. He is deaf."

### **Words and expressions**

a sad face — рӯи ғамгин; грустное лицо

to be ashamed — шарм доштан; стыдиться

but nothing helped — аммо ягон чиз ёрдам накард; но ничего не помогло

a deaf — кар; глухой

### **Answer the following questions**

What did the club member ask Mark Twain?

Why was Mark Twain ashamed?

Why did not the old man laugh?



# INTERNATIONAL WORD LIST

## A

accent [ˈæksənt]	— талаффуз; акцент
acrobat [ˈækrəbæt]	— дорбоз; акробат
admiral [ˈædmərəl]	— адмирал
aggression [əˈɡreʃən]	— хучум, тацовуз; агрессия
aggressor [əˈɡresə]	— тацовузор; агрессор
airport [ˈeəpɔ:t]	— фурудгоҳ; аэропорт
album [ˈælbəm]	— албом; альбом
alligator [ˈæliɡeɪtə]	— тимсоҳ; аллигатор
anatomy [əˈnætəmi]	— анатомия
anecdote [ˈænikdəʊt]	— латифа; анекдот
antonym [ˈæntənim]	— муқобилмаъно; антоним
appetite [ˈæpɪtaɪt]	— иштиҳо, ҳирс; аппетит
architecture [ɑːkɪtektʃə]	— меъморӣ; архитектура
aristocratic [æristəˈkrætɪk]	— ашрофона; аристократический
artillery [ɑːtɪləri]	— артиллерия
atomic [əˈtɒmɪk]	— атомӣ; атомный
autograph [ˈɔːtəɡrɑ:f]	— имзо, дастхат; автограф

## B

bank [bæŋk]	— бонк; банк
baron [bærən]	— барон
barricade [bæriˈkeɪd]	— сангар, шинак; баррикада
baseball [beɪsbɔ:l]	— бейсбол
battalion [bəˈtæljən]	— баталон; батальон
battery [ˈbætəri]	— батарея
bazaar [bəˈzɑ:]	— бозор; базар
biology [baɪˈɒlədʒɪ]	— биология
bourgeois [buəʒwɑ:]	— буржуа
bourgeoisie [buəʒwɑ:ˈzi:]	— буржуазия

## C

cabin [ˈkæbɪn]	— хонача, уток; кабина, хижина
canal [kəˈnæl]	— канал
captain [ˈkæptɪn]	— капитан

caravan [ˌkærəvæn]	— корвон; караван
catalogue [kætəlog]	— феҳраст; каталог
categorical [kætiˈɡɔrɪkəl]	— қатъӣ; решительный, категоричный
cavalry [ˈkævəlɹɪ]	— қўшуни савора; кавалерия
ceremony [ˈserɪməni]	— маросим; церемония
certificate [səˈtɪfɪkət]	— шаҳодатнома; сертификат
character [ˈkærɪktə]	— хулқу хўй, феъл; характер
characteristic [ˈkærɪktəˈrɪstɪk]	— тавсифнома; характеристика
cigar [siˈɡɑː]	— сигор; сигара
civilization [sɪvɪlaɪˈzeɪʃən]	— тамаддун; цивилизация
classic [klæsɪk]	— асари классикӣ; классический
classical [klæsɪkəl]	— классикӣ; классический
collectivization	
[kəlektɪvaɪˈzeɪʃən]	— коллективонидан; коллективизация
colony [kələni]	— колония, ҷомеа; колония
combination [ˌkɒmbɪˈneɪʃən]	— комбинатсия, якҷоякунӣ; комбинация, соединение
commercial [kəˈmɜːʃəl]	— тиҷоратӣ; коммерческий
committee [kəˈmɪti]	— кумита; комитет
communication	
[kəˈmjuːnɪˈkeɪʃən]	— алоқа, робита; коммуникация
company [ˈkʌmpəni]	— ҷамоат, ширкат, ҳамроҳ; компания
composer [kəmˈpəʊz]	— бастакор; композитор
computer [kəmˈpjʊtə]	— компьютер; компьютер
concentration [kɒnsənˈtreɪʃən]	— ғункунӣ; концентрация
conference [kɒnfərəns]	— ҷаласа; конференция
congress [kɒŋɡres]	— анҷуман; конгресс
construction [kənˈstrʌkʃən]	— таркиб, сохт, тартиб; конструкция, строительство
constructive [kənˈstrʌktɪv]	— созанда; конструктивный
contact [ˈkɒntækt]	— алоқа, тамос; контакт, соприкосновение
control [kənˈtrəʊl]	— роҳбарӣ, назорат; контроль, контролировать
cooperate [kəʊˈɒpəreɪt]	— ҳамкорӣ (кардан); сотрудничать
cooperation [kəʊˈɒpəreɪʃən]	— ҳамкорӣ, сотрудничество
coronation [kɒrəˈneɪʃən]	— тоҷгузорӣ, тоҷмонӣ; коронация
correspondent [kɒrɪspɒndənt]	— мухбир; корреспондент
cottage [ˈkɒtɪdʒ]	— хонаи дуқабата барои як оила; двухэтажный дом для одной семьи, коттедж



court [kɔ:t]	— суд, маҳкама; двор, суд
critic ['krɪtɪk]	— мунаққид, критик
critical [krɪtɪkəl]	— танқидӣ; критический

## D

debate [dɪ'beɪt]	— мубоҳиса, муҳокима; дебаты, обсуждать
delegate ['delɪɡət]	— вакил, намоянда; делегат
delegation [ˌdelɪ'geɪʃən]	— ҳайати вакилон; делегация
democracy [dɪmɒkrəsi]	— демократия
demonstrate ['demənstreɪt]	— намоиш додан; демонстрировать
detective [dɪ'tektɪv]	— детектив
diagnose ['daɪəgnəʊz]	— муайян кардани касалӣ, таҳхис; диагноз
discipline [dɪsɪplɪn]	— интизом, низом; дисциплина
dock [dɒk]	— бандаргоҳ; док
document ['dɒkjumənt]	— ҳуҷҷат; документ
documentary [dɒkjumentəri]	— ҳуҷҷатӣ; документальный

## E

echo ['ekəʊ]	— акси садо; эхо
electric [ɪ'lektrɪk]	— барқӣ; электрический
electronic [ɪ'lektrɒnɪk]	— электронӣ; электронный
element ['elɪmənt]	— қисм, таркиб, ҷузъ; часть
emigration [emɪgreɪʃən]	— муҳоҷират; эмиграция
emotion [ɪ'məʊʃən]	— ҳаяҷон; волнение, эмоция
encyclopedia [enˌsaɪkləʊ'prɪ:dʒə]	— дорулмаорифин, қомус; энциклопедия
energy [enədʒɪ]	— қувва; энергия
ensemble [ɑ:n'sɑ:mbəl]	— ансамбл, дастаи ҳунарий; ансамбль
enthusiasm [ɪnθju:ziæzm]	— шавқу завқ; энтузиазм
epidemic [epɪ'demɪk]	— паҳншавӣ; эпидемия
episode ['epɪsəʊd]	— лаҳза; эпизод
expedition [ˌeksprɪ'dɪʃən]	— ирсол; экспедиция
experiment [ɪks'perɪmənt]	— таҷриба, озмоиш; эксперимент
exploitation [eksplɔɪteɪʃən]	— истисмор намудан; эксплуатация
export [eks'pɔ:t]	— содирот; экспорт
extra [ekstrə]	— зиёдатӣ, изофӣ (зарф) хусусӣ; добавочный, дополнительный

## F

fact [fækt]	— далел; факт
fascism [ˈfæʃɪzm]	— фашизм
federation [fedəˈreɪʃən]	— заминдор; федерация
feudal [ˈfjuːdl]	— феодал
figure [ˈfɪɡə]	— хайкал, пайкар, рақам; число, фигура
financial [faɪˈnænsjəl]	— молиявӣ; финансовый
firm [fɜːm]	— фирма, ширкат, иттиҳодия; фирма
form [fɔːm]	— шакл, ба шакл даровардан; формирование
formal [ˈfɔːməl]	— формалӣ, сунъӣ; формальный
front [frʌnt]	— чабҳа, майдони ҷанг; фронт

## G

garage [ˈɡærɑːʒ]	— гараж
general [ˈdʒenərəl]	— генерал
geographical [dʒɪəgræfɪkəl]	— ҷуғрофӣ; географический
giraffe [dʒɪrɑːf]	— заррофа; жираф
guarantee [gærəntiː]	— кафолат додан; гарантия

## H

hallo [həˈləʊ]	— салом; привет
heroic [hiˈrəʊɪk]	— қаҳрамонона; героический
heroine [herəʊɪn]	— қаҳрамонзан; героиня
heroism [ˈherəʊɪzm]	— қаҳрамонӣ; героизм
historical [hɪsˈtɒrɪkəl]	— таърихӣ; исторический
hobby [ˈhɒbi]	— саргармӣ, шавқу рағбати хусусӣ; хобби

## I

ideal [aɪˈdiəl]	— намуна, намунавӣ; идеал, примерный, идеальный
ideological [aɪdɪəˈlɒdʒɪkəl]	— идеологӣ, ғоявӣ; идеологический
illustrate [ɪləstreɪt]	— тасвир кардан; иллюстрировать
imperialism [ɪmˈpɪəriəlɪzm]	— империализм
imperialist [ɪmˈpɪəriəlɪst]	— империалист



Industrialization	
[ɪndʌstriəlaɪzeɪʃən]	— саноатӣ кардан; индустриализация
information [ɪnfəmeɪʃən]	— ахборот, иттилоот; информация
initiative [ɪnɪʃɪətɪv]	— ташаббус; инициатива
inspect [ɪnspekt]	— назорат, санчиш; проверять, осматривать
international [ɪntə:næʃənəl]	— байналмиллалӣ; международный
invalid [ɪnvəlɪd]	— маҷрӯҳ, инвалид

## J

Joke [dʒəuk]	— шӯхӣ, ҳазл; шутка
Journalist [dʒə:nəlist]	— хабарнигор, воқеанигор; журналист

## L

lady [leɪdɪ]	— хонум, зан; женщина, дама
latin [lætɪn]	— лотинӣ; латынь
lecture [lektʃə]	— дарс гуфтан, суханронӣ; лекция
legend [ledʒənd]	— ривоят, афсона, достон; легенда
legendary [ledʒəndərɪ]	— афсонавӣ; легендарный
licence [laɪsəns]	— иҷозатнома, рухсатнома; лицензия
local [ləukəl]	— маҳаллӣ; местный
lord [lɔ:d]	— лорд

## M

madam [mædəm]	— хонум; мадам
marshal [mɑ:ʃəl]	— маршал
material [mətiəriəl]	— моддӣ, материальный
mechanic [mɪkænik]	— механик, усто; механик
medal [medl]	— медал; медаль
medical [medɪkəl]	— тиббӣ; медицинский
metal [metl]	— оҳан; металл
method [meθəd]	— тарз, усул; метод
musical [mju:zɪkəl]	— мусиқӣ, музыкальный

## N

natural [nætʃrəl]	— табиӣ; натуральный
nature [neɪtʃə]	— табиат; природа

## О

officer [ɒfɪsə]	— афсар; офицер
official [əfɪʃəl]	— расмӣ, официальный
operation [ɒpəreɪʃən]	— чарроҳӣ, амалиёт; операция
opposition [ɒpəzɪʃən]	— зиддият, мухолифат; оппозиция, сопротивление
organ [ɔ:gən]	— қисм, узв; орган
oval [əʊvəl]	— байзашакл, тухмшакл, овальный

## Р

panic [pænik]	— бесарусомонӣ; паника
parliamentary [pɑ:ləmentəri]	— парламонӣ; парламентарный.
partisan [pɑ:tɪzən]	— партизан
partner [pɑ:tnə]	— шарик, ҳамкор; партнёр
patriot [peɪtriət]	— ватандӯст; патриот
peak [pi:k]	— қулла; пик, вершина
pedestal [pedɪstl]	— минбар; пьедестал
period [pɪriəd]	— давра, марҳила; период
person [pɜ:sn]	— фард, шахс; персона
personal [pɜ:snl]	— шахсӣ, хусусӣ; личный
philosophy [fɪləsəfi]	— фалсафа; философия
photo [fəʊtəʊ]	— акс, сурат; фото
photograph [ˈfəʊtəgrɑ:f]	— аккосӣ, суратгирӣ; фотограф
pilot [paɪlət]	— ҳавонавард; пилот
pirate [paɪəɪt]	— роҳзани баҳрӣ; пират
police [pəli:s]	— полис; полиция
popularity [pɒpjulærɪti]	— шӯҳрат, номдорӣ; популярность
position [pəzɪʃən]	— мавқеъ; позиция
practical [præktɪkəl]	— амалӣ; практический
president [prezɪdənt]	— раис; президент
press [pres]	— матбуот; пресса
prize [praɪz]	— мукофот; приз
princess [prɪnses]	— шохдухтар; принцесса
problem [prɒbləm]	— мушкилот; проблема
process [prəʊses]	— ҷараён; процесс
professional [prəfeʃənl]	— касбӣ; профессионал
professor [prəfesə]	— устод; профессор
progressive [prəʊgresɪv]	— пешқадам; прогрессивный
project [prɒdʒekt]	— нақша; план, проект



proletariat [prəʊlɪteriət]	— захматкашон; пролетариат
propaganda [prɒpəgændə]	— ташвиқот; пропаганда
propagandist [prɒpəgændist]	— таблиғотчӣ; пропагандист

## R

raid [reɪd]	— тафтишоти ногаҳон; рейд, налёт, облава
realism [rɪəlɪzm]	— воқеъбинӣ; реализм
realize [rɪəlaɪz]	— амалӣ кардан; реализовать
recommend [rekəmənd]	— тавсия кардан; рекомендовать
rector [rektə]	— раиси донишгоҳ; ректор
regular [regjʊlə]	— доимӣ; регулярный
Reichstag [raɪkstaːg]	— парлумони Олмон; Рейхстаг
religious [rɪlɪdʒəs]	— динӣ; религиозный
reporter [rɪpɔːtə]	— мухбир, хабарнигор; репортёр
republican [rɪpʌblɪkən]	— ҷумхуриӣ; республиканский
resident [rezɪdənt]	— резидент
restaurant [restərɔːnt]	— тарабхона; ресторан
risk [rɪsk]	— хавф; риск
role [rəʊl]	— нақш; роль
ruin [ruːn]	— хароб кардан; разрушать

## S

sculptor [skʌlptə]	— ҳайкалтарош; скульптор
second [sekənd]	— дуюм; второй
secret [sɪkɪt]	— махфӣ; секрет
secretary [sekrətərɪ]	— котиб; секретарь
sector [sektə]	— бахш, қисм; сектор
sergeant [sɜːdʒənt]	— сержант
serious [sɪərɪəs]	— ҷиддӣ; серьёзный
session [seʃən]	— ҷаласа; сессия
signal [sɪgnəl]	— садо додан; сигнал
social [səʊʃəl]	— иҷтимоӣ; социальный
solidarity [sɒlɪdærɪtɪ]	— ҳамдилӣ, ҳамбастагӣ; солидарность
sort [sɔːt]	— навъ; сорт
souvenir [suːvəniə]	— тӯҳфа; сувенир
special [speʃəl]	— махсус; специальный
specialist [speʃəlɪst]	— мутахассис; специалист
statue [stætjuː]	— муҷассама; статуя

storm [stɔ:m]	— тўфон; шторм
symbol [sɪmbəl]	— нишон; символ
symphonic [sɪmfənɪk]	— симфонӣ; симфонический
system [sɪstəm]	— тартиб; система

## T

tank [tæŋk]	— танк
telegraph [telɪgrɑ:f]	— телеграф
textile [tekstaɪl]	— бофандагӣ; текстильный
theme [θi:m]	— мавзӯъ; тема
theory [θiəri]	— назария; теория
tourism [tuərizm]	— сайёҳат; туризм
tourist [tuərist]	— сайёҳ; турист
tradition [trədiʃən]	— анъана, суннат; традиция
tragical [trædʒɪkəl]	— фоҷиавӣ, фоҷианок; трагический
transport [trænsپɔ:t]	— нақлиёт; транспорт
tropical [trɒpɪkəl]	— тропикӣ; тропический
tuberculosis [tju:bə:kjuləʊsɪs]	— касалии сил; туберкулёз
tunnel [tʌnl]	— нақб, гузаргоҳи зеризаминӣ; туннель
type [taɪp]	— намуд, хел; вид, тип

## U

uniform [ju:nifo:m]	— либоси низомӣ; униформа
---------------------	---------------------------

## V

vanguard [væŋgɑ:d]	— пешқадам; головной отряд, авангард
veteran [vetərən]	— ветеран
vice-president [vaɪs'prezɪdənt]	— ноиби президент; вице президент
visitor [vɪzɪtə]	— меҳмон, тамошобин; посетитель, гость

## Z

zone [zoun]	— минтақа; зона
-------------	-----------------



## TOPICAL VOCABULARY

attend [ə'tend]	— иштирок кардан; присутствовать, посещать
biology [baɪələdʒɪ]	— биология
be absent [æbsənt]	— гойиб будан; отсутствовать
blackboard [blæk'bo:d]	— тахтаи синфӣ; классная доска
book [buk]	— китоб; книга
botany [bɒtənɪ]	— ботаника
chalk [tʃɔ:k]	— бўр; мел
chalkboard [tʃɔ:k'bo:d]	— тахтаи синфӣ; доска
chemistry [kemɪstrɪ]	— химия
chess-circle [tʃes'sə:kl]	— маҳфили шохмотбозӣ; шахматный кружок
circle [sə:kl]	— давра; круг
class [klɑ:s]	— синф; класс
classroom [klɑ:srum]	— синфхона; классная комната
day-book [deɪbuk]	— рӯзнома; дневник
do sums [du'sʌmz]	— ҳалли масъалаҳо; решать задачи
draw (drew, drawn) [drɔ:]	— расм кашидан; рисовать
drawn [drɔ:n]	— кашадагӣ; нарисованный
drawing [drɔ:ɪŋ]	— расмкашӣ, нақшакашӣ; рисование, черчение
examination [ɪgzæmɪneɪʃən]	— имтиҳон; экзамен
take an examination	— имтиҳон супоридан; сдавать экзамен
finish [fɪnɪʃ]	— ба охир расидан; финиш, заканчивать
form-master [fɔ:m'mɑ:stə]	— роҳбари синф (мрд); классный руководитель
form-mistress [mɪstɪrs]	— роҳбари синф (зан), классная руководительница (жен.)
form eight	— синфи ҳаштум; восьмой класс
Friday [fraɪdɪ]	— ҷумъа; пятница
geography [dʒɪ'ɒgrəfi]	— ҷуғрофия; география
get marks	— баҳо гирифтан; получать оценки
gymnastics [dʒɪm'næstɪks]	— варзиш; гимнастика
gymnasium [dʒɪm'neɪzjəm]	— гимназия, зали гимнастикӣ; гимнастический зал
graduate from	— хатмкунандаи мактаби оӣ; окончить (учебное заведение)

handicraft [hændɪkra:ft]	— кори дастӣ; ручное ремесло
head master [hed'mɑ:stə]	— (мард) директор, мудир мактаб; директор школы
head mistress [mɪstrɪs]	— (зан) мудираи мактаб; директриса (жен.)
history [hɪstəri]	— таърих, история
literature [lɪtərɪtʃə]	— адабиёт; литература
mathematics [mæθɪ'mætɪks]	— математика
Monday [mʌndɪ]	— душанбе; понедельник
monitor [mɒnɪtə]	— сардор; староста
notebook [nəʊtbʊk]	— дафтар; тетрадь
pen [pen]	— худкор; ручка
pencil [pensl]	— қалам; карандаш
pen-knife [pennaɪf]	— кордча, қаламтарош; перочинный ножик, точилка
physics [fɪzɪks]	— физика
pioneer meeting	
[paɪə'niə'mi:tɪŋ]	— маҷлиси пионерӣ; пионерский сбор
Russian [rʌʃən]	— русӣ; русский
ruler [ru:lə]	— хаткашак; линейка
rubber [rʌbə]	— хатпоққунак; резинка
india rubber [ɪndjə'rʌbə]	— хатпоққунак; резинка
Saturday [sætədɪ]	— шанбе; суббота
school [sku:l]	— мактаб; школа
school-badge [sku:l'bædʒ]	— нишони мактабӣ; значок
grammar school	— мактаби грамматикӣ; грамматическая школа;
primary school [praɪməɪ]	— мактаби ибтидоӣ; начальная школа
vocational school	
[vou'keɪʃən]	— омӯзишгоҳи касбӣ; профессиональное училище
sing a song [sɪŋ ə'sɒŋ]	— суруд хондан; петь песню
singing ['sɪŋɪŋ]	— сурудхонӣ; пение
subject [sʌbdʒɪkt]	— фан; предмет
Sunday [sʌndɪ]	— якшанбе, воскресенье
Tajik [tɑ:ʒɪk]	— тоҷик; таджик
timetable [taɪm'teɪbl]	— ҷадвали дарсӣ; расписание
Thursday [θə:zɪ]	— панҷшанбе; четверг
university [ju:nɪvə:sɪti]	— университет, донишгоҳ
Wednesday [wenzdɪ]	— чоршанбе; среда



- What day is today? — Имрӯз чандшанбе, аст?;  
Какой сегодня день?  
What is the date today? — Имрӯз чандум аст?; Какое сегодня  
число?

## SCHOOL HOLIDAYS AND TRAVELLING

- bathe [beɪð] — оббозӣ кардан; купаться  
bicycle — дучарха; велосипед  
by bicycle — бо велосипед, бо дучарха; на  
велосипеде  
cycle [saɪkl] — дучарха; велосипед  
climb [klaɪm] — баромадан; взбираться  
have a trip — саёхат кардан; поехать (куда-либо)  
fish [fɪʃ] — моҳӣ; рыба  
fishing-rod ['fɪʃɪŋ'rɒd] — шасти моҳигирӣ; удочка  
luggage ['lʌɡɪdʒ] — бор, бағоч; багаж  
lunch-basket ['lʌntʃ'baːskɪt] — сабад барои хӯрок; корзинка для  
обеда  
make a fire ['meɪk ə' faɪə] — гулхан афрӯхтан; разжечь костёр  
motor-cycle ['məʊtə'saɪkl] — мототсикл; мотоцикл  
places of interest — ҷойҳои ҷолиби диққат;  
достопримечательные места  
plane ['pleɪn] — ҳавопаймо; самолёт  
by plane — бо ҳавопаймо; самолётом  
ship [ʃɪp] — киштӣ; корабль  
by ship — дар киштӣ; на корабле  
tent [tent] — хайма; палатка  
train [treɪn] — қатора; поезд  
travel-by train — бо қатора сафар кардан;  
путешествовать поездом  
by train — бо қатора; поездом  
week-end trip ['wi:k'end 'trɪp] — саёхат дар охири ҳафта; поездка в  
выходные  
travelling on foot — пиёда гаштан; пеший туризм  
unforgettable impression — ҳиссиёти фаромӯшнашаванда;  
незабываемые впечатления  
trip by air (sea) — саёхат бо ҳавопаймо (баҳрӣ);  
путешествовать самолётом (морем)

## CLOTHES

apron ['eɪprən]	— пешдоман; фартук
blouse ['blaʊz]	— куртаи нимтанай занона; кофта, блузка
boots ['bu:ts]	— бутс, ботинка, туфлӣ; бутсы, ботинки, туфли
high boots ['haɪ]	— мӯзаҳо; сапоги
low boots [ləʊ]	— ботинкаҳо, пойафзоли паст; полуботинки
cap ['kæp]	— кулоҳ; кепка
coat [kəʊt]	— палто; пальто
dress [dres]	— курта; платье
gloves [glʌvz]	— дастпӯшакҳо; перчатки
pair of gloves ['peəv'glʌvz]	— чуфти дастпӯшакҳо; пара перчаток
hat [hæt]	— кулоҳ; шляпа
pillow ['pɪləʊ]	— болишт; подушка
pillow-case [keɪs]	— чилди болишт; наволочка
dress-length [lenθ]	— дарозии пӯшок; длина одежды
undewear [ʌndəweə]	— либоси таг; нижнее бельё
wear (wore, worn) [weə]	— пӯшидан; носить; одевать
socks [sɒks]	— чуроби кӯтоҳ; носки
stockings [stɒkɪŋ]	— чуроб; чулки
suit [sju:t]	— костюм
jumper [dʒʌmpə]	— чемпер; жемпер
skirt [skɜ:t]	— доман; юбка
shirt [ʃɜ:t]	— курта; рубашка
it fits you well	— ба шумо мезебад; вам идёт
it doesn't fit you	— ба шумо намезебад; это вам не идёт
it's loose	— васеъ аст; он просторный, широкий (об одежде)
shoes are tight	— пойафзол танг аст; туфли тесны
trousers [traʊzəz]	— шим; брюки



## SEASONS AND WEATHER

April [eɪprəl]	— апрел; апрель
August [ɔːgəst]	— август
autumn [ɔːtəm]	— тирамоҳ; осень
climate ['klaɪmɪt]	— иқлим; климат
cold [kəʊld]	— хунук; холодно
coldness [kəʊldnɪs]	— хунукӣ, сардӣ; холод
cloudy [klaʊdɪ]	— абрнок; облачный
December [dɪ'sembə]	— декабр; декабрь
grass [grɑːs]	— алаф; трава
hot [hɒt]	— гарм; жарко
January [dʒænjuəri]	— январ; январь
July [dʒuːlaɪ]	— июл; июль
June [dʒuːn]	— июн; июнь
February [februəri]	— феврал; февраль
field [fiːld]	— сахро; поле
flowers [flaʊəz]	— гулҳо; цветы
fly [flaɪ]	— паридан; летать
make a bird's house	
[bɜːd haʊs]	— сохтани хонаи парранда; строить гнездо
March [mɑːtʃ]	— март
May [meɪ]	— май
mild [maɪld]	— мулоим; мягкий
November [nəʊvembə]	— ноябр; ноябрь
October [ɒk'təʊbə]	— октябр; октябрь
the sky is covered with clouds	— осмон бо абр пӯшида шуд; небо покрыто облаками
it rains	— борон меборад; идёт дождь
it snows	— барф меборад; идёт снег
wind	— шамол; ветер
to blow	— вазидан; дуть
sun [sʌn]	— офтоб; солнце
shine [ʃaɪn]	— дурахшидан; светить
brightly [braɪtli]	— дурахшон; яркий
warm [wɔːm]	— гарм; теплый
bird [bɜːd]	— парранда; птица

snowdrop [snoudrɒp]	— бойчечак; подснежник
ski [ski:]	— лижа; лыжа
skates [skeits]	— конки; коньки
it's 15 degress above zero	
[ə'bʌv'zi:rou]	— 15 дараџа гарм; 15 градусов выше нуля
it's 2 degress below zero	
[bilu'zi:rou]	— 2 дараџа хунук; 2 градуса ниже нуля
nasty [na:sti]	— ھاваи абрнок; ненастный (о погоде)

