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## كىرىش سۆز

ئەسسالامۇ ئەلەيكۇم مۆھتىرەم كىتابخان:   
 ئېھتىمال سىز خېلىدىن بېرى ئىنگىلىز تىلىنى ئۆگىنىش ئارزۇسىدا بولۇۋاتقان، ئۆز ئانا تىلىڭىزدا تۈزۈلگەن، مۇكەممەل، سىستېمىلىق بىر ئىنگىلىز تىلى دەرسلىك كىتابىنى ئىزدەپ يۈرگەن بولسىڭىز كېرەك. مانا بۈگۈن شىنجاڭ ئۇنىۋېرسىتېتى چەت ئەل تىللىرى ئىنستىتۇتى ئىنگىلىز تىلى ئوقۇتقۇچىلىرىدىن ئەنۋەر رەجەپ بىلەن ئۆمەر جان قۇربان بىرلىكتە تۈزگەن «ئىنگىلىز تىلى» ناملىق كىتابنىڭ 4-قىسمى دۇنياغا كەلدى.

بۇ كىتاب ئىنگىلىز تىلىدىن دەسلەپكى ساۋاتقا ئىگە بولغان ھەمدە بۇ تىلنى داۋاملىق ئۆگىنىپ، ئوتتۇراھال سەۋىيىگە يېتىشنى ئارزۇ قىلىۋاتقان ئۆگەنگۈچىلەرنى ئاساس قىلىپ تۈزۈلگەن.   
 بۇ كىتاب قىزىقارلىق تېكىستلەر، ئوقۇغۇچىلار ئىشلىيەلەيدىغان مەشقلەر، سۆز ياساش ئۇسۇللىرى، مۇھىم گرامماتىكىلىق بىلىملەر ۋە قىزىقارلىق ئوقۇشلۇق ماتېرىياللارنى ئۆز ئىچىگە ئالغان بولۇپ، ئۆگەنگۈچىلەرنىڭ دەسلەپكى ئۆگەنگەن بىلىمى ئاساسىدا قەدەممۇ-قەدەم ئىلگىرلىشىگە، ئۆگەنگەنلىرىنى جانلىق ئىشلىتەلەيدىغان بولۇشىغا، ئاڭلىيالايدىغان، سۆزلىيەلەيدىغان ھەم يازالايدىغان بولۇشىغا ياردەم بېرىشنى مەقسەت قىلدۇ.

زامانىمىزدىكى كۈچلۈك رىقابەت، كومپيۇتېر تېخنىكىسى ۋە ئىنتېرنېت ئالاقىسى، سودا-ئالاقە، چەت ئەلگە چىقىش قاتارلىق خىلمۇ خىل قىزىقىش، ئېھتىياجىلار سىزگە بۇ يولنى - ئىنگىلىز تىلى ئۆگىنىشنى تاللاشقا بولۇشى ئېھتىمال. ئەلۋەتتە، سىز



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## Lesson One

### TEXT

#### THE COP AND THE ANTHEM

Winter was coming, and Soapy, one of the many thousands of New York pickpockets, felt uneasy. He knew that the time had come for him to look for shelter. Soapy's desires were not great. Three months in prison was what he wanted. There he was sure of a little food and a bed, safe from the winter wind and the cold.

For years prison had been his shelter during the winter. Now the time had come again.

Having decided to go to prison, Soapy at once set about fulfilling his desire. There were many ways of doing this. The pleasantest was to get a good meal at some expensive restaurant, and then, after saying that he could not pay, be quietly arrested by a policeman and sent to prison by the judge.

Soapy walked along Broadway looking at the expensive goods in the fashionable shops. He stopped at the window of a brightly-lit cafe. Soapy was freshly shaven, and his coat and tie were decent. But his boots

and trousers were shabby. "If I can reach a table in the restaurant unsuspected," he thought, "everything will be all right. The upper part of me that will show above the table will cause no suspicion in the waiter's mind. A roast duck, a bottle of wine, a cup of coffee and a cigar will make me happy on the journey to my winter quarters." But just as Soapy entered the restaurant, the head waiter's eye fell on his shabby trousers and, boots. Strong hands turned him round and pushed him on to the sidewalk.

Soapy turned off Broadway. He had to think of another way of getting into prison. At a corner of Sixth Avenue he saw a brightly-lit shop window. Soapy picked up a cobble-stone and dashed it through the glass. People came running round the corner, a policeman at their head. Soapy stood still with his hands in his pockets, and smiled at the sight of brass buttons.

"Where is the man who did that?" shouted the policeman.

"Don't you think I did it?" said Soapy in a friendly way.

The policeman did not understand Soapy's hint. Men who break windows do not usually remain to speak to a policeman. They run away. Just then the policeman saw a man hurrying to catch a bus. Club in hand, he rushed after that man. Soapy had failed again.

On the opposite side of the street was a small cheap

restaurant. Soapy entered it, sat down at a table and ate a beefsteak and an enormous apple-pie.

"Now call a cop, I cannot pay. I have no money," said Soapy. "And don't keep a gentleman waiting."

"No cop for you," said the waiter, and seizing Soapy by the collar he threw him out of the restaurant. Soapy picked himself up and beat the dust from his clothes. Arrest seemed but a rosy dream. Prison seemed very far away. A policeman who stood before a drugstore two doors away laughed and walked down the street.

He was just passing a cigar store, when he saw a well-dressed man go in leaving his silk umbrella at the entrance. Soapy stepped in, took the umbrella, and slowly continued his way. The man saw him. He turned and followed hastily.

"My umbrella!" he said sternly.

"Oh, is it?" said Soapy. "Well, why don't you call a policeman? I took it. Your umbrella! Why don't you call a cop? There is one standing at the corner."

The owner of the umbrella slowed his steps. Soapy did the same. The policeman looked at the two curiously.

"Of course," said the umbrella-man—"that is—well, you know how these mistakes occur—I—if it's your umbrella I hope you'll excuse me—I picked it up this morning in a restaurant—If you recognize it as yours, why—I hope you'll—"

The man retreated. Soapy walked on, muttering insults against policemen who would not arrest him.

At last he reached a street where there was little traffic and few pedestrians. At a quiet corner he suddenly stopped. There was an old church in front of him. Through the windows a soft light shone, and the sweet music of the Sabbath anthem made him approach the iron fence.

The moon was above, cold and beautiful, and the music reminded Soapy of those days when his life contained such things as mothers and roses and clean thoughts and collars. Soapy listened to the music, looked at the moon and murmured to himself; "There is time yet. I will reform. I will become an honest man. I will get out of the mire. I will —"

Soapy felt a hand laid on his arm. He looked quickly round into the broad face of a policeman.

"What are you doing here?" asked the policeman.

"Nothing," said Soapy.

"Then come along," said the policeman. "Thinking of robbing the church, eh?"

"Three months' imprisonment," said the judge in the police court the next morning.

## DIALOGUE

### MAKING A HOTEL RESERVATION

A: I will be in Urumqi for several days on business, Could

I make a reservation for September 8th?

B: Certainly, sir. How many days will you be staying with us?

A: I am not sure. It will be at least four days, but it could be longer.

B: That's no problem. We will make the reservation for September 8th through the 11th. Just let us know if you need to extend your stay.

A: Do you have a special business rate?

B: Yes, we do. What company do you represent?

A: I'm with Ajax Engineering, Inc.

B: Could you give me your name and phone number, please?

A: Of course, Murat Sabit. My phone number is 451-286-5312.

B: Will you be using a credit card or will you pay when you check in?

A: My credit card would be more convenient.

B: If you give me your card number now, your reservation would be guaranteed. If for some reason you won't be

able to make it on September 8th, please let us know before 6:00 p. m. ; otherwise you will be charged for that night. Would you prefer a smoking or non-smoking room?

A: Non-smoking, please. Do you have a conference room I could use for business meetings?

B: Yes, we have several nice rooms with conference tables, refrigerator and bar. If you like, I could give you a room adjoining the conference room.

A: That would be great. Thank you. You have been most helpful. I will be seeing you September 8th.

B: Thank you for choosing our hotel, Mr. Sabit.

## WORDS AND EXPRESSIONS TO THE TEXT

cop	/kɒp/ n.	ساقچى
anthem	/'æntəm/ n.	مۇناجات
pickpocket	/'pɪkpɒkɪt/ n.	يانچۇقچى
uneasy	/,ʌn'ɪ:zi/ a.	بىئارام بولماق، ئەدەس
be sure of		سەمىمەك
be safe from		جەزىمەلەشتۈرمەك
		... نىڭ تەھدىدىگە
		ئۇچرىماسلىق
to set about		... غا كىرىشەك
fulfill	/fʊl'fɪl/ v.	تورۇنلىماق، ئەمەلگە ئاشۇرماق

arrest	/ə'rest/ vt.	قولغا ئالماق
Broadway	/'brɔ:dwei/ n.	نيۇ-يوركى كوپا نامى
Soapy	/'səupi/ n.	ئادەم ئىسمى (ئەرلەر-نىڭ)
goods	/gudz/ n.	تاۋار
fashionable	/'fæʃnəbl/ a.	مودا
brightly-lit		يوپ-يورۇق
cafe	/'kæfeɪ/ n.	ئاشخانا
shave	/ʃeɪv/ v. (shaved, shaven)	ساقال ئالماق
decent	/'di:snt/ a.	سالاپەتلىك، راۋۇرۇس
boot	/bu:t/ n.	ئۆتۈك
shabby	/'ʃæbi/ a.	جۈل-جۈل، ۋەيرانە
suspect	/səs'pekt/ v.	گۇمانلانماق
suspicion	/səs'piʃən/ n.	گۇمان
to cause suspicion in one's mind		كىشىنىڭ گۇمانىنى قوزغىماق
waiter	/'weɪtə/ n.	كۈتكۈچى
one's eyes fall on		... نىڭ كۆزى چۈش-مەك
roast	/rəʊst/ a.	كاۋاپ
duck	/dʌk/ n.	ئۆدەك
coffee	/'kɒfi/ n.	قەھۋە
quarters	n.	تۇرالغۇ، ئولتۇراق جاي
side walk	n.	پىيادىلەر يولى

avenue	/'ævinju:/ n.	كوچا
cobble-stone	/'kɒbl-stəʊn/ n.	شېخىل
dash	/dæʃ/ vt.	ئاتماق
still	/stil/ a.	جىمجىت
brass	/brɑ:s/ n.	مىس
button	/'bʌtn/ n.	تۈگمە
at the sight of		...نى كۆرۈش بىلەنلا
hint	./hint/ n.	بىشارەت
club	/klʌb/ n.	توقماق، كالتەك
beefsteak	/'bi:fsteik/ n.	كالا گۆشى توغرامچە
pie	/pai/ n.	گۆش نان
to keep somebody waiting		مەلۇم ئادەمنى ساقلاپ
seize	/seiz/ vt.	تۇتماق
collar	/'kɒlə/ n.	ياقا
drugstore	/'drʌgstɔ:/ n.	مىلچ ماللار دۇكىنى
despair	/dis'pɛə/ n.	ئۈمىدسىزلىنىش
silk	/silk/ n.	يىپەك
entrance	/'entrəns/ n.	كىرىش ئېغىزى
to continue one's way		يولىنى داۋاملاشتۇرماق
hastily	/'heistili/ ad.	ئالدىراپ-تېنەپ
sternly	/'stɜ:nli/ ad.	كەسكىن ھالدا
occur	/ə'kɜ:/ v.	يۈز بەرمەك
retreat	/ri'tri:t/ vi.	چېكىنمەك، ئارقىغا يانماق



mutter	/ˈmʌtə/ vi.	ئىچىدە غۇدۇڭشىماق
insult	/ˈɪnsʌlt/ n.	ھاقارەت، خارلاش
traffic	/ˈtræfɪk/ n.	قاتناش
pedestrian	/piˈdɛstriən/ n.	پىيادە ماڭغۇچىلار
Sabbath	/ˈsæbəθ/ n.	كۆز يۇمۇش كۈيى (خىرىستىيان دىنىدا)
soft	/sɒft/ a.	يېقىملىق، يۇمشاق
approach	/əˈprəʊtʃ/ vt.	يېقىنلاشماق
fence	/fens/ n.	رىشاتكا، توساق
contain	/kənˈteɪn/ vt.	ئۆز ئىچىگە ئالماق
murmur	/ˈmɜːmə/ vi.	ئۆز-ئۆزىگە پىچىرلە- ماق
reform	/rɪˈfɔːm/ v.	ئىسلاھ قىلماق، ئۆزگەرمەك
mire	/ˈmaɪə/ n.	پاتقاق
rob	/rɒb/ vt.	بۇلىماق
to think of doing something		مەلۇم ئىش قىلىشنى ئويلىماق
imprisonment	/ɪmˈprɪznmənt/ n.	قاماپ قويۇش

## WORDS AND EXPRESSIONS TO THE DIALOGUE

reservation	/ˌrezəˈveɪʃn/ n.	زاكاس قىلماق
at least		ئاز دىگەندە
extend	/ɪkˈstend/ v.	ئۇزارتماق، كېڭەيتمەك
rate	/reɪt/ n.	باھا، نىسبەت

represent	/ˈreprɪˈzɛnt/ vt.	ۋەكىللىك قىلماق
engineering	/ˌɛndʒɪˈniəriŋ/ n.	قۇرۇلۇش
Inc=incorporation	/ɪnˌkɔːpəˈreɪʃn/ n.	ھەسسدارلىق چەكلىك شىركىتى
credit	/'kredit/ n.	ئىشەنچ، ئىناۋەت
card	/kɑːd/ n.	كارتا، كارتۇچكا
convenient	/kənˈviːniənt/ a.	قولايلىق
guarantee	/ˌɡærənˈtiː/ vt.	كاپالەتلىك قىلماق
charge	/tʃɑːdʒ/ v. (for)	پۇل ئالماق، ھېسابلىماق
conference	/'kɒnfərəns/ n.	سۆھبەت، يىغىن
refrigerator	/rɪˈfrɪdʒəreɪtə/ n.	توغلاتقۇ
adjoining	/əˈdʒɔɪnɪŋ/ a.	تۇتاش، تۇتاشقان

## NOTES TO THE TEXT

1. Three months in prison was what he wanted.

ئۈچ ئاي تۈرمىدە يېتىش ئۇنىڭ ئۈمىدى ئىدى.  
 جۈملە ئىگىسى three months كۆپلۈك شەكلىدە بولسىمۇ،  
 ئۇنىڭ كۆرسەتكىنى بىر مەزگىل ۋاقىت بولغاچقا مەنا جەھەتتىن  
 يەنىلا بىرلىك ھېسابلىنىدۇ. شۇڭا پېئىل بىرلىك شەكلىدە  
 كەلگەن. تۆۋەندىكى مىسالدىمۇ شۇنداق.

Three miles is not a long distance.

ئۈچ ئىنگىلىز مىلى ئۇزۇن مۇساپە ئەمەس.

2. The pleasantest was to get a good meal at some expen-

sive restaurant, and then, after saying that he could not pay, be quietly arrested by a policeman and sent to prison by a judge.

كەشىنى ئەڭ خوشال قىلىدىغان چارە ئېسىل رېستوراندا غزالىنىپ، ئاندىن پۇلنى تۆلىيەلمەيمەن دېيىش ئارقىلىق ساقچى تەرىپىدىن ئۇن-تىنىسىزلا قولغا ئېلىنىپ، سودىيە تەرىپىدىن قاماققا ھۆكۈم قىلىنىشتىن ئىبارەت.

3. ... his coat and tie were decent.

... ئۇنىڭ پەلتۇ ۋە گالاستوگى يامان ئەمەس ئىدى.

decent سۈپەت بولۇپ ئوخشاش بولمىغان سۆز بىرىكمىسىدە

ئوخشىمىغان مەنىگە ئىگە. مەسىلەن:

decent clothes يارىتىشلىق كىيىم

a decent meal راۋۇرۇس بىر ۋاق تاماق

decent people ادۇرۇس ئادەم

4. A roast duck, a bottle of wine, a cup of coffee and

a cigar will make me happy on the journey to my

winter quarters.

بىر ئۆدەك كاۋىپى، بىر بوتۇلكا ھاراق، بىر ئىستاكان قەھۋە

ۋە بىر تال سىگار قىشلىق تۇرالغۇغا بېرىش سەپىرىمدە مېنى خۇشال

قىلاتتى.

5. Soapy stood still with his hands in his pockets, and

smiled at the sight of brass buttons.

سوپى قولىنى يانچۇقىغا سېلىپ جىم تۇردى ۋە مىس تۈگمىنى

كۆرۈپ كۈلۈمسىردى.

بۇ يەردىكى brass buttons ساقچى فورمىسىدىكى مىس

تۈگمىلەرنى كۆرسىتىدىغان بولۇپ، بۇ جۈملە سوپىنىڭ ساقچى

ئالدىدىكى بىمالال، سالماق قىياپىتىنى تەسۋىرلەپ بەرگەن.

6. Don't you think I did it?

سىزنىڭچە ئۇ ئىشنى مەن قىلمىدىمۇ؟  
بۇ خىل جۈملە شەكلى ئارقىلىق قارشى تەرەپنىڭ ئۇدۇل جاۋابىغا ئېرىشىش مەقسەت قىلىنىدۇ. مەسىلەن:

Won't you come with us?

بىز بىلەن بىللە كەلمەيسىز؟

Isn't that beautiful?

ئۇ چىرايلىق ئەمەسمۇ؟

7. Men who break windows do not usually remain to speak to a policeman.

ئەينەك چىقىۋاتقان ئادەم ئادەتتە ھەرگىزمۇ ئۆز جايىدا تۇرۇپ ساقچى بىلەن سۆزلەشمەيدۇ.

8. Prison seemed very far away.

تۈرمە بەكمۇ يىراق بىلىندى.  
بۇ يەردىكى prison تۈرمىگە كىرىش مەنىسىدە كەلگەن بولۇپ، ھەرگىزمۇ كونكرېت بىرەر تۈرمىنى بىلدۈرمەيدۇ. بۇ خىل ئىپادىلەشتە دائىم ئارتىكل قوللىنىلمايدۇ. مەسىلەن:

to put into prison تۈرمىگە قامماق

to send to prison تۈرمىگە ئەۋەتمەك

to escape from prison تۈرمىدىن قاچماق

ئەگەر دېمەكچى بولغان مەنە كونكرېت تۈرمە ئىمارەتلىرى توغرىسىدا بولسا ئۇ ھالدا ئارتىكل قوللىنىلىدۇ. مەسىلەن:

The visitors left the prison at half past five.

زىيارەتچىلەر سائەت 5:30 دا تۈرمىدىن ئايرىلدى.

9. ... who stood before a drugstore two doors away ...

... ئىككى ئىشىك نېرىسىدىكى بىر مىلىچ ماللار دۇكىنى  
 ئالدىدا تۇرغان ...  
 ئامېرىكىدا drugstore دا دورا سېتىلىپلا قالماستىن يەنە  
 گېزىت-ژورنالدىن تارتىپ تۈگمىگىچە ھەممە نەرسىلەر ۋە سوغۇق  
 ئىچىملىكلەر سېتىلىدۇ.

10. ...such things as mothers and roses and clean thoughts  
 and (clean) collars ...  
 بۇ يەردە mothers ئانا مۇھەببىتىنى، roses بەختلىك  
 clean thoughts ئالجاناپ ئەخلاقىي-پەزىلەتنى، clean  
 collars بولسا ھاللىق ماددى تۇرمۇشنى كۆرسىتىدۇ.

## WORD FORMATION

### بىرىكمە (Composition)

ئىككى ياكى ئۇنىڭدىن ئارتۇق سۆزلەر مۇئەييەن تەرتىپ بويىچە  
 بىرىكىپ يېڭى سۆز ھاسىل قىلىدىغان ئۇسۇل بىرىكمە دەپ  
 ئاتىلىدۇ. بۇ خىل ئۇسۇل بىلەن ياسالغان يېڭى سۆز بىرىككەن سۆز  
 دىيىلىدۇ.

بىرىككەن سۆزلەر شەكىل جەھەتتە بەزىلىرى قوشۇلۇپ  
 يېزىلىدۇ. (sunshine)، بەزىلىرى سىزىقچە ئارقىلىق ئايرىلىپ  
 يېزىلىدۇ (good-looking) يەنە بەزىلىرى ئايرىم  
 يېزىلىدۇ (post office)

بىرىككەن ئىسىم → ئىسىم + ئىسىم

boy + friend → boyfriend (ئوغۇل دوست)

sea + bottom → sea-bottom (دېڭىز ئاستى)

market + day → market day (بازار كۈنى)

بىرىككەن ئىسىم → ئىسىم + سۈپەت

black + board → blackboard (دوسكا)

quick + lunch → quick-lunch (تېز تاماق)

free + market → free market (ئەرگىن بازار)

## GRAMMAR

### تۈسلۈك پېئىل ( III )

#### 1. ought to

1) نەسەھەتنى بىلدۈرۈپ، ئىنتوناتسىيە جەھەتتە should دىن كۈچلۈك بولىدۇ. مەسلەن:

You ought to take care of yourself.

سىز ئۆزىڭىزنى ئاسرىشىڭىز كېرەك.

Such things ought not to be allowed to happen again.

بۇنداق ئىشلارنىڭ قايتا يۈز بېرىشىگە يول قويماسلىق كېرەك.

2) مۇمكىنچىلىكنى بىلدۈرىدۇ. مەسلەن:

According to the map, this ought to be the way.

خەرىتىگە ئاساسەن بۇ شۇ يول بولۇشى كېرەك.

He ought to come at four o'clock if the plane arrives on time.

ئەگەر ئايروپىلان ۋاقتىدا يېتىپ كەلسە ئۇ سائەت 4 دە كېلىشى كېرەك.

#### 2. have to

مەنە جەھەتتە must قا يېقىن بولۇپ «كېرەك» «... قىلماي»

بولمايدۇ» دېگەن مەنىلەرنى بىلدۈرىدۇ. يەنى ئويپىكتىپ  
زۆرۈرىيەت سەۋەبىدىن قىلماي بولمايدۇ دېگەن مەنىنى بىلدۈرىدۇ.  
ئىشلىتىشتە زامان جەھەتتە ئۆزگىرىش بولىدۇ. مەسىلەن:

You don't have to make up your mind right away.

دەرھال قارار قىلمىسىڭىزمۇ بولىدۇ.

He will have to be there before ten.

ئۇ ئوندىن بۇرۇن شۇ يەردە بولمىسا بولمايدۇ.

As he had broken his leg he had to lie in bed.

ئۇ پۇتىنى سۇندۇرۇۋالغانلىقتىن يېتىپ دەم ئالمىسا  
بولمايتتى.

ئىزاھات: جانلىق تىلدا have gotto = have to بولۇپ  
«چوقۇم ... لازىم» دېگەن مەنىنى بىلدۈرىدۇ. مەسىلەن:

You've got to get there earlier.  
سىز چوقۇم ئۇ يەرگە بالدۇرراق بېرىشىڭىز لازىم.

3. need  
مەنە جەھەتتە «زۆرۈرىيەت» نى بىلدۈرۈپ، ئادەتتە پەقەت  
بولۇشىسىز ۋە سوراق جۈملىدە قوللىنىلىدۇ. مەسىلەن:

He needn't think of anything else.  
ئۇ باشقا ئىشلارنى ئويلىمىسىمۇ بولىدۇ.

He said he needn't go yesterday.  
ئۇ تۆنۈگۈن بارمىسىمۇ بۇلار ئىكەنلىكىنى ئېيتتى.

Need we tell him?  
بىز ئۇنىڭغا ئېيتىپ قويۇشىمىز زۆرۈرمۇ؟

Need he be told about it?  
ئۇنىڭغا بۇ ئىشنى ئېيتىپ قويۇش زۆرۈرمۇ؟  
need يەنە مۇستەقىل پېئىل بولۇپ كېلىپ بولۇشلۇق،

بولۇشىسىز ۋە سوراق جۈملىلەردە قوللىنىلىدۇ. مەسىلەن:

The child needs to be taken good care of

بۇ بالىنىڭ ياخشى خەۋەر ئېلىنىشى زۆرۈر.

You didn't need to tell him the news.

سىزنىڭ بۇ خەۋەرنى ئۇنىڭغا ئېيتىپ قويۇشىڭىزنىڭ زۆرۈرىيىتى يوق ئىدى.

Do they need anything to eat?

ئۇلارنىڭ بىرەر نەرسە يېيىشى زۆرۈرمۇ؟

4. dare

«جۈرئەت قىلىش» دېگەن مەنىنى بىلدۈرۈپ، ئاساسەن بولۇشىسىز جۈملە، سوراق جۈملە ياكى شەرتنى بىلدۈرىدىغان ھالەت بېقىندى جۈملىلەردە قوللىنىلىدۇ. مەسىلەن:

She dare not do it.

ئۇ بۇ ئىشنى قىلىشقا جۈرئەت قىلالىمىدى.

How dare you smoke in here?

سىز قانداقسىگە مۇشۇ يەردە تاماكا چېكىشكە جۈرئەت قىلىدىڭىز؟

If you dare go there alone, he'll stay at home.

ئەگەر سىز ئۇ يەرگە يالغۇز بېرىشقا جۈرئەت قىلالىسىڭىز ئۇ ئۆيدە قېپقالىدۇ.

No one dared speak to him.

ھېچكىم ئۇنىڭغا سۆزلەشكە جۈرئەت قىلالمايتتى. dare يەنە مۇستەقىل پېئىل بولۇپ كەلگەندە ئۇنىڭ كەينىدە كەلگەن پېئىلنىڭ تۇراقسىز شەكلىدە to بار بولسىمۇ بولىدۇ. يوق بولسىمۇ بولىدۇ. مەسىلەن:

He does not dare (to) go there.



ئۇ ئۇ يەرگە بېرىشقا جۈرئەت قىلالمايدۇ.

Don't you dare (to) move it again?

قېنى يۆتكەپ باقا!

Does she dare (to) come here?

ئۇ بۇ يەرگە كېلىشكە جۈرئەت قىلالامدۇ؟

How did he dare (to) say that?

ئۇ بۇنداق دېيىشكە قانداق جۈرئەت قىلدى؟

used to .5

ئۆتكەنكى دائىملىق ھەرىكەت ياكى ئۆتكەنكى ئەھۋالنى

بىلدۈرىدۇ. مەسلەن:

He used to be a sailor, but now he never goes to sea.

ئۇ بۇرۇن ماتروس ئىدى، ئەمما ھازىر ئۇ ھەرگىزمۇ دېڭىزغا

چىقمايدۇ.

On my way home, I used to pass a bookshop.

ئۆيگە قايتىش يولۇمدا مەن دائىم بىر كىتاپخانىدىن ئۆتەتتىم.

used to سوراق جۈملە ياكى بولۇشىمىز جۈملىدە ئىككى خىل

قۇرۇلمىدا بولىدۇ. مەسلەن:

Used he always to walk in the garden after dinner?

Did he always use to walk in the garden after dinner?

ئۇ كەچلىك تاماقتىن كېيىن دائىم گۈللۈكتە سەيلە قىلاتتى؟

He usedn't to answer impolitely.

He didn't use to answer impolitely.

ئۇ دائىم ئەدەپلىك ھالدا جاۋاب بېرەتتى.

تۈسلۈك پېئىل قوشۇلغان پېئىلنىڭ تۇراقسىز شەكلىنىڭ

پۈتكەن شەكلى

بۇ شەكىل ئۆتكەندە يۈز بەرگەن ھەرىكەت ياكى مەۋجۇت بولغان

هالەتكە قارىتىلغان پەرەزنى بىلدۈرىدۇ. مەسلەن:  
It must have rained last night.

ئاخشام چوقۇم يامغۇر ياغدى.  
The door was locked, he couldn't have been at home.  
ئىشىك تاقاق بولۇپ ئۇنىڭ ئۆيدە بولۇشى مۇمكىن ئەمەس ئىدى.

Can she have forgotten my telephone number?  
ئۇ مېنىڭ تېلېفون نومۇرۇمنى ئۇنتۇپ قېلىشى مۇمكىنمۇ؟  
He ought to have got here at seven o'clock.  
ئۇ سائەت يەتتىدە بۇ يەرگە كېلىپ بولۇشى كېرەك ئىدى.  
You needn't have put on so much.  
سىزنى ئۈنچىلىك قېلىن كىيىۋېلىشىڭىزنىڭ زۆرۈرىمىتى يوق ئىدى.

بەزىدە تۈسلۈك پېئىلنىڭ كەينىدە پېئىلنىڭ تۇراقسىز شەكلىنىڭ ئىزچىل پۈتكەن شەكلى كېلىپ ئۆتكەنكى مەلۇم بىر ۋاقىت ئىچىدە ئىزچىل داۋاملىشىپ كەلگەن ھەرىكەتنى بىلدۈرىدۇ.  
مەسلەن:

Somebody must have been having a joke with you, Madam.  
خانم، بىرسى چوقۇم سىزگە چاقچاق قىلىۋاتقان ئىدى.

## WORD STUDY

**Lay vt.**

1. قويماق

He laid his hand on my shoulder.

The woodcutter laid the axe to the root of the tree.

2. ئورۇنلاشتۇرماق، ئاساس سالماق

The hunters laid a trap for the tiger.

He has laid the foundation of his future success.

3. to lay down one's life ھاياتىنى تەقدىم قىلماق

Many of them even laid down their precious life for our cause.

4. to lay down one's arms تەسلىم بولماق

They declared that they would never lay down their arms.

### Realize vt.

1. تونۇپ يەتمەك

Does he realize his error yet?

At first he didn't realize that he had succeeded.

2. ئەمەلگە ئاشۇرماق.

Lu Xun's dream of a free, independent new China has been realized.

### Realization n. تونۇپ يېتىش، ئەمەلگە ئېشىش

Suddenly I came to realization that I would probably never see her again.

### Study v.

1. ئۆگەنمەك

He went to America to study.

She studies physics in Xinjiang University.

2. تەتقىق قىلماق

Scientists are studying the photographs of Mars for

signs of life.

The problem has to be carefully studied.

**Study n.**

1. ئۆگىنىش، تەتقىقات.

He likes study more than play.

He continued his studies after graduation.

2. ئۆگىنىش ئۆيى.

Whenever I pay a visit to him, I find him in his study.

**Train v.**

1. تەربىيىلەش، چەننىقتۇرماق.

I've trained my dog to fetch my slippers.

He said that he had been trained as an engineer/in engineering for two years.

He had been training regularly. No wonder he came out first in the race.

**Training n. تەربىيە**

**He mustn't drink beer; he's in strict training for his next fight.**

**To be a good translator one needs special training.**

## FAMOUS QUOTATIONS

Only a life lived for others is a life worthwhile.

—Albert Einstein

بەقەت باشقىلار ئۈچۈن ياشايدىغان ھايات ياشاشقا ئەرزىدۇ.

If you only help people because you can get something out of it for yourself, you'll be disappointed.

—Aesop.

ئەگەر سىز پەقەت مەلۇم نەرسىگە ئېرىشىش ئۈچۈن باشقىلارغا ياردەم قىلىشىڭىز ئۇنداقتا ئۈمىدسىز قالسىز.

A generation without a cause in its youth has no legacy in its old age.

—Edvard M. Kennedy

ياش ۋاقتىدا ئىش قىلمىغان ئەۋلادنىڭ قېرىغاندا قالدۇرىدىغان مىراسى بولمايدۇ.

## EXERCISES

I Answer the following questions:

1. Why was he so eager to go to prison?
2. What was the pleasantest way to get himself sent to prison?
3. What fine food did he dream of ordering for his own send-off to prison?
4. What did the policeman do instead?
5. What did Soapy do instead of paying for his meal?
6. What was Soapy's impression of policemen in general by now?
7. Why did Soapy suddenly stop at a quiet street corner?
8. What woke Soapy from his dream of starting a new life?

**I Translate the following phrases into English:**

**A**

1. قولغا ئالماق . 2. ساقچى چاقىرماق  
 3. سودىيە . 4. تۈرمىگە تاشلىماق  
 5. ئۆزگەرمەك . 6. ئۈچ يىللىق قاماق

**B**

1. يامان ئەمەس كىيىنىۋالماق . 2. ساقال پاكىز ئېلىنغان  
 3. راۋرۇس بىر چاپان . 4. جۈل-جۈل ئىشتان  
 5. يوپ-يورۇق رېستوران . 6. كوچىدا ماشىنا بەك ئاز  
 7. پاكىز گالاستۇك . 8. كىيىمدىكى چاڭ-توزاننى  
 قاقماق

**II Complete the following sentences by using phrases or expressions corresponding to the Uighur in the brackets:**

1. He found shelter for the wounded soldier \_\_\_\_\_  
 (ئۇلارنىڭ ئاپتاپ ۋە يامغۇردا قالماسلىقى ئۈچۈن)
2. As we entered the exhibition hall, \_\_\_\_\_  
 a beautiful model of the Town Trade Center.  
 (بىز دەرھال كۆردۈق)
3. \_\_\_\_\_ of the building was painted white;  
 (ئۈستۈنكى قىسمى)
4. When the lorry arrived with the fertilizer, the \_\_\_\_\_  
 farmers from the fields to help unload it.  
 (يۈگرەپ كەلمەك)
5. This song always \_\_\_\_\_ the days when he was one of

the leaders of the student movement.

(ئۇنىڭغا ئەسلىمەك)

**IV Complete the following sentences according to the models:**

1. He knew that the time had come for him to look for shelter.
  - a. The time will soon come \_\_\_\_\_
  - b. The time has come \_\_\_\_\_
  - c. After repeated experiments, the time finally came \_\_\_\_\_
2. The pleasantest way of going to prison was to eat a good meal and refuse to pay.
  - a. The easiest way of \_\_\_\_\_ is to \_\_\_\_\_
  - b. The cheapest way of \_\_\_\_\_ is to \_\_\_\_\_
  - c. The quickest way of \_\_\_\_\_ is to \_\_\_\_\_
  - d. The most efficient way of \_\_\_\_\_ is to \_\_\_\_\_

**V Complete the sentences with "must" or a suitable form of "have to":**

1. We \_\_\_\_\_ hurry, or we'll be late.
2. If we miss the last bus, we \_\_\_\_\_ walk.
3. You \_\_\_\_\_ visit us again some time.
4. I can never remember people's phone numbers. I always \_\_\_\_\_ look them up.
5. The situation has now become worse, and something be done about it immediately.

6. We will \_\_\_ help them as much as we can.
7. You really \_\_\_ try to be a little more careful
8. He suddenly got a pain in the chest, and I \_\_\_ call the doctor in the middle of the night.

**VI Make sentences with the given words according to the models:**

1. You should have told me about that.
  - 1) not say such a thing to him
  - 2) give us an opportunity to practise
2. They ought to have seen a doctor.
  - 1) tell us about it before
  - 2) ask my permission
3. She must have missed the train
  - 1) mistake me for some one else
  - 2) leave your umbrella on the bus
4. They may (might) have been right.
  - 1) misunderstand what I said
  - 2) deliver the parcel to a wrong place.
5. She can't (couldn't) have gone that far.
  - 1) pass the exam so easily
  - 2) put the key somewhere else
6. I needn't have answered all these silly questions.
  - 1) wait for so long
  - 2) bring your raincoat with you.



VI Translate the following sentences by using "dare" or

"used to":

1. سېنىڭكىنى توغرا دىيەلەيمەن.
2. مەن ئۇنىڭ بىلەن سۆزلىشىشكە جۈرئەت قىلالمايمەن.
3. ئۇ قانداقسىگە مۇشۇنداق سۆزلەشكە جۈرئەت قىلدى؟
4. يەنە بىر دىگىنا قېنى!
5. بۇ قىزچاق ئاپىسىنىڭ ئۇرۇشىدىن قورقۇپ ئۆيىگە قايتىشقا جۈرئەت قىلالمىدى.
6. مەن بۇرۇن دائىم ھەر كۈنى سەھەردە باغچىغا بېرىپ سەيلە قىلاتتىم.
7. سىز ياش ۋاقتىڭىزدا دائىم سىرتقا ساياھەتكە چىقامتىڭىز؟
8. سىز پىنسىيىگە چىقىشتىن بۇرۇن ھەر كۈنى سەھەر تۇرامتىڭىز؟

VII Translate the following sentences:

1. سىز چوقۇم مۇشۇ پۇرسەتنى چىڭ تۇتۇپ ئۇنىڭدىن تولۇق پايدىلىنىشىڭىز كېرەك.
2. بىز چوقۇم بۇ ماشىنىنىڭ قانداق قىلىپ تۇيۇقسىز توختاپ قالغانلىقىنىڭ سەۋەبىنى ئېنىقلىشىمىز كېرەك.
3. نېمە ئىش ئۇنىڭ تۇيۇقسىز پىكرىنى ئۆزگەرتىشكە سەۋەب بولدى؟
4. ئۇ بىزنىڭ ئىشلىرىمىز ئۈچۈن زور تۆھپە قوشتى. ئۇنىڭ ئىسمى كىشىلەرنىڭ قەلبىدە مەڭگۈ ياشايدۇ.
5. ئۇنىڭ سەمىمىيلىكىگە ھېچقانداق گۇمان كەتمەيدۇ.
6. دېھقانلار بىزگە ئوغاقنى قانداق ئىشلىتىشنى ئۆگەتتى.
7. دوختۇر ئوپىراتسىيە ئۇسۇللىرىنى تەپسىلىي چۈشەندۈرگەندىن

كېيىن، بىمار ئەنسىرەشتىن خالى بولدى.  
8. ئۇ بىز ئوتتۇرىغا قويغان پىلانغا ئانچە قوشۇلمايدىغانلىقىدىن  
بىشارەت بەردى.

