

those who are in favour of the proposal blow their golden trumpets. Then I raise my left hand and shout: 'All those against, blow.' This time those who are opposed, blow theirs. The side which makes the greatest noise is naturally the majority and the policy is decided in their favour."

"That," said Dr. Hornsnagle, "is the most complete democracy that I have ever heard of. I would like very much to see one of these meetings."

On the next afternoon, the people of Yap Yap, both rich and poor, were called into the palace courtyard to decide an important matter. There were only four rich men. All the rest were poor.

When all were assembled, the ruler stepped forward and raised his right hand.

"All those in favour, blow," he shouted.

The four rich men all lifted their golden trumpets and blew hard.

Then the ruler lifted his left hand. "All those against, blow," he shouted. Not a sound came from the poor people. Thus the policy was decided and the meeting over.

Dr. Hornsnagle asked the ruler why only the four rich men blew trumpets.

"Because they are the only people who have golden trumpets," said the ruler. "The others are all working people."

“Well, that doesn’t seem very much like free speech to me,” said Hornsnagle. “In America, we have real freedom of speech.”

“Is that so?” said the ruler. “And how do you do it in America?”

“In America,” said Hornsnagle, “instead of golden trumpets, we have newspapers, magazines and radio stations.”

“That is very interesting,” said the ruler. “But who owns all these newspapers, magazines and radio stations?”

“The rich,” said Hornsnagle.

“Then it is the same as Yap Yap,” said the ruler.

DIALOGUE

ENGLISH STUDIES

A: How are you getting along with your English studies?

B: Pretty well. Now I find it easier to understand native speakers. My listening comprehension seems to be improving. When I first arrived here, I often felt at a loss when people spoke to me. There was so much they said that I simply couldn’t catch. Now I find they are not speaking so quickly after all.

A: It is a matter of getting used to normal everyday

speech.

B: The tapes in the language laboratory have been wonderful. The "listen and repeat" method helps me to speak better and better.

A: I'm glad the language lab has been so helpful to you. It's good, too, that you've been able to notice your progress. I hope you'll continue your efforts to further develop your oral skills and listening comprehension.

B: Thanks for your advice.

WORDS AND EXPRESSIONS TO THE TEXT

Dr. Hornsnagle //dɒktə'hɔ:znægl/ دوكتور خونبزنه گل

trumpet //trʌmpit/ n. كاناي ، سوناي

explorer /iks'plɔ:rə/ n. ئېكسپلورېر

Yap Yap (تەسەۋۋۇردىكى يەر نامى)

free /fri:/ a. ئەركىن ، ئىختىيارىي

speech /spi:tʃ/ n. نۇتۇق

allow /ə'laʊ/ v. رۇخسەت قىلماق ،

complete /kəm'pli:t/ a. يول قويماق

complete /kəm'pli:t/ a. تولۇق ، مۇكەممەل

freedom //fri:dəm/ n. ئەركىنلىك

according	/ə'kɔ:diŋ/	α.; ad.	بىردەك ، ماس ھالدا
according to			بويىچە
public	/'pʌblik/	α.	ئاممىۋى
opinion	/ə'pinjən/	n.	پىكىر ، كۆزقاراش
simple	/'simpl/	α.	ئاددىي
whenever	/wen'evə/	ad. ; conj.	ھەر قاچان
			ھەر قانداق ۋاقتتا
settle	/'setl/	vt.	قارار قىلماق ،
			ھەل قىلماق
policy	/'pɔlisi/	n.	سىياسەت
express	/ik'spres/	vt.	ئىپادىلىمەك
raise	/reiz/	vt.	كۆتۈرمەك ، باقماق
above	/ə'bʌv/	ad.	يۇقىرىدا ، ئۈستىدە
favour	/'feivə/	n.	قوللاش ، قوشۇلۇش
in favour (of)			قوللىماق ، قوشۇلماق
blow	/bləu/ (blew /blu:./; blown /bləun/)	v.	پۇۋلىمەك ، چالماق
proposal	/prə'pəuzəl/	n.	تەكلىپ
left	/left/	n. ; α.	سول ، سول تەرەپ

oppose	/ə'pəuz/ v.	قارشى تۇرماق
naturally	/'nætʃrəli/ ad.	تەبئىي ھالدا
majority	/mə'dʒɔ:riti/ n.	كۆپ سانلىق
democracy	/di'mɒkrəsi/ n.	دېموكراتىيە
both	/bəʊθ/ pron.	ھەر ئىككىلىسى
courtyard	/'kɔ:tjɑ:d/ n.	ھويلا ، مەيدان
assemble	/ə'sembl/ v.	توپلانماق ، يىغىلماق
step	/step/ vi.	چامدىماق ، قەدەم ئالماق
forward	/'fɔ:wəd/ ad.	ئالدىغا
thus	/ðʌs/ conj.	شۇنىڭ بىلەن
own	/əʊn / v.	ئىگىدارلىق قىلماق
radio	/'reidiəʊ / n.	رادىئو
instead of		... نىڭ ئورنىغا

WORDS AND EXPRESSIONS TO THE DIALOGUE

along	/ə'lɒŋ/ ad.	ئالدىغا
pretty	/'priti/ ad.	خېلىلا
native	/'neitiv/ a.	يەرلىك
comprehension	/'kɒmpri'hensən/ n.	چۈشىنىش

WORD FORMATION ئىقتىدارى

improve	/im'pru:v/ v.	ياخشلانماق ،
at a loss		ياخشلىماق
simply	//simpli/ ad.	ئېمە قىلىشنى بىلەلمەي قېلىش
after all		زادىلا
get used to		ئىمىدېگەن بىلەن
laboratory	/lə'borətri/ n.	ئادەتلەنمەك
method	/ 'meθəd/ n.	تەجرىبىخانا
lab	/læb/ (=laboratory)	مېتود
progress	//prəugres/ n.	ئىلگىرىلەش
further	//'fə:ðə/ ad.	تېخىمۇ
skill	/skil/ n.	ماھارەت
advice	/əd'vais/ n.	نەسھەت

NOTES TO THE TEXT

1. free speech, freedom of speech سۆزلەش ئەركىنلىكى
 بۇ ئىككىسىنىڭ مەنىسى ئوخشاش بولۇپ ، يېزىق تىلىدا
 freedom of speech جانلىق تىلدا free speech قوللىنىلىدۇ .

2. Those in favour, blow!

قوشۇلىدىغانلارنىڭ ھەممىسى چېلىڭلار!
those ياكى all those persons = all those بولۇپ ، جۈملىدە
ئىگە بولىدۇ . ئۇ دائىم يىغىندا ئاۋاز بەرگەندە قوللىنىلىدۇ .
مەسلەن :

Those in favour, raise your hands.

قوشۇلىدىغانلار قول كۆتۈرۈڭلار .

Those against, raise your hands.

قارشى تۇرىدىغانلار قول كۆتۈرۈڭلار .

3. Not a sound came from the poor people.

نامراتلار تەرەپتىن ھىچقانداق سادا چىقمىدى .
not a sound نىڭ ئېيتىلىشى no sound دىن تېخىمۇ كۈچلۈك
بولىدۇ .

Not a word was said about it.

ئۇ توغرىلىق ھېچنەمە دېيىلمىدى .

4. Thus the policy was decided and the meeting over.

شۇنداق قىلىپ قارار چىقىرىلدى ۋە يىغىن ئاياغلاشتى .
meeting over دە ، پېئىل was قىسقارتىلغان بولۇپ
كېسىم خەۋەر بولىدۇ .

5. the rich

بايلار

rich, poor قاتارلىق سۈپەتلەرنىڭ ئالدىدا ئېنىق ئارتىكل
كېلىپ بۇ سۈپەتلەرنى ئىسسىلاشتۇرىدۇ . ئۇلار بىر پۈتۈن گەۋدىنى
بىلدۈرىدۇ ۋە گرامماتىكا جەھەتتىن كۆپلۈكنى بىلدۈرىدۇ . ئۇنىڭ
بىلدۈرگەن مەنىسى rich people ۋە poor people گە باراۋەر . «بىر
باي ئادەم» a rich person دېيىلىدۇ .

WORD FORMATION

بۇ كىتابتىن باشلاپ ھەر بىر دەرس تە Word Formation دېگەن تۈر قوشۇلدى. ئۇنىڭدا بىر قىسىم ئاساسلىق سۆز ياساش ئۇسۇللىرى تونۇشتۇرۇلدى.

ئىسىم ياسىغۇچى ئارقا قوشۇمچە -er - ئادەم ياكى شەيئىنى بىلدۈرىدۇ.

ئىسىم → +er پېشىل

work	ئىشلىمەك	worker	ئىشچى
swim	سۇ ئۈزمەك	swimmer	سۇ ئۈزگۈچى
plant	تېرىماق	planter	تەرگۈچى ، سېيىلكا

رەۋىش ياسىغۇچى ئارقا قوشۇمچە -ly - «... ھالدا» دېگەن مەنىنى بىلدۈرىدۇ.

رەۋىش → +ly سۈپەت

safe	بىخەتەر	safely	بىخەتەر ھالدا
happy	خۇشال	happily	خۇشال ھالدا
slow	ئاستا	slowly	ئاستا

سۈپەت ياسىغۇچى ئارقا قوشۇمچە -ly - «... دەك» ، «... نىڭ» دېگەن مەنىلەرنى بىلدۈرىدۇ.

سۈپەت → +ly ئىسىم

love	سۆيگۈ	lovely	سۆيۈملۈك ، ئوماق
friend	دوست	friendly	دوستانە
prince	شاھزادە	princely	شاھزادىدەك

GRAMMAR

ئىسىمداش (1)

ئىسىمداش پېئىلنىڭ خەۋەرسىز شەكلى بولۇپ ، ئىسىم خاراكتېرىگە ئىگە بولغاچقا ، جۈملىدە ئىسىمدەك رول ئوينايدۇ . باشقا پېئىللارنىڭ خەۋەرسىز شەكلىگە ئوخشاش ئىسىمداشمۇ پېئىلنىڭ خاراكتېرىگە ئىگە بولىدۇ . شۇنچا ئۆزىنىڭ تولدۇرغۇچىسى ۋە ھالىتى بولىدۇ . ئىسىمداش ئۆزى بىلەن بىللە كەلگەن تولدۇرغۇچى ۋە ھالەت بىلەن قوشۇلۇپ ئىسىمداش سۆز بىرىكمىسىنى ھاسىل قىلىدۇ .

1 . شەكلى +ing پېئىلنىڭ ئەسلىي شەكلى

ئىسىمداش شەكىل جەھەتتىن پېئىلنىڭ ھازىرقى بۆلەك سۆزى بىلەن ئوخشاش .

2 . سىنتاكسىسلىق رولى

(1) ئىگە بولىدۇ .

Swimming will do you good.

سۇ ئۈزۈش سىزگە پايدىلىق .

Playing football is my favourite sport.

پۇتبول ئويناش مېنىڭ ئەڭ ياقتۇرىدىغان تەنھەرىكىتىم .

It is no use crying over spilt milk.

پۇشايماقنى ئالدىنغان قاچا يوق .

(2) كېسىم خەۋەر بولدى .

His job is teaching English.

ئۇنىڭ خىزمىتى ئىنگلىزچە ئوقۇتۇش .

All he wants to do is flying a plane.

ئۇنىڭ قىلىشنى خالايدىغىنى ئايروپىلان ھەيدەش .

(3) تولدۇرغۇچى بولدى .

① پېئىلنىڭ تولدۇرغۇچىسى بولدى .

ئىنگلىز تىلىدىكى پېئىللارنىڭ كەينىدە پېئىللارنىڭ خەۋەرسىز شەكلى تولدۇرغۇچى بولۇپ كەلگەندە ، مەنىسى ۋە ئىشلىتىش ئادىتىگە ئاساسەن بەزى پېئىللارنىڭ كەينىدە پەقەت ئىسمىداشلا كېلىدۇ . بەزى پېئىللارنىڭ كەينىدە بولسا پەقەت پېئىلنىڭ تۇراقسىز شەكلى كېلىدۇ . تۆۋەندىكى پېئىللارنىڭ (enjoy, keep, mind, avoid, finish, consider) قاتارلىقلار) كەينىدە پەقەت ئىسمىداشلار تولدۇرغۇچى بولۇپ كېلىدۇ . مەسىلەن :

The old man enjoys watching TV.

بۇ بوۋاي تېلېۋىزور كۆرۈشنى ياقتۇرىدۇ .

Would you mind my opening the window?

دېرىزىنى ئېچىۋەتسەم بولامدۇ ؟

Have you finished correcting the students' homework?

ئوقۇغۇچىلارنىڭ تاپشۇرۇقلىرىنى تەكشۈرۈپ بولدىڭىزمۇ ؟

He keeps thinking of his bitter past.

ئۇ ئۆزىنىڭ جاپالىق ئۆتمۈشىنى ئەسلەپ تۇرىدۇ .

She avoided giving us a definite answer.

ئۇ بىزگە ئېنىق جاۋاب بېرىشتىن ئۆزىنى قاچۇردى .

تۆۋەندىكى پېئىللار (continue, begin, start) قاتارلىقلار

نىڭ كەينىدە ئىسىمداش ياكى پېئىلنىڭ تۇراقسىز شەكلى

تولدۇرغۇچى بولىدۇ .

He started running.

ئۇ يۈگۈرۈشكە باشلىدى .

He started to run.

want, need قاتارلىق پېئىللارنىڭ كەينىدە ئىسىمداش

كەلگەندە مەجهۇل ئۇقۇمنى بىلدۈرىدۇ .

This coat needs washing. It's too dirty.

بۇ كىيىم يۇيۇلۇشى كېرەك . بەك مەينەت بولۇپ

كېتىپتۇ .

This problem wants studying with great care.

بۇ مەسىلە ئىنچىكىلىك بىلەن تەتقىق قىلىنىشىقا

موھتاج .

يوقۇرقى ئىككى جۈملىنى تۆۋەندىكىدەك ئۆزگەرتىشكە

بولىدۇ .

This coat needs to be washed.

This problem wants to be studied with great care.

② ئالدى قوشۇلغۇچىنىڭ تولدۇرغۇچىسى بولىدۇ .

Let's go on working.

خىزمىتىمىزنى داۋاملاشتۇرايلى .

My brother is interested in drawing.

ئىنىم رەسىم سىزىشقا قىزىقىدۇ .

She can do it herself without any helping.

ئۇ ئۆزى بۇ ئىشنى ياردەمسىز قىلالايدۇ .
after, before, on, in قاتارلىق ئالدى قوشۇلغۇچىلاردىن
كېيىن ئىسىمداش كەلگەندە ، ئۇنىڭ رولى ھالەت بېقىندى
جۈملىگە تەڭ بولدى .

After looking at the clock, he hurried away.

ئۇ سائەتكە قارىغاندىن كېيىن ئالدىراپ كېتىپ قالدى .

On hearing the news, she didn't know what to say.

ئۇ بۇ خەۋەرنى ئاڭلىغاندا نېمە دېيىشنى بىلەلمەي
قالدى .

(4) ئېنىقلىغۇچى بولدى .

There is a swimming pool in our school.

مەكتىپىمىزدە بىر سۇ ئۈزۈش كۆلچىكى بار .

His father works in a printing shop.

ئۇنىڭ دادىسى بىر باسىمخانىدا ئىشلەيدۇ .

3. ئىسىمداش بىلەن ھازىرقى بۆلەك سۆزىنىڭ
سېلىشتۇرمىسى

(1) كېسىم خەۋەر بولغاندا ئىسىمداش ئىسىمغا باراۋەر .
ھازىرقى بۆلەك سۆزى بولسا سۈپەتكە باراۋەر . تۆۋەندىكىلەرنى
سېلىشتۈرۈپ كۆرەيلى :

One of the good exercises is climbing mountains.

(ئىسىمداش) تاغقا چىقىش بىر خىل ياخشى چېنىقىش .

The film is frightening. (ھازىرقى بۆلەك سۆزى)

بۇ كىنو قورقۇنچلۇق .
(2) ئېنىقلىغۇچى بولغاندا ئىسىمداش ئۆزى ئېنىقلاپ كەلگەن
ئىسىم بىلەن لوگىكىلىق جەھەتتە ئىگە - خەۋەر مۇناسىۋىتىدە
بولمايدۇ . ئېنىقلاپ كەلگەن ئىسىمنىڭ ئىش-ھەرىكىتىنى

بىلدۈرمەيدۇ . ھازىرقى بۆلەك سۆزى ئۆزى ئېنىقلاپ كەلگەن ئىسىم بىلەن لوگىكىلىق جەھەتتە ئىگە - خەۋەر مۇناسىۋىتىدە بولىدۇ . ئۆزى ئېنىقلاپ كەلگەن ئىسىمنىڭ ئىش-ھەرىكىتىنى بىلدۈرىدۇ . تۆۋەندىكىلەرنى سېلىشتۇرۇپ كۆرەيلى :

a sleeping child (= a child who is sleeping)

ئۇخلاۋاتقان بالا

a flying bird (= a bird that is flying)

ئۇچۇۋاتقان قۇش

لوگىكىلىق جەھەتتە ئىگە-خەۋەرلىك مۇناسىۋىتى بار . شۇڭا

sleeping بىلەن flying ھازىرقى بۆلەك سۆزى بولىدۇ .

a swimming pool (= a pool for swimming)

سۇ ئۈزۈش كۆلچىكى

an operating room (= a room for operating)

ئوپېراتسىيە ئۆيى

لوگىكىلىق جەھەتتە ئىگە-خەۋەرلىك مۇناسىۋىتى يوق . شۇڭا

swimming بىلەن operating ئىسىمداش بولىدۇ .

WORD STUDY

Try

1. vt. ئۇرۇنماق ، سىنىماق

1) try + n.

Have you tried the method?

2) try + -ing.

He tried jumping over the wall, but failed.

2. vi. تىرىشماق ، سىنىماق

Please try again.

try to do sth. ئۈرۈنۈپ كۆرمەك

I tried to say something, but I was too weak to say a word.

3. n. سىناش

Let me have a try.

Expect vt. كۈتمەك، ئارزۇ قىلماق

1. expect + n.

I am expecting a letter from him.

Don't expect me. I may not come.

2. expect + to do sth.

They expect to finish the work by Friday.

When do you expect to be there?

3. expect + sb. to do sth.

We expect you to finish your work in time.

4. expect + that clause

I expect that they will be back on Sunday.

Learn

1. vt. ئۆگەنمەك، بىلمەك

1) learn + n.

Many people are learning English now.

How long have you learned music?

2) learn + to do sth.

Where did you learn to swim?

I'm learning (how) to repair bikes.

3) learn + that clause

From her letter I learn that she is in the Army.

2. vi.

Never too old to learn.

We should learn from each other.

3. learn sth. by heart يادلىماق

The teacher asked us to learn the text by heart.

learn of sth. ... ئاڭلىماق

We were surprised to learn of the bad news.

Want

1. vt. كېرەك

The house wants repairing.

Is there anything you want?

2. want + to do sth. قىلىشنى خالىماق ...

He wants to go to New Zealand.

3. want sb. to do sth.

مەلۇم ئادەمدىن مەلۇم ئىش قىلىشنى سورىماق

She wants me to go with her to the party.

WORD STUDY

PROVERBS

First think, then speak. يەتتە ئۆلچەپ بىر كەس .

Well begun is half done.

ياخشى باشلىنىش ئىشنىڭ يېرىمى تۈگىگەنگە باراۋەر .

It's never too late to learn.

ئۈگىنىشنىڭ كېچىكىشى يوق .

EXERCISES

I Answer the following questions:

1. Who was Dr. Hornsnagle?
2. How were policies decided in Yap Yap?
3. How did they find out what the public thought?
4. What were the golden trumpets for?
5. Whom did the ruler gather together when any question had to be settled?
6. What did he do when he wanted to know who were in favour of a proposal?
7. How did he decide which side was the majority?
8. Among all the people assembled to decide the important matter, how many were rich and how many were poor?
9. In whose favour was the question decided? Why?
10. How does this system compare with " freedom of speech " in America?

II Give adverbs corresponding to the following adjectives:

warm	easy	simple	beautiful
kind	busy	gentle	successful
quiet	happy	terrible	careful

III Study the meaning of the following sentences, paying special attention to the idiomatic use of adverbs:

1. I'm afraid she isn't *in*.
2. They were both *out* when I called at their house.
3. I think he isn't *up* yet.
4. She'll be *down* in a minute.
5. What's *on* tonight?
6. We must be *off* now.
7. Are you *through*?
8. Is the performance *over* yet?

IV Translate the following phrases into English:

1. ئەر كىن سايلام . 2. جامائەت پىكرى
3. سۆزلەش ئەر كىنلىكى . 4. مۇھىم بىر ئىش
5. رادىئو ئىستانسىسى . 6. قىزىقارلىق بىر تەكلىپ
7. بىر ئاممىۋى كۈتۈپخانا . 8. ئۇلارنىڭ ئارسىدىكى كۆپ سانلىقى

V Fill in the blanks with phrases or expressions corresponding to the Uighur in brackets:

1. We must play the game ___ rules. (بويىچە)
2. The majority of members were ___ the proposal.

4. Evren has read the book... (قوشۇلماق)
3. Fourteen of the delegates spoke English, _____ spoke Russian or French. (قالغانلار)
4. An increasing number of people are strongly _____ smoking because it is harmful. (قارشى تۇرماق)
5. _____ deciding the matter by himself, he asked the opinion of the old workers. (سز)

VI Complete the following by turning the words in brackets into a "by phrase":

Model: They decided their policy by just listening ...

1. He succeeded in solving the problem ... (rely on the masses).
2. The old worker can find out what is wrong with the machine ... (just listen to the noise it makes).
3. He opened the paper bag ... (blow into it).
4. They overfulfilled their task ... (use an advanced method).

VII Complete the following sentences:

1. Those who...please raise your hands.
2. Those who...please gather at the gate at three o'clock
3. All those who visited the exhibition...

4. Everyone who has read the book...

VIII Point out the gerunds or gerundial phrases in the following sentences, tell their functions, and then put the sentences into Uighur:

1. One day John got up and left home without eating anything.
2. Singing is not allowed in the reading-room.
3. The room wants cleaning.
4. The job he wanted was cooking in a restaurant.
5. The sailing time is two days.
6. I don't mind staying at home.
7. Don't keep on shouting like that.
8. I always like reading a bit after finishing my homework.

IX Fill in each blank with an infinitive or a gerund:

1. Mr. Arslan's dream of ___ (go) to England came true at last.
2. Aunt Ann is kind and gentle. She can't help ___ (cry) when she sees a sad film.
3. I tried ___ (teach) him but he refused ___ (listen).
4. His wife made him ___ (give) up ___ (drink).
5. I know my bicycle needs ___ (clean), but I have no

time (clean) it.

6. She was afraid of ____ (live) in that big room.

7. He has not finished ____ (read) the book yet.

8. I began ____ (understand) why you made him ____
(do) it.

X Put the following sentences into English:

1. بىز ئۆز خىزمىتىمىزنى ياخشىلاش ئۈچۈن ، باشقىلارنىڭ پىكىرىگە ئەستايىدىللىق بىلەن قۇلاق سېلىشىمىز كېرەك .
2. ئۇ ھەر كۈنى بىر سائەت ئۇنىۋېرسال ئاڭلاپ ، تېزلا ئاڭلاش ئىقتىدارىنى ئۆستۈردى .
3. پۇل تۆلىمىسىگىزمۇ بولىدۇ ، ئۇ ھەقسىز .
4. مەن كېيىنكى يىغىندا بۇ مەسىلىنى ئوتتۇرىغا قويمەن .
5. بىز مەكتەپ فېرمىسىدا توخۇ باقمىز .
6. سائەت 8 دە دەرىۋازا ئالدىدا يىغلايلى .
7. بۇ زاۋۇت دېھقانلارنىڭ سېپاللىقىغا بولغان پىكىرىنى ئېلىش ئۈچۈن كەنتكە بىر نەچچە ئىشچىلارنى ئەۋەتتى .
8. دوختۇر بىمارنىڭ ھەر كۈنى ئۈچ سائەت كىتاب كۆرۈشىگە يول قويدى .

XI Reading Material:

The Missing Wallet

I don't often lose things and I'm especially careful with money, so I was quite surprised when I reached for my wallet and it wasn't there. At first, I thought it was possible that I could have left it at home. Then I remembered taking it out to pay for the taxi, so I knew I had it with me just before I walked into the restaurant. I wondered if it was possible that it could have slipped out of my pocket while I was eating dinner. Thinking about that possibility, I turned and walked back to the table where I had been sitting. Unfortunately, there were several people sitting at the table at the time, so I called a waiter and explained to him that my wallet had fallen out of my pocket while I was sitting at the table a few minutes earlier. I had the waiter go over to the table to see if my wallet was on the floor. While the waiter was looking for it, the manager of the restaurant came up to me and asked me if anything was wrong. I didn't want to get a lot of people involved in the problem, but I knew I had to get the wallet

back. I told the manager what had happened. He had me describe the wallet to him, and then he insisted that I report the missing wallet to the police. I told him that I didn't particularly want to get the police involved in it; besides, I was in a hurry because I had an appointment with my doctor in just a few minutes. I explained to him that my biggest worry at the moment was how I was going to pay the check. He told me not to worry about that. He had me write down my name and address, and he said he would send me a bill.

Comprehension Exercise

1. Why was the writer so sure he had brought his wallet with him?
 - a. He remembered that he didn't leave it at home.
 - b. He always felt his pocket for the wallet before he left home.
 - c. He believed his own memory.
 - d. He had taken it out to pay the taxi-driver.
2. According to the passage, the writer most probably lost his wallet when _____.
 - a. he took it out to pay for the taxi
 - b. he walked into the restaurant

- c. he was eating dinner
 - d. he was ordering his dish
3. Why did the writer walk back to the table where he had been sitting?
- a. He was sure his wallet was still there.
 - b. It was possible that he could find his wallet there.
 - c. He could ask someone there about his wallet.
 - d. He saw the wallet lying on the floor near the table.
4. What did he actually do when he walked back to the table?
- a. He asked the people at the table about his wallet.
 - b. He explained to the waiter what had happened a few minutes earlier.
 - c. He himself started looking for his wallet.
 - d. He talked with the manager about what had happened.
5. The manager _____.
- a. didn't appear till very late
 - b. didn't come at all because he was very busy
 - c. came up pretty soon to see what had happened
 - d. came to the table and found the wallet
6. As the writer didn't want to get a lot of people involved in the problem, _____.

- a. he only told the manager what had happened
 - b. he didn't tell the manager anything
 - c. he reported to the police immediately
 - d. he only told the story to the manager and the waiter
7. Why did the manager tell the writer not to worry about paying the check?
- a. He was going to report the incident to the police.
 - b. He could pay the doctor for the writer.
 - c. He would send the writer a bill later for his meal.
 - d. He was sure the missing wallet would soon be recovered.

Lesson Two

TEXT

THE BLIND MEN AND THE ELEPHANT

There were once six blind men in India, who stood by the roadside every day, begging from the people who passed. They had often heard of elephants, but they had never seen one; for being blind, how could they?

It so happened one morning that an elephant was being driven down the road where they stood begging. When they were told that the great beast was before them, they asked the driver to let him stop so that they might see him.

Of course they could not see him with their eyes, but they thought that by touching him they could learn just what kind of animal he was. For, you see, they trusted their own sense of touch very much.

The first happened to put his hand on the elephant's side.

"Well," he said, "now I know all about this beast. He is like a wall."

The second felt about the elephant's tusk. "My brother," he said, "you are quite mistaken. He is not at all like a wall. He is round and smooth and sharp. He is

more like a spear than anything else.”

The third happened to take hold of the elephant's trunk, “Both of you are entirely wrong,” he said. “Anybody who knows anything can see that this elephant is like a snake.”

The fourth reached out his arms, and grasped one of the elephant's legs. “Oh, how blind you are!” he said. “It is very plain to me that he is round and tall like a tree.”

The fifth, being a very tall man, happened to take hold of the elephant's ear. “The blindest man ought to know that this elephant is not like any of the things you name,” he said. “He is exactly like a huge fan.”

The sixth was very blind indeed, and it was some time before he could find the elephant at all. At last he got hold of the elephant's tail. “Oh, silly fellows!” he said. “You surely have lost your senses. The elephant is not like a wall, or a spear, or a snake, or a tree; neither is he like a fan. But any man with a little sense can see that he is exactly like a rope.”

Then the driver and the elephant moved on, and the six men sat by the roadside all day quarrelling about the elephant. Each believed that he knew just what the beast looked like; and they called each other names because they could not agree.

It is not just blind men who make such silly mistakes. People who have eyes sometimes act just as foolishly when they take a one-sided view of things.

DIALOGUE

AT THE DOCTOR'S OFFICE

A: Well, what's the trouble?

B: I feel hot and feverish, Doctor. I've got a terrible sore throat.

A: Yes.

B: It's probably only flu, but I thought I'd better see you.

A: Quite right. Now, let me have a look at you. I'd like to listen to your chest. Now breathe in. A deep breath. That's it. Cough. Now again. That's all.

B: My eyes have been sore and painful, Doctor.

A: Have they? Now I'll take your temperature. Just put it under your tongue. That's it. Now let me have a look. It's a bit high. Now, I want to examine your throat. Open wide. Say "ah".

A: Yes, it does look a bit sore. But there is nothing to be alarmed about. A slight virus infection. You'd better have a couple of days in bed. I'm giving you some antibiotics. Take one capsule every four hours. Here's the prescription.

B: Thank you, Doctor, Good-bye.

WORDS AND EXPRESSIONS TO THE TEXT

blind	/blaɪnd/ a.	قارىغۇ ، ئەما
elephant	/'elɪfənt/ n.	پىل
once	/wʌns/ ad. ; conj.	بۇرۇن ، بىر قېتىم
		پەقەت ... لا
India	/'ɪndiə/ n.	ھىندىستان
roadside	/'rəʊdsaɪd/ n.	يول بويى ، يول ياقىسى
beast	/bi:st/ n.	ھايۋان
trust	/trʌst/ vt.	ئىشەنمەك
tusk	/tʌsk/ n.	پىل چىشى
mistaken	/mɪs'teɪkn/ a.	خاتالاشماق
smooth	/smu:ð/ a.	سلىق
spear	/spiə/ n.	نەيزە
to take (get) hold of		تۇتماق
trunk	/trʌŋk/ n.	خارتۇم
entirely	/ɪn'taɪəli/ ad.	پۈتۈنلەي
snake	/sneɪk/ n.	يىلان

grasp	/gra:sp/ vt.	تۇتماق
leg	/leg/ n.	پۇت
plain	/plein/ a.	روشەن ، ئېنىق
name	/neim/ vt.	دېمەك ، ئاتىماق
exactly	/ig'zæktli/ ad.	دەل
fan	/fæn/ n.	يەلپۈگۈچ
It was some time before ...		خېلى ۋاقىتتىن كېيىن
tail	/teil/ n.	قۇيرۇق
silly	/'sili/ a.	ئەخمەق ، دۆت
fellow	/'feləu/ n.	ئاغىنە ، ئاداش
to lose one's senses		ئېسىنى يوقىتىپ قويماق
quarrel	/'kwɔrəl/ vi.	تالاش-تارتىش
		قىلماق
to call somebody names		ئادەم تىللىماق
foolishly	/'fulifli/ ad.	ئەخمىقانە
one-sided		بىر تەرەپلىمە
view	/ vju: / n.	كۆز قاراش ،
		نۇقتىئىنەزەر
to take a one-sided view of things		مەسىلىگە بىر تەرەپلىمە قارىماق

WORDS AND EXPRESSIONS TO THE DIALOGUE

feverish	/ˈfi:vəriʃ/ a.	قىزىپ قالغان
sore	/sɔ:/ a.	ئاغرىق
throat	/θrəʊt/ n.	بوغۇز ، گال
probably	/ˈprɒbəbli/ ad.	بەلكى ، ئېھتىمال
chest	/tʃest/ n.	كۆكرەك
That's it.		ھە ، شۇنداق
breathe	/bri:ð/ vi.	نەپەسلىنىش
cough	/kɒf/ vi.	يۆتەلمەك
painful	/ˈpeɪnfəl/ a.	ئاغرىيدىغان ، ئازابلق
temperature	/ˈtempərəʃə/ n.	تېمپېراتۇرا
take one's temperature		بىرسىنىڭ تېمپېراتۇرىسىنى ئۆلچەش
examine	/ɪgˈzæmɪn/ vt.	تەكشۈرۈش
alarm	/əˈlɑ:m/ vt.	ھودۇقماق ، قورقۇتماق
to be alarmed about		... دىن قورقماق
slight	/slait/ a.	ئازراق
virus	/ˈvaɪrəs/ n.	ۋىروس
infection	/ɪnˈfekʃən/ n.	يۇقۇلمىلىش

anti-biotic	/ˌæntɪbaɪ'ɒtɪk/ a.	باكتېرىيىگە قارشى
		تۇرىدىغان دورا
capsule	/'kæpsju:l/ n.	كاپسۇل
prescription	/pri'skripʃən/ n.	رېتسېپ

NOTES TO THE TEXT

1. There were once six blind men in India...
 بۇرۇن ھىندىستاندا ئالتە قارىغۇ بار ئىكەن .
 مەسەل ، ھېكايە ۋە چۆچەك قاتارلىق ئەسەرلەر “Once upon a time ... , There was (were) ...” قىلىنغان ۋەقەنىڭ بۇرۇنقى زاماندىكى ئىش ئىكەنلىكىنى بىلدۈرىدۇ .
2. It so happened one morning that an elephant was being driven down the road where they stood begging.
 بىر كۈنى ئەتىگەنلىكى دەل ئۇلار تىلەمچىلىك قىلىۋاتقان يولدىن بىر پىل ھەيدىلىپ كېلىۋاتاتتى .
 “It so happened that” نىڭ مەنىسى «دۇچ كېلىش» ، «دەل كېلىپ قالماق» دېگەنلىك بولۇپ ، ئۇ ئالدىنقى بۆلەككە ئۇلىنىپ ۋەقەنى تېخىمۇ ئېنىق بايان قىلىدۇ .
3. ... they asked the driver to let him stop so that they might see him.
 ئۇلار پىلنى ياخشىراق كۆرۈۋېلىش ئۈچۈن پىل ئىگىسىدىن ئۇنى توختىتىپ تۇرۇشنى سورايتتۇ .

بۇ يەردىكى he پىلىنى بىلدۈرىدۇ . يەنە he ئىتىنىمۇ بىلدۈرىدۇ . لېكىن مۇشۇك بولسا she دېيىلىدۇ . ئىنگىلىز تىلىدا دائىم he ياكى she كېلىپ ھايۋاننى بىلدۈرىدۇ .

4. It was some time before he could find the elephant at all.

خېلى ۋاقىتتىن كېيىن ئۇ ئاندىن پىلنىڭ ئەدىلىكىنى بايقاپتۇ .
 بۇ جۈملە قۇرۇلمىسىدا It ۋاقتىنى بىلدۈرىدۇ .
 باغلىغۇچى بولىدۇ . مەسلەن :

It was quite a few years before he finally finished his novel.

بىر نەچچە يىل ئۆتكەندىن كېيىن ئاندىن ئۇ ئاخىرى رومانىنى پۈتتۈرۈپتۇ .

5. neither is he like a fan. ئۇ يەلپۈگۈچكىمۇ ئوخشىمايدۇ .
 جۈملە بېشىدا neither بولغاچقا ، خەۋەر پېئىل ئىگىنىڭ ئالدىدا كەلگەن . بۇ جۈملىدە either نى ئىشلىتىشكەمۇ بولىدۇ .
 مەسلەن :

He is not like a fan either.

He was not in the classroom, neither was he in the dormitory. (He was not in the dormitory, either.)
 ئۇ سىنىپتا يوق ، ياتاقتىمۇ يوق .

6. It is not just blind men who made such silly mistakes.
 بۇنداق ئەخمىقانه خاتالىق ئۆتكۈزىدىغانلار پەقەت قارىغۇلارلا ئەمەس .

It is ... who (that) ئىنتوناتسىيىنى كۈچەيتىدىغان بىر خىل قۇرۇلما .

It was Aynur who gave me the present.

بۇ سوۋغىنى ماڭا بەرگەن كىشى - ئاينۇر .

WORD FORMATION

ئىسىم ياسىغۇچى ئارقا قوشۇمچە **-ness** - ئابستراكت خاراكتېر ياكى ھالەتنى بىلدۈرىدۇ .

ئىسىم → **-ness** + سۈپەت

kind	مېھىر-شەپقەتلىك	kindness	مېھىر-شەپقەت
hard	جاپالىق	hardness	جاپا
happy	بەختلىك	happiness	بەخت

ئىسىم ياسىغۇچى ئارقا قوشۇمچە **-ation** - ھەرىكەت ياكى ھالەتنى بىلدۈرىدۇ .

ئىسىم → **-ation** + پېئىل

examine	ئىمتىھان ئالماق	examination	ئىمتىھان
imagine	تەسەۋۋۇر قىلماق	imagination	تەسەۋۋۇر كۈچى
prepare	تەييارلىق قىلماق	preparation	تەييارلىق

سۈپەت ياسىغۇچى ئارقا قوشۇمچە **-ful** - «ئىگە بولماق» دېگەن مەنىلەرنى بىلدۈرىدۇ .

سۈپەت → **-ful** + ئىسىم

wonder ھەيران قالارلىق wonderful
 power كۈچ powerful قۇدرەتلىك
 success مۇۋەپپەقىيەت successful مۇۋەپپەقىيەتلىك

GRAMMAR

I ئىسىمداش (I)

1. ئىسىمداشنىڭ قوشما قۇرۇلمىسى
 ئىسىمداش سۆز بىرىكمىسىنىڭ ئالدىدا بىر ئىگىلىك ئالماش ياكى ئىسىمنىڭ ئىگىلىك كېلىش شەكلى كېلىپ شۇ ئىسىمنىڭ لوگىكىلىق ئىگىسىنى بىلدۈرىدۇ. بۇ خىل قۇرۇلما ئىسىمداشنىڭ قوشما قۇرۇلمىسى دەپ ئاتىلىدۇ.

Do you think my going there will be of any use?

سېزنىڭچە مېنىڭ ئۇ يەرگە بېرىشىمنىڭ پايدىسى بارمۇ؟

My worry is Aytursun's relying too much on herself.

ئەنسىرەيدىغىنىم ئايتۇرسۇننىڭ ئۆزىگە بەك تايىنىۋېلىشىدۇر.

The baby's crying annoyed us.

بوۋاقتىڭ يىغلىشى بىزنى تېرىكتۈردى.

Do you object to his joining the basketball team?

سېز ئۇنىڭ ۋاسكېتبول كوماندىسىغا قاتنىشىشىغا قارشىمۇ؟

ئىسىمداشنىڭ قوشما قۇرۇلمىسى تولدۇرغۇچى بولغاندا

ئىسىمداشنىڭ ئالدىدا كىشىلىك ئالماشنىڭ چۈشۈم كېلىش ياكى

ئىسىمنىڭ ئورتاق كېلىش شەكلى كېلىش ئارقىلىق ئىسىمداشنىڭ

لوگىكىلىق ئىگىسىنى بىلدۈرىدۇ. بولۇپمۇ بۇ خىل شەكىل جانلىق

تېلىدا كۆپ قوللىنىلىدۇ .
مەسىلەن : It was Asim who gave me the book.

Please excuse me coming late. (= my coming late)

كېچىكىپ كەلگىنىمنى كەچۈرۈڭ .

What's the use of him going there? (= his going there)

ئۇنىڭ ئۇ يەرگە بارغىنىنىڭ نېمە پايدىسى بار ؟

I don't like children smoking. (= children's smoking)

مەن بالىلارنىڭ تاماكا چېكىشىنى ياقتۇرمايمەن .

Is there any hope of Erkin winning the championship?

(= Erkin's winning the championship)

ئەركىننىڭ چېمپىيونلۇققا ئېرىشىشىدىن ئۈمىد بارمۇ ؟

2. ئىسىمداشنىڭ پۈتكەن شەكلى

(1) شەكلى

having + ئۆتكەن بۆلەك سۆزى	بۆلۈشلۈك شەكلى
not having + ئۆتكەن بۆلەك سۆزى	بولۇشمىز شەكلى

(2) ئىشلىتىلىشى

ئىسىمداش بىلدۈرگەن ھەرىكەت خەۋەر پېشىل
بىلدۈرگەن ھەرىكەت (ياكى ھالەت) نىڭ ئالدىدا يۈز
بەرگەنلىكىنى تەكىتلىگەندە ئىسىمداشنىڭ پۈتكەن شەكلى
قوللىنىلىدۇ . مەسىلەن :

I regret having been unable to write to you earlier.

مەن سىزگە بالدۇرراق خەت يازالمىغانلىقىمدىن
ئەپسۇسلىنىمەن .

I apologize for not having kept my promise.
 مەن ۋەدەمدە تۇرمىغانلىقىم ئۈچۈن سىزدىن ئەپۈ
 سورايمەن .

I have no idea of their having done such a thing.
 مەن ئۇلارنىڭ بۇنداق ئىش قىلغانلىقىنى بىلمەيمەن .

He didn't mention having met me.
 ئۇ مەن بىلەن كۆرۈشكەنلىكىنى تىلغا ئالمىدى .

3. ئىسىمداشنىڭ مەجهۇل شەكلى
 (1) شەكلى

ئۆتكەن بۆلەك سۆزى + being	ئادەتتىكى مەجهۇل قۇرۇلمىسى
ئۆتكەن بۆلەك سۆزى + been + having	پۈتكەن مەجهۇل قۇرۇلمىسى

(2) ئىشلىتىلىشى

ئىسىمداشنىڭ لوگىكىلىق ئىگىسى مۇشۇ ھەرىكەتنىڭ
 ئوبيېكتى بولغاندا ئادەتتە ئىسىمداشنىڭ مەجهۇل شەكلى
 قوللىنىلىدۇ . مەسىلەن :

I remember being taken to Kashgar when I was seven.
 يەتتە ياش ۋاقتىمدا قەشقەرگە ئېلىپ بېرىلغانلىقىم
 ئېسىمدە بار .

He did it without being asked.
 ئۇ تەكلىپسىزلا ئۇ ئىشنى قىلدى .

You can't eat anything before being operated on.
 ئوپېراتسىيە قىلىنىشتىن بۇرۇن بىر نەرسە يېسىڭىز
 بولمايدۇ .

The meeting was put off without his having been consulted.

ئۇنىڭدىن مەسلىھەت سورالمايلا يىغىن كېچىكتۈرۈلدى.

He doesn't remember having been told the story some years ago.

بىر نەچچە يىل بۇرۇن ئۇنىڭغا بۇ ھېكايە ئېيتىپ

بېرىلگەنلىكى ئېسىدە يوق.

II باشلىغۇچى سۆز It نى ئۆز ئىچىگە ئالغان جۈملە

قۇرۇلمىسى

شەكىللىك ئىگە It جۈملىدە ھەقىقىي ئىگە بولۇپ

كەلگەن پېئىلنىڭ تۇراقسىز شەكلى ئىسىمداش سۆز بىرىكمىسى ياكى بېقىندى جۈملە قاتارلىقلارغا ۋە كىلىلىك قىلىپ جۈملىنىڭ بېشىدا كېلىدۇ.

1. It + خەۋەر + پېئىلنىڭ تۇراقسىز شەكلى +

It is difficult to climb a mountain.

تاغقا چىقىش تەس.

It's a good habit to do morning exercises.

ئەتىگەندە چېنىقىش ياخشى ئادەت.

It's right to do so.

بۇنداق قىلىش توغرا.

2. It + خەۋەر + بىرىكمىسى +

It is dangerous playing with fire.

ئوت ئويناش خەتەرلىك.

It is no use learning without thinking.

ئويلانماي ئۆگەنگەننىڭ پايدىسى يوق .

Is it any good trying?

سېناق قىلغاننىڭ پايدىسى بارمۇ؟

3. It + خەۋەر + جۈملە + ئىسىم خاراكتېرلىك بېقىندى

It is a pity that you didn't see such a good film.

بۇنداق ياخشى كىنۇنى كۆرمىگەنلىكىڭىز بەكمۇ

ئەپسۇسلىنارلىق ئىش .

It's certain that we shall succeed.

بىز چوقۇم مۇۋەپپەقىيەتكە ئېرىشىمىز .

It is said that the plane will take off at ten tomorrow morning.

ئاڭغىلىساق ئايروپىلان ئەتە ئەتىگەن سائەت 10 دا

ئۇچقۇدەك .

WORD STUDY

Need

1. vt. كېرەك ، لازىم
 Your hair needs cutting.

He needs to go.

2. v. aux. كېرەك
 Need she go? No, she needn't go.

3. n. زۆرۈرىيەت
 There is no need for hurrying.

There is no need of worrying.

He really had no need to work at all.

4. needs n. ئېھتىياج
Food is one of our basic needs.

Burst

1. vi. توساتتىن ... بولماق ، پارتلاش
The bomb burst.

The applause burst from the crowd.

2. n. تۇيۇقسىز ...
a burst of laughter

3. burst out تۇيۇقسىز باشلانماق
All five of us burst out laughing.

Like

1. vt. خالماق ، ياخشى كۆرمەك

1) like + n.

Do you like your English teacher?

2) like + to do sth.

Some people like to live in houses of the past.

Does he like to play tennis?

3) like + - ing

I don't like drinking.

2. vi. خالماق

You may come if you like.

3. prep. ... گە ئوخشاش

He looks like his father.

Think

1. vt. دەپ قارماق

1) think + that clause

Do you think that he is a good student?

I don't think that he is a good student.

(I think that he is not a good student.) (X)

2) think to do sth.

I never thought to meet you here.

2. vi. ئويلماق

Let me think a moment.

3. think of قارماق ، ئويلماق

Think of what a little child does.

What do you think of my plan?

PROVERBS

Each man is the architect of his own fate.

ھەر بىر ئادەم ئۆز تەقدىرىنىڭ قۇرغۇچىسى .

The wealth of the mind is the only wealth.

مەنىۋى بايلىق بىردىنبىر بايلىق .

To wait for luck is the same thing as waiting for death.

تەلەي كۈتۈش ئۆلۈمنى كۈتكەنگە باراۋەر .

EXERCISES

I Answer the following questions:

1. Where did the story take place?
2. What did the six blind men do for a living?
3. What made them think that they could learn all about the elephant just by touching it?
4. What part of the elephant did the first blind man touch?

5. Did the third blind man agree with the first and second?
6. Why did the fifth happen to take hold of the elephant's ear? What did he say the beast was like? (I think)
7. What did the sixth think of the opinions of the other five?
8. What did he think the elephant looked like?
9. What did the six of them do for the rest of the day?
10. What do you think is the lesson we can learn from this story?

I Translate the following into English:

1. پۇراش سېزىمى . 5. بىر ئۆتكۈر نەيزە
2. پىل چىشى . 6. بىر تەرەپلىمە كۆز قاراش
3. ياۋايى ھايۋان . 7. ئەھمىيەتسىز تالاش-تارتىش
4. بىر مۇستەھكەم ئارقان . 8. كۈلكىلىك خاتالىق

II Fill in the blanks with a suitable expression from the list given below:

by the roadside, to be like, to move on, down the road, to feel about, to take one-sided view of things

1. The light suddenly went out and he...in the darkness for a match.
2. Have you ever seen what an elephant ...?
3. When they saw the bus coming...,they moved to the side to let it pass.
4. He stood for a long time in front of the picture before he ... to the next one.
5. Thousands of people stood ... to welcome the foreign

visitors.

6. The story teaches us not to ...

IV Combine the following sentences according to the model, using the gerundial complex;

Model: He went there alone.

This made all of us feel surprised.

His going there alone made all of us feel surprised.

1. Mother fell ill suddenly. That made more difficult for us.

2. I didn't like it. She invited a stranger to our party.

3. She is singing that song again. That doesn't please us at all.

4. I am not used to it. They always work too late.

5. I have never dreamed of that. He was able to discover something new.

6. He is doing the most dangerous job. We are proud of that.

7. He does not mind it. They are looking into the case.

8. He didn't come to our meeting. That made all of us feel disappointed.

V Rewrite the following sentences after the model by using the supplied words and then translate them into Uighur:

Model : I remember coming home last night. (your, you)

a; I remember your coming home last night.

b; I remember you coming home last night.