## A VISIT

a knock at the door	— дар задан; стук в дверь
to shake hands	— даст фишурдан; пожать руку
to push	— тела додан; толкнуть
make yourself at home	— худро дар хонаи хеш хис кунед; будьте как дома
to have a talk	— сӯхбат кардан; беседовать
thank you very much	— ھاзор ташаккур, ташаккури зиёд; большое спасибо, очень вам благодарен
it is very kind of you	— хеле меҳрубон ҳастед; очень любезно с вашей стороны
I should like you to know	— ман меҳоҳам, ки шумо донед; мне бы хотелось, чтобы вы знали
to be delighted [dilaɪtɪd]	— хурсанд шудан; быть довольным
to take one's leave [li:v]	— рухсатӣ гирифтан, мураххасӣ гирифтан; взять отпуск
it's ages since we saw each other last	— сад сол шуморо надидам; сто лет вас не видел
in the first place	— дар ҷои аввал; на первом месте
to be promoted [prə'məʊtɪd]	— боло рафтан; получить продвижение
to congratulate on [kəŋgrætʃuleɪt]	— ба муносибати ... табрик кардан; поздравить с ...



the pleasure is mine [plezə]	— барои фароғатам ман аз шумо миннатдорам; я должен поблагодарить за доставленное удовольствие
make yourself comfortable [kʌmfətəbl]	— бароҳат ҷойгир шудан;; расположиться поудобнее
what's the news	— ҷӣ хабари нав?; какие новости?
the other day	— ба наздикӣ; недавно, на днях
one of these days	— яке аз ин рӯзҳо; в один из этих дней
by all means	— ҳатман; во что бы не стало, непременно
mistress of the house	— соҳибхоназан; домохозяйка
I'm afraid it's too much trouble [trʌbl]	— метарсам, ки ташвиши зиёд медиҳам; боюсь, что слишком побеспокою
no trouble at all [trʌbl]	— ҳеҷ тавшиш нест; нисколько не затрудните (ответ на просьбу)
to chat [tʃæt]	— сӯҳбат кардан; беседовать; поболтать
how are you getting on?	— ҷӣ хел ҳастед?; как вы?
everything is quite all right, thank you	— ҳама чиз хуб аст, ташаккур; всё в порядке, спасибо
my friend asked me to give you their regards	— дӯстам илтимос намуд, ки ман ба шумо дуруди ўро расонам; друг просил меня передать вам свой привет
remember me to your friends	— ба дӯстонат аз ман ёдоварӣ намо; напомни своим друзьям обо мне (передать им привет)
are all your people well?	— ҳамаи хешонат хубанд?; у твоих родных все нормально?
best wishes for a happy New year	— дар Соли Нав ба шумо хушиҳои рузгорро орзу дорам; наилучшие пожелания в Новом Году

## IN THE DINING ROOM

dining room [daɪnɪŋ ru:m]	— ошхона; столовая
canteen [kænti:n]	— ошхона; столовая
to have dinner (lunch, breakfast)	— хӯроки нисфирӯзӣ хӯрдан; обедать (завтракать)
waiter (waitress) [weɪtə]	— пешхизмат; официант (ка)
haricot [hæri:kəʊ]	— лӯбиё; фасоль
to wait for [weɪt ɒn]	— интизор шудан; ждать
dish [dɪʃ]	— ғизо, таом; блюдо
ticket [tɪkɪt]	— чипта; билет
soup [su:p]	— шӯрбо; суп
first course [kɔ:s]	— таоми якум; первое блюдо
buffet [bʌfɪt]	— буфет; стойка
sweet [swi:t]	— ширин; сладкий
rye [raɪ]	— чавин; ржаной (о хлебе)
separately [sepəreɪtli]	— алоҳида; отдельно
menu-card [menju: kɑ:d]	— номгӯи таомҳо; меню
salad [sæləd]	— салат
herring [herɪŋ]	— моҳии шӯр; селёдка
caviar [kæviə:]	— тухми моҳӣ; икра
cabbage soup [kæbɪdʒ' su:p]	— карамшӯрбо; борщ
beetroot soup [bi:tru:t su:p]	— лаблабушӯрбо; свекольный суп
sour cream [sauə' krim]	— қаймоқ; сметана
noodle soup [nu:dl]	— оши угро; суп-лапша
clear soup [kliə]	— оби шӯрбо; бульон
pie [paɪ]	— нони қандин; пирог
rice-soup	— мастоба; рисовый суп
choice [tʃɔɪs]	— интихоб; выбор
variety (vəraɪəti)	— гуногун; разнообразие
fried (steamed) fish	— моҳибирён; жаренная рыба (тушёная)
roast (boild) meat [rəʊst]	
[bɔɪld], [mɪt]	— гӯшти бирён (обпухт); жаренное (варёное) мясо
chops (cutlets) [kʌtlɪts]	— котлетҳо; котлеты
beefsteak [bi:f' steɪk]	— бифштекс



rissole [risəul]	— котлет; котлета
chicken [tʃɪkɪn]	— мурғ; курица
tray [treɪ]	— лаълӣ; поднос
to help oneself	— марҳамат чашед; угощаться
cashier [kæʻʃiə]	— хазиначӣ; кассир
to add up the bill	— ба ҳисоб изофа кардан; добавить к оплате
kefir	— чурғот; кефир
to pay the bill	— пулро пардохтан; оплатить счёт
food	— гизо; пища
to make up one's mind	— тасмим гирифтан, ҳал кардан; решить (что-либо делать)
poultry [ˈpəʊltri]	— паррандаи хонагӣ; домашняя птица
what sort of?	— чӣ навъ аст?; какого типа
pastry [peɪstri]	— кулчаи қандин; пирожное, кондитерское изделие
fresh [freʃ]	— тару тоза, ботароват; свежий
hungry [ˈhʌŋɡri]	— гурусна; голодный
I'm thirsty [ˈθə:sti]	— ман ташна ҳастам; жажду пить
tomato juice	
[ˈtəma:təuˈdʒu:s]	— нӯшокии аз помидор тайёршуда; томатный сок
I wouldn't mind	— Ман муқобил нестам; Я не возражаю
the soup tastes very nice	— шӯрбо хеле бомазза аст; суп очень вкусный
underdone (overdone)	— нимбирён (бирёнкарданашуда); недожаренный
blunt (sharp)	— кунд; тупой (острый)
sour [sauə]	— турш; кислый
sweet	— ширин; сладкий
sugar, sugar basin [ˈbeɪsn]	— шакардон; сахар, сахарница
slice of bread	— порчаи нон; кусок хлеба
There's a good boy!	— Ин бачаи хуб аст; хороший мальчик; молодец
delicious [diˈlɪʃəs]	— хушмазза; вкусный
to be full up	— сер шудам; наесться
helping	— кумак кардан; помочь
stale bread [steɪl]	— нони қок; несвежий хлеб
lump of sugar	— порчаи қанд; кусок сахара
cup of tea, coffee	— пиёлаи чой, қаҳва; чашка чая, кофе

bottle of milk	— шишаи шир, бутылка молока
bread and butter ['bʌtə]	— нону маска, хлеб с маслом
cucumber ['kju:kʌmbə]	— бодиринг; огурец
dried crust	— нони қок; сухарь
bun [bʌn]	— булка; булочка
thick soup	— шӯрбои ғафс; густой суп
chicken broth [brɒθ]	— шӯрбо бо гӯшти мурғ; куринный суп
mineral water ['mɪnərəl' wɔ:tə]	— оби минералӣ; минеральная вода
wine [waɪn]	— май; вино
beer [biə]	— оби чав; пиво
no smoking	— накашед (сигор); не курить
ash-tray [æʃtreɪ]	— хокистардон; пепельница
to lay the table	— дастархон оростан; накрывать на стол

## AT THE LIBRARY

I am a subscriber to our local library	— Ман обуначии китобхонаи ҳудамон мебошам; Я подписчик нашей библиотеки
local	— таҳҷой; местный
subscriber	— обуначӣ; подписчик
about every fortnight	— ду ҳафта пас; две недели спустя
to exchange	— иваз кардан; обменять
lending Department	— абонемент
to look through	— нигоҳ кардан; посмотреть
subject catalogue	— рӯйхати фаннӣ; каталог
best of all	— аз ҳама хубаш, беҳтараш; лучше всего; наилучший
fiction [fɪkʃən]	— адабиёти бадеӣ; художественная литература
travel book	— сафарнома; книга о путешествиях
biography	— шарҳи ҳол, тарҷумаи ҳол; биография
to fill in a slip	— варақаи ба қайдгириро пур кардан; заполнить регистрационную карточку
stack	— раф (барои китобҳо); стеллаж



rejection [rɪ'dʒekʃən]	slip	— рад кардан; отказ
the book is out		— китоб нест; книги нет
collection [kə'lekʃən]		— мачмӯъ; коллекция
reading-room		— толори китобхонӣ; читальный зал
title page ['taɪtl'peɪdʒ]		— муқоваи аввали китоб; титульный лист
the latest novel ['nɒvəl]		— романи охири; последний роман
contents [kɒntents]		— мундариҷа; содержание
chapter [tʃæptə]		— боб; глава
children's books ['tʃɪldrən]		— китобҳои кӯдакона; детские книги

## OUR FLAT

living room ['lɪvɪŋ'ru:m]	— хонаи умумӣ; общая комната, зал
bed-room	— хонаи хоб; спальня
dining room	— хонаи хуруқхӯрӣ; столовая
hall [hɔ:l]	— пешгоҳ; прихожая
kitchen ['kɪtʃɪn]	— ошхона; кухня
bathroom [bɑ:θru:m]	— ғаммом; ванная
lavatory ['lævətəri]	— ҳоҷатхона; туалет
meal [mi:l]	— хӯрок; пища
to gather [gæðə]	— якҷо чамъ омадан, сарҷамъ шудан; собираться
running water ['rʌnɪŋ'wɔ:tə]	— оби равон; водопровод
gas range ['gæs reɪndʒ]	— плитаи газ; газовая плита
cupboard [kʌpbɔ:d]	— ҷевони зарфҳо; буфет
dishboard ['dɪʃbɔ:d]	— раф барои зарфҳо; полка для посуды
sofa [səʊfə]	— диван
pillow [pɪləʊ]	— болишт; подушка
neat sheet ['ni:t'ʃi:t]	— рӯйҷои тоза; чистая простыня
decent [di:snt]	— хоксорона; скромный (о еде)
furniture [fə:nɪʃə]	— мебел; мебель
modern conveniences	
[mɔ:dən kən'vi:njənsɪz]	— ҷиҳози ҳозиразамон; современные удобства
bookcase ['bukkeɪs]	— рафи китоб; книжный шкаф
block [blɒk]	— маҳалла, гузар; блок, квартал города; жилищный массив

window ['windəu]	— тиреза; окно
mirror, looking-glass	
['lʊkɪŋ'glɑ:s]	— ойина, ойинаи; зеркало
portrait ['pɔ:trɪt]	— акс-портрет
to the right	— ба рост; направо
to the left	— ба чап; налево
I live on the 2d floor	— Ман дар ошёнаи 2-юм зиндагӣ мекунам; Я живу на втором этаже
block of flats	— иморати хонаҳои зиёддошта; многоквартирный дом

## MY FAMILY

parents [pɛərənts]	— волидайн; родители
grandfather ['grænd,fɑ:ðə]	— бобокалон; дедушка
grandmother ['græn,mʌðə]	— модаркалон; бабушка
We are a very happy family	— Мо оилаи хушбахт ҳастем; Мы счастливая семья
dearly [diəli]	— аз таҳти дил, аз самими дил; от всего сердца
uncle [ʌŋkl]	— тағо, амак; дядя
aunt ['ɑ:nt]	— хола, амма; тётя
to look after the house	— бо корҳои хона машғул будан; смотреть за домом (ухаживать, присматривать за...)
to take care of	— ғамхорӣ намудан; заботиться
schoolgirl	— толиба; школьница
myself	— худам; сам
to attend lectures	
[ə'tend'lektʃəz]	— иштирок кардан дар лексияҳо; посещать лекции
to take an examination	— имтиҳон доштан, супурдан; сдавать экзамен
to graduate the	
University ['grædjuət]	— Донишгоҳро хатм намудан; окончить ВУЗ
is retired [ɪ'retaɪəd]	— нафақахӯр; на пенсии
old-age pension	
['əʊld'eɪdʒ'penʃən]	— нафақаи кӯҳансолӣ; пенсия по старости



to be in good health ['helθ]	— саломатии хуб доштан; иметь хорошее здоровье
she does most of the cooking	— вай бештар бо пухту паз машғул аст; в основном она занимается приготовлением еды
she is a housewife ['hauswaɪf]	— вай соҳибхоназан; она домохозяйка
television ['telɪvɪʒən]	— оинаи нилгун; телевизор
television (tv)	— идораи (ТВ); ТВ
events of the day [ɪ'vents]	— воқеаҳои рӯз; новости дня
immediate relatives	
[ɪ'miːdʒət'relətɪvz]	— хешу табори наздик; ближайшие родственники
cousin ['kʌzn]	— тағобача, холабача, аммабача; кузен
orphan ['ɔːfən]	— ятим; сирота
kindergarden ['kɪndəˌɡɑːdn]	— боғчаи кӯдакон; детский сад
nephew [nefjuː]	— чиян; племянник
niece [niːs]	— чиян; племянница

## TELEPHONING

to telephone [tu telɪfəʊn]	— занг задан, телефон кардан; звонить
to ring up	— занг задан, сим задан; позвонить
to make an appointment	
by telephone	— бо телефон дар бораи вохӯрӣ гап задан; назначить встречу по телефону
telephone directory [di'rektəri]	— китоби телефон; телефонный справочник
call-box	— утокчаи телефон; телефонная будка
receiver [rɪ'siːvə]	— гӯшаки телефон; телефонная трубка
to lift the receiver	— гӯшакро бардоштан; поднять трубку
to replace the receiver	— гӯшакро овехтан; повесить трубку
to dial ['daɪəl]	— рақам гирифттан; набирать номер
to repeat the call	— аз нав занг задан; позвонить заново
the line is engaged [ɪn'geɪdʒd]	— телефон банд аст; линия занята
the line is not free	— телефон банд нест; телефон не занят
you are through [θruː]	— шуморо пайваст кард; вас соединили
sorry to have troubled you	— бубахшед, шуморо ноором кардам; извините за беспокойство

you are wanted on the phone	— шуморо ба телефон ҷеғ мезанад; вас к телефону
hold the line	— гӯшакро наовезед; не вешайте трубку
to be on the phone	— бо телефон гап задан; говорить по телефону
the line is out of order	— телефон кор намекунад; телефон не работает
a telephone call	— занги телефон; телефонный звонок
to speak over the telephone	— бо телефон гап задан; говорить по телефону
to put through to...	— пайваст кардан бо; соединить к
to cut off	— чудо кардан; отключить
I' was cut off	— маро аз сим чудо кардан; меня разъединили
give me trunks	— моро ба сими байнишахрӣ пайваст кунед; дайте мне междугородную

## AT THE CINEMA

set	— маҷмӯъ; набор, комплект, декорация (театр)
setting	— ба сахнагузорӣ; окружающая обстановка, декорации и костюмы, художественное оформление, устанавливать, налаживать
cinema ['sɪnəmə]	— филм; фильм
cinema-goer	— тамошобин; зритель
a film is on (running)	— филм идома дорад; идёт фильм
feature film ['fi:tʃə]	— филми маъмулӣ; художественный фильм
production [prə'dʌkʃən]	— истехсол; производство
producer ['prə'dju:sə]	— таҳиягар; продюсер
documentary [dɒkju'mentəri]	— ҳуҷҷатӣ; документальный фильм
animated cartoon	
['ænimetɪd'kɑ:tʊ:n]	— филми тасвирӣ; мультипликация



newsreel ['nju:z'ri:l]	— хабар; киножурнал
not to speak of	— дар бораи ... гап назадан; неговорит об
popular science film	
['pɒpjulə'saɪəns]	— филми илмии оммави; научно-популярный фильм
to star in a film	— дар филм нақш бозӣ кардан; играть главную роль в фильме
to dub [dʌb]	— дубора сабт карда; дублировать (фильм)
dubbing ['dʌbɪŋ]	— баргардон кардан; дублирование
as a matter of fact	— фактҳо шаҳодати онанд ки; по сути дела
I don't mind	— Муқобил нестам; Я не против
subtitles ['sʌbtaitlz]	— зерсарлавҳа; субтитры
a full-length feature film	— филми бадеии пурра; полнометражный худож. фильм
performance [pə'fɔ:məns]	— намоиш; представление, спектакль
to book in advance [ə'dvɑ:ns]	— қаблан супориш додан; заказать (купить) билет заранее
film star	— ситораи синамо; кинозвезда
spectator ['spek'teɪtə]	— тамобошин; зритель
to hate [heit]	— бад дидан; ненавидеть
to disturb [dis'tɜ:b]	— ташвиш додан; беспокоить
I hate being disturbed	— ман ташвиш доданамро бад мебинам; я ненавижу, когда меня беспокоят
to watch	— тамошо кардан; смотреть
film week	— ҳафтаи филм; неделя кино
to release a film [rɪ'li:s]	— филм омода сохтан; выпустить фильм
to shoot a film (shot, shot)	— филмро ба навор гирифтан; снять фильм
the film deals with	— ин филм дар бораи; это фильм о...
script [skript]	— сценарий; (кино) сценарий
script-writer	— муаллифи филм; сценарист
the acting is superb [sju:'pɜ:b]	— нақшро оӣ бозидан; прекрасное актёрское исполнение
screen [skri:n]	— экран

to screen (to show a film)	— ба тамошо баровардан; показать на экране, производить киносъёмку
to seat	— қой; усаживать, вмещать
crowd scenes	— сахнаи пуродам; массовые сцены
at the other end of the world	— дар кунчи дунё; на другом конце света
queue [kju:]	— навбат; очередь
packed house [pækt]	— зали пуродам; переполненный зал
to win an award [ə'wɔ:d]	— мукофотро гирифтан; завоевать приз
i'm told; they say	— ба ман гуфтанд, мегӯянд; мне сказали, говорят
a ticket shark	— ҷаллоби билетфурӯш; спекулянт билетами
famous ['feiməs]	— машхур; знаменитый
the title role	— нақши асосӣ; главная роль
row [rəu]	— қатор; ряд
close-up	— наздикгирифташуда; (кино, телев.) крупный план
close-up pictures	— наворҳои хеле наздикгирифташуда; кинокадры снятые крупным планом

## SPORT

to feel fit ['fit]	— худро бардам ҳис кардан; быть бодрым и здоровым
to go in for sports	— бо вазириш машғул будан; заниматься спортом
daily life	— ҳаёти ҳаррӯза; повседневная жизнь
morning exercises	— варзиши пагоҳирӯзӣ; утренняя зарядка
set of exercises	— анбӯҳи варзишӣ; сборник упражнений
to toboggan [təbɒgən]	— сайр кардан; кататься на санях
track-and-field athletics	
['træk ænd 'fi:ld æθ'letiks]	— варзиши сабук; лёгкая атлетика
team [ti:m]	— команда



sport category	— намуди варзиш; вид спорта
coach [kəʊtʃ]	— мураббӣ; тренер
coaching	— машқ додан, варзиш кунондан; тренировать
honourable Master of Sport [ɒnərəbl]	— Устои фахрии варзиш; Заслуженный мастер спорта
to compete [kəm'pi:t]	— мусобиқа кардан; соревноваться
Olympic Games	— бозиҳои Олимпӣ; Олимпийские игры
to set a record ['set'rekɔ:d]	— рекорд нишон додан; установить рекорд
at somebody's disposal	— дар ихтиёри касе; в чьём-то распоряжении
stadium ['steɪdjəm]	— варзишгоҳ; стадион
gymnasium (gym) [dʒɪm'neɪzjəm]	— гимназия
sports ground	— майдони варзиш; спортивная площадка
swimming pool	— ҳавзи оббозӣ; бассейн
skating-rink	— майдони яхмолақпарӣ; каток
equipment [i'kwɪpmənt]	— таҷҳизот; оборудование
gymnastics [dʒɪm'næstɪks]	— варзиши бадан; гимнастика
apparatus [æpə'reɪtəs]	— таҷҳизот; аппарат
fencing ['fensɪŋ]	— шамшербозӣ; фехтование
wrestling ['reslɪŋ]	— гӯштингирӣ; борьба
boxing [bɒksɪŋ]	— муштзанӣ; бокс
games [ɡeɪmz]	— бозӣ; игры
basketball ['bɑ:skɪt'bɔ:l]	— баскетбол
volleyball	— волейбол
football ['fʊtbɔ:l]	— футбол
tennis [tenɪs]	— теннис
ice hockey ['aɪs hɒkɪ]	— хоккеи рӯи ях; хоккей (на льду)
champion ['tʃæmpjən]	— чемпион, қаҳрамон
competition [kəm'pi'tɪʃən]	— мусобиқа; соревнование
win (won)	— ғолиб шудан; выиграть
outdoor games	— бозиҳои ҳавои кушод; игры на открытом воздухе
indoor games	— бозиҳои даруни толор; игры внутри помещения
match [mætʃ]	— бозӣ; матч

to miss [mis]	— гузарондан; пропускать
fan [fæn]	— мухлис; болельщик
take an interest (something)	— шавқ пайдо кардан; проявить интерес
chess [tʃes]	— шоҳмот; шахматы
to follow closely	— дар назди якдигар истодан; держаться рядом
tournament [ˈtuənəmənt]	— мусобиқа; турнир
world championship	
[ˈwɜːld tʃæmpjənʃɪp]	— чемпионати ҷаҳон; чемпионат мира

## SHOPPING

to go shopping	— барои харид рафтан; ходить за покупками
state Departments Store	— мағозаи давлатӣ; государственный универмаг
on the way to manufactured goods	— сари роҳ ба ҷойе даромадан; по дороге
[ˈmænjʊˈfæktʃədˈgudz]	— молҳои саноатӣ; промтовары
shoes [ʃuːz]	— пойафзол; обувь
coat [kəʊt]	— палто; пальто
frock [frɒk]	— куртаи занона ва ё бачагона, камзӯл; дамское или детское платье; тельняшка
hat [hæt]	— кулоҳ; шляпа
suit [sjuːt]	— костюм
buy [baɪ]	— харидан; покупать
slot machine [ˈslɒtˈmæʃiːn]	— фурушгоҳи худкор; машина-автомат
cash [kæʃ]	— пули нақд; наличные деньги
hire purchase [haɪə pəːtʃəs]	— хариди насия; покупка в рассрочку
while you wait	— ҳангоме, ки шумо интизорӣ мекашед; пока вы ждёте
fashion parade [ˈfæʃənˈpəˈreɪd]	— намоиши мӯд; показ мод
snack bar [snæk]	— ошхонача, газакхона; закусочная, буфет
to admire [ədˈmaɪə]	— мафтуншудан, ба шавқ омадан; восхищаться
attractive [əˈtræktɪv]	— ҷолиб; привлекательный
shop window [ˈʃɒpˈwɪndəʊ]	— тирезаи мағоза; витрина магазина



provision store [prə'vɪʒən]	— мағозаи хурукворӣ; продуктовый магазин
department [dɪ'pɑ:tmənt]	— бахш; отдел
meat and sausage department	— бахши гӯшт ва ҳасиб; отдел мяса и колбасы
fish department	— бахши моҳӣ; рыбный отдел
fruit department	— бахши мева; фруктовый отдел
confectionery [kən'fekʃnərɪ]	— молҳои қаннодӣ; кондитерские изделия
tinned food	— консерв; консервы
to be on sale	— дар фурӯш; быть в продаже, продаваться
film	— филм; фильм
tape-recorder	— дастгоҳи сабт; магнитофон
magnetic tape	— фита; кассета
alarm clock [ə'la:m'klɒk]	— соати зангзананда; будильник
wrist watch ['rɪst'wɒtʃ]	— соати дастӣ; ручные часы
kitchen utensils	
[kɪtʃɪn ju:tənz]	— асбобҳои ошхона; кухонная утварь
pots and pans ['pɒts ænd pænz]	— зарфҳо; посуда (горшки и кастрюли)
cutlery [kʌtlərɪ]	— асбоби таъомхӯрӣ; набор ножей, вилок и ложек для стола
crockery appliances ['krɒkərɪ]	— зарф; посуда (глиняная, фаянсовая)
electric appliances	
[ɪ'lektrɪk əplɑ:ənsɪz]	— дастгоҳи барқӣ; электроприборы
camera ['kæməɾə]	— ба наворгирак; камера (телев.), фотоаппарат
perfumery ['pæfju:mərɪ]	— атриёт; парфюмерия
flower shop	— мағозаи гулфурӯшӣ; цветочный магазин
gift and souvenir shop	
['gɪft ænd 'su:vənɪə]	— мағозаи тӯҳфа ва армуғон; подарочный магазин, магазин подарочных изделий
foot wear ['fʊt 'weə]	— пойафзол; обувь
knitwear [nɪt weə]	— либоси бофтагӣ; вязанная одежда
at the butcher [bʊtʃə]	— дар мағозаи гӯштфурӯшӣ; в мясном магазине
at the grocer's	— дар мағозаи хӯрокворӣ; в продуктовом магазине

at the greengrocer's	— дар мағозан сабзавот; в овощном магазине
ready-made clothes	— либоси тайёр; готовая одежда
fur [fə:]	— мӯина; мех
what not	— майда чуйда; всякая всячина, безделушки, пустяки
colored poster [kʌləd 'pəustə]	— эълонномаҳои ранга; цветное объявление
to delight in [di'laɪt]	— хушнуд шудан; восхищаться, наслаждаться
toy [tɔɪ]	— бозича; игрушка
placard ['plækɑ:d]	— плакат
special Perfume and Cosmetic Week ['speʃəl pə:fju:m ænd kɒs'metɪk wi:k]	— ҳафтаи маҳсуи атриёт; специальная неделя парфюмерии