## IX Reading Material:

### DANGERS IN AND NEAR A HOUSE

Sad stories are not very pleasant to read about, but if we think and talk about them, we may be able to prevent more accidents.

How can fire or hot things be a danger in the house? Matches, of course, are always dangerous in the hands of young children. A little fire on waste land can easily get out of control. A wind comes, sparks are blown on to the roof of a house, and the whole building may be burnt to the ground before you can even call the Fire Brigade. Kerosene lamps, too, can be very dangerous. Quite recently there was a bad accident in a village house. The mosquito-net over a baby's cot was blown against a lamp and caught fire. The bedclothes and even the clothes of the baby were burnt before the fire was discovered.

Long grass and rubbish round a house can also lead to a disastrous fire, as most people know. However, not everybody is careful with such things as celluloid masks

and toys; these burn up in a flash if you hold them near a flame.

Young children often reach up to a table to take a saucepan down by the handle. If the saucepan or pot is full of boiling water, you can guess what will happen. Similarly, when a baby's bath is prepared, cold water should be put in first. If any hot water has to be used, this should be put into the bath after the cold water and not before it.

Many fireworks can lead to blindness or other injuries, especially those which are pushed into bamboo sticks. Catapults and wooden spears or swords should be used only by children with sense enough not to injure other people.

Very young children often have to be watched carefully. They put everything they find into their mouths to see whether it can be eaten, sucked, or licked! Medicines have to be put out of their reach. A pill or some ointment which might be harmless for an adult can sometimes kill a baby. Older children have to be careful when drinking from a bottle. Some of them walk about as they drink, tip up the bottle to get the last drop out, then trip over something on the ground. If they are unlucky, they fall in such a way that the broken glass makes a horrible wound in the face or neck.

This is not a complete list of the dangers in and near a

house, but it is enough to remind you to be careful.

### Comprehension Exercise

1. What is the best interpretation of "A little fire on waste land can easily get out of control"?
  - a. Careless smokers can start a sudden fire.
  - b. No fire brigades are available nearby.
  - c. Dry grass on waste land catches fire easily.
  - d. Children like to play with fire on waste land.
2. What happened recently in a village house?
  - a. The house was burnt down before the Fire Brigade arrived.
  - b. The house caught fire and everybody in it was burnt.
  - c. A fire broke out because of a burning lamp.
  - d. The mosquito-net over a baby's cot caught fire and the baby was burnt.
3. Which of the following is true?
  - a. Only a few people know that long grass and rubbish round a house can lead to a disastrous fire.
  - b. Nearly everybody knows celluloid masks and toys easily burn up near a flame.
  - c. Most people are more careful with celluloid masks and toys than with long grass and rubbish.
  - d. Some people may not be very careful about the dangers of celluloid masks and toys.
4. According to the writer children         .

- a. are not supposed to use catapults and wooden spears or swords
  - b. mustn't be allowed to use catapults and wooden spears or swords
  - c. can use catapults and wooden spears or swords on condition that they will not injure other people
  - d. should restrain themselves from playing with catapults and wooden spears or swords
5. Why do very young children put everything they find into their mouths?
- a. They want to see if they are eatable.
  - b. They are always hungry.
  - c. They are just being naughty.
  - d. They do so just out of curiosity.
6. According to the passage what may happen when older children drink from a bottle?
- a. They may cut their faces if they walk too fast.
  - b. They may drop the bottle and break it into pieces.
  - c. The drinking may keep them walking about all the time.
  - d. They may have their faces cut if they slip and fall.
7. The main idea of the story is that \_\_\_\_.
- a. disasters might happen here and there
  - b. even small fire or very hot objects can be dangerous in a house
  - c. children should be watched carefully wherever they go

d. we must be aware of all the possible dangers around

us

or words

b. mustn't be allowed to use catapults and wooden

spoons or words

c. can use catapults and wooden spoons or words on

condition that they will not injure other people.

d. should restrain themselves from playing with

catapults and wooden spoons or words or d.

3. Why do very young children put something they find

into their mouths?

a. They want to see if they are edible or not.

b. They are always hungry.

c. They are just being naughty and mischievous.

d. They do so just out of curiosity.

4. According to the passage what may happen when older

children drink from a bottle?

a. They may cut their faces if they walk too fast.

b. They may drop the bottle and break it into pieces.

c. The thinking may keep them walking about all the

time.

d. They may have their faces cut if they slip and fall.

5. The main idea of the story is that we should be

a. disasters might happen here and there and we

should be careful.

b. a house

c. children should be watched carefully wherever they go

## Lesson Two

### TEXT

#### MY FIRST JOB

While I was waiting to enter university, I saw advertised in a local newspaper a teaching post at a school in a suburb of London about ten miles from where I lived. Being very short of money and wanting to do something useful, I applied although I feared that without a degree or any teaching experience I had little chance of getting the job.

However, three days later a letter arrived, asking me to go to Croydon for an interview. It proved an awkward journey: a train to Croydon Station; a ten-minute bus ride and then a walk of at least a quarter of a mile. As a result, I arrived on a hot June morning too worn out to feel nervous.

The school was a dreary red brick house with big windows. The front garden was just a square with four evergreen shrubs standing at each corner, where they struggled to survive the dust and fumes from a busy main road.

It was clearly the headmaster himself that opened the

door. He was short and fat. He had a sandy-coloured moustache and hardly any hair. He looked at me with an air of surprised disapproval, as a colonel might look at a soldier whose boot-laces were undone. "Ah yes," he grunted. "You'd better come inside." The narrow, sunless hall smelled unpleasantly of stale vegetables; the walls looked dirty with ink marks; it was completely silent. His study, judging by the bits of bread on the desk, was also his diningroom. "You'd better sit down," he said, and began to ask me a number of questions: What subjects I had taken in my General School Certificate; how old I was; what games I played. Then, fixing me suddenly with his bloodshot eyes, he asked me whether I thought games were an important part of a boy's education. I said something about not paying too much attention to them. He grunted. Obviously the headmaster and I had very little in common. If I had known it I would not have given him that wrong answer.

The school, he said, had only one class of twenty-four boys, ranging in age from seven to thirteen. I would have to teach all subjects except art, which he taught himself. Football and cricket were played in the Park, a mile away on Wednesday and Saturday afternoons.

The teaching set-up filled me with fear. I would have to divide the class into three groups and teach them in turn at three different levels; and I had great doubts about my



own knowledge of mathematics, a subject at which I had been quite poor at school. Worse perhaps was the idea of Saturday afternoon cricket; most of my friends would be enjoying themselves at that time. I did not like it. "I would not mind if I were years older," I thought to myself.

But I needed the money. I asked diffidently. "What would my salary be?" "Twelve pounds a week plus lunch." Before I could protest, he got to his feet. "Now," he said, "you'd better meet my wife. She's the one who really runs the school".

I was very young: the idea of working under a woman almost defeated me. It was the greatest indignity.

## DIALOGUE

### CHOOSING A UNIVERSITY

A: I can't believe that we're almost out of high school.

B: I can't either. What are you going to do next fall? Go to college?

A: Yes, but I can't decide where to go.

B: Do you want to go to a big university or a small one?

A: I think I'd rather go to a small university, so the classes wouldn't be so large.

B: Do you want to go out of the state or stay here?

A: I want to stay in the state, so I will be close to home.

B: It sure would be nice to be close enough to come home on weekends when you want to. How about a public or private university?

A: Well, I like the atmosphere of a private church-owned school. The students are more serious about school, and there isn't a lot of partying.

B: Yes, but private universities are so expensive. How are you going to pay for it?

A: I've applied for a music scholarship, and my parents will be able to help pay for some of the expenses. What about you? What are you going to do after graduation?

B: I'm going to Washington State University.

A: Oh, I know a lot of kids who've gone there and really liked it. Why did you choose it?

B: Well, a lot of my friends are going there, and the school has a good teacher preparation program. I've always wanted to be a teacher.

A: I hear they have a really great football team.

B: Yes. It'll be fun to go to the games. I'm really excited about the social life at college.

A: Well, good luck.

B: Yes. See you later.

## WORDS AND EXPRESSIONS TO THE TEXT

teaching	/'ti:tʃɪŋ/ a.	ئوقۇتۇشنىڭ
post	/pəʊst/ n.	ئورۇن، ۋەزىپە
suburb	/'sʌbə:b/ n.	شەھەر ئەتراپى
short of		كەمچىل
apply	/ə'plai/ vi.	ئىلتىماس قىلماق
although	/ɔ:l'dəʊ/ conj.	گەرچە
degree	/di'grɪ:/ n.	ئۈنۋان، دەرىجە
awkward	/'ɔ:kwəd/ a.	قولايىسىز
ride	/raid/ n.	ماشىنىغا ئولتۇرۇش، مىنىش
at least		ئاز دېگەندىمۇ
as a result		نەتىجىدە
wear out		ھالىدىن كەتمەك، چارچى- ماق
dreary	/'driəri/ a.	دىمىق، بۇرۇختۇم
brick	/bri:k/ a.	خىشتا سېلىنغان
square	/skweə/ n.	كۇۋادرات
evergreen	/'evəgrɪ:n/ a.	دائىم كۆكسىپ تۇرىدىغان
shrub	/'ʃrʌb/ n.	چاتقال
struggle	/'strʌgl/ n.	كۈرەش قىلىش
survive	/sə'vaɪv/ vt.	...دە ھايات قالماق
fume	/fju:m/ n.	ئىس-تۈتەك، گاز
sandy	/'sændi/ a.	سۇس چاپى رەڭ

moustache	/mə's'tɑ:ʃ/ n.	بۇرۇت
air	/ɛə/ n.	چىراي ئىپادىسى
disapproval	/ˌdɪsə'pru:vəl/ n.	قوللىماسلىق، قوشۇلماسلىق
colonel	/'kə:nl/ n.	پولكوۋنىك
bootlace	/'bu:t-leɪs/ n.	ئاياق يېپى
undo	/'ʌn'du:/ vt.	بوشاپ كەتمەك
undid	/'ʌndɪd/	
undone	/'ʌn'dʌn/	
grunt	/grʌnt/ v.	غۇدۇڭشىماق
narrow	/'nærəʊ/ a.	تار
sunless	/'sʌnlɪs/ a.	كۈن چۈشمەيدىغان
unpleasantly	/ʌn'plezntli/ ad.	كىشىنىڭ كەيپىنى ئۇچۇرىدىغان
stale	/steɪl/ a.	بۇزۇلغان، چىرىگەن
ink	/ɪŋk/ n.	سىيا
silent	/'saɪlənt/ a.	جىمجىت
a number of		بىر مۇنچە
certificate	/sə'tɪfɪkət/ n.	گۇۋاھنامە
fix	/fɪks/ vt.	تەكشۈپ قارىماق
bloodshot	/'blʌdʃɒt/ a.	قانغا تولغان
in common		ئورتاق
range	/reɪndʒ/ vi.	ئۆزگەرمەك
cricket	/'krɪkɪt/ n.	كىرىكت
fear	/fiə/ n.	قورقۇنچ
set-up	/'setʌp/ n.	پىلان

at that time		ئەينى ۋاقىتتا
diffidently	/'difɪdəntli/ ad.	ئىككىلەنگەن ھالدا
salary	/'sæləri/ n.	مائاش
plus	/plʌs/ prep.	قوشۇلۇپ
protest	/prə'test/ v.	قارشى تۇرماق
get to one's feet		ئورنىدىن تۇرماق
	/run/ vt.	باشقۇرماق
defeat	/di'fi:t/ vt.	مەغلۇپ قىلماق
indignity	/in'digniti/ n.	خورلۇق

## WORDS AND EXPRESSIONS TO THE DIALOGUE

fall	/fɔ:l/ n.	مەۋسۈم
would rather		خالىماق
atmosphere	/'ætməsfɪə/ n.	كەيپىيات
church-owned		دىنىي جەمئىيەت باشقۇرۇۋ- شىدىكى
apply for		ئىلتىماس قىلماق
expense	/'ɪk'spens/ n.	خىراجەت

## NOTES TO THE TEXT

1. ... I saw advertised in a local newspaper a teaching post ...

جۈملىسىدىكى advertised ئۆتكەن بۆلەك سۆز بولۇپ،  
تولدۇرغۇچىنىڭ تولۇقلىغۇچىسى بولىدۇ. پۈتۈن جۈملىسىنىڭ  
ئەسلىدىكى نورمال تەرتىۋى مۇنداق بولىدۇ؛

...I saw a teaching post...advertised in a local newspaper.  
تولدۇرغۇچى قىسمى بەك ئۇزۇن بولغانلىقتىن،  
تولدۇرغۇچىنىڭ تولۇقلىغۇچىسى ۋە ئۇنىڭ ھالىتى ئالدىغا  
قويۇلغان.

2. It proved an awkward journey;  
ئەمەلىيەتتە ئۇ يەرگە بېرىشنىڭ بەك ئاۋازچىلىق ئىكەنلىكى  
ئىسپاتلاندى.

جۈملىسىدىكى proved كېسىم پېئىل بولۇپ، ئىسىم journey  
كېسىم خەۋەر بولىدۇ. prove دىن كېيىن to be غا ئەگىشىپ  
تولدۇرغۇچى كەلسە بولىدۇ. to be قىسقارتىلىپ بىۋاسىتە  
تولدۇرغۇچى كەلسىمۇ بولىدۇ. مەسىلەن:

He proved (to be) a fine teacher.

ئۇ ھەقىقەتەن بىر مۇنەۋۋەر ئوقۇتقۇچى ئىكەن.

The plan has proved (to be) a success.

ئەمەلىيەت پىلانىنىڭ مۇۋەپپەقىيەتلىك بولغانلىقىنى  
ئىسپاتلىدى.

3. ... where they struggled to survive the dust and fumes  
from a busy main road.

... ئۇلار ئالدىراش چوڭ كوچىلاردىن كېلىۋاتقان چاڭ-توزان  
ۋە ئىس-تۈتكە چىداپ ياشاپ كەلدى.

جۈملىسىدىكى survive ئۆتۈملۈك پېئىل بولۇپ، ئۇنىڭ  
كەينىدىن ئادەم ۋە نەرسىلەرنى بىلدۈرىدىغان ئىسىم كېلىدۇ.  
مەسىلەن:

He survived his wife for many years.

ئۇ ئايالى ئۆلۈپ كەتكەندىن كېيىنمۇ ئۇزۇن يىل ياشىدى.

Most of the villagers survived the flood.

كەنتتىكىلەرنىڭ كۆپىنچىسى كەلكۈنلەردىن ئامان-ئېسەن

قۇتۇلدى.

4. ... What subjects I had taken in my General School Certificate;

بۇ جۈملە

«...what General School Certificate subjects I had taken»

دىگەن جۈملىگە باراۋەر بولۇپ، بۇ يەردىكى

subjects بولسا General School Certificate نى ئېلىش ئۈچۈن

زۆرۈر بولغان دەرسلەرنى كۆرسىتىدۇ.

5. ...most of my friends would be enjoying themselves at that time.

جۈملىدىكى پېئىل ئۆتكەن كەلگۈسى ئىزچىل زاماندا كەلگەن

بولۇپ، ئۇ ئۆتكەنكى مەلۇم نۇقتىدىن كەلگۈسى مۇئەييەن ۋاقىتتا

يۈز بېرىۋاتقان ھەرىكەتنى پەرەز قىلىشنى بىلدۈرىدۇ. ئۆتكەن

كەلگۈسى ئىزچىل زامان تۆۋەندىكىدەك تۈزىلىدۇ.

«ھازىرقى بۆلەك سۆز + be + would/ should»

مەسىلەن:

He asked me what I should be doing tomorrow morning.

ئۇ مەندىن ئەتىگەندە نىمە ئىش قىلىدىغانلىقىمنى

سورىدى.

I thought you would be sleeping.

مەن سېنى ئۇ ۋاقىتتا ئۇخلاۋاتىدىغۇ دەپ ئويلاپتىمەن.

## WORD FORMATION

بىرىكمە سۈپەت → بۆلەك سۆز + ئىسىم

- |                               |                     |
|-------------------------------|---------------------|
| peace + loving → peace-loving | تىنچلىق سۆيەر       |
| hand + made → handmade        | قولدا ياسىغان       |
| snow + covered → snow-covered | قار بىلەن قاپلانغان |
| blood + shot → blood shot     | قانغا تولغان        |

بىرىكمە سۈپەت → بۆلەك سۆز + سۈپەت / رەۋش

- |                               |          |
|-------------------------------|----------|
| good + looking → good-looking | چىرايلىق |
| ready + made → ready-made     | تەييار   |
| far + reaching → far-reaching | چوڭقۇر   |
| well-known → well-known       | مەشھۇر   |

## GRAMMAR

It نىڭ ئىشلىتىلىشى

1. شەخسلىك ئالماش بولۇپ كېلىدۇ.  
It شەخسلىك ئالماش بولغاندا ھاياۋان ۋە شەيئەلەرنى كۆرسىتىپ كېلىدۇ. بەزىدە (جىنسىس ئايرىمىسى تەكىتلەنمىگەندە) كىچىك بالىلارنىمۇ كۆرسىتىپ كېلىدۇ.  
مەسىلەن:

- |                    |               |
|--------------------|---------------|
| -What's that?      | ئاۋۇ نىمە؟    |
| -It is a computer. | ئۇ كومپيۇتېر. |



My dictionary is missing. I can't find it anywhere.

لوغىتىمىز يۇتۇپ كەتتى، ئۇنى ھىچ يەردىن تاپالمىدىم.

2. شەخسىز ئالماش بولۇپ كېلىدۇ.

It is half past ten. شەخسىز ئالماش بولغاندا ھاۋا رايى، ۋاقىت، ئارىلىق قاتارلىقلارنى بىلدۈرىدۇ.

مەسىلەن:

It is half past ten. ھازىر سائەت 10:30 بولدى.

It is early spring. ھازىر باش باھار.

It is a long way to the airport.

ئايرىدۇرۇمغا بارىدىغان يول بەك يىراق.

3. باشلىغۇچى ئالماش بولۇپ كېلىدۇ.

(1) شەكىللىك ئىگە بولىدۇ.

It جۈملىدە شەكىللىك ئىگە بولغاندا ھەقىقى ئىگە دائىم

پېئىلنىڭ تۇراقسىز شەكلى، ئىسمىداش سۆز بىرىكمىسى ياكى

بىلەن باشلانغان بېقىندى جۈملىدىن تۈزۈلۈپ خەۋەرنىڭ كەينىدىن

كېلىدۇ. مەسىلەن:

It is wrong not to tell the truth.

راست گەپ قىلماسلىق خاتا.

It is necessary for you to make the decision right now.

سەز چوقۇم ھازىرلا قارار چىقىرىشىڭىز كېرەك.

It's no good your arguing with him.

ئۇنىڭ بىلەن تالاشقاننىڭ پايدىسى يوق.

It is no use going there again.

ئۇ يەرگە قايتا بارغاننىڭ پايدىسى يوق.

It seems that some words are becoming overworked.

قارىغاندا بەزى سۆزلەر بەك كۆپ ئىشلىتىلىپ كېتىپتۇ.

It appears that this substance is carcinogenic.

قارىغاندا بۇ خىل ماددا راكىنى پەيدا قىلىدىكەن.

(2) شەكىللىك تولدۇرغۇچى بولىدۇ

تۇراقسىز سۆز بىرىكمىسى، ئىسمىداش سۆز بىرىكمىسى ياكى that بىلەن باشلانغان بېقىندى جۈملە تولدۇرغۇچى بولۇپ، ئۇلارنىڭ كەينىدىن تولدۇرغۇچىنىڭ تولۇقلىغۇچىسى بولسا it دائىم خەۋەر پېئىل بىلەن تولدۇرغۇچىنىڭ تولۇقلىغۇچىسىنىڭ ئارىسىغا قويۇلۇپ شەكىللىك تولدۇرغۇچى بولىدۇ. ھەقىقىي تولدۇرغۇچى بولسا تولۇقلىغۇچىنىڭ كەينىدە كېلىدۇ. مەسىلەن:

We consider it necessary to change the plan right away.

بىز پىلاننى دەرھال ئۆزگەرتىش كېرەك دەپ قارايمىز.

He will find it enjoyable working there.

ئۇ ئاشۇ يەردە ئىشلەشنىڭ كۆڭۈللۈك ئىكەنلىكىنى بايقىدى.

We found it important to learn foreign language.

بىز چەت تىلنى ئۆگىنىشنىڭ مۇھىملىقىنى بايقىدۇق.

4. تەكىتلەش قۇرۇلمىسىدا ئىشلىتىلىدۇ.

مەسىلەن:

It was Tom that I met in the street yesterday.

تۈنۈگۈن مەن كوچىدا ئۇچراشقان ئادەم توم بولىدۇ.

It is because he smoked too much that he has got lung

cancer.

ئۇ تاماكىنى كۆپ چەككەنلىكتىن ئۆپكە راكىغا گىرىپتار

بولدى.

It was not until he read the letter that he realised the

serious situation.

ئۇ خەتنى ئوقۇغاندىن كېيىنلا ئەھۋالنىڭ ئېغىرلىقىنى ھىس

قىلىدى. (I treat you for some disease in English with 'treat')

5. كۆرسىتىش ئالماش بولۇپ كېلىدۇ. (to treat to show)

مەسىلەن: (For example)

—Who is that? ئۇ كىم؟ (Accept)

—It's John. ئۇ جون. (The name)

It must be the kids coming home. (Did he accept you?)

چوقۇم بالىلار قايتىپ كەلدى. (He accepted most heartily.)

قىلماشقا (to do sth)

### WORD STUDY

#### Spread. v.

1. يايماق (Your explanation of mistake is not acceptable.)

He spread a newspaper over the table.

2. چاچماق، تارقالماق (Mean v. to scatter)

He spread fertilizer over the vegetable plot.

The clouds spread over the sky.

The news of victory spread far and wide.

#### Treat v.

1. مۇئامىلە قىلماق (I treat you as a great book from the right.)

He treated his friends with the greatest consideration.

They treated each other like brothers.

He treated the matter seriously.

2. داۋالىماق (We mean by saying that)

Who is treating you for your complaint?

The doctor suggested treating the case with a new drug.

3. مېھمان قىلماق (There are several different meanings)

I'll treat you to some apples.

treatment n. داۋالاش، بىر تەرەپ قىلىش، مۇئامىلە

He is under medical treatment now.

**Accept v.**

1. قوبۇل قىلماق

Did he accept your offer of help?

He accepted our invitation most heartily.

2. قوشۇلماق

I cannot accept your views on this subject.

acceptable a.

قوبۇل قىلغىلى بولىدىغان

His conditions are hardly acceptable.

Your explanation of mistake is not acceptable.

**Mean v.**

1. مەنىسى، دېرەك بەرمەك

What does this word mean?

Difficulties and hardships meant nothing to them.

His help meant a great deal to us.

2. ... ئۈچۈن

I mean the second book from the right.

This pictorial is meant for children of about ten.

This collection of essays is meant for beginners of English.

What do you mean by saying that?

**Meaning v.**

مەنىسى

What is the meaning of this word?

This is a word with several different meanings?

What's the meaning of your doing that?

## FAMOUS QUOTATIONS

The world belongs to the energetic.

—Ralph Woldo Emerson

دۇنيا ئىرادىسى ئۇرغۇپ تۇرغان كىشىلەرگە مەنسۇپ.

Life is for one generation, a good name is forever.

—Will Durant

ھايات چەكلىكتۇر، ياخشى نام مەڭگۈلۈكتۇر.

Those that make the best use of their time have none to spare.

—Thomas Fuller

ۋاقىتتىن تولۇق پايدىلىنالايدىغان كىشىنىڭ ئارتۇقچە بوش

ۋاقتى بولمايدۇ.

## EXERCISES

1 Answer the following questions:

1. Why did the author apply for the teaching post?
2. Why did he fear that he had little chance of getting the job?
3. Did the author feel nervous about the interview? Why?
4. Why did the boys play football and cricket on

- Wednes day and Saturday afternoons?
5. How many pupils were there in the school? Were they of the same age?
  6. How was the author expected to conduct the class?
  7. Why did he have great doubts about his own knowledge of mathematics?
  8. Did he like to play cricket with the pupils on saturday afternoon? Why?
  9. Why did the headmaster ask the author to meet his wife?

**II Make sentences after the models, using "prove" and the given words or expressions:**

Model 1: report, true, life

The report proved true to life.

Model 2: he, madman

He proved a madman.

1. as time went on, story, untrue
2. English, useful tool, work
3. battle, he, brave fighter
4. his method, better, mine
5. she, cleverer girl, think
6. dictionary, of some help, in your studies

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

in turn, range from... to, as a result  
get to one's feet, judge by, poor at  
have very little in common, wear out

1. Before the curtain fell the audience \_\_\_\_\_ and a storm of applause burst out.
2. He soon found that he and his girlfriend \_\_\_\_\_.
3. \_\_\_\_\_ her dress, she must be a Scottish girl.
4. He is very \_\_\_\_\_ English because he had never learned a word of it before he entered university.
5. His wife was nearly \_\_\_\_\_ after a week's hard work.
6. The chairman asked them to speak \_\_\_\_\_.
7. There are various types of radio set in the department store, \_\_\_\_\_ in price \_\_\_\_\_ \$40 \_\_\_\_\_ \$200.
8. He caught a bad cold last week, \_\_\_\_\_, he had to stay in bed for a few days.

**IV Tell the function of "it" in the following sentences, and then translate the sentences into Uighur:**

1. It is easier to make a plan than to carry it out.
2. It is a long journey from Urumqi to London.
3. I think it rather dangerous your going out to sea.
4. Silver is a precious metal, it has been used as currency for centuries.
5. It seemed unfair to him to have taken that risk for a daughter.
6. We think it certain that American English does have

- a considerable influence upon British English.
7. There will be a train leaving at nine o'clock. It is a fast one.
  8. It is the recent American influence that has done something to make British English more vivid.

**V Rewrite the following sentences after the models:**

Model 1: It seems that he is ill.

He seems to be ill.

1. It appears that he has been hurt.
2. It happened that Peter had been knocked down by a car.
3. It seems that she is too tired.
4. It happened that John had been held up by heavy traffic.
5. It seems that she is getting a chance to go abroad.

Model 2: It is important that you remember this rule.

It is important for you to remember this rule.

1. It is necessary that you should do so.
2. It was impossible that she should go alone.
3. It is rather impossible that he should be able to express the idea in English.
4. It's not advisable that he should read such difficult things at this stage.
5. It's really not necessary that Merdan should take the matter so seriously.



VI 1. Rewrite the following sentences by using "it" as formal object:

- 1) You must find living here at the seaside quite interesting.
- 2) Do you think my having gone out in the storm strange?
- 3) Don't you find walking in the rain very unpleasant?
- 4) She found to escape from the unfortunate routine work almost impossible.
- 5) I think arguing with him useless.

2. Combine the following sentences by using "it" as formal object:

- 1) The boy cut down the tree. I think that is true.
- 2) You should mind your manners. We consider that is important.
- 3) He should continue his work with us. We consider that as preferable.
- 4) He may give us his permission. I think that is quite probable.
- 5) She should be so inconsiderate. I think that is strange.

VII Rewrite the following sentences, using the emphatic "it" to stress the underlined part:

1. Your brother talked the most at the dinner party.

2. I got a large part of my food from the ocean.
3. The teaching set-up filled me with fear.
4. I will not come to the party until I'm properly invited.
5. I graduated from university in 1990 with a degree in French and politics.
6. I felt I had to get back to Room 712.
7. Only because you were absent, we had to put off the meeting till next week.
8. Many new words are formed from English root in the twentieth century.

**VI Translate the following sentences into English:**

1. ئۇ ياپونىيەدىن قايتىپ كېلىپ ئۇزاق ئۆتمەيلا يۇرتتا بىر باشلانغۇچ مەكتەپ قۇردى.
2. ئۇنىڭ ئىمتىھاندىن ئۆتۈش مۇمكىنچىلىگى يوق، چۈنكى ئۇ ئەزەلدىن دەرس تەكرارلىمايدۇ.
3. مەن ئۇنى توسۇۋالغىچە ئۇ ئۆيدىن ئېتىلىپ چىقىپ كەتتى.
4. ئۇنىڭغا سۆزلەش نۆۋىتى كەلگەندە بىراز جىددىلەشتى.
5. ئۇ گۇمانلىنىش نەزىرى بىلەن سورىدى: «ئۇلار ماڭا ياردەم قىلارمۇ؟»
6. ئۇ قورقۇپ كەتكەنلىكتىن يۈزى تاتىرىپ كەتتى.
7. ئۇنىڭ ھۇجرىسىدىن ئەتىرگۈلنىڭ ھىدى كېلىدۇ.
8. ساڭا راست گەپنى ئېيتسام، ئۇنىڭ ئوقۇتقۇچى بولۇش ئىقتىدارىغا قارىتا گۇمانىم بار.

## **X Reading Material:**

### **CHURCHILL'S PORTRAIT**

When Sir Winston Churchill, the great British prime minister, reached his eightieth birthday in November, 1954, he was presented with his portrait by a well-known modern artist, Graham Sutherland. The painting had been ordered and paid for by the members of Parliament, who wanted to honor the Grand Old Man of World War II.

Sir Winston and Lady Churchill were deeply moved by this mark of respect and affection. Neither of them, of course, allowed the donors to see how much they both disliked the portrait. "It makes me look stupid-which I am not!" protested Churchill in private. Publicly, he only remarked that it was "a fine example of modern art." His friends smiled; it was well known that Sir Winston didn't care for modern art.

Churchill was so unhappy about the portrait that finally his wife had it destroyed. Churchill died at ninety in January, 1965. Lady Churchill followed him in 1977. Shortly after her death, the public learned what had happened to Sutherland's painting, and a heated argument broke out. The painter was understandably sad. The artistic community, shocked and angry, claimed that the

destruction of the picture had been a crime. Historians said that they regretted the disappearance of a historical document. All agreed that the Churchills didn't have the right to do what they had done.

Well—did they? A good part of the public felt that the subject (and owner) of a portrait had the right to get rid of it if it made him so unhappy. The question, however, has been raised many times before; who has the right to a work of art—the sitter, the owner, the donor, or the artist who created it? And when the painting is the portrait of a historical figure, should the right of posterity be considered, as the historians claimed?

Another question comes to mind; who is qualified to judge a portrait? Graham Sutherland had told Sir Winston that he would paint him “as he saw him.” Churchill never had a chance to see the work in progress since the painter refused to show it to him. He found out only when he received his present that Sutherland had seen him as a heavy, sick, tired old man. Since he hated old age, he was naturally hurt and offended. But was the portrait a good one, as many (including the painter) said? Or was it bad and offensive as others (and the sitter) thought? Who is to judge? It is well known that we never see ourselves as others see us; but do we see ourselves better than they do?

None of these questions have been answered yet to

everybody's satisfaction.

### Comprehension Exercise

- To have Churchill's portrait painted was the idea of \_\_\_\_\_.
  - a well-known modern artist
  - Parliament
  - a friend of Churchill's
  - Lady Churchill
- Which of the following is true?
  - Churchill liked the portrait but his wife did not.
  - Churchill did not like the portrait because he did not like the painter.
  - Churchill liked the portrait because it was a fine example of modern art.
  - Neither Churchill nor his wife liked the portrait.
- When Churchill said it was "a fine example of modern art" he was \_\_\_\_\_.
  - dishonest.
  - joking
  - praising the portrait
  - being diplomatic
- When was the destruction of the portrait known to the public?
  - As soon as it happened.

- b. After Churchill died in 1965.
  - c. Soon after Lady Churchill's death.
  - d. Not until recently.
5. How did people react to the news?
- a. People of the artistic community were all very sad.
  - b. The historians felt more strongly against it than the artistic community.
  - c. All people agreed that the Churchills had no right to destroy the picture.
  - d. While some were upset quite a few people believed the Churchills had the right to destroy it.
6. Graham Sutherland painted Churchill like.
- a. as a heavy, sick, tired old man
  - b. as a person much younger than his age
  - c. according to Churchill's instructions
  - d. according to Lady Churchill's descriptions
7. According to the writer, who has the right to a work of art?
- a. The owner.
  - b. The artist who created it.
  - c. The public.
  - d. He is not sure.
8. This article is mainly about the destruction.
- a. a world-famous British prime minister
  - b. a British Parliament decision

c. the destruction of a portrait of a historical figure

d. Churchill's portrait and its painter

## KILLERS OF BACTERIA

Modern medicine owes a great deal to the discovery of certain tiny disease-carrying organisms. Louis Pasteur was the discoverer of bacteria. Much later, scientists discovered viruses. But it was left to scientists of our own time to develop powerful killers of these hateful micro-organisms.

One such powerful killer was discovered in the autumn of 1928. The discovery came about quite by accident. In his basement laboratory, the London bacteriologist, Dr. Alexander Fleming, was searching for a substance that would kill deadly bacteria. On his desk were small plates containing the bacteria. One evening one of the plates happened to be left uncovered. When Fleming arrived the next morning, he saw that the plate had become mouldy during the night. There was no fault for the experiment was done aseptically and in a clean room. But what he saw next did not surprise him. In the uncovered plate the bacteria on that outer ring were

## Lesson Three

### TEXT

#### KILLERS OF BACTERIA

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Unfortunately, many of them have side effects. For the sulfas are tiny crystals that do not dissolve in human blood, and might collect in the kidney and interfere with its functioning. Some people develop skin rashes when they take sulfas.

Then in 1938 a team of British scientists came upon Dr. Fleming's report in an old medical journal and made further experiments with the drug. In 1941 it was declared safe for use on humans. The drug was produced in quantity and became cheaper. The reduced cost made possible worldwide use of penicillin in treating many infections. But it was really a re-discovery.

Unlike sulfa drugs, penicillin is made up of plant material that the body can absorb. But penicillin, too, has its side effects. Frequently the reaction it causes is only a skin rash or a light fever. But to people who are allergic to it, its use could be fatal. Still, since it was first introduced, it has saved millions and millions of lives.

Meanwhile, man continues in his search for new drugs, always with the hope of some day discovering more powerful-and safer-healing agents.

## DIALOGUE

### ARRANGE A BUS TOUR

A: I am looking for a comfortable convenient way to see the country.

B: Have you heard of motor coaching? It's one of the fastest-growing segments of the travel industry.

A: No, I've not heard of it. Tell me about it.

B: It's almost like going on an ocean cruise except that you go by land. Everything is planned for you from the moment you step on board a luxury coach.

A: Is it just a bus?

B: Oh, no. The motor coach is air-conditioned, there is a galley for food preparation, movies or music are available for your entertainment and attendants are there to take care of your every need.

A: Wow! That sounds like pure luxury.

B: All tours are planned to make sure the guests are able to do all the shopping they want. Stores and shopping centers have recognized the value of motor-coach tours by having convenient accommodations for the driver, tours of the centers, lunches and goodie bags for those on the tour. Some centers even have interpreters representing 22 languages available to serve tourists.

A: That looks like a lot of expense to accommodate just a few people.

B: There is a lot of money involved in this industry. The city of Denver, for instance, says the motor-coach industry brings \$ 26.6 million a year to their city.

They figure each passenger brings at least \$ 156 a day to the local economy.

A: I can see why cities like this tourist industry.

B: Yes, and the tourists themselves find it a very comfortable, relaxing way to see the sights they are interested in with not much effort on their part except for parting with the money.