1. Have you forgotten making that mistake? (my, me)

2. We all like singing that song. (John's, John)
3. I won't enjoy drinking in my house. (his, him)
4. Can you imagine joining the army? (Robert's, Robert)
5. Do you mind trying to take the examination? (our, us)
6. I wouldn't think of taking that job. (his, him)
7. He has little faith in doing all that. (my, me)
8. You should really avoid asking questions like that.
(their, them)

VI Fill in the blanks with the given verbs in their proper gerundial forms:

1. John enjoyed _____ (have) a clock with clean black numbers. He placed it right beside his bed.
2. He could not help _____ (cry) out for help.
3. Would you mind _____ (change) into slippers?
4. I remember _____ (meet) you somewhere. But now I can't think of where.
5. You must prevent him from _____ (smoke) too much.
6. Stop _____ (look) at me like that.
7. The old lady was sure of _____ (see) her daughter on her birthday.
8. It is no use _____ (try) to make me believe you.

VII Fill in the blanks with the given verbs in their perfect or passive gerundial forms:

1. I have no idea of his _____ (write) such a short story.
2. He was taken to hospital after _____ (knock) down.
3. She was frightened by the door _____ (open) suddenly.

4. I don't like _____ (look) at while learning to swim.
5. Mr. Johnson retired after _____ (work) hard for forty years.
6. I'm surprised at his _____ (win) the medal.
7. He was proud of _____ (consider) as a great figure of his time.
8. His _____ (carry) out the plan pleased us all.

VIII Complete the following sentences:

(A)

- | | |
|--------------------------|----------------------------------|
| 1) It's good to ... | 3) Is it necessary to ...? |
| 2) It's difficult to ... | 4) How long does it take to ...? |

(B)

- | | |
|---------------------------|--------------------------|
| 1) It's a pity (that) ... | 3) It's too bad that ... |
| 2) It's good that ... | 4) It's said that ... |

IX Translate the following sentences:

1. ئۇنىڭ بۇ خاتا قىلمىشى چوقۇم تەنقىد قىلىنىشى كېرەك .
2. ئۇ ئويۇندا ئەر باش قەھرىماننىڭ رولىنى مۇۋەپپەقىيەتلىك ئېلىپ چىقتى .
3. سەن ئۆتكەن قېتىم ئۇنى كۆرگەندىن كېيىن ئۇنىڭغا نېمە ئىش بولغانلىقىنى بىلەمسەن ؟
4. مەن دەل بۇ كىتاب چىقىپ قېلىپ ئۇنىڭغا ئارىيەتكە بەردىم .
5. يولنىڭ باش تەرىپىدە ئىككى بىنا قەد كۆتۈرۈپ تۇرىدۇ .
6. ئۇ يەر بەك ئىسسىق بولغاچقا ئۇ جىدىيالىمدى .

7. بۇ تەكلىپكە قوشۇلىدىغانلار قول كۆتۈرۈڭلار .
8. سېنىڭ دېگىنىڭ ئەمەلىيەتكە ئۇيغۇن ئەمەس .
9. سەن ئۇنىڭغا دائىر بىرەر خەۋەر ئاڭلىدىڭمۇ ؟
10. مەن سائەت 6 دە رادىئو ئاڭلىدىم . لېكىن بۇ يىغىنغا دائىر خەۋەرنى ئاڭلىدىم .

X Reading Material:

Local Newspapers in Britain

Visitors to Britain are sometimes surprised to learn that newspapers there have such a large circulation. The "Daily Mirror" and the "Daily Express" both sell about four million copies every day. British families generally buy a newspaper every morning and frequently take two or three on Sundays.

Apart from the national papers, there is, however, another branch of the British press which sells almost as many copies. Local newspapers have a weekly circulation of 13 million. Almost every town and country area has one. Nearly all of them hold their own financially and many of them are very profitable.

These papers are written almost entirely for readers interested in local events — births, weddings, deaths,

council meetings and sports — but the content is naturally influenced by the kind of community they serve. Editors prefer to rely on a small staff of people who all know the district well. A great deal of local news is regularly supplied by clubs and churches in the neighbourhood and it does not get out of date as quickly as national news. If there is no room for it in this week's edition, an item can sometimes be held over until the following week.

The editor must never forget that the success of any newspaper depends on advertising. He is usually anxious to keep the good will of local businessmen for this reason. But if the newspaper is well written and the news items have been carefully chosen to attract local readers, the businessmen are grateful for the opportunity to keep their products in the public eye.

Local newspapers do not often comment on problems of national importance and editors rarely hold with taking sides on political questions. But they can often be of service to the community in expressing public feeling on local issues. A newspaper can sometimes persuade the council to take action to provide better shopping facilities, improve transport in the area and preserve local monuments and places of interest.

These papers often sound rather dull and it seems surprising that they all make a profit. But for many people in small towns and villages the death of someone known to

them or the installation of traffic lights at a busy corner nearby can sometimes be more important than a disaster in a foreign country.

XI Comprehension Exercise

- Local newspapers have .
 - a circulation as large as that of national newspapers
 - a daily circulation of 13 million
 - a slightly smaller circulation than national newspapers
 - an even larger circulation
- Which of the following is true?
 - Every town and country area has at least one paper of its own.
 - Nearly all town and country areas have their own papers.
 - There is a newspaper, national or local, in each town and country area.
 - A lot of remote town and country areas do not have their own papers.
- In local papers, news items, comments, ads, etc. are mostly .
 - national
 - local
 - influenced by the clubs and churches in the neighbourhood
 - produced by editors and their staffs

4. In the writer's opinion, the editor must remember that no paper can possibly succeed without _____.
- a. advertisements
 - b. interesting reports
 - c. a great deal of national news
 - d. an excellent sales manager
5. Problems of national importance are _____ in local newspapers.
- a. hardly mentioned
 - b. seldom commented on
 - c. often remarked on
 - d. never discussed
6. A local newspaper can serve the community by _____.
- a. expressing public feeling on local issues
 - b. preserving local monuments and places of interest
 - c. voicing its view on political questions
 - d. providing more important national news
7. Why is it that local papers all make a profit?
- a. They are as well organized as the national papers.
 - b. They are staffed with people who know their districts well.
 - c. They have had sufficient support from their clients.
 - d. Their main emphasis on local events meets the needs of the community they serve.

Lesson Three

TEXT

A NEW WORLD

More than 25,000 years ago, the first men arrived on the continent of America. These red-skinned men were Asians, who came from the far North in search of food. After 150 centuries had passed, there were red-skinned men living in all parts of North and South America. Some tribes built cities and great civilizations. Their living on this continent became a milestone in human history.

In 1492, Christopher Columbus, who was looking for a new sea route to India, found the land. He thought it was India, and he gave the name "Indians" to the red-skinned people he saw there. Europe had finally discovered America.

For the next hundred years, few Europeans crossed the ocean to the new world as life in America was rough and dangerous. Then suddenly, at the beginning of the seventeenth century, large numbers of Englishmen began to go to America. Why had they left the old world for the new?

In those days, the laws of England were very cruel.

Often a judge gave a prisoner a choice: pay the penalty or go to America. Everybody knew that life was hard and cruel in the wilds of America. But most prisoners chose to go to America. Men left Europe for America for other reasons, too. Many wanted to make more money. Some went to look for gold. Some wanted to make Christians of the Indians. Others went to buy and sell with the Indians or to find adventure. From the beginning, America was a mixture of races, languages, and religious and political beliefs.

Almost until the beginning of the nineteenth century, most of the settlers of North America lived near the sea. After the Revolutionary War, as the population in the East grew, men began to move west. Every year, the western frontier was farther and farther from the Atlantic.

In the West, land was always cheap. Every man was his own master. Yet, he was faced with the problem that he would have to learn to do everything by himself. He had to be his own doctor, mechanic, priest, soldier, and governor. His wife had to make the family's clothes, teach her children, and help her husband in the fields. She kept a rifle behind the door to protect her children from wild animals. And she knew how to use it. Just imagine a woman doing all that. Such was life in the Old West.

Those early Americans were not afraid to work. Men who didn't work didn't eat. Work was necessary and hon-

orable. With so much to do, Americans kept trying to find quicker and better ways of doing things. They brought eastern ways and ideas with them but they were always experimenting. They experimented with new ways of farming, new religions, new machines, and new types of government. They made many mistakes, but they kept on learning.

In those first difficult years, the American Spirit was born. That spirit said, "Do the job well." It said, "Try anything once." And it said, "Have faith in yourself and in your God, and you will have a better life".

DIALOGUE

MOVING INTO A ROOM

A: I don't remember the room being this small. I thought it was a lot bigger .

B: So did I. But it'll be OK once we get the furniture in. Look, why don't we put the armchairs in front of the fire place?

A: Yeah. Maybe we should decide where the bed goes first. It's the biggest piece of furniture.

B: We could put the bed in the corner. OK. Now, what is next?

A: Well, how about the dresser?

B: Why don't we put it across from the fireplace in the corner next to the closet? Come on, lift your end. Now, don't scratch the floor.

A: OK, but it's heavy.

B: I thought we were supposed to empty out the drawers.

A: Well, I didn't get around to that this morning.

B: Where do you want your desk?

A: How about in the far corner between the windows? I need lots of light.

B: Do you think it'll fit there?

A: I guess so.

B: All right. What about the book case?

A: How about on the far wall between those two windows? It'll be right near the desk.

B: Yeah, good idea. All right. Where do you think the TV should go?

A: How about in the corner to the left of the fireplace, so we can watch it from the armchairs? And we can put the stereo next to the TV with the speakers on either side of the fireplace.

B: Terrific! Now, let me see, what else is there? There is the table lamp. Let's put it on top of the dresser.

A: Looking at the desk, though, I think I may need more light to work. Well, I could buy a desk lamp.

B: Good idea. The place really looks good.

WORDS AND EXPRESSIONS TO THE TEXT

search /sə:tʃ/ v. ; n. ئىزدىمەك

in search of ... نى ئىزدىمەك

century /'sentʃəri/ n. ئەسىر

tribe /traib / n. قەبىلە

milestone /'mailstəun/ n. نامايەندە

human /'hju:mən/ n. ئىنسان

Christopher Columbus /'kristəfə kə'λmbəs/

كرستوفېر كولۇمبو

route /ru:t. / n. يول ، لىنىيە

discover /dis'kʌvə/ vt. بايقىماق ، تاپماق

cross /krɒs/ vt. كېسىپ ئۆتمەك

ocean /'əʊʃən/ n. ئوكيان

rough /rʌf/ a. قىيىن ، تەس ، قوپال

law /lɔ:/ n. قانۇن

cruel /kruəl/ a. ۋەھشى ، ياۋوز

judge /dʒʌdʒ/ n. سودىيە

prisoner /'priznə/ n. تۇتقۇن ، جىنايەتچى

choice /tʃɔis/ n. تاللاش

penalty	/'penəlti/ n.	جازا
wild	/waild/ n.	دالا
the wilds		ئېچىلمىغان يەر
reason	/'ri:zn/ n.	سەۋەب
Christian	/'kristjən/ n.	خرىستىئانلار
mixture	/'miktʃə/ n.	ئارىلاشما
race	/reis/ n.	ئىرق
religious	/ri'lidʒəs/ a.	دىنىي
political	/pə'litikl/ a.	سىياسىي
belief	/bi'li:f/ n.	ئىشەنچ ، ئېتىقاد
revolutionary	/,revə'lu:ʃənəri/ a.	ئىنقىلابىي
western	/'westən/ a.	غەربىي
frontier	/'frʌntiə/ n.	چېگرا رايون ، چېگرا
cheap	/tʃi:p/ a.	ئەرزان
be faced with		يۈزلەنمەك ، دۈچ كەلمەك
mechanic	/mi'kænik/ n.	مېخانىك
priest	/pri:st/ n.	پوپ
governor	/'gʌvənə/ n.	ھۆكۈمران ، نايب
rifle	/'raɪfl/ n.	مىلتىق
protect ... from نى ... دىن قوغدىماق
honorable	/'ɒnərəbl/ a.	شەرەپلىك

eastern	/'i:stən/ a.	شەرقىي
farming	/'fɑ:miŋ/ n.	دېھقانچىلىق
machine	/mə'ʃi:n/ n.	ماشىنا-ئۈسكۈنىلەر
government	/'gʌvənmənt/ n.	ھۆكۈمەت
spirit	/spirit/ n.	روھ
faith	/feiθ/ n.	ئىشەنچ ، ئېتىقاد
have faith in		... گە ئىشەنمەك ، ئېتىقاد قىلماق
God	/gɒd/ n.	تەڭرى

WORDS AND EXPRESSIONS TO THE DIALOGUE

furniture	/'fə:nitʃə/ n.	ئۆي جاھازىلىرى
armchair	/'ɑ:mtʃeə/ n.	يۆلەنچۈكلۈك ئورۇندۇق
fireplace	/'faɪəpleɪs/ n.	تام مەش
suppose	/sə'pəʊz/ vt.	پەرەز قىلماق
be supposed to		چوقۇم
dresser	/'dresə/ n.	گىرىم ئىشكاپى
closet	/'kləʊzɪt/ n.	تام ئىشكاپ
yeah	/jeə/ ad.	ھەئە
empty out		قۇرۇق قىلماق

drawer	/ drɔ:(r)/ n.	تارتما
get around to	(مەلۇم بىر ئىشنى قىلىشقا)	
		ئۈلگۈرمەك
stereo	/ 'steriəu/ n.	ستېرېئو
speaker	/'spi:kə/ n.	ياڭراتقۇ
terrific	/tə'rifik/ a.	بەك ياخشى

NOTES TO THE TEXT

1. Christopher Columbus

كرستوفېر كولۇمبو (1451.1506) ئىتالىيەنىڭ داڭلىق دېڭىزچىسى .

2. ... few Europeans crossed the ocean to the new world...
 ياۋروپالىقلار ئىچىدە يېڭى چوڭ قۇرۇقلۇققا بارغانلار يوق دېيەرلىك .

جۈملىدىكى new world كولۇمبو بايقىغان ئامېرىكا قىتئەسى چوڭ قۇرۇقلۇقىنى كۆرسىتىدۇ . چوڭ يېزىلغان New World غەربىي يېرىم شارنى ، بولۇپمۇ ئامېرىكا قىتئەسىنى كۆرسىتىدۇ . ئۇنىڭ ئەكسى بولغان Old World بولسا شەرقىي يېرىم شار (ياۋروپا-ئاسىيا ۋە ئافرىقىنى ئۆز ئىچىگە ئالىدۇ) نى بولۇپمۇ ياۋروپانى كۆرسىتىدۇ .

3. Some wanted to make Christians of the Indians.
 بەزى كىشىلەر ئىندىئانلارنى خرىستىئان قىلماقچى بولۇشتى .

جۈملىدىكى to make Christians of Indians مەنە جەھەتتىن
to make the Indians Christians غا باراۋەر .

4. the Revolutionary War

شمالىي ئامېرىكا مۇستەقىللىق ئۇرۇشى
بۇ War of Independence ياكى American Revolution
دەپمۇ ئاتىلىدۇ .

5. ... do everything by himself

بۇ يەردىكى by oneself جۈملىدە بىلەن باراۋەر .

Did he do it by himself or did someone help him?

ئۇ بۇ ئىشنى ئۆزى قىلدىمۇ ياكى بىرەرسى ياردەم بەردىمۇ ؟

6. "Have faith in yourself and in God, and you will have
a better life"

" ئۆزۈڭگە ئىشەنسەڭ ھەم تەڭرىگە ئىشەنسەڭ ، ئاندىن سەن
ياخشى تۇرمۇش كەچۈرەلەيسەن ."

" نەسەت " ۋە " بۇيرۇق " قاتارلىقلارنى بىلدۈرىدىغان
جۈملىلەردە باغلىغۇچى and " ئاندىن " دېگەن مەنىنى بىلدۈرىدۇ .

Take a good rest and you'll feel better.

ياخشى دەم ئالساڭ ، ئاندىن ياخشى بولۇپ قالسىن .

WORD FORMATION

ئىسىم ياسىغۇچى ئارقا قوشۇمچە **ment** - ھەرىكەت ،
ۋاستە ۋە نەتىجىنى بىلدۈرىدۇ .

ئىسىم → ment + پېئىل

govern	ھۆكۈمرانلىق قىلماق	government	ھۆكۈمەت
enjoy	ھۈزۈرلەنماق	enjoyment	ھۈزۈر
move	مىدىرلىماق	movement	ھەرىكەت

سۈپەت ياسىغۇچى ئارقا قوشۇمچە -able " ... بولىدىغان
 " غا ئوخشاش مەنىلەرنى بىلدۈرىدۇ .

سۈپەت → able + پېئىل

honour	ھۆرمەتلىمەك	honourable	ھۆرمەتكە سازاۋەر
eat	يېمەك	eatable	يېگىلى بولىدىغان
pass	ئۆتمەك	passable	ئۆتكىلى بولىدىغان

سۈپەت ياسىغۇچى ئارقا قوشۇمچە -al " ... نىڭ " دېگەن
 مەنىنى بىلدۈرىدۇ .

سۈپەت → al + ئىسىم

music	مۇزىكا	musical	مۇزىكىنىڭ
nation	مىللەت	national	مىللەتنىڭ
practice	ئەمەلىيەت	practical	ئەمەلىي

GRAMMAR

قىسقارتما

ئىنگلىز تىلىدا مەنە ئۇقۇشما سىلىقى بولماسلىق شەرتى ئاستىدا ، جۈملە مەنىسىنىڭ ئىخچام ئىپادىلىنىشى ئۈچۈن بەزىدە جۈملىدىكى بەزى تەركىب ياكى تەركىبلەر قىسقارتىلىدۇ . بۇ خىل ھادىسە قىسقارتما دېيىلىدۇ .

قىسقارتىمىنىڭ ئىشلىتىلىش دائىرىسى كەڭ بولۇپ جانلىق تىلدا كۆپ قوللىنىلىدۇ . ئۇنىڭ تۈرلىرى تۆۋەندىكىچە :

1. فۇنكسىيەلىك قىسقارتما

ئىنگلىز تىلىدىكى ئالدى قوشۇلغۇچى ، باغلىغۇچى ، مۇناسىۋەتلىك ئالماش قاتارلىقلار فۇنكسىيەلىك سۆزلەر دېيىلىدۇ . بۇنداق سۆزلەر جۈملىدە بەزىدە قىسقارتىلىدۇ .
(1) ئالدى قوشۇلغۇچىنىڭ قىسقارتىلىشى

He spent years (in) studying English.

ئۇ ئىنگلىزچە ئۆگىنىشكە كۆپ يىل سەرپ قىلدى .

It will start (on) Monday.

ئۇ دۈشەنبە كۈنىدىن باشلىنىدۇ .

(2) باغلىغۇچى that نىڭ قىسقارتىلىشى

(1) that تولدۇرغۇچى بېقىندى جۈملىنى باشلاپ كەلگەندە

قىسقارتىلىدۇ . مەسىلەن :

He said (that) he could come that night.

ئۇ شۇ كۈنى كەچتە كېلەلەيدىغانلىقىنى ئېيتتى .

I think (that) it's going to rain tonight.

مېنىڭچە بۈگۈن كەچتە يامغۇر ياغىدۇ .

(2) شەكىللىك ئىگە It نى ئۆز ئىچىگە ئالغان جۈملىدە that

ئىگە بېقىندى جۈملىنى باشلاپ كەلسە قىسقارتىلىدۇ . مەسىلەن :

It was clear (that) they had no desire for peace.

ئۇلارنىڭ تىنچلىق ئارزۇسى بولماسلىقى ئېنىق ئىدى .
(3) جانلىق تىلدا that كېسىم خەۋەر بېقىندى جۈملىنى باشلاپ كەلسە قىسقارتىلىدۇ . مەسىلەن :

The trouble is (that) they don't know French.

چاتاق شۇكى : ئۇلار فرانسۇز تىلىنى بىلمەيدۇ .

My suggestion is (that) you go first.

مېنىڭ پىكىرىم شۇكى : سىز ئالدىدا بېرىڭ .

(3) مۇناسىۋەتلىك ئالماشنىڭ قىسقارتىلىشى
مۇناسىۋەتلىك ئالماش ئېنىقلىغۇچى بېقىندى جۈملىدە تولدۇرغۇچى بولغاندا قىسقارتىلىدۇ . مەسىلەن :

Do you know the man (whom) I saw yesterday?

سىز تۈنۈگۈن مەن كۆرگەن ئادەمنى تونۇمسىز ؟

The book (which) I borrowed last week is very interesting.

مەن ئۆتكەن ھەپتە ئارىيەت ئالغان كىتاب بەكمۇ قىزىقارلىق .

2. سىنتاكسىسلىق قىسقارتما

(1) ئىگىنىڭ قىسقارتىلىشى

ئىگىنىڭ قىسقارتىلىشى دائىم جانلىق تىلدا ئۇچرايدۇ .

مەسىلەن :

(I) Haven't seen you for a long time.

سىزنى كۆرمىگىلى ئۇزۇن بويىتۇ .

(You) Want a beer, do you?

پىۋا ئىچەمسىز ؟

(It) Looks like rain.

يامغۇر ياغىدىغاندەك قىلىدۇ .

2) خەۋەرنىڭ قىسقارتىلىشى
خەۋەر ياكى خەۋەرنىڭ مەلۇم قىسمى بەزىدە قىسقارتىلىدۇ .

(1) تەڭداش جۈملىدە مەسىلەن :
My father is a scientist, my mother (is) a doctor.

دادام ئالىم ، ئاپام دوختۇر .

He works in a factory and his brother (works) on a farm.
ئۇ زاۋۇتتا ئىشلەيدۇ ، ئىنىسى دېھقانچىلىق مەيدانىدا .

She majors in French and I (major) in English.
ئۇنىڭ كەسپى فرانسۇز تىلى ، مېنىڭ ئىنگلىز تىلى .

(2) than, as بىلەن باشلانغان ھالەت بېقىندى جۈملىدە
مەسىلەن :
We are as busy as a bee (is).

بىز ئىنتايىن ئالدىراش .
His sister sings much better than he (does).
ئۇنىڭ سىڭلىسى ناخشىنى ئۇنىڭدىن ياخشىراق ئېيتىدۇ .

(3) ... سېلىشتۇرما دەرىجە the ... + سېلىشتۇرما دەرىجە
the + دىكى جۈملە شەكلىدە مەسىلەن :
The longer the period (is), the higher the interest rate (is).

ۋاقتى ئۇزۇن بولغانسېرى ، ئۆسۈم نىسبىتى شۇنچە يۇقىرى بولىدۇ .
The sooner (it is), the better (it will be).

قانچە تېز بولسا شۇنچە ياخشى .
(3) ئىگە ۋە خەۋەر پېئىل be نىڭ قىسقارتىلىشى

(1) سوراق ۋە ئۈندەش جۈملىدە مەسلەن :

ئاچچىقىڭىز كەلدىمۇ؟ (Are you) Angry?

Oh, what a naughty boy (he is)!

ئوھو ، نىمىدېگەن كەپسىز بالا-ھە!

How beautiful (it is)!

نىمىدېگەن گۈزەل-ھە!

(2) though, if, while, when قاتارلىق باغلىغۇچىلار ھالەت

بېقىندى جۈملىنى باشلاپ كەلگەندە مەسلەن :

Look out for cars when (you are) crossing the street.

يولنى كېسىپ ئۆتكەندە ماشىنىغا دىققەت قىلىڭ .

While (I was) waiting for a bus, I met with one of

my old friends.

ئاپتوبۇس ساقلاۋېتىپ بىر كونا دوستۇم بىلەن ئۇچرىشىپ

قالدىم .

If (it is) necessary, I'll bring you this book tonight.

ئەگەر زۆرۈر بولسا بۇ كىتابنى مەن كەچتە سىزگە ئېلىپ

كېلىمەن .

Though (Umer is) young, he knows a lot.

گەرچە ئۆمەر ياش بولسىمۇ ، نۇرغۇن نەرسىلەرنى بىلىدۇ .

WORD STUDY

Cut

1. vt. كەسمەك ، توغرىماق

Has the wheat been cut yet?

The child cut the cake in two.

2. vt. ئازايتماق ، تۆۋەنلەتمەك

The article is too long and should be cut.

After Christmas many markets have to cut their prices to attract more shoppers.

3. cut down كەسمەك ، ئازايتماق

He was so strong that he could cut down the big tree by himself.

We might cut the book down to a little over a hundred pages.

4. cut off توختاتماق ، ئۈزۈمەك

Their electricity has been cut off for a few days.

The town was cut off by floods.

consider

1. vt. ئويلىماق

1) consider + n

He is considering you for the job.

2) consider + doing something

He is considering going to the United States.

3) consider + what/how + پېئىلنىڭ تۇراقسىز شەكلى +

Have you considered how to get there?

2. دەپ قارماق

1) consider + n + تولۇقلىغۇچى

He considers himself lucky to be alive after the plane crash.

I consider it a pleasure to be here with you.

2)consider + جۈملە بېقىندى خاراكتېرلىك ئىسىم

We consider that he is not guilty.

Do you consider that he has the right to do that?

Save : vt. تېجىمەك .1

If you walk to your school, that will save you money.

2. قۇتقۇزماق

He saved a child from the fire.

3. پۇل يىغماق

They are saving their money to buy a house.

Lose : vt.

1. يىتتۈرۈپ قويماق

Have you found the pen you lost?

He lost a leg in a car accident.

2. ئۈتتۈرۈۋەتمەك

I'm sorry you lost the game.

He has lost all his money at cards.

3. to lose face

She lost face in yesterday's party.

PROVERBS

Friendship cannot always stand on one side.

دوستلۇق بىر تەرەپكىلا تايانسا بولمايدۇ.

Knowledge is a treasure but practice is the key to it.

بىلىم بىر خەزىنە ، بىراق ئەمەلىيەت ئۇنىڭ ئاچقۇچىدۇر .
Gloom and sadness are poisons to the soul.

غەم-قايغۇ روھقا زەھەر بولىدۇ .

EXERCISES

I Answer the following questions:

1. When did the first men arrive on the continent of America?
 2. Who were those red-skinned men and where did they come from?
 3. When did Columbus find America?
 4. Why did he call the red-skinned people Indians?
 5. Why did few Europeans go to the new world in the first hundred years of its discovery?
 6. When did large numbers of Englishmen begin to go to America?
 7. Besides those prisoners, many people left Europe for America. Can you tell their reasons for doing so?
 8. When and why did men begin to move west?
 9. What was their life like in the West?
 10. What did the "American Spirit" say?
- I 1. Explain the meaning of each of the following words and then tell its part of speech:

patiently yearly fighter perfectness grower
colourful industrialization excitement laughable
conditional agreeable disappointment peaceful
comradely organization surely wildness personal

2. Give the root words of the following:

traveller carrier heavily wonderfully
considerably incidentally governmental
continuation obviousness informational
carefulness dutifully

III Try to omit the words which can be omitted in each of the following sentences:

1. When it is possible, the light for a writer should come from the left side.
2. Though it was cold, it was a fine morning.
3. Sometimes words used in every-day life change their meanings when they are used in science.
4. He is a crack shot, isn't he?
5. We'll send someone over to meet you if it is necessary.
6. She was as kind as George himself was.
7. The bigger it is, the better it will be.
8. My office is on the ground floor and his is on the first floor.

IV Try to find out and then supply the omitted words in each of the following sentences:

1. Rose looks healthy though thin.
2. Would you come?
— I'd love to.
3. My brother saw him, but I didn't.
4. What disappointing news!
5. How dangerous!
6. Some people have seen it, but I haven't.
7. My sister will cook the meals today and my brother tomorrow.
8. If you won't speak to him, I shall.

V Study the connective word "that" in the following sentences and see if it can be omitted:

1. I suppose that you are thinking about your baby.
2. That's the only thing that we can do at this moment.
3. It is said that we should be prepared.
4. Nothing more that you want to say?
5. I really don't think that I can be of any use to you.
6. All that you have to do is fill out a form and give it to a bank clerk.
7. Everything that he did was carefully done.
8. The trouble is that he doesn't realize that the decision is entirely voluntary.

VI Fill in each blank with either "a few" or "few" and then translate the sentences into Uighur:

1. He spent _____ weeks there, because he had a lot of things to do.
2. That river is shallow. _____ people swim there.
3. I received _____ books from my brother as my birthday present.
4. Robert is learning fast. He makes _____ mistakes in his exercises now.
5. He left for Washington _____ days ago.

VII Complete the following sentences:

1. He _____ (يېزىقچىلىقنى داۋاملاشتۇرماق) although he was very old.
2. It began to rain, but they _____ .
(مال چۈشۈرۈشنى داۋاملاشتۇرماق)
3. Don't _____ (دائىم مۇشۇنداق سوئاللارنى سورىماق)
4. The boy _____ until (توختىماي سۆزلەيتتى ، كۈلەتتى)
the teacher told him to stop.
5. Columbus _____ (دېڭىز سەپىرىنى داۋاملاشتۇرماق) until
he saw land.
6. Why does the child _____ (توختىماي يىغلاۋېرىدۇ) .

VIII Translate the following sentences:

1. مېنىڭچە ئۇلار سېنى كۆرگىلى كەلمەيدۇ .
2. ئۇ ئەسلىدە ئۇ كىتابنى بەك قىزىقارلىق دەپ ئويلاپتۇ .
3. مەن سىزنىڭ پىلانىڭىزنى ياخشى ئويلىشىپ ئەتە ئەتكەن جاۋابىنى بېرى .
4. ماڭا ئۆزىڭىزنىڭ قاچان نىيۇ-يوركىتىن بوسىتىۋىدىغانىڭىز بارغانلىقىڭىزنى ئېيتىپ بېرىڭ .
5. بىز چوقۇم ئۆزىمىزگە ئىشىنىشىمىز كېرەك ، بۇ بەك مۇھىم .
6. جېن ئاۋسترالىيىگە كۆچۈپ كېتىشنى پىلانلىدى ، ئۇ يەردە ئۇ تېخىمۇ كۆپ پۇل تېپىشنى ئارزۇ قىلىدۇ .
7. شۇنچە جىق دوستلار ياردەم قىلىۋاتقان يەردە بىز بۇ ئىشنى چوقۇم ياخشى قىلالايمىز .
8. ئېلىمىزنىڭ بەزى جايلىرىدا نوپۇسنىڭ كۆپىيىشى يەنىلا تېز .

IX Reading Material:

Flags of the United States

The basic flag of the United States is one of the world's oldest national flags. Only the basic flags of Austria, Denmark, Great Britain, the Netherlands, Sweden,

and Switzerland are older.

During the discovery and settlement of what is now the United States, the flags of various European nations were flown over the land, as symbols of possession. Later, in the Colonial and Revolutionary War periods, flags representing famous persons, places, and events were flown in the American Colonies.

The first official flag of the United States was created by Congress on June 14, 1777. It consisted of 13 alternate red and white stripes and 13 white stars in a field of blue, representing the 13 colonies that had declared their independence in 1776. Congress adopted a new flag of 15 stars and 15 stripes in 1795, to give representation to the two new states admitted into the Union, Vermont and Kentucky.

By 1817, there were 20 states in the Union, and it became apparent that adding one stripe for each new state would destroy the shape of the flag. As a result, Congress in 1818 restored the original design of 13 stripes and provided that each state was to be represented by one star. In 1912 President William H. Taft made the first official provision for the arrangement of the stars. He ordered that there be six even rows of eight stars each. Previously the arrangement of the stars had been left to the flag-maker's fancy.

The evolution of the Stars and Stripes reflects the

growth of the United States. After the admission of Hawaii into the Union in 1959, the flag was officially changed for the 26th time since its creation.

There are many government flags flown in the United States in addition to the national flag. Among them are the president's and vice-president's flags and those of the federal departments and some federal agencies. Each state in the Union has an official flag. The United States Navy uses special flags for signaling.

Comprehension Exercise

1. The basic flag of the United States is _____.
 - a. the oldest national flag in the world
 - b. one of the world's oldest flags
 - c. the most beautiful flag in the West
 - d. as old as the basic flags of some European nations
2. Before the War of Independence the flags of various European nations flown over the land were symbols of _____.
 - a. self-rule
 - b. occupation
 - c. peace and friendship
 - d. independence
3. The first official flag of the United States was adopted _____.
 - a. before the Independence War

- b. right after the Independence War
 - c. when independence was declared in 1776
 - d. during the War of Independence which ended in 1783
4. The 13 red and white stripes and 13 white stars represent _____
- a. 13 independent states
 - b. the colonies that declared independence in 1776
 - c. the U.S. Congress
 - d. 13 famous figures in the American colonies
5. Why was the original design of 13 stripes resto red in 1818?
- a. Too many stripes would destroy the shape of flag.
 - b. Congress insisted 13 is the best number.
 - c. That was a decision President Taft had made.
 - d. The American people suggested it.
6. Which of the following is true?
- a. All federal departments and agencies have flags of their own.
 - b. The newly-admitted state of Hawaii does not have an official flag.
 - c. No other flags than the national flag and the president's flag are flown in the United States.
 - d. The United States has a number of government flags.

Lesson Four

TEXT

A FABLE FOR TOMORROW

There was once a town in the heart of America. All life there seemed to live in peace with its surroundings. The town lay in the middle of wealthy farms, with fields of rice, wheat, corn or other crops, and hillsides of trees of orange, apple or other fruits. In spring, white clouds moved slowly above the green fields. In summer wheat waved in the wind, producing the song of a golden ocean. In autumn various fruits changed the color of the slopes. The foxes barked in the hills and goats silently crossed the fields, half hidden in the fog of the autumn mornings.

Along the roads fresh wild flowers delighted the traveler's eye through much of the year. Even in winter the roadsides were places of beauty.

Countless birds came to feed on the seed heads of the dried plants rising above the snow. The countryside was, in fact, famous for its rich and various kinds of bird life. When the flood of birds poured through in spring and autumn people traveled great distances to visit them. Others came to fish the streams, pools or ponds, which flowed

clear and cold out of the hills.

So it had been from the days many years ago, when the first settlers raised their houses, sank their wells and built their cattle shelters.

Then a great misfortune crept over the town and everything began to change. Strange illnesses swept the chickens; the cattle grew sick and died.

Everywhere was a shadow of death. The farmers spoke of many illnesses among their families. In the hospital in the town, the doctors were troubled by the causes of the new kinds of illness appearing among their patients.

There had been several sudden and unexplained deaths, not only among the grown-ups, but even among children. They would be stricken suddenly while at work or play and die within a few hours.

There was a strange stillness. The birds — nobody knew where they had gone. The fruit trees — they were coming into flower but bore no fruit. The roadsides, once so beautiful, were lined with brown grass as though they had been swept by fire. They were, too, silent, deserted by all living things. Even, the streams were now lifeless, for all the fish died.

No evil, no heaven, no enemy action had silenced the life of the place. Some months before, rains of bitter taste, sometimes mixed with fine grains of sand, black as coal, had fallen upon the roofs and hills, fields and

streams.

This town does not actually exist, but it might easily have a thousand examples of this kind in America or elsewhere in the world. I know of no town that has experienced all the misfortunes I describe. Yet every one of these has actually happened somewhere, and many real towns or cities have already suffered a number of them. Great misfortunes have crept over us without our notice, and this imagined town may easily become real. That we shall all know.

DIALOGUE

OFFERING A NEW POST

A: Come in! Ah, David. Come in and have a seat.

B: Thank you very much.

A: Well, David. I've been reading your final report on the Sadrina Project. You're very keen on the idea, aren't you?

B: Yes, I am. I think it's got great potential.

A: So do I. Now, David, I'd like to congratulate you on your work in South-East Asia. You did a splendid job. Well-done!

B: Thank you very much.

A: Don't thank me, David. It's Marsden Travel who ought to be thanking you. What are your plans now you're

back?

B: Well, I've got quite a lot of work to catch up on. Quite a lot has happened since I've been away.

A: Well, I've been thinking. I've decided to create a new post: Director of Inclusive Tours in South-East Asia.

B: That sounds like a good idea.

A: And, David, I'd like to offer the job to you. You have proved yourself capable, and you know more about the area now than any one else in the company. Would you accept the job?

B: I don't know what to say. Thank you very much. I mean, obviously I'll have to think about it, but it sounds marvellous.

A: Of course, you think about it. Give yourself a few days.

WORDS AND EXPRESSIONS TO THE TEXT

fabel	//feibl/ n.	مەسەل
peace	/pi:s/ n.	تەنچىلىق
in peace		تەنچىلىقتا
wave	/weiv/ vi.	پۇلاڭلىماق ، لەپىلدىمەك
surrounding	/sə'raundiŋ/ n.	ئەتراپتىكى نەرسىلەر ، مۇھىت

farm	/fɑ:m/ n.	دېھقانچىلىق مەيدانى
rice	/rais/ n.	گۈرۈچ (شال)
wheat	/wi:t/ n.	بۇغداي
corn	/kɔ:n/ n.	كۆممە قۇناق
hillside	/'hilsaid/ n.	تاغ باغرى
apple	/'æpl/ n.	ئالما
move	/mu:v/ vi.	يۆتكەلمەك ، كۆچمەك
wind	/wind/ n.	شامال
produce	/prə'dju:s/ vt.	ئىشلەپچىقارماق ، بارلىققا كەلتۈرمەك
various	/'veəriəs/ a.	تۈرلۈك ، ھەر خىل
slope	/sləʊp/ n.	يانتۇلۇق
fox	/'fɒks/ n.	تۈلكە
bark	/'bɑ:k/ vi.	قاۋسماق ، ھۇۋلسماق
hill	/hil/ n.	دۆڭ ، (تاغ)
goat	/'gəʊt/ n.	ئۆچكە
silently	/'sailəntli/ ad.	ئاستىمغىنە ، ئۈن-تىنسىز
fog	/'fɒg/ n.	تۇمان
delight	/'di'lait/ vt.	خۇشال قىلماق ، ھۇزۇرلاندۇرماق
traveler	/'trævlə/ n.	ساياھەتچى

countless	/'kauntlis/ a.	سان-ساناقسىز ، نۇرغۇن
feed	/fi:d/ vt.	باقماق
feed on		گە ... تايىنىپ ياشماق
seed	/si:d/ n.	ئۇرۇق
dried	/draid/ a.	قۇرۇپ قالغان ، قۇرغاق
flood	/flʌd/ n.	كەلكۈن
a flood of		كۆپ ، نۇرغۇن
distance	/'distəns/ n.	ئارىلىق
pool	/pu:l/ n.	كۆلچەك
flow	/fləu/ vi. (flew/flu:/, flown/fləun/)	ئاقماق
sink	/sɪŋk/ vi. (sank/sæŋk, /sʌŋk/)	چۆكمەك ، تۆۋەنلىمەك
well	/wel/ n.	قۇدۇق
cattle	/'kætl/ n.	كالىلار
shelter	/'ʃeltə/ n.	پاناھ جاي ، دالدا
misfortune	/mis'fɔ:tʃən/ n.	بالايىشاپەت ، بالا-قازا
creep	/kri:p/ vi. (crept/krept/, crept)	ئۆمىلىمەك
creep over		ئاستا-ئاستا تەسىر قىلماق
strange	/streɪndʒ/ a.	غەيرىي ، غەلىتە

illness	//ilnis/ n.	كېسەل
sweep	/ swi:p/ vi. (swept/swept/, swept)	سۈپۈرمەك ، قاپلىماق
shadow	//ʃædəu/ n.	سايە ، كۆلەڭگە
speak of		... توغرىسىدا سۆزلىمەك
appear	/ə'piə/ v	پەيدا بولماق ، مەيدانغا كەلمەك
patient	//peifənt/ n.	بىمار
unexplained	/,ʌnik'spleind/ a.	چۈشەندۈرۈلمىگەن
stricken	//stri:kən/ a.	زەخمىلەنگەن
stillness	//stilnəs/ n.	جىمجىتلىق
bear	/bɛə/ vt. (bore/bɔ: /, borne/bɔ:n/)	تۇغماق ، بەرمەك
desert	/di'zə:t/ vt.	تاشلىۋەتمەك
come into flower		چېچەكلىمەك
lifeless	//laiflis/ a.	جانسىز
evil	//i:vl/ n.	گۇناھ
action	//ækʃən/ n.	ھەرىكەت
silence	//sailəns/ vt.	تىنچلاندىرماق
bitter	//bitə/ a.	ئاچچىق ، ئازابلىق
mix with		ئارىلاشماق

sand	/sænd/ n.	قۇم
exist	/ig'zist/ vi.	مەۋجۇت بولماق
example	/ig'za:mpl/ n.	مەسىلەن ، مىسال ، ئۈلگە
elsewhere	/'elswɛə/ ad.	باشقا جاي
know of		بىلمەك ، ئاڭلىماق
experience	/iks'piəriəns/ vt.	باشتىن كەچۈرمەك
describe	/dis'kraib/ vt.	تەسۋىرلىمەك
suffer	/'sʌfə/ vt.	دۇچار بولماق ، (ئازاب) تارتماق
without notice		خەۋەرسىز ھالدا

WORDS AND EXPRESSIONS TO THE DIALOGUE

final	/'faɪnəl/ a.	ئاخىرقى
project	/'prɒdʒekt/ n.	پىلان ، قۇرۇلۇش
be keen on		... گە قىزىقماق
potential	/ pə'tenʃəl / n.	يوشۇرۇن كۈچ
congratulate	/kən'grætʃuleit/ v.	تەبرىكلىمەك
to catch up on		تولۇقلىماق ، يېتىشمەك
create	/kri:'eit/ vt.	ياراتماق ، تەسىس قىلماق

post	/pəʊst/ n.	ئورۇن ، ۋەزىپە
director	/di'rektə/ n.	دېرېكتور ، مۇدىر
inclusive	/in'klu:siv / a.	ھەممە چىقىمىنى ئۆز ئىچىگە ئالدىغان
offer	/'ɔfə/ vt.	تەمىنلىمەك ، بەرمەك
prove	/pru:v/ vt.	ئىسپاتلىماق
capable	/'keipəbl / a.	ئىقتىدارلىق
accept	/ək'sept / vt.	قوبۇل قىلماق
obviously	/'ɒvviəsli / ad.	ئېنىقكى ، روشەنكى
marvellous	/'mɑ:vələs / a.	ئاجايىپ ، ئىسسىل

NOTES TO THE TEXT

1. The birds—nobody knew where they had gone.

The fruit trees—they were coming into flower but bore no fruit.

بۇ قۇشلار— ھېچكىم ئۇلارنىڭ نەگە كەتكەنلىكىنى بىلمەيدۇ .
بۇ مېۋىلىك دەرەخلەر— ئۇلار چېچەكلەيتتى ، لېكىن مېۋە بەرمەيتتى .

بۇ يەردىكى the birds ۋە the fruit trees تولۇق بولمىغان جۈملە بولۇپ ، ئۇلار تۆۋەندىكىلەرگە باراۋەر :

How about the birds?

What about the fruit trees?

2. I know of no town that has experienced all the misfortunes I describe.

مەن ئۆزۈم تەسۋىرلىگەن بۇنداق ئاپەتلەرگە ئۇچرىغان شەھەرنى ئاڭلاپ باقمىغان .
بۇ يەردىكى know of ئاڭلاپ باقمىغان دېگەن مەنىنى بىلدۈرىدۇ .

WORD FORMATION

سۈپەت ياسىغۇچى ئارقا قوشۇمچە ous - " ... لىق " دېگەن مەنىلەرنى بىلدۈرىدۇ .

سۈپەت → ous + ئىسم

danger	خەتەر	dangerous	خەتەرلىك
courage	جاسارەت	courageous	جاسارەتلىك
glory	شەرەپ	glorious	شەرەپلىك

سۈپەت ياسىغۇچى ئارقا قوشۇمچە less - " ... سىز " دېگەن مەنىنى بىلدۈرىدۇ .

سۈپەت → less + ئىسىم

child	بالا	childless	بالىسىز
fear	قورقۇنچ	fearless	قورقۇمسىز

ئىشسىز jobless خىزمەت job

سۈپەت ياسىغۇچى ئارقا قوشۇمچە y - " ... نىڭ " دېگەن مەنىلەرنى بىلدۈرىدۇ .

سۈپەت → y + ئىسىم

health	ساغلاملىق	healthy	ساغلام
rain	يامغۇر	rainy	يامغۇرلۇق
cloud	بۇلۇت	cloudy	بۇلۇتلۇق

GRAMMAR

I تولدۇرغۇچى بېقىندى جۈملە (I)

جۈملىدە تولدۇرغۇچى بولىدىغان بېقىندى جۈملە تولدۇرغۇچى بېقىندى جۈملە دېيىلىدۇ .

1 . whether , if , that قاتارلىق ئەگەشمە باغلىغۇچى بىلەن

باشلانغان تولدۇرغۇچى بېقىندى جۈملە

بۇ تۈردىكى جۈملىلەر كۆپ ئۇچرايدۇ . بۇنداق جۈملىلەردە

that ھېچقانداق مەنە بىلدۈرمەي دائىم , think , tell , say , know

hope , hear , believe قاتارلىق پېللارنىڭ كەينىدە كېلىدۇ . جانلىق

تىلدا that دائىم قىسقارتىلىدۇ . مەسىلەن :

The letter said that they were leaving on the 13th.

خەتتە ئۇلارنىڭ 13-چېسلا يولغا چىقىدىغانلىقى ئېيتىلغان .

I think that someone has taken your coat and left his.

مېنىڭچە بىرسى ئۆزىنىڭ پەلتوسىنى قالدۇرۇپ قويۇپ
سىزنىڭكىنى ئېلىپ كېتىپتۇ .

If بىلەن whether ئادەتتە سوراق مەنىسىنى بىلدۈرىدىغان
بېقىندى جۈملىنى باشلاپ كېلىپ ، دائىم ، know , care ,
ask قاتارلىق پېئىلارغا ئەگىشىپ كېلىدۇ . مەسىلەن :

Do you know if the library is open now?

ھازىر كۈتۈپخانىنىڭ ئوچۇق ياكى ئوچۇق ئەمەسلىكىنى
بىلەمسىز ؟

I wonder if he can come tomorrow.

ئۇنىڭ ئەتە كېلەلەيدىغان ياكى كېلەلمەيدىغانلىقىنى بىلگۈم
بار .

I don't care whether you'll spend the night here or not.

سىزنىڭ بۇ يەردە قونۇش-قونماسلىقىڭىز بىلەن كارىم يوق .
2 . باغلىغۇچى ئالماش what , which , whose , whom , who

بىلەن باشلانغان تولدۇرغۇچى بېقىندى جۈملە .
بۇ باغلىغۇچى ئالماشلار مەلۇم مەنىگە ئىگە بولۇپ بېقىندى
جۈملىنى باشلاپ كېلىشتىن سىرت ، بېقىندى جۈملىدە مۇئەييەن بىر
تەركىب بولالايدۇ . مەسىلەن :

I don't know who he is.

(who بېقىندى جۈملىدە كېسىم خەۋەر بولىدۇ) .
ئۇنىڭ كىملىكىنى بىلمەيمەن .

Have you decided whom you're going to meet?

(whom بېقىندى جۈملىدە تولدۇرغۇچى بولىدۇ) .
كىم بىلەن كۆرۈشىدىغانلىقىڭىزنى قارار قىلىدىڭىزمۇ ؟

We must find out whose shirt this is .

(whose بېقىندى جۈملىدە ئېنىقلىغۇچى بولىدۇ)

بىز بۇ كۆينەكنىڭ كىمىنىڭ ئىكەنلىكىنى ئېنىقشىمىز
كېرەك .

Tell me which one is your brother.

(which بېقىندى جۈملىدە ئېنىقلىغۇچى بولدى) .

قايسىسى ئىنىڭزنىڭ ئىكەنلىكىنى ماڭا ئېيتىپ بېرىڭ .

He'll ask you what he is going to do.

(what بېقىندى جۈملىدە تولدۇرغۇچى بولدى) .

ئۇ سىزدىن ئۆزىنىڭ نېمە ئىش قىلىدىغانلىقىنى سورايدۇ .

3 . why, how, where, when . باغلىغۇچى رەۋىشلەر بىلەن

باشلانغان تولدۇرغۇچى بېقىندى جۈملە
بۇ باغلىغۇچى رەۋىشلەر مەلۇم مەنىگە ئىگە بولۇپ ، بېقىندى
جۈملىنى باشلاپ كېلىشتىن سىرت يەنە بېقىندى جۈملىدە ھالەت
بولدى . مەسىلەن :

Please answer me when America was discovered.