# VOCABULARY

## A a

ability [ə'bi:lɪtɪ]	— кобилият; способность, умение
able ['eɪbl]	— болаёкат, доно, зирак; способный
be able	— тавонистан; быть в состоянии, мочь
absent ['æbsənt]	— иштирок надоштан, хузур надоштан; отсутствующий
absent-minded	
[æbsənt'maɪndɪd]	— парешонхотир, бедиккат; рассеянный
absorb (v) [əbsɔ:b]	— чаббидан, макидан; поглощать, всасывать
acacia [ə'keɪʃə]	— дарахти акокиё; акация
accessories [ək'sesəriz]	— лавозимот, асбобхо; принадлежности
accident [æksɪdənt]	— вокеа, ходиса, садама, вокеаи нохуш; случай, происшествие, несчастный случай
according [ə'kɔ:dn]	— мувофики; в соответствии с...
accustom [ə'kʌstəm]	— одат кунондан, ёд додан; приучать
achieve [ə'tʃi:v]	— ноил шудан сазовор шудан; достигать
achievement [ə'tʃi:vmənt]	— комёбӣ, муваффакият, дастовард; достижение
acrobat ['ækrəbæt]	— дорбоз; акробат
across [ə'krɒs]	— кӯндаланг; поперёк
action ['ækʃən]	— фаъолият, ҳаракат, рафтор; действие
active ['æktɪv]	— фаъол, боғайрат, чобук, чаккон; активный
to be active	— фаъол будан; быть активным
activity [æk'tɪvɪtɪ]	— фаъолият, фаъолиятноки; деятельность
actor ['æktə]	— хунарпеша, нақшбоз; актёр
actress ['æktrɪs]	— актриса
actual ['æktʃuəl]	— вокей, ҳақиқӣ, асли, дуруст; действительный, подлинный
adapt [ə'dæpt]	— мутобик будан; адаптироваться
add [æd]	— илова намудан; добавить
addition [ə'dɪʃən]	— илова, иловакунӣ, ҳамроҳкунӣ; прибавление, увеличение
in addition	— ба ғайр аз ин, ба замми; в дополнении к, кроме того
administrative	
[əd'mɪnɪstrətɪv]	— маъмурӣ, иҷроия; административный
admit [əd'mɪt]	— розӣ шудан, пазируфтан, роҳ додан; допускать
advise [əd'vaɪz]	— маслиҳат, маслиҳат додан; советовать
aerial ['eəriəl]	— ҳавой; воздушный
affair [ə'feə]	— вазифа, кор, амал; должность
affectionate [ə'fekʃnɪt]	— боназокат, мушфик, меҳрубон; любящий, нежный
to be afraid of [ə'freɪd]	— тарсидан; бояться
after ['ɑ:ftə]	— пас аз, баъд аз; после
after school	— баъд аз мактаб, баъд аз дарс; после занятий
run after somebody	— аз қафои ягон кас давидан; бежать за кем-либо

name something	— ягон чизро номидан; назвать что-либо
afternoon [ɑ:ftə'nu:n]	— баъди нисфирузӣ; послеобеденное время
again [ə'gen]	— боз, боз ҳам; снова, опять
against [ə'genst]	— мукобили, зидди; против
ago [ə'gəu]	— пеш аз, қабл аз; перед, до
long ago ['lɒŋ ə'gəu]	— кайҳо; давным-давно
agree [ə'gri:]	— розӣ шудан; соглашаться
agriculture ['ægrɪkʌltʃə]	— кишоварзӣ; сельское хозяйство
agronomist [əg'rɒnəmɪst]	— агроном
air [eə]	— ҳаво; воздух
airplane ['æpleɪn]	— тайёра; самолёт
alarm clock [ə'lɑ:m klɒk]	— соати зангдор; будильник
alarmist [ə'lɑ:mɪst]	— воҳима; паника
to go aloft [ə'lɒft]	— вафт кардан; умереть (разг.)
all [ɔ:l]	— ҳама; всё
not at all	— намеарзад; не стоит
almost ['ɔ:lɪməʊst]	— тақрибан қариб; почти
aloft [ə'lɒft]	— дар боло; на верху, на высоте
along [ə'lɒŋ]	— қад-қадӣ; вдоль, по
along the street	— қад-қадӣ кӯча; по улице
already [ɔ:l'reɪ]	— кайҳо, аллакай; уже
also ['ɔ:lsəu]	— ҳам, ҳамчунон, ғайр аз он; также, кроме того
always ['ɔ:lwəz]	— ҳамеша; всегда
among [ə'mʌŋ]	— дар байн; среди
amuse [ə'mju:z]	— хурсанд кардан; забавлять, развлекать
amusement [ə'mju:zmənt]	— хушвақтӣ; развлечение, веселье
anchor [æŋkə]	— лангар (андохтан); якорь
and	— ва; -и
angel [eɪndʒəl]	— фаришта, малак; ангел
angry ['æŋgrɪ]	— бадқаҳр, бадҳашм; сердитый
be angry	— қаҳр кардан; сердиться
get angry	— ранҷидан, оташин шудан; рассердиться
animal ['æniməl]	— ҳайвон; зверь, животное
animated cartoons	— филми тасвирӣ; мультипликация
['ænimetɪd kɑ:'tu:nz]	— солнома; анналы, летописи
annals ['ænlz]	— солгард, чашн; годовщина
anniversary [æni'vɜ:səri]	— эълон кардан; объявлять
announce [ə'naʊns]	— солона; годовой, ежегодный
annual ['ænjuəl]	— дигараш; другой; ещё один
another [ə'nʌðə]	— бо ҳамдигар; вместе
with one another	— ҷавоб додан; ответ, отвечать
answer ['ɑ:nsə]	— ягон чӣ, ягон кас; любой, какой-нибудь
any ['eni]	— ягон кас, ҳеч кас, касе; кто-нибудь
anybody ['eni'bɒdi]	— ягон кас; любой
anyone ['eniwʌn]	— ягон чӣ; что-нибудь
anything ['eniθɪŋ]	— ҳама ҷо, ягон ҷо, ҳеч кучо; где-нибудь,
anywhere ['eniweə]	куда-нибудь, нигде, везде



apparatus [æpə'reitəs]	— таҷхизот; аппарат
appear [ə'piə]	— пайдо шудан; появляться
appearance [ə'piərəns]	— намуди зоҳирӣ; появление, внешний вид
appetite ['æpitait]	— иштиҳо; аппетит
apple ['æpl]	— себ; яблоко
application [æpli'keʃən]	— ариза; заявление
appoint [ə'point]	— таъин намудан; назначать
apologies [ə'pɒlədʒiz]	— узор; извинения
apricot ['eiprikot]	— зардолу; абрикос
April [eiprəl]	— апрел; апрель
priority [praɪ'ɔriti]	— афзалият; приоритет
priority-telegram	— барқияи муҳим; важная телеграмма
apron ['eiprən]	— пешдоман; фартук
area [æriə]	— майдон; территория
argument ['ɑ:gjʊmənt]	— баҳсу мунозира; аргумент, спор
arm [ɑ:m]	— ярок, даст; рука (от плеча до кисти)
armchair ['ɑ:m'tʃɛə]	— курсӣ; кресло
arms	— ярок; оружие
armsrace ['ɑ:mzreis]	— мусаллаҳшавии бошитоб; гонка вооружений
arrange [ə'reindʒ]	— ташкил кардан; организовывать
arrive [ə'raiv]	— омада расидан, афзудан; прибывать
arsenal ['ɑ:sinl]	— амбори аслиҳа; арсенал
art [ɑ:t]	— санъат; искусство
article ['ɑ:tɪkl]	— мақола; статья
artist ['ɑ:tɪst]	— рассом; художник
as ['æz]	— ба мисли, ба монанди; как, как например, в то время как
as soon as [æz'su:n æz]	— ҳамин ки; как только
ascend [ə'send]	— боло баромадан; подниматься, всходить
ask [ɑ:sk]	— пурсидан; просить; спрашивать
asparagus [æs'pærægəs]	— сарсабил; спаржа
assistant [ə'sɪstənt]	— ёрдамчӣ; помощник
assistant librarian	— ёрдамчии китобдор; помощник библиотекаря
[laɪ'brɛəriən]	
assume [ə'sju:m]	— тахмин кардан; предполагать, допускать
it is assumed	— тахмин карда мешавад; предполагается, что
at ['æt, ət]	— дар; около
at school [æt'sku:l]	— дар мактаб; в школе
at the desk	— дар назди мизи хатнавис; за партой, возле письменного стола
at the blackboard	— дар назди тахтаи синф; у доски
[blækbo:d]	
at the bus stop	— дар истгоҳи автобус; у автобусной остановки
at the meeting ['mi:tɪŋ]	— дар вохӯрӣ, маҷлис; на собрании, митинг
at 5 o'clock	— дар соати панҷ; в пять часов
at each other ['i:tʃʌðə]	— ба якдигар; друг на друга
at last ['lɑ:st]	— дар охир; в конце, наконец
at night [naɪt]	— шабона; ночью

at once [wʌns]	— яку якбора; сразу, немедленно, тут же
Atlantic [ət'ləntɪk]	— укёнуси Атлантик; Атлантический океан
atmosphere ['ætməsfiə]	— фазо, мухит; атмосфера
atomic [ə'tɒmɪk]	— атомӣ; атомный
atomic energy ['enədʒi]	— кувваи атомӣ; атомная энергия
attend [ə'tend]	— иштирок кардан; посещать
attendance [ə'tendəns]	— иштироккунӣ; присутствие, посещение
attention [ə'tenʃən]	— диққат; внимание
attract [ə'trækt]	— чалб кардан; привлекать (внимание)
August ['ɔ:gʌst]	— август
author ['ɔ:θə]	— муаллиф; автор
authorities [ɔ:'θɔritiz]	— ҳокимият; руководство, власть
authority [ɔ:'θɔriti]	— эътибор, нуфуз, ҳокимият; власть
Autumn ['ɔ:təm]	— тирамоҳ; осень
in Autumn	— дар тирамоҳ; осенью
award (v) [ə'wɔ:d]	— мукофотонидан; награждать
to be awarded	— мукофотонидашуда; быть награждённым
away [ə'wei]	— дур; далеко
far away [ˈfɑ: ə'wei]	— дурбуда; далёкий
go away [ˈgəʊ ə'wei]	— тарк кардан, рафтан; покидать, уезжать
run away [ˈrʌn ə'wei]	— гурехтан; убежать
take away [ˈteɪk ə'wei]	— бурдан; унести

## В в

baby ['beɪbi]	— тифл, кӯдак; младенец, дитя, ребёнок
back [bæk]	— акиб баргаштан; назад
be back	— бозомадан, бозгаштан; возвращаться
bacterium [bæk'tɪəriəm]	— микроб; бактерия
bad [bæd]	— бад; плохой
badge [bædʒ]	— нишона; значок
badly ['bædli]	— бад, ганда; плохо
bag [bæg]	— киф; сумка
baker [ˈbeɪkə]	— нонвой; пекарь
ball [bɔ:l]	— тӯб; мяч
banana [bə'nɑ:nə]	— банан
bank [bæŋk]	— соҳил; берег
banner [bænə]	— байрак, ливо; флаг, знамя
barley [ˈbɑ:li]	— чав; ячмень
basketball [ˈbɑ:skɪt'bɔ:l]	— баскетбол
bat [bæt]	— кӯршабпарак; летучая мышь
bathroom [ˈbɑ:θru:m]	— ҳаммомхона; ванная комната
battle [ˈbætl]	— мухориба, мубориза бурдан; борьба, сражение, битва
bay [bei]	— халич; залив, бухта
be [bi:]	— будан, вучуд доштан; быть, есть
be back [bi: bæk]	— баргаштан, бозгаштан; возвращаться



be over ['əuvə]	— ба итмом расидан, хотима ёфтан; закончиться
beach ['bi:tʃ]	— пляж
beat ['bi:t]	— задан; бить, ударять
beautiful ['bjʊ:təfʊl]	— зебо, оличаноб; прекрасный
became (v) [bi'keim]	— шудан; стал (прош. время)
because [bi'kɔz]	— барои он ки, ҳамчунон ки; потому что
bed [bed]	— кат; кровать
be in bed	— дар чойгах будан; лежать в постели
go to bed	— хоб кардан; ложиться спать
stay in bed [stei]	— дар чойгах будан; лежать в постели (не вставать с постели)
bedroom ['bedru:m]	— хонаи хоб; спальная комната
bee [bi:]	— занбӯр, ору; пчела
beef [bi:f]	— гӯшти гов; говядина
beetroot ['bi:tru:t]	— лаблабуи қанд; сахарная свекла
before [bi'fɔ:]	— пеш аз он ки; перед
began [bi'gən] begin	— ибтидо гузоштан; начало
begin [bi'gin]	— сар кардан; начинать
begun [bi'gʌn]	— оғоз; начало
behind [bi'haind]	— аз ақиб, аз қафо; позади
believe [bi'li:v]	— бовар кардан; верить
bell [bel]	— зангӯла, занг; звонок
belong [bi'lɒŋ]	— дахл доштан; принадлежать
belt the hook [hu:k]	— чангаки моҳигириро дуруст кардан; исправить крючок удочки
bend (bent, bent)	— хам (кагъ) шудан; сгибать(ся), гнуть(ся)
berry ['beri]	— меваи буттагӣ; ягода
best ['best]	— беҳтарин, хубтарин, нағзтарин; лучший
better [betə]	— хубтар, беҳтар; лучше
between [bi'twi:n]	— дар мобайни, дар байни; между
bicycle ['baɪsɪkl]	— дучарха; велосипед
big [big]	— калон, бузург; большой
bill [bil]	— хисоб; счёт
binomial [bai'nəʊmjəl]	— дуузва; двучлен
biology [bai'ɒlədʒi]	— биология
bird [bɜ:d]	— парранда; птица
birthday ['bɜ:θdeɪ]	— рӯзи таваллуд; день рождения
biscuit ['bɪskɪt]	— кулчаи қандин; печенье
bite ['baɪt] (dit, bitten)	— газидан; укус
black ['blæk]	— сиёҳ; чёрный
blackboard ['blækbɔ:d]	— тахтаи синф; доска
blame [bleɪm]	— таъна, маломат, сарзаниш; упрёк
blow [bləʊ] blew, blown	— вазидан; дуть
blind, blindly	
['blaɪnd, blaɪndli]	— нобино; слепой
blood [blʌd]	— хун; кровь
blood test [blʌd test]	— ташхиси хун; анализ крови
bloom [blu:m]	— шукуфтан, гул кардан; цвести, расцветать
blouse [blaʊz]	— куртаи нимтанайи занона; блузка

blue [blu:]	— кабуд, ранги осмонӣ; голубой
bluish ['blu:iʃ]	— кабудшуда, кабудтоб; голубоватый
blunt [blʌnt]	— кунд кардан; притуплять
board [bɔ:d]	— тахта, лавха; доска
board a ship (plane)	— ба киштӣ ништастан, ба ҳавопаймо ништастан; на борту корабля (самолёта)
boarding school	
['bɔ:diŋ 'sku:l]	— пансион, мактаб-интернат; пансионат
boating ['bəutiŋ]	— каикронӣ; лодочный спорт
bobsleigh ['bɒbslei]	— чанатозӣ, чаналойга; бобслей
body ['bɒdi]	— бадан, тан; тело
boil [bɔil]	— чӯшонидан; кипятить
bonfire ['bɒn,faɪə]	— гулхан; костёр
book [buk]	— китоб; книга
booking office	— идораи супоришӣ, кассаи билетфурӯшӣ; билетная касса
boots [bu:ts]	— ботинка; ботинки
high boots ['haɪ'bu:ts]	— мӯза; сапоги
bore [bɔ:]	— дилгир кардан, безор кардан; надоедать
born [bɔ:n] be born	— таваллуд шудан; родиться
borsch [bɔ:ʃt]	— карамшӯрбо; борщ
both [bəuθ]	— ҳарду, якҷоя; вместе, оба
bottle [bɒtl]	— шиша; бутылка
bottom ['bɒtəm]	— чуқурӣ, қисми поён; дно, низ, нижняя часть
go to the bottom	— ба қаъри об ғӯтидан; идти ко дну
at the bottom	— дар қаър; на дне (чего-либо)
from the bottom of the	
heart ['hɑ:t]	— аз таҳти дил; от всего сердца
bought [bɔ:t] (to buy)	— харидан, покупать
bounce [baʊns]	— чахиш, чахидан; прыжок, подпрыгивать, отскакивать
box [bɒks]	— қутғӣ, бокс дар беморхона; коробка, бокс в больнице
boy [bɔi]	— писар, бача; мальчик
brave [breɪv]	— часур; храбрый
bravely [dreɪvli]	— часуруна; храбро, смело
bread [bred]	— нон; хлеб
break (v) [breɪk]	— шикастан, танаффус; ломать, перерыв
break down ['breɪk'daʊn]	— вайрон, хароб кардан; ломать, разрушать
lunch break ['lʌntʃ'breɪk]	— танаффуси нисфирӯзӣ; перерыв на обед
breakfast ['breɪkfəst]	— наҳорӣ, ноништа; завтрак
at breakfast	— хангоми наҳорӣ; во время завтрака
have breakfast	— наҳорӣ кардан; завтракать
brick layer ['brɪk leɪə]	— хиштчин; укладчик кирпича
bride [braɪd]	— арӯс; невеста
bridegroom ['braɪdgrʊm]	— домод; жених
bridge [brɪdʒ]	— кӯпрук, мост
brief [brɪ:f]	— кӯтоҳ; краткий, короткий



bright [braɪt]	— равшан, банур; яркий
brightly ['braɪtli]	— равшан; ярко
brightness ['braɪtnɪs]	— равшан; яркость
bring (v) (brought)	— овардан; приносить
bring up	— тарбия кардан; воспитать
broad [brɔ:d]	— васеъ; широкий
broadcast (v) ['brɔ:d kɑ:st]	— радиошунавой; радиопередача
broaden (v) ['brɔ:dn]	— васеъ кардан; расширить
broke (v) [brɔuk]	
(break't broken)	— шикастан; разбивать, ломать
broken (v) [brɔukən]	— шикаста; сломанный
bronchitis [brɔŋ'kæɪtɪs]	— бронхит
bronze [brɔnz]	— биринчй; бронза
brother ['brʌðə]	— бародар, додар; брат
brought [brɔ:t] (bring)	— овардан; приносить
brown [braʊn]	— қаҳваранг; коричневый
buckwheat ['bʌkwɪ:t]	— марчумак; гречиха
bud [bʌd]	— мугча; почка, бутон
build [bɪld] (built)	— сохтан, бино кардан; строить
building ['bɪldɪŋ]	— иморат; здание
built [bɪlt]	— сохт, бино кард; построенный
bulb [bʌlb]	— чароғак; лампочка
bump [bʌmp]	— задан, бархӯрдан; глухой удар, столкновение
bundle of sticks ['bʌndl]	— банди чӯбҳо; вязанка прутьев
burn ['bɜ:n] -	
(burnt, burnt)	— сӯхтан; жечь
burn down ['bɜ:n daʊn]	— сӯхта тамом шудан; сжигать дотла
burnt [bɜ:nt] (burn, burnt)	— сӯхта; сгоревший
bus ['bʌs]	— автобус
bus-stop ['bʌs 'stɒp]	— истгоҳи автобус; стоянка автобуса
bush [bʊʃ]	— бутта; куст
business ['bɪznɪs]	— сохибкорӣ, тичорат; бизнес
businessman ['bɪznɪsmən]	— сохибкор; бизнесмен
busker ['bʌskə]	— навозандаи кӯчагӣ; уличный музыкант
busy ['bɪzi]	— банд будан; занятый
but [bʌt]	— аммо; но
butcher ['bʊtʃə]	— қассоб, гӯштфурӯш; мясник
butter ['bʌtə]	— равган; масло (сливочное)
button ['bʌtn]	— тугма; кнопка, пуговица
button hole ['bʌtn həʊl]	— халқа; петля
buy (v.) (bought)	— харидан, харид кардан; покупать
by [baɪ]	— дар назди, қад-қад; около
by the fire [faɪə]	— дар назди оташдон; у камина
by 5 o'clock [klɒk]	— то соати панҷ; к 5 часам
by bus [bʌs]	— дар автобус, бо автобус; на автобусе
by the hand [hænd]	— бо даст; рукой
by name [neɪm]	— ба номи; по имени
a story by Conan Doyle	— хикояи Конан Дойл; рассказ Конан Дойля

# С с

cabbage ['kæbɪdʒ]	— карам; капуста
cabin ['kæbɪn]	— кулба, хонача; хижина
cake [keɪk]	— кулчақанд; торт
calculus ['kælkjʊləs]	— хисоб кардан; исчисление
calf [kɑ:f] (calves)	— гӯсола; телёнок
call [kɔ:l]	— цеғ задан; звать, позвать
call at	— ба назди касе даромадан; зайти к кому-либо
call for	— талаб кардан, заходить за кем-либо
calm [kɑ:m]	— ором; спокойный
camel ['kæməl]	— шутур, уштур; верблюд
camera ['kæməɾə]	— суратгир, фотоаппарат
camp [kæmp]	— сайргоҳ, истироҳатгоҳ; лагерь
go camping ['gou'kæmpɪŋ]	— ба сайр баромадан; выехать на природу
can (v) [kæn] (could)	— тавонистан, қодир будан; мочь, уметь
cancel (v) ['kænsəl]	— манъ кардан; отменять
cap ['kæp]	— кулоҳ; кепка, шляпа
capital ['kæpɪtl]	— пойтахт; столица
captain ['kæptɪn]	— капитан
car [kɑ:]	— мошин; автомобиль
card [kɑ:d]	— карта; карточка
care [kɛə]	— ғамхорӣ, шафқат; забота
take care ['teɪk kɛə]	— ғамхорӣ кардан, нигоҳубин кардан; заботиться
careful ['kɛəfʊl]	— ғамхор; внимательный
carnation [kɑ:'neɪʃən]	— меҳчагул; гвоздика
carpet ['kɑ:pɪt]	— қолин; ковёр
carrot ['kærət]	— сабзӣ; морковь
carry ['kæri]	— овардан, кашондан; нести
carry out ['kæri aut]	— иҷро кардан; выполнять
cartoon ['kɑ:'tu:n]	— филми тасвирӣ; мультфильм
carving-knife	
['kɑ:vɪŋnaɪf]	— корд барои буридани гӯшт; нож для нарезания мяса
castle ['kɑ:sl]	— қалъа, қаср; замок
cat ['kæt]	— гурба; кошка
catch (v.) [kætʃ] (caught)	— доштан, қاپидан; схватить, поймать
catch cold ['kætʃ 'kould]	— шамол хӯрдан; простудиться
cattle [kætl]	— чорвои калони шохдор; крупный рогатый скот
cattle breeding ['kætl'brɪ:dɪŋ]	— чорводорӣ, парвариши чорвои калони шохдор; животноводство
cattle farm ['kætl fɑ:m]	— фермаи чорвопарварӣ; животноводческая ферма
caught (v.) [lɔ:t] (catch)	— дошт, қапидан; схватил, поймал
cause (v.) [kɔ:z]	— сабаб шудан; быть причиной, вызывать
ceiling ['si:lɪŋ]	— шифт; потолок
celebrate ['selɪbreɪt]	— ид кардан, қашн гирифтан; праздновать
center ['sentə]	— марказ; центр



central ['sentrəl]	— марказӣ; центральный
century ['sentʃuri]	— аср, қарн; век
ceremony ['seriməni]	— маросим, тантана; церемония
certainly ['sə:tnli]	— албатта; конечно
chair [tʃə]	— курсӣ; стул
chalk [tʃɔ:k]	— бўр; мел
champion ['tʃæmpjən]	— голиб; чемпион
championship ['tʃæmpjənʃɪp]	— мусобиқа; чемпионат
world Championship ['wɔ:ld'tʃæmpjənʃɪp]	— чемпионати ҷаҳон; чемпионат мира
chance ['tʃɑ:ns]	— имконият; возможность, шанс
have a chance	— имконият доштан; иметь возможность
change [tʃeɪndʒ]	— иваз кардан, тағйир додан; изменить
character ['kærɪktə]	— хислат; характер
charm [tʃɑ:m]	— ҷозиба, дилрабой; очарование
cheap ['tʃi:p]	— арзон; дешёвый
cheering ['tʃiəriŋ] - (om cheer)	— табрик карда истода; приветствуя
cheese [tʃi:z]	— панир; сыр
chemical ['kemɪkəl]	— химиявӣ; химический
chemicals ['kemɪkəlz]	— химикатҳо; химикаты
chemist ['kemɪst]	— дорусоз; аптекарь
at the chemist's ['kemɪsts]	— дар дорухона; в аптеке
chemistry	— химия
cherry ['tʃeri]	— олуболу; вишня
chess ['tʃes]	— шохмот; шахматы
chicken ['tʃɪkɪn]	— чӯча; цыплёнок
chiefly ['tʃi:flɪ]	— асосан, махсусан; главным образом
child ['tʃaɪld]	— кӯдак; ребёнок
children ['tʃɪldrən]	— кӯдакон, бачаҳо; дети
chimes ['tʃaɪmz]	— садои зангӯлаҳо; звон колоколов
chimpanzee ['tʃɪmpən'zi:]	— шимпанзе
chips ['tʃɪpz]	— картошкабирён; чипсы, картошка жареная
choose (v.) ['tʃu:z] (chosen)	— интихоб кардан; выбрать
chose (v.) ['tʃouz]	— интихоб кард; выбрал
chosen (v.) ['tʃouzn]	— интихоб кардашуда; выбранный
chrysanthemum [krɪ'æntəməm]	— гули доводӣ; хризантема
church ['tʃɜ:tʃ]	— калисо; церковь
cinema ['sɪnəmə]	— кино, синамо; кино, кинотеатр
citizen ['sɪtɪzn]	— шаҳрванд; гражданин
citric ['sɪtrɪk]	— лимӯдор; лимонный
city ['sɪti]	— шаҳри калон; большой город
civil ['sɪvl]	— шаҳрвандӣ; гражданский
civil service ['sɪvl 'sə:vɪs]	— хизмати давлатӣ; государственная служба
civil war ['sɪvl 'wɔ:]	— ҷанги шаҳрвандӣ; гражданская война