## WORDS AND EXPRESSIONS TO THE TEXT

killer	/'kilə/ n.	قاتل، يوقاتقۇچى
bacteria	/'bæktəriə/ n. (pl.)	باكتېرىيەلەر
bacterium	/'bæktəriəm/ n. (sin.)	باكتېرىيە
medicine	/'medɪsn/ n.	مېدىتسىنا، تىبابەتچىلىك
owe	/əu/ vt.	مەنسۇپ، تەۋە
to owe ...to		...گە مەنسۇپ
discovery	/'dɪskʌvəri/ n.	بايقاش
certain	/'sɜ:tn/ a.	بەزى
tiny	/'taɪni/ a.	بەك كىچىك
disease	di'zi:z/ n.	كېسەللىك

organism	/'ɔ:gənizəm/ n.	جانلىق، ئورگانىزم
Louis Pasteur	/'lu:i:pɑ:'stə:/ n.	لۇيس پاستېر
discoverer	/dis'kʌvərə/ n.	بايقىغۇچى
virus	/'vaɪərəs/ n.	ۋىرۇس
hateful	/'heitful/ a.	يىرگىنىشلىك، لەنتى
micro-organism	/'maɪkrəu'ɔ:gənizəm/ n.	مىكرو جانلىقلار
to come about		يۈز بەرمەك
by accident		تەسەددىبى
basement	/'beismənt/ n.	يەر ئاستى ئۆيى
bacteriologist	/'bæktəri'ɔlədʒɪst/ n.	باكتېرىيەشۇناس
Dr. = doctor	/'dɒktə/ n.	دوكتور
Alexander Fleming	/'ælɪk'zændə'fleɪmɪŋ/ n.	ئالكساندەر فلېمىڭ
deadly	/'dedli/ a.	جانغا زامىن، ئەجەللىك
plate	/pleɪt/ n.	تەخسە
uncover	/'ʌ'nkʌvə/ vt.	ئاچماق
mould	/məʊld/ n.	كۆكەرتىش باكتېرىيىسى
damp	/dæmp/ a.	نەم، ھۆل
ring	/rɪŋ/ n.	ھالقاق
flourish	/'flʌrɪʃ/ vi.	بولۇق ئۆسمەك
somehow	/'sʌmhau/ ad.	مەلۇم سەۋەپتىن، ئىشقىد
destroy	/di'strɔɪ/ vt.	ۋەيران قىلماق
tube	/tju:b/ n.	نەپچە
wonder	/'wʌndə/ vi.	ھەيران قالماق
present	/'pri'zent/ vt.	ئوتتۇرىغا قويماق

to present...to		... نى ئوتتۇرىغا قويماق
medical	/ˈmedikəl/ a.	تېببىي
association/	/əˌsəʊsiˈeɪʃən/ n.	جەمئىيەت
penicillin	/ˈpenisilin/ n.	پېنسىللېن
ignore	/ɪgˈnɔː/ vt.	سەل قارىماق
meanwhile	/ˈmiːnˈwaɪl/ ad.	شۇنىڭ بىلەن بىرگە
dye	/daɪ/ n.	بويلاق
Gerhard Domagk	/ˈɡɛəhɑːd dɔmk/ n.	گېرخارد دوماك
inject	/ɪnˈdʒekt/ vt.	ئوكۇل سالماق
mice	/maɪs/ n. (pl.)	چاشقانلار
mouse	/maʊs/ n. (sin.)	چاشقان
infection	/ɪnˈfɛkʃən/ n.	يۇقۇملىنىش
recover	/rɪˈkʌvə/ vi.	ئەسلىگە كەلمەك
drug	/drʌɡ/ n.	دورا
sulfa	/ˈsʌlfə/ n.	يودلۇق دورا
perfect	/pəˈfekt/ vt.	مۇكەممەللەشتۈرمەك
dread	/dred/ v.	قورقماق
scarlet fever	/ˈskɑːlɪtˈfiːvə/ n.	قىزىل
leprosy	/ˈleprəsi/ n.	ماخاۋ، جۇزام
respond	/rɪsˈpɒnd/ vi.	ئىنكاس قايتۇرماق
cure	/kjʊːə/ v.	داۋالىماق، ئۈنۈم بەرمەك
pneumonia	/njuːˈmæniə/ n.	ئۆپكە ياللۇغى
death	/deθ/ n.	ئۆلۈم
to earn the name of		... دىگەن ياخشى نامغا
		ئېرىشمەك
wonder drugs		ئالاھىدە ئۈنۈملۈك دورا

unfortunately	/ʌn'fɔ:tʃənɪtli/	ad.	بەختكە قارشى
effect	/i'fekt/	n.	رولى، ئۈنۈم، تەسىر
side effect			ئەكس تەسىرى
crystal	/'kristəl/	n.	كىرىستال
dissolve	/di'zɒlv/	v.	ئېرىمەك
collect	/kə'lekt/	vi.	يىغىلماق، توپلانماق
kidney	/'kidni/	n.	بۆرەك
interfere	/,ɪntə'fiə/	vi.	توسالغۇ بولماق
function	/'fʌŋkʃən/	n. ; vi.	فونكسىيەسى، رول
skin rash	/ræʃ/	n.	ئوينىماق
to come upon			تاشما، ئەسۋە
			(تەسەددىبى) كۆرۈپ
			قالماق
journal	/'dʒə:nl/	n.	ژورنال
declare	/di'kleə/	vt.	جاكالماق
quantity	/'kwɒntɪti/	n.	مىقدار
in quantity			زور مىقداردا
reduce	/ri'dju:s/	vt.	ئازايتماق، تۆۋەنلەتمەك
cost	/kɒst/	n. ; v.	تەننەرق، سەرپ قىلماق
treat	/tri:t/	vt.	داۋالىماق
absorb	/əb'sɔ:b/	vt.	قوبۇل قىلماق، سۈمۈر- مەك
frequently	/'fri:kwəntli/	ad.	دايمى
reaction	/ri'ækʃən/	n.	تەسىر
allergic (to)	/ə'lə:dʒɪk/	a.	سەزگۈر
fatal	/'feɪtl/	a.	ئەجەللىك، ئېچىنىشلىق

introduce	/ˌɪntrəˈdjuːs/ vt.	ئوتتۇرغا قويماق ، تەشەببۇس قىلماق
healing	/'hiːliŋ/ a.	داۋالىيالايدىغان
agent	/'eidʒənt/ n.	ماددا

## WORDS AND EXPRESSIONS TO THE DIALOGUE

comfortable	/'kʌmfətəbl/ a.	راھەتلىك ، ئازادە
motor	/'mɒtə/ n.	ماتور
coach	/kəʊtʃ/ n.	مەپە ، ماشىنا
motor-coaching		ئۈزۈن يوللۇق يولۇچىلار ئاپتوبوسى
fastest-growing	a.	تېز تەرەققى قىلىۋاتقان
segment	/'segmənt/ n.	بۆلەك ، قىسىم
cruise	/kruːz/ n.	پاراخوت ساياھىتى
luxury	/'lʌksjəri/ n.	ھەشەمەتلىك ، كاتتا
condition	/kən'diʃən/ n.	شەرت ، ئەھۋال ، ھالەت
air-conditioned	a.	ھاۋا تەڭشىگۈچى بار
galley	/'gæli/ n.	ئاشخانا
available	/ə'veɪləbl/ a.	ئىشلەتكىلى بولىدىغان ، تەييار
tour	/tuə/ n.	ساياھەت ، زىيارەت
accommodation	/əˌkɒmə'deɪʃn/ n.	ياتاق
accommodations	n.	ياتاق ۋە تاماق
goodie	/'gudi/ n.	ئاتلىق-تۈرۈم

interpreter	/ˌɪntəˈprɪtə/ n.	ئېغىز تەرجىمانى
accomodate	/əˈkɒmədeɪt/ vt.	تەمىنلەمەك
involve	/ɪnˈvɒlv/ vt.	... گە ئارىلاشماق، ئۆز ئىچىگە ئالماق
instance	/'ɪnɪstəns/ n.	مىسال
for instance		مەسىلەن
economy	/'ɪkɒnəmi/ n.	ئىقتىساد
relaxing	/'rɪlæksɪŋ/ a.	يەڭگىل، ئازادە
be interested in		... گە قىزىقماق
to part with sth.		... دىن ۋاز كەچمەك

### NOTES TO THE TEXT

1. Modern medicine owes a great deal to the discovery of certain tiny disease-carrying organism

كېسەل تارقىتىدىغان بەزى كىچىك ئورگانىزمىلارنىڭ بايقىلىشى مىدىتسىنا تەرەققىياتىغا غايەت زور تۆھپە قوشتى. owe ... to نىڭ مەنىسى «... غا تەۋە...» / غا مەنسۇپ» لاردىن ئىبارەت. مەسىلەن:

Our success owes a great deal to their help. غەلبىگە ئېرىشىشىمىزنى ئۇلارنىڭ ياردىمىدىن ئايرىپ قارىغىلى بولمايدۇ.

2. The discovery came about quite by accident. بۇ بايقاش ناھايىتى تاسادىبى بولغان. by accident نىڭ مەنىسى by chance غا ئوخشاش بولۇپ



«تاسادىبى، ئويلمىغان يەردىن» دىگەن مەنىلەرنى بىلدۈرىدۇ.  
مەسىلەن:

We became friends quite by accidents. We first met in  
an airport waiting-room.

بىز تاسادىبى دوست بولۇپ قالغان. بىز تۇنجى قېتىم  
ئايرۇدۇرۇم كۈتۈش زالىدا كۆرۈشكەن.

3. But what he saw next did surprise him.

لېكىن ئۇنىڭ كېيىن كۆرگىنى ئۇنى ھيران قالدۇردى.  
what he saw next (1) ئىسىم خاراكتېرلىك بېقىندى جۈملە  
بولۇپ، جۈملىدە ئىگە بولىدۇ. مەسىلەن:

What he's just said is for your good.

ئۇنىڭ بايا دىگەن سۆزلىرى سىز ئۈچۈن پايدىلىق.  
ئىگىدىن باشقا ئىسىم خاراكتېرلىك بېقىندى جۈملە جۈملىدە  
يەنە كېسىم خەۋەر، تولدۇرغۇچى بولىدۇ. مەسىلەن:

This is what we need most.

مانا بۇ بىزگە ئەڭ ئېھتىياجلىق بولغان نەرسە.

Nobody knows what he is talking about.

ئۇنىڭ نىمە دەۋاتقانلىقىنى ھېچكىم چۈشەنمەيدۇ.  
(2) بۇ يەردە ياردەمچى پېئىل did ئىنتوناتسىيىنى كۈچەيتىش  
رولىدا كەلگەن. مەسىلەن:

He did say that.

ئۇ ھەقىقەتەن شۇنداق دېگەن.

Do come this weekend.

بۇ ھەپتە ئاخىرىدا چوقۇم كېلىڭ.

5. They had somehow disappeared.

نىمە سەۋەپتىندۇر ئۇلار (باكتىرىيىلەر) يوقاپ كەتتى.

somehow «نەسەۋەپتەندۇر، بىر قانداق قىلىپ» دېگەندەك مەنلەرنى بىلدۈرىدۇ ۋە جۈملىدە ھالەت بولىدۇ. مەسىلەن:

Somehow I lost my bunch of keys. I just can't remember where.

بىر باغلام ئاچقۇچۇمنى بىر قانداق قىلىپ يوقىتىپ قويدۇم، نەدىلىكىنى ئەسلىيەلمىدىم.

## WORD FORMATION

بىرىكمە سۈپەت → سۈپەت + ئىسىم

snow + white → snow - white (قاردەك ئاپپاق)

ice + cold → ice - cold (مۈزدەك سوغۇق)

duty (باچ) + free → duty - free (باجسىز)

پېئىل → پېئىل + fore

ئىسىم → ئىسىم

fore + see → foresee (ئالدىن كۆرمەك)

fore + tell → foretell (ئالدىن ئېيتماق)

fore + know → foreknow (ئالدىن بىلمەك)

fore + foot → forefoot (ئالدى پۇتى)

fore + head → forehead (پىشانە)

fore + sight → foresight (ئالدىن كۆرۈش)

## GRAMMAR

### 1. قىستۇرما

قىستۇرما سۆزلىگۈچىنىڭ جۈملە مەزمۇنىغا بولغان پوزىتسىيە ياكى ئۇنىڭغا بېرىلگەن مۇئەييەن چۈشەنچىنى ئىپادىلەيدۇ. قىستۇرمىنىڭ ئادەتتە جۈملىنىڭ باشقا بۆلەكلىرى بىلەن گرامماتىكىلىق مۇناسىۋىتى يوق بولۇپ، جۈملىنىڭ مۇستەقىل بىر بۆلىكى ھېسابلىنىدۇ. ئادەتتە پەش ياكى سىزىقچە ئارقىلىق جۈملىنىڭ باشقا بۆلەكلىرىدىن ئايرىلىپ تۇرىدۇ. بەزىلىرى ئايرىلمايدۇ.

1. دائىم قىستۇرما بولۇپ كېلىدىغان رەۋىشلەر indeed certainly, surely, however قاتارلىقلاردىن ئىبارەت. مەسىلەن:

His spoken English is very good, indeed.

ئۇنىڭ ئىنگلىزچە ئېغىز تىلى ھەقىقەتەن ناھايىتى ياخشى.

Certainly, she won't go with you.

ئۇ ئەلۋەتتە سىز بىلەن بىللە بارمايدۇ.

Naturally, he didn't like us very much.

تەبىئىكى ئۇ بىزنى ئانچە ياقتۇرمايتتى.

2. قىستۇرما بولۇپ كېلىدىغان سۈپەت ۋە سۈپەت سۆز

بىرىكمىسى

True, it would be too early.

راستىنلا بەك بالدۇر.

Strange to say, she hasn't finished her homework yet.

ئەجەپلىنەرلىك بولغىنى شۇكى ئۇ تېخى تاپشۇرۇقلىرىنى

ئىشلەپ بولالماپتۇ.

3. دائىم قىستۇرما بولۇپ كېلىدىغان ئالدى

قوشۇلغۇچىلىق سۆز بىرىكمىسى in a word, in fact, in  
general, of course, in short قاتارلىقلار بار. مەسىلەن:

China, in fact, is a developing country.

ئەمەلىيەتتە جۇڭگو بىر تەرەققىي قىلىۋاتقان دۆلەت.

In general, men are stronger than women.

ئومۇمەن ئېيتقاندا ئەرلەر ئاياللاردىن كۈچلۈكرەك.

To my surprise, he didn't accept our offer.

مېنى ھەيران قالدۇرغىنى شۇكى، ئۇ تەكلىۋىمىزنى قوبۇل  
قىلمىدى.

4. دائىم قىستۇرما بولۇپ كېلىدىغان بۆلەك سۆزلۈك سۆز  
بىرىكمىسىدىن judging from, generally speaking  
strictly speaking قاتارلىقلار بار. مەسىلەن:

Generally speaking, boys are not so quiet as girls.

ئومۇمەن ئېيتقاندا ئوغۇللار قىزلاردەك ئۇنداق جىمجىر  
ئەمەس.

Judging from his face, he must be over sixty.

ئۇنىڭ چىرايىغا ئاساسلانغاندا ئۇ چوقۇم 60 تىن ئاشقان  
بولۇشى كېرەك.

5. دائىم قىستۇرما بولۇپ كېلىدىغان يېئىلنىڭ تۇراقسىز  
سۆز بىرىكمىسى to be sure, to sum up, to tell you the truth  
قاتارلىقلار بار. مەسىلەن:

To tell you the truth, we know nothing about the case.

راستىنى ئېيتقاندا بىز بۇ دېلو توغرىسىدا ھېچنەمە بىلمەيمىز.

To be sure, you can't learn a foreign language well

without much hard work.

شەك-شۈبھىسىزكى، كۆپ جاپا تارتماي تۇرۇپ چەتئەل تىلىنى ياخشى ئۆگەنگىلى بولمايدۇ.

To start with, we must do the experiment in the following way.

ئالدى بىلەن بىز بۇ تەجرىبىنى تۆۋەندىكى ئۇسۇلدا ئىشلىشىمىز كېرەك.

6. دائىم قىستۇرما بولۇپ كېلىدىغان جۈملىلەر as we know it, I believe, I am sure قاتارلىقلاردىن ئىبارەت. مەسىلەن:

English, as we know it, is widely used in the world.

ھەممىمىزگە مەلۇمكى ئىنگلىز تىلى دۇنيادا كەڭ دائىرىدە قوللىنىلىدۇ.

He will fail in the exam, I believe.

ئىشىنىمەنكى ئۇ ئىمتىھاندىن ئۆتەلمەپتۇ. 7. قىستۇرما بولۇپ كېلىدىغان ئادەتتىكى سوراق جۈملە ئالاھىدە سوراق جۈملىدە قوللىنىلىدۇ. مەسىلەن:

What would you suggest we should do today?

سىزنىڭچە بىز بۈگۈن نىمە ئىش قىلىشىمىز كېرەك؟  
How do you think he must do it alone?

سىزنىڭچە ئۇ بۇ ئىشنى يالغۇز قىلسا قانداق؟  
يۇقۇرقى جۈملىدىن كۆرۈشكە بولىدۇكى جۈملە ئادەتتىكى سوراق جۈملە شەكلىدە كېلىپ سوراق سۆزىنىڭ كەينىدە بولىدۇ. ئەمما ئالاھىدە سوراق جۈملىنىڭ ئۆزىنىڭ ئىگىسى، خەۋىرى يەنىلا بايان جۈملە قۇرۇلمىسىدا بولۇپ ئىنچىكە بولمايدۇ. ئىزاھات: بەزىدە ئوخشاش بىر رەۋىش ھالەتمۇ بولالايدۇ،

قىستۇرما بولۇپمۇ كېلەلەيدۇ. مەسىلەن:

He was speaking frankly. (ھالەت بولدى.)

Frnkly, I don't like her. (قىستۇرما بولدى.)

ئوچۇقنى ئېيتقاندا مەن ئۇنى ياقتۇرمايمەن.

## II ئىنژىرىسىيە

ئىنگلىز تىلىدا ئادەتتىكى جۈملە تەرتىۋى ئىگە ئالدىدا خەۋەر كەينىدە بولىدۇ. لېكىن بەزىدە گرامماتىكىلىق قۇرۇلما، ئىنتوناتسىيەنى كۈچەيتىش ياكى ئىستىلىستىكىلىق ۋاستە قاتارلىقلارنىڭ ئېھتىياجى تۈپەيلىدىن خەۋەر ۋەزىپىسىدە كەلگەن پۈتۈن تەركىپ ياكى ئۇنىڭ بىر قىسمىنى ئىگىنىڭ ئالدىغا قويغىلى بولىدۇ. بۇ خىل ھادىسە ئىنژىرىسىيە دەپ ئاتىلىدۇ.

1. سوراق جۈملىدە قوللىنىلىدۇ. مەسىلەن:

Is she the girl you've been speaking of?

2. there be قۇرۇلمىلىق جۈملىدە قوللىنىلىدۇ. مەسىلەن:

There have been many traffic accidents lately.

يېقىندىن بۇيان كۆپ قېتىم قاتناش ھادىسىسى يۈز بەردى.

3. if قىسقارتىلغان بەدىئىي توقۇلمىلىق شەرت بېقىندا

جۈملىدە قوللىنىلىدۇ. مەسىلەن:

Should you happen to see George, would you please ask him to ring me?

ئەگەر سىز جورجىغا يولۇقۇپ قالسىڭىز ماڭا تېلېفون بېرىشىنى دەپ قويايسىز؟

Had I been able to speak French, I would have enjoyed my journey in France much more.

ئەگەر مەن فرانسوزچىنى بىلگەن بولسام فرانسىيەدىكى  
ساياھىتىم تېخىمۇ كۆڭۈللۈك بولغان بولاتتى.

4. as بىلەن باشلانغان يول قويۇش ھالەت بېقىندى جۈملىدە  
قوللىنىلىدۇ. مەسىلەن:

Tired as he was, he worked late into the night.

گەرچە ئۇ چارچىغان بولسىمۇ يەنىلا يېرىم كىچىگچە  
ئىشلىدى.

Child as he is, he is very brave.

گەرچە ئۇ بالا بولسىمۇ لېكىن بەك باتۇر.  
5. بەزى ئارزۇ-تىلەكنى بىلدۈرىدىغان جۈملىلەردە  
قوللىنىلىدۇ. مەسىلەن:

May our friendship last forever!

دوستلىقىمىز مەڭگۈ داۋاملاشسۇن!  
no sooner, scarcely, hardly, seldom, little, never, 6  
not only قاتارلىق بولۇشىسىز سۆزلەر بىلەن باشلانغان جۈملىلەردە  
قوللىنىلىدۇ. مەسىلەن:

Never shall I forget it. مەن ئۇنى مەڭگۈ ئۇنتۇمايمەن.

Not only did they lose all their money, but they also  
came close to losing their lives.

ئۇلار بارلىق پۇللىرىنى يۈتتۈرۈپ قويۇپلا قالماستىن بەلكى  
جېنىدىن ئايرىلىشقا تاس قالدى.

Little does she care about what others think.

ئۇ باشقىلارنىڭ نىمە ئويلىشى بىلەن كارى يوق دىيەرلىك.  
7. only بىلەن باشلانغان جۈملىدە قوللىنىلىدۇ. مەسىلەن:

Only then did I realize the trouble he was in.

پەقەت شۇ ۋاقىتتىلا ئاندىن مەن ئۇ يولۇققان ئاۋارچىلىقنى

WORD STUDY

تونۇپ يەتتىم .

8. رەۋش there, here بىلەن باشلانغان جۈملىدە

قوللىنىلىدۇ . مەسىلەن :

Here comes the bus. ئاپتوبۇس كەلدى .

There goes the bell. قوڭغۇراق چېلىندى .

ئىزاھات: ئەگەر ئىگە ئالماش بولسا خەۋەر پېئىلىنى ئۇنىڭ ئالدىغا قويغىلى بولمايدۇ .

مەسىلەن: ئۇ كەلدى . There he comes.

9. neither, nor, so بىلەن باشلانغان جۈملىدە قوللىنىپ

ئالدىنقى جۈملىنىڭ خەۋىرى ئىپادىلىگەن مەزمۇن بىلەن ئوخشاش ئىكەنلىكىنى بىلدۈرىدۇ .

مەسىلەن :

I enjoyed the play and so did my friend.

مەن ئويۇندىن ھوزۇرلاندىم، دوستۇمۇ ھوزۇرلاندى .

They don't like fish soup. Neither do I.

ئۇلار بېلىق شورپىسىنى ياقتۇرمايدۇ، مەنمۇ شۇنداق .

I am not interested in maths, nor is he.

مەن ماتىماتىكىنى ياقتۇرمايمەن، ئۇمۇ ياقتۇرمايدۇ .

10. تەسۋىرلەشنى بىلدۈرىدىغان جۈملىلەردە قوللىنىلىدۇ .

مەسىلەن :

In a vase on the table stood a beautiful rose, pale yellow in colour.

ئۈستەل ئۈستىدىكى بىر تەشتەكتە ساغۇچ رەڭلىك چىرايلىق بىر ئەتىرگۈل تۇراتتى .

Round the corner walked a young policeman.

بۇلۇڭدا ياش بىر ساقچى كېتىۋاتاتتى .



## WORD STUDY

### Beat v.

1. قاقماق، ئورماق

He beats the carpet with a stick.

They beat the prisoner unconscious.

2. يەڭمەك، مەغلۇپ قىلماق

The team was beaten in yesterday's football match.

Few people can beat him at chess.

3. سوقماق

He is alive, his heart is still beating.

My pulse beats normally.

### Give v.

1. بەرمەك

Give me the goods and I'll give you the money.

An apple was given to each of the boys.

2. give birth to تۇغماق

Mrs. Bush gave birth to her second child this morning.

3. give in تەسلىم بولماق، يول قويماق

The soldiers didn't give in and fought to the end.

They argued for two hours, but neither would give in.

4. give rise to كەلتۈرۈپ چىقارماق

What gave rise to this evil rumour?

5. give up ۋاز كەچمەك

I give up; tell me what the answer is.

He has made up his mind to give up smoking.

## Doubt v.

### 1. گومان قىلماق

I doubt the truth of the story.

I don't doubt that she'll come.

I doubt if that was what he wanted.

I do not doubt of your success.

## doubt n. گومان

There is not much doubt about it.

His doubts and fears are gone; his faith has been restored.

## Remain vi.

### 1. ئېشىپ قالماق

After the fire, very little remained of her house.

If you take three from eight, five remains.

### 2. تۈرۈپ قالماق

The town remains the same year after year.

She left, but I remained.

### 3. يەنلا ... قالماق

The problem remained unsolved.

The room remained empty for a long while until the new occupants moved in.

In spite of their quarrel, they remained the best of friends.

## remains n. قالدۇق، قەدىمقى ئىزلار

The remains of the meal were fed to the dog.

While travelling in Italy, many people are very much

interested in seeing the remains of ancient Rome.

## FAMOUS QUOTATIONS

Politeness costs nothing, and gains everything.

—Mary Wortley Montagu

ئەدەپلىك بولۇش چىقىمىسىز ھەممىگە ئېرىشتۈرىدۇ.

Any relationship where you put yourself first won't last.

—Bill Copeland

ئۆزىنى بىرىنچى ئورۇنغا قويۇدىغان ھەر قانداق مۇناسىۋەت ئۇزاققا بارمايدۇ.

The first wealth is health.

—Ralph Waldo Emerson

بىرىنچى بايلىق ساغلاملىقتۇر.

## EXERCISES

### I Answer the following questions:

1. In the first paragraph of the text "Killers of Bacteria" outlines three stages in man's fight against disease-carrying bacteria. Say what these three stages are.
2. Viruses and disease-carrying bacteria are called hateful micro-organisms. Why hateful?
3. The uncovered plate in Fleming's laboratory gathered

mould during the night. But this did not happen to the covered plates. Explain why.

4. Fleming saw two things had happened on that uncovered plate. The first didn't surprise him. The second did. Why was that?

5. The discovery of sulfa drugs, like the discovery of penicillin, came about by accident. Describe both discoveries. Explain why we say both discoveries came about by accident.

6. Yet if we look at the two discoveries as a whole, it is clear that they differed in one important respect. What was that difference?

7. A second discovery was made of penicillin. How did that happen?

8. Following Fleming, penicillin researchers made two important advances. What were they?

9. In what way is penicillin different from sulfa drugs? In what way is it also superior? In what way are they alike?

10. What precaution must we take in the use of penicillin? Can you explain why?

### I Translate the following into English:


- |                      |                    |
|----------------------|--------------------|
| 1. زامانئۇى مېدىتسنا | 2. تىببىي جەمئىيەت |
| 3. ئىلىم-پەن ساھەسى  | 4. تەجرىبە نەيچىسى |
| 5. تەجرىبە ئىشلىمەك  | 6. ئەجەللىك كېسەل  |

7. زور مىقداردا ئىشلەپچىقىرىش 8. ئۆپكە يالغۇغىنى داۋالاش  
9. ھەقىقەتنى ئىزلىمەك 10. ئۆسۈملۈك ماتېرىيالى

**III Translate the following into Uighur:**

1. It was left to scientists of our own time to develop powerful killers of these hateful micro-organisms.
2. On the uncovered plate the bacteria on the outer ring were flourishing, but close to the mould there were none left.
3. The discovery started scientists in many parts of the world on the search for new and better sulfas.
4. Dreaded diseases like scarlet-fever and leprosy responded to the sulfas.
5. For the sulfas are tiny crystals that do not dissolve in human blood, and might collect in the kidney and interfere with its functioning.
6. The reduced cost made possible worldwide use of penicillin in treating many infections.
7. But to people who are allergic to it, its use could be fatal.
8. Meanwhile, man continues in his search for new drugs, always with the hope of some day discovering more powerful and safer healing agents.

**IV Complete each of the following sentences by supplying appropriate answers:**

- 
1. Biological research contributes a good deal to modern medicine by ...
2. Men were powerless against many disease-carrying micro-organisms until...
3. Today Alexander Fleming is remembered chiefly for...
4. Penicillin and pencil, says one dictionary, are from the same root word...a Latin word which means...
5. I should think Fleming's report was at first ignored by the medical world because ...
6. We owe the discovery of sulfa drugs to ...
7. Sulfa drugs can do harm to the human body because...
8. Penicillin is superior to sulfa drugs because...
9. What happened in 1938 might be called a re-discovery of penicillin because ...
10. Man must continue in his search for more satisfactory antivirus drugs because ...

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

1. Where is the nearest bus station, I wonder?
2. Eldan has passed his examination, I'm sure.
3. Indeed, the sun disappears daily for a long period there in winter.
4. Surprisingly, no one has objected to the plan.
5. The children were rather noisy, I'm afraid.
6. What's more, we spent all we had saved.

7. I'm not sure what to do, to be honest.

8. What, to be more exact, has he said?

**VI Make sentences of inversion with the given words in brackets by using "so", "neither" or "nor":**

1. I won't do a thing like that. (he)

2. Scott and Wilson struggled on. (Bowers)

3. I don't like that dish. (he)

4. She is not a doctor. (her sister)

5. Jim can't find a job. (Peter)

6. You are very happy. (we)

7. She works hard. (her brother)

8. He has finished his work. (I)

9. We did not see the film last week. (he)

10. Dad will not agree to your idea. (Uncle George)

**VII Change the following sentences so that the underlined parts come at the beginning of the sentences:**

1. She had hardly finished her dinner when he came rushing in.

2. You know little of what goes on behind the scenes.

3. I have never in my life seen such a sight as this.

4. He not only showed her how to do it but offered to help her as well.

5. You could nowhere find a better singer than her.

6. I heard only by chance that his mother had fallen ill.

7. We have seldom been treated in such an unkind way.
8. I only learnt the terrible news today.
9. He didn't make a sound.
10. They didn't speak a word.
11. And I could not make him see the importance of it, either. (Nor ...)
12. And she would not do as I asked her, either. (Nor...)

**VIII Translate the following sentences into English:**

1. بىز قولغا كەلتۈرگەن پەن-تەتقىقات نەتىجىسىنى ئۇنىڭ توغرا يېتەكچىلىك قىلىشىدىن ئايرىپ قارىغىلى بولمايدۇ.
2. مەن ئامېرىكا دوللىرىنى خەلق پۇلىغا قەيەردە ئالماشتۇرىدىغانلىقىنى بىلمەيمەن.
3. قاچان دوختۇرخانىدىن چىقىشىمنى بىلگۈم بار.
4. ئۇلار ئالدى بىلەن تولۇق تەييارلىق قىلدى. شۇڭا تەجرىبىسى مۇۋەپپەقىيەتلىك بولدى.
5. كەلگۈسىدە سىزنىڭ ئىشلىرىڭىزنىڭ تېخىمۇ ئوتۇقلۇق بولىشىغا تىلەكداشمەن.
6. ھازىرغا قەدەر رايون كېسىلىنى داۋالايدىغان ئۈنۈملۈك دورا تېپىلمىدى.
7. سىز ئاڭلىغان خەۋەر پەقەتلا سۆز-چۆچەكتىن ئىبارەت.
8. ئېنىقراق ئېيتقاندا، ئۇنىڭ دېگەنلىرى ئەمەلىيەتكە ئويغۇن كەلمەيدۇ.



## **IX Reading Material:**

### **ENGLISH WORLD-WIDE**

English is now the international language for airline pilots, scientists, medical experts, businessmen and many others. Consequently, more and more people are learning it. The BBC's English teaching radio programmes are broadcasted daily to four continents and supplied to radio stations in 120 countries. Films and video are on the air or used in institutions in over 100 countries. All this helps to add more speakers to the estimated 100 million who use English as a second language. The rush to learn English has reached even China. The main reason for the upsurge in interest is the recent increase in China's contacts with the outside world.

Unlike many other widely used languages, English can be correctly used in very simple form with less than one thousand basic words and very few grammatical rules. This was pointed out in the 1920's by two Cambridge scholars, Ogden and Richards, who devised a system called "Basic English". Another reason for the popularity of English is that English-speaking countries are spread throughout the world. An estimated 310 million people in Britain, U. S. A. , Canada, Australia, South Africa, etc.

use English as their mother tongue. Also in former British colonial areas in Africa and Asia where many local languages are spoken, no common language has been found which would make a suitable substitute for English.

In Delhi, although nationalists would prefer to phase out the use of English, the man from South India finds English more acceptable than Hindi, while the northerner prefers English to any other southern languages. Turning from India to Africa, a similar problem exists. However reluctant African nations are to use English and, as it were, subject themselves to a kind of "cultural imperialism", there seems to be no alternative language which will do the job of communication effectively.

The view that spreading the use of English is entirely beneficial has its opponents. Some teachers who have returned from overseas consider it creates a wider gap between those who are educated and those who have little or no education. Nevertheless, in many parts of the world, the technical and scientific knowledge needed to develop a country's resources and improve people's living conditions, is just not available in the mother tongue. A second language opens the door to the world-wide sharing of skills and discoveries in science, engineering and medicine.

As for the future, it seems certain that English in one form or another will be spoken by far more people than it

is today. It will doubtless continue to change and develop as a living language always does.

### Comprehension Exercises

1. Why do many 3rd World people oppose the use of English in their countries?
  - a. They consider it a form of cultural imperialism.
  - b. The English language has produced racism.
  - c. Other languages are easier to learn.
  - d. They oppose modernization in general.
2. The growing interest in English among the Chinese people is due to \_\_\_\_\_.
  - a. China's opening up to the outside world
  - b. their intelligence and industry
  - c. the skill of foreign teachers
  - d. all of the above
3. The linguistic conditions of Africa and India as presented in this passage \_\_\_\_\_.
  - a. bear no relation to one another
  - b. reflect basic cultural differences
  - c. are basically the same
  - d. are fundamentally opposite
4. The spreading use of English is \_\_\_\_\_.
  - a. entirely beneficial
  - b. largely accidental
  - c. of debatable value to developing nations

d. both a and c

5. Possible dangers from the spread of English to developing countries include all of the following except \_\_\_\_\_.

- a. industrial sabotage
- b. deepening class divisions
- c. cultural imperialism
- d. diverting attention from the plight of the impoverished masses

6. Developing countries value English primarily as \_\_\_\_\_.

- a. a form of entertainment
- b. a means of acquiring scientific knowledge
- c. a surveillance device
- d. a source of cultural unity

7. The author's view of the spread of English is \_\_\_\_\_.

- a. positive
- b. negative
- c. neutral
- d. repressed

## Lesson Four

### TEXT

#### CIGARETTE SMOKING AND CANCER OF THE LUNG

The suspicion — and it is as yet only a suspicion, though a growing one — that smoking has something to do with cancer of the lung rests on several kinds of evidence.

First, though death rates from most kinds of cancer have fallen in the past twenty years or so, deaths from cancer of the lung have apparently increased, and increased quite alarmingly, particularly in men, in the same period. I say apparently because some of the reported increase may be due to better diagnosis — some of it, but in most people's opinion there has been a considerable real increase.

This increase is said to have coincided with and roughly paralleled an increased consumption of cigarettes which, of course, proves nothing in itself. The increase has probably also coincided with an increased use of refrigerators and consumption of ice cream. A further step in the argument is that in Iceland, where there has until recently been little cigarette smoking, the same increase in

cancer of the lung has not occurred.

A year or two ago some workers in America and in this country started enquiring into the smoking habits of a large number of people suffering from cancer of the lung, and a large number of other people as nearly as possible exactly similar in every respect except that they were suffering from something else. Both the American and the English workers found the same thing. They found that a history of heavy smoking—twenty or more cigarettes a day over twenty years—was much commoner in the group suffering from cancer of the lung than in the group suffering from other illnesses. This, again, does not prove the point. It does not prove that heavy cigarette smoking is the cause, or even a cause, of cancer of the lung, but it increases the suspicion that it has something to do with it, and suggests rather strongly that if you go on smoking, say, twenty cigarettes or more a day for twenty years or so, you do increase your chances of dying of this disease.

Well, now, many of us, and I include doctors in this, many of us who were or are heavy cigarette smokers—and I ought to say that cigarettes are much more under suspicion than pipes or cigars—found all this very distasteful, and we did our best to ignore it, to pick holes in the argument, to laugh it off, and so on. One argument was that no one had been able to demonstrate a cancer-

producing or carcino-genic substance in cigarettes or cigarette smoke, but it is now reported from America that this has been done. It appears that the tar resulting from burning cigarette tobacco painted for a long time on to the skin of mice does produce skin cancers in some of them, though no cancers appeared in a control group of mice painted only with the acetone in which the tar was dissolved.

That is the position. There is a strong suspicion that heavy cigarette smoking over a long period does increase your chances of getting this illness. It does not, of course, mean that anyone necessarily will get it—do not have sleepless nights thinking because you have smoked a few or even a great number of cigarettes in your time, you are bound to get this illness, because that certainly is not true.

## DIALOGUE

### BUYING A CAR

A: I think I know why there are so many cars here in America.

B: What makes you say that?

A: There are so many places you would like to go to that

can't be reached by the city bus. If it's outside the city limits, you're out of luck.