ماڭا ئامېرىكىنىڭ قاچان بايقالغانلىقىنى دەپ بېرىڭ .

Do you know where the Great Pyramid is?

سىز ئەلئېھرامنىڭ نەدىلىكىنى بىلەمسىز ؟

Would you please show me how I can get there?

سىز ماڭا ئۇ يەرگە قانداق بارالايدىغانلىقىمنى ئېيتىپ

بېرەمسىز ؟

He explained to the teacher why he had been late for
class.

ئۇ ئوقۇتقۇچىغا دەرسكە كېچىكىپ قالغانلىقىنىڭ سەۋەبىنى

چۈشەندۈردى .

II ئىزچىل پۈتكەن ھازىرقى زامان

1 . شەكلى

ھازىرقى بۆلەك سۆزى + been + have (has)

2. ئىشلىتىلىشى

1) ئىزچىل پۈتكەن ھازىرقى زاماندىكى پېئىل ئۆتكەن مەلۇم بىر ۋاقىتتا باشلىنىپ ھازىرغىچە داۋاملىشىپ كەلگەن ئىش-ھەرىكەتنى بىلدۈرىدۇ. بۇ ھەرىكەت ھازىرغىچە تاماملانغان بولۇشى مۇمكىن ياكى داۋاملىشىۋاتقان بولۇشى مۇمكىن. بۇ زاماندا 1986 , since , all this morning , these few days , for two - hours قاتارلىق ۋاقىتنى بىلدۈرىدىغان ھالەتلەر قوللىنىلىدۇ. مەسىلەن :

I have been reading all the morning.
مەن ئەتىگەندىن بۇيان كىتاب ئوقۇۋاتىمەن .

He has been staying here for two hours.
ئۇنىڭ بۇ يەردە تۇرۇۋاتقىنىغا ئىككى سائەت بولدى .

She has been living there since 1975.
ئۇ 1975-يىلىدىن بۇيان شۇ يەردە تۇرۇۋاتىدۇ .

2) بۇ زاماندىكى پېئىل سۆزلەۋاتقان ۋاقىتتىنچە بولغان بىر مەزگىل ئىچىدە قايتا-قايتا تەكرارلانغان ئىش-ھەرىكەتنى بىلدۈرىدۇ. مەسىلەن :

They have been drinking tea all the afternoon.
ئۇلار پۈتۈن چۈشتىن كېيىن چاي ئىچىۋاتىدۇ .

I have been telephoning to you in two days.
ئىككى كۈندىن بۇيان سىزگە تېلېفون بېرىۋاتىمەن .

3. ئىزچىل پۈتكەن ھازىرقى زامان بىلەن پۈتكەن ھازىرقى زاماننىڭ پەرقى

1) بۇ ئىككى زاماننى بەزىدە ئۆزئارا ئالماشتۇرۇشقا بولىدۇ .

لېكىن ھەرىكەتنىڭ داۋاملىشىۋاتقان ۋاقتىنى تەكىتلىگەندە دائىم ئىزچىل پۈتكەن ھازىرقى زامان ئىشلىتىلىدۇ . تۆۋەندىكىلەرنى سېلىشتۇرايلى :

I have written six letters since breakfast.

ناشتا قىلغاندىن بۇيان 6 پارچە خەت يازدىم .

I have been writing letters since breakfast.

ناشتا قىلغاندىن بۇيان خەت يېزىۋاتىمەن .

I have read this book. مەن بۇ كىتابنى ئوقۇغان .

I have been reading this book.

مەن بۇ كىتابنى ئوقۇۋاتىمەن .

2 (understand , love , know , be) قاتارلىق بەزى پېئىللار

داۋاملاشقان ھالەتنى بىلدۈرگەندە ئادەتتە ئىزچىل زاماندا قوللىنىلمايدۇ . شۇڭا پەقەت پۈتكەن ھازىرقى زاماندىلا قوللىنىلىدۇ . مەسىلەن :

They have been here for hours.

ئۇلار بۇ يەردە تۇرۇۋاتقىلى بىرنەچچە سائەت بولدى .

We have known her for years.

بىز ئۇنىڭ بىلەن تونۇشقىلى خېلى يىللار بولدى .

WORD STUDY

Catch vt.

1 . تۇتماق

I threw the ball to him and he caught it.

The old man didn't catch any fish.

2 . ئۆلگۈرمەك

We'll have to hurry to catch a bus.

3. چۈشەنمەك

He didn't catch the sentence.

I don't quite catch your meaning.

4. كېسەل بولماق

Be careful, you may catch (a) cold.

5. catch up with يېتىشىۋالماق

At last he has caught up with his classmates.

Seem vi. link-v قارماققا ، خۇددى

1. seem + to do

The cat seems to want a drink.

The boy doesn't seem to like the book.

seem + adj /n.

He doesn't seem (to be) tired.

Mary seems (to be) a nice girl.

3. seem + that clause

It seems that you're lying .

It seems to me that Gulnar's pronunciation is improving.

4. It seems as if ... قارماققا ...

It seems as if John is right.

Agree v.

1. بىر پىكىرگە كەلمەك ، قوشۇلماق

We all agree that the plan is a good one.

I asked him to come with me and he agreed.

2. agree with مەلۇم بىرسىگە قوشۇلماق

I quite agree with Mr Smith.

I hope you'll agree with me that our English teacher's advice is good.

3. agree to

مەلۇم بىرسىنىڭ پىكىرىگە ، ئورۇنلاشتۇرۇشىغا قوشۇلماق

I find it difficult to agree to your suggestion.

Her father never agreed to Helen's marrying him.

Cost v.

1. خەجلىمەك ، سەرپ قىلماق

The ticket costs four dollars.

It costs me fifty yuan to buy that dictionary.

2. بەدەل تۆلىمەك

It cost me a lot of work .

That cost him his life.

PROVERBS

He who will not learn when he is young will regret it when he is old.

ياشلىقىدا ئۆگەنمىگەن ئادەم قېرىغاندا پۇشايمان قىلىدۇ .

Better sense in the head than cents in the pocket.

يانچۇقتىكى پۇلدىن ، قوساقتىكى بىلىم ياخشى .

Who has never tasted bitter, knows not what is sweet.

ئاچچىقنى تېتىمىغان ئادەم تاتلىقنىڭ نېمىلىكىنى بىلمەيدۇ .

EXERCISES

I Answer the following questions:

1. How is the town?
2. How did all life seem to live with its surroundings?
3. What were grown around the town?
4. What were along the roads?
5. What did countless birds come to the town for?
6. What happened to the chickens and the cattle?
7. What did the grass along the roads look like?
8. Why did all this happen?
9. Who caused it?
10. What lesson (or lessons) can we learn from the passage "A Fable for Tomorrow"?

II Turn the following into English:

1. تەسەۋۋۇرىدىكى بازار . 6 . ئۇششاق قۇم دانچىلىرى
- 2 . چوڭ ئادەم . 7 . نەتىجە
- 3 . بۇلۇت ، تۇمان ، ئس . 8 . ياۋا گۈل
- 4 . كېسەل سەۋەبى . 9 . ئالتۇن رەڭلىك دېڭىز-
ئوكيان
- 5 . بىر توپ قۇش . 10 . بىر نەچچە سائەت ئىچىدە

III Complete the following sentences by adding an object clause:

1. They told me _____.
(ئۇلار تېلېۋىزىيە مەركىزىگە بارىدىغان يولنى تاپالمىدى)
2. The teacher asked him _____.
(ئۇنىڭ بۇ سوئالغا جاۋاب بېرىش - بېرەلمەسلىكىنى)
3. They told him _____.
(ئۇ دەرھال قوماندانلىق شىتابىغا كېلىشى كېرەك)
4. They hope to know _____.
(ئۇلارنىڭ قەيەردىن بۇ خىل كىتابنى سېتىۋالالايدىغانلىقى)
5. She has forgotten to say _____.
(ئۇنىڭ نېمىشقا بۈگۈن كېلەلمەيدىغانلىقى)
6. He wants to know _____.
(پويىز قاچان شاخخەيگە يېتىپ بارىدۇ؟)
7. Would you please tell me _____.
(مەن قەيەردە تېلېفون بېرەلمەيمەن؟)
8. They said _____.
(ئۇلار لوندوننىڭ ئەڭ قەدىمىي جايلىرىنى ساياھەت قىلىشنى ياقىتىرىدۇ)

IV Fill in each blank with the given verb in its proper tense:

1. In 1773, Boston __ (be) the only port where difficul-ty __ (arise).

2. They were brown because they ____ (lie) in the sun.
3. After you ____ (read) the newspaper, please let me have it.
4. Let's sit for a while, My feet ____ (kill) me.
5. I wonder if John ____ (forget) my telephone number I ____ (expect) him to call for the past two hours.
6. As soon as I ____ (know) the marks in your examination I ____ (let) you know.
7. I'm sorry, you can't see Mr. Smith because he ____ (just, go) out. He ____ (leave) the office about three minutes ago.
8. As I ____ (walk) along the road a car ____ (knock) me down and ____ (break) my leg.
9. He told the old lady that he ____ (already, send) the birthday card.
10. I ____ (take) a lot of photos this year but none of them are good as those I ____ (take) last summer.

V Make sentences after the model, using the pattern "spend ... doing something" and the given words or expressions:

Model: five years, study English
He spent five years studying English at Beijing University.

1. the whole afternoon, learn these songs.

2. a quarter of an hour, do this exercises
3. two hours, go over the old lessons
4. three years, build the factory
5. a lot of time, deliver the newspapers
6. many years, change the face of the village.

VI Complete the following sentences:

1. It's not easy for us _____ (تىنچلىقتا بىللە تۇرۇش)
our surroundings.
2. Children need to be taught _____
(قانداق قىلىپ يولدىن ساق-سالامەت ئۆتۈش)
3. The place had been so beautiful _____
(نۇرغۇن يىللار ئىلگىرىكى ئاشۇ كۈنلەردىن باشلاپ)
when the first group of people came and settled down.
4. When the last customer had gone, he put the chairs
up on the tables and _____ (يەرنى سۈپۈرمەك)
5. She doesn't want to _____
(كۆپ سوئال سوراپ سىزگە ئاۋازچىلىق تېپىپ بەرمەك)
6. The prices _____ (10 پىرسەنتلىك سۈرئەت بىلەن ئۆسمەك)
every year and show no signs of falling again.

VII Make sentences with the following:

1. the people of the town, while at work, were stricken,
suddenly.
2. were studying, in the hospitals, the doctors, in the

town, of the new kinds of illnesses, the causes

3. along the roads , were swept by fire , the grass, as though, became brown, it

4. to fish the streams , people , from great distances, travelled, in the town

VIII Translate the following sentences:

1. بارلىق جانلىقلار تىنچ ئارىلىشىپ ياشىغاندەكلا بىلىنىدۇ .
2. بىز ئۇنىڭ قاچان كېتىپ قالغانلىقىغا دىققەت قىلماپتۇق .
3. باھاردا ئاق بۇلۇت يېشىل دالا ئۈستىدىن ئاستا-ئاستا لېلەپ ئۆتىدۇ .
4. ھەممە بېلىق ئۆلۈپ كۆلچەك ئۆلۈك بېلىققا تولدى .
5. بۇ ئۆسۈملۈكلەرنىڭ پەقەت چېچەكلەپ مېۋە بەرمەسلىكىنىڭ سەۋەبىنى بىلەمسىز ؟
6. ئۇنىڭ چىرايى سارغايغان بولۇپ نۇرغۇن جاپا-مۇشەققەتنى باشتىن كەچۈرگەندەك قىلىدۇ .
7. ئۆتكەن يىل قىشتا سان-ساناقسىز قۇشلار يۇرتىمىزغا ئۇچۇپ كەلدى ، لېكىن بۇ قۇشلارنىڭ قەيەردىن كەلگەنلىكىنى ھېچكىم بىلمەيدۇ .
8. قوي ئوت-چۆپلەرنى ئوزۇق قىلىدۇ ، بۇ يەردە بولسا ئوت - چۆپ بەك مول .

IX Reading material

The Beginning of Money

In the earliest stages of man's development he had no more need of money than animals have. He was content with very simple forms of shelter, made his own rough tools and weapons and could provide food and clothing for himself and his family from natural materials around him. As he became more civilized, however, he began to want better shelter, more efficient tools and weapons, and more comfortable and more lasting clothing than could be provided by his own neighbourhood or by the work of his own unskilled hands. For these things he had to turn to the skilled people such as smiths, leather workers or carpenters who were springing up every where. It was then that the question of payment arose.

At first he got what he wanted by a simple process of exchange. The smith who had not the time to look after land or cattle was glad to take meat or grain from the farmer in exchange for an axe or a plough. But as more and more goods which had no fixed exchange value came on the market, exchange became too complicated to be satisfactory. Another problem arose when those who made things wanted to get stocks of wood or leather, or iron, but had nothing to offer in exchange until their fin-

ished goods were ready.

Thus the difficulties of exchange led by degrees to the invention of money. In some countries, easily handled things like seeds or shells were given a certain value and the farmer, instead of paying the smith for a new axe by giving him some meat or grain, gave him so many shells. If the smith had any shells left when he had bought his food, he could get stocks of the raw materials of his trade. In some countries quite large things such as cows or camels or even big flat stones were used for trade. Later, pieces of metal, bearing values according to the rarity of the metal and the size of the pieces, or coins were used. Money as we know it had arrived.

Comprehension Exercise

1. Why were early men content with their simple life?
 - a. They did not have to use money.
 - b. They were able to make their own tools.
 - c. They could provide food and clothing and simple shelter for themselves.
 - d. They had enough natural materials around them.
2. As men became more civilized they _____.
 - a. all learnt to make by themselves the things they needed
 - b. had to travel a lot to look for what they wanted
 - c. wanted better things than those they themselves

could provide

d. no longer provided food and clothing for themselves

3. Exchange of goods became difficult because .

a. there was not a marketplace for farmers and smiths to exchange their goods

b. farmers were unwilling to provide smiths with grain and meat

c. more and more goods which had no fixed exchange value came to the market

d. skilled workers did not work hard enough to produce good tools and weapons

4. Before people used metal coins they used .

a. shells or seeds because they could be easily handled

b. camels even though they were large

c. flat stones even though they were large

d. all of the above

5. Money was not used until .

a. paper was invented

b. people practised a simple process of exchange

c. nothing could be offered in exchange

d. the exchange of one thing for another became too complicated

Lesson Five

TEXT

WHAT IS HAPPINESS?

The right to pursue happiness is issued to us all with our birth, but no one seems quite sure what it is.

A holy man in India may think that happiness is in himself. It is in needing nothing from outside himself. In wanting nothing, he lacks nothing. He sits still there with all attention to his religious contemplation, free even of his own body, or nearly free of it. If some admirers bring him food he eats it; if not, he starves all the same. What is outside world is nothing to him. His religious contemplation is his joy, the accomplishment of which is itself a joy within himself.

We westerners, however, are taught that the more we have from outside ourselves, the happier we will be, and then we are made to want. We are even told it is our duty to want. Advertising, one of our major industries, exists not to satisfy these desires but to create them — and to create them faster than any man's money in his pocket can satisfy them. It was only a few years ago, for example, that car dealers across the United States were

flying banners that read "Your Happiness Is Right Here! You Auto Buy Now!" They were calling upon Americans, as an act of showing the loving feeling towards the country, to buy at once, with money they did not have, automobiles they did not really need. Or watch your TV for a few minutes. Then there must be someone, a lady or a gentleman, coming up to tell you: "Try it! The everlasting beauty and happiness must be yours!"

Obviously no half-foolish person can be completely persuaded either by such flying banners in the streets or by such ads on the TV. Yet someone is obviously trying to buy the dream of happiness as offered and spending millions upon millions every year in the attempt. Clearly the happiness-market is not running out of customers.

I doubt the holy man's idea of happiness, and I doubt the dreams of the happiness-market, too. Whatever happiness may be, I believe, it is neither in having nothing nor in having more, but in changing-in changing the world and mankind into pure states.

To change is to make efforts to deal with difficulties. As Yeats, a great Irish poet once put it, happiness we get for a lifetime depends on how high we choose our difficulties. Robert Frost, a great American poet, was thinking in almost the same terms when he spoke of "The pleasure of taking pains."

It is easy to understand. We even demand difficulty

for the fun in our games. We demand it because without difficulty there can be no game. And a game is a way of making something hard for the fun of it. The rules of the game are man-made difficulties. When the player ruins the fun, he always does so by refusing to play by the rules. It is easier to win at chess if you are free, at your pleasure, to cast away all the rules, but the fun is in winning within the rules.

The same is true to happiness. The buyers and sellers at the happiness-market seem to have lost their sense of the pleasure of difficulty. Heaven knows what they are playing, but it seems a dull game. And the Indian holy man seems dull to us, I suppose, because he seems to be refusing to play anything at all. The Western weakness may be in the dreams that happiness can be bought. Perhaps the Eastern weakness is in the idea that there is such a thing as perfect happiness in man himself. Both of them forget a basic fact: No difficulty, no happiness!

DIALOGUE

LOOKING FOR A JOB

A: What is the matter, Joe? You haven't been paying attention. You haven't finished writing this story, either.

A: And you enjoy writing stories, don't you?

B: I'm sorry, teacher. I've been worried about my father.

A: He isn't ill, is he?

B: No, he was ill for a long time, but he's better now.

A: Well, why have you been worrying about him, then?

B: He's been out of work for a long time, ever since he was ill. He had to leave his job at the chemical factory. He was ill for six months, you see.

A: Has he tried to get another job?

B: Oh yes. He's tried very hard. He went for an interview at another factory last week but they didn't give him the job because of his bad health. He was very disappointed.

A: Wouldn't he like to do something different?

B: Oh yes, I'm sure he would. The doctor says he must look for a job in the open air. But it's very difficult. He has been out of work for so long.

A: Do you know that Henry, the school caretaker, is retiring next month? And they want someone to look after the playing fields, too.

B: Oh, I didn't know that. Dad would love a job like that. He's always enjoyed gardening.

A: Would you like me to talk to the headmaster about it?

B: Oh yes, please, teacher.

A: All right, but you won't say anything to your father yet, will you? There may be someone else for the job.

B: No, I promise I won't.

A: Now you run along home and stop worrying. I expect everything will be all right.

WORDS AND EXPRESSIONS TO THE TEXT

- | | | |
|----------------|-----------------------|--|
| pursue | /pə'sju: / vt. | ئىنتىلىمەك ، قوغلاشماق |
| issue | /'ɪʃju: / vt. | تارقىتىش ، بەرمەك |
| birth | /bɜ:θ / n. | تۇغۇلۇش |
| holy | /'həʊli / a. | مۇقەددەس |
| lack | /læk / vi. | كەمچىل بولماق |
| contemplation | /'kɒntem'pleɪʃən / n. | ئۈن-تىنىس ، ئايەت ئوقۇماق ، چوڭقۇر خىيال |
| be free of | | ... دىن خالىي بولماق |
| admirer | /'æd'maɪərə / n. | ئەگەشكۈچى ، چوقۇنغۇچى |
| starve | /'stɑ:v / v. | ئاچ قالماق |
| all the same | | يەنىلا ، ئوخشاشلا |
| accomplishment | /'ækɒmplɪʃmənt / n. | تاماملىنىش ، پۈتۈش |

within	/'wiðin/ prep.	... ئىچىدە
westerner	/'westənə/ n.	غەربلىكلەر
however	/'hau'evə/ conj.	لىكىن ، بىراق
the more ... the more سېرى ، ... بولىدۇ
duty	/'dju:ti/ n.	بۇرچ ، مەسئۇلىيەت
advertise	/'ædvətəiz/ v.	ئېلان چىقارماق
major	/'meidʒə/ a.	ئاساسلىق ، مۇھىم
industry	/'in'dəstri/ n.	سانائەت
satisfy	/'sætisfai/ vt.	قاندىرۇماق
desire	/di'zaiə/ n. ; vt.	ئۈمىد قىلماق ، ئۈمىد
for example		مەسىلەن
dealer	/'di:lə/	سودىگەر
across	/'ækros/ prep.	... توغرىسىغا
auto	/'ɔ:təu/ n.	ئاپتوموبىل
banner	/'bænə/ n.	بايراق ، تۇغ
to call upon		چاقىرىق قىلماق
feeling	/'fi:liŋ/ n.	ھېسسىيات
automobile	/'ɔ:təməbi:l/ n.	ئاپتوموبىل
lady	/'leidi/ n.	خانىم
gentleman	/'dʒentlmən/ n.	ئەپەندى
everlasting	/'evə'la:stiŋ/ a.	مەڭگۈلۈك

persuade	/pə'sweid/ vt.	قايل قىلماق
attempt	/ə'tempt/ n.	سىناق ، ئۇرۇنۇش
customer	/'kʌstəmə/ n.	خېرىدار
doubt	/daʊt/ vt. ;n.	گۇمان ، گۇمان قىلماق
neither ... nor ...		ئىككىلىسىنىڭ
ھېچقايسىسى ئەمەس		
mankind	/'mænkaind/ n.	ئىنسانىيەت
pure	/pjʊ:/ a.	ساپ ، پاكىز
state	/steit/ n.	ئەھۋال ، ھالەت ،
ۋەزىيەت		
to deal with		تاقابىل تۇرماق ، بىر تەرەپ قىلماق
poet	/pəuit/ n.	شائىر
lifetime	/'laiftaim/ n.	ھايات ۋاقتى ، بىر ئۆمۈر
term	/tə:m/ n.	سۆز ، ئاتالغۇ ، مەۋسۇم
demand	/di'mɑ:nd/ vt.	تەلەپ قىلماق
refuse	/ri'fju:z/ vt.	رەت قىلماق
cast	/kɑ:st/ v.	تاشلىماق ، ۋاز كەچمەك
cast away		بىر ياققا قايرىپ قويماق
seller	/'selə/n.	ساتقۇچى
market	/'mɑ:kit/ n.	بازار
dull	/dʌl/ a.	مەنسىز ، تېتىقسىز

sense	/sens/ n.	سېزىم
weakness	/'wi:knis/ n.	ئاجىزلىق
perfect	/'pə:fikt/ a.	تولۇق ، مۇكەممەل
basic	/'beisik/ a.	ئاساسىي ، نېگىزلىك

WORDS AND EXPRESSIONS TO THE DIALOGUE

be out of work		ئىشسىز قالماق
ever since		... دىن بۇيان
chemical	/'kemikl/ a.	خىمىيىۋى
interview	/'intəvju:/ n.	كۆرۈنۈش
disappointed	/'disə'pɔintid/ a.	ئۈمىدسىزلىككەن
in the open air		سەرتتا
caretaker	/'keətəikə/ n.	قارا خىزمەتچى
retire	/'ri'taɪə/ vi.	پېنسىيىگە چىقماق
gardening	/'gɑ:dnɪŋ/ n.	باغۋەنچىلىك
headmaster	/'hedmɑ:stə/ n.	(ئوتتۇرا ، باشلانغۇچ
		مەكتەپ) مۇدىرى
promise	/'prɒmɪs/ v.	ۋەدە بەرمەك

NOTES TO THE TEXT

1. ... the accomplishment of which is itself a joy within himself.

دەنئەي جەھەتتىكى ئۇن-تەنئەسز ئايەت ئوقۇشنى تاماملاشنىڭ ئۆزىلا ئۇنىڭ ئۆز قەلبىدىكى خۇشاللىقتىن ئىبارەت .
بۇ يەردىكى which ئالدىدىكى religious contemplation نى بىلدۈرىدۇ .

2. "Your Happiness Is Right Here! You Auto Buy Now!"

(1) بۇ ئىككى جۈملە تەشۋىقات ئىبارىتىدە بىرى بولۇپ ، ئۇ «بەخت دەل مۇشۇ يەردە ، ياخشى پۇرسەتنى ئۆتكۈزۈۋەتمەڭ» دېگەن مەنىنى بىلدۈرىدۇ .

(2) right بۇ يەردە ئىنتوناتسىيەنى

كۈچەيتىش رولىدا بولۇپ ، «دەل ، نەق» دېگەن مەنىلەرنى بىلدۈرىدۇ . مەسىلەن :

دەل ئوتتۇرىدا right in the middle

دەل مۇشۇ ۋاقىت مۇشۇ يەردە right here and now

3) "Try it! The everlasting beauty and happiness must be yours!"

«سىزنىڭ كۆرۈڭ! ئۇ سىزنىڭ ياشلىق باھارىڭىزنى مەڭگۈ ساقلاپ سىزگە ئۆمۈرلۈك بەخت ئاتا قىلىدۇ .»

WORD FORMATION

ئىسىم ياسىغۇچى ئارقا قوشۇمچە -er ئادەم ۋە نەرسىلەرنى بىلدۈرىدۇ .

ئىسىم + er → ئىسىم

prison	تۈرمە	prisoner	تۇتقۇن
village	كەنت	villager	كەنتلىك
compute	ھېسابلاش	computer	كومپيۇتېر

ئىسىم ياسىغۇچى ئارقا قوشۇمچە -or ئادەم ۋە نەرسىلەرنى بىلدۈرىدۇ .

ئىسىم + or → ئىسىم

visit	زىيارەت قىلماق	visitor	زىيارەتچى
translate	تەرجىمە قىلماق	translator	تەرجىمان
calculate	ھېسابلىماق	calculator	ھېسابلىغۇچ

سۈپەت ياسىغۇچى ئارقا قوشۇمچە -ed " ... لىق" دېگەن مەنىنى بىلدۈرىدۇ .

سۈپەت + ed → ئىسىم

money	پۇل	moneyed	پۇللۇق
talent	تالانت	talented	تالانتلىق
culture	ساپا	cultured	ساپالىق

GRAMMAR

I تولدۇرغۇچى بېقىندى جۈملە (I)

تولدۇرغۇچى بېقىندى جۈملە خەۋەر پېئىلدىن كېيىن كېلىپ قالماستىن يەنە ئالدى قوشۇلغۇچى ، خەۋەرسىز پېئىلدىن كېيىن كېلىدۇ ۋە قوشما تولدۇرغۇچى قۇرۇلمىسىدا قوللىنىلىدۇ .

1. ئالدى قوشۇلغۇچىنىڭ كەينىدە كېلىدۇ

تولدۇرغۇچى بېقىندى جۈملە ئالدى قوشۇلغۇچىنىڭ تولدۇرغۇچىسى بولۇپ ، دائىم باغلىغۇچى ئالماش ياكى باغلىغۇچى رەۋىش بىلەن باشلىنىپ كېلىدۇ . مەسىلەن :

I am not interested in what she is drawing.

مەن ئۇنىڭ نېمە سىزىۋاتقىنىغا قىزىقمايمەن .

The reporter will talk to us about what he saw and heard in Japan.

بۇ مۇخبىر بىزگە ئۆزىنىڭ ياپونىيىدە كۆرگەن-ئاڭلىغانلىرى توغرىلىق سۆزلەپ بېرىدۇ .

She walked up to where I stood.

ئۇ مەن تۇرغان يەرگە كەلدى .

2. خەۋەرسىز پېئىلدىن كېيىن كېلىدۇ

تولدۇرغۇچى بېقىندى جۈملە خەۋەرسىز پېئىلىنىڭ
تولدۇرغۇچىسى بولالايدۇ. مەسىلەن:

Hearing that his son was badly wounded, he hurried to
the hospital to see him.

ئوغلنىڭ ئېغىر يارىلانغانلىقىنى ئاڭلاپ ئۇ ئوغلنى كۆرگىلى
دوختۇرخانىغا ئالدىردى.

I thought it useless to explain why he went there.

مېنىڭچە ئۇنىڭ ئۇ يەرگە بارغىنىنى چۈشەندۈرۈشنىڭ
ئەھمىيىتى يوق.

On being asked whether he had had a good time there,
he answered "wonderful".

ئۇنىڭدىن ئۇ يەردە ۋاقتىنى ياخشى ئۆتكۈزگەنلىكى ياكى
ئۆتكۈزمىگەنلىكى توغرىلىق سورالغاندا ئۇ «ناھايىتى پەيزى» دەپ
جاۋاب بەردى.

3. قوشما تولدۇرغۇچى قۇرۇلمىسىدا قوللىنىلىدۇ

«تولدۇرغۇچىنىڭ تولۇقلىغۇچىسى + تولدۇرغۇچى +

ئۆتۈملۈك پېئىل» قۇرۇلمىسىدا، تولدۇرغۇچى ئەگەر بېقىندى
جۈملە بولسا، ئۇ دائىم تولدۇرغۇچىنىڭ تولۇقلىغۇچىسىنىڭ
كەينىدە بولىدۇ. ئەسلىدىكى تولدۇرغۇچى ئورنىغا شەكىللىك
تولدۇرغۇچى It كېلىدۇ. مەسىلەن:

One often hears it said that travel broadens the mind.

كىشىلەر ئارىسىدا دائىم ساياھەت نەزەر دائىرىسىنى كېڭەيتىدۇ
دېيىلىدۇ.

I made it clear that I was determined to carry out the plan.

مەن بۇ پىلانى ئىجرا قىلىش قارارىمنى كېنىق بىلدۈردۈم.

We all thought it a pity that the football match should have been put off.

پۇتبول مۇسابىقىسىنىڭ كەينىگە سۈرۈلگەنلىكىدىن بىز ھەممىمىز ئەپسۇسلاندىق .

I ئىزچىل پۈتكەن ئۆتكەن زامان

1. شەكلى

ھازىرقى بۆلەك سۆزى + been + had

2. ئىشلىتىلىشى

ئىزچىل پۈتكەن ئۆتكەن زامان ئۆتكەن مەلۇم بىر ۋاقىتتىنقىچە داۋاملىشىپ كېلىۋاتقان ئىش-ھەرىكەتنى بىلدۈرىدۇ . بۇ ھەرىكەت شۇ پەيتتە تاماملانغان بولۇشى مۇمكىن ياكى شۇ پەيتكىچە داۋاملىشىۋاتقان بولۇشى مۇمكىن . مەسىلەن :

Nobody knew what this rascal had been doing all those years.

بۇ ئەبلەخنىڭ شۇ يىللاردا نېمە قىلىۋاتقانلىقىنى ھېچكىم بىلمەيتتى .

I was tired out, I had been reading for hours at a stretch. ئۇدا توختىماي نەچچە سائەت كىتاب ئوقۇپ چارچاپ كەتتىم .

Finally she got her parents' letter she had been expecting. ئاخىرى ئۇ ئۆزۈندىن بۇيان كۈتۈۋاتقان ئاتا-ئانىسىنىڭ خېتىنى

تاپشۇرۇۋالدى. It is a pity that the football match should

WORD STUDY

Use

1. vt. ئىشلەتمەك ، ئىشلىتىپ بولماق

A hammer is used for driving in nails.

If you don't often use your English, you will forget it

Who has used up all the milk? There is none to put in my coffee.

2. n. ئىشلىتىلىشى ، پايدىسى

Is this book of any use to you?

It is no use pretending you didn't know.

3. used to do sth. (ئۆتكەن ۋاقىتتا) ... قىلماق

Life here is much easier than it used to be.

I used not to like coffee, but I'm quite fond of it now.

4. be/get used to doing/n. گە ئادەتلەنمەك / كۆنمەك

I shall probably oversleep as I'm not used to getting up so early.

The food in England is strange at first, but you'll soon get used to it.

Spend

1. vt خەجلىمەك

He spent 300 dollars on a new colour - TV set.

Are you going to spend more for living this year than last year?

2. vt. سەرپ قىلماق (ۋاقت)
 He spends more time on sports than on studies.

How many hours do you spend on the spoken English every day?

3. spend... (in) doing sth. قىلىشتا سەرپ قىلماق
 She spent the whole afternoon (in) reading the magazine

Amir spends much time in watching TV.

4. vt. ۋاقتىنى ئۆتكۈزۈش
 The parents spent their vacation with the children at the beach.

5. vi. خەجلىمەك
Osman spends as if he were a millionaire.

Fill.

1. vt. تولدۇرماق
 He filled his own cup and sat down.

2. vi. تولماق
 Her eyes filled with tears as she looked lovingly at the baby.

3. be filled with ... بىلەن تولماق
 Soon the room will be filled with audience.

Prepare

1. vt. تەييارلىماق

She prepares her French lessons in the reading-room every afternoon.

They are busy preparing to go abroad for further study.

2. prepare for sth.

They began to prepare for the New Year's Day a week ago.

3. be prepared for sth. / to do sth.

I have been well prepared for the final exams.

I'm prepared to lend you the money if you promise to pay it back.

PROVERBS

The love of money is the root of all evil.

پۇلغا تويماسلىق بارلىق يامان ئىشلارنىڭ يىلتىزى.

God helps those who help themselves.

تەڭرى ئۆزىگە ياردەم قىلغانلارغا ياردەم بېرىدۇ.

Nothing ventured, nothing gained.

جاندىن كەچمەي تۇرۇپ جانانغا يەتكىلى بولماس.

EXERCISES

I Answer the following questions:

1. What right is issued to us all with our birth?
2. What does a holy man in India think of happiness?

3. What does he usually do then?
4. Why does he need nothing from outside himself?
5. What about the westerners?
6. What are they made to do?
7. What did the car dealers do when they wanted to sell more cars?
8. What is the author's idea of happiness?
9. Why do we like to play games?
10. What is the weakness of the eastern idea of happiness?
11. What is the weakness of the western idea of happiness?
12. What is your idea then?

II Turn the following into English:

1. ئاساسلىق سانائەتنىڭ بىر تارمىقى
2. ئاشۇ ئارزۇلارنى قاندۇرۇش سۈنئىي قىيىنچىلىق
3. پۈتۈن ئامېرىكا بارلىق قاندىلەرنى بىكار قىلماق
4. يۈز-مىڭلىغان خۇدا بىلىدۇ
5. پاكىز مۇھىت نېگىزلىك بىر پاكىت
6. ئوخشاش تىل بىلەن
7. سۈنئىي قىيىنچىلىق
8. بارلىق قاندىلەرنى بىكار قىلماق
9. خۇدا بىلىدۇ
10. نېگىزلىك بىر پاكىت

III Complete the following sentences by using the object clause:

1. I've learned a lot from _____.

(مېنىڭ بۇ يەردە كۆرگەن-ئاڭلىغانلىرىم)

2. No one was told about _____.

(كىم ئەڭ دەسلەپتە كىرىش كېرەك)

3. Seeing _____ (ئۆيدە ئادەم يوق)

he decided to leave a note.

4. He seems unable to think of _____.

(بىز كېيىنكى قەدەمدە قانداق قىلىشىمىز كېرەك)

5. They are very much interested in _____.

(بىز بۇ قىيىنچىلىقلارنى قانداق يەڭدۇق)

6. We came to realize _____.

(ئۇ نېمىشقا كېلەلمەيدۇ)

7. I hope you won't keep telling us _____.

(بىز ئاللىقاچان بىلگەن ئىشلار)

8. I want to know _____.

(ئۇنىڭ كېلىش-كەلمەسلىكى)

9. This is quite different from _____.

(ئۇنىڭ دېگەنلىرى)

10. She was disappointed at hearing _____.

(ئۇنىڭ دوستلىرىنىڭ ھەممىسى كەتتى)

IV Rewrite the following sentences after the models:

Model 1: We think it is true that she speaks both German and English.

We think it true that she speaks both German and English.

1. People in India think it is very unfriendly that one uses his left hand to pass food at table.
2. In those days quite a number of people thought it was strange that men should be able to journey to the moon.
3. I think it is possible that someone else can be found for this job.
4. The woman finds it is hard to believe that in India a shake of the head means agreement.
5. We consider it is not good that he often borrows money from others.

Model 2: We think it necessary for you to keep the money in a bank.

We think it necessary that you should keep the money in a bank.

1. We consider it necessary for you to keep everything in the room clean.
2. I thought it important for him to explain everything.
3. The teacher has made it clear for us to do the exercises in this way.
4. Don't you think it strange for such a little boy to do so much work.

V Point out the object clause in the following sentences and then translate them into Uighur:

1. They are talking about which route they should take.
2. We were greatly surprised at what had happened to him.

3. You can write about whatever you can think of.
4. The book gives an excellent picture of how America was discovered.
5. Myra got a medal for what she had done for the aged.
6. Reading again what one has learned is of great help.
7. I want to ask him whether he will go with us or not.
8. I regret not having written down what he said.
9. Knowing that it was going to rain, they decided not to go swimming.
10. He has made it quite clear to us that he is not coming.

VI Complete the following sentences after the models, using the present perfect continuous or the past perfect continuous tense:

Model 1: She's looking very ill. (overwork)

She's looking very ill because she's been overworking.

1. He's got brown fingers. (smoke too much)
2. We've spent all our money. (buy a lot of presents)
3. John's got a black eye. (fight)
4. I feel tired. (walk too much)
5. She speaks French quite well. (stay in Paris for years)

Model 2: Chichester flew around for three hours. Then he landed the plane in a field.

Chichester landed the plane in a field after he had been flying around for three hours.

(or; Chichester had been flying for three hours

before he landed the plane in a field.

1. They travelled for six hours. Then they stopped for a meal.
2. They walked for four hours. Then they had a rest.
3. He looked at the photo for ten minutes.

Then he rea-

lized it was the very one he wanted.

4. She studied French for six months. Then she went to France.
5. He worked there for five years . Then he found another job.

Model 3: He was staying at the hotel; (for two days)

He decided to leave.

He had only been staying at the hotel for two days when he decided to leave.

1. We were doing our exercises. (for half an hour) Our friends arrived.
2. They were living in the house. (for less than two years) They decided to move.
3. I was waiting for the bus. (for two minutes) It came.
4. She was sitting (for a few minutes) She stood up again.
5. We were swimming in the sea . (for ten minutes) It began to rain.

VII Put the verbs in brackets into their correct tenses:

1. I always __ (break) something when I ____ (wash) up.

Last week, I ____ (break) three cups, and my wife __

(be) very angry. At the moment, she ____ (wash) up,

- She _____ (tell) me not to help her any more.
2. I _____ (read) nearly all Herbert George Wells' novels. When I _____ (be) in hospital last year I _____ (read) *The Time Machine*. Last week, I _____ (start) to read *The War of the Worlds* and I _____ (nearly, finish) it now. When I _____ (finish) *The War of the Worlds* I _____ (start) another one.
3. Harold _____ (go) fishing every Saturday, but he never _____ (catch) anything. His wife sometimes _____ (go) with him, but she _____ (stay) at home last Saturday, because she _____ (be) ill and the doctor _____ (tell) her to stay in bed.
4. I _____ (wait) here in the rain for a bus for nearly twenty minutes. It _____ (rain) every time I _____ (go) out. I _____ (go) to the Zoo last week, and as I _____ (walk) past the elephant-house it _____ (start) to rain. It _____ (rain) so hard. I _____ (have) to go inside, but after I _____ (be) there for ten minutes, I _____ (come) out again because the smell _____ (be) so strong.
5. I must write to my father to ask for some more money, as I _____ (spend) all mine. He always _____ (send) me a cheque for my birthday, but I _____ (have) a lot of bills to pay since the beginning of the year, so I can't wait till my birthday, which _____ (be) in March.

VIII Translate the following into English:

1. ئۇنىڭغا ھېچنېمە كېرەك بولمىغاچقا، ئۇنىڭدا ھېچنېمە كام

1. ئەمەس .
2. بىز ئەڭ زور تىرىشچانلىق كۆرسىتىپ خەلقنىڭ ئېھتىياجىنى قاندۇرۇشىمىز كېرەك .
3. ئۇنىڭ ئىقتىدارىدىن گۇمانلىنىشنىڭ ھاجىتى يوق .
4. قائىدە بولمىسا ئويۇن بولمايدۇ .
5. بۇ ئورۇنلاشتۇرۇشنى سەن خالىغانچە ئۆزگەرتسەڭ بولىدۇ .
6. ئۇلارنىڭ بازاردىن بەخت سېتىۋېلىشقا ئورۇنۇشى چوقۇم مەغلۇپ بولىدۇ .
7. ئىسلاھ قىلىش ئۈچۈن كۈچ سەرپ قىلىپ قىيىنچىلىققا تاقابىل تۇرۇش كېرەك .
8. ئۇلار ھەممە قائىدىلەرنى تاشلىۋېتىشقا تايىنىپ بۇ قېتىمقى مۇسابىقىدە غەلبە قىلدى .

IX Reading Material :

Mind Your Manners

In England recently three foreign gentlemen approached a bus stop. They studied the information on the sign attached to the concrete post and decided which bus to take. About five minutes later the bus they wanted came

along. They prepared to board it. Suddenly there was a clamour behind them. People rushed on the bus and tried to push them out of the way. Someone shouted insulting remarks about foreigners. The bus conductor came rushing down the stairs to see what all the trouble was about. The three foreign gentlemen looked puzzled and embarrassed. No one had told them about the British custom of queuing for a bus so that the first person who arrived at a bus stop is the first person to get on the bus.

Learning the language of a country isn't enough. If you want to ensure a pleasant visit, find out as much as possible about the manners and the customs of your hosts. You will probably be surprised just how different they can be from your own. A visitor to India would do well to remember that people there consider it impolite to use the left hand for passing food at table. The left hand is supposed to be used for washing yourself. Also in India, you might see a man apparently shaking his head at another and assume that he is disagreeing. But in many parts of India a rotating movement of the head is a gesture that signifies agreement or acceptance. Nodding your head when offered a drink in Bulgaria is likely to leave you thirsty. In that country you shake your head to signify "yes"— a nod indicates "no". Arabs are known for their gracious hospitality. At a meal in countries on the Arabian Peninsula, you will find that any drinking vessel is repeat-

edly refilled as soon as you drain it. The way to indicate that you have had enough is to take the cup or glass in your hand and give it a little shake from side to side or place your hand over the top.

In Europe it is quite usual to cross your legs when sitting talking to someone even at an important meeting. Doing this when meeting an important person in Thailand, however, could cause offence. It is considered too informal an attitude for such an occasion. Also when in Thailand avoid touching the head of an adult — it's just not done.

Comprehension Exercise

1. Where did the three foreign gentlemen in our story come from?
 - a. From England.
 - b. From India.
 - c. From Thailand.
 - d. Not mentioned in the story.
2. Why did someone at the bus stop shout insulting remarks about the foreigners?
 - a. They were rude and impolite to that person.
 - b. They had tried to push that person out of the way.
 - c. They had not waited in a queue to get on a bus.
 - d. They did not know the language well enough.
3. In India the left hand is supposed to be used for .
 - a. passing food at table

- b. washing oneself
 - c. shaking hands with a friend
 - d. offering drinks to guests
4. Where do people shake their heads in a rotating movement to signify agreement?
- a. In some parts of the Western world.
 - b. In Bulgaria.
 - c. In India.
 - d. Both a and b.
5. Which of the following is true?
- a. In Bulgaria, you are likely to be left thirsty if you nod when offered a drink.
 - b. In India, nodding one's head is a sign of agreement or acceptance.
 - c. Your Arabic host won't refill your drinking vessel if you don't insist.
 - d. In countries on the Arabian Peninsula you must shake your head to signify "yes".
6. In Thailand, crossing one's legs _____.
- a. is considered all right even at important meetings
 - b. could cause offence on formal occasions
 - c. is not allowed on whatever occasions
 - d. is quite usual on all occasions
7. What does "— it's just not done" mean here? It means that no one in Thailand _____.
- a. has ever done it

- b. can go away after having done it
 - c. can do it nowadays
 - d. considers it proper to do so
8. What must you do if you wish to ensure a pleasant visit to a foreign country?
- a. Master the language of that country.
 - b. Speak less and watch more.
 - c. Wait and see unless you are sure of success.
 - d. Learn more about the culture and language of the country before visting.

Lesson Six

TEXT

DOES TRAVEL BROADEN THE MIND?

One often hears it said that travel broadens the mind: it helps you to see new customs, eat new foods, do new things and you come back home with a broader mind.

But does this always — or even usually — happen? A friend of mine who lives in England and had never been outside it until last summer decided to go over to France for a visit. When he returned, I asked him how he liked it. “Terrible,” was his answer. “I couldn’t get a nice cup of tea anywhere. You’ve no idea of how the French make their tea. Glad that I’m back.” I asked him whether he hadn’t had any good food while he was there. “Oh, the dinners were all right,” he said. “I found a little place where they made quite good fish and chips. Not as good as ours, mind you but they were all right. But the breakfasts were terrible; nothing of the kind we have here. When I asked for marmalade, they brought strawberry jam. And do you know they called it marmalade? The trouble is they don’t know English.”

I thought it useless to explain that we borrowed the

word "marmalade" from French, and that it means, in that language, any kind of jam. So I said, "But didn't you eat any of the famous French food?" "What? Me?" he said, "Of course not! Give me good old English food every time! No French food for me!" So travel had not broadened his mind. He had judged everything there according to his own English ways of looking at things.

This does not, of course, happen only to Englishmen in France; all people who travel in foreign countries can be found judging what they see, hear and eat according to their own habits and customs. People who have read a lot about foreign countries are usually more adaptable and tolerant, but this is because their minds have already been broadened before they start travelling. In fact, it is easier to be broad-minded when they are not coming into actual physical contact with these things. The American smiles tolerantly over the absence of central heating in most English homes when he is enjoying himself in his centrally heated house in Chicago. He can easily manage to be broad-minded. But reality makes things difficult. Actual physical contact with things one is not used to is much more difficult to bear philosophically.

There are some travellers who adapt themselves so successfully to foreign customs and habits that they are criticized by their less adaptable fellow-countrymen. If they are Asians, they are said to have become "Western-

ized”, and if they are Europeans, people say they have “gone native”. Which is better, to be prejudiced against things foreign, or to lose your certainty that your own country’s habits and customs are the only right ones and then find yourself a stranger among your own people?

It would be wonderful if travel could help to make people tolerant of the habits and customs of others without giving up their own. Perhaps the criterion for judging a foreigner could be: Does he try to be polite and considerate to others? Instead of: Is he like me?

DIALOGUE

UFOs

A: What are UFOs?

B: They stand for “unidentified flying objects”. Their popular name is “flying saucers”.

A: Do you think they exist?

B: I really don’t know . Many books have been written about them and thousands of people claimed to have seen them. I’ve seen a film which provides proof that they do exist.

A: What are UFOs like?

B: Studies from saucer reports show that UFOs are very

different from each other . Some people report having seen flat saucers. Others have seen saucers shaped like cigars or doughnuts.

A: What colour are they?

B: Their colours seem to be as different as their sizes. Saucers of nearly all colours have been reported. Some seem to change colour as they are being watched.

A: How do they move? Usually at what speed?

B: They have been seen to move in every direction and at nearly every speed. They can turn at right angles or move straight up or straight down. They can also hang motionless in the air.

A: Has the U. S government investigated the reports about flying saucers?