clap (n) [klæp]	— кафкубӣ; хлопанье, хлопок
class [klɑ:s]	— синфхона; класс
classmate ['klɑ:smet]	— хамсинф; одноклассник
classroom ['klɑ:sru:m]	— синфхона; классная комната
claw [klɔ:]	— нохун, чангол кардан; коготь, царапать
clean [kli:n]	— тоза; чистый
clear [kliə]	— банур; ясный
clear soup ['kliəsʊ:p]	— оби шӯрбо; бульон
clearly [kliəli]	— равшан; ясно
clerk [klɑ:k]	— хизматчӣ; клерк
clerical officer	
['klerikəl 'ɔfisə]	— хизматчии идора; клерк
clever ['klevə]	— доно, боакл; умный
climate ['klaɪmɪt]	— иклим; климат
climb ['klaɪm]	— ба кӯх баромадан; подниматься в гору
climber ['klaɪmə]	— кӯхнавард; альпинист
cling (v.) [kliŋ]	
(clung, clung)	— часпидан, қапидан; прилипать, цепляться, лънуть
clipped wings ['klipt 'wiŋz]	— қанотҳои бурида; подрезанные крылья
clock [klɒk]	— соати деворӣ; стенные часы
close [kləʊs]	— наздик; близко
close to	— дар наздикӣ; близко
close by	— дар пеши; дар назди; около
closed season	
['kloʊsd 'si:zn]	— мавсими пӯшида; закрытый сезон
clothes [klaʊðz]	— либос; одежда
cloud [klaʊd]	— абр; туча
club [klʌb]	— маҳфил; клуб
coach [kəʊtʃ]	— мураббӣ; тренер
coal [kəʊl]	— ангишт; уголь
coast [kəʊst]	— соҳили баҳр; побережье, морской берег
coat [kəʊt]	— палто; пальто
cock [kɒk]	— хурӯс; петух
cod [kɒd]	— фиреб додан; обмануть, надуть
coffee ['kɒfi]	— қахва; кофе
cold [kəʊld]	— хунук, сард; холодный
be cold	— хунук хӯрдан, ях кардан; быть холодным, замёрзнуть
collect [kə'lekt]	— ҷамъ кардан; собирать
collection [kə'lekʃən]	— ҷамъ кардан; коллекция
prose collection	— маҷмӯаи асарҳои насрӣ; сборник произведений прозы
collective farm	
[kə'lektiv 'fɑ:m]	— колхоз
collective farmer	
[kə'lektiv 'fɑ:mə]	— колхозчӣ; колхозник
colonial [kə'ləunjəl]	— мустамликавӣ; колониальный



colonialism [kə'ləunjəlizm]	— мустамлика; колониализм
colonialist [kə'ləunjəlist]	— мустамликадор; колониалист
colony ['kɒləni]	— мустамлика; колония
colour ['kʌlə]	— ранг; цвет
colourless ['kʌtləs]	— беранг; безцветный
combination [kəmbi'neɪʃn]	— мувофик; комбинация
word combination [wɜ:d kəmbi'neɪʃn]	— ибора, калима; словосочетание
come [kʌm] (came)	— омадан; приходить
come back ['kʌm 'bæk]	— баргаштан; возвращаться
come in	— ворид шудан, даромадан; входить
come out	— берун баромадан; выходить
comedy ['kɒmɪdi]	— мазхака; комедия
comedian [kə'mi:djən]	— мазхакабоз; комедиант
comfortable ['kʌmf(ə)təbl]	— мувофик, муносиб; удобный
comic ['kɒmɪk]	— мазхакави; комический
commercial [kə'mə:ʃl]	— тичорати, савдой; коммерческий
committee [kə'mɪti]	— кумита; комитет
common ['kɒmən]	— умуми; общий
communist ['kɒmjunist]	— коммунист; коммунист
the Communist Party [ˈpɑ:ti]	— хизби коммунист; компартия
comparatively [kəm'pærətɪvli]	— нисбатан, қиёсан; сравнительно
complain [kəm'pleɪn]	— шикоят кардан; жаловаться
complete [kəm'pli:t]	— тамом кардан, хотима додан; заверять
completion [kəm'pli:ʃn]	— хотима, итмом; завершение
complicated [ˈkɒm'plɪkeɪtɪd]	— мураккаб; трудный, сложный
composer [kəm'pəʊzə]	— бастакор; композитор
composition [ˌkɒpə'zɪʃn]	— асар; произведение, сочинение
compote ['kɒmpɒt]	— компот
comprise [kəm'praɪz]	— дарбар гирифтан; охватить
compulsory [kəm'pʌlsən]	— хатми; обязательный
computer operator [kəm'pjʊ:tə]	— компьютерчи; оператор, компьютерик
concentrate [ˈkɒnsentreɪt]	— гун кардан; концентрировать
concert ['kɒnsə:t]	— концерт, намоиш; концерт
conduct (v) [kən'dʌkt]	— рохбарӣ кардан; руководить
conductivity [ˌkɒn'dʌktɪvɪti]	— баркгузаронӣ; электропроводность
conductor [kən'dʌktə]	— рохбар; кондуктор, дирижёр, руководитель
confectioner [kən'fekʃnə]	— каннод; кондитер
confront (v) [kən'frʌnt]	— муқобилият; противостоять
congratulate [kən'gætjuleɪt]	— табрик намудан; поздравлять
conquest ['kɒŋkwɛst]	— ғалаба кардан; завоевание, победа
consequence [kɒnsɪkwəns]	— натиҷа, оқибат; результат, последние
consist [kən'sɪst]	— таркиб ёфтан; состоять из
conspicuous [kən'spɪkjʊəs]	— ба назар намоён; видный, заметный бросающийся в глаза

constitution [ˌkɒnstɪˈtʃuːʃn]	— Сарқонун; конституция
contain (v.) [kənˈteɪn]	— нигоҳ доштан; содержать
contract [ˈkɒntrækt]	— шартнома; контракт
contribute [kənˈtrɪbjʊːt]	— саҳм гузоштан; внести вклад
contribution [ˌkɒntriˈbjʊːʃn]	— саҳмигузорӣ; вклад
convenient [kənˈviːnjənt]	— муносиб; удобный
cook [kʊk]	— ошпаз, тайёр намудани хӯрок; повар, гот(в)ить
cool [kuːl]	— салқин; свежо, прохладно
copper [ˈkɒpə]	— мис; медь, медный
copy [ˈkɒpi]	— нусха бардоштан; копия
corn [kɔːn]	— дон, тухм, дон; зерно
cornflower [ˈkɔːnflaʊə]	— тугмагул; василёк
correct [kəˈrekt]	— дуруст; правильный, исправлять
cosmic [ˈkɒzmɪk]	— кайҳонӣ; космический
cosmic space	
[ˈkɒzmɪk ˈspeɪs]	— фазои кайҳон; космическое пространство
cosmonaut [ˈkɒzmənoʊt]	— кайҳоннавард; космонавт
cozy [ˈkəʊzi]	— барохат, бахузур; удобный, уютный
cotton [kɒtn]	— пахта; хлопок
could [kʊd]	— тавонистан; мочь
council [ˈkaʊnsəl]	— шӯро; совет, совещание
count [kaʊnt]	— ҳисоб кардан; считать
counter [ˈkaʊntə]	— пештахта, пешдӯкон; прилавок, стойка
country [ˈkʌntri]	— мамлакат; страна
in the country	— берун аз шаҳр; за городом
courage [ˈkʌrɪdʒ]	— мардонагӣ, часурӣ; мужество
cover [ˈkʌvə]	— пӯшидан, пӯшонидан; покрывать
cow [kaʊ]	— гов; корова
cucumber [ˈkjuːkʌmbə]	— бодиринг; огурец
cultivate [ˈkʌltɪveɪt]	— инкишоф додан, кишт кардан; культивировать, обрабатывать (землю)
cupboard [ˈkʌpbəd]	— чевони зарфҳо; буфет
current [ˈkʌrənt]	— рӯзмарра, равиш; нынешний, текущий
current events [ɪˈvents]	— ҳодисаҳои рӯзмарра; события дня
curriculum [kəˈrɪkjʊləm]	— нақшаи таълимӣ, курси таълимӣ; учебный план
curtain [ˈkɜːtɪn]	— парда; занавеска
custom [ˈkʌstəm]	— анъана; обычай
cutlery [ˈkʌtləri]	— кордҳои ҳархела; набор ножей
crab [ˈkræb]	— харчанг; краб
cranberry [ˈkrænbəri]	— клюква
crash [kræʃ]	— шикастан; сломать, разбить, рушиться
cream [kriːm]	— қаймоқ; сливки
crease [kriːs]	— ғичим шудан; мяться
create [kriˈeɪt]	— бунёд кардан; создать
crop [krɒp]	— ҳосил; урожай
crowd [kraʊd]	— бисёрӣ, гурӯҳ, тӯда; группа, толпа
cheering crowd	
[ˈtʃiəriŋ ˈkraʊd]	— гурӯҳи одамони шӯх; весёлая толпа



# D d

dahlia [ˈdeɪljə]	— гули	и кавкаб, картош	кагул; георгин
daisy [ˈdeɪzi]	— гули	и марворидак, гул	ли мино; маргаритка
damp [dæmp]	— нам	нок; влажный, сы	рой
dangerous situation	— хола	ати хавфнок; опас	ная ситуация
[ˈdeɪndʒərəs]	— сана	а, рӯз; дата, день	
date [deɪt]	— мур	дан; быть мёртвы	м
be dead	— шар	отнома бастан, ко	рдор шудан; иметь дело с
deal [di:l] with	— кам	шавӣ, пастшавӣ;	уменьшение
decrease [ˈdi:kri:s]	— кахр	рамонӣ; подвиг	
deed [di:d]	— чуку	ур; глубокий	
deep [di:p]	— мухс	офизат; защита	
defense [dɪˈfens]	— худм	мухофизаткунӣ; с	амозащита
self-defense	— мухс	офизат кардан; за	ащищать
defend [dɪˈfend]	— дара	ача; градус	
degree [diˈɡri:]	— нам	оянда; делегат	
delegate [ˈdelɪɡeɪt]	— зебо	о, мафтункунанда;	восхитительный,
delightful [dɪˈlaɪtful]	— очар	овательный	
delivery [dɪˈlɪvəri]	— расо	ондан, додан; дос	тавка
demand [dɪˈma:nd]	— тала	абот, талаб карда	н; требование, спрос
demonstrate [ˈdemənstreɪt]	— нам	моиш додан; демо	нстрировать
den [den]	— хона	аи хирс; берлога	
density [ˈdensɪti]	— зичи	ии ахолӣ; плотно	сть населения
department [dɪˈpɑ:tmənt]	— бахш	ш, шӯъба; департ	амент, отдел
depend [dɪˈpend]	— воба	аста будан; завис	еть
describe [dɪsˈkraɪb]	— тасв	ир кардан; описа	ть
design [dɪˈzaɪn]	— тарх	хрезӣ кардан; пла	нировать, проектировать,
by design [baɪ dɪˈzaɪn]	— мод	делировать, замы	шлять
designer [dɪˈzaɪnə]	— қасд	дан, барқасд; нам	еренно
desk [desk]	— тарр	рох; дизайнер	
	— мизи	и мактабӣ, мизи х	атнависӣ; школьная парта,
	пись	ьменный стол	
dessert [dɪˈzə:t]	— шир	раворӣ; десерт, сл	адкое блюдо
destroy [dɪsˈtrɔɪ]	— вайр	рон кардан, нест	кардан; разрушать
determine [dɪˈtə:mɪn]	— каро	ор додан; решать	, принять решение
determined	— муай	йян кардан; опре	делять
develop [dɪˈveləp]	— тара	аккӣ додан, рушд	; развивать
development [dɪˈveləpmənt]	— тара	аккиёт; развитие	
devote [dɪˈvəut]	— бахш	шидан; посвящат	ь
devoted [dɪˈvəutɪd]	— бахш	шидашуда, вафо	дор, самимӣ;
	посв	вящённый, преда	нный
dial [ˈdaɪl]	— тоб	дан; крутить, наб	рать (номер)
dial numbers [ˈnaɪmbəz]	— рақа	амҳои телефонро	тоб додан; набрать номер
die [daɪ]	— мурд	дан; умереть	
different [ˈdɪfrənt]	— харг	гуна, гуногун; раз	ный
difficult [ˈdɪ fɪkəlt]	— муш	кил; трудный	
digital [dɪdʒɪtl]	— рақа	амдор; цифровой	
dill [dɪl]	— укро	п	

dining-room ['daɪnɪŋrʊm]	— ошхона; столовая
dinner ['dɪnə]	— хӯроки нисфирӯзӣ; обед
have dinner	— хӯрдани хӯроки нисфирӯзӣ; обедать
diploma [dɪ'pləʊmə]	— диплом
direction [dɪ'rekʃən]	— самт, сӯ; направление
dirt [dɜ:t]	— гализ, чиркин; грязный
disappear [ˌdɪsə'piə]	— гум шудан, нопайдо шудан; исчезать
discover [dɪs'kʌvə]	— кашф кардан; обнаруживать
discovery (n.) [dɪs'kʌvəri]	— кашфиёт; открытие
discover (v.) [dɪs'kʌvə]	— ёфтан; обнаружить
discuss [dɪs'kʌs]	— муҳокима кардан; обсуждать
disease [dɪzi:z]	— касалӣ, беморӣ, маризӣ; болезнь
dissolve [dɪzɒlv]	— хал шудан, охиста-охиста нест шуда рафтан; постепенно исчезать
distinguish [dɪs'tɪŋgwɪʃ]	— фарқ кардан; различать; отличать
do (v.) (did, done)	— иҷро кардан; делать
do homework	— иҷро кардани вазифаи хонагӣ; делать домашнее задание
do away with	— тамом кардан, хотима додан; покончить с чем-либо
dock [dɒk]	— истгоҳ ва ҷои таъмири кишти; док
doctor ['dɒktə]	— духтур, табиб; доктор
documentary [ˌdɒkjʊ'mentəri]	— ҳуҷҷатӣ, филми ҳуҷҷатӣ; документальный фильм
dog [dɒg]	— сағ; собака
domestic [dəʊ'mestɪk]	— хонагӣ; домашний
done (v.) [dʌn] (do, did)	— кардагӣ (шуда); сделанный
donkey ['dɒŋki]	— ҳар; осёл
door [dɔ:]	— дар; дверь
double ['dʌbl]	— дучанд кардан; удвоить
dozen ['dʌzn]	— дувоздаҳ; двенадцать
draftsman ['drɑ:ftsmən]	— нақшакаш, лоиҳакаш; чертёжник
draw (v.) [drɔ:]	
(drew, drawn)	— расм кашидан; рисовать
drawer ['drɔ:ə]	— нақшакаш; чертёжник
drawing [drɔ:ɪŋ]	— нақшакашӣ, рассомӣ; черчение, рисование
drawn (v.) [drɔ:n] (draw)	— расм кашидан; рисовать, чертить
dream (v.)	
(dreamt, dreamed)	— ҳоб дидан, орзу кардан; видеть сны, мечтать
dreamt [dremt]	— орзу кардан; мечтать
dress	— курта; платье
dressmaker ['dres,meɪkə]	— дӯзанда; портниха
draw (v.) [drɔ:]	
(drew, drawn)	— кашидан; рисовать
drink (v.) [drɪŋk]	
(drank, drunk)	— нӯшидан; пить



drive (v.) [draɪv]	
(drove, driven)	— мошинро идора кардан; управлять машиной
driver (n.) ['draɪvə]	— ронанда; шофёр
drove [drəʊv]	— идора мекард (мошинро); управлял (машиной)
drizzle [drɪzl]	— майдаборон; мелький дождь
dry [draɪ]	— хушк; сухой
dual [dju:əl]	— дукарата; двойной
duck [dʌk]	— мурғобӣ; утка
duration [djuə'reɪʃn]	— давомнокӣ; продолжительность
during ['djuənn]	— дар муддати; в течении
dust [dʌst]	— чанг; пыль
duster ['dʌstə]	— латта; тряпка
dusty grass ['dʌstɪ 'grɑ:s]	— сабзаи хоколуд; пыльная трава
duty ['dju:ti]	
(to be on duty)	— навбатдорӣ намудан; дежурить
dynamic [daɪnæmɪk]	— серҳаракат, динамикӣ; энергичный, динамический

## Е е

each other [i:tʃ 'ʌðə]	— якдигарро, ҳамдигарро; друг друга
ear [ɪə]	— гӯш; ухо
earrings ['ɪərɪŋz]	— гӯшвор, халка; серьги
early ['ɜ:li]	— барвақт; рано
earn [ɜ:n]	— пул кор кардан; зарабатывать
East [i:st]	— шарқ; восток
in the east	— дар шарқ; на востоке
easy ['i:zi]	— осон; лёгкий
easily ['i:zɪli]	— ба осонӣ; легко
eat (v.) [i:t] (ate, eaten)	— тановул кардан, хӯрок хӯрдан; кушать, есть
education [ˌedju:'keɪʃn]	— маориф, маълумот; образование
effort ['efə:t]	— кӯшиш, чидду чаҳд, сайъ; усилие, попытка
egg [eg]	— тухм; яйцо
eight [eɪt]	— ҳашт; восемь
either... or ['aɪðə 'ɔ:]	— ё, ин ки; либо ... либо
elaborately [ɪ'læbəreɪtli]	— нағз тартиб додашуда; хорошо разработанный
elbow ['elbəʊ]	— оринҷ; локоть
electric [ɪ'lektrɪk]	— барқӣ; электрический
electric current	
[ɪ'lektrɪk 'kʌrənt]	— чараёни барқ; электрический ток
electricity [ɪlek'trɪsɪti]	— барқӣ; электричество
elementary [ˌeli'mentəri]	— ибтидоӣ; элементарный, первоначальный
else [els]	— боз; ещё
employ [ɪm'plɔɪ]	— кор додан; предоставлять работу; нанимать
empty ['emptɪ]	— холӣ; пустой
enable [ɪ'neɪbl]	— имкон додан; давать возможность

enclose [in'kləuz]	— гирд кардан; окружать
encourage [in'kʌrɪdʒ]	— мукофотонидан; поощрять
end	— хотима, ба охир расидан; завершить
end in a draw [drɔ:]	— дуранг анчом ёфтан; ничья (закончился в ничью)
endless ['endɪs]	— беохир, бешумора; бесконечный
enemy ['enɪmi]	— душман; враг
enemies in war [wɔ:]	— душман дар ҷанг; враги на войне
energy ['enədʒi]	— кувва; энергия
engage [in'geɪdʒ]	— банд кардан; нанимать, заказывать заранее (комнату)
engine ['endʒɪn]	— дастгоҳи ҳаракатдиҳанда; мотор
engineer [ˌendʒɪ'niə]	— муҳандис; инженер
English ['ɪŋɡlɪʃ]	— забони англисӣ; английский язык
enjoy [ɪn'dʒɔɪ]	— бароҳат; получать удовольствие, наслаждаться
enough [ɪ'nʌf]	— кифоя, кофӣ; достаточно
enter ['entə]	— даромадан, дохил шудан; входить, поступать (в ВУЗ)
entertainment	
[ˌentə'teɪnmənt]	— фароғат, дилхушӣ; развлечение
entrance ['entrəns]	— даромад; вход
envelope ['envələʊp]	— лифофа; конверт
equal ['i:kwəl]	— баробар; равный
equality [ɪ'kwɒləti]	— баробархукукӣ, баробарӣ; равноправие
equally [i:kwəli]	— баробар; равно
equator [i'kwetə]	— хати истиво; экватор
equilateral [ˌi:kwɪ'lætərəl]	— баробартараф; равносторонний
especially [ɪs'peʃəli]	— махсусан; особенно
establish [ɪs'tæblɪʃ]	— барқарор кардан; создавать, установить
etiquette [etɪket]	— одоби муошират; этикет
evaporate [ɪ'væpəreɪt]	— буг шудан; испаряться
evaporation [ɪ,væpə'reɪʃn]	— бугшавӣ; испарение
even [i:vn]	— ҳатто; даже
evening [i:vnɪŋ]	— бегоҳ; вечер
event [ɪ'vent]	— ҳодиса; случай, событие
ever ['evə]	— доимӣ; всегда
every ['evri]	— ҳар як; каждый
everybody ['evrɪbɒdi]	— ҳама кас; каждый, все
everyone ['evrɪwʌn]	— ҳар кас; всякий
everything ['evrɪθɪŋ]	— ҳама чиз; всё
everywhere ['evrɪwɛə]	— ҳама ҷо; везде, повсюду
evolution [ˌɪvə'lu:ʃn]	— пешрафт; эволюция
exactly [ɪq'zæktli]	— дақиқ; точно
examination	
[ɪq,zæmɪ'neɪʃn]	— имтиҳон; экзамен



examining board [eg'zæmɪnɪŋ 'bɔ:d]	— комиссия имтихонот; экзаменационная комиссия
example [ɪg'zɑ:mpəl]	— намуна; пример
except [ɪk'sept]	— гайр аз; кроме
exclusively [ɪks'klu:sɪvli]	— махсусан; исключительно
exercise ['eksəsaɪz]	— машқ; упражнение
do morning exercises [ˈmɔ:nɪŋ eksəsaɪz]	— варзиши пагохирӯзӣ кардан; делать утреннюю зарядку
exercise book [ˈeksəsaɪz'bʊk]	— дафтар барои машқҳо; тетрадь для упражнений
exhibition [ˈeksɪ'bɪʃn]	— намоишгоҳ; выставка
exist [ɪg'zɪst]	— зистан; существовать
expand [ɪks'pænd]	— васеъ шудан; расширять(ся), увеличиваться (в объёме)
expect [ɪks'pekt]	— интизор будан; ожидать (чего-либо)
expensive [ɪks'pensɪv]	— гарон, қиммат; дорогой
experiment [ɪks'perɪmənt]	— таҷриба; эксперимент
expert [ˈekspɜ:t]	— коршинос, мутахассис, усто; эксперт
explain [ɪks'pleɪn]	— маънидод кардан; объяснять
exponent [eks'pəʊnənt]	— иҷроқунанда, намуна; исполнитель, образец
express [ɪks'pres]	— баён кардан; выражать
expression [ɪks'preʃən]	— баёния; выражение
extract [eks'trækt]	— иқтибос, порчае аз матн; отрывок, выдержка из произведения
extraordinary [ɪks'trɔ:dənri]	— гайриоддӣ; необычный
extent [ɪks'tent]	— давомноқӣ; протяжение
extremely [ɪks'tri:mli]	— таъҷилӣ; чрезвычайно
eye [aɪ]	— чашм; глаз
eyeball [aɪbɔ:l]	— мардумакӣ чашм; глазное яблоко
eyebrow [ˈaɪbraʊ]	— абрӯ; бровь
eyelid [ˈaɪlɪd]	— пилки чашм; веко
eyewitness [ˈaɪ'wɪtnɪs]	— шохид; свидетель, очевидец

## F f

fabulous [ˈfæbjuləs]	— афсонавӣ; баснословный, легендарный, неправдоподобный
face (n) [feɪs]	— рӯй; лицо
face (v) [feɪs]	— рӯ ба сӯи (чизе) истодан, ба ҳам дакка хӯрдан; стоять лицом (к чем-либо), сталкиваться
factory [ˈfæktəri]	— фабрика, завод
fail [feɪl] the exams	— аз имтихонҳо афтидан; провалиться на экзаменах
failure [ˈfeɪljə]	— нокомӣ, бемуваффақиятӣ; неудача, провал
be a failure	— ноком шудан, барор нагирифтан; потерпеть неудачу
fall (vi) (fell, fallen)	— афтидан; падать

family ['fæmɪli]	— оила; семья
famous ['feɪməs]	— машхур; знаменитый
fan [fæn]	— мухлис; поклонник; болельщик
fancy-dress party	— карнавал (костюмированный бал)
far [fɑ:]	— дур; далеко
farm [fɑ:m]	— ферма
farmer ['fɑ:mə]	— фермер
fashion ['fæʃən]	— мӯд; мода
fast [fɑ:st]	— тез; быстро
fasten (v) ['fɑ:sn]	— маҳкам кардан, бастан; привязать
fat ['fæt]	— фарбех; полный
father ['fɑ:ðə]	— падар; отец
father-in-law ['fɑ:ðərɪnlɔ:]	— падарарӯс; свёкор, тесть
favourite ['feɪvərɪt]	— дӯстдошта, махбуб; любимый
feature ['fi:tʃə]	— филми бадеи; художественный фильм
February ['februəri]	— феврал; февраль
feed (v) (felt, fed)	— хӯронидан; кормить
fee-paying	— додани маош; давать зарплату
feel (v) (felt, felt) [fi:l]	— хис кардан; чувствовать
feet [fi:t]	— по, панчаи по, нога, ступня
fall (v) (fell, fallen) [fɔ:l]	— афтидан; падать
feel (felt)	— хис кардан; чувствовать
ferocity [fə'rosɪti]	— бераҳмӣ, ваҳшигӣ; дикость, жестокость
fertilize (v) ['fə:tilaɪz]	— пору андохтан; удобрять
festival ['festəvəl]	— фестивал; фестиваль
few ['fju:]	— кам; мало
field [fi:ld]	— саҳро; поле
fifth [fɪfθ]	— панҷум; пятый
fight (v) (fought)	— мубориза бурдан; бороться
tough fight ['tʌf faɪt]	— мухорибаи сахт; сильная схватка, драка
figure-dancing	— ракси болои ях; фигурное катание
['figə'dɑ:nsɪŋ]	— фильм; фильм
film	— охирин, хотимаӣ; конечный, заключительный
final ['faɪnəl]	— дарёфтан, пайдо кардан; находить
find (v) [faɪnd] (found)	— донистан; узнать
find out	— оличаноб, нафосат, латофат, хеле зебо; прекрасный
fine [faɪn]	— ангушт; палец
finger ['fɪŋgə]	— тамом кардан; заканчивать
finish [fɪnɪʃ]	— оташ, гулхан; огонь, костёр
fire [faɪə]	— гулхан гирондан; разжигать костёр
make a fire	— сӯхтан; гореть
be on fire	— сандалӣ; камин
fire place ['faɪə'pleɪs]	— якум; первый
first ['fɜ:st]	— мохӣ; рыба
fish [fɪʃ]	— мохигирӣ; рыбалка
fishing [fɪʃɪŋ]	



go fishing [ˈɡou ˈfɪʃɪŋ]	— ба мохигирӣ рафтан; ифти на рыбалку
fishing tackle [ˈtækl]	— лавозимоти мохигирӣ; принададлежность для рыбалки
fishmonger [ˈfɪʃˌmʌŋɡə]	— фурушандаи моҳ; продавец рыбы
fitter [ˈfɪtə]	— мутахассиси мехника; механик
five [faɪv]	— панҷ; пять
fix [fiks]	— мустаҳкам кардан; закреплять
flag [flæg]	— байрақ, ливо; флаг
flames [ˈfleɪmz]	— оташ; огонь
flash [flæʃ]	— аланга; вспышка
flash of lighting [ˈlaɪtɪŋ]	— алангаи раду бақ; сверкающие молнии
flat [flæt]	— хона; квартира
flavour [ˈfleɪvə]	— хушбӯй; приятный запах
flew (v) [flu:] (fly, flown)	— паридан; летать
flight [flaɪt]	— парвоз; полёт
float [fləʊt]	— шино кардан; плвать
in flocks [ˈflɒks]	— дар гурӯҳҳо; в группах
flow [fləʊ]	— чараён; течение
fog [fɒɡ]	— туман, низм; туман
fold [fəʊld]	— пеш кардани раа; погон стада
foliage [ˈfəʊlɪdʒ]	— барг, растанӣ; лст, растение
foreigner [ˈfɔːrɪnə]	— одами хориҷӣ; иностранец
forget-me-not [fəˈɡet]	— марзангӯш; незабудка
fork [fɔːk]	— чангча; разборк
form [fɔːm]	— синф; класс
fortified building [ˈfɔːtɪfaɪd]	— бинои сохташуд; построенное здание
fortress [ˈfɔːtrɪs]	— қалъа; крепость
forward [fɔːwəd]	— пеш; вперёд
four [fɔː]	— чор; четыре
fraction [ˈfrækʃən]	— соиш, молиш; трение
free [fri:]	— озод; свободный
freedom [ˈfriːdəm]	— озодӣ; свобода
freely [ˈfriːli]	— озодона; свободно
French [frentʃ]	— забони франсавӣ; французский язык
fresh [freʃ]	— ҳавои тоза; свежий воздух
Friday [ˈfraɪdɪ]	— ҷумъа; пятница
friend [frend]	— рафиқ, дӯст; дру
fridge [frɪdʒ]	— яхдон; холодильник
frighten [ˈfraɪtn]	— тарсидан, ҳаросдоштан; пугаться
be (get) frightened [ˈfraɪtnd]	— тарсондан; пугать
frock [frɒk]	— курта; рубашка
from	— аз, аз рӯи; из
from Moscow	— аз Москва; из Москвы
from my friend [frend]	— аз дӯстам; от друга
from school [sku:l]	— аз мактаб; из школы
from the table [teɪbl]	— аз рӯи миз; со стола

from 1970	— аз соли 1970; от 1970 года
from time to time [taɪm]	— лаҳза ба лаҳза; время от времени
front [frʌnt]	— пешгоҳ, дар пеши; перед, фронт
frost [frɒst]	— аёс, сармо; холод
frosty ['frɒsti]	— сард, хунук; холодный
fruit [fru:t]	— мева; фрукт
fry [fraɪ]	— бирён кардан; жарить
a frying-pan ['faɪnpæn]	— тоба; сковорода
full [fʊl]	— пур, лаболаб, лабрёз; полный
fur [fɜ:]	— пўст, мўина; шерсть, шкура
fur cap ['fɜ: 'kæp]	— кулоҳи пашмин; шерстенная шапка
furious ['fjuəriəs]	— бадкаҳр; сердитый
fuss [fʌs]	— даводавӣ, давуғеч, оворагӣ; суета