B: That's true. Having your own car makes life much easier. However, cars are not without their own set of problems.

A: Fill me in. What things do I have to consider?

B: Cars are expensive. You can buy a used car quite reasonably, but there are always repairs that have to be made, new tires to buy, gas and oil and of course you can't forget the insurance that the law requires you to have.

A: How much money are we talking about?

B: If you are careful, you could perhaps get a fairly good car for \$2,500 to \$3,000. The cost for gasoline and oil depends on how much driving you do. Make sure the tires are in pretty good condition on the car before you buy it. New tires cost \$40 to \$60 for each tire. Insurance is the big item. It could cost you at least \$100 a month. Many people try to get by without buying insurance but I don't advise you to do that.

A: I have \$4,000 that I have earmarked for a car. I think I have enough to pay for the car and insurance. I would really like to have the freedom to go to some of the places I hear about but can't reach.

B: If you have your heart set on it, I'll see what I can do to help you. I have a friend who knows a lot about cars.



We'll have him check out the car before you buy it.

A: Thanks. I really appreciate your help.

## WORDS AND EXPRESSIONS TO THE TEXT

cancer	/ˈkænsə/ n.	راك
lung	/lʌŋ/ n.	ئۆپكە
as yet		ھازىرغا قەدەر (كۆپىنچە ئىنكار جۈملىلەردە قوللىنىلىدۇ)
have something to do with		... بىلەن مۇناسىۋىتى بار
rest	/rest/ vi.	تايانماق
rest on		... گە ئاساسەن
apparently	/əˈpærəntli/ ad.	قارىماققا، روشەنكى
increase	/inˈkri:s/ v. ; n.	ئاشماق، كۆپەيمەك
alarmingly	/əˈla:miŋli/ ad.	ئادەمنى چۆچۈتكىدەك دەرئىچىدە
particularly	/pəˈtɪkjʊləli/ ad.	بولۇپمۇ، خۇسۇسەن
due	/dju:/ a.	بولۇشقا تېگىشلىك
due to		... سەۋەبىدىن ... بولغاچقا
diagnosis	/ˌdaɪəɡˈnəʊsɪs/ n.	دىئاگنوز، ھۆكۈم قىلىش
diagnoses	/ˌdaɪəɡˈnəʊsɪ:z/ n.	دىئاگنوز (كۆپلۈك شەكىل)
		لى)

- considerable /kən'sidərəbl/ a. ناھايىتى كۆپ، ئويلاشقا ئىززىتىدىغان
- coincide /kəuin'said/ vi. دەل ماس كەلمەك، بىر-دەك بولماق
- parallel /'pærələl/ vt. پاراللېل بولماق
- consumption /kən'sʌmpʃən/ n. سەرپ، ئىستىمال، قىلىش
- argument /'ɑ:gjʊmənt/ n. بەس-مۇنازىرە
- Iceland /'aɪslənd/ n. ئىسلاندىيە
- occur /ə'kə:/ vi. يۈز بەرمەك
- enquire /in'kwaiə/ v. تەكشۈرمەك، سۈرۈش-تۈرمەك
- suffer /'sʌfə/ vi. كېسەل بولماق، دۇچار بولماق
- respect /ris'pekt/ n. جەھەت، تەرەپ
- pipe /paɪp/ n. غاڭزا
- cigar /si'gɑ:/ n. سىگار
- distasteful /dis'teɪstfʊl/ a. كىشىنى سەسكەندۈرىدىغان
- do one's best پۈتۈن كۈچى بىلەن تىرىشماق
- hole /həʊl/ n. تۆشۈك
- laugh off كۈلۈپ قويماق
- and so on قاتارلىقلار
- demonstrate //dɛmən'streɪt/ vt. چۈشەندۈرمەك، ئىسپات-لىماق

carcino-genic	/ˌkɑːsɪnə'dʒenɪk/	ا راکنى پەيدا قىلىدىغان
tar	/tɑː/	n. قاراماي
result from		... دىن كېلىپ چىققان
tobacco	/tə'bækəu/	n. موخۇركا
control	/kən'trəul/	n. سېلىشتۇرما نەرسە (تەجرىبىدىكى)
acetone	/'æsitəun/	n. ئاستون
necessarily	/'nesisəriili/	ad. مۇقەررەر، چوقۇم
sleepless	/'sliːplɪs/	a. ئۇيقۇسىز
in one's time		ئادەم ئۆمرىدە
bound	/baund/	a. چوقۇم
be bound to		چوقۇم ... بولماق

## WORDS AND EXPRESSIONS TO THE DIALOGUE

limit	/'limit/	n. چەك
out of luck		تەلەيسىز
fill sb. in		ئادەمنى كېرەكلىك ئۇچۇر بىلەن تەمىنلىمەك
tire	/'taɪə/	n. چاق
insurance	/'ɪnjʊərəns/	n. سۇغۇرتا
require	/'rɪ'kwaɪə/	vt. تەلەپ قىلماق
gasoline	/'gæsəlɪn/	n. بېنزين
item	/'aɪtəm/	n. تۈر

to get by ئەستە كۈن ئۆتكۈزمەك  
 earmark بەلگە قويماق، پۇل ئاج- // 'iəmə:k/ n.  
 set one's heart on sth مەلۇم ئىش قىلىش  
 check out قارارىغا كەلمەك  
 appreciate تەكشۈرمەك /ə'pri:ʃieit/ v. مەننەتدار بولماق، رەھ-  
 مدت ئېيتماق

### NOTES TO THE TEXT

1. ... because some of the reported increase may be due to better diagnosis — some of it, ...  
 جۈملىدىكى some of the reported increase ئەمەلىيەتتە some of it نى كۆرسىتىدۇ.
2. ... which, of course, proves nothing in itself.  
 ئۇنىڭ ئۆزى ئەلۋەتتە ھېچنەمنى ئىسپاتلاپ بېرەلمەيدۇ.  
 جۈملىدىكى prove كېسىم پېئىلمۇ بولىدۇ. ئۆتۈملۈك پېئىلمۇ بولىدۇ. بۇ يەردە ئۆتۈملۈك پېئىل بولۇپ كەلگەن بولۇپ ئۇنىڭ كەينىدىكى nothing تولدۇرغۇچى بولىدۇ.
3. A year or two ago some workers in America and in this country...  
 جۈملىدىكى workers ئەمەلىيەتتە workers (تەتقىقاتچىلار) نى كۆرسىتىدۇ. this country بولسا ئەنگىلىيىنى كۆرسىتىدۇ.

4. ... and a large number of other people as nearly as possible exactly similar in every respect...  
 as nearly as possible exactly similar in every respect  
 a large number of other people، جۈملىدە ئېنىقلىغۇچى بولۇپ،  
 exactly similar بولۇپ ھالەت as nearly as possible. نى ئېنىقلايدۇ.  
 نى ئېنىقلاپ كېلىدۇ.

5. ...do not have sleepless night thinking because you have smoked a few or even a great number of cigarettes in your time, you are bound to get this illness, because that certainly is not true.

جۈملىدىكى «do not have ...» بۇيرۇق جۈملىنىڭ ئىنكار شەكلى بولۇپ «don't have ...» غا باراۋەر.

جۈملىدىكى «because you have ... to get these illness» قوشما جۈملە بولۇپ thinking نىڭ تولدۇرغۇچىسى بولىدۇ. جۈملە ئاخىرىدىكى that certainly is not true ھالەت بېقىندى جۈملە بولۇپ، do not have sleepless night نىڭ سەۋەبىنى چۈشەندۈرىدۇ. that certainly is not true نىڭ مەنىسى It certainly isn't true that any smoker necessarily will get this illness بىلەن باراۋەر.

## WORD FORMATION

ئالدى قوشۇمچە over «بەكمۇ / تولمۇ»، «ئېشىپ كېتىش» دېگەن مەنىلەرنى بىلدۈرىدۇ.

over +	→ پېئىل
	→ سۈپەت

- over + pay → overpay ئارتۇق تۆلىمەك  
 over + praise → overpraise ئارتۇق ماختىماق  
 over + careful → overcareful بەكمۇ ئېھتىياتچان  
 over + confident → overconfident

ئۆزىگە ئارتۇقچە ئىشىنىدىغان  
 ئالدى قوشۇمچە out «ئېشىپ كېتىش» دېگەن مەنىنى بىلدۈرىدۇ.

پېئىل → ئىسىم / پېئىل + out

- out + live → outlive ... دىن ئۇزۇن ياشىماق  
 out + run → outrun ... دىن تېز يۈگۈرمەك  
 out + number → outnumber سانى ئېشىپ كەتمەك  
 out + value → outvalue قىممىتى ئېشىپ چۈشمەك

## GRAMMAR

كەسىر سان

كەسىر سان ساناق سان بىلەن دەرىجە ساننىڭ بىرىكىشىدىن تۈزۈلگەن بولۇپ، ساناق سان سۈرئەتنى بىلدۈرىدۇ، دەرىجە سان بولسا مەخرەجنى بىلدۈرىدۇ. سۈرەت «1» بولمىغان ئەھۋالدا مەخرەجنى بىلدۈرىدىغان دەرىجە سان كۆپلۈك شەكىلدە بولىدۇ. مەسىلەن:

- |   |  |
|---|--|
| $\frac{1}{4}$ one-fourth<br>$\frac{7}{9}$ seven-ninths<br>$2\frac{3}{5}$ two and three-fifths | $\frac{2}{3}$ two-thirds<br>$\frac{5}{12}$ five-twelfths<br>$30\frac{7}{8}$ thirty and seven-eighths |
|---|--|

يۇقارقىلاردىن باشقا يەنە تۆۋەندىكىدەك ئىپادىلەش ئۇسۇلىمۇ بار.

$\frac{1}{2}$  a(one) half       $\frac{1}{4}$  a(one) quarter

$\frac{3}{4}$  three-quarters       $2\frac{1}{4}$  two and a quarter

$1\frac{1}{2}$  one and a half

بىرقەدەر مۇرەككەپ كەسىر ساننىڭ ئوقۇلۇشى تۆۋەندىكىچە:

22/9 twenty-two over nine

33/89 thirty-three over eighty-nine

1. كەسىر سان جۈملىدە تۆۋەندىكىدەك رول ئوينايدۇ.

(1) ئىگە بولىدۇ.

A quarter of the workers are women.

ئىشچىلارنىڭ تۆتتىن بىرى ئاياللار.

Over nine-tenths of China's population belong to the Han nationality.

جۇڭگو نوپۇسىنىڭ ئوندىن توققۇزىدىن كۆپرەكى خەنزۇلاردۇر.

(2) تولدۇرغۇچى بولىدۇ.

They used one-fifth of the money for capital construction.

ئۇلار پۇلنىڭ بەشتىن بىرىنى ئاساسى قۇرۇلۇشقا ئىشلەتتى.

They account for one-sixth of the inhabitants.

ئۇلار ئاھالىنىڭ ئالتىدىن بىرىنى ئىگەللەيدۇ.

(3) كېسىم خەۋەر بولىدۇ.

The crop that year was only one-third of the usual

amount.

ئۇ يىلقى ھوسۇل ئادەتتىكى يىللارنىڭ ئۈچتىن بىرىچىلىك بولدى. (4) ئېنىقلىغۇچى بولدى.

They worked there two and half years.

ئۇلار ئۇ يەردە ئىككى يېرىم يىل ئىشلىدى.

It's one-twentieth the thickness of a human hair.

ئۇ ئادەم چېچىنىڭ يىگىرمىدىن بىرىگە باراۋەر. (5) ھالەت بولدى.

China is one-sixth larger than the United States.

جۇڭگو ئامېرىكىدىن ئالتىدىن بىر چوڭ. (2) ئونلۇق كەسىر تۆۋەندىكىدەك ئىپادىلىنىدۇ. مەسىلەن:

7.8 seven point eight

0.4 zero (nought) point four

0.03 zero (nought) point zero (nought) three

0.125 zero (nought) point one two five

5.26 five point two six

14.397 fourteen point three nine seven

603.09 six hundred and three point oh nine

ئونلۇق كەسىر ئېنىقلىغۇچى بولىدىغان ئەھۋال كۆپراق بولىدۇ. مەسىلەن:

Our grain output is now 2.4 times that of 1970.

ھازىرقى ئاشلىق مەھسۇلاتىمىز 1970-يىلىدىكىنىڭ 2.4 ھەسسىسىچىلىك كېلىدۇ.

پىرسەنت ئادەتتە per cent بىلەن ئىپادىلىنىدۇ. دائىم by بىلەن قوشۇلۇپ كېلىپ ھالەت بولىدۇ. مەسىلەن:



The price was reduced by 18 percent.

باھا 18 پىرسەنت چۈشۈرۈلدى.

Its total output value increased by 11.5 percent over the previous year.

ئۇنىڭ ئومۇمى مەھسۇلات قىممىتى ئالدىنقى يىلىدىكىدىن %5.11 ئاشتى.

## WORD STUDY

### Breathe v. نەپەس ئالماق

The mountain-climbers could hardly breathe at the peak. As all animals and plants breathe air, we can be quite sure there is no life on the moon.

### breath n. نەپەس ئېلىش

Halfway up the hill, the climbers stopped to take breath. The old man took deep breaths of the fresh morning air.

At the end of the race the runners were quite out of breath.

### Follow v.

#### 1. ئەگەشمەك

The students followed their teacher into the laboratory. The report was followed by a discussion.

#### 2. چۈشەنمەك

The speaker spoke fast and with a southern accent so that I could barely follow him.

He spoke clearly and slowly, so that his arguments were not too difficult to follow.

### Arrange v.

1. ئورۇنلاشتۇرماق، تىزماق

The words in the word list are arranged alphabetically.

The teacher arranged the chairs in a ring for discussion.

His arguments were well arranged.

2. پىلانلاش، ئورۇنلاشتۇرماق

We'll leave Henry to arrange everything, as he is in charge of the job.

They will send a man over to arrange the time and place for the meeting.

3. ئامال قىلماق

Can you arrange to have the papers ready by five o'clock? I will arrange to do as you wish.

**arrangement n.** ئورۇنلاشتۇرماق

What are your arrangements for winter vacation?

I think the new arrangement of the time table suits us better.

### Touch vt.

1. تەگمەك

Don't touch the chair! the paint is still wet.

He touched me on the shoulder with his finger, and I knew he was ready to start.

2. تەگمەك، مۇناسىۋەتلىك

Don't touch the wire with a wet stick. You might get

killed by electricity.

Our talk touched many subjects.

3. ئېغىز تەگمەك

Some people can't touch mutton.

He has a high fever and hasn't touched anything for a few days.

4. تەسىرلەنمەك

We were deeply touched by her story.

**Touch n.** تېگىش، تېگىش سېزىمى

He felt a touch on his shoulder and turned round.

The blind develop a keen sense of touch.

## FAMOUS QUOTATIONS

Ideal books are the key to wisdom.

—Leo Tolstoy

كوڭۇلدىكىدەك كىتاپ - ئەقىل-پاراسەت ئاچقۇچىدۇر.

The roots of education are bitter, but the fruit is sweet.

—Aristoteles

تەربىيىنىڭ تېگى ئاچچىق، مۇسسى تاتلىق.

Genius is nothing but labour and diligence.

—Albert Einstein

تالانت - پەقەت ئەمگەك ۋە تىرىشچانلىقتۇر.

## EXERCISES

**I Choose the best alternative (A,B,C,or D) under each question :**

- At the beginning of the article, the author says that
  - more and more people have come to realize that smoking has something to do with cancer of the lung.
  - people think it's only a suspicion that smoking has something to do with cancer of the lung.
  - people have enough evidence to think that smoking has something to do with cancer of the lung.
  - people have some evidence to think that smoking has something to do with cancer of the lung.
- In the past twenty years or so
  - death rates from all kinds of cancer have increased quite alarmingly.
  - deaths from cancer of the lung have apparently fallen.
  - death rates from cancer of the lung have become much greater.
  - death rates from most kinds of cancer have apparently increased.
- In the same period
  - the consumption of cigarettes has also increased at about the same rate.
  - the consumption of ice cream has not increased at

about the same rate.

- C. the use of refrigerators has not increased at about the same rate.
- D. the same increase in cancer of the lung has also occurred in Iceland.
4. The same increase in cancer of the lung has not occurred in Iceland because
- A. people there have increased their use of refrigerators.
- B. people there have increased their consumption of ice cream.
- C. few people there like to smoke cigarettes.
- D. people there have increased their consumption of cigarettes.
5. In the author's opinion,
- A. heavy cigarette smoking is the only cause of cancer of the lung.
- B. heavy cigarette smoking is one of the causes of cancer of the lung.
- C. heavy cigarette smoking may have something to do with cancer of the lung.
- D. there is no danger if you smoke less than twenty cigarettes a day.
6. From this article we know that
- A. no one has been able to demonstrate a cancer-producing substance in cigarettes or cigarette smoke.
- B. scientists in many countries of the world have

demonstrated a cancer-producing substance in cigarettes or cigarette smoke.

C. scientists in the United States have demonstrated a cancer-producing substance in cigarettes or cigarette smoke.

D. scientists in South America have demonstrated a cancer-producing substance in cigarettes or cigarette smoke.

**I Complete the following sentences, using (have something nothing, anything, a great deal ... to do with):**

1. I think \_\_\_\_\_ (ئۇنىڭ بۇ ئىش بىلەن مۇناسىۋىتى بار)

2. What he said \_\_\_\_\_

بىزنىڭ قىلماقچى بولغان ئىشىمىز بىلەن بولغان مۇناسىۋىتى

(بەك چوڭ)

3. \_\_\_\_\_ to go to Canada.

(مېنىڭ ئۇنىڭ قارارى بىلەن ھېچقانداق مۇناسىۋىتىم يوق)

4. You can write to him if you like; \_\_\_\_\_.

(بۇ ئىشنىڭ مەن بىلەن مۇناسىۋىتى يوق)

5. We all believed that overwork \_\_\_\_\_.

(ئۇنىڭ ئاغرىپ قېلىشى بىلەن مۇناسىۋەتلىك)

6. That young man is not to be trusted; \_\_\_\_\_.

(ئۇنىڭ بىلەن ئالاقە قىلما)

**II Rewrite the following sentences after the model and then translate them into Uighur:**

Model: I found that the professor was very young.

I found the professor very young.

1. He found that the success was greater than he had expected.
2. We find that Aynur's short stories are particularly interesting.
3. When she came back after ten years, she found that her hometown was much more beautiful than before.
4. I have read this English book three times. I find that it is rather difficult to understand.
5. I find that it is necessary to have a good memory if you want to learn English well.

**IV Make sentences after the models, using "be bound to" and the given word and expressions:**

Model 1: go on smoking, get cancer

If you go on smoking like this, you are bound to get lung cancer.

1. work hard, make progress
2. ignore, fail
3. be well enough, come

Model 2: plan, fail

Such plan is bound to fail.

1. an undisciplined army, lose
2. a wonderful play, run
3. discovery, be of great help

**V Fill in the blanks with words or expressions from the text:**

1. Today the United States of America has a population of more than 220 million. These \_\_\_\_\_ people from almost every part of the world.
2. We must draw lessons from what has \_\_\_\_\_ and make sure that thing of this kind will never \_\_\_\_\_ again.
3. His decision to sail west \_\_\_\_\_ his belief that the world was round.
4. They asked the police to \_\_\_\_\_ the cause of his death.
5. He felt very nervous about his illness because both his father and mother \_\_\_\_\_ cancer.
6. Good-looking food doesn't \_\_\_\_\_ taste good.
7. Drinking and smoking among women is \_\_\_\_\_ alarmingly in the United States.
8. It is nearly three months \_\_\_\_\_ since it last rained. The water in the river has \_\_\_\_\_ two feet.

**VI Read out the following numeral in English:**

83% \_\_\_\_\_

$3\frac{1}{4}$  \_\_\_\_\_

$\frac{3}{5}$  \_\_\_\_\_

278 \_\_\_\_\_

0.65 \_\_\_\_\_

3,485,609 \_\_\_\_\_

$1\frac{1}{2}$  \_\_\_\_\_

64,408,001 \_\_\_\_\_



21. 96 \_\_\_\_\_ 42. 5 \_\_\_\_\_

7. 8 \_\_\_\_\_  $\frac{5}{12}$  \_\_\_\_\_

0. 126 \_\_\_\_\_ 0. 03 \_\_\_\_\_

20  $\frac{2}{5}$  \_\_\_\_\_  $\frac{1}{8}$  \_\_\_\_\_

### VI Put into English:

1. 21-ئەسىر
2. 305-نومۇرلۇق ئۆي
3. بىر يېرىم ھەپتە
4. 1-ئاينىڭ ئوتتۇرىسى
5. 7-دوختۇرخانا
6. ئىككى يېرىم قاداق
7. ئۈچتىن ئىككى قىسىم نوپۇس
8. ئوتتۇز پىرسەنت ئوقۇغۇچى
9. ئون ئوقۇغۇچىنىڭ بىرى
10. ئىككى يېرىم ئالما
11. ئالدىنقى ئۈچ خېرىدار
12. جىددى قۇتقۇزۇش
13. ئۈچ يېرىم توننا
14. 15 ئايلىق بوۋاق

### VI Put into English:

1. بۇ خاتالىقلارنىڭ ھەممىسى ئۇنىڭ بىپەرۋالىقىدىن كېلىپ چىققان.
2. مەن ئۇنى ئانچە چۈشەنمەيمەن، پەقەت ئۇنىڭ بىر دوختۇر ئىكەنلىكىنىلا بىلىمەن.
3. ئۇ بىزگە دادىسىنىڭ ئۆپكە رايونىغا كىرىپتار بولۇپ قالغانلىقىنى ئېيتتى.
4. سىلەر ئىمكانىيەتنىڭ بارىچە خېرىدارلارنىڭ ئېھتىياجىنى قاندۇرۇشۇڭلار كېرەك.
5. ئۆتكەنكى بەش يىل ئىچىدە تېلېۋىزورنىڭ باھاسى %30 تۆۋەنلىدى.
6. ئۇلار بۇ زاۋۇتتا ئۈچ يېرىم يىل ئىشلىدى.

7. يەر شارى ئاينىڭ 49 ھەسسسىگە باراۋەر كېلىدۇ.  
8. بۇ يىلقى ھوسۇل پەقەت نورمال يىللاردىكىنىڭ  $\frac{1}{3}$  گە توغرا كېلىدۇ.

## IX Reading Material:

### THE ATTACK ON PEARL HARBOUR

It seems that fate was on the side of the Japanese. At 6. 30 a. m. on 7 December a small Japanese submarine entered a prohibited area off Oahu and was sunk by destroyers and aircraft. The naval watch-officer was informed and, in his turn, informed the Chiefs-of-Staff at Pearl Harbour; but for some reason no general alert was given. More extraordinary still, it is a fact that at 7. 00 a. m. the operator of a provisional detector station out in the Pacific belonging to the American Army reported a large flight of aeroplanes about 210 kilometres from Oahu to the east-northeast. An army lieutenant decided that the aeroplanes must obviously be friendly ones and took no action. An unusually cloudy sky added to Japanese luck. A routine dawn patrol of American aircraft had passed over Oahu and reported nothing.

At 7. 50 a. m. on that Sunday morning a great noise of approaching aircraft was heard on Oahu and at 7. 55 the

first bombs fell. Low-level bombers and torpedo aircraft attacked the ships in the harbour and the naval installations; high-level bombers bombed the airfields and also Honolulu some 11 kilometres away. The attacks were followed by fighter planes firing machine-guns with incendiary bullets, particularly at the planes on the airfield; some pocket submarines attacked the harbour at the same time.

Just as there had been no adequate air or sea patrols, so inside Pearl Harbour no precautions against attack had been taken; warships were moored close one against another and a large proportion of officers and ratings were on leave and many sleeping ashore. A similar peace-time carelessness pervaded the Hickham army airfield close to Pearl Harbour and other aerodromes on the island. Before the last attack, which was made at 9.00 a. m. and which met with heavy anti-air-craft and naval gun-fire, the Japanese were able to strafe their objectives almost without resistance and the aircraft were able to return to their carriers to refuel and to return to the attack.

Of the eight battleships, the Arizona, California and Utah, a target ship, were sunk outright; the Oklahoma capsized shortly after being bombed; the Nevada was set on fire and put out of action for many months; the three others were more or less seriously damaged. Considerable additional damages were done to ships, a minelayer was

sunk, three cruisers damaged, two destroyers sunk and another damaged. Some 2,300 officers and men were killed and some hundreds of the nearly two thousand wounded died later. The Japanese are said to have lost 60 air-craft, whilst the Americans had 173 destroyed and over 100 damaged.

### Comprehension Exercise

- How was fate on the side of the Japanese?
  - A Japanese submarine was able to enter a prohibited area.
  - A cloudy sky covered the Japanese movement.
  - No general alert was given by the Chiefs-of-Staff.
  - All of the above.
- What information did the naval watch-officer give his superiors at Pearl Harbour?
  - The Japanese were sending their submarines into the prohibited area off Oahu.
  - Japanese destroyers and aircraft had entered the prohibited area off Oahu.
  - A small Japanese submarine had entered a prohibited area off Oahu.
  - An unidentified submarine was sunk by destroyers and aircraft.
- What was "extraordinary" about the sighting of planes by the provisional detector station?

- a. The planes were too far away to be seen.
  - b. An army lieutenant took no action, thinking the planes were friendly.
  - c. The planes were immediately shot down.
  - d. The station was supposed to be looking for ships, not planes.
4. When did the attack on Pearl Harbour take place?
- a. Early on Sunday morning.
  - b. Late Saturday evening.
  - c. During a regular workday.
  - d. In the middle of the night.
5. How many battleships were sunk outright?
- a. "Three".
  - b. "Two".
  - c. "Eight".
  - d. "Four".
6. What does "capsized" mean?
- a. "Caught fire".
  - b. "Started its engines".
  - c. "Overturned".
  - d. "Escaped".
7. Why was the United States unprepared for the attack?
- a. All the ships of the U. S. Navy were somewhere else.
  - b. The attack came as a complete surprise.
  - c. The U. S. and Japan had just signed a peace treaty.
  - d. The U. S. thought it would attack Japan first.

## Lesson Five

### TEXT

### THE CALENDAR

What day is today? What day of the month is it? And what month of the year? To answer questions like these we look at a calendar.

The story of our calendar dates back to the dawn of civilization. Probably the first way of keeping time was to count days. Our early ancestors counted days by the time between each sunrise and sundown, as some primitive peoples still do. A day as we take it is day-time and night-time together, but for a long, long time people did not think of days like we do.

Almost as soon as people began counting "days", they must have noticed the changes in the moon. The moon was full. Then it got smaller and smaller until it disappeared altogether. Then it grew night by night to a full moon again. From full moon to full moon was a good measure of time. But it was still too short a period for men to base a calendar on.

In time, men saw that there were seasons which

followed one another in regular order. In ancient Egypt, for example, the season when the Nile flooded the land was followed by the season when crops were planted and cared for. Then came the season of harvest. This cycle of seasons became the year.

Yet for a long time no one tried to fit days and months and years together. When they did, they ran into trouble. Days do not fit evenly into months, since the time from full moon to full moon is about  $29\frac{1}{2}$  days. And days do not fit evenly into years, since the actual journey of the earth round the sun takes 365 days, 5 hours, 49 minutes and 46 seconds. And months do not fit evenly into years either, since the moon travels round the earth between 12 and 13 times in a year.

The priests of ancient Babylon worked out a calendar which had 29 days in some months and 30 in others. Their year normally had 12 months in it. But it was several days too short. Soon the months had slipped out of place in the seasons. (If each calendar year were to be several days shorter than the time it takes the earth to go round the sun, the coldest winter days would soon come round in the middle of October in some twenty years!) To keep the months from slipping too far out of place, the priests put an extra month in the year every few years. It was a calendar quite similar to the Chinese lunar calendar.

The early Greeks had a calendar much like the

Babylonians'. So did the early Romans. But by the time Julius Caesar became the ruler of the Roman Empire, the calendar had been very badly mixed up. Caesar decided to throw out the old calendar and start all over again. He sought the advice of the astronomer Sosigenes, who suggested that the true length of the year be adopted as  $365 \frac{1}{4}$  days. Caesar then decreed that the year should consist of 365 days, but every fourth year an extra day should be inserted at the end of February to make up for the quarter days that were lost.

To get his new calendar started in line with the seasons, Caesar moved New Year's Day from March 1 to January 1, and so January became the first month of the year. But the old numerical names of the months were unchanged. So the ninth month is still called September, although the word means seventh. Also, the names of the tenth, eleventh, and twelfth months, October, November, and December, come from the Latin for eighth, ninth and tenth.

Caesar's astronomers chose to divide the year into 12 months of about the same length. This gave five 31-day months and seven 30-day months. The Romans thought that odd numbers were lucky and they took a day from a 30-day month — from February — to get an extra 31-day month.

It was just like Caesar to change the name of one



month to honour himself. This month, of course, was given 31 days. This is our month of July (after Julius). When Augustus Octavian became emperor after Caesar's death, he also named a month for himself—August. The story goes that Augustus could not bear to have Julius Caesar's month longer than the one he named himself. So he took another day from February to make August as long as July. There were now seven 31-day months in a year, but February was left with 28 days except in leap years. Since then the names of the months have come down to us unchanged.

Caesar's plan of leap years was followed for about 1,600 years. But by that time, an error of about 10 days had again piled up. The trouble was that a year is not quite the  $365 \frac{1}{4}$  days that Sosigenes recommended. When people added one extra day to February every four years, they were adding 24 hours, where as they should have added only 4 times 5 hours, 48 minutes and 46 seconds—a total of 23 hours, 15 minutes and 4 seconds. The error was 44 minutes and 56 seconds for each leap year, or 11 minutes and 14 seconds for each single year. That may not seem much, but time this by 1,600, and you will see it is a serious error.

In 1582 Pope Gregory X III took the advice of the Italian astronomer Clavius and ordered that 10 days be dropped from the calendar. He also asked him to work out



B: Oh, is it that time of the month already? I'd completely forgotten about it.

A: If you want to keep your wife happy, you should never forget important days like her birthday, your wedding anniversary, or Valentine's Day.

B: I learned that the hard way. Julie has never let me forget that I missed our anniversary last month.

A: Little things like that mean a lot to women. At least that's what my wife keeps telling me.

B: Well, since you have such a good memory, do you have any good ideas for a gift?

A: My wife always likes a box of chocolates.

B: I don't know. Julie likes chocolates of course, but she's trying to lose some weight. I probably shouldn't do anything to make it hard for her.

A: How about flowers? That's something everyone likes.

B: Yes, flowers are nice. I'm wondering if it should be something a little more special to make up for my blunder last month.

A: Jewelry is always good.

B: I think you've got it! I believe Julie has been hinting that she'd like a string of pearls. Every time we go shopping she stops at the jewelry counter to look at pearls. I think it would make her happy just to see that I have been a little observant.

A: I'm glad that problem is solved. It's a good thing I've

already taken care of my wife's gift. I try not to wait until the last minute. It's easier to shop when you don't feel pressured.

B: Thanks for your help. Maybe I'll learn my lesson some day.

## WORDS AND EXPRESSIONS TO THE TEXT

calendar	/'kælɪndə/ n.	كاليندار
dawn	/dɔ:n/ n.	تاك سەھەر
to keep time		ۋاقىت خاتىرلىمەك
primitive	/'prɪmɪtɪv/ a.	ئىپتىدائى
as we take it		بىز بىلىدىغان
altogether	/ɔ:ltə'geðə/ ad.	پۈتۈنلەي
measure	/'meɪʒə/ n.	ئۆلچەم
base	/beɪs/ vt.	ئاساسلانماق
base something on something		مەلۇم نەرسىنى باشقا بىر نەرسىنىڭ ئاساسى قىلماق
Egypt	/'i:dʒɪpt/ n.	مىسىر
Nile	/naɪl/ n.	نەل دەرياسى
care for		خەۋەر ئالماق
cycle	/'saɪkl/ n.	دەۋر قىلىش، ئايلىنىش
to fit evenly into		دەل ماس كەلمەك
actual	/'æktʃʊəl/ a.	ھەقىقىي

Babylon	/ˈbæbɪlən/ n.	بابيلون
to work out sth.		مەلۇم نەرسىنى ھېسابلاپ چىقماق
normally	/ˈnɔːməli/ ad.	ئادەتتە
slip	/slɪp/ vi.	تېيىلماق، غايىپ بولماق
extra	/ˈɛkstrə/ a.	ئارتۇق
lunar	/ˈluːnə/ n.	ئاينىڭ، قەمەرىيە
Babylonian	/ˌbæbɪˈlɒnjən/ a.	بابىلونلۇقلار
Julius Caesar	/ˈdʒuːliəs ˈsiːzə/ n.	جۇلىس سىزېر
empire	/ˈɛmpaɪə/ n.	ئېمپىرىيە
to be mixed up		قالايمىقان بوپ كەتمەك
to throw out sth.		مەلۇم نەرسىنى تاشلىۋەت- مەك
astronomer	/əˈstrɒnəmə/ n.	ئاسترونوم
Sosigenes	/ˌsəʊsiˈdʒiːniːs/ n.	سوسىجىنىس
adopt	/əˈdɒpt/ vt.	قوللانماق
decree	/diˈkriː/ v. ; n.	بۇيرۇق قىلماق، بۇيرۇق
insert	/ɪnˈsɜːt/ vt.	كىرگۈزمەك
consist (of)	/kənˈsɪst/ vi.	... دىن تەركىب تاپماق
to make up for		تولۇقلىماق
in line with		ماسلاشماق
numerical	/njuˈmerɪkəl/ a.	ساننىڭ، ساناق
odd	/ɒd/ a.	يەككە / تاق (سان)
honour	/ˈɒnə/ vt.	ھۆرمەت قىلماق، شان-- شەرەپ كەلتۈرمەك
Augustus Octavian	/ɔːˈgʌstəs ɔkˈteɪvjən/ n.	ئوگۇستوس

ئوكتاۋىيان

leap year		كەبىسە يىل
error	/'erə/ n.	خاتالىق
pile	/'pail/ v.	دۆۋىلەنمەك، يىغىلماق، توپلانماق
recommend	/'rekə'mend/ vt.	تونۇشتۇرماق، ئوتتۇرىغا قويماق
whereas	/'weər'æz/ conj.	بىراق
total	/'təʊtəl/ a.; n.	پۈتۈن، بارلىق، جەمئىي
Pope Gregory	/'pəʊp 'ɡregəri/ n.	پوپ گىرىگورى
Clavius	/'kleivjəs/ n.	كالاۋىيىس
drop	/'drɒp/ v.	چۈشۈپ قالماق، ئېلىۋەتەن
prevent	/'pri'vent/ vt.	ئالدىنى ئالماق
remarkably	/'ri'ma:kəbli/	ئالاھىدە، ئادەتتىن تاشقىرى
accurate	/'ækjərɪt/ a.	توغرا
Catholic	/'kæθəlɪk/ a.; n.	كاتولىك دىنىدىكىلەر، كاتولىك دىنى
Protestant	/'prɒtɪstənt/ a.	پىروتېستانت دىنى، پىروتېستانت دىنىدىكىلەر (لەر)
establish	/'i'stæblɪʃ/ vt.	قۇرماق، تەسىس قىلماق
act	/'ækt/ n.	قارار، لايىھە (پارلامېنت ماقۇللىغان)
Parliament	/'pɑ:ləmənt/ n.	پارلامېنت

## WORDS AND EXPRESSIONS TO THE DIALOGUE

Valentine	/'væləntain/ n.	ئاشىق-مەشۇق
completely	/'kəm'pli:tli/ ad.	پۈتۈنلەي
wedding	/'wediŋ/ n.	نىكاھ، توي
anniversary	/'æni've:səri/ n.	(يىللىق) خاتىرە كۈنى.
memory	/'meməri/ n.	ئەستە ساقلاش ئىقتىدارى
gift	/'gift/ n.	سوغات
chocolate	/'tʃɒklət/ n.	شاكىلات
blunder	/'blʌndə/ n. v.	خاتالىق، خاتالىق
jewelry	/'dʒu:əlri/ n.	ئۈنچە-مارجان
string	/'striŋ/ n.	يىپ، تىزىق (مىقدار سۆز)
pearl	/'pɜ:l/ n.	مارجان
counter	/'kauntə/ n.	پۈكەي
observant	/'ɒbzə:vənt/ a.	كۈزىتىشكە ماھىر، زېرەك

## NOTES TO THE TEXT

1. ... they must have noticed the changes in the moon.

must have done ئۆتكەن زاماندىكى مەلۇم بىر ئىش. ھەرىكەت-  
 نىڭ يۈز بېرىشىغا بولغان سۈبېيكتىپ پەرەزنى بىلدۈرىدۇ.  
 مەسلەن: (The is a modest man.)