WORDS AND EXPRESSIONS TO THE TEXT

broaden	/'brɔ:dn/ vt.	كېڭەيتىمەك
custom	/'kʌstəm/ n.	ئۆرپ-ئادەت
broad	/'brɔ:d/ a.	كەڭ
terrible	/'terəbl/ a.	قورقۇنچلۇق ، ناچار

anywhere	/'eniweə/ ad.	قەيدردە بولسۇن
chip	/tʃip/ n.	مايدا پىشۇرغان ياڭيۇ توغرامچىسى
marmalade	/'mɑ:məleɪd/ n.	(ئاپپىلسن) مۇرابباسى
strawberry	/'stro:bəri/ n.	بۆلجۈرگەن
jam	/dʒæm/ n.	مۇراببا
borrow	/'bɒrəu/ vt.	ئارىيەت ئالماق
habit	/'hæbit/ n.	ئادەت
adaptable	/ə'dæptəbl/ a.	ماسلىشالايدىغان
tolerant	/'tɒlərənt/ a.	چىداملىق ، كەڭ قۇرساق
broad-minded		كەڭ قۇرساق
contact	/'kɒntækt/ n.	مۇناسىۋەت ، ئالاقە
absence	/'æbsəns/ n.	يوقلۇق ، قاتناشماسلىق
heating	/'hi:tiŋ/ n.	پار
Chicago	/'ʃi:kɑ:gəu/ n.	چىكاگو
reality	/'ri:æliti/ n.	ھەقىقەت ، رېئاللىق
manage	/'mænɪdʒ/ vt.	ئامال قىلماق ، چارە تاپماق
philosophically	/ˌfɪlə'sɒfɪkəli/ ad.	پەلسەپىۋى جەھەتتىن
adapt	/ə'dæpt/ vt.	ماسلاشماق ، كۆنمەك
successfully	/sək'sesfuli/ ad.	مۇۋەپپەقىيەتلىك ھالدا

criticize	/'kritisaiz/ vt.	تەنقىدلىمەك
fellow-countryman	/'feləu'kʌntrɪmən/ n.	قېرىنداش
westernize	/'westənaiz/ v.	غەربلەشمەك
prejudice	/'predʒudis/ vt. ; n.	ئاداۋەت ، بىر
stranger	/'streɪndʒə/ n.	تەرەپلىمە قارماق ئاتونۇش ئادەم
criterion	/'kraɪ'tiəriən/ n.	ئۆلچەم (بىرلىك)
criteria	/'kraɪ'tiəriə/ n.	ئۆلچەملەر
considerate	/'kən'sidəreit/ a.	ھالغا يېتىدىغان ، دەردىگە يېتىدىغان

WORDS AND EXPRESSIONS TO THE DIALOGUE

UFO	/'ju:ef'əu/	نامەلۇم ئۇچار جىسىم
stand for		ۋەكىللىك قىلماق
unidentified	/'ʌnnaɪ'dentɪfaɪd/ a.	نامەلۇم
object	/'ɒbdʒɪkt/ n.	جىسىم
popular	/'pɒpjulə/ a.	ئادەتتىكى ، ئاممىباب
saucer	/'sɔ:sə/ n.	تەخسە
claim	/'kleɪm/ v.	دېمەك ، جاكارلىماق

provide	/prə'vaɪd/ v.	تەمىنلىمەك
proof	/pru:f/ n.	ئىسپات
shape	/ʃeɪp/ vi.	... شەكىلدە بولماق
cigar	/si'gɑ:/ n.	سىگار
doughnut	/'dəʊnʌt/ n.	قۇيماق
direction	/di'rekʃən/ n.	تەرەپ ، نشان
right angle		تىك بۇلۇڭ
motionless	/'məʊʃənliʃ/ a.	ھەرىكەتسىز
conclusion	/kən'klu:ʒən/ n.	خۇلاسە
balloon	/bə'lu:n/ n.	شار
satellite	/'sætələɪt/ n.	سۈنئىي ھەمراھ
meteor	/'mi:tiə/ n.	مېتېئور
evidence	/'eɪdɪns/ n.	پاكت ، ئىسپات
intelligent	/ɪn'telɪdʒənt/ a.	ئەقىللىق ، قابىلىيەتلىك
being	/'bi:ɪŋ/ n.	ئادەم ، جانلىق

NOTES TO THE TEXT

1. One often hears it said ...

بۇ يەردە ئالماش one ئومۇمىي كۆرسىتىش مەنىسىنى

بىلدۈرىدۇ . مەسىلەن :

One must do one's duty.

ھەممە ئادەم ئۆز خىزمىتىنى ياخشى قىلىشى كېرەك .
2. You have no idea of how the French make their tea.
سىز فرانسىيىلىكلەرنىڭ چاينى قانداق دەملەيدىغانلىقىنى تەسەۋۋۇر قىلالمايسىز .

جۈملىدىكى of نى قىسقارتىشقا بولىدۇ . ئەگەر of دىن كېيىن مۇناسىۋەت ئالمىشى ياكى مۇناسىۋەت رەۋشى بىلەن باشلانغان تولدۇرغۇچى بېقىندى جۈملە كەلسە ، of نى قىسقارتىشقا بولىدۇ . مەسىلەن :

I'm not certain (of) how long they'll stay.

مەن ئۇلارنىڭ قانچە ئۇزۇن تۇرىدىغانلىقىغا بىر نېمە دېيەلمەيمەن .

3. ... nothing of the kind we have here ...

بىز بۇ يەردە قىلىدىغان ئۇنداق ناشتىلىق يوق .
there is nothing of the kind we have here بۇ ئەمەلىيەتتە دېگەن جۈملىنىڭ قىسقارتىلما شەكلىدۇر .

4. The trouble is they don't know English.

چاتاق شۇكى ، ئۇلار ئىنگلىزچە ئوقمايدۇ .
ئېقىندى جۈملە they don't know English جۈملىدە كېسىم خەۋەر بولىدۇ ھەم كېسىم خەۋەرلىك بېقىندى جۈملە ھاسىل قىلىدۇ . ئۇنىڭ ئالدىدىكى باغلىغۇچى that قىسقارتىلغان .

5. In fact, it is easier to be broad-minded when not coming into actual physical contact with these things.

ئەمەلىيەتتە ، كىشىلەر مۇشۇ نەرسىلەر بىلەن بىۋاسىتە ئۇچراشمىغان ۋاقىتتا ئوخشاش بولمىغان پىكىرلەرنى قوبۇل

قىلايدۇ.

جۈملىدىكى “when not coming into ...” بولسا “when they are not coming into ...” نىڭ قىسقارتىلغان شەكلى.

6. central heating مەركەزلەشكەن ئىسسىتىش سىستېمىسى
7. Actual physical contact with things one is not used to is much more difficult to bear philosophically.

كىشىلەر ئۆزلىرى كۆرمىگەن نەرسىلەر بىلەن ئۇچراشقاندا چىداش ۋە چۈشىنىش تەسكە توختايدۇ. one is not used to بىر نەرسىنى بېقىندى جۈملە بولۇپ، ئۇنىڭ ئالدىدىكى مۇناسىۋەت ئالمىشى that قىسقارتىلغان.

8. ... people say they have “gone native”. كىشىلەر ئۇلارنى ئاللىبۇرۇن “يەرلىكلىشىپ كەتتى” دېيىشىدۇ.

جۈملىدىكى go نىڭ مەنىسى become غا ئوخشاش بولۇپ، ئۇنىڭ كەينىدىن سۈپەت كېلىدۇ. مەسىلەن:

She has gone blind. ئۇنىڭ كۆزى كۆرمەس بولۇپ قالدى.
9. ... to be prejudiced against things foreign

چەتنىڭ نەرسىلىرىگە بىر تەرەپلىمە قارىماق
جۈملىدىكى things foreign ئەمەلىيەتتە foreign things غا ئوخشاش بولۇپ، ئۇ things that are foreign نىڭ قىسقارتىلما شەكلىدۇر.

10. ... to lose your certainty that your own country's habit and customs are the only right ones ...

پەقەت ئۆز دۆلىتىنىڭ ئۆرپ-ئادەتلىرىلا ئەڭ مۇۋاپىق دەپ مۇئەييەنلەشتۈرەلمەسلىك ...

“that your own country’s habits and customs are the only right ones”

ئۆزىنىڭ ئالدىدا كەلگەن certainty نىڭ ئىزاھلىغۇچىسى بولۇپ، ئىزاھلىغۇچى بېقىندى جۈملە دېيىلىدۇ.

11. It would be wonderful if travel could help to make people tolerant of the habits and customs of others without giving up their own.

ئەگەر ساياھەت كىشىلەرنىڭ ئۆز ئۆرپ-ئادەتلىرىدىن ۋاز كەچمىگەن ئاساستا باشقا دۆلەتلەرنىڭ ئۆرپ-ئادەتلىرىگە كەڭ قۇرساق بولۇشقا ياردەم بېرەلگەن بولسا بەك ياخشى بولاتتى. جۈملىدىكى باش جۈملە ۋە بېقىندى جۈملىنىڭ خەۋەر پېئىلى بەدىئىي توقۇلما رايى شەكىلدە كەلگەن بولۇپ، ئاپتور ئۆز پىكرىنى سىلىق بايان قىلغان.

WORD FORMATION

ئىسىم ياسىغۇچى ئارقا قوشۇمچە -ion - ھەرىكەت ياكى نەتىجىنى بىلدۈرىدۇ.

ئىسىم → ion + پېئىل

ئالاقە communication ئالاقە قىلماق communicate

مۇزاكىرە discussion مۇزاكىرە قىلماق discuss

تەسىرات impression تەسىر قىلماق impress

ئىسىم ياسىغۇچى ئارقا قوشۇمچە -hood - مەزگىل ياكى

سالاھىيەتنى بىلدۈرىدۇ .

ئىسىم + hood → ئىسىم

child	بالا	childhood	بالىلىق دەۋر
mother	ئانا	motherhood	ئانىلىق سالاھىيەت
brother	بۇرادەر	brotherhood	بۇرادەرلىك
			مۇناسىۋەت

سۈپەت ياسىغۇچى ئارقا قوشۇمچە like- " ... دەك " دېگەن مەنىنى بىلدۈرىدۇ .

سۈپەت + like → ئىسىم

man	ئەر	manlike	ئەر كەكتەك
dream	چۈش	dreamlike	چۈشتەك
machine	ماشىنا	machinelike	ماشىنىدەك

GRAMMAR

زامانلارنىڭ ماسلىشىشى

ئىنگلىز تىلىدىكى قوشما جۈملىلەردە بەزىدە بېقىندى جۈملىدىكى خەۋەر پېئىل ئىپادىلىگەن زامان باش جۈملىدىكى خەۋەر پېئىل ئىپادىلىگەن زامان بىلەن ماسلىشىشى كېرەك . بۇ خىل ھادىسىنى زامانلارنىڭ ماسلىشىشى دەپ ئاتايمىز . زامانلارنىڭ ماسلىشىشى ئاساسى جەھەتتىن تولدۇرغۇچى بېقىندى جۈملىدە

ئىپادىلىنىدۇ. I know that he has gone to Beijing.
1. ئەگەر باش جۈملىدىكى خەۋەر پېئىل ھازىرقى زامان ياكى
كەلگۈسى زامانى بىلدۈرسە ، تولدۇرغۇچى بېقىندى جۈملىدىكى
خەۋەر پېئىل ئېھتىياجلىق بولغان مەنىسىگە ئاساسەن مۇۋاپىق
زاماندا قوللىنىلسا بولىدۇ. مەسىلەن :

I know that he has gone to Beijing.

مەن ئۇنىڭ بېيجىڭغا كەتكەنلىكىنى بىلىمەن .

I have just learned that her husband was killed in battle.

مەن باياتىن ئۇنىڭ يولدىشىنىڭ جەڭدە ئۆلۈپ كەتكەنلىكىدىن

خەۋەر تاپتىم .

I will tell him that the film begins at seven in the evening.

مەن ئۇنىڭغا كىنونىڭ كەچ سائەت 7 دە باشلىنىدىغانلىقىنى

ئېيتىمەن .

2. ئەگەر جۈملىدىكى خەۋەر پېئىل ئۆتكەن زامانى

بىلدۈرسە ، تولدۇرغۇچى بېقىندى جۈملىدىكى خەۋەر پېئىلمۇ

مۇۋاپىق بولغان ئۆتكەن زاماندا قوللىنىلىدۇ. مەسىلەن :

I thought he was doing his morning exercises.

(بېقىندى جۈملىدىكى ھەرىكەت باش جۈملىدىكى ھەرىكەت

بىلەن ئوخشاش ۋاقىتتا يۈز بەرگەنلىكىنى بىلدۈرىدۇ) .

مەن تېخى ئۇنى ئەتىگەنلىك بەدەن چېنىقتۇرۇۋاتىدۇ دەپ

ئويلاپتىمەن .

She told me she was frightened of snakes.

(بېقىندى جۈملىدىكى ھالەت باش جۈملىدىكى ھەرىكەت بىلەن

بىرلا ۋاقىتتا يۈز بەرگەنلىكىنى بىلدۈرىدۇ) .

ئۇ ماڭا يىلاندىن قورققانلىقىنى ئېيتتى .

The man said on the telephone one of the patients in the Mental Home had escaped.

بېقىندى جۈملىدىكى ھەرىكەت باش جۈملىدىكى ھەرىكەتتىن بۇرۇن يۈز بەرگەنلىكىنى بىلدۈردى.
ئۇ تېلېفوندا ماڭا روھىي كېسەللىكلەر دوختۇرخانىسىدىن بىر بىمارنىڭ قېچىپ كەتكەنلىكىنى ئېيتتى.

She said that she would come the next day.

بېقىندى جۈملىدىكى ھەرىكەت باش جۈملىدىكى ھەرىكەتتىن كېيىن يۈز بەرگەنلىكىنى بىلدۈردى.
ئۇ ئىككىنچى كۈنى كېلىدىغانلىقىنى ئېيتتى.

I was sure they would win the football game.

بېقىندى جۈملىدىكى ھەرىكەت باش جۈملىدە ئىپادىلەنگەن ھالەتتىن كېيىن يۈز بەرگەنلىكىنى بىلدۈردى.
مەن ئۇلارنىڭ پۈتۈل مۇسابىقىسىدە چوقۇم ئۆتىدىغانلىقىغا ئىشىنىتتىم.

3. باش جۈملىنىڭ خەۋەر پېئىلى ئۆتكەن زامانى بىلدۈرۈپ، تولدۇرغۇچى بېقىندى جۈملە بىر ئومۇمىي قانۇنىيەتنى ئىپادىلىسە، بۇ چاغدا زامانلار ماسلىشىش چەكلىمىسىگە ئۇچرىمايدۇ. مەسىلەن:

The teacher told them that the moon is much smaller than the earth.

ئوقۇتقۇچى ئۇلارغا ئاينىڭ يەر شارىدىن خېلىلا كىچىكلىكىنى ئېيتتى.

جانلىق تىلدا بېقىندى جۈملە ئىپادىلىگەن ئەھۋالنىڭ ھازىر بىلەن مۇناسىۋىتى بارلىقىنى تەكىتلەش ئۈچۈن بەزىدە زامانلار ماسلىشىش چەكلىمىسىگە ئۇچرىمىسىمۇ بولىدۇ. مەسىلەن:

I heard that she is ill.

مەن ئۇنىڭ ھازىر ئاغرىقلىقىنى ئاڭلىدىم .

He told me to ask you how you are getting along.

ئۇ ماڭا سىزنىڭ ھازىر قانداق كېتىۋاتقانلىقىڭىز توغرىسىداق ئەھۋال سورىشىمنى ئېيتتى .

4 . ئىگە بېقىندى جۈملە ، كېسىم خەۋەر بېقىندى جۈملە ۋە ئىزاھلىغۇچى بېقىندى جۈملە ئوخشاشلا زامانلار ماسلىشىش چەكلىمىسىگە ئۇچرايدۇ . مەسىلەن :

It hadn't been decided then who was to be the next one.

شۇ چاغدا كېيىنكى نۆۋەتنىڭ كىمگە كەلگەنلىكى قارار قىلىنمىدى .

The question was what he would do next.

مەسىلە شۇكى ، ئۇ كېيىنكى قېتىم نېمە ئىش قىلىدۇ .

He expressed the hope that we should go and visit that exhibition some day.

ئۇ بىزنىڭ مەلۇم بىر كۈنى ئۇ كۆرگەزمىگە بېرىشىمىزنى ئۈمىد قىلدى .

WORD STUDY

Run

1. vi. يۈگۈرمەك

He cannot run because he has a weak heart.

- She ran out of the house to see what was happening.
2. vi. مۇسابىقتا يۈگۈرمەك
Who was the first man to run a mile in under four minutes.
3. vi. قاچماق
They turned and ran off when they saw he had a gun.
Office workers ran for their lives as the building was on fire.
4. vt. باشقۇرماق، شۇغۇللانماق
He has no idea of how to run a successful business.
The college runs summer courses for learners of English.

Hear

1. vt. ئاڭلىماق
We listened but could hear nothing.
Have you ever heard that song sung in Italian?
I heard the students singing a Japanese song in the next room.
Did you hear him go out?
2. vi. ئاڭلىماق
She can't hear well.
3. hear of/about خەۋەر تاپماق، ئاڭلىماق
I've never heard of that place before.
We've only just heard about his dismissal.
4. hear from خەت تاپشۇرۇۋالماق، خەۋەردار بولماق
How often do you hear from your brother? I heard

from him last week.

Enter

1. vt. كىرمەك

Don't enter the room without knocking.

Rivers enter the sea.

2. vt. كىرمەك ، قاتناشماق

He entered the university at eighteen.

3. vi. كىرمەك

When she entered, he was about to leave.

4. enter for قاتنىشىشقا تىزىملىتىش

Nobody heard of him when he entered for the 2000 summer Olympics in Sydney.

5. enter into كىرىشىمەك ، باشلىماق

Strange idea entered into his head.

The two powers entered into boundary negotiations.

Rise

1. vi. كۆتۈرۈلمەك

The sun rises in the east and sets in the west.

A thin blue breath of smoke rose straight into the air.

2. vi. ئورنىدىن تۇرماق

He rose to his feet to welcome me.

The patient fell and was too weak to rise.

3. vi. ئۆرلىمەك

The river has risen(by) several metres.

The cost of living continues to rise.

4. n. ئۆرلەش

His rise to power was very rapid.

5. give rise to كەلتۈرۈپ چىقارماق

These bad conditions have given rise to a lot of crime.

6. on the rise كۆپەيمەك، ئۆرلىمەك

Industrial demand for fuel is on the rise.

PROVERBS

Let bygones be bygones.

ئۆتكەن ئىشقا سالمۇت.

He that is master of himself will soon be master of others.

ئۆزىنىڭ خوجايىنى بولالىغان ئادەم باشقىلارنىڭ خوجايىنى بولالايدۇ.

Life is subject to ups and downs.

ھاياتتا ياخشى-يامان كۈنلەر بولىدۇ.

EXERCISES

I Answer the following questions:

1. Does travel broaden the mind? Why?

2. Where does the author's friend live?

3. When did he visit France?

4. Did he have a good time in France? What did he

- think of the French dinners and breakfasts?
- Why hadn't travel broadened his mind?
- How do people usually judge things they see, hear and eat in foreign countries?
- Who are usually more adaptable to and tolerant of things foreign?
- Which is better, to be prejudiced against things foreign or to find yourself a stranger among your own people?
- What is the right attitude towards things foreign according to the author?

I Construct questions after the model, using "borrow ... from" and the given words or expressions:

Model: novel, school library

- Where did you get the novel?
- I borrowed it from the school library.

1. money, sister
2. camera, friend
3. dictionary, classmate
4. magazine, reading-room
5. envelopes, Tony
6. travel book with pictures, teacher

II 1. Explain the meaning of each of the following words and then tell its part of speech:

- | | | |
|----------|--------|--------|
| actor | foggy | joyous |
| hopeless | stormy | banker |

expression translator simple-minded
godlike widowhood numberless
docker winged girlhood
mountainous westernization roselike

2. Give the root words of the following:

victoriously raggedness carelessly
operationally sunny doctorhood
islander princelike pointedly
adventurousness professor exhibition

IV Make up a short dialogue after the model:

Model: I can speak six languages.

John (to Peter): I can speak six languages.

George (to Peter): What did he say?

Peter: He said he could speak six languages.

1. I am going to see a film this evening.
2. I've posted the letter for you.
3. Mary will be able to go with us tomorrow morning.
4. We don't have enough money to carry out this plan.
5. We have been waiting for him for quite a long time.

V Make sentences after the model, using "so that" and the given expressions:

Model: stand on a chair, see better

He stood on a chair so that he could see better,

1. give all the facts, judge for oneself
2. set off, not miss the train
3. get up early, read some English before breakfast

4. put some money in the bank, buy a TV set
5. decide to boycott the meeting, change the plan

VI Fill in each blank with one of the following words and then translate the sentences into Uighur:

angry, disappointed, excited, interested, puzzled, surprised.

1. He got ___ in rose _____ growing when he was in the countryside.
2. The old peasant got very _____ when he saw lots of grains of rice left in the fields.
3. The children got very _____ when they first saw the train passing by.
4. The old lady became much _____ when she found only a cheque in her daughter's letter.
5. The two policemen became completely _____ when the woman asked them whether they had caught the madman.
6. We were very much _____ at what he had been able to do in a single day.

VI Fill in the blanks with words or expressions from the list below:

as if , by now , be taken by surprise , meet with
knock over, silly, escape from, hear of , let in

1. She burst into tears when she _____ her son's death.
2. I posted the letter five days ago. They must have got

it _____.

3. The commander wanted to meet the man who _____ the enemy headquarters.
4. While translating this article from English to French, he _____ some difficulties.
5. Don't keep on asking such _____ questions.
6. The baby laughed _____ it understood the joke.
7. He was so strong that he _____ me _____ with one blow.
8. We _____ all _____ when word came that John had killed himself.
9. He spoke _____ he was the governor.

VIII Translate the following into English:

1. ئۇ خۇشنا ئۆيدە بىرسىنىڭ ناخشا ئېيتىۋاتقانلىقىنى ئاڭلىدى.
2. ئاڭلىساق ئۇ ئاللىقاچان ئاۋسترالىيىگە كېتىپتۇ. بۇ راستمۇ؟
3. ئۇلار بۇ ھېكايىنى ئاڭلاپ ئۆزىنى تۇتسۇۋالماي قاقاقلاپ كۈلۈپ كەتتى.
4. ئاۋازچىلىق شۇكى، ئۇلار يا سۇ ئۈزەلمەيدۇ، يا قارىغا ئاتالمايدۇ.
5. مەن ئۇنىڭغا يامغۇردا يولدىن ئېزىپ قالغانلىقىمنى چۈشەندۈردۈم.
6. ئۇنىڭ ئائىلىسىدە نېمە ئىش يۈز بەرگەنلىكىنى بىلمەسەن؟
7. ئۇ شىماللىق بولسىمۇ بۇ يەرنىڭ ھاۋاسىغا كۆنۈپ قالدى.
8. ئۇلارنىڭ تۇرمۇش ئۇسۇلى بىزنىڭكىگە ئوخشىمايدۇ.

Reading Material

Talking Without Sound

Each Indian tribe had a different language. Many Indians never learned any language except their own. Do you know how Indians from different tribes talked to each other? They had two ways to talk without sound. One way was by sign language; another way by signals.

Sign language is a way of talking by using signs. Indians used sign language when they met strangers. In this way, they could find out whether the stranger was a friend or an enemy. In Indian sign language, signs were made with the hands. One sign meant "man". Another meant "horse". To tell the time of day when something happened, an Indian pointed to the sky. He showed where the sun had been at the time.

Indians usually used signals when they wanted to send messages to someone far away. To make signals, an Indian might use a pony. He might use a blanket. Or he might use smoke, a mirror or fire arrows.

To signal that he had seen many animals, an Indian rode his pony in a large circle. Sometimes the Indian gave a signal like this and then went away to hide. This meant that there was danger.

The blanket signal was visible from far away. An In-

dian held the corners of a blanket in his hands. Then he began to swing the blanket from side to side in front of him. An Indian could send many different signals with his blanket.

He could also send many signals with a mirror. He usually used the mirror to warn someone of danger. Or he attempted to get the attention of a person far away. But he also used it to send messages in code. Of course, mirrors could be used only when the sun was shining. At night, Indians used fire arrows for signalling.

An Indian also sent signals with smoke. He made a small fire of dry wood. Then he put grass or green branches on it. He held a blanket over the fire for a minute. When he removed the blanket from the fire, there was a cloud of smoke. The number of clouds of smoke told his message in code.

Now you can see that Indians didn't need to learn each other's language. They could talk to one another by using signals or sign language.

Comprehension Exercise

1. The story tells about _____.
 - a. people living in India
 - b. the Indians who had many kinds of languages
 - c. the Indians who didn't use their languages
 - d. how Indians communicated between different tribes

2. Sign language is _____.
 - a. a language only for Indians
 - b. a way to express one's ideas by making gestures
 - c. a way to communicate by making signs on paper
 - d. a secret way of talking to strangers
3. When an Indian meant there was danger, he _____.
 - a. rode his pony back and forth several times
 - b. rode his pony in a large circle and then went away to hide
 - c. began to make a fire
 - d. drew a big circle on the ground
4. An Indian used a mirror to _____.
 - a. warn someone of danger
 - b. get the attention of someone far away
 - c. send messages in code
 - d. all of the above
5. Indians didn't need to learn each other's language because _____.
 - a. they never met each other
 - b. they could use signals or sign language
 - c. they could write messages in a special language
 - d. they thought could easily make themselves understood without learning a new language.

Lesson Seven

TEXT

THE DINNER PARTY

I first heard this story in India, where it is told as if true—though any one who has some knowledge about nature would know it couldn't be. Later someone told me that the story appeared in a magazine shortly before the First World War. That magazine story, and the person who wrote it, I have never been able to find out.

The country is India. A British official and his wife are giving a large dinner party. They are sitting with their guests — officers and their wives, and a visiting American — in their large dinner room, which has wide glass doors opening to a nice garden.

A heated discussion is going on between a young girl and an officer. The girl says that women, too, have great control over themselves. They no longer jump on a chair at the sight of a mouse. But the officer doesn't think so.

“A woman usually screams when she's in danger. And while a man may feel like it, he has that bit more of

control than a woman has. And that last bit is what really counts.”

The American does not join in the argument but watches the other guests. As he looks, he sees a strange look come over the face of the hostess. She is staring straight ahead, her muscles tense slightly. She motions to the servant standing behind her chair and whispers something to him. The boy's eyes widen: he quickly leaves the room.

Of the guests, none except the American notices this or sees the boy place a bowl of milk on a step to the garden just outside the open doors.

The American is shocked. In India, milk in a bowl means only one thing — bait for a snake. He realizes there must be a snake in the room. He looks up at the ceiling — the most probable place — but it is not there. Three corners of the room are empty, and in the fourth the servants are waiting to serve the food. There is only one place left — under the table.

His first thought is to jump back and warn the others, but he knows their move would frighten the snake into striking. He speaks quickly, the tone of his voice so firm that it silences everyone.

“I want to know just what control everyone at this table has. I will count three hundred — that's five minutes — and not one of you is to move a muscle. Those

who move will lose 50 rupees. Ready!"

The twenty people sit like stone while he counts. He is saying, "... two hundred and eighty ..." when, out of the corner of his eyes, he sees the snake appear and make for the bowl of milk. Everyone screams as he jumps to slam the glass doors safely shut.

"You were right, George!" the host says. "A man has just shown us an example of perfect self-control."

"Just a minute," the American says, turning to his hostess. "Mrs. Wynnes, how did you know that snake was in the room?"

A faint smile lights up the woman's face as she replies, "Because it was crawling across my foot."

DIALOGUE

IN THE HOSPITAL

A: Now, what seems to be the trouble?

B: I always have a headache, and I haven't slept properly for several weeks. I've also lost my appetite and my eyes are burning.

A: Mm, you do look rather pale. Let me take your temperature. Would you put the thermometer under your arm, please? Now let me listen to your pulse. Do you

feel weak?

B: Yes, I don't seem to have any energy.

A: I'll give you a blood test. Would you roll up your sleeve? (Later) Just as I thought. You are anaemic.

B: What does anaemic mean?

A: It means you don't have enough red blood cells.

B: What do you advise me to do?

A: You'd better pay more attention to your diet. Eat plenty of fresh fruit and vegetables and food high in protein. And don't stay up late working. Try to get more rest. I'll give you a prescription.

B: What's on the prescription?

A: A tonic and some vitamin tablets.

B: Thank you, doctor.

WORDS AND EXPRESSIONS TO THE TEXT

guest	/gest/ n.	مېھمان
scream	/skri:m/ vi.	چىرقىراش
bit	/bit/ n.	ئازراق ، بىر قىسىم
argument	/'a:gjumənt/ n.	مۇنازىرە ، تالاش-تارتىش

hostess	/'həʊstɪs/ n.	ئايال خوجايىن
stare	/steə/ vi. (at)	تىكىلىپ قارماق
muscle	/'mʌsl/ n.	مۈسكۈل
tense	/tens/ α.	جىددىي تارتىشماق
slightly	/'slaitli/ ad.	ئازراق
motion	/'məʊn/ vi.	شەرەت قىلماق
wisper	/'wɪspə/ vi.	پىچىرلىماق
widen	/'waɪdn/ vi.	كېڭەيمەك
shock	/ʃɒk/ v.	ھاڭ-تاڭ قالماق
		ھەيران قالماق
bait	/beɪt/ n.	يەمچۈك
ceiling	/'si:lɪŋ/ n.	تورۇس
serve	/sə:v/ vt.	مۇلازىمەت قىلماق
		كۈتمەك
tone	/təʊn/ n.	ئىنتوناتسىيە
firm	/fə:m/ α.	كەسكىن ، مەزمۇت
control	/kən'trəʊl/ vt. ; n.	كونترول ، كونترول
		قىلماق ، باشقۇرۇش
rupee	/ru:'pi:/ n.	روپىيە
make for		... گە قاراپ مېڭىش
slam	/slæm/ vt.	كۈچ بىلەن ياپماق

- host /həʊst/ n. (ئەر) خوجايىن
- self-control /'selfkən'trəʊl/ n. ئۆزىنى تۇتۇۋېلىش ، ئۆزىنى كونترول قىلىش
- turn to بۇرۇلماق
- faint /feɪnt/ a. ئاجىز ، بىلىنەر-بىلىنمەس
- light up يورۇماق ، (چىرايى) ئېچىلماق
- crawl /krɔ:l/ vi. ئۆمىلەش ، ئۆمىلەپ ماڭماق
- Wynnes /'wɪnɪs/ n. ۋېنېس (ئىسىم)
- George /dʒɔ:dʒ/ n. جورج (ئىسىم)

WORDS AND EXPRESSIONS TO THE DIALOGUE

- headache /'hedeɪk/ n. باش ئاغرىقى
- properly /'prɒpəli/ ad. نورمال ، مۇۋاپىق
- several /'sevrəl/ a. ; pron. بىر نەچچە
- appetite /'æpɪtaɪt/ n. ئىشتىھا
- burn /bɜ:n/ v. كۆيمەك ، ئېچىشماق
- thermometer /θə'mɒmɪtə/ n. تېرمومېتىر
- pulse /pʌls/ n. تومۇر
- weak /wi:k/ a. ئاجىز

energy	/'enədʒi/ n.	ئېنېرگىيە
blood	/blʌd/ n.	قان
roll	/rəʊl/ v.	دوملىسماق، تۈرمەك
roll up		تۈرمەك
anaemic	/ə'ni:mik/ a.	قان ئازلىق
cell	/sel/ n.	ھۈجەيرە
diet	/dait/ n.	يېمەك-ئىچمەك
vegetable	/'vedʒtəbl/ n.	كۆكتات
protein	/'prəʊti:n/ n.	ئاقسىل
tonic	/'tɒnik/ n.	قۇۋۋەت دورىلىرى
vitamin	/'vaitəmin/n.	ۋىتامىن
tablet	/'tæblit/ n.	تابلىتكا

NOTES TO THE TEXT

1. That magazine story , and the person who wrote it , I have never been able to find out.

بۇ ھېكايە ۋە ئۇنىڭ ئاپتورىنى مەن ھازىرغىچە ئىزدەپ تاپالمىدىم.

جۈملىدىكى تولدۇرغۇچى تەركىب that magazine story ۋە and the person who wrote it جۈملىنىڭ ئالدىغا قويۇلۇشىدا تەكىتلەش مەقسەت قىلىنغان.

2. And that last bit is what really counts.

ئەڭ ئاخىرقى بىر نۇقتا (كوتترول قىلىش كۈچى) ھەقىقەتەن مۇھىم.

3. ...she is staring straight ahead, her muscles tense slightly.

ئۇ ئالدىغا تىكىلىپ قاراۋېرىپ مۇسكۇللىرى بىر ئاز تارتىشتى.
 مۇستەقىل قۇرۇلما her muscles tense slightly جۈملىدە
 ئەگەشمە ھالەت بولىدۇ. مەسىلەن:

All things considered, I think I ought to let John do it.

ھەممە ئەھۋاللارنى نەزەردە تۇتۇپ ئۇ ئىشنى جونغا قىلغۇزۇش كېرەكلىكىنى ھېس قىلدىم.

4. A faint smile lights up the woman's face as she replies.

ئۇ جاۋاب بەرگەندە چىرايىدا كۈلكە ئالامەتلىرى پەيدا بولدى.

WORD FORMATION

ئالدى قوشۇمچە مەلۇم مەنىگە ئىگە بولۇپ، كۆپ ھاللاردا سۆزنىڭ سۆز تۈركۈمىنى ئۆزگەرتىدۇ، مەسىلەن: پېئىل build نىڭ ئالدىغا re- قوشۇلسا يەنىلا پېئىل rebuild بولىدۇ. سۈپەت possible نىڭ ئالدىغا im- قوشۇلۇپ ياسالغان impossible يەنىلا سۈپەت بولىدۇ.

ئالدى قوشۇمچە dis- ئىنكار مەنىسىنى بىلدۈرىدۇ.

پېئىل → پېئىل + dis

appear	پەيدا بولماق	disappear	غايىب بولماق
like	ياخشى كۆرمەك	dislike	ئۆچ كۆرمەك

satisfy رازى بولماق dissatisfy نارازى بولماق

ئالدى قوشۇمچە non- ئىنكار مەنىسىنى بىلدۈرىدۇ .

ئىسىم → ئىسىم + non

سۈپەت → سۈپەت + non

تاماکا چەككىگۈچى nonsmoker تاماکا چەككىگۈچى smoker

چەكسىز nonfinite چەكلىك finite

قەرەلسىز nonscheduled قەرەللىك scheduled

ئالدى قوشۇمچە re- "قايتا"، "تەكرار" دېگەن مەنىلەرنى بىلدۈرىدۇ .

پېئىل → پېئىل + re

قايتا قۇرماق rebuild قۇرماق build

قايتا يازماق rewrite يازماق write

تەكرار ئىشلەپ- reproduce ئىشلەپچىقارماق produce

چىقارماق

GRAMMAR

I ئىزاھلىغۇچى ۋە ئىزاھلىغۇچى بېقىندى جۈملە

1. ئىزاھلىغۇچى

ئىسىم ياكى ئالماشتىن كېيىن بەزىدە باشقا بىر ئىسىم ياكى ئىسىمغا ئوخشاش رول ئوينايدىغان تەركىب كېلىپ ، شۇ ئىسىم ياكى ئالماش كۆرسەتكەن ئادەم ياكى شەيئىنى تېخىمۇ ئېنىق چۈشەندۈرىدۇ . بۇنداق ئىسىم ياكى ئىسىمغا ئوخشاش رول ئوينايدىغان تەركىب ئىزاھلىغۇچى دېيىلىدۇ . ئىزاھلىغۇچى ئىسىم ، ئالماش ، سان ياكى بېقىندى جۈملە قاتارلىقلار ئارقىلىق ئىپادىلىنىدۇ . مەسىلەن :

You girls may take those seats over there.

سېلىر قىزلار ئاۋۇ يەردىكى ئورۇندۇقلاردا ئولتۇرساڭلار بولىدۇ .

John and Tom both have won prizes. They are both crack footballers.

جون بىلەن توم ھەر ئىككىسى مۇكاپاتقا ئېرىشتى . ئۇلار ھەر ئىككىسى بىرىنچى دەرىجىلىك پۇتبولچىلار .

You may leave it to us two.

سىز بۇ ئىشنى بىز ئىككىمىزگە قالدۇرسىڭىز بولىدۇ .

I had no idea that you were here.

مەن سىزنىڭ بۇ يەردە ئىكەنلىكىڭىزنى بىلمەپتىكەنمەن .

People, old and young, took to the streets to watch the parade.

چوڭ-كىچىك كىشىلەر كوچىغا چىقىپ پاراتنى كۆردى .

I am looking for a job driving cars.

مەن ماشىنا ھەيدەيدىغان خىزمەت ئىزدەۋاتىمەن .

2. ئىزاھلىغۇچى بېقىندى جۈملە

قوشما جۈملىدە ئىزاھلىغۇچى بولۇپ كەلگەن بېقىندى جۈملە
ئىزاھلىغۇچى بېقىندى جۈملە دېيىلىدۇ. ئىزاھلىغۇچى بېقىندى
جۈملە ئادەتتە باغلىغۇچى that بىلەن باشلىنىپ كېلىپ، دائىم
problem, hope, truth, idea, news, fact قاتارلىق ئىسىملارنىڭ
كەينىدە كېلىدۇ. شۇ ئىسىمنىڭ كونكرېت مەنىسىنى ئىزاھلاپ
كېلىدۇ. مەسىلەن:

The fact that he won the championship can't be denied.

ئۇنىڭ چېمپىيونلۇققا ئېرىشكەنلىكىدەك پاكىتىنى ئىسكار
قىلغىلى بولمايدۇ.

Have you heard the news that some Japanese guests would
come and visit our school the next day?

سىز ئەتىسى بىر نەچچە ياپونلۇق مېھماننىڭ مەكتىپىمىزگە
زىيارەتكە كېلىدىغانلىقى خەۋىرىنى ئاڭلىدىڭىزمۇ؟

Have you any proof that he is a thief?

ئۇنىڭ ئوغرى ئىكەنلىكىگە ئىسپاتىڭىز بارمۇ؟

There can be no doubt that he is qualified for the job.

ئۇنىڭ بۇ خىزمەتكە لايىق ئىكەنلىكىدە شەك يوق.

He was faced with the problem that he would have to
learn to do everything by himself.

ئۇ ھەممە ئىشنى ئۆزى قىلىپ ئۆگىنىش كېرەكلىكىدىن
ئىبارەت مەسىلىگە دۇچ كەلدى.

II بۆلەك سۆزلۈك مۇستەقىل قۇرۇلما

بۆلەك سۆز (ياكى بۆلەك سۆزلۈك سۆز بىرىكمىسى) نىڭ
بەزىدە ئۆز ئىگىسى بار بولۇپ، ئۇلار ئارىسىدا لوگىكىلىق
ئىگە-خەۋەرلىك مۇناسىۋەت بولىدۇ. بۇنداق قۇرۇلما بۆلەك

سۆزلۈك مۇستەقىل قۇرۇلما دېيىلىدۇ ، جۈملىدە ھالەت بولىدۇ .
مەسلەن : A large crowd of people waiting at the gate, the manager

was afraid to go out.

بىر توپ كىشىلەر دەرۋازا ئالدىدا ساقلاۋاتقاچقا دېرىكتور
قورقۇپ سىرتقا چىقالمىدى .

The question having been settled, they all went home.
مەسلە ھەل قىلىنغاندىن كېيىن ئۇلارنىڭ ھەممىسى ئۆيگە
قايتىشتى .

بۆلەك سۆزلۈك مۇستەقىل قۇرۇلما جۈملىدە ھالەت بولۇپ ،
ۋاقىت ، سەۋەب ، شەرت ياكى ئەگەشمە ھالەت قاتارلىقلارنى
بىلدۈرىدۇ . مەسلەن :

The problem being solved, we wound up the meeting.
(=when the problem was solved)

مەسلە ھەل بولغاندىن كېيىن بىز يىغىننى ئاخىرلاشتۇردۇق .
So many people being absent, the meeting had to be put
off. (=Since so many people were absent.)

شۇنداق كۆپ كىشىلەر كەلمىگەچكە يىغىننى كېچىكتۈرمەي
بولمىدى .

Weather permitting, we'll start tomorrow.
(=If weather permits.)

ھاۋارايى يار بەرسە بىز ئەتە يولغا چىقىمىز .
He rushed into the room, his face covered with sweat.
(=while his face was covered with sweat)

ئۇ ئۈز-كۆزى چىلىق-چىلىق تەرگە چۆمۈلگەن ھالدا ئۆيگە
ئېتىلىپ كىردى .

بۆلەك سۆزلۈك مۇستەقىل قۇرۇلمىدىكى
ياكى having been بەزىدە قىسقارتىلىدۇ. مەسلەن:

The meeting (being) over, we all left the room.

يىغىن تۈگىگەچكە بىز ھەممىمىز ئۆيدىن چىقتۇق.

The children were watching the acrobatic show, their eyes (being) wide open.

بالىلار سېرىك ئويۇنى كۆرۈۋاتقاندا كۆزلىرى يوغان ئېچىلغان ئىدى.

WORD STUDY

Change

1. vt. ئۆزگەرتمەك

The writer changed his name and returned to Ireland from South America.

Nothing will make me change my mind.

2. vt. ئالماشتۇرماق

This coat is too big. I'll have to change it for a smaller one.

We have to change buses at the People's Park for the Railway Station.

3. ئۆزگەرمەك

You've changed a lot since I last saw you.

The weather changed suddenly and many of us caught cold.

4. كىيىم ئالماشتۇرماق، ماشىنا ئالماشماق

It will take you ten minutes to go upstairs to change.

This is where we change from car to bus.

5. change hands قولدىن. قولغا ئۆتمەك

The house has changed hands several times recently.

Search

1. vt. ئاخشۇرماق

They searched the house but found nobody in it . I searched my memory, but could't remember her name.

2. vi. ئىزدەمەك

A group of geologists were searching everywhere for oil deposits.

3. n. ئىزدەش

Volunteers joined the search for the lost child. Scientists are in search of a cure for the disease.

4. search out ئىزدەپ تاپماق

We've searched out some of your favourite recipes.

Hurry

1. vi. ئالدىرماق

He picked up his bag and hurried off along the platform.

As soon as he entered, he hurried up the stairs.

2. vt. ئالدىراتماق

We are late, I must hurry you.

A good meal should never be hurried.

3. n. ئالدىراش

In his hurry to leave, he forgot his passport.

There is no hurry, so do it slowly and carefully.

4. in a hurry ئالدىراش ھالدا

She won't forget that in a hurry.

Things done in a hurry are done badly.

5. hurry up ئالدىراتماق ، تېزلىتىش

He hurried up his work in order to go home earlier.

He is a good worker, but we need hurry him up.

PROVERBS

He is unworthy to live who lives only for himself.

پەقەت ئۆزى ئۈچۈنلا ياشايدىغان ئادەم ياشاشقا ئەرزىمەيدۇ .

Even a small star shines in the darkness.

ھەتتا بىر كىچىك يۇلتۇزمۇ قاراڭغۇدا پارقىرايدۇ .

Riches serve a wise man but commands a fool.

بايلىق دانىشمەنگە خىزمەت قىلىدۇ ، بىراق ئەخمەقنى

باشقۇرىدۇ .

EXERCISES

I Answer the following questions:

1. What were the British official and his wife doing in their house?
2. What were the girl and the officer discussing?
3. According to the officer , why didn't a man usually scream when he was in danger?

4. What did the American notice when he was watching the guests?
5. Who else among the guests noticed this?
6. What did milk in a bowl mean in India?
7. Why did the American want everyone to sit still?
8. Who do you think had perfect self-control?

I Fill in the blanks with the words or expressions given below. Change the forms where necessary:

go on , have control over , at the sight of, serve, feel like , make for , light up , watch , warn , show

1. When the children have money they _____ straight _____ the sweet store.
2. The American was so afraid that he _____ screaming.
3. Women were believed to scream even _____ a mouse.
4. What's _____ there? It's so noisy outside.
5. The candles on the Christmas tree _____ the room.
6. It is said that women _____ no _____ themselves, especially when they are in danger.
7. He was _____ of the danger.
8. No man can _____ two masters.

II Replace the underlined parts in the following sentences with words or expressions from the text:

1. The discussion was very much exciting.
2. As he looks , he sees a strange expression come over

- the woman's face.
3. The boy's eyes were wide open.
 4. The American raised his head and looked at the ceiling.
 5. It started raining, so she went quickly to the nearest hotel.
 6. The old lady was so afraid that she gave to the boy \$100.

IV Point out the appositive or the appositive clause in each of the following sentences:

1. Johnnie, the little boy from the ground floor, had been up with a box of candies.
2. In the August of 1966, at the age of nearly sixty-five, an age when many men retire, he began the greatest voyage of his life.
3. The news that they had won the Nobel Prize made us shout with joy.
4. They both successfully passed the examination.
5. Then I expressed the hope that he would give us a lecture the next day.
6. The order soon came that he should go to the head quarters right away.
7. The message that he would be late took a long time-reaching us.
8. We must face the fact that China is a developing coun-

try.

9. I like two sports, namely, swimming and boating.

10. The fact that exercise is good for health is known to all.

V. Fill in the following blanks with "that" or "which", and tell what clause it introduce:

1. The fact _____ he didn't arrive shows that he was never really serious about coming.

2. He put forward a suggestion _____ the whole family should go out for a picnic lunch on Sunday.

3. The suggestion _____ was made at yesterday's meeting was that our class should do extra work on Sunday.

4. Soon word came _____ they should publish the results of their research.

5. The act _____ had been passed was about fishing or tea-growing.

6. We didn't lose the hope _____ the delegation would come to our university.

VI Rewrite the following sentences after the model:

Model: When the problem was solved, we went home.

The problem being solved, we went home.

1. When the rain had stopped, we went on with our trip.

2. As the speech was not at all interesting, most of the people present began to move about impatiently.

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3. If the weather permits, the ship will leave tomorrow.
 4. Since the storm was almost over, the crew tried to get ashore.
 5. John continued on his way and the dog was jumping about in front of him.
 6. As the waves were beating violently against the shore, people couldn't hear them crying for help.
 7. As the rough part of the voyage was over, they soon went to sleep.
 8. The old beggar sat at the corner and tears welled up in his eyes.
 9. After they had all left, we gave the room a clean.
 10. Our room is on the fifth floor, and the front windows face to the south.

VI **Fill in each blank with a participle:**

1. There (be) nothing more to do , they all took a rest.
2. Everything (take) into consideration, this method is the best.
3. The old lady noticed the postman (turn) round the corner on his bicycle, her heart (beat) fast.
4. The audience dispersed, (believe) that the story was true.
5. Mrs . Scott was in such a hurry that she rushed to

the backdoor ____ (knock) a kitchen table over on her way and ____ (break) the saucers on it to pieces.

6. When the airplane has taken off , I can still see him ____ (wave) his coat on the ground.

7. The holidays ____ (be) over, we must now sit down to some hard work.

8. ____ (not, know) what to do, he was puzzled.

VII Translate the following sentences into English:

1. بىز تۈنۈگۈن چۈشتىن كېيىن سىزنى كۆرگىلى كەلسەك يوق ئىكەنسز .

2. مەن ئۇنىڭغا كەچتە تېلېفون بېرىشكە قوشۇلدۇم .

3. قىزلارنىڭ پۈتۈپول ئوينىشىنى كۆرۈش بەكمۇ قىزىقارلىق .

4. بىز پەقەت ئىتتىپاقلاشاقلا ھەر قانداق قىيىنچىلىقنى يېڭەلەيمىز .

5. ئوقۇتقۇچى ۋە ساۋاقداشلارنىڭ ياردىمىدە ئۇ زور ئىلگىرىلەشكە ئېرىشتى .

6. مېنىڭچە سىز چوقۇم ۋاشىنگتوندىن كەلگەن مۇخبىر .

7. ئۇلار ئىمكانىيەتنىڭ بارىچە تېز خىزمەتكە كىرىشتى .

8. خىزمەتتە ئۇ نۇرغۇن قىيىنچىلىققا ئۇچرىدى ، بىراق ئۇ قورقۇپ قالمدى .

9. ئالدىرىما ، بىزنىڭ ۋاقتىمىز كۆپ .

10. زەخمىلەنگەن بولسىمۇ ، ئۇ يەنىلا خىزمىتىنى داۋاملاشتۇردى .

Reading Material

The Flying Fool

"I ask you to drink to his health as a young man full of the spirit of adventure who has lit up the world with a flash of courage." With these words, the British Minister of Air turned and raised his glass to the young man who sat beside him — a young man who, only a month before, was completely unknown. Yet on that summer day in 1927 his name was on the world's lips — Charles Lindbergh, the first man to fly the Atlantic alone.

He had been an air mail pilot, flying back and forth between Chicago and the city of St Louis. Determined to win the \$ 25 000 prize offered by a fellow-American for the first flight from New York to Paris, Lindbergh had persuaded a group of St. Louis businessmen to finance the building of a special plane for him.

The news that Lindbergh intended to fly the Atlantic alone was received with disbelief. The plane would never fly, people said. It would run out of fuel. It had only a single engine. Lloyds of London refused to insure the flight. Men called Lindbergh the "flying fool".

But on May 20th, 1927, just after ten to eight in the morning, Lindbergh's "Spirit of St. Louis", heavily laden with fuel, struggled into the air from a New York airfield.

For several hours the weight of the petrol prevented the young pilot from flying more than a few feet above the wave-tops. Night came and thick fog covered up the stars. Lindbergh flew steadily on, hoping that his course was the right one. He struggled to keep awake, checking the fuel all the time to keep his mind active. Throughout the next day the "Spirit of St. Louis" flew on over the seemingly limitless sea. Then a fishing boat appeared, and, an hour later, land. It was Ireland. Lindbergh set a compass course for Paris.