## G g

game [geɪm]	— бозӣ; игра
indoor games	— бозихои даруни иморат; игры внутри здания
[ɪn'dɔ: 'geɪmz]	
outdoor games	— бозихои берунӣ; наружные игры
[aʊt'dɔ: 'geɪmz]	
garden [gɑ:dn]	— боғ; сад
gargle ['gɑ:gl]	— гаргара кардан; полоскать
garlic ['gɑ:lk]	— сир, саримсоқ; чеснок
garrison ['gærɪsn]	— гарнизон
gaseous ['gæsɪəs]	— газмонанд; газообразный
gas-stove ['gæsstəʊv]	— плиткаи газӣ; газовая плитка
gather (v) ['gæðə]	— ғундоштан, чамъ кардан; собирать
gave (v) [gɪv] (given)	— додан; дать
gazette [gə'zet]	— рӯзнома; газета
geese [gi:z]	— гозҳо; гуси
general ['dʒenərəl]	— умумӣ; общий
generally ['dʒenərəli]	— умуман; вообще
generate ['dʒenəreɪt]	— истеҳсол кардан; производить
generation ['dʒenə'reɪʃən]	— насл; поколение
genius ['dʒi:njəs]	— боистеъдод, кобилиятнок; одарённый
geodesy ['dʒi:'ɒdɪsɪ]	— геодезия
geography ['dʒi'ɒgrəfi]	— чуғрофия; география
German ['dʒə:mən]	— Олмон; Германия
Germanic ['dʒə:'mænik]	— забони олмонӣ; немецкий язык
get (v) (got)	— гирифтан, дастрас намудан; получать
get off	— баромадан; выходить
get on	— нишастан; садиться
get up	— хестан; вставать
get ready	— тайёр кардан; готовить
get wet through [θru:]	— саҳт тар шудан; сильно промокнуть
it is getting dark [dɑ:k]	— торик шуда истодааст; темнеет
ghost [gəʊst]	— соя, рӯҳ, арвоҳ, пешгӯӣ; дух, предсказание, привидение, призрак



giant ['dʒaɪənt]	— бузургчусса; великан
gilly flower ['dʒɪli'flaʊə]	— мехчагул; гвоздика
giraffe [dʒɪ'ra:f]	— заррофа; жираф
girl [gɜ:l]	— духтар; девочка
give up ['gɪv 'ʌp]	— рад кардан аз кор; отказаться от работы
giver [gɪvə]	— тӯхфакунанда; даритель
glad [glæd]	— хурсанд; рад
be glad	— хурсанд будан; радоваться
gladness ['glædnes]	— хурсандӣ; радость
glass [glɑ:s]	— шиша; стекло
glitter [glɪtə]	— чило; сверкание
gloomy ['glu:mɪ]	— дилгиркунанда, рӯхафтода; мрачный, угрюмый
glorious ['glɔ:riəs]	— дилкаш, мафтункунанда
glove [glʌv]	— дастпӯшак; перчатка
go [gou]	— рафтан; идти
go away ['gou ə'weɪ]	— баромадан; выйти
go back ['gou 'bæk]	— баргаштан; возвращаться
go fishing ['gou 'fɪʃɪŋ]	— ба мохигирӣ рафтан; идти на рыбалку
go for a walk	
['gou fɔ:ei'wɔ:k]	— ба сайругашт рафтан; идти на прогулку
go in for sports [spɔ:ts]	— ба варзиш машғул шудан; заниматься спортом
go mountaineering	
['gou maʊntɪ'nɪərɪŋ]	— кӯҳгардӣ; идти по горам
go on ['gou ɔn]	— давом додан; продолжать
go on an excursion	
['ɪks'kɜ:ʃən]	— ба саёхат рафтан; идти на экскурсию
goal [gəʊl]	— мақсад; цель
score a goal ['skɔ:ei'gəʊl]	— гол задан; забить гол
goat [gəʊt]	— буз; коза
gone [gɔn] (go went)	— рафтан; идти, уходить
good [gʊd] (better, best)	— нағз, хуб, меҳрубон; добрый, хороший
be good at something	
['sʌmθɪŋ]	— лаёқати хуб доштан дар ҳама кор; быть способным на любой работе
good morning	
['gʊd 'mɔ:nɪŋ]	— субҳатон ба хайр; доброе утро
good bye ['gʊd baɪ]	— хайр!; до свидания, прощайте!
goods ['gʊdz]	— маҳсулот; товар
metal goods	
['metl 'gʊdz]	— маҳсулоти оҳанӣ; железные товары
goose [gu:z] (geese) [gi:z]	— гоз; утка
got (v) (get, got)	— гирифтан; получать
govern [gʌvən]	— идора кардан; управлять
government ['gʌvnmənt]	— ҳукумат; правительство
governor ['gʌvənə]	— губернатор
grade ['greɪd]	— унвон; звание
gradual ['grædʒuəl]	— бо маром, бо тадрич, мунтазам; постепенно

graduate ['grædjuət]	— тамом кардан; закончить (ВУЗ)
grain [grein]	— дона, дон; зерно
grain-growing farm	
['grein'grouɪŋ fɑ:m]	— хочагии галлакор; зерноводческое хозяйство
grand [grænd]	— набера (писар); внук
grandchildren	
['grændtʃɪldrən]	— набераҳо; внуки
granddaughter	
['græn,dɔ:tə]	— набера (духтар); внучка
grandfather ['grænd'fɑ:ðə]	— бобокалон; дедушка
grandmother	
['græn,mʌðə]	— модаркалон; бабушка
grandparents	
['græn,pɛərənts]	— бобокалон ва модаркалон
grapes ['greɪps]	— ангур; виноград
graphic ['græfɪk]	— шакли харфҳо; графика
grass [grɑ:s]	— алаф, майса; трава
gravitation [grævɪ'teɪʃən]	— чазб кардан, кашидан; притяжение
great [greɪt]	— бузург; великий
green [gri:n]	— сабз; зелёный
greenness [gri:nnis]	— хомӣ, норасидагӣ; незрелый
grew [gru:] (grow, grown)	— калоншуда, сабзида; выросший
grey [greɪ] (gray)	— хокистарранг; серый
grocer ['grouʃə]	— баққол; бакалейщик
ground ['graʊnd]	— замин; земля
group ['gru:p]	— гурӯҳ; группа
grow (v) [grou]	— калон шудан, ба воя расидан; расти
grown [groun] (grew)	— ба воя расидагӣ, рӯёнда шуда, парвариш карда шуда; выращенный
growth [grəʊθ]	— инкишоф; развитие
guardsman ['gɑ:dzmən]	— посбон; охранник
guess [ges]	— тахмин, фарз; предположение
guest [gest]	— меҳмон; гость
guide book ['gaɪd bu:k]	— роҳбалад; путеводитель
gulp ['gʌlp]	— дам нагирифта кулф кардан; глотать с жадностью
gum [gʌm]	— милки дандон; десна

## Н н

had (v) [hæd]	— дорад, доштан; иметь, имел
hair [heə]	— мӯй; волос
half [hɑ:f]	— ним, нисф; половина
hand [hænd]	— даст; рука
handkerchief ['hæŋkətʃɪf]	— дастрӯмолча; платочек
hang (v) [hæŋ] (hung)	— овезон кардан; вешать
happen (v) ['hæpən]	— руй додан; случаться, происходить
happiness ['hæpɪnis]	— хушбахтӣ; счастье



happy ['hæpi]	— хушбахт; счастливый
hard ['hɑ:d]	— бо чидду чахл, душвор, мушкил; усердно, трудный
hardly ['hɑ:dlɪ]	— базӯр, қариб, бомашакқат; с трудом
harvester ['hɑ:vɪstə]	— даравгар, жнец
hat [hæt]	— кулох; шляпа
hat to match ['hættu:'mætʃ]	— кулохи мувофик; подходящая шляпа
hate ['heit]	— бад дидан, чашми дидан надоштан; ненавидеть
hatred ['heitrid]	— бадбинӣ; ненависть
have (v) [hæv, həv]	— доштан; иметь
have on	— дар бар либос доштан; быть одетым
hay [hei]	— алафи хушк; сухая трава, сено
make hay ['meɪk'hei]	— хасбедаро хушк кардан; сушить сено
head [hed]	— сар; голова
headache ['hedeɪk]	— сардард; головная боль
splitting headache ['splɪtɪŋ]	— сардарди сахт (шиддатнок); сильная головная боль
headquarters [hedkwɔ:təz]	— марказ; штаб
health [helθ]	— саломатӣ; здоровье
hear [hiə]	— гӯш кардан; слушать
heard [hiə:d] (hear, heard)	— шунидан; слышать
heart [hɑ:t]	— дил; сердце
heat [hi:t]	— гармӣ; жара
heaven [hevn]	— осмон; небо
heavenly ['hevnli]	— осмонӣ; небесный
heavy ['hevi]	— вазнин; тяжёлый
heavy rain ['hevi 'rein]	— борони сахт; сильный дождь
height [hait]	— баландӣ; высота
held (v) [held] (hold)	— гирифт; взял
help [help]	— ёрӣ, кӯмак; помощь
second helping	
['sekənd'helpɪŋ]	— ёрии дуйумдараҷа; вторая помощь
hen [hen]	— мурғ; курица
here [hiə]	— дар ин ҷо; здесь
here you are ['hiəju'ɑ:]	— ана, мархамат; вот, пожалуйста
hero ['hiərou]	— қахрамон; герой
heroine ['herouɪn]	— қахрамондухтар; героиня
herring ['herɪŋ]	— шӯрмоҳӣ; сельдь
hid (v) (hide, hidden)	— руст шудан, пинхон шудан; прятаться
hide (v) [haɪd]	
(hid, hidden)	— паноҳ шудан; спрятаться
high [haɪ]	— баланд; высокий
hill	— адир, теппа; холм, возвышенность
historical [his'tɔ:rikəl]	— таърихӣ; исторический

history [ˈhɪstəri]	— таърих; история
hobby [ˈhɒbi]	— шугл; увлечение
hockey [ˈhɒki]	— хоккей
holder [ˈhəʊldə]	— ичоракор; арендатор
title holder [ˈtaɪtl̩ ˈhəʊldə]	— голиб; чемпион, победитель
holiday [ˈhɒlədi]	— рӯзи истирохат, рухсатӣ; отпуск, выходной день
home [ˈhəʊm]	— хона; дом
at home	— дар хона; дома
home work [ˈhəʊm wɜ:k]	— вазифаи хонагӣ; домашняя работа
honest [ˈɒnɪst]	— бошараф, софдил, бовичдон; честный
honey [ˈhʌni]	— асал; мёд
honey bees [ˈhʌni ˈbi:z]	— занбӯрҳои асал; пчелы
hope [ˈhəʊp]	— умед кардан, боварӣ кардан; надежда, верить
hopeless [ˈhɒpɪs]	— ноумед, ноумедона; безнадежный
horn [hɔ:n]	— шох, сурнай, карнай; рог, рожок
horse [hɔ:s]	— асп; лошадь
horseback [ˈhɔ:s bæk]	— аспсавор; всадник
hospital [ˈhɒspɪtl]	— беморхона, касалхона, шифохона; больница, госпиталь
host [ˈhəʊst]	— тӯда, бисёрӣ; кучка, толпа
hostess [ˈhɒstɪs]	— соҳибхоназан; домохозяйка
hot	— гарм, чӯш; тёплый, горячий
hot-water bottle	— шиша барои оби гарм;
[hɒtˈwɔ:tə bɒtl]	бутылка для горячей воды
hour [aʊə]	— як соат; час
house [haʊs]	— хона; дом
how [haʊ]	— чӣ хел?, чӣ гуна?; как?, каким образом?
How are you? [ˈhaʊ ˈɑ: ˈju:]	— Шумо чӣ хел ҳастед?; Как вы поживаете?
How do you do? [ˈhaʊ du: ˈju: du:]	— салом; здравствуйте
How old are you? [ˈhaʊ ˈəʊld ˈɑ: ˈju:]	— Шумо чандсола ҳастед? Сколько Вам лет?
how many (pens) [ˈhaʊ ˈmeni]	— чӣ қадар?, чанд? (қаламҳо); сколько (карандашей)
how much (time) [ˈhaʊ ˈmʌtʃ]	— чӣ қадар? чанд? (вақт); сколько (времени)
however [haʊ ˈevə]	— вале, бо вучуди он, бо ин ҳама; хотя
human [ˈhju:mən]	— инсон, одамизод; человек
hundred [ˈhʌndrəd]	— сад, садҳо; сто, сотни
hungry [ˈhʌŋɡri]	— гушна, гурусна; голодный
be hungry	— гушна будан, гурусна будан; быть голодным
hunt [hʌnt]	— шикор; охота
hurry [ˈhʌri]	— саросема будан, шитоб кардан; торопиться
hurt [hɜ:t]	— дард; боль
husband [ˈhʌzbəd]	— шавҳар; муж



# I i

ice [aɪs]	— ях; лёд
ice cream [ˈaɪs kri:m]	— яхмос; мороженное
idea [aɪəˈdɪə]	— афкор; идея
if	— агар; если
ignore (v) [ɪgˈnɔ:]	— ахамият надодан, ба назар нагирифтан; необращать внимания
ill	— бемор, касал; больной
be ill	— бемор будан, касал будан; болеть
illustrate [ˈɪləstreɪt]	— ороиш додан; иллюстрировать
illustration [ˌɪləsˈtreɪʃən]	— тасвир кардан; иллюстрирование
imagine [ɪˈmædʒɪn]	— тасаввур кардан, хаёл кардан; представить
imitator [ˈɪmɪteɪtə]	— таклидчӣ; подражатель
immensely [ɪˈmensli]	— беҳад; очень
imperialist [ɪmˈpɪəriəlɪst]	— империалист
importance [ɪmˈpɔ:təns]	— муҳим будан; важность, значимость
important [ɪmˈpɔ:tənt]	— муҳим, зарур; важный, значительный
improve [ɪmˈpru:v]	— беҳтар кардан; улучшить
in	— дар; в
in Kiev	— дар Киев; в Киеве
in the street [stri:t]	— дар кӯча; на улице
in May [meɪ]	— дар моҳи май; в мае месяце
in ten days [deɪz]	— баъд аз даҳ рӯз; после десяти дней
include [ɪnˈklu:d]	— дохил кардан; включить
increase [ˈɪnkri:s]	— болоравӣ, баланд шудан; увеличение
independent [ˌɪndɪˈpendənt]	— соҳибхитӣ; независимость
industry [ˈɪndəstri]	— саноат; промышленность
infant school [ɪnfənt ˈsku:l]	— мактаби ибтидоӣ; начальная школа
influence [ˈɪnfluəns]	— таъсир; влияние
inform [ɪnˈfɔ:m]	— хабар расонидан; сообщать
information [ˌɪnfəˈmeɪʃən]	— ахборот; информация
inhabitant [ɪnˈhæbɪtənt]	— сокин, бошанда, истиқоматкунанда; проживающий
insect [ˈɪnsekt]	— хазанда; насекомое
inspect [ɪnˈspekt]	— санчидан, дида баромадан; проверить
instead (of) [ɪnˈsted]	— бар ивази ин, ба ҷои ин; вместо, взамен
institute [ˈɪnstɪtju:t]	— донишқада; институт
integral [ˈɪntɪgrəl]	— интеграл
intellectuals [ˌɪntɪˈlektʃuəl]	— боақл, доно; умный
intelligent [ɪnˈtelɪdʒənt]	— зиёӣ; интеллигент
intend [ɪnˈtend]	— мақсад; цель
interest [ˈɪntrɪst]	— хавас, шавқ; интерес
be interested in	— мароқовар будан, шавқовар будан; быть интересным в (чём либо)
interesting [ˈɪntrɪstɪŋ]	— шавқовар; интересный
interior [ɪnˈtɪəriə]	— дохилӣ, дарунӣ; внутренний
international [ˌɪntəˈnæʃəl]	— байналхалқӣ; международный

into [ɪntə]	— дар дохили; внутри
introduce [ɪntrə'dju:s]	— дохил кардан, шинос кардан; вводить, знакомить
introduction [ɪntrə'dʌkʃən]	— муқаддима; введение
invade [ɪn'veɪd]	— ҳуҷум кардан, зада даромадан; вторгаться
invader [ɪn'veɪdə]	— истилогар; захватчик, оккупант, интервент
invent [ɪn'vent]	— эҷод кардан; творить
invented stories	
[ɪn'ventɪd 'stɔ:ri:z]	— афсонаҳо; сказки
investigation [ɪn'vestɪgeɪʃən]	— тадқиқот; исследование
invention [ɪn'venʃən]	— ихтироъ; изобретение
inventor [ɪn'ventə]	— ихтироъкор; изобретатель
inversely [ɪn'veɪslɪ]	— чаппа; обратно
inversely proportional	
[prə'pɔ:ʃənəl]	— мутаносиби чаппа; обратно пропорционально
invitation [ɪn'vɪteɪʃən]	— даъват; приглашение
invite [ɪn'vaɪt]	— даъват кардан; приглашать
iris ['aɪərɪs]	— пардаи чашм; радужная оболочка глаза
iron ['aɪən]	— оҳан; железо
irrigate ['ɪrɪ'geɪt]	— обёри кардан; орошать
island ['aɪlənd]	— ҷазир; остров

## J j

jacket ['dʒækɪt]	— камзӯлча; жакет
jam [dʒæm]	— чем, мураббо; джем, варенье
January ['dʒænjuəri]	— янв; январь
jersey ['dʒæ:zɪ]	— нимтангаи бофташуда; вязанная кофта, фуфайка
job [dʒɒb]	— вазифа, кор; должность
join [dʒɔɪn]	— якҷоя шудан, муттаҳид шудан; соединяться, соединение
joint [dʒɔɪnt]	— ҷои пайвандкунӣ; место соединения
joint of beef ['dʒɔɪnt əv bi:f]	— порчаи гӯшт; кусок мяса
joke [dʒəʊk]	— ҳазл, шӯхӣ; шутка
journal ['dʒə:nl]	— маҷалла; журнал
journalism ['dʒə:nəlizm]	— рӯзноманигорӣ; журналистика
joy [dʒɔɪ]	— хурсандӣ; веселье
juice ['dʒu:s]	— шарбат; напиток
july ['dʒu:'laɪ]	— июл; июль
jump [dʒʌmp]	— ҷаҳидан, паридан; прыгать
jumper ['dʒʌmpə]	— ҷаҳанда; прыгун
june [dʒu:n]	— июн; июнь
junior school ['dʒu:njə]	— мактаби ибтидоӣ; начальная школа
jupiter ['dʒu:pɪtə]	— муштарӣ; юпитер
just [dʒʌst]	— ҳозиракак; только что
justice ['dʒʌstɪs]	— адолат; справедливость



## К к

kangaroo ['kæŋgə'ru:]	— кенгуру
keep (vL) [ki:p] (kept)	— доштан; держать
keeper ['ki:pə]	— соҳибкор; предприниматель
kept (vI) (keep)	— риоя кардан; соблюдать
kettle [ketl]	— дегча, чойник; котелок, чайник
kick [kik]	— зарба; удар
kill	— куштан; убить
killing stroke [strəuk]	— зарбаи марговар; смертельный удар
kilometre ['kiləu,mi:tə]	— километр
kind [kaɪnd]	— шакл, намуд; вид
kindly ['kaɪndli]	— некдил, некхох; добрый
kindness ['kaɪndnis]	— некӣ; добро
king [kɪŋ]	— шох; царь, король
kins [kɪnz]	— хеш, табор; родственник
kitchen ['kɪtʃɪn]	— ошхона, столовая
knew (vI) [nju:]	
(know, known)	— доништан; знать
knife [naɪf] (pl.knives)	— корд, нож
knives [naɪvz] (knife)	— кордхо; ножи
knob [nɒb]	— дастаи дар (чевон ва ғ.); ручка двери (шкафа и т.д.)
knowledge ['nɒlɪdʒ]	— дониш; знание
known (vI) [nəʊn]	
(know, knew)	— доништан, фарқ кардан; знать, различать