He must have got tired of waiting and gone home.  
 Judging by the broken window, somebody must have  
 thrown a brick into the room.

2. ... who suggested that the true length of the year be  
 adopted as  $365 \frac{1}{4}$  days.

ئادەتتە decree, propose, demand, suggest قاتارلىق  
 پېئىللاردىن كېيىن كەلگەن تولدۇرغۇچى بېقىندى جۈملىدە خەۋەر  
 ئۈچۈن بەدىئى توقۇلما رايى ئىشلىتىلىدۇ.  
 مەسلەن:

I suggest that the committee adopt the plan with some  
 modifications.

One of the students proposed that the outing be post-  
 poned for the time being.

بەدىئى توقۇلما رايىدا بەزىدە should ئىشلىتىلىدۇ. بىراق ئۇ  
 ئانچە رەسمى ئەمەس.  
 مەسلەن:

In view of the new developments, I suggest that we  
 should reexamine our plan and bring it in line.

3. It was just like Caesar = It was quite characteristic of  
 Caesar (as a man who enjoyed the powers of a dictator).

ئۇ سىزېرنىڭ خاراكتېرى ئىدى.  
 بۇ بىر خىل ئىدىيەمۇلۇق ئىپادىلەش ئۇسۇلى بولۇپ،



تۆۋەندىكى مىساللارنى كۆرەيلى: *He did most of the work but said nothing about it.*

That is just like him. (He is a modest man.)

It was just like John to keep all the good deeds he had done a strict secret.

4. The story goes that...

بۇ ئىپادىلەش ئۇسۇلى كېيىن ئوتتۇرىغا قويۇلغان مەلۇم بىر ئىشنىڭ ھەقىقى بولغانلىقى توغرىسىدا ئېنىق پاكىت بولمىسىمۇ كىشىلەر تەرىپىدىن توغرا دەپ قارىلىدىغانلىقىنى ئىپادىلەشتە قوللىنىلىدۇ.

5. This Gregorian-calendar year, remarkably accurate as it is, is about 24 seconds too long.

جۈملە ئوتتۇرىسىدىكى بېقىمىنى جۈملە «though it is remarkably accurate» دېگەن مەنىنى بىلدۈرىدۇ. مەسىلەن:

Busy as he was, he never refused to come to our help.

## WORD FORMATION

### ئالماشتۇرۇش (Conversion)

مەلۇم بىر سۆزنىڭ ھېچقانداق قوشۇمچىنىڭ ياردىمىسىز ئەسلىدىكى سۆز تۈركۈمىدىن باشقا بىر سۆز تۈركۈمىگە ئۆزگىرىش ئۇسۇلى ئالماشتۇرۇش دېيىلىدۇ. بۇ خىل ئۇسۇل ھازىرقى زامان ئىنگلىز تىلىدا سۆز ياساشتا مۇھىم رول ئوينايدۇ. مەلۇم بىر سۆزنىڭ خاراكتېرى ئۆزگەرگەندىن كېيىنمۇ مەنە جەھەتتىن ئەسلى سۆز تۈركۈمىدىكى مەنىسى بىلەن باغلىنىشى بولىدۇ. مەسىلەن،

ئىسىم hand (قول) پېئىلغا ئايلىنىپ hand بولغاندا «سۇنماق، تاپشۇرماق» دېگەندەك مەنىلەرنى بىلدۈرىدۇ، ئەمدى تۆۋەندىكىلەرنى كۆرەيلى:

پېئىل → ئىسىم

- smoke (ئىس) → smoke (تامماكا چەكمەك)
- cause (سەۋەپ) → cause (كەلتۈرۈپ چىقارماق)
- anger (غەزەپ) → anger (غەزەپلەنمەك)
- brush (چوتكا) → brush (چوتكىلىماق)

ئىسىم → پېئىل

- report (دوكلات قىلماق) → report (دوكلات)
- start (باشلانماق) → start (باشلىنىش)
- ache (ئاغرىماق) → ache (ئاغرىق)
- increase (ئاشماق) → increase (ئېشىش)

## GRAMMAR

### زاماننىڭ پەرقى

1. ئاددى ھازىرقى زامان بىلەن ئىزچىل ھازىرقى زاماننىڭ

پەرقى (1) ئاددى ھازىرقى زامان ھەرىكەتنىڭ ۋاقتى چەكلىمىگە ئۇچرىمايدىغانلىقىنى ياكى ئېنىق ئەمەسلىكىنى بىلدۈرسە، ئىزچىل ھازىرقى زامان ھەرىكەتنىڭ ۋاقىتلىق ياكى قەرەللىك خاراكتېرىغا ئىگە ئىكەنلىكىنى بىلدۈرىدۇ. مەسىلەن:

His father works 40 hours every week.

(ئاددى ھازىرقى زامان)  
ئۇنىڭ دادىسى ھەپتەسىگە 40 سائەت ئىشلەيدۇ. (ئۇزاق مۇددەتلىك ھەرىكەتنى بىلدۈرىدۇ.)

I usually wear sport shoes.

(ئاددى ھازىرقى زامان)  
مەن ئادەتتە تەنھەرىكەت ئايىقى كىيىمەن. (دائىملىق ھەرىكەتنى بىلدۈرىدۇ)

Don't make so much noise. The baby is sleeping.

(ئىزچىل ھازىرقى زامان)  
ۋاراڭ-چۇرۇڭ قىلماڭلار، بوۋاق ئۇخلاۋاتىدۇ. (ھازىرقى ئەھۋالنى كۆرسىتىدۇ)

I'm not wearing sport shoes today.

(ئىزچىل ھازىرقى زامان)  
مەن بۈگۈن تەنھەرىكەت ئايىقى كىيىمدىم. (ۋاقىتلىق ئەھۋالنى بىلدۈرىدۇ.)

(2) قىسقا ۋاقىتتا يۈز بېرىدىغان ھەرىكەتنى بىلدۈرىدىغان پېئىللار ئاددى ھازىرقى زاماندا ئىشلىتىلگەندە ھازىر يۈز بەرگەن قىسقا ھەرىكەتنى بىلدۈرىدۇ؛ بۇنداق پېئىللار ئىزچىل ھازىرقى زاماندا ئىشلىتىلگەن بولسا ھەرىكەتنىڭ تەكرارلىنىشىنى بىلدۈرىدۇ. مەسىلەن:

Dilshad shoots for goal. (دىلشاد توپ ئۇردى.)

(ئاددى ھازىرقى زامان، بىردەملىك ھەرىكەتنى بىلدۈرىدۇ)

The boy is jumping with joy.

بالا خوشاللىقتىن سەكرەپ كەتتى.

(ئىزچىل ھازىرقى زامان، تەكرار ھەرىكەتنى بىلدۈرىدۇ)

2. ئاددى ھازىرقى زامان بىلەن پۈتكەن ھازىرقى زاماننىڭ

پەرقى

پۈتكەن ھازىرقى زامان مەلۇم بىر ھەرىكەتنىڭ ئۆتكەن زاماندىكى مۇئەييەن ۋاقىتتىن ھازىرغىچە بولغان ئۆزگىرىش جەريانىنى تەكىتلەيدۇ. ئاددى ھازىرقى زامان بولسا ئاساسلىقى ئىقتىدار، ئادەت، پىسخىك ھالەت ياكى ھازىر مەۋجۇت بولغان ھالەتنى ئىپادىلەيدۇ.

مەسىلەن:

I come from Korla. مەن كۆرلىدىن.

I have come from Korla.

مەن كۆرلىدىن كەلدىم. (بۇ يەردە سۆزلىگۈچى كورلىنىڭ قانداق ئىكەنلىگىنى بىلىدىغانلىقىنى ئىپادىلەيدۇ)

He reads very well. ئۇ بەك ياخشى ئوقۇيدۇ.

(بۇ بىر قېتىملىق ھەرىكەتنى بىلدۈرۈپلا قالماي بەلكى شۇنداق ئىقتىدارغا ئىگە ئىكەنلىگىنى ئىپادىلەيدۇ)

He has read the text very well.

ئۇ تېكىستنى بەك ياخشى ئوقۇدى.

(بۇ جۈملە بايا تاماملانغان بىر قېتىملىق ھەرىكەتنى بىلدۈرىدۇ. ئادەتتىكى ئوقۇش سەۋىيىسىنىڭ قانداقلىقىنى بىلدۈرمەيدۇ).

3. ئاددى ئۆتكەن زامان بىلەن پۈتكەن ھازىرقى زاماننىڭ

پەرقى

1) ئاددى ئۆتكەن زامان پەقەت ئۆتكەن زاماندا يۈز بەرگەن

ھەرىكەت ياكى مەۋجۇت بولغان ھالەتنى ئىپادىلەيدۇ. ھازىر

ھېچقانداق مۇناسىۋىتى يوق. پۈتكەن ھازىرقى زامان بولسا

ئۆتكەن زاماندا يۈز بەرگەن ھەرىكەتنىڭ ھازىرغىچە داۋاملىشىپ

كەلگەنلىكىنى، ھازىر بىلەن مۇناسىۋىتى بارلىقىنى ئىپادىلەيدۇ.  
مەسىلەن:

He was in Sweden for five years. (ئاددى ئۆتكەن زامان)  
ئۇ شىۋىتسىيەدە بەش يىل تۇرغان (ھازىر شىۋىتسىيەدە ئەمەس.)

He has been in Sweden for five years.  
(پۈتكەن ھازىرقى زامان)  
ئۇنىڭ شىۋىتسىيەدە تۇرۇۋاتقىنىغا بەش يىل بولدى (ھازىر يەنىلا شىۋىتسىيەدە.)

We saw the film yesterday. (ئاددى ئۆتكەن زامان)  
بىز تۈنۈگۈن ئۇ كىنونى كۆردۈك (ئۆتكەن زاماندىكى ھەرىكەتنى ئىپادىلەيدۇ)

We have already seen the film. (پۈتكەن ھازىرقى زامان)  
بىز ئۇ كىنونى ئاللىقاچان كۆرگەن (ئىش ھەرىكەتنىڭ ھازىرقى نەتىجىسىنى كۆرسىتىدۇ).  
2) ئاددى ئۆتكەن زامان بىلەن بىللە ئىشلىتىلدىغان ۋاقىت ھالەتلىرى پەقەت ئۆتكەن زاماننى كۆرسىتىدۇ. ھازىرنى كۆرسەتمەيدۇ. پۈتكەن ھازىرقى زامان بولسا دائىم ئېنىق بولمىغان ياكى ھازىرنى ئۆز ئىچىگە ئالغان ۋاقىت ھالەتلىرى بىلەن بىللە ئىشلىتىلىدۇ. مەسىلەن:

He was in prison in 1995.  
ئۇ 1995-يىلى تۈرمىگە كىرگەن (جۈملىدىكى 1995 in ئېنىق ئۆتكەن ۋاقىتنى بىلدۈرىدۇ).

He has been in prison since 1995.  
ئۇ 1995-يىلىدىن بۇيان ئىزچىل تۈرمىدە. (جۈملىدىكى since 1995 بولسا 1995-يىلىدىن ھازىرغىچە)

بولغان ئەھۋالىنى بىلدۈرىدۇ) recently, for a year, this morning (3  
ۋاقىت ھالەتلىرى ئاددى ئۆتكەن زامان ۋە پۈتكەن ھازىرقى زاماننىڭ  
ھەر ئىككىلىسىدە ئىشلىتىلىدۇ. بىراق بىلدۈرگەن مەنىسى  
ئوخشىمايدۇ. مەسىلەن:

I wrote several letters this afternoon.

مەن بۈگۈن چۈشتىن كېيىن بىر نەچچە پارچە خەت يازدىم.  
(سۆزلىنىۋاتقان ۋاقىت كەچقۇرۇن)

I have written several letters this afternoon.

مەن بۈگۈن چۈشتىن كېيىن بىر نەچچە پارچە خەت يازدىم.  
(سۆزلىنىۋاتقان ۋاقىت - يەنىلا چۈشتىن كېيىن)

He learned English for six years.

ئۇ ئىنگلىز تىلىنى 6 يىل ئۆگەندى. (ھەرىكەت ئۆتكەن  
زاماندا بولغان)

He has learned English for six years.

ئۇ ئىنگلىز تىلى ئۆگەنگىلى 6 يىل بولدى. (ھەرىكەت ئەمدىلا  
تاماملانغان ياكى داۋاملىشىدۇ)

4. پۈتكەن ھازىرقى زامان بىلەن ئىزچىل پۈتكەن ھازىرقى

زاماننىڭ پەرقى

(1) پۈتكەن ھازىرقى زامان ئۆتكەن زاماندا باشلانغان

ھەرىكەتنىڭ ھازىرغا بولغان نەتىجىسى ياكى ھازىر تاماملانغانلىقىنى

بىلدۈرىدۇ؛ ئىزچىل پۈتكەن ھازىرقى زامان بولسا ھەرىكەتنىڭ

يەنىلا داۋاملىشىۋاتقانلىقىنى تەكىتلەيدۇ. مەسىلەن:

He has written a letter.

ئۇ بىر پارچە خەت يازدى (خەتنى يېزىپ بولدى).

He has been writing a letter.

ئۇ بىر پارچە خەت يېزىۋاتىدۇ. (يەنىلا خەت يېزىۋاتىدۇ)  
2) پۈتكەن ھازىرقى زامان ھەرىكەتنىڭ ئاخىرقى نەتىجىسىنى  
تەكىتلەيدۇ. ئىزچىل پۈتكەن ھازىرقى زامان بولسا ھەرىكەتنىڭ  
بىۋاسىتە نەتىجىسىنى تەكىتلەيدۇ. مەسىلەن:

The boy has finished his homework.

بۇ بالا تاپشۇرۇقىنى ئىشلەپ بولدى. (ھەرىكەتنىڭ ئاخىرقى  
نەتىجىسى تەكىتلەنگەن)

You look tired, what have you been doing?

چارچىغاندەك كۆرۈنسىز، سىز زادى نىمە ئىش  
قىلىۋاتىسىز؟  
(ھەرىكەتنىڭ بىۋاسىتە نەتىجىسى تەكىتلەنگەن)

سىجىللىقنى بىلدۈرىدىغان بەزى پېئىللار دائىم سىجىللىقنى  
بىلدۈرىدىغان ۋاقىت ھالىتى بىلەن بىللە ئىشلىتىلىدۇ. پۈتكەن  
ھازىرقى زامان بىلەن ئىزچىل پۈتكەن ھازىرقى زامان ئۆتكەن  
زاماندا باشلىنىپ ھازىرغا قەدەر داۋاملاشقان ھەرىكەتنى بىلدۈرگەندە  
مەنە جەھەتتىن ئانچە چوڭ پەرقى بولمايدۇ. شۇڭا ئۇلارنى ئۆزئارا  
ئالماشتۇرۇپ ئىشلىتىشكە بولىدۇ. ئىزچىل پۈتكەن زامان پەقەت  
ھەرىكەتنىڭ ئىزچىللىقىنى تېخىمۇ تەكىتلەيدۇ، خالاس.

He has worked here for two hours.

ئۇنىڭ بۇ يەردە ئىشلىگىنىگە ئىككى سائەت بولدى.

He has been working here for two hours.

ئۇ ئىككى سائەتتىن بۇيان مۇشۇ يەردە ئىشلەۋاتىدۇ.

5. ئاددى كەلگۈسى زامان بىلەن ئىزچىل كەلگۈسى زاماننىڭ

پەرقى

(1) ئاددى كەلگۈسى زامان كەلگۈسىدە بولىدىغان

ئىش-ھەرىكەت ھالىتىنى ئىپادىلەيدۇ. ئىزچىل كەلگۈسى زامان

بولسا كەلگۈسىدە بولىدىغان ھەرىكەتنىڭ سىجىللىقىنى تەكىتلەيدۇ.  
مەسىلەن:

I hope it won't rain tomorrow.

ئەتە يامغۇر ياغماسلىقىنى ئۈمىد قىلىمەن. (پەقەت ئەتىكى  
ئەھۋالنى ئىپادىلەيدۇ)

It's raining again. I hope it won't still be raining tomorrow.

يەنە يامغۇر ياغدى. ئەتە يەنە يېغىۋەرمىسە بولاتتى.  
(ھەرىكەتنىڭ سىجىللىقىنى تەكىتلەيدۇ)

(2) ئاددى كەلگۈسى زامان ئىپادىلىگەن ھەرىكەت دائىم  
سۆزلىگۈچىنىڭ خاھىشىنى ئىپادىلەيدۇ. ئىزچىل كەلگۈسى زاماندا  
بۇنداق سۈيبىكتىپ خاھىش بولمايدۇ. مەسىلەن:

I'll come to your house tomorrow.

ئەتە ئۆيىڭىزگە بارىمەن. (سۆزلىگۈچىنىڭ خاھىشىنى  
بىلدۈرىدۇ)

I'll be coming to your house tomorrow.

ئەتە ئۆيىڭىزگە بارىمەن. (سۆزلىگۈچىدە مۇنداق خاھىش  
يوق.)

(3) ئىزچىل كەلگۈسى زامان بەزىدە تاساددىبى يۈز بەرگەن  
ئىش-ھەرىكەتنى بىلدۈرىدۇ. مەسىلەن:

I shall be coming to Urumqi next week. Perhaps I could see you then.

كېلەر ھەپتە ئۈرۈمچىگە بارىمەن. سىزنى يوقلاپ ئۆتۈشۈم  
مۈمكىن.

(بۇ يەردە «ئەگەر بېرىپ قالسام سىز بىلەن كۆرۈشمەن»  
دېگەن مەنىنى بىلدۈرىدۇ)



Will you be coming to the party this evening?  
كەچتە ئولتۇرۇشقا كېلەلمەسز؟  
(بۇ يەردە «سەزگە ئاشۇنداق پۇرسەت چىقامدۇ؟» دېگەن مەنى بار)

## WORD STUDY

### Pick vt.

1. ئالماق، يىغماق

She picked a thorn (تەكەن) out of her finger.  
to pick flowers, fruit, apples, cotton etc.

2. تېپىۋالماق، ئېلىۋالماق

He picked up a parcel in the railway station and handed it over to the Lost and Found Department.

The bus stopped to pick up passengers.

3. تاللىماق

The students were asked to pick out from the essay as many idiomatic expressions as they could find.

He picked out from the shelves the books he liked.

### Mind vt.

1. دىققەت قىلماق، خەۋەر ئالماق

Mind your pronunciation when you speak.

Please mind the stove while I'm away.

Mind your step!

2. كۆڭلىگە كەلمەك، قارشى تۇرماق

Would you mind passing me the dictionary?

Do you mind if I open the window?

I hope you won't mind if I am a little late.

**Repeat v.**

1. تەكرارلىماق

Such mistakes must never be repeated.

The performance was repeated at the request of the audience.

The treatment was repeated several times before it produced results.

2. يەنە بىر قېتىم دىمەك

The officer told the soldier to repeat his orders.

The pupils were made to repeat the teacher's words until they could say them fluently.

3. يادلىماق

The pupils were made to repeat yesterday's lessons.

Can you repeat the poem from memory?

## FAMOUS QUOTATIONS

To love and to be loved, is the greatest happiness of existence.

—Sydney Smith

8. سۆيۈش ۋە سۆيۈلۈش - رېئاللىقتىكى ئەڭ چوڭ بەخت.

When there is no hope there can be no endeavour.

—Samuel Johnson

ئۈمىد بولمىسا تىرىشچانلىقىمۇ بولمايدۇ.

Imagination is more important than knowledge.

—Albert Einstein

تەسەۋۋۇر - بىلىمدىن كۆپ مۇھىمدۇر.

## EXERCISES

### I Answer the following questions:

1. Can you define briefly what a calendar is?
2. How did our early ancestors keep time before the calendar was invented?
3. What was the ancient Egyptians' idea of a year?
4. What is it that prevents days from fitting evenly into months and months into years?
5. When was Rome founded? How many centuries had passed by before Caesar became ruler of the Empire?
6. Explain how February came to have only 28 days.  
Why is it necessary to add another day to it every four years?
7. Suppose the error with the Julian Calendar to be 11 minutes and 14 seconds for each single year, do you think the dropping of 10 days in 1582 was enough to bring the calendar in line?
8. The Gregorian calendar was nearly perfect, wasn't it? Did its error amount to much?
9. Name some Catholic countries and some Protestant countries.

**I Complete the following:**

1. A leap year is a year ...
2. A lunar calendar is a calendar ...
3. An astronomer is a person ...
4. An odd number is a number ...
5. A Catholic country is a country ...
6. The Pope is ...

**II Say the following in some other way:**

1. To answer questions like these we look at a calendar.
2. But it was still too short a period for men to base a calendar on.
3. Caesar decided to throw out the old calendar and start all over again.
4. The error amounts to about one day in 3000 years.
5. Since then the names of the months have come down to us unchanged.

**IV Analyse the following participial constructions and then put them into Uighurs:**

1. Do you know the number of the men going on that trip?
2. His words set me thinking.
3. His remark left me wondering.
4. He was caught napping.
5. Arriving at the station, he found the train gone.

6. Not knowing what to do, he came to me for help.
7. She wrote him a letter, thanking him for his most helpful advice.
8. While reading I fell asleep.

**V Complete the following sentences:**

1. By the end of last month he \_\_\_\_\_ .  
(بۇ شەھەردە تۇرۇۋاتقانغا 5 يىل بولدى)
2. The pupils \_\_\_\_\_ (تېلېۋىزور كۆردى) at six yesterday evening.
3. I \_\_\_\_\_ (قويدۇم) so I have to write with a pencil.
4. Mr. Smith \_\_\_\_\_ (1990-يىلىدىن بېرى مۇشۇ يەردە تۇرۇۋاتىدۇ)
5. Look at the clouds. It \_\_\_\_\_ (يامغۇر ياغىدىغان ئوخشايدۇ)
6. Mr. Hamit \_\_\_\_\_ (ئۇدا بەش يىل خىمىيە دەرس ئۆتتى) ever since he graduated from university.
7. What do you think \_\_\_\_\_ (ئۇنىڭ ئاچچىقىنى كەلتۈرگەن)
8. When I met her in the street this morning \_\_\_\_\_ (ئۇ بەك خاپا كۆرۈنەتتى)

**VI Put the verbs in brackets into the correct tense:**

1. I \_\_\_\_\_ (let) you have the book as soon as I \_\_\_\_\_ (finish) it.
2. Don't smoke until the plane \_\_\_\_\_ (take) off.

3. You \_\_\_ (come) to like the job after you \_\_\_ (work) here a bit longer.
4. We \_\_\_ (not come) to any decision until we \_\_\_ (have) a chance to discuss the problem thoroughly.
5. We \_\_\_ (can) go out as soon as we \_\_\_ (have) dinner.
6. You \_\_\_ (feel) better after you \_\_\_ (have) a rest.
7. I \_\_\_ (telephone) a friend when Bob \_\_\_ (come) in.
8. Even when she \_\_\_ (be) a child she \_\_\_ (already, think) of becoming a ballerina.
9. I \_\_\_ (not know) you \_\_\_ (all be) so busy in the past few weeks.
10. You \_\_\_ (disappoint) them if you \_\_\_ (not go). They \_\_\_ (expect) you.
11. \_\_\_ you \_\_\_ (come to the show this evening? If so, we \_\_\_ (meet) you there.
12. We \_\_\_ (not be) free tomorrow afternoon. We \_\_\_ (entertain) some foreign friends.
13. "Do you think they \_\_\_ (still wait) for us when we \_\_\_ (get) there?" "oh, yes! They \_\_\_ (not go) till we \_\_\_ (arrive)".
14. When you \_\_\_ (arrive) in Urumqi, an interpreter \_\_\_ (wait) for you at the airport. He \_\_\_ (take) you to the guest house.
15. You \_\_\_ (use) the room this afternoon? If not, we \_\_\_ (use) it, for we \_\_\_ (have) our singing practice

from 3 to 4.

**VI Make sentences after the model with the given words:**

Model 1: Until last night only two students

had handed in their papers:

2. that year, only complete, ten buildings

2. that time, only 15 percent of the children, get

inoculated

3. then, no one, think of, cut a canal

Model 2: she was praised for what she had done.

1. thank her, do for him, for, she

2. not want, to tell me anything about, just hear she

3. discover, he, show great interest

Model 3: You will have got my letter by then.

1. get everything ready, tonight

2. five new lines, be opened to traffic, this summer

3. she, get well, by the time you come back

Model 4: By this summer she'll have been working

here for ten years.

1. that time, they, do this work for twenty years

2. this summer, be married for ten years

3. next month, know each other for thirty years

**VII Put into English:**

1. كومتېت يېڭى مالىيە پىلانى قوللىنىشنى تەكلىپ قىلدى.

2. بۇ ئىككى خىل خىمىيىلىك ماددىنى ئارىلاشتۇرۇۋەتمە، بولمىسا

3. بۇ ئاچقۇچ ئىشكىتىكى قۇلۇپقا چۈشمىدى، يەنە بىر ئاچقۇچنىمۇ سىناپ بېقىمىڭ.
4. بىز چوقۇم كىنو باشلىنىشتىن بۇرۇن ئۇ يەرگە يېتىپ بېرىشىمىز كېرەك.
5. ئۇلار لوندونغا بېرىشتىن بۇرۇن پارىژدا بىر نەچچە كۈن تۇرىدۇ.
6. سىز ئۇنىڭ بىلەن كۆرۈشكەندە ئەڭ ياخشىسى بۇ ئىشنى تىلغا ئالماڭ.
7. مېنىڭچە سىز بۇ ئىش توغرىسىدا ئەستايىدىل ئويلانغاندىن كېيىن مېنىڭ پىكرىمگە قوشۇلسىز.
8. ئۇ ئانچە ئۇزۇن ماڭمايلا ئاچقۇچنى ئۇنتۇپ قالغانلىقىنى ئېسىگە ئالدى.
9. 12 ياشقا كىرگەندە، ئېدىسون ئۆز كۈچىگە تايىنىپ تۇرمۇش كەچۈرۈشنى باشلىغان.
10. ئۇ ماڭا ئۇ كىتاپنى كېيىنكى ئايدا ئوقۇپ باقماقچى بولغانلىقىنى ئېيتقان.

### IX Reading Material:

#### THE DEAF COMPOSER

Although Beethoven could sit down and make up music easily, his really great compositions did not come easily at all. They cost him a great deal of hard work. We know how often he rewrote and corrected his work



because his notebooks are still kept in museums and libraries. He always found it hard to satisfy himself.

When he was 28, the worst difficulty of all came to him. He began to notice a strange humming in his ears. At first he paid little attention; but it grew worse, and at last he consulted doctors. They gave him the worst news any musician can hear: he was gradually going deaf. Beethoven was in despair; he was sure that he was going to die.

He went away to the country, to a place called Heiligenstadt, and from there he wrote a long farewell letter to his brothers. In this he told them how depressed and lonely his deafness had made him. "It was impossible for me to ask men to speak louder or shout, for I am deaf," he wrote. "How could I possibly admit an infirmity in the one sense (hearing) which should have been more perfect in me than in others ... I must live like an exile." He longed to die, and said to death, "Come when you will, I shall meet you bravely."

In fact, Beethoven did something braver than dying. He gathered his courage and went on writing music, though he could hear what he wrote only more and more faintly. He wrote his best music, the music we remember him for, after he became deaf. The music he wrote was very different from any that had been composed before. Instead of the elegant and stately music that earlier

musicians had written for their wealthy listeners, Beethoven wrote stormy, exciting, revolutionary music, which reminds us of his troubled and courageous life. He grew to admire courage more than anything, and he called one of his symphonies the "Eroica" or heroic symphony, "to celebrate the memory of a great man". Describing the dramatic opening notes of his famous Fifth Symphony, he said, "thus fate knocks on the door."

In time Beethoven went completely deaf, so deaf that he could not hear even the stormiest parts of his exciting music. But in those years he wrote more gloriously than ever. He could "hear" his music with his mind, if not with his ears. His friends had to write down what they wanted to say to him. He was lonely and often unhappy, but in spite of this, he often wrote joyful music. In his last symphony, the Ninth, a choir sings a wonderful Hymn of Joy. Because of his courage and determination to overcome his terrible disaster, his music has given joy and inspiration to millions of people.

### Comprehension Exercise

1. To say that Beethoven was "in despair" means that he \_\_\_\_\_
  - a. was very frightened
  - b. was unhappy
  - c. has given up hope
  - b. was dying

2. Beethoven knew that he was going deaf \_\_\_\_.
- after he had consulted doctors
  - when he could not hear himself humming a tune
  - when he heard a humming noise
  - when the humming noise grew louder
3. The word "infirmity" in the third paragraph means \_\_\_\_.
- "weakness"
  - "deafness"
  - "illness"
  - "loss"
4. An exile is a person who \_\_\_\_.
- cannot hear properly
  - has been sent away by force from his country
  - is suffering from a serious illness
  - is depressed and lonely
5. In the fourth paragraph we are told that Beethoven \_\_\_\_.
- died bravely
  - began to write for wealthy listeners
  - courageously continued to write music
  - regained his hearing
6. Which of these words best describes Beethoven's music composed when his hearing began to fail?
- Stately and elegant.
  - Stormy and exciting.
  - Quiet and unhappy.
  - Loud and noisy.

7. Which of the following titles best sums up the whole passage?
- a. The story of Beethoven's life.
  - b. Beethoven becomes deaf.
  - c. The music of Beethoven.
  - d. Beethoven's courageous triumph over tragedy.

## Lesson Six

### TEXT

#### A BRUSH WITH THE LAW

I have only once been in trouble with the law. The whole process of being arrested and taken to court was a rather unpleasant experience at the time, but it makes a good story now. What makes it rather disturbing was the arbitrary circumstances both of my arrest and my subsequent fate in court.

It happened in February about twelve years ago. I had left school a couple of months before that and was not due to go to university until the following October. I was still living at home at the time.

One morning I was in Richmond, a suburb of London near where I lived. I was looking for a temporary job so that I could save up some money to go travelling. As it was a fine day and I was in no hurry, I was taking my time, looking in shop windows, strolling in the park, and sometimes just stopping and looking around me. It must have been this obvious aimlessness that led to my downfall.

It was about half past eleven when it happened. I was just walking out of the local library, having unsuccessfully sought employment there, when I saw a man walking across the road with the obvious intention of talking to me. I thought he was going to ask me the time. Instead, he said he was a police officer and he was arresting me. At first I thought it was some kind of joke. But then another policeman appeared, this time in uniform, and I was left in no doubt.

"But what for?" I asked.

"Wandering with intent to commit an arrestable offence," he said.

"What offence?" I asked.

"Theft," he said.

"Theft of what?" I asked.

"Milk bottles," he said, and with a perfectly straight face too!

"Oh," I said.

It turned out there had been a lot of petty thefts in the area, particularly that of stealing milk bottles from doorsteps.

Then I made my big mistake. At the time I was nineteen, had long untidy hair, and regarded myself as part of the sixties' "youth counterculture". As a result, I wanted to appear cool and unconcerned with the incident, so I said, "How long have you been following me?" in the

most casual and conversational tone I could manage. I thus appeared to them to be quite familiar with this sort of situation, and it confirmed them in their belief that I was a thoroughly disreputable character.

A few minutes later a police car arrived. "Get in the back," they said. "Put your hands on the back of the front seat and don't move them."

They got in on either side of me. It wasn't funny any more.

At the police station they questioned me for several hours. I continued to try to look worldly and au fait with the situation. When they asked me what I had been doing, I told them I'd been looking for a job. "Aha" I could see them thinking, "unemployed".

Eventually, I was officially charged and told to report to Richmond Magistrates' Court the following Monday. Then they let me go.

I wanted to conduct my own defence in court, but as soon as my father found out what had happened, he hired a very good solicitor. We went along that Monday armed with all kinds of witnesses, including my English teacher from school as a character witness. But he was never called on to give evidence. My "trial" didn't get that far. The magistrate dismissed the case after fifteen minutes. I was free. The poor police had never stood a chance. The solicitor even succeeded in getting costs awarded against

the police.

And so I do not have a criminal record. But what was most shocking at the time was the things my release from the charge so clearly depended on. I had the "right" accent, respectable middle-class parents in court, reliable witnesses, and I could obviously afford a very good solicitor. Given the obscure nature of the charge, I feel sure that if I had come from a different background, and had really been unemployed, there is every chance that I would have been found guilty. While asking for costs to be awarded, my solicitor's case quite obviously revolved around the fact that I had a "brilliant academic record".

Meanwhile, just outside the courtroom, one of the policemen who had arrested me was gloomily complaining to my mother that another youngster had been turned against the police. "You could have been a bit more helpful when we arrested you," he said to me reproachfully.

What did he mean? Presumably that I should have looked outraged and said something like, "Look here, do you know who you're talking to? I am a highly successful student with a brilliant academic record. How dare you arrest me!" Then they, presumably, would have apologized, perhaps even taken off their caps, and let me on my way.



## DIALOGUE

### DRUGS AND SPORTS

A: I have been reading about how schools in many areas of the United States are experiencing a problem with drug use in their sports programs.

B: It's not just schools. There are so many famous people in the sports world today who have had to drop out of their sport because of illegal drug use.

A: It appears that there are some school districts that are trying to enforce some very strict rules relating to drugs and sports.

B: I know that in Utah the State High School Activity Association prohibits students who take part in its activities from using drugs, alcohol or tobacco. Violators are subject to suspensions ranging from two consecutive games to 18 weeks.

A: I don't believe they require drug tests, do they?

B: No, they don't, but one school district passed a policy of random drug testing. Students who test positive for drugs or alcohol may be suspended for 10 school days for the first offense, 60 school days for the second offense and up to 180 school days for the third violation.

A: Those are very tough penalties!

B: You're right. One of the board members said she thought it was dangerous to have a student who is using drugs to be out of school that long. Another board member said she believed a harsher punishment was appropriate because it sent a message that the school district was serious about curbing drug use. She said the penalty had to be tough enough to matter to the students.

A: I hope it works. If it does, maybe other schools will follow their lead.