By ten o'clock the lights of France's capital were shining beneath him. Tired, unshaved, suddenly hungry, the "flying fool" came down to Le Bourget airport, and landed in front of a huge crowd of wildly cheering people. After 34 hours of continuous piloting, the flight of 3 600 miles was over.

Comprehension Exercise

- The British Minister of Air Charles
 - praised Lindbergh for his intelligence
 - encouraged Lindbergh to be more adventurous
 - congratulated Lindbergh for his bravery
 - warned Lindbergh not to fly alone
- "His name was on the world's lips" means everybody was talking about him
 - "everybody was drinking to his health"
 - "everybody was jumping about because of him"

- c. "he became suddenly unpopular"
d. "everybody was talking about him"
3. A group of St. Louis businessmen had been persuaded to the building of a special plane.
- arrange
 - organize
 - stop
 - pay for
4. Which of the following is true?
- Nobody at all believed that it was foolish for anybody to try to fly the Atlantic.
 - Everybody knew that Lindbergh was very brave and adventurous.
 - People didn't believe that Lindbergh really meant to fly the Atlantic alone.
 - Everybody believed that it was foolish for anybody to try to fly the Atlantic at all.
5. The "Spirit of St. Louis" here refers to .
- the plane Lindbergh flew in
 - the "flying fool"
 - the hope of the people of St. Louis
 - the city of St. Louis
6. At the beginning of the flight .
- Lindbergh wanted to fly low because there was a thick fog over the sea
 - the weight of the petrol stopped Lindbergh from fly-

- ing low over the sea
- c. the plane was so heavy that Lindbergh fell in the sea several times
- d. Lindbergh had to fly very low because the plane was too heavy to rise

Lesson Eight

TEXT

LIFE IN THE UNIVERSE

One of the most exciting questions to which scientists are seeking an answer is, "Are there living things anywhere in the Universe? Is the Earth the only body in the whole enormous Universe where human beings or anything like a human being exist?"

First we must consider what goes to make a human being, whether plant or animal, and then what conditions living things need in order to go on living. Living things, like everything else, are made of atoms, and these atoms are grouped into molecules. A molecule is the very smallest bit you can have of any substance. When you break up a molecule of water, for example, you no longer have water at all, but only the atoms of which water is made one atom of oxygen and two of hydrogen. The molecules of living things are made, not of two of hydrogen. The molecules of living things are made, not of two or three atoms, but of hundreds or thousands arranged in different, complicated patterns.

If they become too hot, these complicated molecules of living things break up into their separated atoms and

cease to be living. Therefore there can not be life on the Sun or any of the stars because they are far too hot, and there can not be any life on a planet (which goes around the Sun) if it is too close to the Sun, as Mercury is.

However, living things need energy to make them breathe, grow and move. Non-living things, like rocks and metals, do not need this. On Earth plants and animals get their energy from the light and heat of the Sun. Therefore planets that are very far from the Sun and extremely cold are not places where living things could exist.

All the plants and animals that we know of on Earth have to breathe, and so can live only on planets that have suitable atmospheres. Mars and Venus both have atmospheres, but neither is the sort that would support people or animals like those on Earth. The atmosphere of Mars is very thin and contains very little oxygen. That of Venus is made up of gases that we would not possibly breathe.

Mars can almost certainly support plant life, but that is all. We know too little about Venus to be sure. The remaining planets that move around the Sun are even less likely. It seems then, that there are no intelligent beings in our Solar System (the planets that go round our Sun), except on the Earth.

But if there are planets round the Sun, why should there not be planets around other stars? May not some of these be placed, like the Earth, at just the right distance from their sun to have a suitable atmosphere and to be neither too hot nor too cold for life? Some where in space mil-

lions and millions of miles away, there may be other creatures, with brains as well-developed as ours who are also reaching out in space to discover what else exists in this wonderful Universe.

DIALOGUE

AT THE AIRPORT

A: Our plane is supposed to leave at 2:10 and it's already 2:20. There seems to be some delay.

B: That's our flight they're announcing over the loudspeaker now. Flight-620 now boarding for Korla, Gate 14. Where did I put my boarding pass?

A: It's right there in your pocket. Don't worry. We've checked in. We've got our seats in the No Smoking Section. It's going to be a very pleasant flight.

B: I'm a little nervous. I've never flown before.

A: There is nothing at all to worry about. Once you're up in the air, it's just like sitting at home in your own living room.

B: Fasten your seatbelts, please. Welcome to Flight 620 now departing for Korla. We'll arrive at 3:07 local time, and we'll be flying at an altitude of thirty five thousand feet.

B: What's the idea of the seatbelts?

A: You're supposed to fasten yourself firmly to your seat

in case of an accident. Otherwise you may be thrown against the seat in front and injured.

B: And if the plane catches fire, I won't be able to get out either.

A: Nothing like that ever happens.

B: What's that terrible noise?

A: Those are the engines. We're about to take off. Look! We're starting. Isn't it thrilling? Now we're leaving the ground. We're already in the air. Look down below and see how Urumqi looks from the air.

WORDS AND EXPRESSIONS TO THE TEXT

exciting	/ik'saitiŋ/ a.	كەشنى ھاياجانلاندىۋىرىدىغان
seek	/si:k/ vt.	ئىزدەش
universe	/'ju:nivə:s/ n.	ئالەم ، كائىنات
enormous	/'i:nɔ:məs/ a.	غايەت زور
atom	/'ætəm/ n.	ئاتوم
molecule	/'mɒlikju:l/ n.	مولېكۇلا
substance	/'sʌbstəns/ n.	ماددا
break up		پارچىلاش ، ئاجرىتىش

oxygen	/'ɒksɪdʒən/ n.	ئوكسىگېن
hydrogen	/'haɪdrɪdʒən/ n.	ھىدروگېن
arrange	/ə'reɪndʒ/ v.	ئورۇنلاشتۇرماق
complicated	/'kɒmplɪkeɪtɪd/ a.	مۇرەككەپ ، چىگىش
pattern	/'pætən/ n.	شەكىل
cease	/si:s/ vi.	توختىماق
planet	/'plænɪt/ n.	پلانىتتا
extremely	/ɪks'tri:mli/ ad.	ئىنتايىن
suitable	/'sju:təbl/ a.	ماس كەلمەك ، مۇۋاپىق
atmosphere	/'æt məsfiə/ n.	ئاتموسفېرا
Mercury	/'mæ:kjuri/ n.	مېركۇرى
Mars	/mɑ:z/ n.	مارس
Venus	/'vi:nəs/ n.	ۋېنېرا
support	/sə'pɔ:t/ vt.	قوللىماق ، ياردەم
		بەرمەك
remain	/ri'meɪn/ vi.	ئېشىپ قالماق ، داۋاملاشماق
system	/'sɪstəm/ n.	سىستېما
creature	/'kri:tʃə/ n.	ھايۋانات
well-developed a.		تولۇق يېتىلگەن ، تولۇق تەرەققىي قىلغان

reach out (قولنى) سوزماق

WORDS AND EXPRESSIONS TO THE DIALOGUE

delay /di'lei/ n. كېچىكىش

flight /flait/ n. نۆۋەتچى ئايروپىلان ،

announce /ə'nauns/ vt. ئېلان قىلماق ،

loudspeaker /'laud'spi:kə/ n. جاكارلىماق

board /bɔ:d/ v. يانغراتقۇ

board (ئايروپىلان ، پاراخوتقا) چىقماق

pass /pɑ:s/ n. بېلەت ، يول خېتى

check /tʃek/ v. تەكشۈرمەك

check in تىزىملىتىش

No Smoking Section ئىس-تۈتەكسىز بۆلۈمچە (ئايروپىلاندا)

attendant /ə'tendənt/ n. مۇلازىمەتچى

fasten //fɑ:sn/ v. باغلىماق ، چەگمەك

seatbelt //si:tbelt/ n. بىخەتەرلىك تاسمىسى

depart	/di'pa:t/ vi.	ئايرىلماق ،
		يولغا چىقماق
depart for	... گە قاراپ سەپەر قىلماق	
firmly	//fə:mli/ ad.	چىڭ ، مۇستەھكەم
in case of		مۇبادا ، ئەگەر
accident	//æksidənt/ n.	ھادىسە
otherwise	//ʌðəwaiz/ ad.	بولمىسا
injure	//indʒə/ vi.	زەخمىلەنمەك
catch fire		ئوت كەتمەك
engine	//endʒin/ n.	ماتور
be about to		تەييارلانماق
thrilling	//θriliŋ/ a.	كىشىنى ھايجانغا سالدىغان

NOTES TO THE TEXT

1. First we must consider what goes to make a human being, whether plant or animal.
- ئالدى بىلەن بىزنىڭ ئويلايدىغىنىمىز زادى نېمە نەرسە ، ئۆسۈملۈكمۇ ياكى ھايۋاناتمۇ ، ئادەمنىڭ پەيدا بولۇشىغا تۈرتكە بولغان .
- (1) goes نىڭ بۇ يەردىكى مەنىسى «تۈرتكە بولماق» ، «ياردەم بەرمەك» دىن ئىبارەت . مەسىلەن :

Our experiments go to prove that lightning is electricity.

بىزنىڭ تەجرىبىلىرىمىز چاقماقنىڭ توك ئىكەنلىكىنى ئىسپاتلاشقا ياردەم بەردى .

2) whether plant or animal what جۈملىدە نىڭ

ئىزاھلىغۇچىسى بولىدۇ .

2. We know too little about Venus to be sure.

بىزنىڭ ۋېنېرا توغرىلىق بىلىدىغىنىمىز بەكمۇ ئاز بولۇپ ، ئۇنى (ئۇنىڭدا ھاياتلىقنىڭ بار-يوقلۇقىنى) تېخى مۇئەييەنلەشتۈرەلمەيمىز .

3. May not some of these be placed, like the Earth, at just the right distance from their sun to have a suitable atmosphere and to be neither too hot nor too cold for life?

مۇشۇ پىلانېتلار ئىچىدە ئۆزلىرىنىڭ تۇرغۇن يۇلتۇزى بىلەن بولغان ئارىلىقى مۇۋاپىق ، ھاياتلىقنىڭ مەۋجۇت بولۇشىغا ماس كېلىدىغان بەكمۇ ئىسسىق ياكى بەكمۇ سوغۇق بولمىغان ئاتموسفېرا بار بولغان يەر شارىغا ئوخشاش پىلانېتىدىن بىر نەچچىسى يوقمىدۇ؟

بۇ بىر رېتورىك سوراق جۈملىسى بولۇپ ، مەنە جەھەتتە تەكىتلەنگەن بىر بايان جۈملىسىگە باراۋەر . بۇنداق جۈملىلەرگە جاۋاب بېرىلمىسىمۇ بولىدۇ . مەسىلەن :

Didn't I tell you he would spoil it?

مەن سىزگە ئۇ بۇ ئىشنى بۇزۇپ قويدۇ دېمىگەنمىدىم؟

WORD FORMATION

ئالدى قوشۇمچە - un ئىنكار مەنىنى بىلدۈرىدۇ .

سۈپەت → سۈپەت + un

happy	بەختلىك	unhappy	بەختسىز
fortunate	تەلپىك	unfortunate	تەلپىسىز
finished	تاماملانغان	unfinished	تاماملانمىغان

ئالدى قوشۇمچە - im ئىنكار مەنىنى بىلدۈرىدۇ .

سۈپەت → سۈپەت + im

moral	ئەخلاقلىق	immoral	ئەخلاقسىز
polite	ئەدەپلىك	impolite	ئەدەپسىز
patient	تاقەتلىك	impatient	تاقەتسىز

ئالدى قوشۇمچە - in ئىنكار مەنىسىنى بىلدۈرىدۇ .

سۈپەت → سۈپەت + in

correct	توغرا	incorrect	خاتا
---------	-------	-----------	------

direct

بىۋاسىتە

indirect

ۋاسىتىلىك

convenient

قۇلايلىق

inconvenient

قۇلايسىز

GRAMMAR

I ئىگە بېقىندى جۈملە

قوشما جۈملىدە ئىگە رولىنى ئوينىيدىغان بېقىندى جۈملە ئىگە بېقىندى جۈملە دەپ ئاتىلىدۇ. ئىگە بېقىندى جۈملە باغلىغۇچى which, what, whose, who ئالماش that, whether بىلەن ياكى باغلىغۇچى رەۋىش how, why, where, when مەسىلەن:

That she'll come to the meeting is certain.

ئۇنىڭ يىغىنغا كېلىشى چوقۇم.

Whether she will go there (or not) is not known.

ئۇنىڭ ئۇ يەرگە بېرىش-بارماسلىقىنى بىلگىلى بولمايدۇ.

Who saved his life is still unknown.

ئۇنىڭ ھاياتىنى كىمىنىڭ قۇتقۇزغانلىقى ئېنىق ئەمەس.

What we need is more time.

بىزگە زۆرۈر بولغىنى كۆپ ۋاقىت.

Whom he borrowed money from still puzzled her.

ئۇ ئۇنىڭ كىمدىن پۇل ئۆتنە ئالغانلىقىنى ئاڭقىرالماي قالدى.

Whose camera this is still a mystery.

بۇ ئاپپاراتنىڭ كىمىنىڭ ئىكەنلىكى يەنىلا بىر سىر.

When and where we shall meet next has not been decided

yet.

بىز كېلەر قېتىم ئۇچرىشىدىغان ۋاقىت ۋە ئورۇن تېخى بېكىتىلمىدى .

Why he did it wasn't quite clear.

ئۇنىڭ نېمىشقا بۇ ئىشنى قىلغانلىقى تېخى ئېنىق ئەمەس .

How they went there is still a question.

ئۇلارنىڭ ئۇ يەرگە قانداق بارغانلىقى يەنىلا بىر مەسىلە .

It شەكىللىك ئىگە بولۇپ ، ئىگە بېقىندى جۈملە جۈملىسىنىڭ

كەينىدە بولىدۇ . مەسىلەن :

It was possible that the news had been spread.

خەۋەر تارقىلىپ كەتكەن بولۇشى مۇمكىن .

It is not true what the man said yesterday.

بۇ ئادەمنىڭ تۈنۈگۈن ئېيتقانلىرى يالغان .

It is not clear how they went there.

ئۇلارنىڭ ئۇ يەرگە قانداق بارغانلىقى ئېنىق ئەمەس .

It is hard to say which football team will win the match.

قايسى كوماندىنىڭ يېڭىدىغانلىقىغا بىر نەرسە دېيىش تەس .

II ھالەت بېقىندى جۈملە (I)

ھالەت بېقىندى جۈملە جەمئىي توققۇز خىل بولۇپ ، ئىككىنچى

قىسىمدا سۆزلەنگەن بەش خىلدىن باشقا يەنە تۆۋەندىكىدەك تۆت

خىلى بار .

1 . ئۇسۇل ھالەت بېقىندى جۈملە

ئۇسۇل ھالەت بېقىندى جۈملە دائىم as if, just as, as قاتارلىق

بېقىندى باغلىغۇچىلار بىلەن باشلىنىپ كېلىدۇ . مەسىلەن :

You must do the exercises as I show you.
بۇ مەشقلەردىن مەن سىزگە كۆرسىتىپ بەرگەندەك ئىشلىشىڭىز كېرەك.

Please do just as your doctor says.
دوختۇر دېگەندەك قىلىڭ.

He walks as if he was/were drunk.
ئۇ خۇددى مەست بولۇپ قالغاندەك ماڭىدۇ.

2. يول قويۇش ھالەت بېقىندى جۈملە
يول قويۇش ھالەت بېقىندى جۈملە دائىم «whether...or...»
even if, even though, as though, although
باغلىغۇچى بىلەن باشلىنىپ كېلىدۇ. مەسىلەن:

Though it was very cold, she went out without an overcoat.
گەرچە ھاۋا بەكمۇ سوغۇق بولسىمۇ، ئۇ پەلتونى كىيمەي چىقىپ كەتتى.

He failed even though/even if he had tried his best.
ئۇ ئەڭ زور تىرىشچانلىق كۆرسەتكەن بولسىمۇ، يەنىلا مەغلۇپ بولدى.

Rich as he is, I don't envy him.
ئۇ بەك باي بولسىمۇ، مەن ئۇنىڭغا ھەۋەس قىلمايمەن.

Whether it shines or rains, I will go tomorrow morning.
مەيلى ھاۋا ئوچۇق بولسۇن ياكى يامغۇر ياغسۇن، مەن ئەتە ئەتىگەن بارىمەن.

3. نەتىجە ھالەت بېقىندى جۈملە
نەتىجە ھالەت بېقىندى جۈملە دائىم "so ... that",
"such ... that" قاتارلىقلار بىلەن باشلىنىپ كېلىدۇ. مەسىلەن:

He was ill, so that he didn't come.

ئۇ ئاغرىپ قالدى ، شۇڭلاشقا كېلەلمىدى .
He was so angry that he left the room without saying a word.

ئۇ شۇنچىلىك ئاچچىقلاندىكى ، ئۇ گەپ-سۆزسىز چىقىپ كەتتى .
The old woman read the story so slowly that all the children could understand it.

بۇ موماي بۇ ھېكايىنى شۇنچىلىك ئاستا ئوقۇدىكى ، ھەممە بالىلار ئۇنى چۈشەنەلمىدى .
It was such a bad accident that several people got injured

بۇ ھادىسە شۇنچە ئېغىركى ، بىر نەچچە كىشى يارىلاندى .
They are such fine teachers that we all hold them in great respect.

ئۇلار شۇنچىلىك مۇنەۋۋەر ئوقۇتقۇچىلار كى ، بىز ھەممىمىز ئۇلارنى ھۆرمەتلەيمىز .
This is such beautiful furniture that I'm thinking of buying it.

بۇ شۇنچىلىك چىرايلىق ئۆي سايىمىنى ، ئۇنى سېتىۋېلىشنى ئويلاۋاتىمەن .
Rich as he is, I don't envy him.

بۇ شۇنچىلىك چىرايلىق ئۆي سايىمىنى ، ئۇنى سېتىۋېلىشنى ئويلاۋاتىمەن .
Rich as he is, I don't envy him.

4 . سېلىشتۇرما ھالەت بېقىندى جۈملە
سېلىشتۇرما ھالەت بېقىندى جۈملە دائىم « as ... as » ،

« not so ... as » ، « more ... than » ، « not as ... as » ، ياكى « the ... the » ۋە « less ... than » قاتارلىقلار بىلەن باشلىنىپ

كېلىدۇ .

بۇ خىل جۈملىدە دائىم بەزى تەركىبلەر قىسقارتىلىدۇ .
 مەسلەن :

Canada is a little bigger than the United States.

كانادا ئامېرىكىدىن سەل چوڭراق .

It's not so/as cold in Turpan as it is in Urumqi.

تۇرپان ئۈرۈمچىدەك سوغۇق ئەمەس .

He got up as early as his mother.

ئۇ ئاپىسىغا ئوخشاش بالدۇر تۇردى .

John is less clever than Peter.

جون پېتېردەك ئەقىللىق ئەمەس .

The longer you stay here, the more you'll learn.

سىز بۇ يەردە قانچە ئۇزاق تۇرغانسېرى ، شۇنچە كۆپ

ئۆگىنەلەيسىز .

ئىزاھات 1 . « less ... than » قۇرۇلمىسى مەنە جەھەتتىن

« not so ... as » بىلەن باراۋەر . ئەمما « not so ... as » دەك كۆپ قوللىنىلمايدۇ .

2 . « سېلىشتۇرما دەرىجە + the , سېلىشتۇرما

دەرىجە + the » قۇرۇلمىدا ئالدىنقى بۆلەك

سېلىشتۇرما ھالەت بېقىنىدى جۈملە ،

كېيىنكى بۆلەك باش جۈملە بولىدۇ .

WORD STUDY

Pass.

1. v. ئۆتمەك

The street was so crowded that the cars were unable to pass.

Light passes from the sun to the planets.

She passed me in the street without saying hello.

Every day he passes the bank on his way to school.

2. v. ئۆتمەك (ئىمتىھاندىن)

You will have to work hard if you want to pass in English.

I'm sure most of you will pass the final examinations.

3. v. ئۆتمەك، ئۆتكۈزمەك، (ۋاقىت)

What does she do to pass the time while she is off work?

Ten years have passed since he left Korla.

4. vt. تەستىقلىماق

Many of the laws passed by Parliament are never enforced.

Congress passed the resolution on the second vote.

5. vt. سۈنۈپ بەرمەك، يەتكۈزمەك

Photoes were passed from hand to hand.

Please pass me the salt.

She passed the letter to Maryam.

Worry

1. v. ئەندىشە قىلماق، ئەنسىرىمەك

There is nothing to worry about.

Many people are worried by the possibility of a nuclear war.

What worries me is how he will deal with these prob-

lems.

2. not to worry ئەنسر مەك

We've missed the train, but not to worry, there is another one in half an hour.

3. n. ئەنسرەش

There are no more worries over gasoline shortages.

4. worried a. ئەنسرەگەن

Worried relatives are waiting at the airport.

We all felt worried when he didn't come back in time.

Listen

1. vi. ئاڭلىماق

We listened carefully but heard nothing.

You're not listening to what I'm saying.

2. vi. قۇلاق سالماق

I told you many times but you wouldn't listen.

I never listen to what salesmen tell me.

3. listen in رادىئو ئاڭلىماق

Now we are listening in to the BBC World Service.

4. vi. ئاڭلا (جانلىق تىلدا)

Listen, you won't get anywhere by arguing like that.

PROVERBS

It never rains but it pours.

ئايەت كەلسە قوش كەپتۇ .

Deal with a man as he deals with you.

ياخشلىققا ياخشلىق ، يامانلىققا يامانلىق .

The fire is the test of gold; adversity is the test of a strong man.

ئالتۇن ئوتتا سىنىلىدۇ؛ ئادەم ئوڭۇشسىزلىقتا.

EXERCISES

I Answer the following questions:

1. To what question are scientists now seeking an answer?
2. How will molecules of living things cease to be living?
3. Why can't living things exist on Mercury where it is extremely hot?
4. What do living things need to go living?
5. From what do living things on Earth get their energy?
6. Since both Mars and Venus have atmospheres, why can not living things exist there?
7. Is it possible that other intelligent beings like us exist in this Universe?

II Fill in the blanks with the words or expressions given below. Change the forms where necessary:

exist, break up, arrange, cease, seek, suitable, likely, therefore, reach out

1. If we _____ a molecule of water, we'll have one atom of oxygen and two atoms of hydrogen.
2. Tony is the most _____ winner of the race.
3. The conditions on Mars and Venus are not _____ for

3. living things.
4. Betty has a taxi for John to go to the station.
5. You'd better help from a lawyer.
6. Do living things on other planets?
7. I for the rope, but failed.
8. The two countries have agreed to fire at their borders.
9. Sue was on holiday and couldn't come to our party.

II For each word or phrase in Column B find a word or a phrase of opposite meaning in Column A:

Column A

Column B

not at all

likely

tiny

complicated

not probable

break up

start

intelligent

unite

cease

stupid

enormous

IV Analyse the following sentences:

1. What is being discussed now is of great importance to everybody.

2. What we should be aware of is that political change may cause both economic and social changes.
3. It seems that there is going to be a change.
4. It is clear that you did not want to do this work.
5. How people can solve the various social problems is not yet clear.
6. It is possible that people are now sacrificing certain things for material progress.

V Fill in the blanks with connective words:

1. We could try to get a car _____ we could all travel together more easily.
2. We're doing everything we can to make things as easy for you _____ we can.
3. They're carrying out the program _____ I expected they would.
4. The meeting became so disorderly _____ the speaker had to shout the audience down.
5. He was angrier _____ ever before.
6. _____ you lock the doors, he can still manage to get in.
7. Hard _____ he tried, he couldn't force the door open.
8. Johnson spent most of his time studying _____ he might later get a better job.

VI Complete the sentences with adverbial clauses, using the given connective words:

1. He does not like football so much as ...

2. They would go to the seaside even if ...
3. Although ..., they are determined to carry it out.
4. He speaks English much better than ...
5. They were so embarrassed that ...
6. As ... I met someone I hadn't seen for years.
7. He solved the problem as ...

VI Rewrite the following sentences after the models:

Model 1: You will be puzzled. You don't know what to follow.
You will be so puzzled that you do not know what to follow.

1. I was taken by surprise. I did not know what to think.
2. The book was uninteresting. I gave up reading it after a few pages.
3. He was very angry. He left the room without saying a word.

Model 2: They shut the window. The fog couldn't get in.
They shut the window so that the fog couldn't get in.

1. She spoke as clearly as she could. Everyone understood her.
2. She arranged to come early. We should have time for a talk before dinner.
3. We lit a fire before we left. The house would be warm when we returned.

Model 3: He is over eighty, but he is still very healthy.

Though (or; Although) he is over eighty, he is still very healthy.

1. It was still rather cold, but we went swimming.
2. It was late, but we went out.
3. I was in the same class with John for four years, but I never knew him very well.

VII Translate the following sentences:

1. ئۇنىڭ ئەنسىرەيدىغىنى ئۇلارنىڭ ئۇنىڭ قىزىنى چەت ئەلگە ئېلىپ چىقىپ كېتىشىدۇر.
2. بىزنىڭ قاچان تەنھەرىكەت يىغىنى ئۆتكۈزۈشمىز يەنىلا بىر سوئالدىن ئىبارەت.
3. ئۇلارنىڭ يىغىنغا ۋەكىل ئەۋەتىش-ئەۋەتمەسلىكىنى تېخى بىلگىلى بولمايدۇ. بىراق بىز ئۇلارنىڭ شۇنداق قىلىشىنى ئۈمىد قىلىمىز.
4. بۇ ئىشلارنىڭ يۈز بېرىشى سىزنىڭ سەۋەنلىكىڭىز ئەمەس.
5. ئۇ ۋاقىتنى ياخشى ئورۇنلاشتۇرمىدى، نەتىجىدە خىزمەتنى ئۆز ۋاقتىدا تۈگىتەلمىدى.
6. زۆرۈر بولغان ماشىنا-ئۈسكۈنىلەرگە ئېرىشىش-ئېرىشىشلە سىلكىمىزدىن قەتئىي نەزەر بىز خىزمەتنى داۋاملاشتۇرىمىز.
7. بۇ قورۇلۇش بىزنىڭ كۈتكىنىمىزدىن بۇرۇنراق ئورۇنلاندى.
8. ھەممە ئىش خۇددى تۈنۈگۈن يۈز بەرگەندەك ئېسىمدە.

Reading Material

Environmental Pollution

People all over the world today are beginning to hear and learn more and more about the problem of pollution. Pollution is caused either by man's release of completely new and often artificial substances into the environment, or by releasing greatly increased amounts of a natural substance, such as oil from oil tankers into the sea.

The whole industrial process which makes many of the goods and machines we need and use in our daily lives, is bound to create a number of waste products which upset the environmental balance, or the ecological balance as it is also known. Many of these wasteproducts can be prevented or disposed of sensibly, but clearly while more and more new and complex goods are produced there will be new, dangerous wastes to be disposed of, for example, the waste products from nuclear power stations. Many people, therefore, see pollution as only part of a larger and more complex problem, that is, the whole process of industrial production and consumption of goods. Others again see the problem mainly in connection with agriculture, where new methods are helping farmers grow more and more on their land to feed our ever-increasing populations. However, the land itself is gradually becoming worn

out as is being used, in some cases, too heavily, and artificial fertilizers can't restore the balance.

Whatever its underlying reasons, there no doubt that much of the pollution caused could be controlled if only companies, individuals and governments would make more efforts. In the home there is an obvious need to control litter and waste. Food comes wrapped up three or four times in packages that all have to be disposed of; drinks are increasingly sold in bottles or tins which cannot be reused. This not only causes a litter problem, but also is a great waste of resources, in terms of glass, metals and paper. Advertising has helped this process by persuading many of us not only to buy things we neither want nor need, but also to throw away much of what we do buy. Pollution and waste combine to be a problem everyone can help to solve by cutting out unnecessary buying, excess consumption and careless disposal of the products we use in our daily lives.

Comprehension Exercise

1. The main cause of pollution is .
 - a. the release of artificial or natural substances into the environment
 - b. the production of new industrial goods
 - c. increased amounts of a natural substance
 - d. our ever-increasing population

2. What do you think upset the environmental balance?
 - a. Waste products.
 - b. The whole industrial process.
 - c. Some kinds of disposable goods.
 - d. Some machines we need and use in our daily life.
3. In the writer's view, the more new goods, _____.
 - a. the less pollution
 - b. the harder pollution can be prevented
 - c. the more pollution there will be
 - d. the more easily pollution can be controlled
4. Many people see pollution as only part of _____.
 - a. our daily life
 - b. the environmental balance
 - c. the consumption of goods by man
 - d. the whole process of industrial production and consumption of goods
5. Much of the pollution could be controlled if only _____.
 - a. people would pay more attention to the problem
 - b. governments would take effective measures
 - c. all sides concerned would make more efforts
 - d. farmers would use less artificial fertilizers
6. Food packages, bottles and tins for drinks can cause _____.
 - a. air and water pollution
 - b. both a litter problem and a waste of resources
 - c. excess consumption
 - d. unnecessary buying

7. People can help solve the problem of pollution by W
- urging their governments to control litter and waste
 - making anti-pollution advertisements
 - cutting down the use of oil and other oil products
 - reducing unnecessary buying, over-consumption and careless disposal of wastes

Lesson Nine

TEXT

FAMILIES

“Family” — the word has different meanings for different people, and even the dictionary gives us several definitions: “a group of people related by blood or marriage,” “two adults and their children,” “all those people descended from a common ancestor,” “a household,” and so on. Some people think of a family as a mother, a father, and their children; others include grandparents, aunts, uncles, and cousins. For some of us family means the group of relatives living far away from home. For others, having a family simply means having children. Some families have long histories, while others know very little about their ancestors. No matter if it is young or old, large or small, traditional or modern, every family has a sense of what a family is. It is that feeling of belonging, of love and security that comes from living together, helping and sharing.

There are basically two types of families: nuclear families and extended families. The nuclear family usually consists of two parents (mother and father) and their children. The mother and father form the nucleus, or center, of the nuclear family. The children stay in the nuclear family until they grow up and marry. Then they form new nuclear families.

The extended family is very large. There are often many nuclear families in one extended family. An extended family includes children, parents, grand-parents, uncles, aunts, and cousins. The members of an extended family are related by blood (grandparents, parents, children, brothers, sisters, etc.) or by marriage (husbands, wives, mothers-in-law, etc.). They are all related, so the members of an extended family are called relatives.

Traditionally, all the members of an extended family lived in the same area. However, with the change from an agricultural to an industrial society, many nuclear families moved away from the family home in order to find work. In industrial societies today, the members of most nuclear families live together, but most extended families do not live together. Therefore we can say that the nuclear family becomes more important than the extended family as the

society industrializes.

In post-industrial societies like the United States, even the nuclear family is changing. The nuclear family is becoming smaller as parents want fewer children, and the number of childless families is increasing. Traditionally, the father of a nuclear family earned money for the family while the mother cared for the house and the children. Today, more than 50% of the nuclear families in the United States are two earner families — both the father and the mother earn money for the family — and in a few families the mother earns the money while the father takes care of the house and the children. Many nuclear families are also “splitting up” — more and more parents are getting divorced.

What will be the result of this “splitting” of the nuclear family? Social scientists now talk of two new family forms: the single parent family and the remarried family. Almost 20% of all American families are single parent families, and in 85% of these families the single parent is the mother. Most single parents find it very difficult to take care of a family alone, so they soon marry again and form remarried families. As social scientists study these two new family forms, they will be able to tell us more

about the future of the nuclear family in the post-industrial age.

DIALOGUE

ORAL EXAMINATION

A: You speak English very well. I'm going to give you a very good mark. Don't worry.

B: Thank you very much.

A: Not at all. Oh, when you go out, please tell the next student to come in.

B: Certainly. (Goes out, closing the door. Short pause. Another person comes in.)

C: Excuse me. Are you Mr Atkins?

A: Yes. You don't know me, of course. I don't teach here. I just give oral examinations here now and then. Don't be nervous.

C: Nervous? Who? Me?

A: Now, sit down, please. I'm going to ask you a few questions. Then we're going to have a short conversation in English. Do you understand?

C: Yes, of course I do. But may I ask you something first?

A: After the examination, please. Just concentrate on my questions for the moment. First of all, why are you learning English?

C: Why am I learning English?

A: Yes, I mean, what are you going to do with it? Are you going to be a teacher of English, or what?

C: Please just stop a second. I really must ask you something first.

A: Very good, if you insist.

C: Would you have a cup of coffee?

A: Pardon? What did you say?

C: You see. I'm English, too. I'm one of the teachers here. I came to ask you if you would like a cup of coffee.

grandparent	/'grænd,pæərənt/ n.	بوۋا ۋە موما
aunt	/ɑːnt/ n.	ھامما
uncle	/'ʌŋkl/ n.	تاغا
cousin	/'kʌzn/ n.	نەۋرە قېرىنداشلار
traditional	/trə'dɪʃənəl/ a.	ئەنئەنىۋى
security	/si'kjʊərɪti/ n.	بىخەتەرلىك
basically	/'beɪsɪkəli/ ad.	ئاساسىي جەھەتتە
nuclear	/'njuːkliə/ a.	يادرو لۇق ، مەركىزىي
extended	/ɪks'tendɪd/ a.	كېڭەيتىلگەن ، كەڭرى
nucleus	/'njuːkliəs/ n.	يادرو
	(pl. nuclei/njuːkliəi/)	
mother-in-law	/'mʌðərɪnlɔː/ n.	قېنىئانا
agricultural	/,ægrɪ'kʌltʃərəl/ a.	يېزا ئىگىلىكىنىڭ
industrial	/ɪn'dʌstriəl/ a.	سانائەتنىڭ
move away		كۆچۈپ كەتمەك
society	/sə'saɪəti/ n.	جەمئىيەت
therefore	/'ðeəfɔː/ conj.	شۇنىڭ ئۈچۈن
industrialize	/ɪn'dʌstriəlaɪz/ vt.	سانائەتلەشمەك
post-industrial	/'pəʊstɪn'dʌstriəl/ a.	كېيىن
		سانائەتلەشكەن
earn	/ɜːn/ vt.	پۇل تاپماق

- to care for ... بىلەن مەشغۇل بولماق
- earner //ə:nə/ n. پۇل تاپقۇچى
- split /split/ vi. بۆلۈنمەك ، ئاجراشماق
- to split up بۆلمەك
- divorce /di'vɔ:s/ vi. ئاجراشماق
- result /ri'zʌlt/ n. نەتىجە
- talk of تىلغا ئالماق ، سۆزلىمەك
- social //səʊʃəl/ a. ئىجتىمائىي ، جەمئىيەتنىڭ
- remarry //ri:'mæri/ vt. قايتا توي قىلماق

WORDS AND EXPRESSIONS TO THE DIALOGUE

- adult //ædʌlt/ a. ; n. چوڭلار ، يېتىلگەن
- marks /mɑ:k/ n. نومۇر ، بەلگە
- examination /ig,zæmi'neɪʃən/ n. ئىمتىھان
- conversation /kɒnvə'seɪʃən/ n. سۆزلىشىش ، دىئالوگ
- concentrate //kɒnsəntreɪt/ vi. (on) مەركەزلەشتۈرمەك
- pardon //pɑ:dn/ n. ; v. كەڭچىلىك ، كەچۈرمەك

NOTES TO THE TEXT

1. No matter if it is young or old, large or small, traditional or modern ...

ھەر بىر ئائىلىنىڭ تارىخىنىڭ ئۇزۇن ياكى قىسقا بولۇشى ، چوڭ ياكى كىچىك بولۇشى ، ئەنئەنىۋى ياكى زامانىۋى بولۇشىدىن قەتئىينەزەر ... جۈملىدىكى no matter if يول قويۇش ھالىتى بېقىندى جۈملە بىلەن باغلىنىپ كېلىدۇ . no matter whether ئادەتتە no matter if غا قارىغاندا كۆپرەك ئىشلىتىلىدۇ .

2. The mother and father form the nucleus, or center, of the nuclear family.

ئاپا بىلەن دادا يادرولۇق ئائىلىنىڭ يادروسىنى ياكى مەركىزىنى تەشكىل قىلىدۇ .
or بۇ جۈملىدە «ياكى» ، «باشقىچە ئېيتقاندا» قاتارلىق مەنىلەرنى بىلدۈرىدۇ . مەسىلەن :

This distance equals two kilometers or 1.243 miles.

بۇ ئارىلىق ئىككى كىلومېتىر ، ياكى 1.243 ئىنگلىز مىلىغا باراۋەر .

3. Traditionally, all the members of an extended family lived in the same area.

ئەنئەنە جەھەتتىن ئېيتقاندا ، كەڭ دائىرىلىك ئائىلىدىكى بارلىق ئەزالار ئوخشاش بىر يەردە تۇرىدۇ .
رەۋش جۈملىنىڭ ئالدىدا كەلگەندە ھالەت بولۇپ پۈتۈن بىر جۈملىنى ئېنىقلاپ كېلىدۇ ھەم سۆزلىگۈچىنىڭ مەلۇم ئىشقا بولغان پوزىتسىيىسىنى بىلدۈرىدۇ . مەسىلەن :

Generally, Westerners are taller than Asians.

ئومۇمەن قىلىپ ئېيتقاندا ، غەربلىكلەر ئاسىيالىقلارغا قارىغاندا .
 دا بويى ئېگىز كېلىدۇ .
 Luckily, we left the place a day before.
 بەختكە يارىشا ، بىز بىر كۈن بۇرۇن بۇ يەردىن كەتكەن .

WORD FORMATION

ئالدى قوشۇمچە - en « ... قىلماق » دېگەن مەنىنى بىلدۈرىدۇ .

پېئىل → سۈپەت ياكى ئىسىم + en

slave	قۇل	enslave	قۇل قىلماق
danger	خەتەرلىك	endanger	خەۋپ يەتكۈزۈش
rich	باي	enrich	باي قىلماق

ئارقا قوشۇمچە - en « ... قىلماق » دېگەن مەنىنى بىلدۈرىدۇ .

پېئىل → en + سۈپەت ياكى ئىسىم

strength	كۈچ	strengthen	كۈچەيتىش
broad	كەڭلىك	broaden	كەڭەيتىش
deep	چوڭقۇر	deepen	چوڭقۇرلاشتۇرماق

ئالدى قوشۇمچە - inter « ... ئارا » ياكى « ئۆزئارا »

دېگەن مەنىنى بىلدۈرىدۇ.

inter	+	سۈپەت	→	سۈپەت
inter	+	پېئىل	→	پېئىل

national خەلقئارا international دۆلەتنىڭ

continental قىتئەلەر ئارا intercontinental چوڭ

قۇرۇقلۇقنىڭ

communicate ئۆزئارا ئالاقە قىلماق intercommunicate

ئالاقە قىلماق

The mother and father form the nucleus of the nuclear family.

GRAMMAR

ئېنىقلىغۇچى بېقىندى جۈملە (I)

1. مۇناسىۋەتلىك ئالماشنىڭ ئالدىدا ئالدى قوشۇلغۇچى كەل.

گەن ئېنىقلىغۇچى بېقىندى جۈملە

1) مۇناسىۋەتلىك ئالماش which, whom ئېنىقلىغۇچى بېقىندى.

دى جۈملىدە ئالدى قوشۇلغۇچىنىڭ تولدۇرغۇچىسى بولغاندا ، بې-

قىندى جۈملە دائىم « which/whom + ئالدى قوشۇلغۇچى »

بىلەن باشلىنىپ كېلىدۇ . مەسلەن :

This is the book for which you asked.

بۇ سىز سورىغان كىتاب .

The person from whom the message came didn't say his

name.

خەۋەر ئېلىپ كەلگەن بۇ ئادەم ئىسمىنى دېمىدى .

The policeman with whom Mr. Henry is talking in the office is a friend of mine.

ھېنرى ئەپەندى بىلەن ئىشخانىدا سۆزلىشىۋاتقان ساقچى مەننىڭ دوستۇم بولىدۇ .

(2) بۇ خىل بېقىندى جۈملىدىكى ئالدى قوشۇلغۇچى بېقىندى جۈملىنىڭ ئاخىرىدا كەلگەندە مۇناسىۋەتلىك ئالماشنى قىسقارتقىلى بولىدۇ . مەسىلەن :

The boys whom I went to school with are boys .

ئۇلار مەن بىلەن بىللە مەكتەپكە بارغان ئوغۇللار .

Is that the address (which) you sent the telegram to?

ئۇ سىز تېلېگرامما ئەۋەتكەن ئادرېسۇمۇ ؟

(3) ئېنىقلىغۇچى بېقىندى جۈملە تۆۋەندىكى قۇرۇلما بىلەن باشلىنىپ كېلىدۇ .

« of + which/whom + ئىسىم ، ئالماش ياكى سان »

The house the windows of which were damaged has now been repaired.

دېرىزىسى بۇزۇۋېتىلگەن ئۆي ھازىر رېمونت قىلىنىپ بولدى .

We have two spare rooms upstairs , neither of which has been much used in the past two years.

ئۈستۈنكى قەۋەتتە بىزنىڭ ئىككى بوش ئۆيىمىز بار . ئۆتكەنكى ئىككى يىلدا ئۇلارنىڭ ھېچقايسىسى كۆپ ئىشلىتىلمىدى .

I met the four men , one of whom was a reporter.

مەن بۇ تۆتەيلەن بىلەن ئۇچراشتىم . ئۇلارنىڭ بىرى مۇخبىر .

2. مۇناسىۋەتلىك ئالماش as بىلەن باشلانغان ئېنىقلىغۇچى

بېقىندى جۈملىدە as نى مۇناسىۋەتلىك ئالماش قىلىپ ئىشلەتكىلى بولىدۇ. as ئېنىقلىغۇچى بېقىندى جۈملىنى باشلاپ كەلگەندە، دائىم باش جۈملىدىكى such ياكى the same بىلەن ماسلىشىپ كېلىپ، بېقىندى جۈملىدىكى خەۋەر پېئىل دائىم قىسقارتىلىدۇ.

the same ... as (1)

We do the same work as they (do).

بىز ئۇلار قىلغان ئوخشاش ئىشنى قىلىمىز.

He is not the same man as he was.

بۇرۇنقى ئۇ ئادەم ئەمەس.

such ... as (2)

We hope to get such a tool as he is using.

بىز ئۇ ھازىر ئىشلىتىۋاتقانغا ئوخشاش قورالغا ئېرىشىشنى

ئۈمىد قىلىمىز.

Such signs as we use in the experiment are Greek letters.

بىز تەجرىبىدە ئىشلىتىۋاتقان بۇنداق بەلگىلەر گېرىك

ھەرپلىرى.

We will give you such information as will help you in your work.

بىز سىلەرنى ئىشلىرىڭلاردا كېرەك بولغان ئۇچۇر بىلەن

تەمىنلەيمىز.

3. چەكلىك ئېنىقلىغۇچى بېقىندى جۈملە ۋە چەكسىز

ئېنىقلىغۇچى بېقىندى جۈملە

(1) بەزى ئېنىقلىغۇچى بېقىندى جۈملە باشلامچى سۆزگە قارىتا

چەكلەش رولىغا ئىگە بولۇپ، ئۇنىڭ مەنىسىنى تېخىمۇ كۆنكرېت

ۋە ئېنىق ئىپادىلەيدۇ. بۇنداق بېقىندى جۈملە چەكلىك

ئېنىقلىغۇچى بېقىندى جۈملە دېيىلىدۇ. بۇنداق بېقىندى جۈملىنى قىسقارتقىلى بولمايدۇ. ئەگەر قىسقارتىلسا جۈملىنىڭ مەنىسى تولۇق بولماي قالىدۇ. مەسىلەن:

This is the best film that I have ever seen.

بۇ مەن كۆرگەن كىنولارنىڭ ئەڭ ياخشىسى.

She is the teacher who teaches these children.

ئۇ مۇشۇ بالىلارنى ئوقۇتىدىغان ئوقۇتقۇچى.

The house which was burnt down belonged to Mr. Smith.

كۆيۈپ كەتكەن بۇ ئۆي سىمىس ئەپەندىگە تەۋە ئىدى.

(2) بەزىدە ئېنىقلىغۇچى بېقىندى جۈملە بىلەن باشلامچى سۆزنىڭ مۇناسىۋىتى بەك زىچ بولمايدۇ. پەقەت باشلامچى سۆزنى قوشۇمچە چۈشەندۈرۈپ چەكلەش رولىنى ئوينىمايدۇ. بۇنداق بېقىندى جۈملە چەكسىز ئېنىقلىغۇچى بېقىندى جۈملە دېيىلىدۇ. بۇنداق جۈملە دائىم باش جۈملە بىلەن پەش ئارقىلىق ئايرىۋېتىلىدۇ. مەسىلەن:

Bob's father, who worked on the project, spent four years in Egypt.

بوبنىڭ دادىسى مىسىردا تۆت يىل تۇرغان. ئۇ مۇشۇ قۇرۇلۇشتا ئىشلىگەن.

We have a typewriter, with which you may type your letter.

بىزنىڭ بىر ماشىنىكىمىز بار. ئۇنىڭ بىلەن خەت باسسۇڭىز بولىدۇ.

We walked down the village street, where they were having market day.

بىز كەنتنىڭ كوچىسىدا ماڭدۇق، شۇ يەردە كەنتلىكلەر بازار

قىلىۋاتاتتى. ئىككىنچىسى بولسا ئۇنىڭ ئىسمىنى ئېيتىپ بەردۇر.

بەزىدە بۇ خىل ئېنىقلىغۇچى بېقىندى جۈملىنىڭ ئېنىقلايدىغىنى ئالدىنقى مەلۇم بىر سۆز بولماستىن، بەلكى پۈتۈن باش جۈملە ئىپادىلىگەن مەزمۇنغا ۋەكىللىك قىلىدۇ ۋە دائىم پەش ئارقىلىق باش جۈملىدىن ئايرىلىپ تۇرىدۇ. مەسىلەن:

Alim gave his girl friend a sweater for her birthday, which pleased her a lot.

ئالىم قىز دوستىنىڭ تۇغۇلغان كۈنىگە پوپايىكا سوۋغا قىلدى، بۇ ئىش ئۇنى بەكمۇ خۇشال قىلىۋەتتى.

They are coming back to us, which means that they have been refused elsewhere.

ئۇلار بىز تەرەپكە قايتىپ كېلىدىغان بولدى. بۇ ئۇلارنىڭ باشقا جايلاردا رەت قىلىنغانلىقىدىن دېرەك بېرىدۇ.

WORD STUDY

Watch v. كۆرۈمەك، كۆزەتمەك، دىققەت قىلماق

Some were playing cards, and others were watching.

Millions of people will watch the race on television.

1. watch somebody do/doing something

She watched the children crossing the road.

We all watched the boy jump.

2. watch + جۈملە بېقىندى

Watch how I do it, and then do the same.

Just watch what happens when I press this button.

Cover vt.

1. ياپماق ، قاپلىماق

She covered her face with her hands.

The wind blew from Taklimakan and covered everything with sand.

2. ئۆز ئىچىگە ئالماق

We covered many topics in our conversation.

3. يول يۈرمەك

By sunset we had covered thirty miles.

4.

Call v.

1. چاقىرماق ، چاقىرماق

The wounded man called out in pain.

Suddenly he heard somebody call his name.

2. يوقلىماق ، تېلېفون بەرمەك

We'll call on him and see how he is getting on.

I called at his house on the way, but he was out.

Did you call him up? No, I forgot his telephone

number.

3. چاقىرماق

Please call a taxi at once.

The chairman called a meeting of the committee.

4. ئاتماق

His name is Richard, but we call him Dick.

He hasn't anything published and he called himself a writer.

n.

1. چاقىرش

I heard a call in the dark.

2. يوقلاش

We must return her call.

I made a call on the professor yesterday.

3. تېلېفون بىرمەك

Were there any calls while I was out?

The manager wasn't in the office, and so his secretary took the telephone call for him.

PROVERBS

Fish begins to stink at the head.

سۇ بېشىدىن لاي.

Don't cut down the tree that gives you shade.

ۋاپاغا جاپا قىلما.

We never know the worth of water till the well is dry.

قۇدۇق قۇرۇپ كەتكەندە سۇنىڭ قەدرى بىلىنەر .