## L l

laboratory [lə'bɒrətəri]	— лаборатория
labour ['leɪbə]	— меҳнат; труд
lack [læk]	— норасой; недостаток
lady ['leɪdi]	— хонум, бону; леди, женщина
lain (vI) [leɪn] (lie, lay)	— фиреб додан; лгать
lake [leɪk]	— кӯл; озеро
lamb [læm]	— баррача; ягнёнок
land [lænd]	— замин; земля
virgin lands	
['vɜ:dʒɪn'lændz]	— заминҳои ноқорам; целинные земли
landlady ['lænd,leɪdi]	— соҳибхоназан; домохозяйка
landlord ['lændlɔ:d]	— заминдор; землевладелец
landscape ['lænskəɪp]	— манзара, намуд; пейзаж
language ['læŋgwɪdʒ]	— забон; язык
lantern ['læntən]	— фонас; фонарь
large [la:dʒ]	— калон; большой

last [lɑ:st]	— охи́роон; последний
at last	— дар о́ххир; в конце
lasting ['lɑ:stɪŋ]	— по́йдоо́р; прочный
lasting peace [pi:s]	— сулхи́и по́йдор; прочный мир
late (v) [leɪt]	— дер; ппоздно
be late	— дер ммондан; опоздать ь
Latin ['lætɪn]	— забонни лотини́; латинский язык
laugh [lɑ:f]	— табакссу́м; улыбка
launch (v) [lɔ:ntʃ]	— фу́роммадан; приземлиться
law [lɔ:]	— конунн; закон
law of gravity	
['lɔ: ɔv'grævɪtɪ]	— конунни чо́зиба; закон тяготения
law of motion	
['lɔ: ɔv'məʊʃən]	— конунни хара́кат; зако́н движения
lay (v) [leɪ] (lie, lain)	— воке́зь будан; находиться
laziness ['leɪzɪnɪs]	— танбаа́ли; лень
lazy ['leɪzɪ]	— танбаа́л; лентяй
lead [led] (led)	— бурдаа́н, рохба́ри карда́н; вести, руководить
leader ['li:də]	— рохба́ар; руководитель
leaf [li:f]	— барг; ; лист
lean [li:n]	— хам ккарда́н; согнуть
lean back	— даро́зз кашида́н; лежать
learn [lɜ:n] (learnt)	— аз ё́д 1 карда́н; выучить
learner ['lɜ:nə]	— хона́нда, талаба́; ученик
least [li:st] (little)	— аз хамма́ камта́р; меньше всего
leave (v.) [li:v] (left)	— тарк 1 карда́н, монда рфа́фтан; покидать
lecture ['lektʃə]	— су́хандро́н; лекция
left (v.)	— чап; левый
to the left	— ба ча́пп; на лево
leg	— пой; 1 нога
legend ['ledʒənd]	— афсо́нна; легенда
legendary ['ledʒəndrɪ]	— афсо́ннави́; легендарный
leisure ['leɪzə]	— ва́ктии хо́ли; свободное время
lemon ['lemən]	— лимӯ́; лимон
length [leŋθ]	— даро́ззи; длина
leopard ['lepəd]	— пала́ннг; тигр
less (little)	— кам; 1 мало
lesson ['lesn]	— да́рс; ; урок
let	— и́чоза́ат до́дан; разрешать, позволять
let him do it	— бигу́ззор худа́ш инро́ и́чро куна́д; пу́сть сам это выпол́нит
let us go	— ра́фте́ем; поехали
letter ['letə]	— макту́уб, хат; письмо
liberation [ˌlɪbə'reɪʃən]	— озо́дй; свобода
library ['lɪbrəri]	— кито́бхона́; библиотека
licence ['laɪsəns]	— и́чоза́ат, ли́тсензия́; разрешение, лицензия
lick [lɪk]	— лесидда́н; лизать



lie [lai] (lay, lain)	— ёнбош кардан, ёзидан, дароз кашидан; лежать
lie buried ['lai 'berid]	— мурда, мурдагӣ; мёртвый
life [laif]	— ҳаёт; жизнь
lift	— лифт
light [lait]	— осон, равшанӣ; легкий, светлый
light refreshment	
['lait ri'freʃmənt]	— нӯшокии сабук; легкий напиток
light projector	
['lait prə'dʒektə]	— нурафкан; прожектор
lightning ['laɪtnɪŋ]	— чароғак, оташак; молния
like [laɪk]	— монанд; похожий
look like ['luk'laɪk]	— монанд буданд; быть похожим
lilac ['laɪlək]	— ёс; сирень
line [lain]	— хат, рах; линия, штрих
link [lɪŋk]	— алоқа; связь
have links	— алоқа доштан; иметь связь
lion [laɪən]	— шер; лев
lioness [laɪənɪs]	— шери модина; львица
liquid ['lɪkwɪd]	— моеъ; жидкий
listen (v.) [lɪsn]	— гӯш кардан; слушать
listen to the radio	
['reɪdɪəʊ]	— радио шунидан; слушать радио
listen in	— пинхонӣ гӯш кардан; подслушивать
literature ['lɪtərɪtʃə]	— адабиёт; литература
little [lɪtl] (less)	— хурд, майда; маленький
live ['lɪv]	— зиндагӣ кардан; жить
living room ['lɪvɪŋ'ru:m]	— меҳмонхона; гостиница
lizard ['lɪzəd]	— калтакалос; ящерица
helmet lizard	
['helmit'lɪzəd]	— тоскулох; шлем
loaf [louf]	— хлеб; нон
lobster ['lɒbstə]	— харчанги баҳрӣ; морской рак
local ['ləukəl]	— маҳаллӣ; местный
local education aut	
locate ['lou'kaɪt]	— чой, макон, боқишгоҳ; местонахождение
locksmith ['lɒksmiθ]	— челонгар; слесарь
long [lɒŋ]	— дароз; длинный
long distance trains	
['dɪstəns 'treɪnz]	— каторан ба роҳи дур раванда; поезд дальнего следования
look (v.) [luk]	— нигоҳ кардан; смотреть
look after ['luk'ɑ:ftə]	— нигоҳубин кардан; ухаживать, заботиться
look for ['luk'fɔ:]	— кофтан, кофтукоб кардан; искать
looking-glass ['lʊkɪŋ'glɑ:s]	— оина; зеркало
look on	— тамошо кардан; мушохида (муоина, тақик) кардан; наблюдать
look sunburnt	
['luk sʌnbə:nt]	— дар офтоб сиеҳшуда, офтобхӯрда; загорелый
lord [lɔ:d]	— лорд

lorry ['lɒrɪ]	— мошини боркаш; грузовик
lose (v.) [lu:z] (lost)	— гум кардан; потерять
lose one's head [lu:z wʌns'hed]	— сару калоба, гум кардан, ссаргаранг шудан; потерять голову
loss [lɒs]	— аз даст додан; упустить
lost (v.) [lɒst] (lose, lost)	— гум кардан; потерять
a lot of	— бисёр, аз ҳад бисёр; многсо, слишком много
loud [laʊd]	— баланд, чарангосӣ, сермағғал, серғавғо; громкий, шумный, звонкий
love (v.) [lʌv]	— ишқ, дӯст доштан; любовь, любить
lovely ['lʌvli]	— зебо, дилрабо; прекрасный
low [ləʊ]	— паст; низкий
luck [lʌk]	— комёбӣ, дастовард; успех, достижение
lucky [lʌki]	— хуштолеъ, некбахт; счастливый
lunch [lʌntʃ]	— наҳории дуом; второй завтрак

## M m

macaroni [mækə'rouni]	— макарон
machine [mə'fi:n]	— дастгоҳ; машина
machinery [mə'ʃinəri]	— лавозимоти мошин; оборудование машины
made (v.) [meid]	— сохтагӣ, тайёр шудагӣ; сделано
magnet ['mæɡnit]	— магнит
magnetism ['mæɡnitizm]	— магнетизм
magnificent [mæg'nɪfɪsnt]	— оличаноб; превосходный
mahlzeit ['malzait]	— бо иштиҳои хуш, ош шавад; приятного аппетита
maidservant ['meid,sə:vənt]	— хизматгирдухтар; служанка
mail [meɪl]	— почта
main [meɪn]	— асосӣ; главный
make (v.) [meɪk]	— иҷро кардан; выполнить
make faces ['meɪk 'feɪsɪz]	— рӯйро қач кардан; делать гримасы
make up	— рангубор; косметика
man [mæn]	— мард; мужчина
manager ['mænɪdʒə]	— мудир, роҳбар; управляющий, заведующий
manageress ['mænɪdʒɪs]	— сардор (зан); директор (женщина), заведующая, управительница
manipulate [mə'nɪpjuleɪt]	— мураккаб кардан; усложнять
manservant ['mænsə:vənt]	— марди хизматгор; слуга
manuscript ['mænɪskɪpt]	— дастнавис; рукопись
many ['meni]	— бисёр; много
map [mæp]	— харита; карта
march [mɑ:tʃ]	— март
mark [mɑ:k]	— қайд кардан; отмечать
market ['mɑ:kɪt]	— бозор; рынок
marry ['mæri]	— хонадор шудан; выйти замуж
Mars [mɑ:z]	— Миррих; Марс



marvellous [ˈmɑ:vələs]	— хайратангез; удивительный
mass [mæs]	— вазн; вес
master [ˈmɑ:stə]	— хўчаин; хозяин
mat [mæt]	— бурё; половик, циновка
match [mætʃ]	— гўгирд, бозй; спичка, матч
mathematics [ˈmæθɪˈmætɪks]	— математика
may (v.) [meɪ]	— тавонистан, қодир будан; мочь
may [meɪ]	— май
meadow [ˈmedou]	— маргзор; луг
extended meadow [ɪksˈtendɪdˈmedou]	— маргзори васеъ; широкие дуга
meal [mi:l]	— таом, гизо; пища
mean (v.) [mi:n] (meant)	— маъно доштан; означать
means [mi:nz]	— воситаҳо, сарват; средство, состояние
by mean of [mi:n]	— бавоситаи; посредством
meaning [ˈmi:nɪŋ]	— маъно, мазмун; значение, смысл
means of communication [kəmjuːniˈkeɪʃn]	— воситаҳои коммуникатсионӣ; коммуникационные средства
meant (v.) [mi:nt] (mean)	— нишон дод; показал
measure [ˈmeʒə]	— андоза, ченак; мера
meat [mi:t]	— гўшт; мясо
medical [ˈmedɪkəl]	— тиббӣ; медицинский
medicine [ˈmedɪsɪn]	— дору, тиб; лекарство, медицина
take the medicine	— дору хўрдан; принимать лекарство
meditation [ˈmedɪteɪʃn]	— андеша, фикру хаёл; размышление, раздумье
meet (v.) [mi:t]	— вохўрдан, пешвоз гирифтан; встречаться, встречать
meeting [ˈmi:tiŋ]	— маҷлис; собрание
melt (v.) [melt]	— об шудан; таяние
member [ˈmembə]	— аъзо; член
memory [ˈmèməri]	— хотира; память
men [men] man [mæn]	— одам, мард; человек, мужчина
mend (v.) [mend]	— таъмир кардан; ремонтировать
on the mend	— беҳтаршавӣ; на поправку (здоровья, дел)
Mercury [ˈmæ:kjuri]	— Аторуд; Меркурий
merry [ˈmerɪ]	— хушчакчак, хурсанд; весёлый
met (v.) [met] (meet)	— вохўрдан; встретиться
metal [ˈmetl]	— охан; железо
metric [ˈmetrɪk]	— метрӣ; метрический
middle [mɪdl]	— миёна, мобайн; середина
midnight [ˈmɪdnaɪt]	— нимаи шаб; полночь
at midnight	— дар нимаи шаб; в полночь
mild [maɪld]	— мулоим; мягкий
mile [maɪl]	— мил; миля
milk [mɪlk]	— шир; молоко
mill [mɪl]	— фабрика
million [ˈmɪljən]	— миллион

mind [maɪnd]	— хотира; память
keep in mind	— дар хотир нигоҳ доштан; помнить
mind the time	— вақтро ба ҳисоб гиред; берите время в счёт
mine [maɪn]	— кон; рудник
minute ['mɪnɪt]	— дақиқа; минута
mirror ['mɪrə]	— оина; зеркало
misplace (v.) ['mɪs'pleɪs]	— ночой мондан; поставить не на место
miss [mɪs]	— ба мақсад нарасидан; не достичь цели
mist [mɪst]	— туман
mistake [mɪs'teɪk]	— хато; ошибка
mistiness ['mɪstɪnɪs]	— туманнокӣ; туманность
mix (v.) [mɪks]	— аралаш кардан, омехта кардан; мешать, смешивать
mix up ['mɪks 'ʌp]	— нағз омехта кардан; хорошо размешать
mixed nuts ['mɪkst 'nʌts]	— чормағзи омехташуда; размешанный орех
modern ['mɒdən]	— ҳозиразамон; современный
moisture ['moɪstʃə]	— намӣ, намнокӣ; сырость
Monday ['mʌndɪ]	— душанбе; понедельник
money ['mʌni]	— пул; деньги
month ['mʌnθ]	— моҳ; месяц
monument ['mɒnjumənt]	— ҳайкал; памятник
moon [mu:n]	— моҳ, маҳ, қамар; луна
more [mɔ:]	— зиёдтар; больше
morning ['mɔ:nɪŋ]	— субҳ, сахар; утро
most [məʊst]	— зиёдтарин, калонтарин; наибольший
mother ['mʌðə]	— модар; мать
mother-in-law	
['mʌðərɪnlɔ:]	— модарарӯс; тёша
motion ['məʊʃən]	— ҳаракат; движение
law of motion	
['lɔ:ɔv'məʊʃən]	— қонуни ҳаракат; закон движения
plantary motion	
['plænitəri]	— ҳаракати по; движение ног
motor-cycle ['məʊtə'saɪkl]	— мототсикл; мотоцикл
mountain ['maʊntɪn]	— кӯҳ; гора
mouth [maʊθ]	— даҳон; рот
mouthful [maʊθfʊl]	— порча, қулт; кусок, глоток
move (v.) [mu:v]	— ҳаракат кардан; двигаться
movement ['mu:vmənt]	— ҳаракат; движение
movies ['mu:vɪz]	— синамо; кино
much [mʌtʃ] (more, most)	— бисёр; много
very much [veri 'mʌtʃ]	— хеле бисёр; очень много
multiply ['mʌltɪplaɪ]	— зиёд кардан, зарб задан; увеличивать, умножать
	— куштан, қатл кардан; убить
murder ['mɜ:də]	— осорхона; музей
museum ['mju:ziəm]	— занбӯруғ; гриб
mushroom ['mʌʃrʊm]	— мусикӣ; музыка
music ['mju:zɪk]	



musical ['nju:zɪkəl]	— охангдор; музыкальный, мелодичный
musical instrument [ˈɪnstʊmənt]	— асбоби мусикӣ; музыкальный инструмент
musician ['mju:zɪfən]	— мусикачӣ, навозанда; музыкант
must [mʌst]	— бояд; обязан
mustard ['mʌstəd]	— хардал; горчица
mystery ['mɪstəri]	— сир, асрор; тайна, миф
mutton ['mʌtn]	— гӯшти гӯсфанд; баранина
mutton chop ['mʌtn ˈtʃɒp]	— котлеты гӯшти гӯсфанд; баранья котлета

## N n

name [neɪm]	— ном; имя
What's your name?	— Номатон чист?; Как вас зовут?
narrow ['nærou]	— танг; узкий
nation ['neiʃən]	— миллат, халк; национальность, народ
nationality ['næʃənəliɪtɪ]	— миллӣ, халқӣ; национальный
native ['neɪtɪv]	— наздик, азиз, табиӣ; родной, природный
naturally ['nætʃrəli]	— табиатӣ; естественно
nature study ['neɪtʃə'stʌdi]	— омӯхтани табиат, табиатшиносӣ; изучать природу, природоведение
navy [neɪvi]	— флоты харбӣ-бахрӣ; военно-морской флот
near [niə]	— наздик; около
nearly ['niəli]	— қариб; приблизительно, близко
neat [ni:t]	— озода, покиза; аккуратный, чистый
necessary ['nesɪsəri]	— лозимӣ, дарқорӣ, хатмӣ; необходимый, нужный
necklace ['neklɪs]	— гарданбанд; ожерелье
necklace of pearls [pɜ:lz]	— гарданбанди марворид; жемчужное ожерелье
need [ni:d]	— эҳтиёҷ доштан; нуждаться
needle [ni:dlɪ]	— сӯзан; иголка
neglect [nɪg'lekt]	— бепарвой, бепарвой кардан; пренебрежение
neither nor ['naɪðə'nɔ:]	— на ..., на; ни ..., ни
nephew ['nevju:]	— чиян (писари хохар, бародар); племянник
never ['nevə]	— ҳеҷ гоҳ; никогда
nevertheless [nevəðə'les]	— бо вучуди, ба ҳар ҳол; тем не менее
new [nju:]	— нав; новый
news [nju:z]	— навигариҳо, ахборот; новости
newspaper ['nju:zpeɪpə]	— рӯзнома; газета
next [nekst]	— дигар; следующий
next to	— дар қатори; рядом с
nice [naɪs]	— нағз, хуб; хороший
niece [ni:s]	— чиян (духтари хохар, бародар); племянница
night [naɪt]	— шаб; ночь
nine [naɪn]	— нӯх; девять
no	— не; нет
noble ['nəʊbl]	— бошарафона, начибона; славный
nobody ['nəʊbədi]	— ҳеҷ кас; никто

noise [nɔɪz]	— гавго; шум
nonsense ['nɒnsəns]	— сафсата; ерунда, вздор
noodle soup ['nu:dl'su:p]	— нахудшӯрбо; гороховый суп
north [nɔ:θ]	— шимол; север
nose [nəʊz]	— бинӣ; нос
note [nəʊt]	— қайд; заметка, запись
not at all	— ҳеч гап не, аҳамият надорад; не стоит, не имеет значения
not so as	— на ҳамчунон, ки ба мисли; не так как
take a note	— қайд кардан; отмечать
notebook ['nəʊtbʊk]	— дафтар, дафтари хотира; тетрадь, блокнот
nothing ['nʌθɪŋ]	— ҳеч чиз; ничего
notice ['nəʊtɪs]	— мушохида, огоҳӣ; наблюдение, предупреждение
take a notice	— диққат кардан, гӯш кардан; слушать
novel ['nɒvəl]	— новелла
november [nəʊvembə]	— ноябр; ноябрь
now [naʊ]	— ҳозир; сейчас
nowhere ['nəʊwɛə]	— дар ҳеч кучо; нигде
nuclear disarmament	
['nju:kliə]	— ярокпартоии ядрой; ядерное разоружение
number ['nʌmbə]	— ракам; число, номер
nurse [nɜ:s]	— ҳамшираи шафкат; медсестра
nursing ['nɜ:sɪŋ]	— доя; няня
nut [nʌt]	— чормағз; орех

## О о

oat [aʊt]	— чав (чави русӣ), хуртумон; овёс
object ['ɒbdʒɪkt]	— чиз; предмет
observe [əb'zɜ:v]	— мушохида кардан; наблюдать
oculist ['ɒkjʊlɪst]	— духтури чашм; окулист
occupation ['ɒkjʊ'peɪʃən]	— шугл (кор); занятие, профессия
occupy ['ɒkjʊpaɪ]	— банд кардан; занимать, арендовать
ocean ['əʊʃən]	— укёнус; океан
o'clock [o'klɒk]	— соат; часы
3 o'clock	— соати се; три часа
made of gold	
['meɪd əv'gəʊld]	— аз тилло тайёркардашуда; произведено из золото
the colour of the sky	
['kʌlə]	— ранги осмон; цвет небо
think of ['θɪŋk əv]	— фикр кардан дар бораи чизе; думать о чёмнибудь
take off the table	
['teɪk əf]	— аз рӯи миз ғундоред; соберите со стола
office ['ɒfɪs]	— идора; офис
often ['ɒfn]	— зуд-зуд, тез-тез; часто
oil [ɔɪl]	— нафт; нефть



old [ould]	— кӯҳна, қадимӣ; старýй
How old are you?	— Шумо чандсола ҳастед?; Сколько Вам лет?
The child is one year old	— Кӯдак яксола аст; Ребёнку год
on	— дар бораи, дар болои, аз рӯи; на
on the desk	— дар болои миз; на столе
on TV [ti:vi:]	— дар оинаи нилгун; по телевизору
on Monday ['mʌndi]	— дар рӯзи душанбе; в понедельник
a book on physics [fiziks]	— китоби физика; книга физики
speak on the picture	
[spi:k]	— аз рӯи расм гап задан; говорить с рисунка
once [wʌns]	— як вақт; одно время
one [wʌn]	— як; один
one another ['wʌn ə'nʌðə]	— якдигарро; друг друга
one by one ['wʌn baɪ'wʌn]	— як ба як; один к одному
onion ['ʌnjən]	— пиёз; лук
only ['ʌnli]	— танҳо, фақат, ягона; только, единственный
open (v) ['əʊpən]	— кушодан; открыть
opponent [ə'pəʊnənt]	— ҳариф, муҳолиф; оппозиция
opportunity [ɒpə'tju:niti]	— имконият; возможность
opposite ['ɒpəzɪt]	— муқобил; против
or	— ё; или
or else [ɔ:'els]	— ё ин ки; или ещё
orange [ɒrɪndʒ]	— афлесун; апельсин
orangutan [ɔ:rən'utən]	— орангутанг
orchard ['ɔ:tʃəd]	— боғи мевадиҳанда; фруктовый сад
order [ɔ:də]	— фармон, амр; приказ
in order	— барои он ки; для того
organize [ɔ:gənaɪz]	— ташкил додан; организовать
original [ə'ri:dʒənəl]	— аввалин, нусхаи асл, якуминдараҷа; первостепенный, оригинал
ostrich ['ɒstrɪtʃ]	— шутурмурғ; страус
other ['ʌðə]	— дигар; другой
out [aʊt]	— берун аз; вне
go out	— берун шудан; выйти
take out	— гирифтан, баровардан; вынимать
outstanding ['aʊt'stændɪŋ]	— намоён, машҳур; известный
over [əʊvə]	— дар болои; сверху
all over the world [wə:ld]	— дар тамоми ҷаҳон; во всём мире
over the radio	
['əʊvə ði: 'reɪdiəʊ]	— бо радио; по радио
be over	— тамом кардан; заканчивать
overcast ['əʊvəkɑ:st]	— тира, торик; мрачный
overcome ['əʊvəkʌm]	— бартараф кардан, ғолиб омадан; преодолевать; победить
overthrew (v.) ['əʊvəθrəʊ]	
(overthrow, overthrown)	— ғалаба кардан, сарнагун кардан; побеждать; уничтожать

own [oun]	— шахсӣ; частный, свой
owner ['ounə]	— соҳиб, хӯчаин; хозяин, владелец
oxygen ['ɒksɪdʒən]	— оксиген; кислород

## Р р

pad [pæd]	— болишт; подушка
page [peɪdʒ]	— саҳифа; страница
paid (v.) [peɪd] (pay, paid)	— пул додан, пардохтан; платить, уплачивать
pail [peɪl]	— сатил; ведро
paint [peɪnt]	— бо ранғо расм кашидан; писать красками красить, окрашивать
pair [peə]	— чуфт; пара
palace ['pælɪs]	— қаср; дворец
pansy ['pænzɪ]	— бунафшаи фарангӣ, гули одамрӯ; анютины глазки, фиалка 3-цветная
paper ['peɪpə]	— коғаз; бумага
parcel ['pɑːsl]	— қитъа; участок
parent [peərənt]	— волидайн; родители
park [pɑːk]	— боғ, чорбоғ; парк
part [pɑːt]	— қисм; часть
on the part	— аз тарафи; со стороны
particle ['pɑːtɪkl]	— ҳиссача; частица
particle of dust [dʌst]	— як зарра гард; немного пыли
particle of matter [mætə]	— моддаи махсус; особенное вещество
particular ['pɑːtɪkjulə]	— махсус; особенный
partner ['pɑːtnə]	— иштирокчӣ; участник
party ['pɑːtɪ]	— хизб; партия
labour party ['leɪbə 'pɑːtɪ]	— хизби лейбористӣ; лейбористическая партия
pass [pɑːs]	— гирифта додан; передавать
passenger ['pæsɪndʒə]	— мусофир; пассажир
pavement ['peɪvmənt]	— пайраха; тротуар
pay (v.) [peɪ] (paid)	— пул додан, пулдихӣ; платить
payment ['peɪmənt]	— пардохт; уплата, платёж
peace [piːs]	— сулҳ; мир
peacock ['piːkɒk]	— товус; павлин
pear [peə]	— нок; груша
pearl earrings	
['pɜːl 'iə'ɪŋz]	— гӯшворҳои марворидӣ; жемчужные серьги
pea [piː]	— нахӯд; горох
peasant ['pezənt]	— кишоварз, деҳқон; крестьянин
peculiarity [piːkjʊːlɪ'ærɪtɪ]	— хусусият; особенность, специфичность
pediatrist [piːdɪ'ætrɪst]	— духтури атфол; педиатр
peer [piːp]	— дуздидани ғоҳ кардан; взгляд украдкой
pen	— ручка



pencil [pensl]	— калам; карандаш
penicillin injection [in'dʒækʃən]	— сӯзан задан бо доруи пенитсиллин; инъекция пенициллином
peninsula [pi'ninsjulə]	— нимчазира; полуостров
people [pi:pl]	— халқ, миллат; народ, нация
people of good will	— одами нек, шахсони некхоҳ; добрые люди
perperpot [pepəpət]	— қаламфурдон; перечница
per hour [pə:auə]	— дар як соат; в течении часа
perfect taste	— бисёр бомазза; очень вкусно
perhaps [pə'hæps]	— мумкин аст; возможно, может быть
perish [periʃ]	— мурдан; умерать
period [pi'ri:əd]	— давра; период
periods [pi'ri:əds]	— дасрҳо; уроки
permanent [pə:mənənt]	— доимӣ; постоянный
permission [pəmiʃən]	— иҷозат, рухсат; разрешение
permit [pə:mit]	— иҷозат додан; разрешать
person [pə:sn]	— одам, шахс; человек, личность
philosophy [fi'ləsəfi]	— фалсафа; философия
philosophical [ˌfilə'səfikəl]	— фалсафӣ; философский
philosophical meditation [medi'teɪʃn]	— ақидаҳои фалсафӣ; философские мысли
photo [fəutəu]	— акс, сурат; фотографический снимок, фотография
take a photo	— акс, сурат гирифтан; фотографировать
photograph [fəutəgra:f]	— суратгирӣ; фотографировать, снимать
physical training [fizikəl treɪnɪŋ]	— тарбияи ҷисмонӣ; физическая подготовка
physician [fi'ziʃən]	— табиб; доктор, врач
physics [fiziks]	— физика
pick [pɪk]	— интихоб кардан; выбирать
pickle [pɪkl]	— намакоб; рассол
picture [pɪktʃə]	— расм; картина
pie [paɪ]	— пирог
piece [pi:s]	— пора; часть, кусок
pig [pɪg]	— хук; свинья
pigeon [pɪdʒɪn]	— кабу́тар; голубь
pilot [paɪlət]	— хавонавард; лётчик
place [pleɪs]	— ҷой; место
places of interest [pleɪsɪz əv'ɪntrɪst]	— ҷойҳои ҷолиби диққат; достопримечательность
plague [pleɪg]	— тоун, офат, фалокат; чума, бедствие

plain [pleɪn]	— хамвор; гладкий
flat plain	— дашт; равнина
plan [plæn]	— нақша; план
plane [pleɪn]	— ҳавопаймо; самолёт
planet [plænit]	— сайёра; планета
planetary [plænɪtəri]	— саёравӣ; планетарный
plant [plɑːnt]	— шинондани (растанӣ); сажать (растения)
plate [pleɪt]	— табакча; тарелка
platinum [ˈplætɪnəm]	— платина
play [pleɪ]	— бозӣ; игра
player [ˈpleɪə]	— бозингар; игрок
playing [ˈpleɪɪŋ]	— қиморбозӣ; игорный
pleasant [ˈpleznt]	— дилкаш; приятный
please [pliːz]	— марҳамат; пожалуйста
be pleased [biˈpliːzd]	— боҳаловат; с удовольствием
pleasure [ˈpleʒə]	— ҳаловат; удовольствие, наслаждение
plenty [ˈplenti]	— фаровонӣ, серию пурӣ; обилие, достаток
plum [plʌm]	— олу; слива
pneumonia [njuːˈmounjə]	— пневмония
poem [pouɪm]	— шеър; поэма, стихотворение
poet [pouɪt]	— шоир; поэт
poetess [ˈpouɪtɪs]	— шоира; поэтесса
point [pɔɪnt]	— нукта; точка
police [pəˈliːs]	— политсия; полиция
policeman [pəˈliːsmən]	— полисмен
policewoman	
[pəˈliːswomən]	— милитсионерзан; женщина-милиционер
to polish [ˈpɒlɪʃ]	— суфта кардан; полировать
pool [puːl]	— ҳавз; бассейн
poor [puə]	— камбағал; бедный
poorness [ˈpuənɪs]	— камбағалӣ; бедность
poppy [ˈpɒpi]	— кӯкнор, лолахасак; мак
popular [ˈpɒpjulə]	— машхур; знаменитый, популярный, народный
popular science [ˈsaɪəns]	— илми машхур; знаменитая наука
population [pɒpjʊˈleɪʃən]	— аҳолӣ; население
porridge [ˈpɒrɪdʒ]	— атола; каша
porous [ˈpɔːrəs]	— ковокдор; пористый
port [pɔːt]	— бандар; порт
possess [pəˈzes]	— соҳиб будан; обладать, владеть
possible [ˈpɒsəbl]	— эҳтимол; возможный, вероятный
post [pəʊst]	— почта
postcard [ˈpəʊstˈkɑːd]	— открытка
postman [ˈpəʊstmən]	— хаткашон; почтальон
poste restante	
[ˈpəʊstˈrestaːnt]	— шӯъба дар почта; отдел на почте
potato [pəˈteɪtəʊ]	— картошка
pouch [paʊtʃ]	— халта; мешок
poultry [ˈpɒltrɪ]	— паррандаи хонагӣ; домашняя птица