## WORDS AND EXPRESSIONS TO THE TEXT

brush	/brʌʃ/ n.	ئاۋازچىلىق، سۈركىلىش
court	/kɔ:t/ n.	سوت مەھكىمىسى، سوت
take sb. to court		مەلۇم ئادەمنى ئەيىپلىمەك
disturbing	/di'stɜ:bɪŋ/ a.	كىشىنىڭ ئارامىنى بۇزىدىغان
arbitrary	/'ɑ:bitrəri/ a.	قارسىغا ھۆكۈم قىلىدىغان، ئۆز مەيلىچە
circumstance	/'sə:kəmstəns/ n.	ئەھۋال، مۇھىت
subsequent	/'sʌbsɪkwənt/ a.	كېيىنكى

fate	/feit/ n.	تەغدەر
a couple of		بىر نەچچە، بىر جۈپ
temporary	/'tempərəri/ a.	ۋاقىتلىق
save up		يىغماق، توپلىماق (پۇل)
take one's time		ئالدىرماسلىق
stroll	/strəʊl/ vi.	سەيلە قىلماق، ئايلىنىپ يۈرمەك
obvious	/ə'bvjəs/ a.	ئېنىق، روشەن
aimlessness	/'eɪmlɪsnɪs/ n.	مەقسەتسىزلىك
downfall	/'daʊnfɔ:l/ n.	بەربات بولۇش
employment	/'ɪm'plɔɪmənt/ n.	خىزمەت
intention	/'ɪntənʃən/ n.	مەقسەت، مۇددىئا
at first		دەسلەپتە
uniform	/'ju:nɪfɔ:m/ n.	خىزمەت كىيىمى
wander	/'wɒndə/ vi.	لاغا يلاپ يۈرمەك
arrestable	/ə'restəbl/ a.	قولغا ئېلىنىدىغان
offence	/ə'fens/ n.	جىنايەت
theft	/θeft/ n.	ئوغرىلىق
turn out		نەتىجىدە
petty	/'peti/ a.	ئۇششاق
doorstep		ئىشىك ئالدى
counterculture	/'kaʊntə'kʌltʃə/ n.	ئەنئەنىگە قارشى مەدەنىيەت
unconcerned	/'ʌnkən' sə:nd/ a.	كۆڭۈل بۆلمەيدىغان
casual	/'kæʒʒjuəl/ a.	ئىختىيارى، پەرۋاسىز
conversational	/'kɒnvə'seɪʃənəl/ a.	سۆزلىشىش

tone	/təʊn/ n.	ئىنتوناتسىيە
thus	/ðʌs/ ad.	مۇشۇنداق قىلىپ
familiar	/fə'miliə/ a.	تونۇشلۇق، بىلىدىغان
be familiar with		... بىلەن تونۇشلۇق
confirm	/kən'fə:m/ vt.	جەزملەشتۈرمەك
belief	/bi'li:f/ n.	ئىشەنچ، ئېتىقاد
thoroughly	/'θʌrəli/ ad.	پۈتۈنلەي
disreputable	/dis'repjʊtəbl/ a.	سېسىق نامى پۇر كەتكەن
character	/'kærəktə/ n.	خاراكتېر، پەزىلەت
worldly	/'wɜ:ldli/ ad.	جاھان كۆرگەن
au fait	/,əu'fei/ a.	پىششىق بىلىدىغان
aha	/a:'hɑ:/ conj.	ئاھا!
eventually	/'i:ventʃuəli/ ad.	نەتىجىدە، ئاخىرىدا
officially	/'ə:fɪʃəli/ ad.	رەسمىي ھالدا
charge	/tʃɑ:dʒ/ vt.	ئەيىپلىمەك
magistrate	/'mædʒɪstreɪt/ n.	يەرلىك سودىيە
conduct	/kən'dʌkt/ vt.	بىر تەرەپ قىلماق
hire	/'haɪə/ vt.	يالىلماق، ئىشلەتمەك
solicitor	/sə'lisɪtə/ n.	ئادۋوكات (ئەنگلىيىدە)
witness	/'wɪtnɪs/ n.	گۈۋاچى
call on		چاقىرماق، تەلپ قىلماق
trial	/'traɪəl/ n.	سوتلاش
stand a chance		پۇرسەت بولماق
cost	/kɒst/ n.	ئەرز ھەققى
criminal	/'krɪmɪnəl/ n.	جىنايەت، جىنايەتچى
award	/ə'wɔ:d/ vt.	ھۆكۈم قىلىپ بەرمەك

release	/ri'li:s/ vt.	قويۇپ بەرمەك
accent	/'æksənt/ n.	تەلەپپۇز
respectable	/ris'pektəbl/ a.	ھۆرمەتكە سازاۋەر
reliable	/ri'laɪəbl/ a.	ئىشەنچلىك
afford	/ə'fɔ:d/ vt.	چىقىمنى كۆتۈرمەك
given prep.		... نى ئويلاشقاندا
obscure	/əb'skjʊə/ a.	مۇجىمەل، تۇتۇق
guilty	/'gilti/ a.	گۇناكار
revolve	/ri'vɒlv/ v.	چۆگىلمەك
revolve around		... نى مەركەز قىلماق
brilliant	/'brɪljənt/ a.	ئاجايىپ، كارامەت، شانلىق
academic	/'ækə'demɪk/ a.	ئىلمىي
meanwhile	/'minwaɪl/ n.	شۇنىڭ بىلەن بىر ۋاقىتتا
courtroom	/'kɔ:trʊm/ n.	سوت مەيدانى
gloomily	/'glu:mɪli/ ad.	روھىي چۈشكەن ھالدا، بېشى چۈشۈپ كەتكەن ھالدا
turn against		قارشى تۇرماق
reproachfully	/ri'prəʊtʃfʊli/ ad.	ئەيىپلىگەن ھالدا
presumably	/'pri:zju:məbli/ ad.	بەلكى، ئېھتىمال
outrage	/'aʊtreɪdʒ/ vt.	غەزەپلەنمەك، چېچىلماق
apologize	/ə'pɒlədʒaɪz/ vi.	كەچۈرۈم سورىماق

## WORDS AND EXPRESSIONS TO THE DIALOGUE

area /'eəriə/ n. رايون

drop out of		... دىن چېكىنىمەك
illegal	/i'li:gl/ a.	قانۇنسىز
district	/'distrikt/ n.	رايون
enforce	/in'fɔ:s/ vt.	يۈرگۈزمەك، ئىجرا قىلماق
prohibit	/prə'hibit/ vt.	چەكلەمەك
alcohol	/'ælkəhɒl/ n.	ئىسپىرت
violator	/'vaɪələitə/ n.	خىلاپلىق قىلغۇچى
be subject to		... گە ئۇچرىماق
suspension	/sə'spenʃən/ n.	توختۇتۇپ قويماق
consecutive	/kən'sekjutiv/ a.	ئۈزۈلمەي، ئىزچىل
random	/'rændəm/ n.	نشانسىز، خالغانچە
positive	/'pɒzətiv/ a.	مۇسبەت، ئېنىق
suspend	/sə'spend/ vt.	ئېسىپ قويماق
tough	/tʌf/ a.	قاتتىق
penalty	/'penlti/ n.	جازا
board	/bɔ:d/ n.	مۇدىرىيەت
dangerous	/'deɪndʒərəs/ a.	خەتەرلىك
harsher	/'hɑʃə/ a.	قاتتىقراق، ئېغىرراق
appropriate	/ə'prəʊpriət/ a.	مۇۋاپىق
curb	/kə:b/ v. ; n.	كوتترول قىلماق
follow one's lead		مەلۇم كىشىنى دورىماق، مەلۇم ئادەمنى ئۆلگە قىلماق

## NOTES TO THE TEXT

1. and was not due to go to university until the following October:

ئەنگلىيىدە ئوقۇش مەۋسۈمى تۆۋەندىكىدەك بولىدۇ: ئۆكتەبىر - دېكابىر؛ يانۋار - مارت؛ ئاپرىل - ئىيۇن.

2. stealing milk bottles from doorsteps;

ئەنگلىيىدە ھەر كۈنى ئەتىگەنلىكى شۈت بوتۇلكا بىلەن كىشىلەرنىڭ ئىشىكى ئالدىغا يەتكۈزۈپ بېرىلىدۇ.

3. the sixties' "youth counterculture":

بۇ يەردىكى youth counterculture 1960-يىللاردىكى غەرب جەمئىيىتىدىكى ياشلارنىڭ ئەنئەنىۋى قىممەت قارشىنى چەتكە قېقىپ تېخىمۇ كۆپ ئەركىنلىك تەلەپ قىلىدىغان كۆز قاراش ۋە تۇرمۇش مەنتىقىسىنى كۆرسىتىدۇ.

4. a character witness:

سوتتا مەلۇم بىر ئادەمنىڭ نام-ئابرويى، ئىش-ھەرىكىتى ۋە ئەخلاق پەزىلىتى ئۈچۈن گۇۋالىق بېرىدىغان ئادەمنى كۆرسىتىدۇ.

5. getting cost awarded against the police:

بۇ جۈملىنىڭ مەنىسى مۇنداق بولىدۇ:  
getting the magistrate to make the decision that the legal expenses of the case should be paid by the police.

6. While asking for costs to be awarded, my solicitor's case quite obviously revolved around ...

بۇ جۈملە تۆۋەندىكىدەك مەنىنى ئىپادىلەيدۇ:  
While my solicitor's case asked for costs to be awarded, it quite obviously revolved around ...

7. Presumably that I should have looked outraged ...

بۇ جۈملىنىڭ مەنىسى مۇنداق: . . .

Presumably he meant that I should have looked outraged ...

## WORD FORMATION

پېئىل → سۈپەت

better (ياخشىراق)	→	(ياخشىلماق)
separate (ئايرىم)	→	(پارچىلماق)
warm (ئىللىق)	→	(ئىللىماق)
empty (قۇرۇق)	→	(قۇرۇغدىماق)
calm (تىپ-تىنچ)	→	(تىنچىماق)

پېئىل → ize + سۈپەت / ئىسىم

revolution	→	revolutionize	ئىنقىلاۋلاشتۇرماق
system	→	systemize	سېستىمىلاشتۇرماق
real	→	realize	ئەمەلگە ئاشۇرماق
modern	→	modernize	زامانىۋىلاشتۇرماق
popular	→	popularize	ئومۇملاشتۇرماق

## GRAMMAR

مۇستەقىل باش كېلىشلىك قۇرۇلما



مۇستەقىل باش كېلىشىنىڭ قۇرۇلما ئىسىم ياكى ئالماشقا باشقا تەركىپلەر (بۆلەك سۆز، پېئىلنىڭ تۇراقسىز شەكلى، ئىسىم، ئالماش، سۈپەت، رەۋش ياكى ئالدى قوشۇلغۇچىلىق سۆز بىرىكمىسى) نىڭ قوشۇلۇشىدىن تۈزىلىدۇ. گرامماتىكىلىق جەھەتتە مۇستەقىل قۇرۇلما بولىدۇ، بىراق جۈملە بولمايدۇ. مەنە جەھەتتىن پۈتۈن جۈملىگە تايىنىدۇ. ئۇنىڭ ئالاھىدىلىكى مۇنداق بولىدۇ:

(1) مۇستەقىل باش كېلىشلىك قۇرۇلما ھالەت بېقىندى جۈملىگە باراۋەر بولۇپ، ۋاقىت، سەۋەپ، شەرت، ھەرىكەت ئۈسۈلى ۋە ئەگەشمە ھالەت قاتارلىقلارنى بىلدۈرىدۇ.

(2) مۇستەقىل باش كېلىشلىك قۇرۇلما جۈملە بېشىدىمۇ كېلىدۇ، جۈملە ئاخىرىدىمۇ كېلىدۇ.

(3) بۇ قۇرۇلما ئاساسلىقى يېزىق تىلىدا ئىشلىتىلىدۇ.

(4) بۇ قۇرۇلمنىڭ لوگىكىلىق ئىگىسى بىلەن جۈملىنىڭ گرامماتىكىلىق ئىگىسى ئوخشىمايدۇ.

1. مۇستەقىل باش كېلىشلىك قۇرۇلمنىڭ تۈزۈلىشى  
(1) ئىسىم / باش كېلىشتىكى ئالماش + ھازىرقى بۆلەك سۆز ئىسىم ياكى ئالماش دائىم ھازىرقى بۆلەك سۆز بىلدۈرگەن ھەرىكەتنىڭ ئىجراچىسى بولىدۇ. ھازىرقى بۆلەك سۆز بىلەن لوگىكىلىق ئىگە-خەۋەر مۇناسىۋىتى ھاسىل قىلىدۇ. مەسىلەن:

Time permitting (=If time permits), we can finish the work.

ۋاقىت يار بەرسە، بىز ئىشنى تۈگىتەلەيمىز. (شەرتىنى بىلدۈرىدۇ)

Spring coming on (=when spring came on), the trees turned green.

باھار كەلگەندە دەل-دەرەخلەر يېشىللىققا پۈركەندى. (ۋاقتىنى بىلدۈردى)

It being Sunday (=As it was Sunday), they had no class. يەكشەنبە بولغاچقا، ئۇلارنىڭ دەرسى يوق ئىدى. (سەۋەبىنى بىلدۈردى)

(2) ئىسىم / باش كېلىشتىكى ئالماش + ئۆتكەن بۆلەك سۆز ئىسىم ياكى ئالماش دائىم ئۆتكەن بۆلەك سۆز بىلدۈرگەن ھەرىكەتنىڭ قوبۇل قىلغۇچىسى بولىدۇ، ئۆتكەن بۆلەك سۆزى بىلەن لوگىكىلىق خەۋەر تولدۇرغۇچىلىق مۇناسىۋەت ھاسىل قىلىدۇ. مەسىلەن:

The signal given, the bus started. نىسبەت بەلگىسى بىلەن باش كېلىشتىكى ئالماش (ۋاقتىنى بىلدۈردى)

Their strength exhausted, they sank down one by one. ئۇلار چارچاپ كەتكەچكە بىرىنىڭ كەينىدىن بىرى ھالدىن كەتتى. (سەۋەبىنى بىلدۈردى)

All things considered, his suggestion is of greater value than yours. نىسبەت بەلگىسى بىلەن باش كېلىشتىكى ئالماش

كەتەرلىق ئويلانغاندا ئۇنىڭ تەكلىۋى سېنىڭكىدىن پايدىلىقراق. (شەرتنى بىلدۈردى)

He sat silently, eyes closed.

ئۇ جىم ئولتۇرغان بولۇپ، كۆزى چىڭ يۇمۇقلۇق ئىدى. (ئەگەشمە ھالەتنى بىلدۈردى)

(3) ئىسىم / باش كېلىشتىكى ئالماش + سۈپەت / رەۋش سۈپەت بىلەن رەۋش دائىم ئىسىم ياكى ئالماشنىڭ خاراكتېرى ۋە تۇرغان ھالىتىنى چۈشەندۈرۈپ كېلىدۇ. مەسىلەن:

Everything (being) ready, they started out.

ھەممە تەييارلىق پۈتكەندە ئۇلار يولغا چىقتى. (ۋاقتىنى بىلدۈردۇ)

The children were making a snowman, hand red with cold.

بالىلار قاردىن ئادەم ياساپ قوللىرى سوغۇقتىن قىزىرىپ كەتكەن ئىدى. (ئەگەشمە ھالەت)

The meeting over, the students were dismissed.

يىغىن ئاياغلىشىپ ئوقۇغۇچىلار تارالدى. (ۋاقتىنى بىلدۈردۇ)

The boy looked at the beautiful picture, eyes wide open.

بالا بۇ چىرايلىق رەسىمگە قاراپ، ئاغرى ئېچىلىپلا قالغان ئىدى. (ئەگەشمە ھالەت)

4) ئىسىم / باش كېلىشتىكى ئالماش + پېئىلنىڭ تۇراقسىز شەكلى

ئىسىم ياكى ئالماش پېئىلنىڭ تۇراقسىز شەكلى بىلدۈرگەن ھەرىكەتنىڭ ئىجراچىسى بولۇپ، پېئىلنىڭ تۇراقسىز شەكلى بىلەن لوگىكىلىق ئىگە-خەۋەرلىك مۇناسىۋەت ھاسىل قىلىدۇ. بۇنداق قۇرۇلما جۈملە بېشىدا ياكى جۈملە ئاخىرىدا كېلىدۇ. مەسىلەن:

The teacher to help us, we will succeed.

ئوقۇتقۇچى ياردەم بەرسە بىز مۇۋەپپەقىيەتكە ئېرىشىمىز. (سەۋەبىنى بىلدۈردۇ)

He invited us to see a film, he himself to buy the tickets.

ئۇ بىزنى كىنو كۆرۈشكە تەكلىپ قىلدى. بىلەننى ئۆزى ئالدى. (تولۇقلاپ چۈشەندۈرگەن)

5) ئىسىم / باش كېلىشتىكى قۇرۇلما + ئالدى قوشۇلغۇچىلىق بىرىكمە

ئالدى قوشۇلغۇچىلىق بىرىكمە دائىم ئىسىم ياكى ئالماشنىڭ خاراكتېرى ۋە تۇرغان ھالىتىنى چۈشەندۈرۈپ كېلىدۇ. مەسىلەن:

The old man sat in the chair, book in hand.  
 بوۋاي قولىدا كىتاپ تۇتقان ھالدا ئورۇندۇقتا ئولتۇراتتى.  
 (ئەگەشمە ھەرىكەتنى بىلدۈرىدۇ)

The old farmer came back, a large basket on his shoulder.  
 دېھقان قايتىپ كەلدى. ئۇنىڭ مۇرىسىدە يوغان بىر سۈۋەت بار ئىدى. (ئەگەشمە ھالەت)

6) ئالدى قوشۇلغۇچى + قوشما تولدۇرغۇچى  
 بۇ قۇرۇلمىدا with/without/like قاتارلىق ئالدى قوشۇلغۇچىلار ئىشلىتىلىدۇ. مەسىلەن:

The teacher entered the classroom, with a book in his hand.  
 ئوقۇتقۇچى قولىدا بىر كىتاپنى كۆتىرىپ سىنىپقا كىرىپ كەلدى. (ئەگەشمە ھالەت)

The classroom is very bright with all the lights turned on.  
 ھەممە چىراقلار يېقىلغاندا سىنىپنىڭ ئىچى بەك يورۇق بولىدۇ. (ۋاقىت)

I can't go out, with a lot of homework to do.  
 ئىشلەيدىغان تاپشۇرۇقلىرىم كۆپ بولغاچقا سىرتقا چىقالمايمەن. (سەۋەپ)

Don't talk with your mouth full.

بىر نەرسە يەۋېتىپ گەپ قىلما. (ھەرىكەت ئۇسۇلى)

He fought the tiger with a stick as his only weapon.

ئۇ پەقەت بىر توقماقنى قورال قىلىپ يولۋاس بىلەن ئېلىشتى. (ھەرىكەت ئۇسۇلى)

2. مۇستەقىل باش كېلىشلىك قۇرۇلمىنىڭ سىنتاكتىك

رولى

(1) ۋاقىت ھالىتى بولىدۇ.

مەسىلەن:

My work having been finished, I went home.

ئىشىمنى تۈگەتكەندىن كېيىن ئۆيگە قايتتىم.

The meeting over, they left the hall.

يىغىن تۈگىگەندىن كېيىن ئۇلار زالدىن ئايرىلدى.

(2) سەۋەپ ھالىتى بولىدۇ.

My watch having been lost, I didn't know what time it was.

سائىتىم يۈتۈپ كەتكەچكە، سائەتنىڭ نەچچە بولغانلىقىنى بىلمەمدىم.

There being no bus, we had to walk home.

ئاپتوبۇس بولمىغاچقا، ئۆيگە پىيادە قايتىشقا مەجبۇر بولدۇق.

(3) شەرت ھالىتى بولىدۇ.

مەسىلەن:

Time permitting, I'll go to the cinema with you.

ۋاقىت يار بەرسە سىز بىلەن كىنوغا بىللە بارىمەن.

Weather permitting, we shall go outing.

ھاۋارايى يار بەرسە، بىز دالا سەيلىسىگە چىقىمىز.

4) ئەگەشمە ھەرىكەتنى ئىپادىلەيدۇ ياكى تولۇقلاپ چۈشەندۈرىدۇ.

مەسىلەن: Gulzar entered the room, with an apple in her hand.  
گۈلزار قولىدا بىر ئالمىنى تۇتقان ھالدا ئۆيگە كىرىپ كەلدى.

He was doing his homework, his brother sitting aside.  
ئۇ تاپشۇرۇق ئىشلەۋاتقاندا ئۇنىڭ ئىنىسى يېنىدا ئولتۇراتتى.

## FAMOUS QUOTATIONS

There is no substitute for hard work.

—Thomas Alva Edison

ھىچقانداق نەرسە - جاپالىق ئەمگەكنىڭ ئورنىنى ئالالمايدۇ.

Progress is the activity of today and the assurance of tomorrow.

—Ralph Waldo Emerson.

ئالغا ئىنتىلىش - بۈگۈننىڭ ئەمەلىيىتى، ئەتىنىڭ كاپالىتى.

Victory belongs to the most persevering.

—Napoleon Bonapart

غەلبە - ئەڭ قەيسەر ئادەمگە مەنسۇپ.

## WORD STUDY

Move v.

1. يۆتكىمەك

We moved our chairs nearer to the speaker.

2. كۆچمەك

They have moved to another town.

We moved out so they could move in.

3. ئالغا ئىلگىرلىمەك

The visitors stopped for a short while and then moved on.

4. ئالغا باسماق

Things moved rapidly under pressure of circumstances.

**Serve v.**

1. ... گە مۇلازىمەت قىلماق

The manager asked his staff to serve the customers wholeheartedly.

He is serving in the army just now.

A waiter is a man who serves customers in a restaurant.

2. تەمىنلىمەك

This restaurant serves excellent sea food.

3. بولماق

This will serve as a good example.

Never mind, these books will serve very well as a pillow.

**Enjoy vt.**

1. ياخشى كۆرمەك، خوشاللىق تاپماق

Take this book, for I'm sure you'll enjoy it.

We all enjoyed listening to the speaker, who talked

with such humor.

2. ... گە ئىگە بولماق.

He enjoyed excellent health.

He enjoyed a good income throughout his life.

3. ھوزۇرلانماق

I have enjoyed talking to you about all times.

We enjoyed ourselves very much at the concert.

#### Depend vi.

1. ئىشەنمەك

You may depend on him to do it well. He is an excellent workman.

He is a man to be depended on.

2. تايانماق

The farmers depend heavily on the reservoir for water supply.

Success depends on hard work.

### EXERCISES

#### 1 Answer the following questions:

1. How did the author feel about the incident at the time it occurred? what does he think of it now?
2. Why did he go to Richmond?
3. What did the author think got him into trouble with the law?
4. What did he see when walking out of the local



library?

5. When and how did the author come to see the man was being serious?
6. What grounds did the policeman have for suspecting that the young man was wandering with intent to steal milk bottles?
7. What does the author mean by his "big mistake"?
8. How did he behave when he was questioned at the police station? What did the police decide to do with him?
9. What did his father do when he learned about the incident?
10. What were the things his release from the charge depended on?
11. What did the policeman probably mean by saying "You could have been a bit more helpful when we arrested you."
12. Why does the author describe the circumstances of his arrest and his release from the charge as arbitrary?

**II Fill in the blanks with the words or expressions given**

**below. Change the form where necessary:**  
a couple of, take one's time, due, turn ... against  
complain, commit, at first, subsequent, confirm,  
stand a chance

1. \_\_\_\_\_ the monitor was reluctant, but then he changed his mind and became very cooperative.

2. It was very clever of her to \_\_\_\_\_ his argument \_\_\_\_\_ herself.

3. I found \_\_\_\_\_ shoes under the bed but they don't make a pair.

4. Dr. Smith always \_\_\_\_\_ as he examines his patients and treats them with extreme care.

5. Professor Robert is \_\_\_\_\_ to lecture on the nature of the nucleus at two p. m today.

6. Edgard's remarks \_\_\_\_\_ me in my opinion that he was an honorable young man.

7. For my own part, everything is O. K. I have nothing \_\_\_\_\_ to \_\_\_\_\_ of.

8. I thought that was the end of the matter, but \_\_\_\_\_ events proved me wrong.

9. Having practiced for so long, the New York baseball team \_\_\_\_\_ of winning the World Series this year.

10. If the police can prove to the court that Tim \_\_\_\_\_ robbery he will be found guilty.

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

1. My daughter is expected to graduate from high school in the next half of the year.

2. If we are blind to this, we shall make the gravest

- error imaginable.
3. The dove, poetically considered to be the symbol of peace, is adored by peace-loving people all over the world.
  4. In the past few years my aunt has set aside enough money to buy a house.
  5. Weak and lame in one leg, Mike never had favourable prospects of getting that job.
  6. Those hurt in the explosion were given \$ 50,000 damages.
  7. I went abroad. At the same time most of my friends went to the Northwest where some got jobs and others continued their studies.
  8. I was greatly shocked by the way Henry managed the affairs of such a big business.
  9. To our surprise, her unintentional remark about the mission should have caused a political storm.
  10. The expansion of the library on which student lift centers is one of the most important problems to be solved.

**IV Rewrite the following sentences, using the structure**

**"It turns out that ..."**

Model; It so happened that there had been a lot of petty thefts in the area.

It turned out that there had been a lot of petty

1. It so happened that his methods didn't work at all.
2. It was found out in the end that the necklace was not made of diamond, but of glass.
3. The "lost" money turned out to be in the safe all the time.
4. The experiment turned out to be much more difficult than they had supposed.
5. Your nephew proved to be the most suitable person for the job.

**V Use the verb in brackets to form an appropriate phrasal verb and complete the sentence with it:**

1. They have done pretty well in          the problem of storing radioactive waste. (cope)
2. The couple was not rich themselves, but they had a sympathetic heart and hated to          anyone in need of food and shelter. (turn)
3. Jane and Mary did not have a chance to see each other until very recently, but all through the years they have          a steady correspondence. (keep)
4. If you try to          the problems         , it would be impossible for you to make any progress in this field. (pass)
5. True, the cost of living         , but so have the workers wages. (go)

6. For many years they have been        gold in the hills, but with little success. (search)
7. They        permission to use the auditorium for the symposium. (apply)
8. When Bob and I got there we found the case was much too heavy for us to        without help. (pick)

**VI Fill in the following blanks with the given verbs in their gerundial, participial, or infinitive forms:**

1. I don't mind        (work) hard all the week, but I guess few people enjoy        (work) on Sundays.
2. I hope the little child next door will stop        (cry).
3. We have nothing        (do) this evening because our teacher forgot        (give) us any homework.
4.        (turn) the corner, he found himself in front of a big store.
5. After        (live) a few week with him, I felt sorry for        (be) so unfriendly to him at first.
6.        (decide)        (not, go) any further, he went into a restaurant        (have) something to eat.
7.        (make) up one's mind on where        (spend) one's holidays can sometimes be a difficult matter.
8. This street is not wide enough for big cars        (go) along.
9. While        (knock) at the door, I noticed some one        (look) out of the window.

10. We saw a large crowd \_\_\_\_ (stand) silently in front of the palace gates, \_\_\_\_ (wait) for news.
11. Three men were noticed \_\_\_\_ (swim) toward the shore.
12. \_\_\_\_ (meet) him somewhere before, I went up \_\_\_\_ (say) hello to him.

**VII Complete the following sentences:**

1. \_\_\_\_ (بۈگۈن يەكشەنبە), I have no school.
2. \_\_\_\_ (قىش كەلدى), it's getting colder and colder.
3. \_\_\_\_ (ئاپتوبۇس بولمىغاچقا), he had to walk home.
4. \_\_\_\_ (ۋاقىت يار بەرسە), we'll go for an outing
5. \_\_\_\_ (لۇغىتىم يۈتۈپ كەتتى), I had to buy a new one.
6. I used to sleep \_\_\_\_ (دەرنە ئوچۇق ھالدا)
7. \_\_\_\_ (قولدا مىللىق تۇتقان ھالدا), the hunter went into the forest.
8. \_\_\_\_ (ئوقۇتقۇچى بولمىغاچقا), the pupils had to study by themselves.
9. \_\_\_\_ (يىغىن تۈگىگەندىن كېيىن) we all left the hall.
10. \_\_\_\_ (قاتتىق زۇكامداپ قالغاچقا), he had to stay in bed.

**VIII Put into English:**

1. مەن ئۇنىڭ سۆزىگە ئىشىنىمەن، چۈنكى ئۇ ياخشى تەربىيە كۆرگەن ۋە ھۆرمەتكە سازاۋەر بىر ئائىلىدىن كېلىپ چىققان.
2. كېيىن يۈز بەرگەن ئىشلار مېنىڭ گۇمانىمنىڭ توغرا ئىكەنلىكىنى ئىسپاتلىدى.
3. پەقەت ئاز ساندىكى كىشىلەر ئۆستۈرۈلدى. شۇنىڭ بىلەن بىر

- ۋاقتتا نەچچە يۈز كىشى ئىشتىن بوشىتىلدى.
4. دەسلەپتە مەن ئۇنى چاقچاق قىلىۋاتىدۇ دەپ ئويلايتىمەن، كېيىن بىلىم ئۇ راست دەپتىكەن.
5. پۇرسەت بولسا مەنمۇ داڭلىق رەسسام بولالايمەن.
6. بىز تاپشۇرۇقلىرىمىزنى ئىشلەپ بولغاچقا پۈتۈل ئوينىغىلى باردۇق.
7. ھەممە تەييارلىق پۈتسە بىز ئىشنى باشلايمىز.
8. يەكشەنبە بولغاچقا باغچىدا ئادەم بەك كۆپ ئىدى.

## IX Reading Material:

### THE PYRAMIDS

The oldest stone buildings in the world are the pyramids. They have stood for nearly 5,000 years, and it seems likely that they will continue to stand for thousands of years yet. There are over eighty of them scattered along the banks of the Nile, some of which are different in shape from the true pyramids. The most famous of these are the "Step" pyramid and the "Bent" pyramid.

Some of the pyramids still look much as they must have done when they were built thousands of years ago. Most of the damage suffered by the others has been at the hands of men who were looking for treasure or, more often, for stone to use in modern buildings. The dry climate of Egypt has helped to preserve the pyramids, and





nearest point. Water transport was, of course, much easier than land transport. The builders also had to find a rock base which was not likely to crack under the great weight of the pyramid. Finally, it had to be near the capital, or better still, near the king's palace so that he could visit it easily and personally check the progress being made on the final resting place for his body.

### Comprehension Exercise

1. The point that the writer makes about the "Step" pyramid in particular is that it is \_\_\_\_\_.
  - a. unlikely to fall into ruin in the near future
  - b. unlikely to last for another 5,000 years
  - c. not a true pyramid
  - d. on the banks of the Nile
2. One of the reasons why some pyramids remain well preserved is that \_\_\_\_\_.
  - a. people have taken good care of them
  - b. it doesn't rain often in Egypt
  - c. they have been buried in sand
  - d. the Egyptian government has protected them from harm
3. Most of the damage to the pyramids has been caused by \_\_\_\_\_.
  - a. the weather
  - b. people searching for gold

c. the Nile River

d. people in search of building materials

4. We can guess how the pyramids were built because archaeologists have \_\_\_\_\_.

a. studied them and the tools used to build them

b. found the plans of some of them

c. found paintings showing each stage of construction

d. found descriptions of how some were built

5. What, according to the writer, is the "one thing that is certain"?

a. Pyramids required extensive planning.

b. A pyramid's site was not chosen with care.

c. We know nothing else about the building of pyramids.

d. Pyramids posed many difficult problems.

6. Why did the Egyptians build the pyramids along the banks of the Nile?

a. This must have been for religious reasons.

b. It was difficult to find large rock bases far from the river.

c. Pyramids had to be built on the west side of the Nile.

d. The river helped a lot in the transportation of building materials.

7. Which of the following is NOT mentioned in the passage?

a. Kings regularly visited their pyramids to check on

their progress.

b. All pyramids were built in close proximity.

c. The pyramids were built on bases of rock.

d. Boats were used to transport stones.

5. What, according to the writer, is the "one thing that is certain?"

a. Pyramids required extensive planning.

b. A pyramid's site was not chosen with care.

c. We know nothing else about the building of pyramids.

d. Pyramids posed many difficult problems.

6. Why did the Egyptians build the pyramids along the banks of the Nile?

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7. Which of the following is NOT mentioned in the passage?

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## Lesson Seven

### TEXT

### THE ENGLISH CHARACTER

To other Europeans, the best known quality of the British, and in particular of the English, is "reserved." A reserved person is one who does not talk very much to strangers, does not show much emotion, and seldom gets excited. It is difficult to get to know a reserved person: he never tells you anything about himself, and you may work with him for years without ever knowing where he lives, how many children he has, and what his interests are. English people tend to be like that.

If they are making a journey by bus they will do their best to find an empty seat; if by train, an empty compartment. If they have to share the compartment with a stranger, they may travel many miles without starting a conversation. If a conversation does start, personal questions like "How old are you?" or even "What is your name?" are not easily asked.

— This reluctance to communicate with others is an unfortunate quality in some ways since it tends to give the

impression of coldness, and it is true the English (except perhaps in the North) are not noted for their generosity and hospitality. On the other hand, they are perfectly human behind their barrier of reserve, and may be quite pleased when a friendly stranger or foreigner succeeds for a time in breaking the barrier down. We may also mention at this point that the people of the North and West, especially the Welsh, are much less reserved than those of the South and East.

Closely related to English reserve is English modesty. Within their hearts, the English are perhaps no less conceited than anybody else, but in their relations with others they value at least a show of modesty. Self-praise is felt to be impolite. If a person is, let us say, very good at tennis and someone asks him if he is a good player, he will seldom reply "Yes," because people will think him conceited. He will probably give an answer like, "I'm not bad," or "I think I'm very good," or "Well, I'm very keen on tennis." (i. e. I'm very fond of it.) Even if he had managed to reach the finals in last year's local championships, he would say it in such a way as to suggest that it was only due to a piece of good luck.

The famous English sense of humor is similar. Its starting-point is self-dispraise, and its great enemy is conceit. Its object is the ability to laugh at oneself — at one's own faults, one's own failure, even at one's own

ideals. The criticism, "He has no sense of humor" is very commonly heard in Britain, where humor is highly prized. A sense of humor is an attitude to life rather than the mere ability to laugh at jokes. This attitude is never cruel or disrespectful or malicious. The English do not laugh at a cripple or a madman, or a tragedy or an honorable failure.

Since reserve, a show of modesty and a sense of humor are part of his own nature, the typical Englishman tends to expect them in others. He secretly looks down on more excitable nations, and likes to think of himself as more reliable than they. He doesn't trust big promises and open shows of feelings, especially if they are expressed in flowery language. He doesn't trust self-praise of any kind. This applies not only to what other people may tell him about themselves orally, but to the letters they may write to him. To those who are fond of flowery expressions, the Englishman may appear uncomfortably cold.

Finally, sportsmanship. Like a sense of humor, this is an English ideal which not all Englishmen live up to. It must be realized that sport in its modern form is almost entirely a British invention. Boxing, rugby, football, hockey, tennis and cricket were all first organized and given rules in Britain. Rules are the essence of sport, and sportsmanship is the ability to practice a sport according to its rules, while also showing generosity to one's opponent

and good temper in defeat. The high pressure of modern international sport makes these ideals difficult to keep, but they are at least highly valued in Britain and are certainly achieved there more commonly than among more excitable peoples. Moreover, sportsmanship as an ideal is applied to life in general. This is proved by the number of sporting terms used in ordinary speech. Everybody talks of "fair play" and "playing the game" or "playing fair." Borrowed from boxing, "straight from the shoulder" is used to describe a well-aimed, strong criticism and "below the belt" is used to describe an unfair one. One of the most elementary rules of life is "never hit a man when he's down" — in other words, never take advantage of a person's misfortune. English schoolboys often show this sense of sportsmanship to a surprisingly high degree in their relations with each other.

## DIALOGUE

### RADIO

A: I was listening to the radio last night and heard the best program!

B: Oh really, what was it?

A: You know that I do a lot of travelling in my line of

work and sometimes it is rather late when I return home. This is a show that is aired late at night. It was "The Lone Ranger".

B: Do you mean the same "Lone Ranger" that we listened to when we were kids?

A: Yeah, the same. It was great! It made me feel like a kid again.

B: I never missed that show when I was young. All the kids in the family used to gather around the radio to listen. There were a lot of radio programs back then that we all thought were great.

A: Well, they are still there. You just have to stay up late if you want to hear them.

B: Radio has really changed a lot since we were young. It used to be the major source of entertainment for the family.

A: Nowadays when you turn on the radio, you either hear music, a talk show or news.

B: Fortunately, you can choose the kind of music you want to hear.

A: Yes, and there is quite a variety of points of view when you listen to talk shows. I usually enjoy listening to them. I particularly like it when a caller disagrees with the talk show host. I like to hear how he will defend his ideas.

B: Some talk show hosts are very rude to those who have



- opposing ideas. I really find that objectionable.
- A: It seems that most people only listen to the radio when they are driving in their car.
- B: That is true for me, but I know that my wife listens to it while she is working at home.
- A: Now that I think about it, I realize that a lot of stores have the radio playing, too.
- B: It is still a useful and entertaining form of communication.