EXERCISES

I Answer the following questions:

1. What are the basic types of family?
2. Which family is usually the largest family?
3. What is the one thing shared by all families no matter in what sense the word "family" understood?
4. Why do the nuclear families move away from the extended family today?
5. What do the post-industrial societies refer to?
6. What is the trend of nuclear family in post-industrial societies?
7. Which of the following families comes from a divorce?
8. What's your idea about an extended family?

II Fill in the blanks with the words listed below in their proper forms:

definition marriage relative social basically
traditional security nucleus extend descend

1. Aunts and uncles are all _____.
2. Adil decided to _____ his visit from one week to three weeks.
3. Their _____ has lasted for fifty happy years.
4. The elevator _____ slowly to the ground floor.

5. Nearly all the mass of an atom is in its ____.
6. The overseas students enjoy ____ French breakfast.
7. People from different ____ systems may think differently.
8. Can you give a ____ of this term?
9. For ____, the door was chained as well as locked.
10. She seems rather strict, but ____ she's very nice.

II Fill in the blanks with relative pronouns or relative adverbs:

1. The man ____ I met yesterday lent me some books.
2. John, ____ wife is ill, cannot come to the party.
3. That is the coffee pot ____ I always use.
4. Where is the hat ____ I wore yesterday?
5. Here is a comfortable chair, ____ you can sit in.
6. Here is the table ____ is worth \$50.
7. Her eldest son, ____ is in the army, is twenty-four.
8. All ____ I have is yours.
9. This is the best ____ I can do for you.
10. He wants to have four eggs for breakfast, ____ is a bit unusual.

IV Join each pair of the following sentences by changing the second sentence into an attributive clause:

1. Here is the address. You should write to this address.
2. This is the way. They have gone about in it for seven years.
3. These are the things. I spoke about them just now.

4. I can assure you that Jakson is the man. You can wholly depend on him.
5. I can't remember the name of the person. I gave the money to him.
6. This is a job. You can take your time over it, because I'm not in any particular hurry.
7. Some businessmen thought that American foreign trade should be further developed. I spoke to these businessmen recently.
8. Is that the sandwich? You asked the waiter for it.
9. All the eighty-five passengers escaped from yesterday's accident. Four of them were seriously injured.
10. Our country has a great number of power stations. All of them are part of a national network.

V Rewrite the following sentences after the model, using the non-restrictive attributive clause referring to a whole sentence:

Model: They have decided to stay at home. This, I think, is a wise choice.
They have decided to stay at home, which, I think, is a wise choice.

1. I decided not to travel that day, and it was a wise decision because the weather became worse.
2. He got "A" in all his examinations. This made his parents very proud of him.
3. He tried to explain why he was half an hour late for

- class and it made everybody laugh.
4. He refused to speak to her , and this made her very angry.
 5. He tried to play some tricks at the evening party, and it was a failure.
 6. She wouldn't let her children go to the pictures. This didn't surprise me at all.

VI Find antonyms for the following words in the text:

- | | |
|-------------|---------------|
| 1. marry | 2. double |
| 3. nuclear | 4. separately |
| 5. modern | 6. cause (n) |
| 7. decrease | 8. hate |
| 9. spend | 10. seldom |

VII For each sentence, fill in the blank with the proper form of the words given at the beginning:

1. relate relative relation
 - a. My uncle is one of my nearest ____.
 - b. There is no ____ between those two events.
 - c. Does what you say ____ to what you have done?
2. extend extension extensive
 - a. The ____ of the house became a kitchen.
 - b. The professor has an ____ knowledge of world history.
 - c. They have ____ the road from ten miles to sixty miles.
3. tradition traditional traditionally
 - a. Drinking tea is a Chinese ____.

- b. _____, women stayed home taking care of children.
- c. Some people are fond of _____ Chinese medicine.
- 4. industry industrial industrialize
- a. These cities are highly _____.
- b. England became the center of the _____ Revolution.
- c. The air transport _____ is developing very rapidly.

VIII Translate the following sentences:

1. ئامېرىكىدا نۇرغۇن بويتاقلار ۋە قايتا توي قىلغان ئائىلىلەر بار.
2. شۈبھىسىزكى، چوڭ ئائىلە قانداشلىق ياكى نىكاھ مۇناسىۋىتى ئارقىلىق تەشكىل تاپىدۇ.
3. جۇڭگونىڭ مەركىزى ئائىلىسى دائىم دادا، ئاپا ۋە يالغۇز پەرزەنتتىن تەركىپ تاپىدۇ.
4. ئائىلە مەيلى ياشلارغا بولسۇن ياكى ياشانغانلارغا بولسۇن ئوخشاشلا مەلۇم تەۋەلىكتىن دېرەك بېرىدۇ.
5. كۆپلىگەن كىشىلەر چوڭ بولغاندىن كېيىن ئاتا-ئانىسى بىلەن بىللە تۇرۇشنى خالىمايدۇ.
6. ئون يىل ئىلگىرى مەن چىكاگوغا بارغان، ئۈيەردە مەن Snow ئەپەندى بىلەن كۆرۈشكەن.
7. ئىشخانىدا كاتىپ بولۇپ ئىشلەۋاتقان بۇ قىز يېڭى كەلگەن.
8. تومىنى تۇنۇيدىغان كىشىلەرنىڭ ھەممىسى ئۇنى تالانتلىق ياش دەپ قارايدۇ.

Reading Material

Getting Lost On Purpose

I didn't know the city at all and what is more, I couldn't speak a word of the language. After having spent my first day sight-seeing in the town-centre, I decided to lose my way deliberately on my second day, since I believed that this was the surest way of getting to know my way around. I got on the first bus that passed and descended some thirty minutes later in what must have been a suburb.

The first two hours passed pleasantly enough. I discovered mysterious little book-shops in back streets and finally arrived at a market-place where I stopped and had coffee in an open-air cafe. Then I decided to get back to my hotel for lunch. After walking about aimlessly for some time, I determined to ask the way. The trouble was that the only word I knew of the language was the name of the street in which I lived — and even that I pronounced badly.

I stopped to ask a friendly-looking newspaper-seller. He smiled and handed me a paper. I shook my head and repeated the name of the street and thrust the paper into my hands. Seeing that it would be impossible to argue about the matter, I gave him some money and went on my

way. The next person I asked was an old lady who was buying vegetables. She was very hard of hearing and I repeated the word several times. When she finally heard me, she seemed to take offence and began shouting and shaking her walking-stick at me. I hurried away quickly and was relieved to see a policeman on a corner. He certainly would be able to help me. The policeman listened attentively to my question, smiled and gently took me by the arm. There was a distant look in his eyes as he pointed left and right and left again. He glanced at me for approval, and repeated the performance. I nodded politely and began walking in the direction he pointed. About an hour passed and I noticed that the houses were getting fewer green fields were appearing on either side of me. I had come all the way into the country. The only thing left for me to do was to find the nearest railway-station!

Comprehension Exercise

1. The writer _____
 - a. was a complete stranger in the city
 - b. knew the city quite well
 - c. had once visited the city
 - d. had only a little knowledge about the city
2. The writer believes that if you want to know a strange city you should _____.
 - a. go everywhere on foot

- b. ask people the way
c. get lost on purpose
d. get on the first passing bus
3. The main cause of all the writer's troubles was that .
- a. he followed the policeman's direction
b. he couldn't speak the language
c. he left the city centre
d. he went around without a guidebook
4. The newspaper-seller .
- a. understood what he said
b. thought he would buy a newspaper
c. showed him around the city
d. told him how to get to the bus stop
5. Why did the writer leave the old woman in such a hurry?
- a. She did not understand what he said.
b. She was getting angry with the writer.
c. She was very hard of hearing.
d. She had no idea where his hotel was.
6. The policeman on the corner when the writer asked the way.
- a. took offence
b. shook his head
c. shouted loudly
d. gave him some information
7. After following the policeman's direction, the writer

- a. came back to the hotel
- b. went all the way into the country
- c. got to the nearest railway-station
- d. took a taxi to the hotel

THE FUTURE OF SOCIETY

We all have different views of what will happen in the future, but no one can be certain about his predictions. Certain trends, however, are clear and help us to form our conclusions.

It is said that the world's natural resources are being used up so rapidly that there would not be enough to provide an adequate standard of living for everyone within the next two centuries. Linked to the problem of resources are the problems of ecology and the environment. Pollution has become a serious problem in many parts of the world. Recently scientists have found high levels of the poison DDT in the bodies of certain birds in the Antarctic, thousands of miles from continents where the DDT could have been used. Fortunately people are aware of the problems of pollution and decreasing resources, and some international action has been taken though it is still in its earliest stage.

Lesson Ten

TEXT

THE FUTURE OF SOCIETY

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Not all scientists and social scientists share this pessimistic view. Opinions differ. The trouble is that we do not know how far mankind will be able to overcome these problems. Most people, however, agree that something has to be done to preserve our resources. Such things as scientific and technological discovery, the use of different materials, the re-use and re-cycling of resources and the education of people to these problems may mean that we shall obtain a cleaner planet and preserve our resources in the future.

Many changes are taking place in the institutions of society. For example, education has expanded and the population of certain countries appears to be stabilising. Unfortunately we have not found complete solutions to the various problems of society such as poverty, homelessness or the growth of crime. Some are obviously growing worse.

Social change is going on more rapidly than ever before. Possibly we are sacrificing certain things for material progress. Perhaps our effort directed toward the economic growth of all kinds has helped to bring about many of the social problems and the difficulties that we are now faced with. We should be aware of the many changes that are taking place within society. Sociology is recognised as a subject and sociological research has been made to help solve some of the problems.

Changes in sociology are linked to change in the other disciplines; economic change must mean social change; political change may cause both economic and social changes. We can only say that in the last quarter of the twentieth century society will probably have its greatest change.

DIALOGUE

A CAR ACCIDENT

A: Would you please tell us what you were doing when the accident happened and what you saw.

B: Yes, I was driving home from work. It was about 5:15, and there was a blue car in front of me. We were both driving along Harbour Road when a small white Ford suddenly shot out of the side road. It shot right in front of the blue car. The driver tried to stop, but it was impossible. He ran into the white Ford.

A: How fast was the car in front of you going when the accident happened?

B: The blue car? 30 miles an hour. Certainly no more than that.

A: And the white Ford shot out without any warning?

B: Yes, that's right.

A: How can you be sure that the blue car was only doing 30?

B: Because I was only doing 30, and the blue car wasn't going any faster than I was.

A: Are you sure of that? Absolutely positive?

B: Yes, I am. I'm positive!

A: How can you be so positive? Were you looking at your speedometer when the accident happened?

B: Of course not. I was looking at the road ahead. That's how I managed to see the accident.

A: Well, if you weren't looking at your speedometer how can you possibly be sure how fast you were going?

B: Because I never go faster than 30 on that road. It's against the law, that's why!

WORDS AND EXPRESSIONS TO THE TEXT

prediction	/pri' dikʃən/ n.	مۆلچەر
trend	/trend/ n.	مايىللىق
natural	/'nætʃərəl/ a.	تەبىئىي
use up		ئىشلىتىپ بولۇش
resource	/ri'sɔ:s/ n.	بايلىق

adequate	/'ædikwɪt/ a.	مۇۋاپىق ، يېتەرلىك
standard	/'stændəd/ n.	ئۆلچەم
ecology	/i:'kɒlədʒi/ n.	ئېكولوگىيە
environment	/in'vaɪərənmənt/ n.	مۇھىت
pollution	/pə'lu:ʃn/ n.	بۇلغىنىش
level	/'levl/ n.	سەۋىيە
poison	/'pɔɪzn/ n.	زەھەر
antarctic	/æn'tɑ:ktɪk/ n.	ئانتاركتىكا
aware	/ə'weə/ a.	ھىس قىلغان
be aware of		ھىس قىلماق
decrease	/di'kri:s/ vi.	ئازايماق ، كىچىكلەمەك
international	/ɪntə'næʃənl/ a.	خەلقئارا
stage	/steɪdʒ/ n.	باسقۇچ ، سەھنە
scientist	/'saɪəntɪst/ n.	ئالىم
pessimistic	/'pesɪ'mɪstɪk/ a.	چۈشكۈن ، ئۈمىدسىز
differ	/'dɪfə/ vi.	پەرقلەنمەك
overcome	/'ɔʊvə'kʌm/ vt.	يەڭمەك ، غەلبە قىلماق
	overcame, overcome	
preserve	/'pri:zə:v/ vt.	قوغدىماق ، ساقلىماق ،
such ... as		... دەك
technological	/'teknə'lɒdʒɪkəl/ a.	تېخنىكىلىق ،

هۈنەر-سەنئەتنىڭ /mə'tiəriəl/ n. خام ئەشيا ، ماتېرىيال

material /mə'tiəriəl/ n. خام ئەشيا ، ماتېرىيال

re-use //ri:'ju:s/ n. تەكرار ئىشلىتىش

re-cycle //ri:'saɪkl/ n. تەكرار پايدىلىنىش

obtain /əb'teɪn/ vt. ئېرىشمەك ، ئىگە بولماق

institution /,ɪnstɪ'tʃu:ʃən/ n. تەشكىلات ، ئورگان

take place يۈز بەرمەك

expand /ɪks'pænd/ vi. كېڭەيمەك ، تەرەققىي قىلماق

stabilize //steɪbɪlaɪz/ v. مۇقىملاشماق

solution /sə'lʊ:ʃən/ n. ھەل قىلىش چارىسى

such as مەسلەن

homelessness //həʊmlɪsnɪs/ n. ماكانسىزلىق

growth //grəʊθ/ n. ئاشماق ، كۆپەيمەك

crime /kraɪm/ n. جۇننايەت

direct /dɪ'rekt/ vt. توغرىلىماق

sacrifice //sækɪfais/ vt. قۇربان قىلماق

economic /,i:kə'nɒmɪk/ a. ئىقتىسادىي

sociology /,səʊsi'ɒlədʒi/ n. جەمئىيەتشۇناسلىق

subject //sʌbdʒɪkt/ n. پەن

sociological	/ˌsəʊsɪjəˈlɒdʒɪkəl/	α.	جەمئىيەتشۇناسلىقىنىڭ
solve	/sɒlv/	vt.	ھەل قىلماق
discipline	/'di:ʒi:plɪn/	n.	ئىنتىزام
cause	/kɔ:z/	vt.	كەلتۈرۈپ چىقارماق

WORDS AND EXPRESSIONS TO THE DIALOGUE

accident	/'æksɪdɪnt/	n.	ھادىسە
shoot out			ئۇچقاندەك كەلمەك
impossible	/ɪmˈpɒsɪbl/	α.	مۇمكىن بولمايدىغان ،
run into			سوقۇلماق ، ئۈسمەك
warning	/'wɔ:niŋ/	n.	ئاگاھلاندۇرۇش
absolutely	/'æbsəlu:tli/	ad.	پۈتۈنلەي ، مۇتلەق
positive	/'pɒzətɪv/	α.	مۇئەييەنلەشتۈرەلەيدىغان
speedometer	/spiˈdɒmɪtə/	n.	سۈرئەت كۆرسەتكۈچ
possibly	/'pɒsəbli/	ad.	مۇمكىن

NOTES TO THE TEXT

1. Linked to the problem of resources are the problems of

ecology and environment.

بايلىق مەسىلىسىگە باغلىنىشلىق بولغىنى ئېكولوگىيە ۋە مۇھىت مەسىلىسىدىن ئىبارەت. بۇ جۈملىنىڭ قۇرۇلمىسى تەتۈر بولۇپ نورمال جۈملە تەرتىپى مۇنداق بولىدۇ:

The problems of ecology and the environment are linked to the problem of resources.

2. ... thousands of miles from continents where the DDT could have been used ...

بەلكى DDT ئىشلىتىلگەن چوڭ قۇرۇقلۇقتىن نەچچە مىڭ ئىنگلىز مىلى يىراقلىقتا... thousands of miles from continents جۈملىدىكى ئېنىقلىغۇچى بولۇپ the Antarctic نى ئېنىقلاپ كېلىدۇ. جۈملىدىكى could have been used مەنە جەھەتتىن may have been used غا باراۋەر بولۇپ ئۆتكەن زاماندا يۈز بېرىش ئېھتىمالى بار بولغان ئىش-ھەرىكەتنى بىلدۈرىدۇ.

3. Such things as scientific and technological discovery ...

پەن-تېخنىكا ساھەسىدىكى بايقاشتەك مۇشۇنداق ئىشلار ... جۈملىدىكى such things as نىڭ مەنىسى things such as بىلەن ئوخشاش بولۇپ، "such ... as" ياكى "such as" دىن كېيىن ئىسىم ياكى ئالماش كېلىدۇ. مەسىلەن:

Animals such as horse, cattle and sheep are very useful.

ئات، كالا ۋە قوي قاتارلىق مۇشۇنداق ھايۋانلار بەكمۇ

كېرەكلىكتۇر.

I never say such things as that.

مەن ئەزەلدىن بۇنداق سۆزنى قىلمايمەن .

WORD FORMATION

ئالدى قوشۇمچە -mis «خاتا» دېگەن مەنىنى بىلدۈرىدۇ .

پېئىل → پېئىل + mis

خاتا ئوقۇماق misread ئوقۇماق read

خاتا قوشۇپ يازماق misspell قوشۇپ يازماق spell

خاتا چۈشەنمەك misunderstand چۈشەنمەك understand

ئىسىم ياسىغۇچى ئارقا قوشۇمچە -ist - ئادەمنى كۆرسىدۇ .

ئىسىم → ist + سۈپەت ياكى ئىسىم

كاپىتالىست capitalist كاپىتال capital

سەنئەتكار artist سەنئەت art

تىلشۇناس philologist تىلشۇناسلىق philology

ئىسىم ياسىغۇچى ئارقا قوشۇمچە -ure - ھەرىكەت ۋە نەتىجىنى بىلدۈرىدۇ .

ئىسىم → ure + پېئىل

enclose	قورشماق	enclosure	قورشاۋ
fail	مەغلۇپ بولماق	failure	مەغلۇبىيەت
press	باسماق	pressure	بېسىم

GRAMMAR

تۈسلۈك پېئىل (I)

تۈسلۈك پېئىل مەلۇم مەنىگە ئىگە بولسىمۇ ، لېكىن ھەرىكەت ياكى ھالەتنى بىلدۈرمەيدۇ ، پەقەت سۆزلىگۈچىنىڭ مەلۇم ھەرىكەت ياكى ھالەتكە بولغان كۆزقاراشى ياكى پوزىتسىيىسىنى بىلدۈرىدۇ . يەنى نەسىھەت ، بۇيرۇق ، رۇخسەت قىلىش ، مۇمكىنچىلىك ، مۇ-قەررەلىك قاتارلىق تۈسنى بىلدۈرىدۇ . تۈسلۈك پېئىللار ئۆز ئال-دىغا خەۋەر بولالمايدۇ ، پەقەت ئۆزىنىڭ كەينىدە كەلگەن پېئىلنىڭ ئەسلىي شەكلى بىلەن قوشۇلۇپ ئاندىن خەۋەر بولالايدۇ . تۈسلۈك پېئىللارنىڭ have to باشقىلىرى شەخس ۋە سان جەھەتتىن ئۆزگەرمەيدۇ .

تۈسلۈك پېئىلنىڭ ئىشلىتىلىشى

could . 1

« could » can نىڭ ئۆتكەن زامان شەكلى بولۇپ ، can غا قارىغاندا سېلىقراق ئېيتىلىدۇ . مەسىلەن :

Could I borrow your bike?

ۋېلىسىپىتىڭىزنى ئارىيەت ئالسام بولامدۇ ؟

Perhaps you could say it this way.

بەلكىم سىز ئۇنى بۇنداق دېسىڭىز بولىدۇ .

2. might

may «might» نىڭ ئۆتكەن زامان شەكلى بولۇپ، may غا ئوخشاش يول قويۇش (رۇخسەت قىلىش) ياكى مۇمكىنچىلىك قاتارلىقلارنى بىلدۈرىدۇ. مۇمكىنچىلىكنى بىلدۈرگەندە may غا قارىغاندا سىلىقراق ئېيتىلىدۇ، بىلدۈرگەن مۇمكىنچىلىكمۇ كىچىك بولىدۇ. مەسىلەن:

Might I take a photograph of your kid?

بالىڭىزنىڭ سۈرىتىنى تارتىۋالسام بولامدۇ؟

Even in summer the temperature might suddenly drop below freezing.

ھەتتا يازدىمۇ تېمپېراتۇرا توساتتىن ئۆلدىن تۆۋەنلەپ كېتىشى مۇمكىن.

3. shall — should

shall (1) سوراق جۈملىدە قارشى تەرەپنىڭ پىكرىنى ئېلىشنى بىلدۈرىدۇ. (كۆپ ھاللاردا بىرىنچى شەخستە قوللىنىلىدۇ، ئۈچىنچى شەخستە قوللانسىمۇ بولىدۇ). مەسىلەن:

Shall I go with you?

سىز بىلەن بىللە بارسام بولامدۇ؟

Shall he do the work?

سىز ئۇنىڭغا بۇ ئىشنى قىلغۇزامسىز؟

shall (2) بۇيرۇق، ئاگاھلاندۇرۇش، ۋەدە قاتارلىقلارنى بىلدۈرىدۇ. مەسىلەن:

Pollution shall be stopped.

بۇلغىنىش توختىتىلىشى كېرەك.

You shall have a new room next month.

سىز كېلەر ئايدا يېڭى ئۆيگە ئېرىشەلەيسىز.

3) should نەسىھەت ياكى تەكلىپنى بىلدۈرىدۇ .

All of us should arrive before six o'clock.

ھەممىمىز 6 دىن بۇرۇن يېتىپ كېلىشىمىز كېرەك .

4) should ھەيران قېلىش ، ئۈمىدسىزلىنىش ، نارازىلىق

قاتارلىقلارنى بىلدۈرىدۇ . مەسىلەن :
Why should we go?

بىز نېمىشقا ماڭىمىز ؟

It's strange that it should be so cold these days.

بۇ كۈنلەردە ھاۋانىڭ بۇنداق سوۋۇپ كېتىشى ئەجەپلىنەرلىك

ئىش .
Why should he be absent?

ئۇ نېمىشقا كەلمەيدۇ ؟

5) باش جۈملىدىكى خەۋەر پېئىل بۇيرۇق ، تەكلىپ ۋە نەسىھەت

قاتارلىقلارنى بىلدۈرگەندە ، تولدۇرغۇچى بېقىندى جۈملىدە

should قوللىنىلىدۇ . مەسىلەن :
We suggested that he should take the night train.

بىز ئۇنىڭ كەچلىك پويىزدا مېڭىشى توغرىلىق تەكلىپ قىلدىم .

دۇق .
The unemployed workers demanded that they should get their work.

ئىشىنىز قالغان ئىشچىلار قىلىدىغانغا ئىش بولۇشنى تەلەپ قىلدى .

ئىزاھ : بۇ ئەنگىلىيە ئىنگىلىز تىلىنىڭ ئىپادىلىنىش ئۇسۇلى .

ئامېرىكا ئىنگىلىز تىلىدا بولسا should ئىشلىتىلمەي پېئىلنىڭ

ئەسلىي شەكلى ئىشلىتىلىدۇ . مەسىلەن :
We suggested that he take the night train.

بىز ئۇنىڭ كەچلىك پويىزدا مېڭىشى توغرىلىق تەكلىپ قىلدىم .

بىز ئۇنىڭ كەچلىك پويىزدا مېڭىشى توغرىلىق تەكلىپ بەر-
دۇق .

will — would . 4

(1) will مەلۇم مايىللىق ياكى ئادەتلەنگەن ھەرىكەت ياكى
ھالەتنى بىلدۈرىدۇ . مەسىلەن :

Fish will die out of water.

بېلىق سۇسىز ياشىالمايدۇ .

He will talk for hours, if you let him.

ئەگەر ئۇنى قويۇپ بەرسەڭ ، ئۇ بىر نەچچە سائەت توختىماي
سۆزلەيدۇ .

(2) will ئىرادىنى بىلدۈرىدۇ . مەسىلەن :

I will never talk about that again.

مەن ئۇنى ھەرگىزمۇ قايتا تىلغا ئالمايمەن .

If you will allow me, I'll see you home.

ئەگەر سىز خالىسىڭىز ، مەن سىزنى ئۆيىڭىزگە ئاپىرىپ قو-
يىمەن .

(3) will پەرەزنى بىلدۈرىدۇ . مەسىلەن :

This will be the house you're looking for.

بۇ سىز ئىزدەۋاتقان ئۆي بولۇشى مۇمكىن .

The game will be finished by now.

مۇسابىقە بەلكىم ھازىر ئاياغلاشتى .

(4) will سوراق جۈملىدە ئۆتۈنۈشنى بىلدۈرىدۇ . مەسىلەن :

Will you kindly hand me the watch?

قول سائىتىنى ماڭا سۇنۇپ بەرسىڭىز بولامدۇ ؟

Won't you take off your coat?

پەلتويىڭىزنى سېلىۋەتمەمسىز ؟

5) « would » will نىڭ ئۆتكەن زامان شەكلى بولۇپ ، ئىشلىدى .
تىلىشى will غا ئوخشايدۇ . لېكىن ئۇنىڭ ئۆزىگە خاس بەزى
ئىشلىتىلىش ئۇسۇلى بار . تەلەپ ۋە كۆزقاراش قاتارلىقلارنى بىل-
دۈرگەندە تەلەپپۈز سىلىق بولىدۇ . مەسىلەن :

Would you come in here please?

بۇ يەرگە كىرسىڭىز قانداق ؟

She would never agree.

ئۇ ھەرگىزمۇ قوشۇلمايدۇ .

Every evening she would teach us English.

ئۇ ھەر كۈنى كەچتە بىزگە ئىنگلىزچە ئۆگىتەتتى .

He told me the box wouldn't open.

ئۇ ماڭا قۇتىنى ئاچقىلى بولمايدىغانلىقىنى ئېيتتى .

That would be his mother.

ئۇ بەلكى ئۇنىڭ ئاپىسى .

WORD STUDY

Surround vt.

1. قورشىماق

Troops have surrounded the town.

As soon as he got out of the car, he was surrounded by students with flowers in their hands.

2. ئورىماق

She likes to surround herself with beautiful things.

The house is surrounded by high walls.

Surroundings n. مۇھىت

Animals in zoos are not in their natural surroundings.

Insist v. چىڭ تۇرماق

He insists on it that he is innocent.

I insist on your taking immediate action to put this right.

He insisted that we should stay there for supper.

He insisted that we accept this gift.

Free adj.

1. ئەرکىن ، مۇستەقىل

The prisoner wished to be free again.

Most of the former Spanish colonies in America are now free nations.

2. بوش ، بىكار

Are you free on Monday?

Can you find free space where we can park the car?

3. ھەقسىز

Delivery is free (of charge) if goods are paid for in advance.

vt. ئازاد قىلماق

The African peoples of the last century were fighting to free themselves completely from colonial rule.

freedom n. ئەركىنلىك

After ten years in prison, he was given his freedom.

Raise vt.

1. كۆتۈرمەك ، ئاشۇرماق

If you have any questions, please raise your hands.

The workers raised the production by twenty percent.

2. باقماق

It is difficult raising a family on a small income.

The poultry is hand raised.

3. ئوتتۇرىغا قويماق

The book raises many important issues for our consideration.

4. توپلىماق

They are raising funds for charity.

PROVERBS

He is not the wise man who can't play the fool on occasion.

8. بەزىدە ساراڭ بولالمايدىغان ئادەم ئەقىللىق ئادەم بولماس .

A good name is sooner lost than won.

ياخشى نام ئېرىشىشقا قارىغاندا ئاسان

قولدىن كېتىدۇ .

Fearless courage is the foundation of victory.

1. جاسارەت غەلبىنىڭ ئاساسى .

EXERCISES

I Answer the following questions:

1. What do some people say about the world's natural resources?
2. What has become a serious problem in many parts of the world according to the author?
3. Why was the finding of the poison DDT in the bodies of certain birds in the Antarctic particularly worrying?
4. Are people aware of the problems of pollution and decreasing resources?
5. How can we obtain a cleaner planet and preserve our resources in the future?
6. List the changes that are taking place in the institutions of society.
7. What problems of society haven't yet been solved according to the author?
8. Will society be the same as it is in the last 25 years of the 20th century?

II Fill in the blanks with words or expressions from the text:

1. In 1783, the British officially _____ America _____ an independent nation.

2. It took him more than a year to _____ this bad habit.
3. It _____ that the two problems _____ closely _____ each other.
4. I'd like very much to buy the book, _____ I haven't got enough money on me.
5. Mary and Jane will surely come to the meeting, but I am not so _____ John.
6. Who can tell what will happen _____?
7. The boy dreams of _____ a doctor when he grows up.
8. He left without a word. It _____ that he is angry with us.

II Add a statement to each of the following sentences after the model, using "should, ought to or must":

Model: You look dead tired.

You ought to take a good rest.

1. You are always late for work!
2. The train leaves in a few minutes.
3. Someone has stolen my bicycle.
4. The rain is coming through the roof.
5. You are terribly thin.
6. I have been feeling weak recently.
7. John is always complaining about being underpaid.
8. The line is always busy. I can't reach him.

IV Fill in the blanks with "can (could), may (might), must, have (had) to":

1. He _____ swim and skate well when he was only seven years old.
2. _____ we clean the classroom before class?
— No, you needn't.
3. _____ I come in?
— No, you mustn't.
4. She told me that she _____ come.
5. Our teacher is speaking slowly and clearly so that she _____ make herself understood.
6. She said that we _____ pay attention to our pronunciation.
7. _____ what he said be true?
8. Yesterday it rained heavily, so we _____ put off the sports meet.
9. What _____ I do for you?
10. You _____ keep the dictionary for a week.

V Fill in the blanks with "shall (should), will (would), need, ought to, dare":

1. _____ you mind closing the window?
2. You _____ not hurry. There is enough time.
3. We _____ be strict with ourselves.

4. ___ the girl go out alone in the evening?
5. We ought to help him, ___ we?
6. ___ you please have a try?
7. ___ I go with you?
8. She ___ be a teacher when she grows up.
9. You ___ to go to see your old grandmother once a week.
10. How ___ you say I'm foolish?

VI Rewrite the following in indirect speech:

1. "You may leave work early this evening if you have something important to do," he told me.
2. "May I ask you a rather personal question?" the teacher asked the student.
3. "You can take three weeks to make a decision, but no longer," his interviewer told him.
4. "Cars may be parked at the back of the building," the notice said.
5. "Could I see your credit card, please?" the clerk asked me.
6. "You can borrow my notebooks, only you should take care of them," I told my friend.

VII Fill in the blanks with relative pronouns or relative adverbs in their proper forms:

1. I can't decide ___ dictionary I should buy.

2. That's ___ he refused my invitation.
3. I'm very interested in ___ he has improved his pronunciation in such a short time.
4. ___ we need is more time.
5. The fact ___ she had not said anything at the meeting surprised everybody.
6. ___ and ___ they meet has not been decided yet.
7. Please tell me ___ you are waiting for.
8. No one knew ___ dictionary that was.
9. Tell me ___ was late for school yesterday.
10. ___ he will come or not is not yet known.

VIII Translate the following sentences:

1. بىز پۈتۈن كۈچىمىز بىلەن ئۇنىڭغا ياردەم قىلىشىمىز كېرەك.
2. مەن سىزنىڭ ئۆزىڭىزدىن ياخشى خەۋەر ئېلىشىڭىزنى ئۈمىد قىلىمەن.
3. ئۇنىڭ ئۆگىنىشتە يەنىلا ئازراق قىيىنچىلىقى بار، بىراق ئۇ قىيىنچىلىقتىن قورقماي ئۇنى يېڭىشقا تىرىشىۋاتىدۇ.
4. ئۇلاردىن ئىككى كۈن ئىچىدە بۇ مەسىلنى ھەل قىلىشى تەلەپ قىلىندى.
5. بۇ مەسىلگە قارىتا ئۇلارنىڭ ئوخشىمىغان ئىككى خىل كۆز قارىشى بار.
6. ئەگەر بىز بۇ خىل ماتېرىيال بىلەن يېتەرلىك تەمىنلەشكە ئېرىشەلمىسەك، ھازىرقى ماتېرىيالنى ئۇزۇنغا قالماي ئىشلىتىپ بولىمىز.
7. بۇ قېتىمقى بوران-چاپقۇن بۇ كونا ئۆيلەرگە ئېغىر زىيان كەلتۈردى.
8. بەختكە يارىشا، بۇ قېتىمقى ھادىسىدە بىرمۇ ئادەم

پارلانمدی .
Between the first and the second course
of the meal, she turned to Mr. Smith and said, "Do you
see that gray-haired man at the end of the table? The one
with glasses."

X Reading Material

Mr. Smith Blunders

Mr. Smith is well known in Washington because of his many social blunders. He always likes to attend the various social functions because he wants to expand his circle of friends. Whenever he is invited, he goes, unless he is ill.

Recently he received an invitation to a fashionable banquet. Although he did not know the hostess, he accepted the invitation. He was secretly very pleased, because he felt that his reputation as a desirable guest was growing.

When he arrived at the banquet hall, he found that about one hundred people had been invited. He began to move around the hall. He spoke to other guests whether he knew them or not. He soon realized that he had never met any of the other people present, although they seemed to know each other.

At dinner, he was seated beside a very dignified woman. The woman tried to be friendly even though she had never met Mr. Smith before. She spoke politely, whenever

he spoke to her. Between the first and the second course of the meal, she turned to Mr. Smith and said, "Do you see that gray-haired man at the end of the table? The one with glasses."

"Ah, yes. Who is he?" asked Smith.

"He's the Secretary of the Interior!" she replied.

Mr. Smith said, "So that's the Secretary of the Interior! I'm afraid that I find very little to admire about him, although he is the Secretary."

The woman stiffened and did not reply. Smith continued in spite of her coldness. "I really can't see how he received his appointment, unless he is perhaps a relative of the President."

"It hardly matters whether you like the Secretary or not," she said. "He was chosen because the President thought he was man for the job. If he does the job well, you should have no complaint."

"That's just it," persisted Smith. "No one does the things he does, unless he is a complete fool!"

"Sir!" said the woman in all her dignity. "Do you know who I am?" "No," replied Smith.

"I am the Secretary's wife," she said coldly. Mr. Smith was shocked, but he went on in spite of his embarrassment.

"Madam, do you know who I am?"

"No, I don't," the woman replied.

"Thank goodness!" exclaimed Mr. Smith, as he quickly left the table.

Comprehension Exercise

- Mr. Smith is well known in Washington because _____.
 - he is the Secretary of the Interior
 - he has more friends than other people
 - he likes to go to all kinds of parties
 - he always makes foolish mistakes on social occasions
- Why was he very glad when he got an invitation to a grand party one day?
 - He could meet more people at the party.
 - He knew the hostess quite well.
 - It was the first time he had been invited to such a banquet.
 - He felt that his reputation was growing.
- At dinner Mr. Smith happened to sit beside a _____ woman.
 - beautiful
 - serious
 - noble
 - fashionable
- The woman _____.
 - kept speaking to him politely
 - turned away when Mr. Smith spoke to her
 - wished to introduce him to her husband

- d. asked Mr. Smith if he knew the gray-haired man at the end of the table
5. Mr. Smith said something against the Secretary of the Interior because _____.
- a. they had different political views
 - b. he knew for sure the Secretary was a relative of the President
 - c. Mr. Smith did not like the President
 - d. he only wanted to carry on the conversation
6. How did the Secretary of the Interior get his post?
- a. He was a relative of the President.
 - b. The President appointed him.
 - c. He was elected by a majority.
 - d. He was recommended by his wife.
7. That woman turned out to be _____.
- a. the hostess herself
 - b. the wife of the Secretary of the Interior
 - c. a secretary of the President
 - d. a friend of the President's wife
8. Mr. Smith was _____ when he learned that the woman didn't know who he was.
- a. shocked
 - b. embarrassed
 - c. relieved
 - d. worried

Lesson Eleven

TEXT

OUR EARTH

Our earth is a huge round ball, spinning in space. It spins like a top with a stick poked through from top to bottom. The spots where the stick would come out we call the poles; the north and south poles.

The earth is tilted a little. It is always tilted the same amount and in the same direction.

Night and Day

Our earth gets its warmth and light from the sun. The sun is a huge blazing ball, a million times larger than the earth. And it is millions of miles away.

The earth spins round once every twenty-four hours. It turns to face the sun and spin away again every twenty-four hours.

When our part of the earth faces the sun, we see sunlight and have day. When our part turns away from the light, we have night.

When our part begins to turn towards the sun and we see the first sunlight, we call it morning.

When we are facing the sun most directly, it is noon. Then the sun is closest to being straight above us. When we begin to turn away from the sun, we have afternoon and evening and night. This happens to most parts of the earth every twenty-four hours.

Summer and Winter

It takes our earth $365 \frac{1}{4}$ days to travel round the sun. This makes one year.

As the earth travels round, first one pole and then the other is tilted towards the sun. When the north pole is towards the sun, the sun's rays shine down quite straight on the northern part of the earth, while they slant down towards the southern part.

Now the slanting rays cover a much larger surface of the earth than the same number of rays coming straight down. The more the rays are spread out, the less heat they give to the part of earth they touch.

So when the north pole tips towards the sun, the northern half of the world (or the Northern Hemisphere) is warmer and has its summer (June, July and August). It also has longer days, because it faces the sun more of the time.

When the south pole is towards the sun, the southern half of the world (or the Southern Hemisphere) is warmer, and it has its summer (December, January,

February). At the same time the northern half is getting less direct sunshine, because it tips away from the sun. It has shorter days. It has winter.

What the Earth is Made of

Probably at one time the earth was blazing hot, like the stars we see in the sky at night. Probably then it gave off light and heat and sparkled from far off, like a star. That was billions of years ago.

Through the ages the earth has cooled. But there is still fiery hot rock deep inside.

Towards the outside, the rock is cool and hard. There are different kinds of rock. Some are harder and heavier than others. And they are of many different colours.

On the very outside of the earth is a bumpy crust of rock and soil. We look at those bumps: the mountains and valleys around us. We think of the deep lakes and oceans. And we think that the earth's crust is very uneven indeed. Actually, even with its highest mountains and deepest oceans, the earth is as smooth for its size as a rubber ball.

Covering much of the earth's surface is blanket of water. And all around the earth is a blanket of air, many miles thick. This air we call the atmosphere. We breathe it, and it gives us our weather.

The air is always moving. The movements of air

make winds. Tiny drops of water in the air form clouds. And as the clouds move about they bring us rain and snow and storms.

We know that the air holds some of the warmth coming from the sun. Without the air to stop some of the sun's heat, every part of the earth would be burning hot when the sun's rays strike it.

Without the air to hold some of the sun's heat, the earth would be freezing cold at night, too cold for us to live.

The Star and the Moon

The stars we see at night are really huge suns like our sun, but they are farther away in space. Some of them have planets like our earth travelling round them.

The stars are so fiery hot that they give off great light and heat — more than the hottest, brightest fire you can imagine. Now light travels at 186,000 miles per second. But the stars are so far away that their light still takes years to reach us. The light we see coming from some far-off stars started on its journey more than a hundred years ago.

The moon is a ball of cold rock. It is much smaller than the earth. It circles round the earth as the earth circles round the sun.

Since the moon is cold, it does not shine with light of

its own. We can see it only when the sun is shining on it, or when sunlight is reflected on to it from the earth.

When that side of the moon on which the sun is shining is facing us, we see a round shining circle — a full moon.

Sometimes the sunny side of the moon is only partly facing us. Then we see just half of the circle shining. The other half is dark. When the moon is like this, we call it a quarter moon.

Sometimes the sunny side of the moon is away from us. We may see only a sliver of light along one edge. We call this a new moon.

The whole journey of the moon round the earth takes twenty-eight days. We see the change from new moon to quarter to full and back to new moon every twenty-eight days. Our word month comes from the word moon.

DIALOGUE

KEEP A DIARY

A: Why don't you start keeping a diary? Jack does.

B: I know. But he won't let me see it and that annoys me.

A: Of course he won't. A diary is quite private. You write things in it only for yourself.

- B: What sort of things?
- A: The purpose of a diary is to write down anything that has happened to you lately that interests you.
- B: Isn't it rather foolish to write about yourself?
- A: No, you can describe things so that they will be interesting to refer to afterwards. If you keep on writing, your diary will become a "Life of Mary Brown".
- B: Then I must be careful what I write. It would be awful if Jack saw ...
- A: Oh, nobody will see anything. You can lock your diary up in your drawer, and it will be quite safe.
- B: I'll start in this notebook, then. It is a fairly new one. How shall I begin? Shall I put in when I was born?
- A: If you're going to write about all your life up to now it'll take a long time. It's best to write a little every day. Why not start with this morning?
- B: Very well, then.

WORDS AND EXPRESSIONS TO THE TEXT

spin	/spin/ v.	ئايلانماق ، چۆرگىلىمەك
top	/tɒp/ n.	نۇر (بالىلار ئويۇنچۇقى)
poke	/pəuk/ vi.	تېشىپ ئۆتمەك

pole	/pəʊl/ n.	خادا ، قۇتۇپ
from top to bottom		باشتىن-ئاياغ
tilt	/tilt/ v.	يانتۇ بولماق
amount	/ə'maʊnt/ n.	مىقدار
blaze	/bleiz/ v. ; n.	قىزىماق ، يالقۇن
ray	/rei/ n.	نۇر
northern	/'nɔ:ðn/ a.	شىمالىي
southern	/'sʌðn/ a.	جەنۇبىي
once every week (month, year)		ھەپتىدە
slant	/sla:nt/ vi.	يانتۇ بولماق
first one ... , then the other		ئالدى بىلەن بىرىسى ، ... ، كېيىن يەنە بىرىسى
surface	/'sə:fi:s/ n.	سىرتقى يۈزى
tip	/tip/ vi.	يانتۇلىشىش
hemisphere	/'hemisfiə/ n.	يېرىم شار
to give off		چىقارماق ، تارقىتىش
sparkle	/'spa:kl/ vi.	چاقنىماق
billion	/'biljən/ num.	مىليارد
cool	/ku:l/ vi.	سۇۋۇماق
fiery	/'faɪəri/ a.	ئوتتەك
rock	/rɒk/ n.	تاغ جىنسىلىرى

from far off		بەكمۇ يىراق جايدىن
bumpy	/'bʌmpɪ/ a.	ئېگىز-پەس
crust	/'krʌst/ n.	قاتتىق پوست
soil	/'soɪl/ n.	تۇپراق
uneven	/'ʌn'i:vən/ a.	تەكشى بولمىغان
rubber	/'rʌbə/ n.	كاۋچۇك
thick	/'θɪk/ a.	قېلىن ، زىچ
burning	/'bɜ:niŋ/ a.	شىددەتلىك ، ئوتتەك
freezing	/'fri:ziŋ/ a.	مۇزدەك
at ... miles per hour (second...)		سائىتىگە (سىكۇنتىغا) ... مىلدىن
cirde	/'sə:kl/ n. ; v.	چۆرگىلىمەك ، ئايلانماق
journey	/'dʒɜ:ni/ n.	سەپەر ، ساياھەت

WORDS AND EXPRESSIONS

TO THE DIALOGUE

diary	/'daɪəri/ n.	كۈندىلىك خاتىرە
annoy	/'ə'noɪ/ v.	كۆڭۈلسىز قىلىپ
		قويماق ، ئىچىنى پۇشۇرماق
refer	/'ri'fə: / vi.	پايدىلانماق

afterwards	/'ɑ:ftəwədz/ ad.	كېيىن
awful	/'ɔ:ful/ a.	چاتاق ، قورقۇنچلۇق
lock	/lɒk/ vi.	قۇلۇپلاش

NOTES TO THE TEXT

1. The spots where the stick would come out we call the poles: the north and south poles.

بىز تەسەۋۋۇرمىزدىكى بۇ ئۇزۇن تاياق يەر شارىنى تېشىپ چىققان ئىككى نۇقتىنى ئىككى قۇتۇپ - شىمالىي قۇتۇپ ۋە جەنۇبىي قۇتۇپ دەپ ئاتايمىز .

(1) بۇ تەتۈر قۇرۇلمىلىق جۈملە بولۇپ ، we call جۈملىنىڭ ئىگە ۋە خەۋىرى بولىدۇ . spots تولدۇرغۇچى بولىدۇ .

(2) where بىلەن باشلانغان بېقىندى جۈملىدە بەدىئىي توقۇلما رايى would come out ئىشلىتىلگەن . چۈنكى يەر شارىنى تېشىپ ئۆتكەن ئۇزۇن تاياق پەقەت تەسەۋۋۇردىلا مەۋجۇت بولىدۇ .

2. The earth spins round once every twenty - four hours.

يەر شارى ھەر 24 سائەتتە بىر قېتىم ئۆز ئوقى ئەتراپىدا ئايلىنىدۇ . جۈملىدىكى once «قېتىم» دېگەن مەنىنى بىلدۈرىدۇ .

3. ... the earth is as smooth for its size as a rubber ball.

يەر شارى ئۆزىنىڭ چوڭ-كىچىكلىكىگە نىسبەتەن ئېيتقاندا خۇددى بىر رېزىنكە توپقا ئوخشاش سىلىقتۇر .

يەنى يەر يۈزىدىكى ئىگىز تاغ ۋە چوڭقۇر جىلغىلار يەر شارىنىڭ غايەت زور دىئامېتىرىغا نىسبەتەن ھېچنەمە ھېسابلانمايدۇ .

نېسپىي قىلىپ ئېيتقاندا ، يەر يۈزى يەنىلا تەكشى ھەم سىلىق

ھېسابلىنىدۇ .

يۇقىرىقى جۈملىدىكى "for ... گە نىسبەتەن" دېگەن مەنىنى بىلدۈرىدۇ . مەسىلەن :

He is tall for his age.

This is a chilly day for April.

4. Without the air to stop some of the sun's heat, every part of the earth would be burning hot when the sun's rays strike it.

ئەگەر قۇياش نۇرىنىڭ بىر قىسمىنى توسۇۋالدىغان ھاۋا بولمىسا ، يەر شارىنىڭ ھەر قانداق قىسمى قۇياش نۇرى بىۋاسىتە چۈشكەن ۋاقىتتا ئوتتەك قىزىپ كېتىدۇ .

بۇ يەردىكى without بىلەن باشلانغان ئالدى قوشۇلغۇچىلىق سۆز بىرىكمىسى ئەمەلىيەتتە بەدىئىي توقۇلمىلىق شەرت ھالەت بېقىندى جۈملە رولىدا كەلگەن . ئۇنى مۇنداق ئىپادىلەشكە بولىدۇ .

"If there were no air to stop some of the sun's heat..."

شۇڭا يۇقىرىقى جۈملىنىڭ خەۋىرى بەدىئىي توقۇلما رايى would be شەكلىدە كەلگەن .

WORD FORMATION

ئالدى قوشۇمچە — trans «... ھالقىغان» ، «يۆتكىمەك» دېگەن مەنىلەرنى بىلدۈرىدۇ .

سۈپەت → سۈپەت + trans

پېئىل → پېئىل + trans

national دۆلەت ھالقىغان transnational

Pacific تىنچ ئوكياننىڭ transpacific

plant يۆتكىمەك transplant تېرىماق

«... غا / قا» ward سۈپەت ياسىغۇچى ئارقا قوشۇمچە دېگەن مەنىلەرنى بىلدۈرىدۇ.

سۈپەت → ward + رەۋش ياكى ئىسىم

back	ئارقا	backward	ئارقىغا
south	جەنۇب	southward	جەنۇبقا
out	سەرت	outward	سەرتقا

«... غا / قا» ward (s) رەۋش ياسىغۇچى ئارقا قوشۇمچە دېگەن مەنىنى بىلدۈرىدۇ.

رەۋش → ward(s) + رەۋش ياكى ئىسىم

back	ئارقا	backward(s)	ئارقىغا
south	جەنۇب	southward(s)	جەنۇبقا
out	سەرت	outward(s)	سەرتقا

بەدىئىي توقۇلما رايى (I)

I راي پېئىلنىڭ بىر خىل شەكلى بولۇپ ، ئۇ سۆزلىگۈچىنىڭ مەلۇم بىر ھەرىكەت ياكى ھالەتكە تۇتقان پوزىتسىيىسىنى ئىپادىلەيدۇ .

رای ئۈچ تۈرگە بۆلۈنىدۇ .
1. بايان رايى : ئەمەلىي ئەھۋالنى ئىپادىلەيدۇ . مەسىلەن :

He has got the degree.