pound [paund]	— фунт
pour (v) [pɔ:]	— рехтан; лить
poverty ['pɒvəti]	— кашшокй; бедность
power [paʊə]	— кувва; сила
powerful ['paʊəfʊl]	— тавоно, пурзӯр; сильный
powered chalk [ˈpaʊədˈtʃɔ:k]	— охак; известь
practise ['præktɪs]	— тачриба гирифтан; практиковать
prefer (v) [prɪˈfɜ:]	— бехтар доништан, афзал доништан; предпочитать
prepare [prɪˈpeə]	— тайёр кардан; готовить
prescribe (v) [prɪsˈkraɪb]	— таъин кардан, фармудан; предписывать
prescription [prɪskrɪpʃən]	— дастур, фармондихй; предписание, рецепт
presence ['prezns]	— хузур, хозирй, хозир будан; присутствие
present ['preznt]	— хадя, тӯхфа; подарок
make a present	— хадя кардан, тӯхфа кардан; подарить
preserve [prɪzə:v]	— муҳофизат (нигоҳдорй) кардан; хранить
press	— зер кардан; нажимать
pride [praɪd]	— фахр, ифтихор; гордость
priest [pri:st]	— рӯхонй; священник
princess ['prɪnˈses]	— шохдухтар; принцесса
principal ['prɪnsəpl]	— асосй, манбаъ, сарчашма; важнейший, главный, основной,
print [prɪnt]	— чоп кардан, нашр кардан; печатать, издавать
printer ['prɪntə]	— чопкунанда; печатник
printing office ['ɒfɪs]	— матбаа, чопхона; типография
printing press [pres]	— дастгоҳи чопкунй; печатный станок
prison [prɪzn]	— ҳабсхона, маҳбас; тюрьма
prize [praɪz]	— мукофот; премия
probable ['prɒbəbl]	— эҳтимол; возможный, вероятный
problem [prɒbləm]	— масъала; проблема, вопрос
procedure [prəˈsi:dʒə]	— рафтор; поведение
proceed (v) [prəˈsi:d]	— давом додан; продолжать
proclaim [prəˈkleɪm]	— эълон кардан; объявлять
produce [prəˈdju:s]	— истехсол кардан; производить
producer [prəˈdju:sə]	— истехсолкунанда, коргардон; режисёр, производитель
production [prəˈdʌkʃn]	— истехсолот, маҳсулот; производство
profound [prəˈfaʊnd]	— хирадманд, дурандеш; мудрый, дальновидный
progress [prəʊgrəs]	— пешравй, инкишоф, тараккиёт; прогресс
prominent ['prɒmɪnənt]	— машхур; знаменитый, известный, выдающийся
promise [prɒmɪs]	— ваъда додан, ваъда; обещать, обещание
promote [prəˈmeɪt]	— мусоидат (мадад) кардан; способствовать, помогать
propagate [prəˈpæɡeɪt]	— васеъ кардан, вусъат додан; размножать, распространять
proper ['prɒpə]	— муносиб, мунофиқ; присуший, подходящий

property ['prɒpəti]	— моликият, молу мулк; имущество
proportional [prə'pɔ:ʃənl]	— мутаносиб; пропорциональный
prosperity [prɒs'periti]	— гулгулшукуфй; процветание, благосостояние
protect [prə'tekt]	— мухофизат кардан; защищать
protrude (v) [prət'ru:d]	— берун баровардан, баромада истодан; высовываться, торчать
proud [praʊd]	— боифтихор; гордый
be proud	— ифтихор (фахр) намудан; гордиться
prove (v) [pru:v]	— исбот кардан; доказывать
publish ['pʌblɪʃ]	— нашр кардан; издавать, публиковать
publishing house	— нашриёт; издательство
pudding ['puɪŋ]	— фиринй; пудинг
pull (v) ['pul]	— кашидан; тянуть
pull-over ['pul,əʊvə]	— нимтанай бофташуда; пуловер, свитер
pulsation ['pʌlseɪʃn]	— тапиши дил, пасту баланд шудани фишори хун; пульсация
pulse [pʌls]	— набз; пульс
pupil ['pi:pl]	— талаба, шогирд; ученик
pure [pjʊə]	— тоза, соф; чистый
purple [pɜ:pl]	— сурхи баланд; пурпурный цвет
purpose ['pɜ:pəs]	— мақсад; цель
for the purpose	— бо мақсади; с целью
push (v) [puʃ]	— тела додан, зер кардан; толкать, нажимать
put (v)	— мондан; ставить, класть
put on	— ба болои чизе мондан; положить на
put an end to	— катъ намудан, хотима намудан; прекратить

## Q q

quarrel (n) [kwɔrəl]	— бахс, чанчол; спор, ссора
quarrel (v) [kwɔrəl]	— бахс кардан, низоъ кардан; ссориться, спорить
quarter [kwɔ:tə]	— чоряк; четверть
queen [kwɪ:n]	— малика; королева
question ['kwɛstʃn]	— савол; вопрос
queue [kju:]	— навбат; очередь
quick [kwɪk]	— тез; быстро
quinsy [kwɪnzɪ]	— дарди гулӯ; ангина
quite [kwait]	— тамоман, пурра, ба куллий; совсем, вполне

## R r

rabbit [ræbɪt]	— заргӯш; заяц
racism ['reɪsɪzm]	— нажодпарастӣ; расизм
radio ['reɪdiəʊ]	— радио
radio assembler [ə'semblə]	— устои радио; мастер радио
radon	— радон
rain [reɪn]	— борон; дождь
it rains	— борон меборад; идёт дождь
raincoat ['reɪnkəʊt]	— боронӣ; непромокаемый плащ
raise [reɪz]	— баланд кардан, бардоштан; поднимать, повышать



raisin ['reɪzn]	— мавиз; изюм
ram [ræm]	— гўсфанд; баран
ran (v) [rʌn] (run, ran)	— давидан; бегать
rang (v) [rɪŋ] (ring, rung)	— занг задан; звонить
range [reɪndʒ]	— хат, рох, равиш, қатор; линия
rapid [ræpɪd]	— аз ҳад зиёд, тез; быстрый, скорый
rarely [rɛəli]	— гайриоддй, гоҳ-гоҳ; необычайно, редко
a rare event	— ҳодисаи нодир; редкий случай
raspberry [rɑ:zbəri]	— тамашк, кайҳа; малина
raven ['reɪvn]	— зоги сиёҳ; ворон
ray [reɪ]	— нур; луч
X-rays ['exr'eɪz]	— нури рентгенӣ; рентгеновские лучи
reach [ri:tʃ]	— расидан (ба комёбӣ); достигать
reaction [ri:'ækʃən]	— реаксия, баҳамтаъсиркунӣ; реакция, взаимодействие
read (v) [ri:d] (read, read)	— хондан; читать
ready [redi]	— тайёр; готовый
be (get) ready	— тайёр будан; быть готовым
real [riəl]	— ҳақиқӣ; действительный, реальный, истинный
rear (v) [riə]	— боло бардоштан; поднимать
reason [ri:zn]	— сабаб, асос; причина, основание
recall [ri'kɔ:l]	— ба ёд овардан; вспоминать
receipt [ri'si:t]	— дастхат, забонхат; расписка
receive [ri'si:v]	— гирифтан; получать
recently [ri'sentli]	— дар рӯзҳои наздик; недавно
recipe ['resipi]	— дастур, ретсепт; рецепт
recognize ['rekəɡnaɪz]	— доништа гирифтан; узнавать
recognition [,rekəɡ'nɪʃən]	— эътироф кардан, шинохтан; одобрение, узнавание
records [rekɔ:dz]	— рекорд
red	— сурх; красный
reddish ['rediʃ]	— редиска
referee [ˌrefə'ri:]	— довар; судья
reflect [ri'flekt]	— фикр кардан, худро дидан (дар оина); думать, видеть себя (в зеркале)
refresh (v) [ri'freʃ]	— ба ёд овардан, такмил додан; подкреплять
refresher course	
[ri'freʃə'kɔ:s]	— курси такмили ихтисос; курсы повышения квалификации
refreshment [ri'freʃmənt]	— қувватдихӣ; восстановление сил, отдых, подкрепление
light refreshments	— хӯроки сабук; закуска
refrigerator [ri'frɪdʒəreɪtə]	— яхдон; холодильник
refuse [ri'fju:z]	— рад кардан; отменить
region [ri:dʒən]	— вилоят, ноҳия; область, район
register (v) ['redʒɪstə]	— сабт кардан; регистрировать
relative [re'lətiv]	— ҳешу табор; родственники
relay [ri'lei]	— иваз намудан; сменять

release [rɪˈliːs]	— озод кардан; освобождать
religion [rɪˈlɪdʒn]	— дин, оин, мазхаб; религия
remain [rɪˈmeɪn]	— мондан; оставаться
remember [rɪˈmembə]	— дар хотир доштан, дар ёд доштан; помнить
reply [rɪˈplaɪ]	— ҷавоб, ҷавоб додан; ответ, отвечать
representative [ˌreprɪˈzentətɪv]	— намоянда; представитель
require [rɪkˈwaɪə]	— талаб кардан; требовать
requirement [rɪkˈwaɪəmənt]	— талабот; требование
reservoir [ˌrezəˈvɔː]	— хавз; бассейн
resilient [rɪˈzɪliənt]	— таранг; упругий
resolution [ˌrezəˈluːʃn]	— қарор; резолюция, решение
respect [rɪsˈpekt]	— ҳурмат кардан; уважать
responsibility [rɪsˌpɒnsəˈbɪlɪtɪ]	— ҷавобгарӣ; ответственность
rest (v)	— истироҳат кардан; отдыхать
resting [ˈrestɪŋ]	— истироҳаткунанда; отдыхающий
restaurant [ˈrestərɒːnt]	— тарабхона; ресторан
return [rɪˈtəːn]	— баргаштан, бозомадан; возвращаться
revolution [ˌrevəˈluːʃən]	— инкилоб; революция
revolutionary [ˌrevəˈluːʃənərɪ]	— инкилобчӣ; революционер
rice [raɪs]	— биринҷ; рис
rich [rɪtʃ]	— бой; богатый
richness [ˈrɪtʃnɪs]	— бойигарӣ; богатство
ridden (v) [rɪdn] (ride, rode)	— савора; ехать верхом
right [raɪt]	— одилона, дуруст; справедливый, правильный
all right	— хуб; хорошо
be right	— ҳақ будан; быть правым
be all right	— ҳудро хуб (нағз) хис кардан; быть в порядке
on the right	— рост; направо
to the right	— ба тарафи рост; вправо
ring (v) [rɪŋ] (rang, rung)	— занг задан; позвонить
rings [rɪŋz]	— ҳалқа, гӯшвор; серьги
ripe [raɪp]	— пухта расида; спелый
rise (v) [raɪz] (rose, risen)	— боло шудан, баланд шудан, хестан; подниматься, вставать
river [ˈrɪvə]	— дарё; река
road [rəʊd]	— роҳ; дорога
roast [rəʊst]	— бирён; жаренное
rock [rɒk]	— харсанг, кӯхпора; утёс, камень, скала
rode (v) [rəʊd]	
(ride, ridden)	— савора; ехать верхом
rolls [rəʊlz]	— булкаҳо; булочки
Romans [ˈrəʊmənz]	— румихо; римляне
room [ruːm]	— хучра, уток; комната



root [ru:t]	— рeшa; кoрeнь
rope [rəʊp]	— apғaмчин; вepёвкa, кaнaт, ниткa
rose (v) [rəʊz] (rise, risen)	— бoлo бapомaдaн, хeстaн; пoднимaтьcя, встaвaть
rouble [rubl]	— рубл; рубль
round [raʊnd]	— гирд, дoиpaшaкл; кpyглый
rout [raʊt]	— шикaстaн; paзбивaть, paзгpoм, пopaжeниe
row (v) [rəʊ]	— бeл зaдaн, тyдa кapдaн; гpeсти, pyгaть, cкaндaлить
rowing [rəʊɪŋ]	— бeлзaнй, кaикpoнй; гpeбля
royal [rɔɪəl]	— шoxй, пoдшoxй (oиди флoти бaxpй, xapбй); кoрoлeвcкий (o флoтe, вoйcкax)
rub [rʌb]	— шyстaн; cтиpaть
rubber [rʌbə]	— xaтпoккyнaк; peзинкa
rubber products	
['rʌbə'prɒdʌkts]	— мaxcyлoти кaучyкй; издeлия из кaучyкa
rule [ru:l]	— кoндa; пpaвилo
rule (v) [ru:l]	— идopa кapдaн; yпpaвлять, пpaвить
run (v) [rʌn] (ran, run)	— дaвидaн; бeгaть
running water	
['rʌniŋ'wɔ:tə]	— oби paвoн; тeкyчaя вoдa
rural ['ruərəl]	— кишлoкй; сeльcкий, дepeвeнcкий
Russian [rʌʃn]	— зaбoни pyсй; pyccкий язык

## S s

sad [sæd]	— гaмгин, aндyхгин, мaтьoс, мaxзyн, зик; пeчaльный, yнылый
sadly [sædli]	— гaмнoк; пeчaльнo
safely ['seɪfli]	— бeхaтaрй; бeзoпacнocть
said (v) [sed] (say, said)	— гyфгaн, гaп зaдaн; гoвopить
sail [seɪl]	— шинo кapдaн (бo киштй, бo кaик); плыть
sailor [seɪlə]	— мaллoх; мopяк, мaтpoc
salad ['sæləd]	— гaзaк, cлaт
saloon [sə'lu:n]	— тoлop, кaбyлгox; зaл, пpийёмнaя
beauty saloon	
['bjʊ:tɪsə'lu:n]	— тoлopи opoиши зaнoнa; cлoн кpacoty
salt [sɔ:lt]	— нaмaк; coль
salt-cellar ['sɔ:lt,selə]	— нaмaкдoн; coлoнкa
salty [sɔ:lti]	— нaмaкин; coлённый
salted [sɔ:ltɪd]	— нaмaккapдaшyдa; зacoлeнный, пocoлeнный
same [seɪm]	— xaмoн; тoт жe, cамый
sang (v) [sæŋ] (sing, sung)	— cypyд xoндaн; пeть
sat (v) [sæt] (sit, set)	— нишaстaн; ceсть
satisfy ['sætɪsfai]	— кoнeъкyнoнй; yдoвлeтвopять
Saturday ['sætədi]	— шaнбe; cyббoтa
saucer ['sɔ:sə]	— тaкcимчa, тaбaқчa; блюдцe
sausage ['sɔ:sɪdʒ]	— xacиб; cocиски, кoлбaca
saucepan ['sɔ:spən]	— дeгчa; кaстpyля
save [seɪv]	— нaчoт дoдaн; cпacaть

save up money ['mʌni]	— харч накардани пул; делать сбережения, копить
savings-bank	
['seivɪŋz'bæŋk]	— бонки амонатӣ; сберегательная касса
savoury ['seivəri]	— хуриши тез; острая закуска
say (v) [sei] (said, said)	— гуфтан, гап задан; говорить
scatter (v) ['skætə]	— пароканда кардан; разбрасывать
scenery ['si:nəri]	— манзара; пейзаж
school [sku:l]	— мактаб, дабистон; школа
after school ['ɑ:ftə'sku:l]	— баъд (пас) аз мактаб; после школы
at school	— дар мактаб; в школе
go to school	— ба мактаб рафтан; идти в школу
schoolchildren	— мактаббачаҳо; школьники
secondary technical school	— мактаби миёнаи техникӣ; средняя техническая школа
science	— илм; наука
scientific [,saɪən'tɪfɪk]	— илмӣ; научный
scientist ['saɪəntɪst]	— олим; учёный
scissors ['sɪzəz]	— қайчӣ; ножницы
score [skɔ:]	— нишон; метка
scout [skaut]	— разведкачӣ, разведка кардан; разведчик, делать разведку
sculptor ['skʌltə]	— ҳайкалтарош; скульптор
sea [si:]	— баҳр; море
seaside ['si:said]	— курорти баҳрӣ; морской курорт
seashore ['si:'ʃɔ:]	— соҳили баҳр; морской берег
search [sə:tʃ]	— кофтан; поиски
season [si:zn]	— мавсим; сезон
seat [si:t]	— нишастгоҳ, курсӣ; сиденье, стул
second ['sekənd]	— дуюм, дуввум; второй
see (v) [si:] (saw, seen)	— дидан; видеть
seedling [si:dlɪŋ]	— кӯчат; рассада
seem (v) [si:m]	— ба назар намудан; казаться
it seems to me	— ба назарам менамояд, ки; мне кажется, что
seldom ['seldəm]	— гоҳ-гоҳ; редко
select [sɪ'lekt]	— интихоб кардан; выбирать
sell (v) [sel] (sold, sold)	— фурӯхтан; продать
send (v) [send] (sent, sent)	— равон кардан; посылать
sentence ['sentəns]	— ҷумла; предложение
sentimental [,sentɪ'mentl]	— ҳассос, нармадил; sentimentalный
separate (v) ['sepɪt]	— алоҳида, чудо-чудо; отдельный
September [sep'tembə]	— сентябр; сентябрь
sergeant ['sɜ:dʒənt]	— сержант
servant ['sɜ:vənt]	— хизматгор; слуга
serve (v) ['sɜ:v]	— хизмат кардан; служить
service ['sɜ:vɪs]	— хизмат, хизматрасонӣ; служба, обслуживать
set (v) (set, set)	— мондан, ҷо ба ҷогузорӣ; класть, расставлять
TV set	— оинаи нилгун; телевизор



radio set ['reɪdiəʊ'set]	— радио
set up [setʌp]	— барқарор кардан; воздвигать, восстанавливать
set a record [ə'rekɔ:d]	— муайян кардани рекорд; определить рекорд
settle [setl]	— ҳал кардан, қарор додан, ба танзим даровардан; решать, регулировать
seven [sevn]	— ҳафт; семь
several ['sevrəl]	— якчанд; несколько
shadow ['ʃædəʊ]	— соя; тень
shallow ['ʃæləʊ]	— ҷои паст; мелкое место
shake [ʃeɪk]	
(shook, shaken)	— ҷунбондан, таккондан; трести
shape [ʃeɪp]	— шакл, намуд; форма
share (v) [ʃə]	— таксим кардан; делить, разделять
shark [ʃɑ:k]	— наҳанг; акула
sharp [ʃɑ:p]	— тез; острый
sharpen ['ʃɑ:pən]	— тез кардан, тарошидан, ҷарх; точить, точилка
sheep [ʃi:p] (pl.sheep)	— гўсфанд; овца
shelf [ʃelf] (pl.shelves)	— раф; полка
shine (v) [ʃaɪn]	
(shone, shone)	— дурахшидан, рўшноӣ додан, тобон шудан; светить, блестеть
ship [ʃɪp]	— киштӣ; корабль
shirt [ʃɜ:t]	— куртаи мардона; рубашка
shoe [ʃu:]	— ботинка; ботинок
shop [ʃɒp]	— мағоза; магазин
do shopping	— харид кардан; делать покупки
short [ʃɔ:t]	— кўтоҳ; короткий
shorthand ['ʃɔ:thænd]	— стенография
be short of ['ʃɔ:tɒv]	— танқисӣ кашидан; нуждаться
shout	— дод, фарёд; крик
show (v) [ʃəʊ]	
(showed, shown)	— намоиш (нишон) додан; показывать
shower ['ʃəʊə]	— борони саҳт; ливень
shows (n) [ʃəʊz]	— намоиш; представление
shut (v) [ʃʌt]	— маҳкам кардан; запереть
sideboard ['saɪdbɔ:d]	— ҷевон барои нигоҳ доштани зарф; буфет
sights [saɪts]	— нуқтаи назар; точка зрения
sightseeing ['saɪt,si:ŋ]	— ҷойҳои ҷолиби диққат рафтан; осмотр достопримечательностей
sign [saɪn]	— нишон; знак
silk [sɪlk]	— шохӣ, абрешим; шёлк
silver ['sɪlvə]	— нукра; серебро
similar ['sɪmɪlə]	— ҳамчунон, ба монанди, ба мисли; похоже
simple [sɪmpl]	— оддӣ, муқаррарӣ; простой
simply ['sɪmplɪ]	— осон, ба осонӣ; просто
since ['sɪns]	— аз он вақт, ки, аз он лаҳзае, ки; с тех пор
sing (v) [sɪŋ] (sang, sung)	— суруд хондан; петь

sister ['sɪstə]	— хоҳар; сестра
sit (v) (sat, sat)	— шиштан, нишастан; сесть
sit down	— шинед; сядьте
situate ['sɪtʃueɪt]	— чойгир кардан; располагать
situated ['sɪtʃueɪtɪd]	— боилтифот, моил; расположенный
situation [ˌsɪtʃu'eɪʃn]	— мавқеъ, чой; местоположение
six [sɪks]	— шаш; шесть
size [saɪz]	— андоза; размер
skate (v) [skeɪt]	— конкитозй; кататься на коньках
ski [ski:]	— лыжа
skier ['ski:ə]	— лыжарон; лыжник
skirt ['skɜ:t]	— доман; юбка
sky [skaɪ]	— осмон; небо
sky scraper ['skaɪ'skreɪpə]	— иморати осмонхарош; небоскреб
slap [slæp]	— тарсакй; шлепок
slave [sleɪv]	— гулом; раб
slavery [sleɪvəri]	— гуломй; рабство
sleep [sli:p] (slept)	— хоб кардан; спать
slice ['slaɪs]	— бо кабати борик реза кардан; резать ломтиками
slow [sləʊ]	— охиста; тихо
small [smɔ:l]	— хурд; маленький
smart [smɑ:t]	— латиф, зариф, ороста; нарядный, изяшно, элегантный
smell (v) (smelt, smelt)	— буй кардан; пахнуть
smile (v.) ['smail]	— табассум кардан; улыбаться
smoke (v.) [sməʊk]	— тамоку дуд кардан; курить
smoked fish ['sməʊkt fɪʃ]	— мохии дудхӯрда; копчённая рыба
smooth [smu:ð]	— суфта, мавзун, равон; гладкий, ровный, плавный
snake [sneɪk]	— мор; змея
sneeze (v.) [sni:z]	— атса задан; чихать
snow [snəʊ]	— барф; снег
it snows	— барф борида истодааст; идёт снег
snowdrop [snəʊdrɒp]	— бойчечак; подснежник
so [səʊ]	— хамин хел, хамин тавр, барои хамин; так, таким образом
social ['səʊʃəl]	— чамъияти иҷтимоӣ; социальное общество
socialism ['səʊʃəlɪzəm]	— сотсиализм; социализм
society [sə'saɪəti]	— чамъият; общество
socks [sɒks]	— чӯроб; носки
soil [soɪl]	— замин, хок; земля, почва
solar ['səʊlə]	— офтобй; солнечный
solar system ['sələ'sɪstɪm]	— системаи офтобй; солнечная система
sell (v) [sel] (sold, sold)	— фурӯхтан; продавать
solve (v) [səʊlv]	— хал кардан; решать
some [sʌm]	— касе, ким-кадоме; некоторый, какой-то
somebody ['sʌmbədɪ]	— ким-кӣ, ягон кас; кто-нибудь
someone ['sʌmwʌn]	— ягон кас, касе; кто-то



something ['sʌmθɪŋ]	— ягон чй, чизе; что-то
sometimes ['sʌmtaɪmz]	— гоҳ-гоҳ; иногда
somewhere ['sʌmweə]	— дар кучое, дар ким кучо; где-то
son [sʌn]	— писар; сын
song [sɒŋ]	— шеър; песня
soon [su:n]	— зуд, тез, ба зудй; вскоре
as soon as ['æz'su:n æz]	— хамин ки; как только
sore throat ['sɔ:θrəʊt]	— гулӯдард; ангина, боль в горле
sorry [sɒri]	— узр пурсидан; извиниться
I am sorry	— бубахшед, мебахшед, узр меҳоҳам; извините
sort [sɔ:t]	— навъ, намуд; сорт, вид
sound [saʊnd]	— овоз; звук
soup [su:p]	— шӯрбо; суп
south [sauθ]	— чануб; юг
sovereignty ['sɒvrɪntɪ]	— истиклолият; суверенитет
sew (v) [səʊ]	
(sewed, sown)	— дӯхтан; шить
sewing machine	
['səʊɪn məʃi:n]	— мошинаи дарздӯзй; швейная машинка
space [speɪs]	— фазо; пространство
cosmic space	
['kɒzmɪk'speɪs]	— фазои кайҳон; космическое пространство
span over ['spæn'əʊvə]	— ба тарафи дигар партофтан; бросать в другую сторону
steep [sti:p]	— нишебй, чарй; крутизна
stewardess ['stju:ədɪs]	— стюардесса
stick (n) [stɪk]	— чӯб; палка
stick (v) [stɪk] (stuck, stuck)	— часпондан; втыкать
sticky [stɪki]	— часпак, часпанда; прилипчивый
still [stɪl]	— холо хам; всё ещё
stock-breeder ['stɒk,bri:də]	— чорводорй, чорводор;
	животноводство, скотовод
stockings ['stɒkɪŋz]	— чуроби дароз; колготки
stole (v) [stəʊl]	
(steal, stolen)	— дуздидан; украсть
stomach trouble	
['stʌmək'trʌbl]	— касалии меъда, желудочная болезнь
stone [stəʊn]	— санг; камень
stop [stɒp]	— қатъ кардан, монондан, истгоҳ, охир, тамом;
	остановка, задержка, конец
storm [stɔ:m]	— тӯфон, бўрон; шторм, буря
story ['stɔ:ri]	— хикоя; рассказ
stove ['stəʊv]	— оташдон, танӯр; печь
strange [streɪndʒ]	— аҷоиб, гайримуқаррарй; странный
straw [strɔ:]	— коҳ, паҳол; солома
strawberry ['strɔ:beri]	— тути заминй, кулфинай; земляника, клубника
stream [stri:m]	— чараёни пурзӯр, дарё; поток, речка
street [stri:t]	— кӯча; улица
strength [streŋθ]	— қувва; сила

stretch [stretʃ]	— дароз кашидан, дарозкунӣ, кашиш додан; растягивать, удлинять, тянуть
strike (n) [straɪk]	— корпартой; забастовка
be on strike	— корпартой кардан; бастовать, стачка
strike (v) (struck, struck)	— задан; ударять
strike off	— хат задан; вычёркивать
stripe [straɪp]	— хат, рах, тасма; полоса
strong [strɒŋ]	— бакувват; сильный
strongly [strɒŋli]	— сахт; сильно
struggle ['strʌɡl]	— мубориза, мубориза бурдан; борьба, бороться
student ['stjuːdnt]	— донишҷӯ; студент
study ['stʌdi]	— омӯхтан, хондан, таҳсил кардан; учиться
style [stail]	— услуб; стиль
subject ['sʌbdʒɪkt]	— фан; предмет
subscribe [sʌb'skraɪb]	— обуна шудан; подписываться
substance [sʌb'stəns]	— модда, моҳият, асл; вещество, сущность, реальность
subtraction [sʌb'strækʃn]	— тарҳ; вычитание
suburban [sə'bʊːn]	— атрофи шаҳр; пригородный
suburban trains	
['səbʊːb 'treɪnz]	— катораҳои атрофишаҳри; пригородные поезда
success [sʌk'ses]	— комёбӣ, дастовард, муваффақият; удача
such [sʌtʃ]	— ҳамин хел; такой
suddenly ['sʌdnli]	— ногаҳон; внезапно, вдруг
sugar ['ʃʊɡə]	— шакар; сахар
sugar-beet ['ʃʊɡəbi:t]	— лаблабуи қанд; сахарная свёкла
sugarcane ['ʃʊɡəkem]	— шакардон; сахарница
suggest [sʌdʒest]	— пешниҳод кардан, маслиҳат додан; предлагать, советовать
suit [sju:t]	— костюми мардона; мужской костюм
be suit	— мувофиқ будан; подходить, быть удобным
suitcase ['sju:tkeɪs]	— чомадон; чемодан
summer [sʌmə]	— тобистон; лето
in summer	— дар тобистон; летом
sun [sʌn]	— офтоб; солнце
sunburn ['sʌnbɜːn]	— офтобхӯрда; загар
Sunday ['sʌndi]	— якшанбе; воскресенье
sunflower ['sʌnflaʊə]	— гули офтобпараст; подсолнечник, подсолнух
supper [sʌpə]	— хӯроки шом; ужин
have supper	— хӯроки шом хӯрдан; ужинать
suppose [sʌpəʊ]	— фарз кардан, гумон кардан, пиндоштан; предполагать
support [sə'pɔ:t]	— дастгирӣ, дастгирӣ кардан; поддержка, поддерживать
suppress [sʌpəs]	— зер кардан, фишор додан; подавлять
sure [ʃʊə]	— боваридошта; уверенный
be sure	— боварӣ доштан; быть уверенным
surface ['sə:fɪs]	— сатҳ, рӯй; поверхность



surgeon ['sə:dʒən]	— чаррох; хирург
survive [sə'vaɪv]	— зинда мондан; выжить
swallow [swə'ləʊ]	— култ кардан, фурӯ бурдан; глотать
swear (v) [swɛə]	— қасам (савганд) хӯрдан; клясться
sweet [swi:t]	— ширин; сладкий
sweetbread ['swi:tbrɛd]	— нони қандин; сладкий хлеб
sweet cream ['swi:t kɹɪm]	— қаймоқи ширин; сладкие сливки
swift [swɪft]	— тез, босуръат, таъчилӣ; скорый, быстрый
swim (v) [swɪm]	
(swam, swum)	— шино кардан; плавать
swing (v) [swɪŋ]	
(swang, swung)	— чунбондан, афшондан, алвонч додан; качать
switch (v) [swɪtʃ]	— баровардан, хориҷ кардан, (чароғро) куштан; выключать
switch on	— даргирондан; включать
switch off	— хомӯш кардан; выключить (ток, свет), разъединить
symbol ['sɪmbəl]	— нишона, рамз; символ, знак, эмблема
syntheses ['sɪnθəsis]	— чамъбаст; хулоса; синтез
system [sɪstəm]	— тартиб; система