## WORDS AND EXPRESSIONS TO THE TEXT

- quality //kwɒləti/ n. سۈپەت، خاراكتېر، مېجەز  
in particular بولۇپمۇ
- reserved /ri'zə:v/ a. تارتىنىشىدىغان، سۈكۈتتە  
تۇرۇۋالدىغان
- reserve /ri'zə:v/ n. سۈكۈت، قورۇنۇش
- emotion /'iməʊʃən/ n. ھېسسىيات
- tend /tend/ v. ... گە مايىل
- compartment /kəm'pɑ:tmənt/ n. (پويىز ۋاگوندىكى)  
ئايىرىم بۆلۈمچە
- reluctance /ri'lʌktəns/ n. خالىمىسىلىق
- communicate /kə'mju:nikeit/ v. ئالاقە قىلماق
- communicate with ... بىلەن ئالاقە قىلماق
- unfortunate /ʌn'fɔ:tʃənɪt/ a. بەختسىز،  
ئەپسۇسلىنارلىق

tend to do	... قىلىشقا مايىل بولماق
impression	/im'preʃən/ n. تەسىرات
coldness	/'kəʊldnis/ n. سوغاق مۇئامىلە
be noted for	... بىلەن داڭلىق
generosity	/ˌdʒenə'rɒsɪti/ n. مەرد، سېخى
hospitality	/ˌhɒspɪ'tælɪti/ n. دوستانە
on the other hand	يەنە بىر جەھەتتىن
barrier	/'bæriə/ n. توسالغۇ
succeed in sth./doing sth	مەلۇم ئىش قىلىشتا
break down	مۇۋەپپەقىيەت قازانماق
Welsh	/welʃ/ n. ; a. بۆسۈپ ئۆتمەك، يەڭمەك
be related to	ۋېلىس خەلقى
modesty	... گە مۇناسىۋەتلىك
conceited	/'mɒdɪsti/ n. كەمتەرلىك
conceit	/kən'si:tɪd/ a. مەغرۇر، تەكەببۇر
value	/kən'si:t/ n. مەغرۇرلۇق، تەكەببۇرلۇق
self-praise	/'vælju:/ v. قەدىرلىمەك، كۆڭۈل بۆلمەك
be good at	ئۆزىنى ماختاش
tennis	... گە ماھىر
be keen on/about sth./doing sth	چويلا توپ
championship	... گە قىزىقماق، ياخشى كۆرمەك
self-dispraise	/'tʃæmpjənʃɪp/ n. چىمپىيون، لەۋھە
	تالىشىش مۇسابىقىسى
	ئۆزىنى كەمسىتىش

fault	/fɔ:lt/ n.	خاتالىق، سەۋەنلىك
ideal	/ai'diəl/ n.	غايبە
criticism	/'kritisizəm/ n.	تەنقىت
humor	/'hju:mə/ n.	يۇمۇر
prize	/praiz/ v.	مۇكاپاتلىماق، ئەھمىيەت بەرمەك
mere	/miə/ a.	پەقەتلا
disrespectful	/'disri'spektfəl/ a.	قائىدىسىز، يولسىز
malicious	/mæ'liʃəs/ a.	زەھەر خەندىلىك
cripple	/'kripəl/ n.	توكۇر، مېيىپ
tragedy	/'trædzədi/ n.	تراگىدىيە
typical	/'tipikəl/ a.	تىپىك
orally	/'ɔ:rəli/ ad.	ئاغزاقى ھالدا
sportmanship	/'spɔ:tsmənʃip/ n.	تەنھەركەتچى خىسلىتى
live up to		بويىسۇنۇش، ئۆلچەمگە يېتىش
boxing	/bɒksɪŋ/ n.	بوکس
rugby	/'rʌŋbi/ n.	(ئەنگلىيىچە) زەيتۇن توپ
hockey	/'hɒki/ n.	خوكى (توپ نۇرى)
essence	/'esəns/ n.	ماھىيەت، جەۋھىرى
opponent	/'əpəunənt/ n.	رەقىبى (مۇسابىقتىكى)
temper	/'tempə/ n.	مىجەز، خۇلق
achieve	/'ə'tʃi:v/ vt.	قولغا كەلتۈرمەك
moreover	/mɔ:'rəʊvə/ ad.	بەلكى، يەنە
well-aimed	a.	توغرا مەقسەتلىك
elementary	/'eli'mentəri/ a.	دەسلەپكى، باشلانغۇچ، ئاساسىي

in other words باشقىچە قىلىپ ئېيتقاندا  
misfortune /mis'fɔ:tʃən/ n. تەلەپسىزلىك، تەلەپسىزلىك

## WORDS AND EXPRESSIONS TO THE DIALOGUE

lone	/ləʊn/ a.	يالغۇز، تەنھا
ranger	/'reɪndʒə/ n.	سەيلە قىلغۇچى
source	/sɔ:s/ n.	مەنبە
variety	/və'raɪəti/ n.	كۆپ خىللىق، ئوخشىماس-لىق
objectionable	/əb'dʒekʃnəbl/ a.	قارشى تۇرىدىغان

## NOTES TO THE TEXT

1. A reserved person is one who does not talk very much to strangers, does not show much emotion, and seldom gets excited.

تارتىنمىدىغان ئادەم ناتۇنۇش ئادەملەر بىلەن ئانچە پاراڭلاشمايدۇ، ھېسسىياتىنى ئاشكارىلىمايدۇ ۋە ئاسان ھاياجانلانمايدۇ.

a person بولۇپ ئالماش one ئالماش بولۇپ a person، ئادەتتە that ياكى who بىلەن باشلانغان ئېنىقلىغۇچى بېقىندى جۈملە

ئالماش بولۇپ كەلگەن one نىڭ كەينىدە ئېنىقلىغۇچى بولۇپ كەلگەندە مەلۇم بىر تۈردىكى ئادەم ياكى نەرسىلەرنىڭ خاراكتېرىنى بىلدۈرىدۇ.

2. On the other hand, they are ...

(يەنە بىر جەھەتتىن) on the other hand ئادەتتە (بىر جەھەتتىن) بىلەن ماسلىشىپ كېلىدۇ. مەسىلەن:

On the one hand, he is a good teacher, but on the other hand, he's too strict.

On the one hand, I'd like to take a vacation in July, but on the other hand, I don't want to miss the conference in mid-July.

3. Closely related to English reserve is English modesty.

ئىنگىلىزلارنىڭ تارتىنىدىغان خاراكتېرى بىلەن زىچ مۇناسىۋەتلىك بولغىنى ئۇلارنىڭ كەمتەرلىكى.

بۇ جۈملە ئىنئۇرسىيىلىك جۈملە بولۇپ، جۈملە ئىگىسى English modesty بولىدۇ. جۈملە خەۋىرى بولسا is closely related to English reserve بولىدۇ.

4. A sense of humor is an attitude to life rather than the mere ability to laugh at jokes;

يۇمۇرلۇق خاراكتېرىنى چاقچاقنى ئاڭلىغاندا قاتتىق كۈلۈش دىگەندىن كۆرە تۇرمۇشقا بولغان بىر خىل پوزىتسىيە دىگەن تۈزۈك.

rather than بۇ يەردە instead of غا باراۋەر. مەسىلەن:

I use the bike rather than the bus when I go out.

I'd like to have tea rather than coffee.

5. Like a sense of humor, this is an English ideal which not all Englishmen live up to:

گەرچە ھەممە ئىنگىلىزلار شۇنداق قىلالمىسىمۇ بۇ خۇددى يۇمۇرستىك خاراكتېرغا ئوخشاش ئەنگىلىيە تىپىدىكى غايىۋى خىسلەتلەر ھېسابلىنىدۇ.

(1) ئىنگىلىز تىلىدا ئادەمنى كۆرسەتكەندە English بىلەن Englishman نىڭ بىلدۈرگەن مەنىسى ئوخشىمايدۇ. English پۈتكۈل ئەنگىلىيە خەلقىنى كۆرسەتسە، Englishman پەقەت England (ئېنگلەند) دىكى ساپ ئىنگىلىزلارنى كۆرسىتىدۇ.

(2) ← live up to «ئۈمىد قىلغان ئۆلچەمگە يەتمەك» دىگەن مەنىنى بىلدۈرىدۇ.

مەسىلەن:

The students' performance lived up to our expectations.  
It is difficult to live up to one's ideals.

## GRAMMAR

### تىنىش بەلگىلىرى ( I ) ( Punctuation )

مۇئەييەن ئوي-پىكىرنى ئىپادىلەشتە كىشىلەر جانلىق تىلدا دائىم توختاش ياكى ئىنتوناتسىيەدىن پايدىلىنىدۇ. يېزىق تىلىدا بولسا دائىم تىنىش بەلگىلىرى ئىشلىتىلىدۇ. ئىنگىلىز تىلىدىكى تىنىش بەلگىلىرى تۆۋەندىكىلەردىن ئىبارەت.

شەكلى	نامى
,	پەش comma
;	چېكىت پەش semi-colon
:	قوش چېكىت colon
.	چېكىت period (full stop)
?	سۇئال بەلگىسى question mark
!	ئۈندەش بەلگىسى exclamation mark
—	سىزىق dash
( )	تىرناق brackets
“ ”	قوش پەش (quotation marks) inverted commas
-	سىزىقچە hyphen
'	قىسقارتىش بەلگىسى apostrophe
...	كۆپ چېكىت dots

### تىنىش بەلگىلىرىنىڭ ئىشلىتىلىشى

1. پەش  
پەش جۈملىدىكى قىسقا توختاشنى بىلدۈرىدۇ.  
(1) ئادەتتە سۆز، بىرىكمە، بۆلەك سۆز ياكى بېقىندى جۈملىدىن كېيىن كېلىدۇ. مەسىلەن:

He knew nothing of such advanced things as planes, movies, radios or telephones.

ئايرۇپىلان، كىنو، رادىئو ۋە تېلېفون قاتارلىق ئىلغار نەرسىلەردىن ئۇنىڭ قىلچىمۇ خەۋىرى يوق ئىدى.

Being very short of money and wanting to do something useful, I applied to take a teaching post.

يېنىمدا پۇل يوق ھەم بىرەر كېرەكلىك ئىش قىلىش خىيالىم بولغاچقا ئوقۇتۇش خىزمىتىنى ئىلتىماس قىلدىم.

I have to go there, but there is no car.

ئۇ يەرگە بارمىسام بولمايدۇ، بىراق ماشىنا يوق.

If I go around, I'll never make it.

ئەگەر مەن ئايلىنىپ ماڭسام، ئۇ يەرگە ھەرگىز ئۆلگۈرەلمەيمەن.

(2) چەكسىز ئېنىقلىغۇچى بېقىندى جۈملىدە ئىشلىتىلىدۇ. مەسىلەن:

I have lost my knife, which I often use for cutting the flowers.

مەن پىچىقىمنى يۇتتۇرۇپ قويدۇم. مەن دائىم ئۇنىڭ بىلەن گۈل قىياتتىم.

I have a typewriter, with which you may type your letter.

مېنىڭ بىر ماشىنىكام بار، ئۇنىڭ بىلەن خەت باسسۇڭىز بولىدۇ.

John gave his girl friend a sweater for her birthday, which pleased her a lot.

جون قىز دوستىنىڭ تۇغۇلغان كۈنىگە ئاتاپ پوپايىكا سوۋغا قىلدى، بۇ ئىش ئۇنى بەكمۇ خوشال قىلىۋەتتى. مەسىلەن:

(3) كۆچۈرمە جۈملىدە ئىشلىتىلىدۇ. مەسىلەن: "By this time tomorrow," Henry said; "I may have his death on my hand! ..."



«ئەتە مۇشۇنداق ۋاقتتا» دېدى ھېنرى «ئۇ مېنىڭ قۇلۇمدا

ئۆلۈشى مۇمكىن!...»

"I'll come and see you again tonight, Berna," he said.

«بېرنا، بۈگۈن كەچ سىزنى يەنە كۆرگىلى كېلىمەن» دېدى

ئۇ.

"Have you finished reading the book, Merdan!" Aliya

asked.

«مەردان، بۇ كىتاپنى ئوقۇپ بولدۇڭمۇ؟» دەپ سورىدى

ئالىيە.

4) ئىزاھلىغۇچى، قىستۇرما ياكى قاراتما سۆزلەردىن كېيىن

ئىشلىتىلىدۇ. مەسىلەن:

Robert, the youngest of the family, was sent to Africa.

روبېرت، ئۆيىنىڭ ئەڭ كىچىكى، ئافرىقىغا ئەۋەتىلدى.

Certainly, I won't go with you.

ئەلۋەتتە، مەن سەن بىلەن بىللە بارمايمەن.

Strange to say, she hasn't received my letter up to now.

ئەجەپلىنەرلىك يېرى شۇكى، ئۇ ھازىرغىچە خېتىمنى

تاپشۇرۇۋالماپتۇ.

English, as we know it, is widely used in the world.

بىزنىڭ بىلىشىمىزچە، ئىنگلىز تىلى دۇنيادا كەڭ دائىرىدە

ئىشلىتىلىدۇ.

5) تەڭداش جۈملىنى باغلاش ئۈچۈن ئىشلىتىلىدۇ.

مەسىلەن:

You must work hard, otherwise you can't catch up with

the others.

سەن تېخىمۇ تىرىشىشىڭ كېرەك، بولمىسا باشقىلارغا

يېتىشەلمەيسەن. *and your teeth turn brown, no matter how careful you are.*

Either you are wrong, or he is.  
ياكى سەن خاتالاشتىڭ، ياكى ئۇ.

One can't see wind, however, it does exist.

ئادەم شامالنى كۆرەلمەيدۇ، بىراق ئۇ مەۋجۇت.

Jim plays football, and so does his brother.

جىم پۇتبول ئوينايدۇ، ئۇنىڭ ئىنىسىمۇ پۇتبول ئوينايدۇ.

2. چېكىت پەش

پەشكە قارىغاندا ئۇزۇنراق بولغان توختاشنى بىلدۈرىدۇ.

(1) مەنە جەھەتتىن مۇناسىۋەتلىك ئىككى جۈملە ئارىلىقىدا

ئىشلىتىلىدۇ.

مەسىلەن:

I decided to take the unfinished freeway; it was next to

impossible to get through the traffic on Highway 105.

مەن پۈتمىگەن يولدا مېڭىش قارارغا كەلدىم؛ توسۇلۇپ

كەتكەن 105-يولدا مېڭىش ئەسلا مۇمكىن ئەمەس ئىدى.

(2) قارشى مەنىلىك جۈملە ئوتتۇرىسىدا ئىشلىتىلىدۇ.

مەسىلەن:

The distance is too long; our time is too short.

مۇساپە بەك ئۇزۇن؛ ۋاقتىمىز بولسا بەك قىسقا.

3. قوش چېكىت

چېكىت پەشكە قارىغاندا تېخىمۇ ئۇزۇن بولغان توختاشنى

بىلدۈرىدۇ.

(1) تېكىستنىڭ ئالدىنقى بۆلىكىنى چۈشەندۈرۈش ياكى

كېيىنكى بۆلىكىنى باشلاش ئۈچۈن قوللىنىلىدۇ. مەسىلەن:

You know how it is: you pick up something in a res-

restaurant and your teeth turn rotten, no matter how careful you are.

سىز بۇنىڭ قانداق ئىش ئىكەنلىكىنى بىلىسىز: سىز رېستوراندا تاماق يىگەندە قانچىلىك ئېھتىياتچان بولىشىڭىزدىن قەتئىينەزەر چىشىڭىز چىرىيدۇ. (2) مىسال كەلتۈرگەندە ئىشلىتىلىدۇ. مەسىلەن:

There are various kinds of bag ladies: those who live on the streets; those who become homeless; and quasi bag ladies.

مال خالتىلىرى ئېلىپ يۈرىدىغان ھەر خىل سەرگەردان ئاياللار بار: ئۇلارنىڭ بەزىلىرى كوچىنى ماكان تۇتقان؛ بەزىلىرى ماكانسىز؛ بەزىلىرى بولسا يېرىم سەرگەردان ئاياللاردۇر.

## WORD STUDY

### Choose vt.

#### 1. تاللىماق

You have chosen a very interesting topic for your paper.

Out of five hundred students, five were chosen to represent the college.

I'll choose you a good grammar book.

#### 2. قارار قىلماق، ماس كېلىدۇ دەپ قارىماق

I choose to stay here for a few days.

You can do what you choose.

### Carry vt.

1. كۆتۈرمەك، ئېلىۋالماق

A porter carried a suitcase on his shoulders.

A woman carried a child in her arms.

A messenger carried the news to the village.

Flies carry germs.

2. داۋاملاشتۇرماق، carry on

He carried on the task left by his colleagues.

In spite of many difficulties, he carried on the work to a victorious end.

3. ئىجرا قىلماق، carry out

to carry out a task/an order/a plan/a policy/a promise

**Scatter v.**

1. تارقالماق

The birds scattered at the firing of the gun.

2. چاچماق، تارقاتماق

The wind scattered the leaves.

The police tried in vain to scatter the angry crowds who had gathered before the embassy.

**Light v.**

1. يورۇتماق

The stage was brightly lit.

2. ياقماق

He lit a cigarette and said nothing.

They lit a fire as soon as they got back home.

3. خوشال قىلماق

The good news lit up her face.

#### 4. ئېچىلماق

The sky lighted up at sunrise.

Her face lit up when she heard the news.

#### Describe vt.

##### 1. تەسۋىرلىمەك

Can you describe the man in some detail, with his age, features etc.

Words can't describe our sorrow over his death.

##### 2. دەپ قارىماق ...

He was described as very shrewd.

##### description n. تەسۋىر

The scenery was beautiful beyond description.

He gave me a good description of what he had seen.

## FAMOUS QUOTATIONS

One today is worth two tomorrows.

— Benjamin Franklin

بىر «بۈگۈن»، ئىككى «ئەتە» گە باراۋەر.

The only worthwhile achievements of man are those which are socially useful.

— A. Adler

كىشىنىڭ مۇۋەپپەقىيىتى پەقەت جەمئىيەتكە پايدىلىق بولغاندىلا قىممەتكە ئىگە بولىدۇ.

Living without an aim is like sailing without a compass.

— John Ruskin

نشانسنز یاشاش - کومپاسسنز دہننر سہیلسی قملغانغا  
ئوخشایدؤ.

## EXERCISES

I Answer the following questions:

1. What is the best known quality of the British to other Europeans? Are all the British, the English, the Welsh, the Scots and the Northern Irish reserved in the same way?
2. What is a "reserved" person like?
3. Why is it difficult to know a reserved person?
4. Give examples to show that the English are "reserved".
5. Why is reserve an unfortunate quality in some ways? The English aren't as cold as they appear, are they?
6. According to the writer, the English are as conceited as anybody else, aren't they? Why are they noted for their "modesty"? Can you give an example of "English modesty"?
7. Humor is highly valued in Britain, isn't it? What is the starting point of the English sense of humor? How would you describe its starting point?
8. In summary, what are the most striking qualities of the English?
9. What sort of people do the English dislike? Why?
10. The English love sports, don't they? What forms

- of sports were first practiced in Britain?
11. What is sportsmanship? How should this ideal be applied to life in general?
  12. Is there anything in English character that you think we can learn? What is it if any?

**II Put suitable prepositions or adverbs in the blanks:**

1. I hope you'll express your ideas \_\_\_\_\_ simple, plain English.
2. You may be able to cheat some people \_\_\_\_\_ a time, but you won't succeed \_\_\_\_\_ fooling them forever.
3. On the one hand, he is very much respected as a fiddler, but \_\_\_\_\_ the other hand, no one seems to like as a man.
4. He is a very learned man, but he doesn't seem to be good \_\_\_\_\_ anything practical.
5. \_\_\_\_\_ our relations \_\_\_\_\_ other countries, small ones \_\_\_\_\_ particular, we maintain that all countries, big or small, are equal.
6. The typical Englishman is different \_\_\_\_\_ the typical American \_\_\_\_\_ many ways.
7. Many people believe that blood is thicker than water, \_\_\_\_\_ other words, they think that family relationship is stronger or more important than friendship.
8. The eye \_\_\_\_\_ a needle is very small, so it is not very easy to pass a thread \_\_\_\_\_ it.

II Put the correct words from the list below in the blanks:

kind    sure    until    before    one    matter  
when    stay    explain    themselves

It doesn't \_\_\_\_\_ when or how much a person sleeps, but everyone needs some rest to \_\_\_\_\_ alive. That's what all doctors thought, \_\_\_\_\_ they heard about Al Herpin. Al Herpin, it was said, never slept. Could this be true? The doctors decided to see this strange man \_\_\_\_\_. Al Herpin was 90 \_\_\_\_\_ the doctors came to his home in New Jersey. They thought for \_\_\_\_\_ that he had sleep of some \_\_\_\_\_. So they stayed with him, and watched him hour after hour and day after day. But they never saw Herpin sleeping. In fact, he did not even had a bed. He never needed \_\_\_\_\_. The only rest that Herpin sometimes had was sitting in a comfortable chair and reading newspapers. The doctors asked him many questions, and found one thing that might \_\_\_\_\_ his continuous sleeplessness. His mother had been injured several days \_\_\_\_\_ he was born. Was this the real reason? No one could be sure. Herpin died at the age of 94.

IV Combine the following pairs of sentences, using a correct participle:



Model: He went over his essay.


While he was doing so, he found a few grammar mistakes.

Going over his essay, he found a few grammar mistakes.

1. I knew he was poor. So I offered to pay for his ticket.
2. He found no one at home. He left angrily.
3. He was exhausted after a day's work. He threw himself on his bed.
4. Martin looked at his innocent face. He believed that the boy was telling the truth.
5. He had spent all his money. He had to look for a job again.
6. The sign was written in large letters. It said "No Smoking".
7. I don't want to see the film again. I have seen it before.
8. He climbed down the tree. He broke his leg.
9. The tree was lying across the road. It had been uprooted by the strong wind.
10. He believed he had made a mistake. He went through the whole page again.

**V Place commas in the following sentences, where necessary or possible:**

1. The weather turning cold he put on his thick overcoat.

- 
2. They presented me with a book which I shall keep to the end of my life.
3. Although it rained in the night the road is now quite dry.
4. I looked everywhere for my pocketbook but I could not find it.
5. Believe me my dear fellow he is a gifted artist.
6. I haven't seen my brother John for long who is in Paris now.
7. As soon as I know I shall tell you.
8. Were I his brother I would help him.
9. He was naturally very upset when he heard the news.
10. Turning my head I saw the captain approaching.

**VI Place semi-colons or colons in the following sentences:**

1. Next week we'll have our National Day most of the shops and businesses will be closed throughout the days.
2. For into the night he worked as day dawned he sank back into the chair, completely worn out.
3. The reason he gave was this he had not properly understood the directions.
4. These are the things we shall need the dictionaries, the grammar books, the textbooks.
5. The family is going for a picnic father carries the blanket mother the food and the children the rest of

the things.

6. First you should listen carefully and then you should write down what you have heard.
7. She arrived late this did not surprise us as she was always late.
8. This is how to operate the telephone lift the receiver and put in the coin.
9. The following students received excellent marks Smith, Jones, Johnson and Thomas.
10. There were several reasons for my being late I had, carelessly, stayed till the last moment at my desk then there was a traffic block and I had to wait half an hour for the bus.

**VI Rewrite the following sentences so that the words or expressions underlined come at the beginning of each sentence:**

1. I have never before been asked to accept the offer.
2. He had hardly left the house when the storm broke.
3. I have never in my life felt so frightened.
4. You will not be allowed to leave the table until you have drunk up the wine in your cup.
5. He had no sooner received a life-and-death emergency call than he raced off.
6. He was able to make himself heard only by shouting at the top of his voice.

7. He did not realize that he had lost his keys till he got home.
8. You will find such large and hard-to-control organizations nowhere else in the world.
9. He little realized that he had missed his last chance.
10. James will do his duty only if you make him.

**VI Put the following sentences into English:**

1. ئۆزۈندىن بۇيان ئۇنىڭ خېتىنى تاپشۇرۇۋالمايچاقا، ئۇنىڭغا خەت يازماسلىق قارارىغا كەلدىم.
2. ئەگەر ماڭا ياردەم قىلساڭ، مەن يېرىم سائەتكە قالماي بۇ ئىشنى تۈگىتەلەيمەن.
3. ئەتە ئەتىگەندە ئىلتىماس جەدۋىلىنى توشقۇزۇپ كاتىپقا تاپشۇرۇۋېتىشنى ئۇنتۇپ قالماڭ.
4. ئالدىراش بولغاچقا، يېقىندىن بۇيان بىرەر پارچىمۇ ئىنگىلىزچە كىتاپ ئوقۇيالمىدىم.
5. بىز ئۇنىڭ بۇ قېتىمقى مۇسابىقتا مەغلۇپ بولىشىدىن ھېچقانداق غەيرىلىك ھىس قىلمىدۇق.
6. تاشقى كېسەللىكلەر دوختۇرنىڭ بۇ قېتىمقى يۈرەك كۆچۈرۈش ئوپىراتسىيىسى تولىمۇ مۇۋەپپەقىيەتلىك بولدى.
7. بۇ ئىش ئۇنىڭ مېنىڭ دېمەكچى بولغىنىمنى ئېنىق چۈشەنگەنلىكىنى كۆرسەتتى.
8. بۇ كىتاپ ئەسلى تومغا بېرىلمەكچى ئىدى، بىراق ئۇنى جىم ئېلىپ كەتتى.
9. ئۇنىڭ قانداق دېيىشىدىن قەتئىنەزەر، مېنىڭچە ئۇنىڭ دېگەنلىرى ئادەمنى دېگەندەك قايىل قىلالمايدۇ.

10. ئەگەر بىز ھەمكارلاشساق بۇرۇن قىلغىلى بولمايدۇ دەپ قارالغان نۇرغۇن ئىشلارنى ۋۇجۇتقا چىقىرايلىمىز.

## IX Reading Material:

### WHAT CAN A CHILD DO AT FIVE?

A child at five is friendly, competent and obedient, although he may be bossy with other children and is sometimes sufficiently independent to call his mother names. He is still dependent on adult approval and praise, and so orientated to the grown-up that he tells tales without seeing the other child's point of view. There is no real discussion yet — fives talking together indulge in a "collective monologue"; quarelling with words often begins towards the end of the year. Group play is often disrupted because everyone wants to be the mother or the bride or the captain of the fire brigade. Each child has an urgent need for constantly recurring contact with an adult in spite of all his efforts to be independent. In his unsureness he may make statements about his own cleverness and beauty, hoping that the adult will praise him; this is not conceit but a cry for reassurance. He loves to say "Watch what I can do". Reality and fantasy are still intermingled and this confusion may lead him to elaborate

on facts.

By the time a child is five he is usually able to run lightly on his toes and is skilful at all sorts of stunts and activities which involve swinging, digging and sliding. He can skip on alternate feet and can stand still on one foot for eight or ten seconds, and he can even hop on one foot for two or three yards. When he hears music whose rhythm appeals to him, he may dance in time to the tune. He can grip strongly with either hand and may ride a tricycle so furiously that he terrifies onlookers — needlessly, for he is now such an expert that the procedure is far safer than it looks.

He can count the fingers of one hand with the index finger of the other, and may count ten or more separate objects correctly. His vocabulary now runs to some 2,000 words, so he can communicate quite freely and easily with adults or other children, and he frequently asks the meaning of words which he hears for the first time. He can name coins and usually knows about four colors whose names he can employ in describing pictures.

He may need help and supervision in washing and drying himself although capable of doing both. He can dress and undress himself quite quickly and is able to distinguish the back and front of his garment although he may put them on back-to-front or inside-out occasionally. Many five-year-olds are still unable to tie their shoelaces

and have difficulty with their ties or with inaccessible buttons. Children of this age will often play very well together in pairs with real co-operation while previously they tended to play rather independently although in close proximity. The games which they play on the floor are often complicated and imaginative.

### Comprehension Exercise

1. Play is often disrupted because           .
  - a. there is no real discussion yet
  - b. five-year-olds need constant contact with adults
  - c. they enjoy quarreling with words
  - d. everyone wants to be the most important character in the game
2. A monologue is           .
  - a. any long speech by one person
  - b. a conversation between five-year-olds
  - c. a recitation of a poem
  - d. a kind of quarrelling among kids
3. Children like to make remarks about their own cleverness because           .
  - a. they are confused
  - b. they are conceited
  - c. they know the adults will praise them
  - d. they need reassurance
4. A child is usually skilful at all sorts of stunts           .

- a. well before his fifth birthday
  - b. after his fifth birthday
  - c. on the day of his fifth birthday
  - d. sometime before his fifth birthday
5. A five-year-old can ride a tricycle \_\_\_\_\_.
- a. so fast that he terrifies people
  - b. in such a way that he makes onlookers furious
  - c. in a way that looks safe
  - d. by gripping strongly with either hand
6. He can communicate with adults because \_\_\_\_\_.
- a. he can count ten or more separate objects correctly
  - b. he feels free and easy
  - c. he has a vocabulary of some two thousand words
  - d. adults frequently tell him the meaning of words he hears for the first time
7. He can wash and dry himself but \_\_\_\_\_.
- a. may need help and guidance
  - b. must have help
  - c. cannot undress himself
  - d. does it too quickly
8. This passage tells the reader that five-year-olds are \_\_\_\_\_.
- a. totally independent of their parents
  - b. reluctant to do things like tying their shoelaces
  - c. more capable than one might imagine
  - d. clever and beautiful



## Lesson Eight

### TEXT

## THE GLORIOUS WHITEWASHER

Mark Twain

(Adapted)

Tom got home pretty late that night. Climbing in cautiously at the window, he found himself standing face to face with his aunt. When she saw the state of his clothes, she became more determined than ever to make him work hard during the holiday on Saturday.

Saturday morning came, and all the summer world was bright and fresh. There was a song in every heart; there was cheer in every face and a spring in every step.

Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He regarded the fence thoughtfully, and his heart was filled with despair. Thirty yards of board fence, nine feet high. Life to him seemed hollow, and existence but a burden. Sighing, he dipped his brush and passed it along the topmost board; repeated the operation; did it again; compared the insignificant whitewashed strip with the far-reaching

continent of unwhitewashed fence, and sat down on a box discouraged.

He remembered that there was company at the pump. Boys and girls were always there waiting for their turns, resting, trading playthings, quarrelling, fighting, fooling about. At this moment an idea burst upon him—a glorious idea. He took up his brush and went calmly to work. Presently Ben Rogers came in sight. He was eating an apple, giving a long melodious whoop at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. But Tom went on whitewashing and paid no attention to the steamer. Ben stared a moment, and then said:

“Hi! You are in trouble, aren’t you?”

There was no answer. Tom regarded his last touch with the eye of an artist. Then he gave his brush another gentle sweep, and looked at the result, as before. Ben came nearer. Tom’s mouth watered for the apple, but he stuck to his work.

“Hello, old chap, you’ve got to work, eh?” said Ben.

“Why, it’s you Ben! I wasn’t noticing.”

“I say, I’m going swimming. Don’t you wish you could? But of course you’d rather work—wouldn’t you? Of course you would.”

Tom went on with his whitewashing, and answered carelessly:

"Well, maybe I would, and maybe I wouldn't. All I know is, it suits Tom Sawyer."

"Oh come, now, you don't mean to say that you like it?"

The brush continued to move.

"Like it? Well, I don't see why I shouldn't like it. Does a boy get a chance to whitewash a fence every day?"

Ben had never thought of this before. He stopped biting his apple. Tom swept his brush artistically back and forth—stepped back to note the effect—added a touch here and there—criticized the effect again. Ben was watching every move and getting more and more interested.

"Say, Tom, let me whitewash a little."

Tom considered—was about to consent; but he changed his mind; "No! No! You see, Aunt Polly is very particular about this fence—right here on the street, you know. If it were the back fence I wouldn't mind, and she wouldn't. It's got to be done very carefully. I don't know if there's one boy in a thousand, maybe two thousand, who can do it the way it has to be done."

"No—is that so? Oh come, now—let me just try. Only just a little—I'd let you, if you were me, Tom."

"Ben, I'd like to; but Aunt Polly—Well, Jim wanted to do it, but she wouldn't let him. Sid wanted to do it, and she wouldn't let Sid. If you started to whitewash this fence, and anything went wrong—"

“Oh, nonsense; I’ll be very careful. Now let me try. Say, I’ll give you the core of my apple.”

“Well here—No, Ben, now don’t. I’m afraid—”

“I’ll give you all of it.”

Tom gave up the brush with reluctance in his face, but eagerness in his heart. And while the steamer worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, eating his apple. Boys arrived every little while; they came to mock, but remained to whitewash. By the time Ben was tired out, Tom had traded the next chance to Billy Fisher for a kite in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with; and so on, and so on, hour after hour.

And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was now rolling in wealth. He had had a nice time all the while, and the fence had three coats of whitewash on it.

Tom said to himself that it was not such a hollow world after all. He had discovered a great law of human action without knowing it namely, that in order to make a man or a boy desire a thing, it is only necessary to make the thing difficult to attain.

## DIALOGUE

### DOING A MARKET SURVEY

A: Excuse me, I'm doing a market survey for a new business. I'd like to ask you a few questions if you don't mind.

B: That's fine, ask away.

A: This business will be "fast food", so the questions will be related to that.

B: OK.

A: Which of the major fast food hamburgers do you prefer?

B: I like Burger King. I think you get more for your money.

A: Which soft drink do you prefer, Coca Cola or Pepsi products?

B: I'd rather have a Pepsi.

A: Would that preference be a deciding factor in which place you choose?

B: Not usually.

A: Are you concerned about the fat content of the food?

B: I'm not, but I know that my sister is.

A: Is speed of delivery a factor when you choose a fast food place?

B: Definitely. I go to a fast food place because I don't want to wait. I like to get my food and get on with my business.

A: Is there one of the major fast food places that is faster than others?

B: They're all about the same. Maybe McDonald's is a little faster, but I don't like Big Macs.

A: Would the variety and quality of other foods served besides the basic hamburger influence which place you patronize?

B: Of course. If they don't have a good milk shake, I won't go there.

A: Would you patronize one place over another because of other dessert type foods besides a milk shake?

B: Not really. I usually just buy a burger, fries and a drink.

A: Do you usually buy a package meal, or choose items separately?

B: I usually go for the package meal.

A: That's all the questions I have today. Thank you very much for your cooperation.

B: No problem, any time.

## WORDS AND EXPRESSIONS TO THE TEXT

glorious	/g'lori:əs/ a.	ئۇلۇغۋار، پارلاق، شاد-لىق
whitewash	// waitʃ/ n. ; vi.	ھاك، ھاكلىماق
cautiously	// kɔ:ʃəli/ ad.	ئېھتىياتچانلىق بىلەن
face to face		يۈز-مۈ-يۈز
state	/steit/ n.	ئەھۋال
determine	/di'tə:min/ v.	قارارغا كەلمەك
be determined to do sth.		مەلۇم ئىش قىلىش
		قارارغا كەلمەك
spring	n.	سەكرەش، تاقلاش
bucket	// bʌkɪt/ n.	چىلەك
handle	// hændl/ n. ; vt.	تۇتقۇچ، بىر تەرەپ قىلماق
thoughtfully	// θɔ:tfəli/ ad.	بىر نەرسىنى ئويلىغاندەك
despair	/di'speə/ n.	ئۈمىدسىزلىنىش
yard	/jɑ:d/ n.	ئۆزۈنلۈك بىرلىكى (بىر يارد 0.9144 مېتىرغا تەڭ)
foot	n. (pl. feet)	ئىنگىلىز چىسى (ئۆزۈنلۈك بىرلىكى)
hollow	// hɒləu/ a.	مەنسىز
existence	/ig'zɪstəns/ n.	ھايات، مەۋجۇتلۇق
burden	// bə:dn/ n.	ئېغىر يۈك

sigh	/sai/ v.	ئۇلۇغ-كىچىك تىنماق، ئۇھ تارتماق
dip	/dip/ v.	چىلىماق
topmost	/'tɒpməʊst/ a.	ئەڭ ئىگىز
operation	/ɒpə'reɪʃn/ n.	ھەرىكەت، خىزمەت، ئوپىراتسىيە
compare	/kəm'peə/ v.	سېلىشتۇرماق
insignificant	/ɪn'sɪgnɪfɪkənt/ a.	كىچىككىنە، ئەرزىمەس
strip	/stri:p/ n.	تار بىر پارچە، بىر بۆلەك
far-reaching	a.	كەڭ دائىرىلىك
discourage	/dɪs'kʌrɪdʒ/ vt.	بوشىشىپ كەتمەك، ئۈمىدىسىز لەنمەك
pump	/pʌmp/ n.	باسما قۇدۇق
to wait for one's turn		ئۆز نۆۋىتىنى ساقلىماق
trade	/treɪd/ v.	ئالماشتۇرماق
fool	/fu:l/ vi. (about)	لاغايلاپ يۈرمەك
to burst upon		تۈيۈقسىز ئېسىگە كەلمەك
presently	/'prezntli/ ad.	بىردەمدە، ئۇزۇنغا قال- ماي
to come in sight		كۆرۈنمەك، پەيدا بولماق
melodious	/mi'ləʊdiəs/ a.	يىقىملىق
whoop	/hu:p/ v.	(ناخشا) ئېيتماق، ۋاقد- رىماق
deep-toned	a.	كۈچلۈك ئاۋازدا
personate	/'pɜ:səneɪt/ vt.	رول ئالماق، دورىماق



steamboat	/'sti:m'bəut/ n.	پار كېمە
gentle	/'dʒentl/ a.	پېنىك
stick	/stik/ vi. (to)	چىڭ تۇرماق
chap	/tʃæp/ n.	ئاغىنە، ئاداش
back and forth		ئالدى-كەينىگە
note	/nəʊt/ vt.	كۆزەتمەك
consent	/kən'sent/ vi.	ماقۇل بولماق
nonsense	/'nɒnsəns/ n.	بىلجىرلاش، جۆيلۈش
core	/kɔ:(r)/ n.	مېغىز
sweat	/swet/ vi.	تەرلىمەك
barrel	/'bærəl/ n.	چىلەك
every little while		بىر دەمدە، بىر دەمدە
mock	/mɒk/ vi.	مەسخىرە قىلماق
in good repair		ئىنتايىن ياخشى
poverty-stricken	/'pɒvəti-strɪkən/ a.	نامرات، يوقسۇل
to roll in wealth		باي بولۇپ كەتمەك
coat	n.	قەۋەت، قات
namely	ad.	يەنى
attain	/ə'teɪn/ vt.	قولغا كەلتۈرمەك

## WORDS AND EXPRESSIONS TO THE DIALOGUE

survey	/sə'vei/ vt.	تەكشۈرمەك
hamburger	/'hæmbə:gə/ n.	ھامبۇرگ بولكىسى
preference	/'prefrəns/ n.	بەك ياخشى كۆرۈش

definitely	/'definətli/ ad.	ئېنىق
patronize	/'pætrənaiz/ vt.	قەدەم تەشرىپ قىلماق
dessert	/di'zə:t/ n.	تاتلىق يېمەكلىكلەر
fry	/'frai/ n.	فرانسىيە ئۇسلۇبىدىكى مايدا پىشۇرۇلغان ياڭىيو توغرامچىسى
package meal	n.	بىر يۈرۈش تاماق
cooperation	/kəu,ɔpə'reiʃn/ n.	ھەمكارلىق
Coca cola	/kəukə'kəulə/ n.	كوكا كولا (ئىچىملىك)
Pepsi	/'pepsi/ n.	پېپسى (ئىچىملىك)

### NOTES TO THE TEXT

1. Tom got home pretty late that night.  
 ئۇ كۈنى كەچتە توم ئۆيىگە خېلىلا كەچ قايتتى.  
 pretty رەۋىش بولغاندا دائىم جانلىق تىلدا قوللىنىدۇ ۋە rather, quite دىگەن مەنىلەرنى بىلدۈرىدۇ. مەسىلەن:  
 I am pretty sure he has not told the truth.  
 It's pretty cold outside.
2. There was cheer in every face and a spring in every step.  
 ھەممەيلەن خوشال-خورام ھالدا تېز ۋە يېنىك قەدەملەر بىلەن كېتىپ باراتتى.  
 بۇ جۈملىدە cheer ئابىستىراكت ئىسىم بولغاچقا ئۇنىڭ ئالدىغا قويۇلمايدۇ. a

3. He regarded the fence thoughtfully, and his heart was filled with despair.

ئۇ بىر نەرسىنى خىيال قىلغاندەك رىشاتكىغا قاراپ تۇرۇپ كەتتى ۋە كۆڭلىنى ئۈمىدسىزلىك قاپلىدى.  
جۈملىدىكى regard نىڭ مەنىسى "to look at closely" غا باراۋەر. مەسلەن:

For a moment she regarded me with wide eyes.