ئۇ ئىلمىي ئۇنۋانغا ئېرىشتى .

2. بۇيرۇق رايى : بۇيرۇق ، ئۆتۈنۈش ۋە نەسىھەت قاتارلىقلارنى بىلدۈرىدۇ . مەسىلەن :

Be quick!

تېز بول !

3. بەدىئىي توقۇلما رايى : ئەمەلىي ئەھۋالنى ئاساس قىلمىغان پەرەزنى بىلدۈرىدۇ . مەسىلەن :

If he were here, he would certainly help us.

ئەگەر ئۇ بۇ يەردە بولغان بولسا ئەلۋەتتە بىزگە ياردەم قىلاتتى .

II بەدىئىي توقۇلما رايى

بەدىئىي توقۇلما رايى - سۆزلىگۈچى ئەمەلىيەتكە قارىمۇقارشى بولغان ، ئەمەلگە ئېشىشى تەس بولغان ئەھۋاللارنى ، سۈيىپىكتىپ ئارزۇ ياكى مۇئەييەن كۈچلۈك ھېسسىياتنى بىلدۈرگەندە قوللىنىلىدىغان خەۋەر پېئىلنىڭ بىر خىل شەكلى .

1. بەدىئىي توقۇلما رايى ئاساسەن بەدىئىي توقۇلمىلىق شەرت بېقىندى جۈملىنى ئۆز ئىچىگە ئالغان قوشما جۈملىدە قوللىنىلىدۇ . بۇنداق ئەھۋالدا باش جۈملە ۋە بېقىندى جۈملىنىڭ خەۋەر پېئىل

شەكلى تۆۋەندىكى جەدۋەلدە كۆرسىتىلگەندەك بولىدۇ .

باش جۈملە	شەرت ھالەت بېقىندى جۈملە	بىلدۈرگەن ھالەت
پېئىلنىڭ ئەسلىي } شەكلى } would should	پېئىلنىڭ ئۆتكەن شەكلى (پېئىل were ئۈچۈن be ئىشلىتىلىدۇ) .	ھازىرقى ئەھۋال بىلەن قارىمۇ قارشى
ئۆتكەن بۆلەك } سۆزى } would should	ئۆتكەن بۆلەك + had سۆزى	ئۆتكەن ئەھۋال بىلەن قارىمۇ قارشى
پېئىلنىڭ ئەسلىي } شەكلى } would should	پېئىلنىڭ + ئەسلىي شەكلى پېئىلنىڭ + were تۇراقسىز شەكلى	كەلگۈسىدە ئەمەلگە ئېشىش تەس بولغان ئەھۋالغا قارىتا پەرز

ئىزاھات :

1. ھازىرقى ئەمەلىي ئەھۋالغا قارىمۇ قارشى بولغان پەرزنى بىلدۈرگەندە I شەخس ۋە III شەخس بىرلىك ئىگىدىن كېيىن was كەلسە بولىدۇ ، ئەمما « If I were you ... » لا بولىدۇ .
2. باش جۈملىدىكى would بارلىق شەخسلەردە قوللىنىلىدۇ . لېكىن should پەقەت I شەخستە ئىشلىتىلىدۇ .
3. باش جۈملىدە would/should ئورنىغا تۈسلۈك پېئىل could/might لارنى ئىشلەتكىلى بولىدۇ . مەسىلەن :

If he came with us, we would be happy.

ئۇ بىز بىلەن كەلگەن بولسا ، بىز خۇشال بولاتتۇق .

If we had more people, we could open up more land.

ئەگەر تېخىمۇ كۆپ ئادىمىمىز بولغان بولسا ، بىز تېخىمۇ كۆپ يەرنى ئاچاتتۇق .

If she were here, she might be able to help.

ئۇ بۇ يەردە بولغان بولسا بەلكى ياردەم بېرەلگەن بولاتتى .

If I had left a little earlier, I would have caught the train.

ئازراق بالدۇر ماڭغان بولسام ، پويىزغا ئۆلگۈرەلگەن بولاتتىم .

He would have come if he hadn't been so busy.

ئۇ ئالدىراش بولمىغان بولسا كەلگەن بولاتتى .

If she hadn't been ill, she might have come.

ئۇ ئاغرىپ قالمىغان بولسا ، بەلكى كېلەلگەن بولاتتى .

The patient is all right now . If he should be in danger again, we would send him to hospital immediately.

بىمارنىڭ ئەھۋالى ھازىر ياخشى ، ئەگەر ئۇنىڭ كېسىلىدە

خەتەر كۆرۈلسە ، بىز دەرھال ئۇنى دوختۇرخانىغا ئاپىرىمىز .

If it were to rain tomorrow, we would not go.

ئەگەر ئەتە يامغۇر ياغسا بىز بارمايمىز .

2. بەدىئىي توقۇلمىلىق شەرت بېقىندى جۈملىدىكى باغلىغۇچى If نىڭ قىسقارتىلىشى .

ئەگەر بەدىئىي توقۇلمىلىق شەرت بېقىندى جۈملىدىكى خەۋەر

پېئىل had, were ياكى should نى ئۆز ئىچىگە ئالسا ، بەزىدە

باغلىغۇچى If نى قىسقارتىشقا بولىدۇ . قىسقارتىلغاندىن كېيىن

ئىنۋېرسىيە قۇرۇلمىسى قوللىنىلىدۇ . دېمەك were, had ياكى

should ئىگىنىڭ ئالدىغا قويۇلىدۇ . مەسلەن :

Were he to take more exercises, he wouldn't be so fat.

ئەگەر ئۇ كۆپرەك مەشىق قىلغان بولسا مۇنداق سەمىرىپ

كەتمەيتتى .

Had she known it, she would not have given him that wrong answer.

ئەگەر ئۇنى بىلگەن بولسام ، ئۇنىڭغا خاتا جاۋاب بەرمىگەن

بولاتتىم .

Should you give Muhtar some help, he would overcome these difficulties.

ئەگەر سىز مۇختەرگە ئازراق ياردەم بەرسىڭىز ، ئۇ بۇ

قىيىنچىلىقلارنى يېڭەلەيدۇ .

3. بەزىدە ئالدى قوشۇلغۇچى ياكى كوتتېكىست ئارقىلىق

پەرەز ئىپادىلىنىدۇ . مەسلەن :

What would you do with a million dollars.

(With a million dollars = if you had a million dollars)

ئەگەر سىزنىڭ مىليون دوللىرىڭىز بولسا ، قانداق

قىلاتتىڭىز ؟

Whithout your help, we couldn't have succeeded.

(Without your help = If it had not been for your help)

ياردىمىڭلار بولمىغان بولسا ، مۇۋەپپەقىيەتكە ئېرىشەلمىگەن

بولاتتۇق .

But for the storm, we should have arrived earlier.

(But for the storm = If we had not been caught in the

storm)

بوران-چاپقۇنغا ئۇچرىمىغان بولساق ، بالدۇر كېلەلەيتتۇق .

WORD STUDY

Gather

1. vi. يىغىلماق

Hundreds of people gathered in the open to watch the film.

Dark clouds were gathering.

2. vt. يىغماق ، توپلىماق

He soon gathered a crowd round him.

We gathered some dry branches and made a fire.

Discover vt.

1. بايقىماق ، تاپماق

The bicycle which had disappeared was discovered at the football ground.

Columbus discovered America in 1492.

2. تونۇپ يەتمەك

We discovered that it was too late to do anything about it.

We discovered him to be unreliable.

Discovery. n.

1. بايقاش

For fear of discovery he changed his lodgings every night.

2. بايقالمىلار

The collector showed us his latest discoveries.

Wonder.

n. 1. مۆجىزە

Do you know the seven wonders of the world?

2. ھەيرانلىق

We were filled with wonder to watch the astronauts walking on the moon.

3. v. گە ھەيران قالماق ، بىلىشنى خالىماق ، گۇمانلانماق

She wondered what had become of her child.

I wonder whether I might open the window.

I was just wondering at the truth of the whole thing

Succeed vi.

1. مۇۋەپپەقىيەتكە ئېرىشمەك

I hope you'll succeed in your experiment.

At last he succeeded in getting that job.

2. ئىگشىپ كەلمەك

One idea succeeded to another with a rush.

Success. n. مۇۋەپپەقىيەت

Confidence is the key to success.

They tried a new method, but without any success.

She hasn't had much success in her applications for

jobs.

Successful. adj. مۇۋەپپەقىيەتلىك

People who are successful at work are usually successful at love.

Were you successful in finding a new house?

PROVERBS

Nothing succeeds like success.

بىر ئىش مۇۋەپپەقىيەتلىك بولسا ھەممە ئىش ئوڭۇشلۇق بولىدۇ .

Wit once bought is worth twice taught.

بىر قېتىملىق تەجرىبە ئىككى قېتىملىق تەربىيىدىن ئەلا .

Life is great if you don't weaken.

كۈچلۈك ئىرادە بار يەردە ھايات گۈزەل بولىدۇ .

EXERCISES

I Answer the following questions:

1. What is our earth like? How does it move in space?
2. Why do we have night and day?
3. When do we have summer and when do we have winter?
4. Why is summer so hot and winter so cold?
5. Why are shorter days in winter than in summer?

6. What is the earth made of?
7. What is the surface of the earth like?
8. How does the atmosphere affect our weather?
9. What would happen if there were no blanket of air all around us?
10. Where does the moon's light come from?

I Translate the following phrases:

1. شمالي يېرىم شار، جەنۇبىي يېرىم شار
2. نەچچە ھەسسە كۈچلۈك، يىگىرمە ھەسسە ئېغىر
3. ھەر مىنۇتغا ئۈچ مىل سۈرەت بىلەن
4. ھەر بەش مىنۇتتا بىر قېتىم، ھەر ئىككى ھەپتىدە بەش قېتىم
5. بىر قەۋەت قار قاپلىماق
6. كۈنلۈك (ھەپتىلىك، ئايلىق، يىللىق) ژۇرنال
7. ئوتتەك ئىسسىق
8. مۇزدەك سوغۇق

II Make sentences with the following phrases and expressions:

1. in the same direction
2. first one ... then another ...
3. to spread out
4. at one time
5. deep inside

6. at ... miles per hour
7. once every week
8. about ... times larger than ...

IV Complete the following sentences according to the models, using the situations given in the brackets;

Model A: It takes our earth $365\frac{1}{4}$ days to travel round the sun.

1. How long do you think it will take you _____ ?

(تېكىستتىكى بارلىق خام سۆزلەرنى لۇغەتتىن تاپماق)

2. It took us as many as ten days _____.

(بۇ قېتىمقى سەپەرگە تەييارلىق قىلماق)

3. It won't take you more than two hours _____.

(بۇ خىزمەتنىڭ پىلانىنى تۈزمەك)

4. We didn't take as long as we had imagined _____.

(مەكتىپىمىزدىن باغچىغا بارغۇچە)

Model B: The more the rays are spread out, the less heat they give to the part of earth they touch.

1. The more you practice, _____.

(تېخىمۇ راۋان سۆزلىيەلەيسىز)

2. The more deeply you look into the problem, _____.

(مەسىلىنى ھەل قىلىش ئۇسۇلىڭىزنىڭ توغرا ئەمەسلىكىنى

تېخىمۇ ئېنىق كۆرەلەيسىز)

3. The sooner you get rid of these wrong ideas, _____.

(خىزمەتنى تېخىمۇ ياخشى ئىشلەيسىز)

4. The more he thought about the problem, _____.

(ئۇ تېخىمۇ قايىمۇقۇپ قالدى)

V Choose the correct endings for the following sentences:

a. if the sea hadn't been so rough. 1. I would have told you

b. if I had realized that you were 2. I would have enjoyed
serious about what you said. the party much more

c. if she had been more careful. 3. It would have been a
wonderful day for sailing

d. if they hadn't arrived just 4. You wouldn't have got
at that moment. into such difficulties

e. if they had studied harder. 5. I'd have thought it
over much more carefully

f. if you had asked me. 6. The plants would have
died already

g. if she had known him better 7. Her glasses wouldn't
have broken

h. if there hadn't been such a 8. I'm sure she wouldn't
crowd of people there. have married him

- i. if we hadn't watered them. 9. We would have left
without them
- j. if you had taken my advice. 10. The students would
passed their examinations have

VI Rewrite each of the following sentences:

A. Make an inversion in the conditional clause:

- If you should not meet me again, you could contact me at this telephone number.
- If he had come earlier, he would have met her.
- If it were not for the expense, I would go there by air.

B. Change the inversion back into the normal word order:

- Had it not been for your laziness, you could have finished the work by now.
- Were I to hear her voice again, it would bring back many happy memories.
- Should the job be too difficult, you could ask for help.

VII Supply the correct forms of the verbs in brackets:

- If I ____ (ask) you, would you help me?
- The waiter ____ (serve) you better if you ____ (speak) to him more politely.
- Without his explanation, I ____ (never, understand).
- I should never have troubled him if I ____ (know) he

was so busy.

5. If they ____ (arrive) tomorrow, we should be quite unprepared.
6. A well-educated man ____ (never , do) anything like that.
7. If they really ____ (try), they ____ (can, easily, win) the prize.
8. Had he given me his number, I ____ (can, telephone) him.
9. If we ____ (catch) the early train, we'd get there by ten.
10. The accident we had last night ____ (can, avoid).

VIII Translate the the following sentences:

1. ئۇ ئىمتىھاندىن ئۆتەلمەسلىكى مۇمكىن، چۈنكى ئۇ ئەزەلدىن دەرس تەكرارلىمايدۇ.
2. ئەگەر سىزنىڭ ئۇزۇن دەم ئېلىش ۋاقتىڭىز بولسا قەيەرگە بېرىپ ساياھەت قىلىشنى خالايسىز؟
3. ئەگەر ياردىمىڭىز بولمىغان بولسا، مەن بۇ ئىشنى بۇنداق قىسقا ۋاقىت ئىچىدە تۈگىتەلمىگەن بولاتتىم.
4. قەدىمقى كىشىلەر قۇياش يەر شارى ئەتراپىدا ئايلىنىدۇ دەپ قارىغان.
5. بېلىق قۇرۇقلۇقتىكى ھايۋانلار نەپەسلەنگەندەك ئۇسۇلدا نەپەسلەنمەيدۇ.
6. ئۇ يەر شارى قۇياش ئەتراپىدا ئايلىنىشتىن توختاپ قالسا نېمە ئىش يۈز بېرىدىغانلىقىنى تەسەۋۋۇر قىلىشقا تىرىشىپ كۆردى.
7. ئۇ تاغنىڭ يېرىمىغا چىققاندا نەپەس ئالالماي قالدى.

8. بەزى گۈللەر پەقەت كېچىدىلا خوش پۇراق تارقىتىدۇ .

IX Reading Material:

School Without Walls

In 1968 the city of Philadelphia, Pennsylvania, had a problem. The city's school system needed a new school building and teachers but did not have the money to pay for this multi-million-dollar project. City officials solved the problem in a unique way. They decided to use the many scientific and cultural institutions in the city as the classrooms. Experts who worked in the various institutions would be the teachers. Among these institutions were such prestigious names as the Franklin Institute, with its science museum, workshops, and classes; the Free Library, containing nearly a million volumes; the Academy of Natural Sciences, Fels Planetarium, and the Rodin Museum.

The experiment in education, known as the Parkway Program, began in February 1969. John Bremer, an Englishman and education innovator, planned the program and became its director.

The Program has grown in size from 142 to 500 high school students and is so popular that thousands of appli-

cants are denied places each year. The Program gives a freedom to high school education never known before. To supplement basic courses required for a diploma — languages, history, science — students may choose from more than a hundred other courses. Any subject will be offered if an instructor can be found. Every group of 15 boys and girls belongs to a "tutorial group", led by a teacher and one assistant. Students in the Program say that school is no longer a place but an interesting activity.

About 100 institutions in Philadelphia — public, private, commercial — help the Program. During any one week students may be found in such diverse places as a bakery, a church or the municipal gas plant. Such places merely provide space for classrooms. Other institutions such as the University of Pennsylvania or the Temple University Medical School allow the Program's own faculty to teach in their laboratories or other facilities. Other establishments provide both classroom space and instruction. One pharmaceutical-manufacturing company, for example, conducts a chemistry course.

In addition to their studies, students are encouraged to take part-time jobs. "The life of the city is our curriculum," says Director Bremer. "Life and learning are all part of the same process." Learning is excitement in this experimental program but it is not meant for every child. The student must be able to handle the freedom and self-disci-

pline that the Program demands of academic success.

Comprehension Exercise

1. What was the problem Philadelphia had in 1968?
 - a. Its school system needed a new school building.
 - b. More teachers were needed for its school system.
 - c. It lacked money for its educational project.
 - d. Both a and b.
2. The word "unique" here means .
 - a. "very unusual"
 - b. "proper"
 - c. "ordinary"
 - d. "pretty usual"
3. Who was the program planner?
 - a. A famous English innovator.
 - b. The director of a cultural institution.
 - c. An Englishman called John Bremer.
 - d. Someone in charge of the city's school system.
4. Every "tutorial group" consists of .
 - a. a large group of children and their tutor
 - b. 15 boys and girls, a teacher and his assistant
 - c. 15 boys and 15 girl
 - d. 15 boys but no girls
5. About 100 institutions in Philadelphia .
 - a. provide space for classrooms
 - b. open such courses as are required in the Program

- c. allow their laboratories and other facilities to be used
- d. offer their help

TEXT

HOW TO IMPROVE YOUR

STUDY HABITS

Perhaps you are an average student who will average in intelligence. You do well enough in school, but you probably think you will never be a top student. This is not necessarily the case, however. You can receive better grades if you want to. Yes, even students of average intelligence can be top students without additional work. Here's how:

1. Plan your time carefully. Make a list of your weekly tasks. Then make a schedule or chart of your time. Fill in committed time such as eating, sleeping, meetings, classes, etc. Then decide on good, regular times for studying. Be sure to set aside enough time to complete your normal reading and work assignments. Obviously studying shouldn't occupy all of the free time on the schedule. It's important to set aside time for relaxation, hobbies, and entertainment as well. This weekly schedule may not solve all of your problems, but it will make you more aware of how you spend your time. Furthermore, it will enable you to plan your activities so that you have adequate time for both work and play.

Lesson Twelve

TEXT

HOW TO IMPROVE YOUR STUDY HABITS

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2. Find a good place to study. Choose one place for your study area. It may be a desk or a chair at home or in the school library, but it should be comfortable, and it should not have distractions. When you begin to work, you should be able to concentrate on the subject.
3. Skim before you read. This means looking over a passage quickly before you begin to read it more carefully. As you preview the material, you get some idea of the content and how it is organized. Later when you begin to read you will recognize less important material and you may skip some of these portions. Skimming helps double your reading speed and improves your comprehension as well.
4. Make good use of your time in class. Listening to what the teacher says in class means less work later. Sit where you can see and hear well. Take notes to help you remember what the teacher says.
5. Study regularly. Go over your notes as soon as you can after class. Review important points mentioned in class as well as points you remain confused about. Read about these points in your textbook. If you know what the teacher will discuss the next day, skim and read that material too. This will help you understand the next class. If you review your notes and textbook regularly, the material will become more meaningful and you will remember it longer. Regular review leads to improved performance on tests.

6. Develop a good attitude about tests. The purpose of a test is to show what you have learned about a subject. The world won't end if you don't pass a test, so don't worry excessively about a single test. Tests provide grades, but they also let you know what you need to spend more time studying, and they help make your new knowledge permanent.

There are other techniques that might help you with your studying. Only a few have been mentioned here. You will probably discover many others after you have tried these. Talk with your classmates about their study techniques. Share with them some of the techniques you have found to be helpful. Improving your study habits will improve your grades.

DIALOGUE IN THE BRITISH MUSEUM

A: Here is the British Museum.

B: Oh, I don't want to spend the whole morning in there.

It's too big and dark. It's a lovely day. Can't we go to the zoo instead?

A: No, Sally. We'll go there another day. They've got some of the most beautiful things in the world here.

Hello, Mr. Blunt! I never expected to see you here.

C: I come here to work in the reading room. You're showing your little sister round, aren't you?

- A: Yes, But Sally would rather go to the zoo.
- C: If you like animals, Sally, you'll find plenty here. Come along. I'll show you some. There you are! Now that's fine horse's head.
- B: He's beautiful, isn't it?
- C: And there are the statues of ancient Egyptian kings.
- A: Yes, aren't they enormous?
- C: Some of them have been rather badly damaged.
- A: If you went to Egypt, would you still find things like this?
- C: Oh, yes, lots of them. Well, Sally seems happy enough now. She's fascinated by everything.
- A: There's so much to be seen here.
- C: I always think these beautiful gold watches are some of the nicest things here.
- B: I wish I had one.
- A: Watches like these aren't made nowadays, are they?
- C: No, If they were, they'd be too expensive for most people.
- A: Look at this big clock. It still works.
- C: Yes, and it was made nearly four hundred years ago. In a moment, when the clock strikes twelve, the figures will move round and the cock will crow. And that reminds me, I've got to get back to the reading room.
- A: I'm afraid we've kept you from working.
- C: Oh, no. It's been quite a pleasure to show you round.

WORDS AND EXPRESSIONS TO THE TEXT

average	/'ævərɪdʒ/ a.	ئادەتتىكى ، ئوتتۇراھال
intelligence	/'ɪntəlɪdʒəns/ n.	ئەقىل ، ئىقتىدار
necessarily	/'nesɪsərɪli/ ad.	مۇقەررە ھالدا
case	/'keɪs/ n.	ئەھۋال
grade	/'greɪd/ n.	نومۇر ، نەتىجە
additional	/'ædɪʃənəl/ a.	قوشۇمچە
task	/'tɑːsk/ n.	ۋەزىپە
weekly	/'wiːkli/ a.	ھەپتىلىك
schedule	/'skedʒul; 'ʃedjuːl/ n.	ۋاقىت جەدۋىلى
chart	/'tʃɑːt/ n.	جەدۋەل
fill in		تولدۇرماق
commit	/'kə'mɪt/ vt.	تاپشۇرماق ، بەلگىلىمەك
decide on		تاللىماق ، قارار قىلماق
regular	/'regjʊːlə/ a.	قانۇنىيەتلىك
set aside		ئاجراتماق
aside	/'ə'saɪd/ ad.	بىر تەرەپكە
etc.	/'ɪt'setrə/	... قاتارلىقلار
assignment	/'æsaɪnmənt/ n.	(ئورۇنلاشتۇرۇلغان)

occupy	/'ɔkjʊpaɪ/ vt.	تاپشۇرۇق ئىگىلىمەك
relaxation	/ri:læk'seɪʃən/ n.	دەم ئېلىش ، كۆڭۈل ئېچىش
entertainment	/entə'teɪnmənt/ n.	كۆڭۈل ئېچىش
as well		... مۇ ، ئوخشاشلا
furthermore	/'fə:ðə'mɔ: / ad.	بۇندىن باشقا
enable	/'neɪbl/ vt.	... قىلدۇرماق
activity	/æk'tɪvɪti/ n.	پائالىيەت
distraction	/dɪs'trækʃən/ n.	دېققەتنى چاچىدىغان نەرسىلەر
skim	/skɪm/ vt.	يۈزەكى ئوقۇماق
look over		بىر ئۆتكۈزۈش
passage	/'pæsɪdʒ/ n.	ئابزاس
preview	/'pri:vju:/ vt.	ئالدىن كۆرۈش
content	/'kɒntent/ n.	مەزمۇن
organize	/'ɔ:gənaɪz/ vt.	تەشكىللەمەك ، ئورۇنلاشماق
skip	/skɪp/ vt.	ئۆتكۈزۈۋېتىش
portion	/'pɔ:ʃən/ n.	قىسىم ، بۆلەك
double	/'dʌbl/ vt.	ھەسسىلەمەك

make use of		ئىشلەتمەك ، پايدىلانماق
regularly	/'regju:ləli/ ad.	قانۇنىيەتلىك ھالدا
go over		تەكرارلاش
mention	/'menʃən/ vt.	تىلغا ئېلىش
confuse	/kən'fju:z/ vt.	قايمۇقۇپ قالماق
confused	/kən'fju:zd/ a.	قايمۇقۇپ قالغان
textbook	/'tekstbuk/ n.	دەرسلىك
meaningful	/'mi:nɪŋful/ a.	مەنىلىك
performance	/pə'fɔ:məns/ n.	نەتىجە
develope	/di'veləp/ vt.	يېتىلدۈرمەك
attitude	/'ætɪtju:d/ n.	پوزىتسىيە
excessively	/ɪk'sesɪvli/ ad.	ئارتۇقچە
permanent	/'pɜ:mənənt/ a.	مەڭگۈلۈك ، ئۇزاققىچە
technique	/'teknɪk/ n.	ئۇسۇل ، چارە

WORDS AND EXPRESSIONS TO THE DIALOGUE

British	/'brɪtɪʃ/ a.	ئەنگلىيىنىڭ
dark	/dɑ:k/ a.	قاراڭغۇ
zoo	/zu:/ n.	ھايۋاناتلار باغچىسى

instead	/in'sted/ ad.	... ئورنىغا
plenty	/'plenti/ a.	يېتىرلىك
statue	/'stætju/ n.	ھېكەل
ancient	/'eɪnfənt/ n.	قەدىمكى
Egyptian	/'i:dʒɪpʃn/ a. ; n.	مىسىرنىڭ ، مىسىرلىق
damage	/'dæmɪdʒ/ n. ; vt.	زىيان ، زىيان يەتمەك
fascinate	/'fæsɪneɪt/ vt.	ھەيران قالماق
nowadays	/'naʊədeɪz/ ad.	ھازىرقى كۈنلەردە
figure	/'fɪɡə/ n.	سان-سېفىر
cock	/'kɒk/ n.	خوراز
crow	/'krəʊ/ vi.	چىللىماق
remind	/'rɪ'maɪnd/vt.	ئەسلەتمەك ، ئەسلىتىپ
		قۇيماق

keep sb. from doing sth. مەلۇم ئادەمنى ئىشلىتىدىن

قۇيماق

NOTES TO THE TEXT

1. This is not necessarily case, however.
 بىراق ئەمەلىيەت بۇنداق ئەمەس (بىراق ئەمەلىيەتنىڭ بۇنداق بولۇشى ناتايىن) .

necessarily چوقۇم ، مۇقەررە

Rich people are not necessarily happy.

بايلارنىڭ چوقۇم بەختلىك بولۇشى ناتايىن .

2. Skimming helps double your reading speed and improves your comprehension as well.

تېز ئوقۇش سىزنىڭ ئوقۇش سۈرئىتىڭىزنى بىر ھەسسە ئاشۇرۇپلا قالماستىن . يەنە چۈشىنىش ئىقتىدارىڭىزنى يۇقىرى كۆتۈرۈشكۈمۇ ياردەم بېرىدۇ .

3. Go over your notes as soon as you can after class.

دەرستىن كېيىن ۋاقتىدا خاتىرىڭىزنى كۆرۈپ چىقىڭ .

... as ... as one can = تېز ، ۋاقتىدا

You should give me an answer as early as you can.

سىز ماڭا ئىمكانىيەتنىڭ بارىچە تېز جاۋاب بېرىشىڭىز

كېرەك .

4. The purpose of a test is to show what you have learned about a subject.

سىناقنىڭ مەقسىتى سىزنىڭ دەرسنى قانچىلىك

ئۆگەنگەنلىكىڭىزنى كۆرسىتىپ بېرىشتىن ئىبارەت .

جۈملىنىڭ خەۋەر قىسمى be + to do شەكلىدە كەلگەن

بولۇپ ، بۇ خىل جۈملە شەكلى بۇيرۇق ، پىلان ۋە ئورۇنلاشتۇرۇش قاتارلىقلارنى بىلدۈرىدۇ .

جۈملىدىكى what بىلەن باشلانغان بېقىندى جۈملە پېئىل

show نىڭ تولدۇرغۇچىسى بولىدۇ . مەسىلەن :

You are not to smoke here.

بۇ يەردە تاماكا چەكسىڭىز بولمايدۇ .

WORD FORMATION

ئالدى قوشۇمچە pre- «ئالدىنقى» دېگەن مەنىنى بىلدۈرىدۇ.

pre + پېئىل	→	پېئىل
pre + ئىسىم	→	سۈپەت / ئىسىم
pre + سۈپەت	→	سۈپەت

choose ئالدىن تاللىماق prechoose ئازاتلىق

school مەكتەپكە كىرىشتىن preschool ئۇرۇش

ئىلگىرىكى خرىستىئان دىنىدىن pre-Christian خرىستىئان دە.

Christian ئىلگىرىكى

ئالدى قوشۇمچە post- «... دىن كېيىن» دېگەن مەنىنى بىلدۈرىدۇ.

post + ئىسىم / سۈپەت	→	ئىسىم
post + سۈپەت	→	سۈپەت

liberation ئازادلىقتىن postliberation ئازاتلىق

war ئۇرۇشتىن كېيىنكى postwar ئۇرۇش

operative ئوپېراتسىيىدىن postoperative ئوپېراتسىيىنىڭ

كېيىنكى

سۈپەت ياسىغۇچى ئارقا قوشۇمچە ish - «... لارچە» ،
 «... دەك» دېگەن مەنىلەرنى بىلدۈرىدۇ .

سۈپەت → ish + سۈپەت ياكى ئىسىم

child	بالا	childish	باللارچە
self	شەخسىلىك	selfish	شەخسىيەتچى
blue	كۆك	bluish	كۆكۈچ

GRAMMAR

بەدىئىي توقۇلما رايى (I)

بەدىئىي توقۇلما رايىنىڭ باشقىچە ئىشلىتىلىشى
 1. as if (ياكى as though) بىلەن باشلانغان ئۇسۇل ھالەت
 بېقىندى جۈملىدە قوللىنىلىپ ، ئەمەلىيەتكە قارىمۇ قارشى بولغان
 پەرەزنى بىلدۈرىدۇ . بېقىندى جۈملىدىكى خەۋەر پېئىلنىڭ شەكلى
 11-دەرىستە بېرىلگەن بەدىئىي توقۇلما شەرتلىك بېقىندى جۈملىنىڭ
 شەكلى بىلەن ئوخشاش بولىدۇ . مەسىلەن :

They treated the little boy as if he were their son.

ئۇلار بۇ بالغا خۇددى ئۆز بالىسىدەك مۇئامىلە قىلدى .

They are talking heartily as if they had been friends for years.

ئۇلار خۇددى كۆپ يىللىق دوستلاردەك قىزغىن
 پاراڭلىشىۋاتىدۇ .

2. پېئىل wish نىڭ ئارقىسىدا كەلگەن تولدۇرغۇچى بېقىندى
 جۈملىدە قوللىنىلىپ ئەمەلگە ئېشىشى تەس بولغان ياكى ئۆتكەندە

ئەمەلگە ئاشمىغان ئارزۇنى بىلدۈرىدۇ . بېقىندى جۈملىدىكى خەۋەر پېئىل ئۆتكەن زامان ياكى ئۆتكەن كەلگۈسى زامان شەكلىدە كېلىدۇ . مەسىلەن :

I wish I were a bird and should fly freely in the sky.

مەن بىر قۇش بولۇپ كۆكتە ئەرگەن پەرۋاز قىلىشنى ئارزۇ قىلاتتىم .

I wish I had learned more English grammar.

مەن ئىنگلىز تىلى گرامماتىكىسىنى كۆپرەك ئۆگەنگەن بولسام دەپ ئارزۇ قىلىمەن .

We wish that she would try again.

بىز ئۇنىڭ يەنە بىر قېتىم سىناپ بېقىشنى ئارزۇ قىلىمىز .
arrange, decide, desire, demand, request, order . 3

command, suggest
تولدۇرغۇچى بېقىندى جۈملىدە قوللىنىلىپ ، تەكلىپ ، بۇيرۇق ، تەلەپ ۋە ئىرادە قاتارلىقلارنى بىلدۈرىدۇ . بېقىندى جۈملىدىكى خەۋەر پېئىل « پېئىلنىڭ ئەسلىي شەكلى + should » شەكلىدە بولىدۇ . بۇ يەردە should نى قىسقارتىشقا بولىدۇ . مەسىلەن :

We suggest that they (should) get there by lunch time.

چۈشلۈك تاماقتىن بۇرۇن ئۇ يەرگە يېتىپ بېرىشنى تەكلىپ قىلىمىز .

I desire that he (should) go first.

مەن ئۇنىڭ ئالدىدا مېڭىشنى ئارزۇ قىلىمەن .

Batur proposed that the problem (should) be discussed at once.

مەن بۇ مەسىلىنى دەرھال مۇزاكىرە قىلىشنى تەكلىپ قىلىمەن .

I insist that he (should) save some money for the future.

مەن ئۇنىڭ كەلگۈسى ئۈچۈن پۇل يىغىپ قويۇش پىكرىمدا چىڭ تۇرىمەن .

4. ئىگە بېقىندى جۈملە ۋە كېسىم خەۋەر بېقىندى جۈملىدە

قوللىنىلىپ تەلەپ ، تەكلىپ ، ئىرادە ، ئەپسۇسلىنىش ، ھەيران قېلىش قاتارلىقلارنى بىلدۈرىدۇ . بېقىندى جۈملىدىكى خەۋەر پېئىل «پېئىلنىڭ ئەسلىي شەكلى (+ should)» شەكلىدە بولىدۇ .

It is necessary that he (should) be sent there immediately.

ئۇنىڭ دەرھال ئۇ يەرگە ئەۋەتىلىشى بەكمۇ زۆرۈر .

It has been suggested that the meeting (should) be postponed till next Friday.

يىغىننىڭ كېلەر جۈمە كۈنىگە كېچىكتۈرۈلۈشى تەكلىپ قىلىندى .

My idea is that we (should) hold a party on New Year's Eve.

مېنىڭ پىكرىم يېڭى يىل ھارپىسىدا پائالىيەت ئۆتكۈزۈش .

My suggestion is that we (should) send a few boys to help them.

مېنىڭ تەكلىۈم بىر نەچچە ئوغۇللارنى ئۇلارغا ياردەم بېرىشكە ئەۋەتىش .

5. in case, lest (that) ياكى for fear بىلەن

باشلانغان مەقسەت بېقىندى جۈملىدە قوللىنىلىپ تەشۋىشلىنىشنى بىلدۈرىدۇ . بېقىندى جۈملىدىكى

خەۋەر پېئىل «پېئىلنىڭ ئەسلىي شەكلى (+ should)» شەكلىدە بولىدۇ . مەسىلەن :

We worried lest he should be late.

بىز ئۇنى كېچىكىپ قالارمىكىن دەپ ئەنسىرىدۇق.

She put a coat over her daughter for fear that she (should) catch cold.

ئۇ قىزىنىڭ زۇكامداپ قېلىشىدىن ئەنسىرەپ، ئۇنىڭ ئۈستىگە پەلتو يېپىپ قويدى.

Take some money with you in case you (should) need it.

يېنىڭىزغا پۇل سېلىۋېلىڭ. ئىشلىتىپ قالارسىز.

6. «It's time (that) ...» جۈملە شەكلىدە كېلىپ، قىلىشقا تېگىشلىك ئىشنى بىلدۈرىدۇ. بېقىندى جۈملىدىكى خەۋەر پېئىل ئۆتكەن زامان شەكلىدە بولىدۇ. مەسىلەن:

It's time we went to bed.

بىز ئۇخلايدىغان ۋاقىت بولدى.

It's (high) time the children went to school.

بالىلارنىڭ مەكتەپكە بارىدىغان ۋاقتى بولدى.

7. بەزى ئاددىي جۈملىلەردە قوللىنىلىپ تەبرىكلەشنى بىلدۈرىدۇ. مەسىلەن:

May you have a good trip!

سىزگە ئاق يول بولسۇن!

May the friendship between our two peoples last forever.

ئىككى دۆلەت خەلقىنىڭ دوستلۇقى مەڭگۈ ياشىسۇن!

8. بەزى تەكەللۇپ قىلىدىغان سورۇنلاردا قوللىنىلىپ، تەلەپ، نەسىھەت ياكى ئۆز كۆزقارىشىنى بىلدۈرىدۇ. مەسىلەن:

Would you like to go there with me?

ئۇ يەرگە مەن بىلەن بىرگە بېرىشنى خالامسىز؟

Could you come a little earlier next time?

كېلەر قېتىم بالدۇرراق كېلەلمەسز ؟
9. «If only ...» جۈملە شەكلىدە كېلىپ ، ئارزۇ-ئۈمىدىنى
بىلدۈرىدۇ . مەسلەن :

If only he could have understood your words!
ئۇ سىزنىڭ گېپىڭىزنى چۈشەنگەن بولسا نېمىدېگەن ياخشى
بولاتتى !

If I could only see her once!
ئۇنى پەقەت بىر قېتىملا كۆرۈۋالسام ياخشى بولاتتى .

WORD STUDY

Lie vi.

- ياتماق ، قويماق .
You'd better go and lie down. You look rather tired.
The book is lying on the desk.
- جاپلاشماق .
India lies to the south of Russia.
- يالغان ئېيتماق .
She lies about her age.
He has often lied to me about his work.

Separate v.

- بۆلمەك ، ئايرىلماق .
England is separated from France by the channel.
You can separate a word by syllables.
- پەرقلەندۈرمەك .
It's not difficult to separate a butterfly from a moth.

3. ئايرىلماق

The branch has separated from the trunk of the tree.

After ten years of marriage they decided to separate.

ئايرىلىش Separation

Separation from his friends made him sad.

His parents were happy to see him back home again after two years of separation.

Feed v.

1. باقماق

He has a large family to feed.

The patient cannot feed himself yet.

2. نى ئوزۇق قىلماق

The cows were feeding on hay in the barn.

Have you fed yet?

3. n. يەم - خەشەك

There isn't enough feed left for the sheep.

Stretch v.

1. سوزۇلماق ، كېرىلمەك

She stretched her neck to see what was going on.

He stretched lazily and returned to his bed, lying flat.

2. سوزۇلماق

Canada stretches from the Atlantic to the Pacific.

This road stretches away into the forest.

3. n. سوزۇلۇش

He got out of bed and had a stretch.

They still remembered him , even after a stretch of

twenty years.

PROVERBS

A leopard can never change his spots.

قان بىلەن كىرگەن خۇي جان بىلەن چىقىدۇ .

A sneer is the weapon of the weak.

مەسخىرە ئاجىزلارنىڭ قورالى .

Tolerance is the best medicine.

سەۋرچانلىق ئەڭ ياخشى دورىدۇر .

EXERCISES

I Answer the following questions:

1. Do you think an average student will never become a top student?
2. Why is it important to plan your time carefully?
3. What do you usually do in your spare time?
4. Where do you usually study in the evening? Why?
5. What does skimming mean? Why is it important?
6. How can you make good use of your time in class?
7. What should you do after class? Why is it important to review your lessons regularly?
8. What is the purpose of a test?
9. Which of the six suggestions in the text do you find the most helpful to you? Give your reason.

10. Have you any other suggestions to offer to your classmates?

I Choose the definition from Column B that best matches the underlined word or phrase in Column A:

A

B

- | | |
|---|-----------------------------------|
| 1. an <u>average</u> student | a. find an answer to |
| 2. not necessarily <u>the case</u> | b. talked about in a few words |
| 3. <u>set aside</u> enough time | c. enough |
| 4. <u>occupy</u> all of your free time | d. unclear in one's mind |
| 5. <u>solve</u> all of your problems | e. put together in an orderly way |
| 6. have <u>adequate</u> time for work | f. true |
| 7. <u>skim</u> before you read | g. ordinary |
| 8. how it is <u>organized</u> | h. save for a special purpose |
| 9. <u>mentioned</u> in class | i. take up |
| 10. remain <u>confused about</u> the points | j. look over quickly |

II Fill in the blanks with the words or expressions given below. Change the form where necessary:

occupy, solve, concentrate on, enable, later, aware
furthermore, go over, attitude, organize, set aside

decide on, fill in, lead to

1. This new technique will _____ them to double their production.
2. Fresh vegetables are nutritious; _____, they are cheaper than frozen ones.
3. It was several minutes before I became _____ of what was happening in the classroom.
4. Too much discussion will only _____ confusion.
5. He made a careful study of the problem and _____ it within two days.
6. He realized that his _____ on these matters was wrong.
7. I can't _____ what I'm doing because it is so noisy here.
8. Would you please _____ your name and telephone number here?
9. She _____ the plans again and discovered three mistakes.
10. His time is fully _____ by his job as manager.
11. Let's put our heads together and _____ a plan of action.
12. I've decided to _____ \$100 each month so that I can buy a used car next year.
13. At first he decided to move to Chicago, but _____ he changed his mind.
14. I tried to _____ my thoughts before speaking out on the question.

IV Complete the following sentences , using " so that ", " and ... as well " or " as ... one can " :

1. I took an English book with me _____ .
(بوش و اقامت بولسا ئوقۇماق)

2. He posted the letter early in the morning _____ .
 (ئۇنى چۈشتىن كېيىن تاپشۇرۇۋالسۇن دەپ)
3. Would you speak a little louder _____ ?
 (ھەممەيلەننىڭ ئاڭلىيالىشى ئۈچۈن)
4. We'd better get some milk, some bread _____ .
 (يەنە ئازراق تۇخۇم)
5. He is a versatile writer. He writes poems _____ .
 (رومان ۋە سەھنە ئەسىرى)
6. Last year he visited Japan, Canada _____ .
 (ۋە ئامېرىكا)
7. He plays basketball and football, _____ .
 (ئۇ يەنە سۇ ئۈزىدۇ، مۇز تېيىلىدۇ)
8. You should _____ (ئۇلارغا بالدۇرراق جاۋاب بەرمەك)
9. I have to return this book to the library tomorrow.
 _____ (شۇنچا سىز ئۇنى تېزراق ئوقۇپ تۈگىتىڭ)
10. When he left his parents he promised them that he
 would _____ (ئىمكانىيەتنىڭ بارىچە كۆپ خەت يازماق)

V Fill the blanks with proper verbs by using the subjunctive mood:

1. If only I _____ (check) the petrol before we started out.
 Now I have to push the car to the side of the road.
2. I wish I _____ (not, have to) give you so much trouble.
3. He acts as if he _____ (be) the manager.
4. It _____ better for you to telephone me during my office
 hours, because I'll be always there.
5. If I _____ (be) you, I wouldn't do that.

6. It is important that you _____ (finish) your work before the end of the month.
7. It is high time you _____ (give up) smoking.
8. If you could choose, _____ you _____ (stay) in a big city or _____ (go) where you are needed after graduation?
9. I wish I _____ (know) how to solve this problem.
10. If greater efforts had been made he _____ (achieve) better results.

VI Complete the following sentences by using subjunctive mood:

1. If she had five minutes earlier _____.
(ئۇ ئەتىگەنلىك پويىزغا ئۆلگۈرەلگەن بولاتتى)
2. He got up early in the morning _____.
(ۋاقتىدا مەكتەپكە بېرىش ئۈچۈن)
3. I suggested that _____.
(بىزنىڭ ئىشتىن سىرتقى ئۆگىنىش گۇرۇپپىسى قۇرىشىمىز)
4. You would have spoken English well enough _____.
(ئەگەر سىز ھەر كۈنى ئوقۇشنى ، سۆزلەشنى مەشىق قىلىشىڭىز)
5. If she were (was) not so busy, _____.
(بۈگۈن چۈشتىن كېيىنكى يىغىنغا قاتناشقان بولاتتى)
6. He looks _____ (ئاغرىپ قالغاندەك)
7. He ordered (that) _____ (بۇ خەتنى دەرھال سېلىۋېتىش)
8. It is our wish (that) _____ (ئۇنىڭ دەرھال ئەسلىگە كېلىشى)

VI Rewrite the following sentences according to the model:

Model A: I have no money so I shall not buy the bike.

If I had money, I would buy the bike.

1. You don't study hard so you'll not make great progress.
2. He doesn't know where I live so he hasn't written to me.
3. I am not a doctor so I can't examine you.
4. I don't know when the meeting will begin so I can't tell you.
5. I shall not go there so I can't see him.
6. He will not leave today so he can't get there by Friday.

Model B: It didn't snow so we went there.

If it had snowed, we wouldn't have gone there.

1. You got up late so you couldn't catch the first bus.
2. You didn't tell me about your problem so I couldn't be there to help you.
3. I wrote it down so I did not forget it.
4. You didn't go with us so you didn't see our English teacher.
5. He didn't watch TV last night because he had something important to do.

VII Translate the following sentences:

1. ئۇنىڭ بۇ قېتىم ئىمتىھاندىن ئۆتەلمەسلىكى ئۇنىڭغا قەرەللىك ھالدا دەرس تەكرارلاشنىڭ نەقەدەر مۇھىم ئىكەنلىكىنى تونۇتتى.

2. مەن ئۇنىڭ ئىنگىلىزچە بىلىمىنىڭ بۇ خىزمەتكە نىسبەتەن يېتەرلىك ئىكەنلىكىگە ئىشىنىمەن .
3. بۇ ماقالىنىڭ مەقسىتى ئوقۇغۇچىلارغا ياخشى ئۆگىنىش ئادىتىنى قانداق يېتىلدۈرۈشنى ئېيتىپ بېرىشتىن ئىبارەت .
4. بەزىلەر ئوغۇللارنىڭ ئىمتىھان نەتىجىسى ھامان قىزلارنىڭكىدىن ياخشى دەپ قارايدۇ . بىراق ئەمەلىيەتتە ئۇنداق بولۇشى ناتايىن .
5. زېھنىي كۈچى ئادەتتەكىدەك ئوقۇغۇچىمۇ ئۆگىنىش ئادىتىنى ئۆزگەرتىش ئارقىلىق ئەلا ئوقۇغۇچى بولالايدۇ .
6. ئەگەر ئەتە يامغۇر ياغسا تەنھەرىكەت يىغىنى كېچىكتۈرىمىز .
7. ئەگەر كۆپرەك بوش ۋاقىتم بولغان بولسا يەنە بىر چەت ئەل تىلى ئۆگىنەتتىم .
8. ئەگەر مەن سېنىڭ ئورنىڭدا بولسام ئىنگىلىزچە تەلپۈزغا تېخىمۇ دىققەت قىلاتتىم .
9. ئەگەر سەن ئاشۇ چاغدا نەسەتمگە قۇلاق سالغان بولساڭ بۇنداق خاتالىق ئۆتكۈزۈمگەن بولاتتىڭ .
10. ئەگەر سەن تىرىشىپ ئۆگەنگەن بولساڭ ، ئىمتىھاندىن ئۆتكەن بولاتتىڭ .

IX Reading Material

A Timeless Letter of Comfort

In October 1800 John Todd was born in Rutland,

Vermont. Soon afterward his parents moved to Killingworth, Connecticut. When John was six, both his parents died. A kind-hearted aunt in North Killingworth agreed to take John and give him a home. He was brought up by her and lived in her home until he left to study for the ministry. His aunt took seriously ill and feared she was about to die. In great distress she wrote John Todd a letter in which she asked him to tell her what death would be like.

Here is the letter he sent in reply:

It is now thirty-five years since I, as a little boy of six, was left quite alone in the world. You sent me word you would give me a home and be a kind mother to me. I have never forgotten the day when I made the long journey of ten miles to your house in North Killingworth. I can still recall my disappointment when, instead of coming for me yourself, you sent your servant James to fetch me.

I well remember my tears and anxiety as, perched high on your horse and clinging tight to James, I rode off to my new home. Night fell before we finished the journey, and as it grew dark I became lonely and afraid. "Do you think she'll go to bed before we get there?" I asked James anxiously. "Oh, no," he said reassuringly. "She'll stay up for you. When we get out of these woods you'll see her candle shining in the window."

Presently we did ride out into the clearing, and there, sure enough, was your candle. I remember you were wait-

ing at the door, that you put your arms close about me and that you lifted me — a tired and bewildered little boy — down from the horse. You had a fire burning on the hearth, a hot supper waiting on the stove. After supper you took me to my new room, heard me say my prayers, and then sat beside me until I fell asleep.

You probably realize why I am recalling all this to your memory. Some day soon God will send for you, to take you to a new home. Don't fear the summons, the strange journey, or the dark messenger of death who will fetch you. God can be trusted to do as much for you as you were kind enough to do for me so many years ago. At the end of the road you will find love and a welcome waiting, and you will be safe in God's care. I shall watch you and pray for you till you are out of sight, and then wait for the day when I shall make the same journey myself and find you waiting at the end of the road to greet me.