## T t

table [teɪbl]	— миз; стол
a table cloth [kloθ]	— дастархон; скатерть
tailor [teɪlə]	— дӯзанда, либосдӯз; портной
take (v) (took, taken)	— гирифтан; взять, брать
take away ['teɪkə'weɪ]	— гундоштан; собирать, убирать
take off	— парвоз кардан; взлетать
take a bus (train)	— бо автобус рафтан; ехать на автобусе
take care of... ['keəʊv]	— гамхорӣ кардан ба...; заботиться о
take part in... ['pɑ:t]	— иштирок кардан; участвовать
take place...	— ба вуқӯъ омадан, ҷой доштан; состояться, иметь место
it take (me) an hour to...	— як соат лозим аст, ки; мне требуется час, чтобы...
take prisoner ['prɪzən]	— ба махбас гирифтан; арестовать
talk (n) [tɔ:k]	— сӯхбат; беседа
talk (v)	— сӯхбат кардан; разговаривать
tall [tɔ:l]	— баланд; высокий
tangerine ['tændʒə'ri:n]	— нораңг; мандарин
taste [teɪst]	— чашидан; пробовать
tea [ti:]	— ҷой; чай
have tea	— ҷой нӯшидан; пить чай
teach (v) [ti:tʃ]	
(taught, taught)	— омӯзондан; преподавать, учить
teacher ['ti:tʃə]	— омӯзгор, муаллим; учитель
team [ti:m]	— даста; команда

telephone ['telɪfəʊn]	— телефон
telephone booth [buːθ]	— хоначаи телефон; телефонная будка
television ['telɪvɪʒən]	— оинаи нилгун; телевизор
tell (v) (told, told)	— гап задан; говорить
ten	— даҳ; десять
tennis	— теннис
terrible ['terɪbl]	— мудҳиш, бадвоҳима, воҳиманок; ужасный
terribly ['terɪblɪ]	— хатарнок, даҳшатнок; ужасно
text [tekst]	— матн; текст
textbook ['tekstbʊk]	— китоби дарсӣ; учебник
than [ðæn]	— назар ба; чем
thank (v) [θæŋk]	— миннатдорӣ кардан; благодарить
thank you	— миннатдорам, сипосгузорам; благодарю
that [ðæt]	— он, ҳамон; тот, та, то
that is	— яъне, ин; то есть, это
theatre [θiətə]	— театр
then	— баъд, сонӣ; потом, затем
theorem ['θiərəm]	— теорема
therapist [ˌθerəˈpiːst]	— терапевт
there [ðeə]	— дар он ҷо; там
there is (there are)	— ҳаст, мавҷуданд; имеется, имеются
therefore ['ðeəfɔː]	— ҳамин тавр, барои ҳамин; поэтому, следовательно
thick [θɪk]	— гафс; толстый
thief [θiːf]	— дузд; вор
thin [ðɪn]	— бориқ; тонкий
thing [θɪŋ]	— чиз; вещи
think [θɪŋk]	
(thought, thought)	— фикр кардан, ҳисоб кардан; думать, считать
third [θɜːd]	— сеюм; третий
thirsty [θɜːsti]	— ташна мондан; томимый жаждой
thirteen ['θɜːtiːn]	— сенздаҳ; тринадцать
thirty ['θɜːti]	— сӣ; тридцать
this	— ин; этот, эта, это
those [ðəʊz] (that)	— он, ҳамон, вай, ӯ; те, тот, та, то
though [ðəʊ]	— гарчанде; хотя, несмотря на
thought [θɔːt]	— фикр кардан; думать
thousand [θaʊzənd]	— ҳазор; тысяча
three [θriː]	— се; три
through [θruː]	— ба воситаи; через, сквозь
thunder ['θʌndə]	— монокулдурак, гулдуррос, гурриш, раъд, тундар; гром, грохот, шум
thunderstorm	
['θʌndəstɔːm]	— раъду барқ; гроза
Thursday ['θɜːzdi]	— панҷшанбе, четверг
ticket [tɪkɪt]	— чипта; билет
tie [taɪ]	— гарданбанд; галстук
tie up	— бастан; привязать, связать



tiger ['taɪgə]	— паланг; тигр
tigress ['taɪgrɪs]	— паланг (модина); тигрица
till	— то он даме, ки; до, пока ... не
time	— вақт; время
from time to time	— лахза ба лахза; время от времени
have a good time	— вақтро хуб гузарондан; хорошо провести время
in time	— дар вақташ; вовремя
it is time	— вақт расид; пришло время
time table ['taɪm, teɪbl]	— чадвал; расписание
tired ['taɪəd]	— монда шудан, хаста шудан; уставать
be (get) tired	— монда шудан; быть утомлённым (усталым)
to	— ба; к, в, на
to and fro ['tu:ænd'frou]	— пасу пеш; туда и сюда, взад и вперёд
to my friend [frend]	— ба рафикам; к своему другу
toadstool ['toudstʊ:l]	— занбурӯғи захрдор; поганка
toast [toust]	— нӯшбод; тост
today [tə'deɪ]	— имрӯз; сегодня, сообща
together [tə'geðə]	— якҷоя; вместе
toilet ['tɔɪlɪt]	— либоспӯшӣ, хочатхона; одевание, туалет
told (v) [tould] (tell, told)	— накл кардан; рассказывать
tomato [tə'mɑ:tou]	— помидор
tomorrow [tə'mɔ:rəʊ]	— пагоҳ; завтра
ton [tɒ:n]	— тонна
tongue ['tʌŋ]	— забон; язык
too [tu:]	— инчунин, ҳамчунин, бенихоят, хеле, бисёр; тоже, слишком, очень
tooth (sing) [tu:θ]	— дандон; зуб
toothache [tu:θeɪk]	— дандондард; зубная боль
top	— боло, кулла; верх, вершина
tortoise ['tɔ:tes]	— санглушт; черепаха
total ['təʊtl]	— пурра, чамъбаст; целое, итог
touch [tʌtʃ]	— даст расондан; прикосновение
tour [tuə]	— саёҳат, саёҳат кардан; путешествие, путешествовать
tournament ['tuənəmənt]	— мусобиқа; турнир
towards ['təʊəd]	— ба тарафи; по направлению
tower ['təʊə]	— гумбаз; башня
tower clock [klɒk]	— соати гумбаздор; башенные часы
town [taʊn]	— шаҳр; город
track-and-field (athletics)	— варзиши сабук; лёгкая атлетика
tractor [træktə]	— трактор
tractor-driver ['draɪvə]	— тракторчӣ; тракторист
trade [treɪd]	— хунар, касб, савдо, савдо кардан; ремесло, торговля, торговать
trade union ['ju:njəns]	— иттифоки касаба; профсоюз
traffic ['træfɪk]	— наклиёт, ҳаракат; транспорт, движение
traffic-light ['laɪt]	— чароғаки роҳ; светофор
tragedy [trædʒədɪ]	— фоҷиа; трагедия

train [treɪn]	— катора; поезд
long-distance train [ˈlɒŋˈdɪstənsˈtreɪn]	— каторан рохи дурдаст; поезд дальнего следования
tram [træm]	— трамвай
transfer (v) [trænsˈfɜː]	— кўчондан; перенос, перемещение
translate (v) [trænsˈleɪt]	— тарчума кардан; переводить
translation [trænsˈleɪʃn]	— тарчума; перевод
travel (n) [ˈtrævl]	— саёхат; путешествие
travel (v)	— саёхат кардан; путешествовать
treat [tri:t]	— хурсандӣ, завқ; удовольствие
tree [tri:]	— дарахт; дерево
triangle [ˈtraɪæŋɡl]	— секунча; треугольник
trip	— саёхат; поездка
trouble [trʌbl]	— нооромӣ, хаяҷон; беспокойство
trousers [ˈtrauzez]	— шим; брюки
true [tru:]	— ҳаққонӣ, дуруст; истинный, правильный
trunk-call [ˈtrʌˈkɔ:l]	— даъват бо телефони байнишахрӣ; вызов по междугородному телефону
trust [trʌst]	— боварӣ, бовар кардан; доверие, доверяться
truth [tru:θ]	— ҳақиқат; правда
tell the truth	— ҳақиқатро гуфтан; сказать правду
truthful [ˈtru:θfl]	— ҳаққонӣ, росткор; правдивый
try (v) [traɪ] (treɪd)	— кўшиш кардан; стараться, пытаться
Tuesday [ˈtju:zdi]	— сешанбе; вторник
tulip [ˈtju:lp]	— лола; тюльпан
turkey [ˈtɜ:kɪ]	— мурғи марҷон; индейка
turn [tɜ:n]	— тоб хўрдан, ба кафо гаштан; вращаться, поворачивать
turn off	— куштан (чароғро); погасить
turnip [ˈtɜ:nɪp]	— шалғам; репа
twelve [twelv]	— дувоздаҳ; двенадцать
twice [twais]	— ду бор, дучанд; дважды, вдвое
two [tu:]	— ду; два

## U u

umbrella [ʌmˈbrelə]	— чатр, соябон; зонтик
under [ˈʌndə]	— дар зери, дар таги; под
underground [ˈʌndəɡˈraʊnd]	— дар таги замин; под землёй
underground parking [ˈpɑ:kɪŋ]	— истгоҳи (қароргоҳи) метрополитен; парк метрополитена
understand (v) [ˈʌndəˈstænd]	— фаҳмидан; понимать
(understood, understood)	— бадбахт; несчастный
unhappy [ʌnˈhæpi]	— сангдил, бераҳм; жестокий
unheart [ʌnˈha:t]	



uniform ['ju:nifɔ:m]	— либоси расмӣ; традиционная форма
union ['ju:njən]	— иттиҳод; союз
unite [ju:'naɪt]	— муттаҳид шудан; объединяться
The United States of America	— Иёлоти Муттаҳидаи Амрико; Соединённые Штаты Америки
universal [ˌju:nɪvɜ:səl]	— умумӣ, умумичаҳонӣ; универсальный, всемирный
university [ˌju:nɪvɜ:sɪtɪ]	— донишгоҳ; университет
unleash war [ˈʌn'li:f]	— ҷанг сар кардан; развязать войну
unreal [ˈʌn'reɪl]	— сохта, қалбакӣ; поддельный
unusual [ʌn'ju:zuəl]	— ғайримуқаррарӣ; необычный, редкий
up	— боло; вверх
come up ['kʌm ʌp]	— ба боло баромадан; подниматься
get up	— хестан; встать
uranium [ju'reɪjəm]	— уран; уран
use [ju:s]	— истифода бурдан, ба кор бурдан, истифодабарӣ; использование, употребление
used [ju:zd]	— истифодашуда; использованный
used to [ju:zd tu]	— одат; привычка
useful [ju:sfʌl]	— ғойданок; полезный
usual [ju:zuəl]	— муқаррарӣ; обычный, привычный

## V v

vacuum [vækuəm]	— беҳавоӣ; вакум
vacuum cleaner [kli:nə]	— гардкашак; пылесос
valley [væli]	— водӣ; долина
valuable [væljuəbl]	— қадрдошта; ценный
valve set [vælvset]	— радиоприёмник
various [vəriəs]	— гуногун; разный
various sections [sækʃənz]	— ҷорабиниҳои гуногун; различные мероприятия
vary [vəri]	— тағйир додан; менять
veal [vi:l]	— гӯшти гӯсола; телятина
vegetable [vedʒɪtəbl]	— сабзавот; овощ
vegetable bed	— қаторҳои сабзавот; овощной ряд
virgin lands [və:dʒɪn lænd]	— заминҳои ноқорам; целина
veterinary [vetərɪnəri]	— ветеран
vibrate [vaɪ'breɪt]	— ларзидан, вибратор ба вучуд овардан; дрожать, вибрировать
victorious [vɪkto:riəs]	— ғалабаовар; победоносный
victory [vɪtəri]	— ғалаба; победа
victory Day	— Рӯзи Ғалаба; День Победы
view [vju:]	— намуд; вид
viewer [vju:ə]	— тамошобин; зритель
village [vɪlɪdʒ]	— деҳа; село, деревня
violet [vaɪələɪt]	— бунафша; фиалка
violin [vaɪəlɪn]	— гиччак; скрипка

vision [vɪʒn]	— биниш, чашм, нури чашм; зрение
visit [vɪzɪt]	— зиёрат, мулоқот, боздид; визит, посещение
visitor [vɪzɪtə]	— зиёраткунанда, меҳмон; посетитель, гость
vocational school [vou'keɪʃnl]	— омӯзишгоҳи касбу ҳунар; ремесленное училище
voice [vɔɪs]	— овоз; голос
volley-ball [vɒlibɔ:l]	— волейбол
voyage [vɔɪdʒ]	— саёҳат; путешествие

## W w

wage [weɪdʒ]	— маош, музд; зарплата
wait [weɪt]	— интизор будан; ждать
waiter [weɪtə]	— пешхизмат; официант
waiting room [weɪtɪŋ ru:m]	— қабулгоҳ; зал ожидания, приёмная
waitress [weɪtrɪs]	— пешхизмат (зан); официантка
walk [wɔ:k]	— сайругашт кардан; прогуливать
Go for a walk	— ба сайругашт рафтан; идти на прогулку
walkways [wɔ:kweɪz]	— пайраҳа; тропинка
wake (woke, woken)	— аз хоб бедор шудан; просыпаться
wake up	— аз хоб бедор кардан; разбудить
wall [wɔ:l]	— девор; стена
want [wɒnt]	— хостан; хотеть
war [wɔ:]	— ҷанг; война
wardrobe [wɔ:droub]	— ҷои либоскашӣ; гардероб
warm [wɔ:m]	— гарм; горячий
was [wɒz] (were, been)	— буд; был
wash [wɒʃ]	— ҷомашӯӣ кардан, либос шустан; стирать
waste [weɪst]	— партовҳо, биёбон; отбросы, пустыня
watch [wɒtʃ]	— соати дастӣ; ручные часы
watch TV	— телевизор тамошо кардан; смотреть телевизор
water [wɔ:tɪ]	— об; вода
wave [weɪv]	— мавҷ; волна
way [weɪ]	— роҳ; дорога
on the way home	— дар роҳ ба сӯи хона; по дороге домой
lose one's way	— рохро гум кардан; потерять дорогу
in this way	— ҳамин тавр; таким путём
way out [weɪ aʊt]	— аз ҳолати ногувор баромадан; выйти из положения, выход
weak [wi:k]	— суст; слабый
wear [weə]	— либос пӯшидан; одеваться
weather [weðə]	— боду ҳаво; погода
wednesday [wensdi]	— ҷоршанбе; среда
week [wi:k]	— ҳафта; неделя
week-day [ei:k deɪ]	— рӯзи кор; будний день



week-end [wi:k end]	— ду рӯзи охири ҳафта; два последних дня недели
weigh [wei]	— баркашидан; взвешивать
weight [weit]	— вазн; вес
weightless [weitlis]	— бевазн, сабук; невесомый
weightlessness [weitlisnis]	— бевазний; невесомость
welcome [welkam]	— хуш омадед; добро пожаловать
well [wel]	— хуб; хорошо
well-bred [welbred]	— тарбияёфта; воспитанный
well-known [wel knoun]	— машхур; известный, популярный
were [wə:]	— буд; был
west [west]	— ғарб; запад
wet [wet]	— тар; мокрый
get wet through	— тар шудан; промокнуть
what [wot]	— чӣ?; что?
What is on	— чиро нишон медиҳад?; что показывает
wheat [wi:t]	— гандум; пшеница
wheel [wi:l]	— чарх колесо
when [wen]	— кай?; когда?
where [wiə]	— дар кучо; где
which [witʃ]	— кадомаш; какой
whistle [wisl]	— хуштак; свисток
white [wait]	— сафед; белый
whiten [waitn]	— сафед кардан; белить
whiten the skin	— пӯстро сафед кардан; побелить кожу
who [hu:]	— кӣ; кто
whole [houl]	— бутун; целое
whom [hu:m]	— кадом; который
whose [hu:z]	— аз они кӣ; чей
why [wai]	— барои чӣ; почему
thay is why	— ана барои чӣ; вот почему
wide-screen [waidskrin]	— экрани васеъ; широкий экран
wife [waif]	— ҳамсар; жена
wild [waɪld]	— ваҳшӣ; дикий
win	— ғалаба кардан; побеждать
wind	— шамол; ветер
window [windou]	— тиреза; окно
winter [wintə]	— зимистон; зима
in winter	— дар зимистон; зимой
wire [waɪə]	— сим; проволока
wireless [waɪəlis]	— радиоприёмник
wish [wiʃ]	— хоҳиш кардан; пожелать
with [wiθ]	— бо; с, вместе с
with him	— бо ӯ; с ним
cry with joy [kraɪwiθ dʒɔɪ]	— аз хурсандӣ дод задан; крик радости
with a knife [naɪf]	— бо корд; ножом
within [wiðɪn]	— дар дохили; внутри
without [wiðaʊt]	— бидуни, ғайр аз; кроме, вне, за

witty [wɪtɪ]	— бозарофат; остроумный
witty man	— одами ҳозирчавоб; остроумный человек
wives [waɪvz]	— ҳамсар; жена
woman [wʊmæn]	— зан; женщина
wonder [wʌndə]	— хайрон шудан; удивляться
wonderful [wʌndəfl]	— ачиб, ачоиб, хайратангез; удивительный
wool [wʊ:l]	— пашм; шерсть
woollen [wʊlɪn]	— пашмин; шерстяной
woolen scarf [ska:f]	— гарданпечи пашмин; шерстяной шарф
word [wɜ:d]	— калима; слово
work [wɜ:k]	— кор; работа
worker [wɜ:kə]	— коргар; рабочий
work people [pi:pl]	— мардуми коргар; рабочие, трудящиеся
workshop [wɜ:kʃɒp]	— корхона; мастерская
world [wɜ:ld]	— ҷаҳон; мир
all over the world	— дар тамоми ҷаҳон; во всём мире
worry [wʌrɪ]	— азоб кашидан; мучиться
worse [wɜ:s]	— бадтар; худший
wounded [wʊndɪd]	— захмдор; раненый
wrap [ræp]	— печонидан; укутать
write [raɪt]	— навиштан; писать
write out	— аз нав навиштан; заново писать
wrong [rɒŋ]	— нодуруст; неправильный, неверно
be wrong	— ноҳақ будан; быть неправым

## Ҳ у

yacht [jɒt]	— яхта
yachting [jɒtɪŋ]	— варзиши амадронӣ; байдарный спорт
yard [jɑ:d]	— ярд (андозаи англисӣ)
year [jɜ:]	— хаткашаки дарозиаш 1 ярд, сол; измерительная линейка, год
Happy New Year	— Соли нав муборак; С новым годом
yellow [jelou]	— зард; жёлтый
yellowish [jelouʃ]	— зардина; желтоватый
yes [jes]	— ҳа бале; да
yesterday [jestədi]	— дирӯз; вчера
yet [jet]	— холо ҳам; ещё
young [jʌŋ]	— ҷавон; молодой
young people [pi:pl]	— ҷавонон; молодёжь



## CONTENTS

Introduction .....	3
--------------------	---

### UNIT I

Lesson One .....	11
Lesson Two .....	13
Lesson Three .....	14
Lesson Four .....	14
Lesson Five .....	15
Lesson Six .....	17
Lesson Seven .....	17
Lesson Eight .....	19
Lesson Nine .....	21
Lesson Ten .....	21
Lesson Eleven .....	23
Lesson Twelve .....	25
Lesson Thirteen .....	26
Lesson Fourteen .....	27
Lesson Fifteen .....	29
Lesson Sixteen .....	31

### UNIT II

Lesson One .....	34
Lesson Two .....	36
Lesson Three .....	39
Lesson Four .....	39
Lesson Five .....	41
Lesson Six .....	43
Lesson Seven .....	43
Lesson Eight .....	44
Lesson Nine .....	46
Lesson Ten .....	47
Lesson Eleven .....	50
Lesson Twelve .....	52
Lesson Thirteen .....	52
Lesson Fourteen .....	55

### UNIT III

Lesson One .....	57
Lesson Two .....	59
Lesson Three .....	60
Lesson Four .....	61
Lesson Five .....	62
Lesson Six .....	64

Lesson Seven . . . . .	64
Lesson Eight . . . . .	65
Lesson Nine . . . . .	67
Lesson Ten . . . . .	67
Lesson Eleven . . . . .	70
Lesson Twelve . . . . .	71
Lesson Thirteen . . . . .	71
Lesson Fourteen . . . . .	72
Lesson Fifteen . . . . .	74
Lesson Sixteen . . . . .	74
Lesson Seventeen . . . . .	77
Lesson Eighteen . . . . .	79
Lesson Nineteen . . . . .	80
 <b>UNIT IV</b>	
Lesson One . . . . .	82
Lesson Two . . . . .	82
Lesson Three . . . . .	84
Lesson Four . . . . .	86
Lesson Five . . . . .	86
Lesson Six . . . . .	87
Lesson Seven . . . . .	88
Lesson Eight . . . . .	90
Lesson Nine . . . . .	91
Lesson Ten . . . . .	92
Lesson Eleven . . . . .	92
Lesson Twelve . . . . .	95
Lesson Thirteen . . . . .	95
Lesson Fourteen . . . . .	98
 <b>Topical Reference . . . . .</b>	 100
 <b>Grammar References . . . . .</b>	 111
 <b>Home Reading . . . . .</b>	 181
 <b>International word list . . . . .</b>	 201
 <b>Topical Vocabulary . . . . .</b>	 209
 <b>Vocabulary . . . . .</b>	 229



### Истифодаи китоби дарсӣ

№	Ному насаби хонанда	Синф	Соли таҳсил	Ҳолати китоби дарсӣ (баҳои китобдор)	
				аввали соли таҳсил	охири соли таҳсил

Сатская П.Н., Чамшедов П., Алидодхонова К.

# English

*Забони англисӣ барои синфи 11*

Мухаррирон: *Ғафуров Абдуқодир,  
Шоҳинбодов Масрур,  
Бозорова Муҳаббат*

Мухаррири  
техникӣ: *Холова Гуландом*

Тарроҳон: *Барсуков Сергей,  
Раҳимов Фарҳод*

Ба ҷопаш 29.08.2003 имзо шуд. Андозаи 60x84<sup>1/16</sup>. Коғазӣ офсет. Ҷопи  
офсет. Ҷузъи ҷопии шартӣ 18,0. Адади нашр 30 000 нусха. Супориши №23.  
Нарҳаш шартномавӣ.

Муассисаи нашриявӣ «*Маориф ва фарҳанг*»-и Вазорати фарҳанги  
Ҷумҳурии Тоҷикистон, 734018, ш. Душанбе, кӯчаи Н. Қарабоев, 17.  
Тел.: 33-95-63, тел./факс: 33-93-97.  
E-mail: [najmidin@netrt.org](mailto:najmidin@netrt.org)