Comprehension Exercise

1. Why did John Todd's aunt ask him to go to North Killingworth?
 - a. His parents had died and he was alone.
 - b. His parents didn't want him anymore.
 - c. She meant him to study for the ministry.
 - d. She was afraid that he would run away from home.
2. Why was John Todd disappointed when he arrived in

North Killingworth?

- a. There was no one there to meet him.
 - b. He didn't like the town.
 - c. His aunt's servant had come to meet him, rather than his aunt herself.
 - d. He didn't like his aunt.
3. Which of the following did NOT await John Todd at his new home?
- a. A fire on the hearth.
 - b. A hot supper.
 - c. A hot bath.
 - d. A new room.
4. Why do you think John Todd's aunt wrote to him thirty-five years later?
- a. She missed having him at home with her.
 - b. He was a doctor and could possibly cure her illness.
 - c. She wanted him at her side when she died.
 - d. He was a minister and was used to comforting dying people.
5. Which of the following does John Todd discuss in his letter to his aunt?
- a. The summons from God.
 - b. The strange journey.
 - c. The dark messenger of death.
 - d. All of the above.
6. John Todd's letter says God can be trusted _____.

- a. to provide a painless death
- b. to provide love and a welcome at the end of the road
- c. to prevent death
- d. to cure her illness
7. John Todd wrote the letter in order to
- a. comfort his aunt
- b. scare his aunt
- c. feel better about his own death
- d. recall his childhood
8. What does John Todd compare death to?
- a. A nightmare.
- b. A journey home to God.
- c. A frightening story.
- d. A warning from God.

Comprehension Exercise

1. What of the following does John Todd discuss in his letter to his aunt?
- a. The summons from God that he had turned to.
- b. The strange journey with new friends and stars.
- c. The dark messenger of death and his team.
- d. All of the above or show in that order as she saw.
2. Why was John Todd's letter says God can bestirred

قوشۇمچە

پېئىل زامانلىرى

Present Tense

ھازىرقى زامان

Singular

Plural

Ist. Person I am

We are

2nd. Person You are

You are

3rd. Person He is

They are

Past Tense

ئۆتكەن زامان

Singular

Plural

Ist. Person I was

We were

2nd. Person You were

You were

3rd. Person He was

They were

Future Tense

كەلگۈسى زامان

Singular

Plural

Ist. Person I shall be

We shall be

2nd. Person You will be

You will be

3rd. Person He will be

They will be

Present Prefect Tense پۈتكەن ھازىرقى زامان

Singular

Plural

Ist. Person	I have been	We have been
2nd. Person	You have been	You have been
3rd. Person	He has been	They have been

پۈتكەن ئۆتكەن زامان Past Perfect Tense

	Singular	Plural
Ist. Person	I had been	We had been
2nd. Person	You had been	You had been
3rd. Person	He had been	They had been

پۈتكەن كەلگۈسى زامان Future Perfect Tense

	Singular	Plural
Ist. Person	I shall have been	We shall have been
2nd. Person	You will have been	You will have been
3rd. Person	He will have been	They will have been

Other Verbs

ھازىرقى زامان Present Tense

	Active voice	ئەسلى دەرىجە
	Singular	plural
Ist. Person	I give	We give
2nd. Person	You give	You give
3rd. Person	He give	They give

Passive Voice

مەجهۇل دەرىجە

Singular

plural

Ist. Person I am given

We are given

2nd. Person You are given

You are given

3rd. Person He is given

They are given

Past Tense

ئۆتكەن زامان

Active Voice

مەجهۇل دەرىجە

Singular

Plural

Ist. Person I taught

We taught

2nd. Person You taught

You taught

3rd. Person He taught

They taught

Passive Voice

ئەسلى دەرىجە

Singular

Plural

Ist. Person I was taught

We were taught

2nd. Person You were taught

You were taught

3rd. Person He was taught

They were taught

Future Tense

كەلگۈسى زامان

Active Voice

ئەسلى دەرىجە

Singular

Plural

Ist. Person I shall strike

We shall strike

2nd. Person	You will strike	You will strike
3rd. Person	He will strike	They will strike

Passive Voice

مه جهول دهرجه

Singular

Plural

Ist. Person	I shall be struck	We shall be struck
-------------	-------------------	--------------------

2nd. Person	You will be struck	You will be struck
-------------	--------------------	--------------------

3rd. Person	He will be struck	They will be struck
-------------	-------------------	---------------------

Present Perfect Tense پوتکن هازرقی زامان

Active voice

ئەسلی دهرجه

Singular

Plural

Ist. Person	I have loved	We have loved
-------------	--------------	---------------

2nd. Person	You have loved	You have loved
-------------	----------------	----------------

3rd. Person	He has loved	They have loved
-------------	--------------	-----------------

Passive Voice

مه جهول دهرجه

Singular

Plural

Ist. Person	I have been loved	We have been loved
-------------	-------------------	--------------------

2nd. Person	You have been loved	You have been loved
-------------	---------------------	---------------------

3rd. Person	He has been loved	They have been loved
-------------	-------------------	----------------------

پوتکەن ئوتکەن زامان Past Perfect Tense

ئەسلى دەرىجە Active Voice

Singular Plural

Ist. Person I had loved We had loved

2nd. Person You had loved You had loved

3rd. Person He had loved They had loved

مەجهۇل دەرىجە Passive Voice

Singular Plural

Ist. Person I had been loved We had been loved

2nd. Person You had been loved You had been loved

3rd. Person He had been loved They had been loved

پوتکەن كەلگۈسى زامان Future Perfect Tense

ئەسلى دەرىجە Active Voice

Singular Plural

Ist. Person I shall have loved We shall have loved

2nd. Person You will have loved You will have loved

3rd. Person He will have loved They will have loved

مەجهۇل دەرىجە Passive Voice

	Singular	Plural
Ist. Person	I shall have been loved	We shall have been loved
2nd. Person	You will have been loved	You will have been loved
3rd. Person	He will have been loved	They will have been loved

نہزچیل ہازرقی زامان Present Progressive Tense

	Singular	Plural
Ist. Person	I am studying	We are studying
2nd. Person	You are studying	You are studying
3rd. Person	He is studying	They are studying

نہزچیل ٹوتکن زامان Past Progressive Tense

	Singular	Plural
Ist. Person	I was studying	We were studying
2nd. Person	You were studying	You were studying
3rd. Person	He was studying	They were studying

نہزچیل کہلگوسی زامان Future Progressive Tense

	Singular	Plural
Ist. Person	I shall be studying	We shall be studying
2nd. Person	You will be studying	You will be studying
3rd. Person	He will be studying	They will be studying

Present Perfect Progressive Tense

ئىزچىل پۈتكەن ھازىرقى زامان

	Singular	Plural
Ist. Person	I have been studying	We have been studying
2nd. Person	You have been studying	You have been studying
3rd. Person	He has been studying	They have been studying

Past Perfect Progressive Tense

ئىزچىل پۈتكەن ئۆتكەن زامان

	Singular	Plural
Ist. Person	I had been studying	We had been studying
2nd. Person	You had been studying	You had been studying

studying

3rd. Person He had been

3rd. Person He had been

studying

studying

Future Perfect Progressive Tense

ئىزچىل پۈتكەن كەلگۈسى زامان

Singular

Plural

Ist. Person I shall have been

We shall have been

studying

studying

2nd. Person You will have been

You will have been

studying

studying

3rd. Person He will have been

They will have been

studying

studying

Past Perfect Progressive Tense

ئىزچىل پۈتكەن ئۆتكەن زامان

Plural

Singular

We had been studying

I had been

You were not studying

studying

You had been studying

ئىزچىل كەلگۈسى زامان Future Progressive Tense

VOCABULARY

A

above	/'əbʌv/	ad.	ئۈستىدە ، يۇقىرىسىدا	1
absence	/'æbsəns/	n.	يوقلۇق ، قاتناشماسلىق	6
absolutely	/'æbsələ:tli/	ad.	پۈتۈنلەي ، مۇتلەق	10
accept	/ək'sept/	vt.	قوبۇل قىلماق	4
accident	/'æksidənt/	n.	ھادىسە	8
accomplishment	/ə'kɒmplɪʃmənt/	n.	پۈتۈش ، تاماملىنىش	5
according	/ə'kɔ:diŋ/	a. ; ad	...1 بىردەك ، ماس ھالدا	
according to			...1 بويىچە	
across	/ə'krɒs/	prep.	توغرىسىغا	5
action	/'ækʃən/	n.	ھەرىكەت	4
activity	/æk'tɪvɪti/	n.	پائالىيەت	12
adapt	/ə'dæpt/	vt.	ماسلاشتۇرماق	6
adaptable	/ə'dæptəbl/	a.	ماسلىشالايدىغان	6
adequate	/'ædɪkwət/	a.	مۇۋاپىق ، يېتەرلىك	10
additional	/ə'dɪʃənəl/	a.	قوشۇمچە ، ئارتۇقچە	12
admirer	/əd'maɪə(r)/	n.	چوقۇنغۇچى	5
adult	/'ædʌlt/	a. ; n.	چوڭلار ، يېتىلگەن	9

advertise	/'ædvətaɪz/ vt.	ئېلان چىقارماق	5
advice	/əd'vaɪs/ n.	نەسەھەت	1
a flood of		كۆپ ، نۇرغۇن	4
after all		نېمىدېگەن بىلەن	1
afterwards	/'ɑ:ftəwədz/ ad.	كېيىن	11
agricultural	/,ægrɪ'kʌltʃərəl/ a.	يېزا ئىگىلىكىنىڭ	9
alarm	/ə'la:m/ v.	ھودۇقماق	2
allow	/'əlaʊ/ vt.	رۇخسەت قىلماق ، يول قويماق	1
all the same		يەنىلا ، ئوخشاشلا	5
along	/ə'lɒŋ/ ad.	بويلاپ ، ئالدىغا	1
amount	/ə'maʊnt/ n.	مقدار	11
anaemic	/ə'ni:mɪk/ a.	قان ئازلىق	7
ancient	/'eɪnfənt/ a.	قەدىمىي	12
annoy	/ə'nɔɪ/ vt.	ئىچىنى پىشۇرماق ، كۆڭۈلسىز قىلىپ قويماق	11
announce	/ə'naʊns/ vt.	ئېلان قىلماق	8
Antarctic	/æn'tɑ:ktɪk/ n.	ئانتاركىتىكا	10
anti-biotic	/,æntɪbaɪ'ɒtɪk/ n.	باكتېرىيىگە قارشى دورا	2
anywhere	/'eniwɛə/ ad.	ھەر قانداق يەر ،	6

appear	/ə'piə/ vi.	قەيەردە بولسۇن 4
appetite	/'æpitait/ n.	پەيدا بولماق 7
apple	/'æpl/ n.	ئىشتىھا 4
armchair	/'ɑ:mtʃεə/ n.	ئۆلەنچۈكلۈك ئورۇندۇق 3
argument	/'ɑ:gjumənt/ n.	مۇنازىرە ، تالاش-تارتىش 7
arrange	/ə'reindʒ/ vt.	ئورۇنلاشتۇرماق ، جايلاشتۇرماق 8
as well		مۇ ، ئوخشاشلا 12
aside	/ə'said/ ad.	بىر تەرەپكە 12
assemble	/ə'sembl/ v.	يىغىلماق ، توپلانماق 1
assignment	/ə'sainmənt/ n.	تاپشۇرۇق 12
at a loss		نېمە قىلىشنى بىلەلمەي قالماق 1
at mile per (second, hour)		ھەر (سىكۇنت ، سائەتتە) 11
		... مىل 11
atmosphere	/'ætməsfie/ n.	ئاتموسفېرا 10
atom	/'ætəm/ n.	ئاتوم 8
attendant	/ə'tendənt/ n.	مۇلازىمەتچى 8
attitude	/'ætiti:ju:d/ n.	پوزىتسىيە 12
aunt	/ɑ:nt/ n.	ھامما 9
auto	/'ɔ:təu/ n.	ئاپتوموبىل 5

automobile	/'ɔ:təməbi:l/ n.	ئاپتوموبىل	5
average	/'ævərɪdʒ/ α.	ئادەتتىكى ، ئوتتۇراھال	12
aware	/ə'weə/ α.	ھېس قىلغان	10
awful	/'ɔ:fəl/ α.	قاتاق ، قورقۇنچلۇق	11

B

bait	/beɪt/ n.	يەمچۈك	7
balloon	/bə'lu:n/ n.	شار	6
banner	/'bænə/ n.	بايراق ، تۇغ	5
basic	/'beɪsk/ α.	ئاساسىي ، نېگىزلىك	5
basically	/'beɪsɪkəli/ αd.	ئاساسەن ، ئاساسلىقى	9
bark	/bɑ:k/ vi.	قاۋىماق	4
bear	/beə/ vt.	چىدىماق ، بەرداشلىق	4
beast	/bi:st/ n.	ھايۋان	2
be about to		تەييارلانماق	8
be aware of		بىلىمەك ، تونۇپ يەتمەك	10
be faced with		دۈچ كەلمەك	3
be free of		... دىن خالىي	5
be keen on		... گە ھەۋەس قىلماق	4
belief	/bi'li:f/ n.	ئىشەنچ ، ئېتىقاد	3
being	/'bi:ɪŋ/ n.	جانلىق	6

be out of work		5 ئىشىنىز قالماق
be run out of		7 تۈگىمەك ، ئۆكسۈپ قالماق
be supposed to		3 چوقۇم
billion	//biljən/ num.	11 مىليارد
birth	/bə:θ/ n.	5 تۇغۇلۇش
bit	/bit/ n.	7 بىر ئاز ، ئازراق
bitter	//bitə/ a.	4 ئاچچىق
blaze	/bleiz/ v. ; n.	11 قىرىماق ، يالقۇن
blind	/blaɪnd/ a.	2 قارىغۇ ، ئەما
blood	/blʌd/ n.	7 قان
blow	/bləu/ vi.	1 پۇۋلىمەك ، چالماق
board	/bɔ:d/ v.	8 چىقماق
borrow	//bərəu/ vt.	6 ئارىيەت ئالماق
both	/bəuθ/ pron.	1 ھەر ئىككى
break up		8 پارچىلاش ، ئاجرىتىش
breathe	/bri:ð/ vi.	2 نەپەسلەنمەك
british	//britif/ a.	12 ئەنگلىيىنىڭ
broad	/brɔ:d/ a.	6 كەڭ
broaden	//brɔ:dn/ vt.	6 كېڭەيتمەك
borad-minded	/kən'kli:zən/ a.	6 كەڭ قورساق
bumpy	//bʌmpi/ a.	11 ئېگىز - پەس

burn	/bɜ:n/ a.	كۆيمەك 7
burning	//bɜ:niŋ/ a.	شىددە تلىك ، ئوتتەك 11
C		
capable	//kəpəbl/ a.	ئىقتىدارلىق 4
capsule	//kæpsju:l/ n.	كاپسۇل 2
caretaker	//kæteikə/ n.	قارا ئىشچى 5
case	/keis/ n.	ئەھۋال 12
catch fire		ئوت كەتمەك 8
cast	/kɑ:st/ v.	تاشلىماق ، ۋاز كەچمەك 5
cast away		بىر ياققا قايرىپ قويماق 8
cattle	//kætl/ n.	كالا ، پادا 4
cause	/kɔ:z/ vt.	كەلتۈرۈپ چىقارماق 10
cease	/si:s/ vi.	توختىماق 8
ceiling	//si:liŋ/ n.	تورۇس 7
cell	/sel/ n.	ھۈجەيرە 7
century	//sentʃəri/ n.	ئەسىر 3
chart	/tʃɑ:t/ n.	جەدۋەل 12
check	/tʃek/ v.	تەكشۈرىمەك 8
check in		تىزىملىتىش 8

cheap	/tʃi:p/ a.	3 ئەرزان
chemical	/'kemikl/ a.	5 خىمىيىۋى
chest	/tʃest/ n.	2 كۆكرەك
Chicago	/'ʃi:kɑ:gəu/ n.	6 چىكاگو
chip	/tʃip/ n.	6 مايدا پىشۇرغان
		ياڭيۇ توغرامچىسى
choice	/tʃɔis/ n.	3 تاللاش
Christian	/'kristjən/ n.	3 خرىستىئان
Christopher Columbus		3 كرىستوفېر كولۇمبو
cigar	/si'gɑ:/ n.	6 سىگار
circle	/'sə:kl/ vi.	11 ئايلانماق
claim	/kleim/ v.	6 ... دەپ قارىماق
closet	/'klɔzɪt/ n.	3 تام ئىشكاپ
cock	/kɒk/ n.	12 خوراز
come into flower		4 چېچە كلىمەك
commit	/kə'mɪt/ vt.	12 بەلگىلىمەك
complete	/'kəmpli:t/ a.	1 تولۇق ، مۇكەممەل
complicated	/'kɒmplekɪtɪd/ a.	8 مۇرەككەپ ، چىڭىش
comprehension	/'kɒmpri'hensjən/ n.	1 چۈشىنىش
conclusion	/'kɒn'klu:ʒən/ n.	6 خۇلاسە
confuse	/'kɒn'fju:z/ vt.	12 قايىمۇقۇپ قالماق

confused	/kən'fju:zd/ a.	قايمۇقۇپ قالغان	12
congratulate	/kən'grætjuleit/ vt.	تەبرىكلەش	4
considerate	/kən'sidərait/	دەردىگە يېتىدىغان	6
contact	/'kɒntækt/ n.	مۇناسىۋەت ، ئالاقە	6
contemplation	/kəntem'pleifən/ n.	ئويلىنىش	5
content	/'kɒntent/ n.	مەزمۇن	12
control	/'kɒntrol/ vt. n.	كونترول ، كونترول	7
conversation	/kɒnvə'seɪʃn/ n.	سۆزلىشىش	9
cool	/ku:l/ vi.	سوۋۇماق	11
corn	/kɔ:n/ n.	كۆممىقۇناق	4
cough	/kɒf/ vi.	يۆتەلمەك	2
countless	/'kauntlis/ a.	سان-ساناقسىز	4
courtyard	/'kɔ:tjɑ:d/ n.	ھويلا ، مەيدان	1
cousin	/'kʌzn/ n.	نەۋرە (ئاكى-ئۇكا ، ئاچا-سىڭىل)	9
crawl	/kro:l/ vi.	ئۆمىلىمەك	7
create	/'kri:eit/ vt.	ياراتماق ، قۇرماق	4
creature	/'kri:tʃə/ n.	ھايۋانات	8
creep	/kri:p/ vi.	ئۆمىلىمەك	4
crime	/kraim/ n.	جىنايەت	10

- creep over /di'vri:p/ n. ئاستا-ئاستا تەسىر قىلماق 4
 criteria /krai'tiəriə/ n. 6 ئۆلچەم (كۆپلۈك)
 criterion /krai'tiəriən/ n. 6 ئۆلچەم (بىرلىك)
 criticize /'kritisaiz/ vt. 6 تەنقىدلىمەك
 cross /krɒs/ vt. 3 كېسىپ ئۆتمەك
 crow /krəu/ vi. 12 چىللىماق
 cruel /kruəl/ a. 3 ۋەھشىي، قەبىھ
 crust /'krʌst/ n. 11 (يەر) پوستى
 custom /'kʌstəm/ n. 6 ئۆرپ-ئادەت
 customer /'kʌstəmə/ n. 5 خېرىدار

D

- damage /'dæmɪdʒ/ n.; vt. 12 زىيان، زىيان سالماق
 dark /dɑ:k/ a. 12 قاراڭغۇ
 dealer /'di:lə/ n. 5 سودىگەر
 decide on 12 تاللىماق، قارار قىلماق
 decrease /di'kri:s/ vi. 10 ئازايماق، كىچىكىمەك
 definition /,defi'nɪʃn/ n. 9 تەدبىر، مەنە
 delay /di'lei/ v. 8 كىچىكمەك
 delight /di'laɪt/ vt. 4 خۇشال قىلماق
 demand /di'mɑ:nd/ vt. 5 تەلەپ قىلماق

- democracy /di'mɑkrəsi/ n. دېموكراتىيە 1
- depart /di'pɑ:t/ vi. ئايرىلىماق ، يولغا 8
- depart for pict ... گە قاراپ سەپەر قىلماق چىقماق
- descend /di'send/ v. تۆۋەنلىمەك ، داۋاملاشماق 9
- describe /'diskraib/ vt. تەسۋىرلىمەك 4
- desert /di'zɜ:t/ v. تاشلىۋەتمەك 4
- desire /di'zaiə/ vt. ; n. ئۈمىد قىلماق ، ئارزۇ 5
- develop /di'veləp/ v. يېتىلدۈرمەك 12
- diary /'daɪəri/ n. كۈندىلىك خاتىرە 11
- diet /dait/ n. يېمەك-ئىچمەك 7
- differ /'difə/ vi. پەرقلىنمەك 10
- direct /di'rekt/ vt. توغرىلىماق 10
- direction /di'rekʃən/ n. تەرەپ ، نشان 6
- director /di'rektən/ n. دىرېكتور ، مۇدىر 4
- disappointed /,disə'pɔɪntɪd/ a. ئۈمىدسىزلىككە ئىگە 5
- discover /dis'kʌvə/ vt. بايقىماق ، تاپماق 3
- discipline /'disiplin/ n. پەن ، ئىنتىزام 10
- distance /'distəns/ n. ئارىلىق ، مۇساپە 4
- distract /dis'træktʃən/ n. دىققەتنى چاچىدىغان 12
- نەرسە

- divorce /di'vɔ:s/ vi. 9 ئاجرىشىش ، ئاجراشماق
- Dr. Homsnagle /'dɔktə'hɔ:znægl/ 1 دوكتور خونزنگل
- double //dʌbl/ vt. 12 ھەسسىلمەك
- doubt /daʊt/ vt. ;n. 5 گۇمان ، گۇمان قىلماق
- doughnut //dəʊnʌt/ n. 6 قۇيماق
- drawer //drɔ:ə/ n. 3 تارتما
- dresser //dresə/ n. 3 گىرىم ئىشكاپى
- dried /draɪd/ a. 4 قۇرغاق ، قۇرۇپ قالغان
- dull /dʌl/ a. 5 مەنسىز ، تېتىقسىز
- duty //dju:ti/ n. 5 بۇرچ ، مەسئۇلىيەت

E

- earn /ə:n/ vt. 9 پۇل تاپماق
- earner /'ə:nə/ n. 9 پۇل تاپقۇچى
- eastern /'i:stən/ a. 3 شەرقىي ، شەرقنىڭ
- ecology /i:'kɔlədʒi/ n. 10 ئېكولوگىيە
- economic /i:kə'nəmɪk/ a. 10 ئىقتىسادىي
- Egyptian /i'dʒɪptən/ a. ;n. 12 مىسىرنىڭ ، مىسىرلىقلار
- either ... or ... ياكى ...

- elephant /'elifənt/ n. 2 پەل
- elsewhere /,els'weə/ ad. 4 باشقا يەردە
- empty out 3 قۇرۇق قىلىش
- enable /i'neɪbl/ vt. 12 قىلدۇرماق
- energy /'enədʒi/ n. 7 ئېنېرگىيە
- engine /'endʒɪn/ n. 8 مائور
- enormous /i'nɔ:məs/ a. 8 غايەت زور
- entertainment /,entə'teɪnmənt/ n. 12 كۆڭۈل ئېچىش
- entirely /ɪn'taɪəli/ ad. 12 پۈتۈنلەي
- environment /ɪn'vaɪərmənt/ n. 10 مۇھىت
- etcetera (etc.) /ɪt'setərə/ n. 12 ... قاتارلىقلار
- everlasting /,evə'la:stɪŋ/ a. 5 مەڭگۈلۈك
- ever since 5 ... دىن بۇيان
- evil /'i:vl/ a.; n. 4 قەبىھ ، جىنايەت
- evidence /'eɪdəns/ n. 6 ئىسپات ، پاكىت
- exactly /ɪg'zæktli/ ad. 2 دەل ، نەق
- examination /,ɪgzæmɪ'neɪʃn/ n. 9 ئىمتىھان
- examine /ɪg'zæmɪn/ vt. 2 تەكشۈرۈش
- example /ɪg'zɑ:mpl/ n. 4 مىسال ، مەسلەن
- excessively /ɪk'sesɪvli/ ad. 12 ئارتۇقچە
- exciting /ɪk'saɪtɪŋ/ a. 8 كىشىنى

- exist /ɪg'zɪst/ vt. 4 ھاياجانلاندىۋرىدىغان
 expand /ɪk'spænd/ vi. 10 كېڭىيمەك
 experience /ɪk'spiəriəns/ n.; vt. 4 تەجربە ، باشتىن
 explorer /ɪk'splɔrə/ n. 1 ئېكسپلورىر
 express /ɪk'spres/ vt. 1 ئىپادىلەمەك
 extended /ɪks'tendɪd/ a. 9 كېڭەيتىلگەن ، كەڭرى
 extremely /ɪk'stri:mli/ ad. 8 كېڭەيتىلگەن ،
 9 ئۇزارتىلغان ، ئىنتايىن

F

- fable //feɪbl/ n. 4 مەسەل
 faith //feɪθ/ n. 3 ئىشەنچ
 faint //feɪnt/ a. 7 ئاجىز ، بىلىنەر-بىلىنمەس
 fan //fæn/ n. 2 يەلپۈگۈچ
 farm //fɑ:m/ n. 4 دېھقانچىلىق مەيدانى
 farming //fɑ:mɪŋ/ n. 3 دېھقانچىلىق
 fascinate //fæsɪneɪt/ vt. 12 كىشىنى مەپتۇن قىلماق
 fasten //fɑ:sn/ v. 8 باغلىماق ، چەگمەك
 favour //feɪvə/ n. 1 قوللىماق ، قوشۇلماق

- feed /fi:d/ vi. باقماق 4
- feed on ... گە تايىنىپ ياشىماق 4
- feeling //fi:liŋ/ n. ھېسسىيات 5
- fellow //feləu/ n. ئاغىنە ، بۇرادەر 2
- fellow-countryman //feləu-'kʌntrɪmən/ n. قېرىنداش 6
- feverish //fi:vəriʃ/ a. قىزىپ قالغان 2
- fiery //faiəri/ a. ئوتتەك 11
- /fill in تولدۇرماق 12
- figure //fiɡə/ n. سان-سېفىر 12
- final //fainəl/ a. ئاخىرقى 4
- final //faiəpleis/ n. تام مەش 3
- firm //fə:m/ a. كەسكىن ، مەزمۇت 7
- firmly //fə:mli/ ad. چىڭ ، مۇستەھكەم 8
- first one ... then other 11 ئالدى بىلەن بىرى ، كېيىن يەنە بىرى
- flight //flaɪt/ n. 8 نۆۋەتچى ئايروپىلان ، ئۇچۇش
- flood //flʌd/ n. 4 كەلكۈن ، كۆپ مىقدار
- flow //fləu/ vi. 4 ئاقماق
- fog //fɒɡ/ n. 4 تۇمان
- foolishly //fu:lɪʃli/ a. 2 ئەخمىقانە

- for example 5 مەسلەن
- forward //fɔ:wəd/ ad. 1 ئالدىغا
- fox //fɒks/ n. 4 تۈلكە
- free //fri:/ a. 1 ئەركىن ، ئىختىيارىي
- freedom //fri:dəm/ n. 1 ئەركىنلىك
- freezing //fri:ziŋ/ a. 11 مۇزدەك
- from far off 11 بەكمۇ يىراقتىن
- from top to bottom 11 باشتىن-ئاياغ
- frontier //frʌntiə/ n. 3 چېگرا ، چېگرا رايون
- furniture //fə:nitʃə/ n. 3 ئۆي جاھازلىرى
- further //fə:ðə/ ad. 1 تېخىمۇ
- furthermore //fə:ðəmə:/ ad. 12 بۇندىن باشقا
- future //fju:tʃə/ n. 4 كەلگۈسى
- G**
- gardening //gɑ:dniŋ/ n. 5 باغۋەنچىلىك
- gentleman //dʒentlmən/ n. 5 ئەپەندى
- get around to 3 (بىر ئىش قىلىشقا) ئۈلگۈرمەك
- get used to ...1 گە ئادەتلەنمەك
- George /dʒɔ:dʒ/ n. 7 جورج (ئىسىم)
- goat /gəʊt/ n. 4 ئۆچكە

God	/god/ n.	3 تەڭرى
go over		12 تەكرارلاش
governor	/'gʌvənə/ n.	3 ھۆكۈمران ، نايىب
government	/'gʌvənmənt/ n.	3 ھۆكۈمەت
grade	/greid/ n.	12 نومۇر ، نەتىجە
grandparent	/'grænd'pærənt/ n.	9 بوۋا-موما
grasp	/gra:sp/ vt.	2 تۇتماق
growth	/'grəʊθ/ n.	10 ئېشىش ، كۆپىيش
guest	/gest/ n.	7 مېھمان
H		
habit	/hæbit/ n.	6 ئادەت
have faith in		3 ... گە ئىشەنمەك
headache	/'hedeik/ n.	7 باش ئاغرىقى
headmaster	/hedmɑ:stə/ n.	5 (ئوتتۇرا ، باشلانغۇچ)
heating	/'hi:tiŋ/ n.	مەكتەپ مۇدىرى
hemisphere	/'hemisfiə/ n.	6 پار
hill	/hil/ n.	11 يېرىم شار
hillside	/'hilsaid/ n.	4 دۆڭ
holy	/'həʊli/ a.	4 تاغ باغرى
		5 مۇقەددەس

- homelessness //həʊmlɪsnɪs/ n. 10 ماكانسىزلىق
- honorable //ˈɒnərəbl/ a. 3 شەرەپلىك
- host /hɒst/ n. 7 ئەر خوجاين
- hostess ˈhəʊstɪs/ n. 7 ئايال خوجاين
- household //ˈhaʊshəʊld/ n. 9 بىر ئائىلە ئەزالىرى
- however /haʊˈevə/ conj. 5 لېكىن ، بىراق
- human //ˈhju:mən/ n. 3 ئىنسان
- hydrogen //ˈhaɪdrɪdʒən/ n. 8 ھىدروگېن
- I**
- impossible /ɪmˈpɒsɪbl/ a. 10 مۇمكىن بولمايدىغان
- improve /ɪmˈpru:v/ v. 1 ياخشىلىماق ، ياخشىلانماق
- illness //ˈɪlnɪs/ n. 4 كېسەل
- in case of /ɪn ˈkeɪs ɒv/ n. 8 مۇبادا
- inclusive /ɪnˈklu:sɪv/ a. 4 (ھەممىنى) ئۆز ئىچىگە ئالدىغان
- India //ˈɪndiə/ n. 2 ھىندىستان
- industry /ɪnˈdʌstri/ n. 5 سانائەت
- industrial /ɪnˈdʌstriəl/ a. 9 سانائەتتىكى
- industrialize /ɪnˈdʌstriəlaɪz/ v. 9 سانائەتلەشمەك
- in favour of /ɪn ˈfævər ɒv/ n. 1 قوللىماق

infection	/in'fekʃən/ n.	2 يوقۇملىنىش
injur	/'indʒə/ vi.	8 زەخمىلەنمەك
in peace		4 تىنچلىقتا
injury	/in'dʒəri/ n.	3 زەخمىلىنىش، زىيان
instead	/in'sted/ ad.	12 ... ئورنىغا
in search of		3 ... نى ئىزدىمەك
instead of		1 ... ئورنىغا
institution	/insti'tju:ʃn/ n.	10 تەشكىلات ، ئورگان
intelligence	/in'telidʒəns/ n.	12 ئەقىل ، ئىقتىدار
intelligent	/in'telidʒənt/ a.	6 قابىلىيەتلىك
international	/intə:'næʃənl/ a.	10 خەلقئارا
interview	/'intəvjʊ:/ n.	5 كۆرۈشۈش
in the open air		5 سىرتتا
issue	/ɪʃu:/ vt.	5 تارقىتىش
Is that so?		2 شۇنداقمۇ؟
It so happened that ...		2 دەل ...
It was sometime before		2 خېلى ۋاقىتتىن كېيىن
J		
jam	/dʒæm/ n.	6 مۇراببا
journey	/'dʒə:ni/ n.	11 سەپەر ، ساياھەت

judge /dʒʌdʒ/ n. ; vt. 3 سودىيە ، ھۆكۈم

قىلماق

K

keep sb from doing sth 12 مەلۇم ئادەمنى ئىشدىن

قويماق

know of 4 بىلىمەك ، ئاڭلىماق

L

laboratory /lə'bɒrətəri/ n. 1 تەجرىبىخانا

lack /læk/ vi. 5 كەمچىل بولماق

lady //leidi/ n. 5 خانىم

law /lɔ:/ n. 3 قانۇن

left //left/ n. 1 سول تەرەپ

leg /leg/ n. 2 پۇت

level //levl/ n. 10 سەۋىيە

lifetime //laiftaim/ n. 5 ھايات ۋاقتى

lifeless //laiflis/ a. 4 جانسىز

light up 7 يورۇتماق ، چىرايى ئېچىلماق

look over 12 بىر ئۆتكۈزۈمەك

loudspeaker //laud'spi:kə/ n. 1 ياڭراتقۇ

M

machine	/mə'fi:n/ n.	ماشينا 3
major	/'meidʒə/ a.	ئاساسلىق مۇھىم 5
majority	/mə'dʒɔrəti/ n.	كۆپ سانلىق 1
make for		... غا قاراپ ماڭماق 7
make use of		ئىشلەتمەك ، پايدىلانماق 12
manage	/'mænidʒ/ vt.	باشقۇرماق ، ئامال 6
institution	/ˌɪnstɪ'tju:ʃən/ n.	قىلماق ئورگان ۋە ئىنستىتۇت ۋە ئورگان
mankind	/'mænkaind/ n.	ئىنسانىيەت 5
mark	/mɑ:k/ n.	نومۇر ، بەلگە 9
market	/'mɑ:kit/ n.	بازار 5
marmalade	/'mɑ:mæleid/ n.	ئاپپىلسىن مۇرابباسى 6
marriage	/'mæridʒ/ n.	توي ، نىكاھ 4
Mars	/mɑ:z/ n.	مارس 8
marvellous	/'mɑ:vələs/ a.	ئاجايىپ ، ھەيران 4
		قالارلىق
material	/mə'tiəriəl/ n.	ماتېرىيال 10
meaningful	/'mi:nɪŋfəl/ a.	مەنىلىك 12
mechanic	/mi'kænik/	مېخانىك 3
mention	/'menʃn/ vt.	تىلغا ئالماق 12
Mercury	/'mæ:kjuri/ n.	مېركۇرى 8

meteor	/'mi:tiə/ n.	مېتېئور	6
method	/'meθəd/ n.	مېتود	1
milestone	/'mailstəun/ n.	نামايەندە	3
misfortune	/,mis'fɔ:tʃən/ n.	بالايىناپەت	4
mistaken	/mi'steikn/ a.	خاتالاشقان	2
mixture	/'mikstʃə/ n.	ئارىلاشما	3
mix with		بىلەن ئارىلاشتۇرماق	4
molecule	/'mɒlikju:l/ n.	مولېكۇلا	8
mother-in law		قېينىئانا	9
motion	/'məʊʃn/ n.	ھەرىكەت	7
motionless	/'məʊʃnɪs/ a.	جىمجىت	6
move	/mu:v/ v.	يۆتكەلمەك ، كۆچمەك	4
move away		كۆچۈپ كەتمەك	9
muscle	/'mʌsl/ n.	مۈسكۇل	7
N			
name	/neim/ vt.	دېمەك ، ئاتىماق	2
native	/'neitiv/ a.	يەرلىك	1
natural	/'nætʃrəl/ a.	تەبىئىي	10
naturally	/'nætʃrəli/ ad.	تەبىئىي ھالدا	1
necessarily	/,nesə'serəli/ ad.	چوقۇم	12

- neither ... nor 5 ھېچقايسىسى ... ئەمەس
- No Smoking Section 8 ئىس-تۈتەكسىز بۆلۈمچە
- northern /'nɔ:ðən/ a. 11 شىمالىي
- nowadays /'naʊədəiz/ a. 12 ھازىر
- nuclear /'nju:kliə/ a. 9 مەركىزىي ، يادرو لۇق
- nucleus /'nju:kliəs/ n. 9 مەركەز ، يادرو
- O**
- object /'ɒbdʒɪkt/ n. 6 ئىسىم
- obtain /əb'teɪn/ vt. 10 ئېرىشمەك ، ئىگە
بولماق
- obviously /'ɒbvɪəsli/ ad. 4 روشەنكى ، ئېنىقكى
- occupy /'ɒkjʊpaɪ/ vt. 12 ئىگىلىمەك
- ocean /'əʊʃn/ n. 3 ئوكيان
- offer /'ɒfə/ vt. 4 تەمىنلىمەك
- once /wʌns/ ad. ; conj. 2 بۇرۇن ، بىر قېتىم
پەقەت ... لا
- once every week 11 ھەپتىدە بىر قېتىم
- one - sided 2 بىر تەرەپلىمە
- opinion /ə'pɪnjən/ n. 1 پىكىر ، كۆزقاراش
- oppose /ə'pəʊz/ v. 1 قارشى تۇرماق

organize	/ˈɔ:gənaiz/ vt.	تەشكىللىمەك	12
otherwise	/ˈʌðəwaiz/ conj.	بولمىسا	8
overcome	/ˌəʊvə'kʌm/ vt.	يەڭمەك	10
own	/əʊn/ v.	ئىگىدارلىق قىلماق	1
oxygen	/ˈɒksidʒən/ n.	ئوكسىگېن	8

P

painful	/ˈpeɪnfəl/ a.	ئازابلق	2
pardon	/pɑ:dn/ n. ;v.	كەڭچىلىك ، كەچۈرمەك	9
pass	/pɑ:s/ n.	بېلەت ، يول خېتى	8
passage	/ˈpæsɪdʒ/ n.	بۆلەك ، ئابزاس	12
patient	/ˈpeɪʃənt/ n.	بىمار	4
pattern	/ˈpætn/ n.	شەكىل	8
peace	/pi:s/ n.	تىنچلىق	4
penalty	/ˈpenləti/ n.	جازا	3
per	/pə:/ prep.	ھەر بىر	11
perfect	/ˈpɜ:ˈfɪkt/ a.	تولۇق ، مۇكەممەل	5
performance	/pɜˈfɔ:məns/ n.	نەتىجە	12
permanent	/ˈpɜ:mənənt/ a.	مەڭگۈلۈك	12
persuade	/pɜˈsweɪd/ vt.	قايل قىلماق	5
pessimistic	/ˌpesɪˈmɪstɪk/ a.	چۈشكۈن ، ئۈمىدسىز	10

- philosophically /'filə'sɒfɪkəli/ ad. 6 پەلسەپىۋى جەھەتتىن
- plain /pleɪn/ a. 2 روشەن ، ئېنىق
- planet /'plænɪt/ n. 8 پلانىتا
- plenty /'plenti/ a. 12 يېتەرلىك
- poet /pəʊɪt/ n. 5 شائىر
- poison /'pɔɪzn/ n. 10 زەھەر
- poke /pəʊk/ vt. 11 تېشىپ ئۆتمەك
- pole /pəʊl/ n. 11 خادا ، قۇتۇپ
- policy /'pɒlɪsi/ n. 1 سىياسەت
- political /pə'lɪtɪkl/ a. 3 سىياسىي
- pollution /pə'lju:ʃn/ a. 10 بۇلغىنىش
- popular /'pɒpjulə/ a. 6 ئادەتتىكى ، ئاممىباب
- pool /pu:l/ n. 4 كۆلچەك
- portion /'pɔ:ʃən/ n. 12 بۆلەك ، قىسىم
- possibly /'pɒsəbli/ ad. 10 مۇمكىن
- positive /'pɒzətɪv/ a. 10 جەزمەلەشتۈرەلەيدىغان
- post /pəʊst/ n. 4 ئورۇن ، ۋەزىپە
- post-industrial /'pəʊstɪn'dʌstriəl/ a. 9 كېيىن سانائەت
- potential /pə'tenʃəl/ n. 4 يوشۇرۇن كۈچ

prediction	/pri'dikʃən/ n.	10 مۆلچەر
prejudice	/'predʒʊdis/ n.	6 ئاداۋەت ، باشقىچە قاراش
preserve	/pri'zə:v/ vt.	10 قوغدىماق ، ساقلىماق
prescription	/pri'skripʃən/ n.	2 رېتسېپ
pretty	/'priti/ ad.	1 خېللا
preview	/pri'vju:/	12 ئالدىن كۆرمەك
priest	/pri:st/ n.	3 پوپ
prisoner	/'priznə/ n.	3 تۇتقۇن ، جىنايەتچى
probably	/'prɒbəbli/ ad.	2 بەلكى ، ئېھتىمال
produce	/prə'dju:s/ vt.	4 ئىشلەپچىقارماق
progress	/'prəʊgres/ n.	1 ئىلگىرىلەش
project	/'prɒdʒekt/ n.	4 قۇرۇلۇش
promise	/'prɒmis/ v.	5 ۋەدە بەرمەك
proof	/pru:f/ n.	6 دەلىل-ئىسپات
properly	/'prɒpəli/ ad.	7 نورمال ، مۇۋاپىق
proposal	/'prə'pəuzəl/ n.	1 تەكلىپ
protect ... from ...		3 ... نى ... دىن قوغدىماق
protein	/'prəuti:n/ n.	7 ئاقسىل
prove	/pru:v/ vt.	4 ئىسپاتلىماق
provide	/prə'vaɪd/	6 تەمىنلىمەك
public	/'pʌblik/ n.	1 ئامما

pulse /pʌls/ n. 7 تومۇر

pure /pjʊ:/ a. 5 ساپ

pursue /pə'sju:/ vt. 5 ئىنتىلىمەك ، قوغلاش.

حق

Q

quarrel //kwɔrəl/ vi. 2 تالاش-تارتىش قىلماق

R

race /reis/ n. 3 ئېرىق ، مۇسابىقە

radio //reidiəu/ n. 6 رادىئو

raise /reiz/ vt. 1 يۇقىرى كۆتۈرمەك ،

باقماق

ray 11 نۇر

reach out 8 قولنى سوزماق

reality /ri:'æliiti/ n. 6 رېئاللىق

reason //ri:zn/ n. 3 سەۋەب

re-cycle //ri:'saikl/ n. 10 تەكرار پايدىلىنىش

refer to //ri:fə/ vi. 11 پايدىلانماق ، تىلغا

ئالماق

refuse /ri'fju:z/ vt. 5 رەت قىلماق

regular //regju:lə/ a. 12 قانۇنىيەتلىك

regular	/'regjulə:li/	ad.	قانۇنىيەتلىك ھالدا	12
relaxation	/ˌrɪlæks'eiʃən/	n.	دەم ئېلىش	12
religious	/ri'lidʒəs/	a.	دىنىي	3
remain	/ri'mein/	vi.	ئېشىپ قالماق	8
remarry	/'ri:'mæri/	v.	قايتا نىكاھلانماق	9
remind	/ri'maɪnd/	vt.	ئەسلەتمەك	12
resource	/ri'sɔ:s/	n.	بايلىق	10
result	/ri'zʌlt/	n.	نەتىجە	9
retire	/ri'taɪə/	vi.	پېنسىيەگە چىقماق	5
re-use	/'ri:ju:s/	n.	تەكرار ئىشلىتىش	10
rice	/rais/	n.	گۈرۈچ (شال)	4
revolutionary	/ˌrɪvə'lʊʃənəri/	a.	ئىنقىلابىي	3
rifle	/'raɪfl/	n.	3 مىلتىق	3
right angle			6 تىك بۇلۇڭ	6
roadside	/'rəʊdsaɪd/	n.	2 يول بويى	2
rock	/rɒk/	n.	11 تاغ جىنسلىرى	11
roll	/rəʊl/	v.	7 دومىلىماق ، تۈرمەك	7
roll up			7 تۈرمەك	7
rough	/rʌf/	a.	3 قوپال ، مۇشكۈل	3
route	/ru:t/	n.	3 يول ، لىنىيە	3
rubber	/'rʌbə/	n.	11 كاۋچۇك	11

run into 10 سوقۇلماق ، ئۈسمەك

rupee 7 رۇپىيە /'ru:pi/ n.

S

sacrifice 10 قۇربان قىلماق /'sækrifais/ vt.

sand 4 قۇم /sænd/ n.

satellite 6 سۈنئىي ھەمراھ /'sætələit/ n.

satisfy 5 قاندۇرماق /'sætisfai/ vt.

saucer 6 تەخسە /'sɔ:sə/ n.

scientist 10 ئالىم /'saientist/ n.

schedule 12 ۋاقىت جەدۋىلى /'skedʒul, 'fedju:l/ n.

scream 7 چىرقىرماق /skri:m/ vi.

search 3 ئىزدەمەك /sə:tʃ/ vt.

seat belt 8 بىخەتەرلىك تاسمىسى /si'kjurəti/ n.

security 9 بىخەتەرلىك /si'kjurəti/ n.

seed 4 ئۇرۇق /si:d/ n.

seek 8 ئىزدەمەك /si:k/ vt.

self-control 7 ئۆزىنى تۇتۇۋېلىش /'self'kəntərəul/ v.

seller 5 ساتقۇچى /'selə/ n.

sense 5 سېزىم /sens/ n.

serve	/sə:v/	7 كۈتمەك
set aside		12 ئاجراتماق
settle	/'setl/ vt.	1 ھەل قىلماق ،
		ئورۇنلاشتۇرماق
several	/'sevərə/ a.	7 بىر نەچچە
shadow	/'ʃædəu/ n.	4 سايە ، كۆلەڭگە
shape	/'ʃeip/ vi.	6 ... شەكىلدە بولماق
shelter	/'ʃeltə/ n.	4 پاناھ جاي ، قوتان ،
		دالدا
shock	/ʃɒk/ vi.	7 داڭ قېتىپ قالماق
shoot out		10 ئۇچقاندەك كەلمەك
silence	/'saɪləns/ vt.	4 تىنچلاندۇرماق
silently	/'saɪləntli/ ad.	4 ئاستىغىنە
silly	/'sɪli/ a.	2 ئەخمەق ، دۆت
simple	/'sɪmpl/ a.	1 ئاددىي
simply	/'sɪmpli/ ad.	1 ئاددەتتە ، زادىلا
sink	/sɪŋk/ vi.	4 چۆكمەك ، تۆۋەنلىمەك
skill	/skɪl/ n.	1 ماھارەت
skim	/skɪm/ vt.	12 يۈزەكى ئوقۇماق
skip	/skɪp/ vt.	12 ئۆتكۈزۈۋەتمەك
slam	/slæm/ vt.	7 (كۈچ بىلەن) ياپماق

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slightly	/'slaitli/ ad.	ئازراق 7
slope	/sləʊp/ n.	ياتتۇلۇق 4
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snake	/sneik/ n.	يىلان 2
social	/'səʊʃl/ a.	ئىجتىمائىي ، 9
		جەمئىيەتنىڭ
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sociological	/'səʊsiə'lɒdʒikl/ a.	جەمئىيەت- 10
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solar	/'səʊlə/ a.	قۇياشنىڭ 8
solution	/sə'lu:ʃn/ n.	چارە ، ئامال 10
solve	/sɒlv/ vt.	ھەل قىلماق 10
southern	/'sʌðən/ a.	جەنۇبىي 11
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seech	/spi:tʃ/ n.	نۇتۇق 1
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stillness	/'stilnis/ n.	جىمجىتلىق 4
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strange	/streindʒ/ a.	غەيرىي ، غەلىتە 4
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substance	/'sʌbstəns/ n.	8 ماددا
successfully	/sək'sesfʊli/ ad.	6 مۇۋەپپەقىيەتلىك
		ھالدا
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such ... as		10 مەسىلەن
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suffer	/'sʌfə/ vt.	4 دۇچار بولماق (ئازاب)
		تارتماق
support	/sə'pɔ:t/ vt.	8 قوللىماق
surface	/'sɜ:fɪs/ n.	11 سىرتقى يۈزى
suppose	/sə'pəʊz/ vt.	3 پەرەز قىلماق
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sweep	/swi:p/ vi.	4 قاپلىماق ، سۈپۈرمەك
system	/'sɪstəm/ n.	8 سىستېما

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tail	/teɪl/ n.	2 قۇيرۇق
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		ئۆلچەمەك

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