Then he became aware that they were regarding him with great interest.

4. Life to him seemed hollow, and existence but a burden.  
ھايات ئۇنىڭغا نىسبەتەن مەنىسىز، مەۋجۇتلۇق ئېغىر بىر يۈكتەك بىلىندى.

5. All I know is, it suits Tom Sawyer.

مەن پەقەت بۇ ئىشنىڭ توم سويېرغا ماس كېلىدىغانلىقىنى بىلىمەن.  
تۆۋەندىكى مىساللارغا قارايلى:

The seven o'clock train will suit me very well.

The arrangement suited them both.

6. Tom considered — was about to consent...

توم بىردەم ئويلىۋېلىپ، قوشۇلماقچى بولۇپ ...  
جۈملىدىكى be about to do نىڭ مەنىسى be going to do ياكى be on the point of doing sth ئوخشاش.  
مەسلەن:

I was about to go out, when the phone rang.

سىرتقا چىقماي دەپ تۇرۇشۇمغا تېلېفون جىرىڭلىدى.

As I was about to say, when you interrupted me.

جۈملىدىكى to agree بولسا to consent غا باراۋەر. مەسىلەن:

He consented to the proposal on one condition.

My father would not consent to my leaving school.

7. Aunt Poly is very particular about this fence.

پولى ھامما ئاچام بۇ رىشاتكىدىن ئاسان رازى بولمايدۇ.

hard to please مەنىسى be particular about نىڭ جۈملىدىكى

(رازى قىلماق تەس) غا باراۋەر. مەسىلەن:

She is very particular about what she wears.

The old man is very particular about his food.

## GRAMMAR

### تىنىش بەلگىلىرى ( II )

#### 4. چېكىت

(1) بايان ياكى بۇيرۇق جۈملىنىڭ ئاخىرىدا كېلىپ مۇئەييەن

ئوي-پىكىر تولۇق ئاخىرلاشقاندىن كېيىنكى توختاشنى بىلدۈرىدۇ.

مەسىلەن:

I'd like to have a try.

مېنىڭ بىر سىناپ باققۇم بار.

It's a very important invention.

ئۇ ناھايىتى مۇھىم بىر كەشپىيات.

Go back to your seats quickly.

دەرھال ئورنۇڭلارغا بېرىڭلار.

Open your books at page 211.

كىتاۋىڭلارنىڭ 211-بېتىنى ئېچىڭلار.

(2) قىسقارتىلغان شەكىللەرنى ئىپادىلەشتە قوللىنىلىدۇ.

مەسىلەن:

U. N بىرلەشكەن دۆلەتلەر تەشكىلاتى

O. K. ماقۇل، بولىدۇ.

5. سۇئال بەلگىسى  
سۇئال بەلگىسى سۇئال جۈملىنىڭ ئاخىرىدا كېلىپ سۇئال

جۈملە ئاخىرلاشقاندىن كېيىنكى توختاشنى بىلدۈرىدۇ. مەسىلەن:

What do you think of his proposal?

ئۇنىڭ تەكلىۋىگە قانداق قارايسىن؟

What are you going to do tomorrow?

سىز ئەتە نېمە ئىش قىلماقچى؟

Has the delegation come back yet?

ۋەكىللەر ئۆمىكى قايتىپ كەلدىمۇ؟

6. ئۈندەش بەلگىسى

ئۈندەش بەلگىسى ئۈندەش جۈملىنىڭ ئاخىرىدا كېلىپ ئۈندەش

بىلەن ئاخىرلاشقان جۈملىدىن كېيىنكى توختاشنى بىلدۈرىدۇ.

مەسىلەن:

What a beautiful girl she is!

ئۇ نېمە دېگەن چىرايلىق قىز ھە!

How fine it is today!

بۈگۈن كۈن نېمە دېگەن ياخشى ھە!

7. سىزىق

(1) چۈشەندۈرۈش خاراكتېرىدىكى بېقىندى جۈملە ياكى

جۈملىنىڭ ئالدىدا كېلىپ ئىلگىرىكى جۈملىنى تېخىمۇ ئېنىق

چۈشەندۈرىدۇ. مەسىلەن:

It's question of what decision to make. — that's not

a small matter.

بۇ بىر قانداق قارار چىقىرىش مەسىلىسى. - بۇ كىچىك مەسىلە ئەمەس.

Thank you—you saved his life.

رەھمەت سىزگە - سىز ئۇنىڭ ھاياتىنى قۇتقۇزۇپ قالدىڭىز.  
(2) مەلۇم ئوي-پىكىرنىڭ بۇرۇلۇشى ياكى سۆزلىگۈچىنىڭ ئارىسالدا بولۇشى قاتارلىقلارنى بىلدۈرىدۇ. مەسىلەن:

The following year things would be better to us—but that was another story.

كېيىنكى يىلى ئەھۋال بىزگە پايدىلىق بولدى - بىراق ئۇ باشقا بىر ئىش.

Speaking of your question, I would say—but you'd better ask him for the answer.

سىز ئوتتۇرىغا قويغان سوئالغا قارىتا مەن دېمەكچى - بىراق ياخشىسى سىز ئۇنىڭدىن ئۆزىڭىز سوراپ بېقىڭ.

"I—I—I don't know", the man said.

«مەن-مەن-مەن بىلمەيمەن» دېدى ئۇ ئادەم.  
(3) ئىزاھلىغۇچى جۈملىلەردە ئىشلىتىلىدۇ. مەسىلەن:

Our guest—Mr. Johnson—is leaving.

بىزنىڭ مېھمانىمىز - جونسون ئەپەندى - ماڭىدىغان بولدى.

At 1:10 a. m. Monday—2 hours and 14 minutes after Armstrong first stepped upon the lunar surface—the astronauts were back in their moon craft and hatch was closed.

دۈشەنبە ئەتىگەن 1:10 ئۆتكەندە - يەنى ئارمىستروڭ تۇنجى بولۇپ ئايغا چىقىپ 2 سائەت 14 مىنۇتتىن كېيىن - ئالەم ئۇچقۇچىلىرى ئايغا قونۇش بۆلۈمىگە قايتىپ كەلدى ۋە بۆلۈمچىنىڭ

ئىشىكى يېپىلدى. مەسىلەن: «ئىشقا بارغاندا نەمەس»

4) قىستۇرما سۆزدە ئىشلىتىلىدۇ. مەسىلەن: «ئىشقا بارغاندا نەمەس»

They tried—only God knows why—to take that dangerous work.

ئۇلار — پەقەتلا خۇدا نىمە ئۈچۈنلىكىنى بىلىدۇ — ئاشۇنداق خەتەرلىك ئىشنى قىلىشقا تىرىشتى.

He has—strangely enough—never spoken about it again.

ئۇ — ئەجەپلىنەرلىك بولغىنى — ئۇ ئىشنى ئىككىنچى تىلغا

ئالمىدى. 8. تىرناق

تىرناق ئادەتتە ئالدىدىكى مەزمۇننى ئىزاھلاش ياكى تولۇقلاشنى بىلدۈرىدۇ.

مەسىلەن: «ئىشقا بارغاندا نەمەس»  
Where else can a girl of 18 earn such money (legally)?

18 ياشلىق قىزچاق يەنە قەيەردىن (قانۇنلۇق ھالدا) مۇشۇنچىۋالا پۇل تاپالايدۇ؟

Please answer the questions at the end of the text

(Page 15).

تېكىستنىڭ ئاخىرىدىكى سۇئاللارغا (15-بەتتە) جاۋاپ بېرىڭلار.

9. قوش پەش  
كىتاپ ئىسمى ياكى مەلۇم ئادەمنىڭ سۆزىنى نەقىل كەلتۈرگەندە ئىشلىتىلىدۇ.

مەسىلەن: «توم سەۋىيەر» دېگەن روماننى يازغان.

Mark Twain wrote a novel called "Tom Sawyer"

مارك تۋېين «توم سەۋىيەر» دېگەن روماننى يازغان.

Einstein once said: "Genius is nothing but labour and diligence."

ئېينشتەين بۇرۇن «تالانت پەقەت ئەمگەك ۋە تىرىشچانلىقتۇر» دېگەن.

Tom said: "Columbus discovered America in 1492."

توم: «كولومبۇ 1492-يىلى ئامېرىكىنى بايقىغان» دېدى.

### 10. سىزىقچە

(1) ئىككى ياكى ئىككىدىن ئارتۇق سۆز قوشۇلۇپ بىرىككەن سۆز بولغاندا ئىشلىتىلىدۇ. مەسىلەن:

Some people adopted a wait-and-see policy at the beginning.

دەسلەپتە بەزى كىشىلەر قاراپ بېقىش پوزىتسىيىسىدە بولدى.

I had a face-to-face talk with him last night.

مەن ئاخشام ئۇنىڭ بىلەن يۈزمۈ-يۈز سۆزلەشتىم.

(2) مەلۇم ۋاقىتنى بىلدۈرگەندە قوللىنىدۇ. مەسىلەن:

The two world wars of 1914-1918 and 1938-1945 have left vivid marks upon literary language.

1914-1918 ۋە 1938-1945-يىلى ئارىلىقىدا بولغان ئىككى

قېتىملىق دۇنيا ئۇرۇشى ئەدەبىي تىلغا روشەن ئىزلارنى قالدۇردى.

(3) قۇر يۆتكەشتە ئىشلىتىلىدۇ. مەسىلەن:

When did the story take place, in the morning, in the afternoon?

بۇ ھېكايە قاچان يۈز بەرگەن، ئەتىگەندىمۇ ياكى كەچتىمۇ؟

### 11. قىسقارتىش بەلگىسى

(1) ئىسىملارنىڭ ئىگىلىك كېلىشىدە قوللىنىلىدۇ.

مەسىلەن:



Teacher's desk is in front of the blackboard.

ئوقۇتقۇچىنىڭ پارتىسى دوسكىنىڭ ئالدىدا.

I don't know where the students' dormitory is?

ئوقۇغۇچىلارنىڭ ياتقىنىڭ قەيەردىكىنى بىلمەيمەن.

(2) ھەرپلەرنى قىسقارتقاندا ئىشلىتىلىدۇ. مەسىلەن:

Let's follow his advice.

بىز ئۇنىڭ نەسىھەتىگە قۇلاق سالايلى.

I really didn't know what had happened to him.

ئۇنىڭغا نېمە ئىش بولغىنىنى مەن راستىنلا بىلمەيمەن.

12. كۆپ چېكىت

جۈملىدە قىسقارتىلغان بۆلەكنى ئىپادىلەش ئۈچۈن

ئىشلىتىلىدۇ.

I was told that his father had been taken to hospital and...

مەن ئۇنىڭ دادىسىنىڭ دوختۇرخانىغا ئېلىپ بېرىلغانلىقىنى ئاڭلىدىم ۋە ...

Did he tell you that ...

ئۇ ساڭا ... ئېيتتىمۇ؟

## WORD STUDY

### Lead v.

1. باشلىماق، يېتەكلىمەك

The policeman led the children across the road.

The mother led her child by the hand.

2. ئېلىپ بارماق، تۇتاشماق

This path will lead you to a small neighbourhood.

Where does this road lead to?

Hard work leads to success.

**Worth a.**

... گە ئەرزمەك

"This book is worth at least 20 dollars" said the book-seller.

How much is that fur coat worth?

This book is well worth reading.

worth n. قىممىتى

This is a picture of great worth.

He bought three pounds' worth of butter.

**Throw vt.**

1. ئاتماق، تاشلىماق

This young soldier can throw a grenade farther than any other of his company.

The boy threw a stone at me and barely missed me.

2. throw away كەچمەك

This is your last chance; don't throw it away.

3. throw off كىيىمنى تېز سېلىۋەتمەك

The brave young man threw off his clothes and dived after the drowning boy.

4. ئىتتىرىپ ئاچماق ... ھالەتكە كىرمەك

The door was suddenly thrown open from outside.

The meeting was thrown into disorder.

5. throw out قوغلاپ چىقارماق

The people rose in anger and threw out the corrupt rulers.

**Suggest vt.**

1. تەكلىپ بەرمەك

I suggest a visit to the Folklore Museum.

He suggested calling the doctor.

He suggested that we should discuss the question in another session.

2. ئويغا سالماق، ئەسكە سالماق

The white look on her face suggested fear.

تەكلىپ n. suggestion

On the suggestion of the chairman we adjourned the meeting.

His suggestion should be carefully considered.

## FAMOUS QUOTATIONS

The true value of life is not in what we get, but what we give.

—Thomas Alva Edison

ھاياتنىڭ قىممىتى بىز ئېرىشكەن نەرسىدە ئەمەس،  
بېغىشلىغان نەرسىدە.

Life is measured by thought and action, not by time.

—J. Lubbock

ھايات-ۋاقىت بىلەن ئەمەس، بەلكى ئىدىيە ۋە ئىش-ھەرىكەت  
بىلەن ئۆلچىنىدۇ.

Self-trust is the first secret of success.

—Ralph Waldo Emerson

ئۆزىگە ئىشىنىش - مۇۋەپپەقىيەتنىڭ ئالدىنقى اسىرى.

## EXERCISES

### I Answer the following questions:

1. Why was Tom not given his usual holiday on Saturday?
2. What made Tom think that life was a burden?
3. How did he work at first?
4. What bright idea entered his head?
5. How did it happen that Ben became more and more interested in whitewashing?
6. How do you like the story? Point out the parts you like best and say why.

### II Complete the following:

1. A brush is a tool...
2. A fence is a wall...
3. A bucket is a container...
4. A sidewalk is...
5. A foot is...
6. A yard is...
7. A pump is a machine...
8. An artist is a person...

### III Paraphrase the following:

1. Climbing in cautiously at the window he found himself standing face to face with his aunt.  
(when he had..., he found...)
2. When she saw the state of his clothes, she became

more determined than ever to make him work hard during the holiday on Saturday.

(seeing how ..., she ...)

3. He regarded the fence thoughtfully, and his heart was filled with despair.

(When Tom considered how...)

4. Tom compared the insignificant whitewashed strip with the far-reaching continent of unwhitewashed fence, he sat down on a box discouraged.

(When Tom saw ...)

5. At this moment an idea burst upon him.

(Suddenly he ...)

6. "Oh, come, now, you don't mean to say that you like it?" (Now, Tom, do you really mean that ...?)

7. "Does a boy get a chance to whitewash a fence every day?" (Whitewashing a fence is no ordinary job. It isn't every day that ...)

8. Tom gave up the brush with reluctance in his face, but eagerness in his heart.

(Although Tom was ..., he ...)

9. Boys arrived every little while; they came to mock, but remained to whitewash.

(Though they ...)

10. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning,

Tom was now rolling in wealth.

(Tom managed ... though ...)

IV Fill in the blanks with appropriate prepositions:

1. The Panda, also called bear-cat, lives \_\_\_ leaves and shoots.
2. I hope I can finish the book \_\_\_ another three weeks; it is a book \_\_\_ unusual length.
3. Henry was sent \_\_\_ Paris \_\_\_ urgent business.
4. I couldn't have thought \_\_\_ anything better to do \_\_\_ his place.
5. \_\_\_ hearing this she looked \_\_\_ me \_\_\_ surprise.
6. The teacher was very pleased \_\_\_ the progress his pupils had made \_\_\_ English.
7. The traveller was put up \_\_\_ an inn \_\_\_ the night.
8. Every time I called \_\_\_ him I found him hard \_\_\_ his new book.
9. I often mistook him \_\_\_ his brother, for they looked so much alike that it was indeed very difficult to tell one \_\_\_ to other.
10. It was very kind \_\_\_ you to help us \_\_\_ the learning \_\_\_ your help we could not have finished it \_\_\_ time.
11. This is a collection \_\_\_ short stories, all told \_\_\_ a pleasing simple style.
12. I have seen very little \_\_\_ him ever since he moved \_\_\_ the further end \_\_\_ the town.
13. It was unusual \_\_\_ him to have stayed \_\_\_ such a late hour.
14. The composition must be handed in \_\_\_ the end of this month, that is \_\_\_ Friday next \_\_\_ the latest.

15. He spent most \_\_\_\_\_ his leisure hours \_\_\_\_\_ reading English fiction, \_\_\_\_\_ wich he had a special fondness.

**V Complete each of the following sentences with an appropriate word derived from the given word on the left of the sentence:**

1. free      Tight clothes don't allow enough \_\_\_\_\_ of movement.
2. act        The patient has to take several pills each day to \_\_\_\_\_ high blood pressure.
3. print      The dictionary has won such esteem from students and other readers that it has been \_\_\_\_\_ nine times.
4. concern   She seemed quite \_\_\_\_\_ about the risks she was taking.
5. general    Don't \_\_\_\_\_, it isn't fair to say all drivers are bad just because one knocked you down.
6. grow       Last year, the rate of overall industrial \_\_\_\_\_ was above 7 percent.

**VI Punctuate the following sentences:**

1. This said the bus driver wasn't my fault
2. Never he said I shall never agree to that
3. It only cost five cents he said Would you like one
5. Follow me officer the man said in a loud voice
6. He said why did you do that when I told you not to
7. I'm coming Now I'll be there in 15 minutes she said and hung up

8. This said the doctor is what you must do eat less and give up smoking

**VI Punctuate the following passage:**

**At the Barber's**

At last I put down my magazine and sat down in the barber's chair I had waited in the shop for 53 minutes

How do you want it sir the barber asked

I'd like it short please I said I'd like a lot off the top

My hair was very long so the barber had a lot of work to do He talked and talked He told me about his father about his mother about his wife about his children about his old car about his house about his health about his troubles I listened in silence At last he finished

Do you want anything on it he asked

No thank you I got up to pay what other services do you offer I asked

We can do everything the barber said So many men have long hair these days You can have a shampoo and set anything you like You can even have a haircut

I smiled I'll tell you another service you can offer I said

What's that the barber asked as he took the money I gave him

A haircut in silence I said and your customers will pay more for it



**VI Put the following into English:**

1. بۇ ناخشىچى سەھنىگە چىققاندا تاماشىبىنلار قىزغىن ئالقىش ياغراتتى.
2. ئۇ زالدىن ئاستاغىنە چىقىپ كەتتى. ھېچكىم ئۇنىڭغا دىققەت قىلمىدى.
3. كېلەر ئاينىڭ ئاخىرى يىغىن ئېچىلسا سىزگە قولايلىق بولامدۇ؟
4. شىرەنى بۇ ئۆيگە قويسا بەك ماس كېلىدىكەن.
5. ئۇ بۇ سان-سېمىلارنى ئەستايىدىل كۆرۈپ بىر نەچچە يەردە خاتالىقنى بايقىدى.
6. تەجرىبە قىلىش ئارقىلىق نەتىجىنى سېلىشتۇرۇشقا بولىدۇ.
7. يېقىنقى كۈنلەردە مۇرات ئۆزىنىڭ كىلاسسىك سەنئەتكە بارغانسېرى قىزىقىپ قېلىۋاتقانلىقىنى بايقىدى.
8. ئۇنىڭ چوقۇم قىلىدىغان مۇھىم ئىشى بار. بولمىسا بۇنداق قاتتىق يامغۇردا ئۇ ھەرگىز سىرتقا چىقىمىغان بولار ئىدى.

**IX Reading Material:**

**THE TELEVISION CAMERA**

The television camera is rather like the human eye. Both the eye and the camera have a lens, and both produce a picture on a screen. In each case the picture is made up of millions of spots of light.

Let us see how the eye works. When we look at an object—a person, a house, or whatever it may be—we do

not see all the details of the object in one piece. We imagine that we do, but this is not the case. In fact, the eye builds up the picture for us in our brain, which controls our sight, in millions of separate parts, and, although we do not realise it, all these details are seen separately.

This is what happens when we look at something. Beams of light of different degrees of intensity, reflected from all parts of the object, strike the lens of the eye. The lens then gathers together the spots of light from these beams and focuses them on to a light-sensitive plate—the retina—at the back of the eyeball. In this way an image of the object is produced on the retina in the form of a pattern of lights.

The retina contains millions of minute light-sensitive elements, each of which is separately connected to the brain by a tiny fibre in the optic nerve. These nerve fibres, working independently, pick out minute details from the image on the retina and turn the small spots of light into nerve impulses of different strengths. They then transmit these impulses to the brain. They do this all at the same time.

All the details of the image are fed to the brain, and, as we have taught our brain to add them together correctly, we see a clear picture of the object as a whole.

Television, which means vision at a distance,

operates on a similar principle. A television picture is built up in thousands of separate parts.

Beams of light reflected from the subject being televised strike the lens of the television camera, which corresponds to the lens of the eye. The camera lens gathers together the spots of light from these beams and focuses an image of the subject on to a plate, the surface of which is coated with millions of photo-electric elements sensitive to light.

The spots of light forming the image on the plate cannot be transmitted as light. So they are temporarily converted by an electronic device into millions of electrical impulses; that is, into charges of electricity.

These electrical impulses are then sent through space on a wireless wave to the homes of the viewers. They are picked up by the aerials and conveyed to the receivers—to the television sets. There, they are finally converted back into the spots of light that make up the picture on the television screen.

### **Comprehension Exercise**

1. In the first paragraph we are told that the television camera resembles the human eye in         .
  - a. one way
  - b. two ways
  - c. three ways

- d. a large number of ways
2. Which of the following is NOT true according to the writer?
- a. The eye produces a picture on a screen.
  - b. We see all the details of an object in one piece.
  - c. Our sight is controlled by our brain.
  - d. The picture is made up of millions of spots of light.
3. All the rays of light reflected from objects are \_\_\_\_.
- a. of the same intensity
  - b. of varying intensities
  - c. to some degree intense
  - d. not at all intense
4. The retina is \_\_\_\_.
- a. a lens
  - b. a beam of light
  - c. a part of the brain
  - d. a light-sensitive plate
5. The nerve fibres connecting these light-sensitive elements to the brain \_\_\_\_.
- a. all work together
  - b. help each other
  - c. work independently
  - d. work in small groups
6. A camera lens focuses an image on to \_\_\_\_.
- a. the subject
  - b. a surface made up of millions of light-sensitive

elements

c. a television set

d. millions of photo-electric beams of light

7. The spots of light forming the image on the plate in a

television camera are converted into \_\_\_\_\_.

a. electricity

b. pictures

c. an electronic device

d. a wireless

8. A television set is \_\_\_\_\_.

a. a transmitter

b. a receiver

c. a conveyer belt

d. an electric element

## Lesson Nine

### TEXT

#### DAYDREAM A LITTLE

“Daydreaming again, Barb? You’ll never amount to anything if you spend your time that way! Can’t you find something useful to do?”

Many youngsters have heard words like those from their parents. And until recently this hostile attitude towards daydreaming was the most common one. Daydreaming was viewed as a waste of time. Or it was considered an unhealthy escape from real life and its duties. But now some people are taking a fresh look at daydreaming. Some think it may be a very healthy thing to do.

Attitudes towards daydreaming are changing in much the same way that attitudes towards night dreaming have changed. Once it was thought that nighttime dreams interfered with our needed rest. But then researchers tried interrupting the dreams of sleepers. They learned that sleepers who aren’t allowed to dream lose the benefits of rest. They become tense and anxious. They become

irritable. They have trouble concentrating. Their mental healths is temporarily damaged. To feel well again, they must be allowed to dream.

Now researchers are finding that daydreaming may also be important to mental health. Daydreaming, they tell us, is a good means of relaxation. But its benefits go beyond this. A number of psychologists have conducted experiments and have reached some surprising conclusions.

Dr. Joan T. Freyberg has concluded that daydreaming contributes to intellectual growth. It also improves concentration, attention span, and the ability to get along with others, she says. In an experiment with school children, this same researcher found that daydreaming led the children to pay more attention to detail. They had more happy feelings. They worked together better. Another researcher reported that daydreaming seemed to produce improved self-control and creative abilities.

But that's only part of the story. The most remarkable thing about daydreaming may be its usefulness in shaping our future lives as we want them to be. Industrialist Henry J. Kaiser believed that much of his success was due to the positive use of daydreaming. He maintained that "you can imagine your future." Florence Nightingale dreamed of becoming a nurse. The young Thomas Edison pictured himself as an inventor. For these

notable achievers, it appears that their daydreams came true.

Dr. Harry Emerson Fosdick believed that the way we picture ourselves is often the way we turn out. He offered this advice: "Hold a picture of yourself... in your mind's eye, and you will be drawn toward it. Picture yourself vividly as defeated, and that alone will make victory impossible. Picture yourself as winning, and that will contribute immeasurably to success. Do not picture yourself as anything, and you will drift..."

The experiences of some athletes seem to confirm this belief. For instance, John Uelses, a former pole-vaulting champion, used daydreaming techniques before each meet. He would imagine himself winning. He would vividly picture himself clearing the bar at a certain height. He would go over all the details in his mind. He would picture the stadium and the crowds. He'd even imagine the smell of the grass and the earth. He said that this exercise of the imagination left memory traces in his mind that would later help his actual performance.

Why would a mental vision of success help produce real success? Dr. Maxwell Maltz, a surgeon and author, says this: "Your nervous system cannot tell the difference between an imagined experience and a real experience. In either case it reacts automatically to information that you give it ... It reacts appropriately to what you think or



imagine to be true."

He believes that purposeful daydreaming builds new "memories" in the brain. These positive memories improve a person's self-image. And self-image has an important effect on a person's actions and accomplishments.

Can you use purposeful daydreaming to shape your own future? Why not try? Here is how those who believe in creative daydreaming recommend going about it. Choose a time when you can be alone and undisturbed. Close your eyes, to permit your imagination to soar more freely. Many people find that they get best results by pretending that they are sitting before a large screen. They project the desired image of themselves onto that screen.

Now picture yourself—as vividly as possible—the way you want to be. Remember to picture your desired goals as if you had already attained them. Go over all the details of this picture. See them clearly and sharply. Impress them strongly on your memory. The resulting memory traces will supposedly start affecting your everyday life. They will help lead you to the attainment of your goals.

Of course daydreaming is no substitute for hard work. If it's athletic achievement you want, you also have to get lots of practice in your sport. You have to work hard to develop skills. If it's school success you're after,

you can't neglect studying. Daydreaming alone can't turn you into your heart's desire. But in combination with the more usual methods of self development, it might make a critical difference. It could be the difference between becoming merely good at something and becoming a champion.

If what researchers are saying is true, a life lived without fantasies and daydreams isn't as rich and rewarding as life can be. So they suggest setting aside a few minutes each day for daydreaming. By so doing, you may improve your physical and mental well-being. By taking a ten-or fifteen-minute "vacation" into the realm of imagination each day, you may add much to the excitement and enjoyment of your life. And who knows: You might see your own daydreams come true.

## DIALOGUE

### A NEW WAY OF ADVERTISING

- A: I've noticed that some of the major companies have tried using infomercials to market their products.
- B: That's a new term to me. What do you mean by infomercial?
- A: It is a combination of the two words, information and

commercial. You know how Americans like to create new words.

B: Tell me how an infomercial differs from a commercial.

A: The biggest difference is the length of time they take.

Infomercials began in 1984 after the government deregulated television commercials and no longer restricted them to short ads between shows. Marketers increased their sales pitch from just 1 or 2 minutes to 30 minutes. This added time made it possible to not only show their products, but discuss them as well.

B: I imagine those expanded commercials would be expensive to produce and the cost of buying the extra time on television would be high. I guess they must be successful and profitable.

A: Yes, those companies that have tried them have found them to be a profitable way to market their products.

B: I believe I saw an infomercial the other day put on by Apple Computer. It was done like a story. You followed a family as they shopped for a computer. As the story progressed, you learned why they chose an Apple Computer.

A: Companies that use this method of marketing give a toll-free number people can call for additional information. They have had thousands of calls in response to their infomercials.

B: Everyone who makes an inquiry doesn't buy the

product, but I'm sure enough of them do buy to make it worthwhile.

A: Infomercials that give detailed information on complex technology behind a product would be very helpful since more and more people shop at discount stores where the salesclerks have little technical knowledge about the products they sell.

B: It looks like infomercials might be one of the best forms of advertising ever created. When people watch these ads, it is from choice, not just something they have to sit through so they can see the rest of the program they are watching.

B: I think you're right.

## WORDS AND EXPRESSIONS TO THE TEXT

hostile	/ˈhɒstail/ a.	دۈشمەنلىك
view	vt.	دەپ قارىماق، ئويلىماق
nighttime	a.	كېچىدىكى
interfere with		توسالغۇ بولماق
researcher	/riˈsɜ:tʃə/ n.	تەتقىقاتچىلار
interrupt	/ˌɪntəˈrʌpt/ v.	ئۈزۈپ قويماق، بۆلۈۋەت-
benefit	/ˈbenifit/ n.	مەنپەئەت
tense	/tens/ a.	جىددىلەشمەك، جىددى

anxious	/'æŋkʃəs/ a.	تاقەتسىز لەنمەك ، بىئارام بولماق
irritable	/'iritəbl/ a.	تېرىككەك
concentrating	/'kɒnsntreɪtɪŋ/ a.	مەركەزلەشتۈرىدىغان
mental	/'mentl/ a.	روھىي
temporarily	/,tempə'rerəli/ ad.	ۋاقىتلىق
means	n.	ئۇسۇل ، چارە
beyond	/bi'jɒnd/ prep.	... دىن ئېشىپ كەتمەك
psychologist	/saɪ'kɒlədʒɪst/ n.	پسخولوگ
contribute	/kən'trɪbjʊ:t/ vi.	تۆھپە قوشماق
contribute to		... گە پايدىلىق
intellectual	/ɪntə'lektʃuəl/ a.	ئىقلىي
concentration	/kənsn'treɪfən/ n.	مەركەزلەشتۈرۈش
span	/spæn/ n.	مەلۇم مەزگىل
ability	/ə'biləti/ n.	قابىلىيەت ، ئىقتىدار
get along with		چىقىشىپ ئۆتمەك
detail	/'di:teɪl/ n.	تەپسىلات
self-control	n.	ئۆزىنى كونترول قىلىش
creative	/kri:'eɪtɪv/ a.	ئىجادىي ، ئىجادچانلىققا ئىگە
remarkable	/ri'ma:kəbl/ a.	ئالاھىدە
shape	/ʃeɪp/ vt.	يارىتىش ، شەكىللەندۈرۈش
maintain	/meɪn'teɪn/ vt.	كېسىپ ئېيتماق ، قامدە-ماق
picture	vt.	تەسەۋۋۇر قىلماق

inventor	/in'ventə/ n.	كەشپىياتچى
notable	/'nəutəbl/ a.	داڭلىق، مەشھۇر
come true		رىئاللىققا ئايلانماق
vividly	/'vividli/ ad.	جانلىق
immeasurably	/'imezərəbli/ ad.	ئۆلچەشكە ئامالسىز
drift	/drift/ vi.	لەيلىمەك
athlete	/'æθli:t/ n.	تەنھەرىكەتچى
former	/'fɔ:mə/ a.	ئىلگىركى
pole-vaulting	/'pəʊl,vɔ:ltiŋ/ n.	خادىغا تايىنىپ ئىگىزگە
champion	/'tʃæmpjən/ n.	سەكرەش چىمپىيون
clear	vt.	ئۆتۈپ كەتمەك
stadium	/'steidjəm/ n.	ئۈستى ئوچۇق تەنتەربىيە سارىيى
crowd	/kraud/ n.	بىر توپ ئادەم
imagination	/'i,mædʒi'neɪʃn/ n.	تەسەۋۋۇر
trace	/treis/ n.	ئىز
vision	/'viʒən/ n.	تەسەۋۋۇر كۈچى
surgeon	/'sə:dʒən/ n.	تاشقى كېسەللىكلەر دوختۇرى
author	/'ɔ:θə/ n.	ئاپتور
nervous	/'nə:vəs/ a.	نېرۋا
react	/ri'ækt/ vi. (to)	ئىنكاس قايتۇرماق
automatically	/'ɔ:tə'mætikəli/ ad.	ئاپتوماتىك ھالدا
information	/'ɪnfə'meɪʃn/ n.	ئۇچۇر
appropriately	/'ə'prəʊpriitli/ ad.	مۇۋاپىق

purposeful	/'pə:pəsful/ a.	مەقسەتلىك
brain	/brein/ n.	مېڭە
self-image	/'selfimidʒ/ n.	ئۆز ئوبرازى
accomplishment	/'ækʌmplɪʃmənt/ n.	غەلبە، تاماملاش
recommend	/'rekə'mend/ vt.	تەكلىپ بەرمەك، تونۇش.
permit	/pə'mit/ vt.	تۇرماق رۇخسەت قىلماق، يول
soar	/sɔ:/ vi.	قويماق ئۆرلىمەك، يۇقىرى
pretend	/'pri'tend/ v.	كۆتىرىلمەك
screen	/'skri:n/ n.	يالغاندىن ... بولسۇالماق
project	/'prədʒekt/ vt.	ئېكران
goal	/'gəul/ n.	چۈشۈرمەك، چاچماق
impress	/'im'pres/ vt.	نشان
supposedly	/'sə'pəuzidli/ ad.	تەسىر قالدۇرماق
affect	/'ə'fekt/ vt.	ئېھتىمال
substitute	/'sʌbstɪtju:t/ n.	تەسىر قىلماق
athletic	/'æθ'letɪk/ a.	سەپلىمە
achievement	/'ə'tʃi:vmənt/ n.	تەنتەربىيىنىڭ
neglect	/'ni'gлект/ vt.	مۇۋەپپەقىيەت
combination	/'kɒmbɪ'neɪʃən/ n.	سەل قارىماق
critical	/'kritɪkl/ a.	بىرلەشتۈرۈش
merely	/'miəli/ ad.	ھەل قىلغۇچ، تەنقىدى
fantasy	/'fæntəsi/ n.	پەقەتلا
rewarding	/'ri'wɔ:diŋ/ a.	فانتازىيە
		جاۋاب قايتۇرىدىغان،
		ھەقلىق

well-being	/ˈwelbi:ɪŋ/ a.	ساغلاملىق
vacation	/vəˈkeɪʃən/ n.	تەتىل، دەم ئېلىش
realm	/reɪlm/ n.	ساھە، پادىشالىق
excitement	/ɪkˈsaɪtmənt/ n.	ھاياجانلىنىش
enjoyment	/ɪnˈdʒɔɪmənt/ n.	خوشاللىق، ھوزۇرلاندۇرۇش

## WORDS AND EXPRESSIONS TO THE DIALOGUE

advertising	/ˌædvəˈtaɪzɪŋ/ n.	ئېلانچىلىق، ئېلان چىقىرىش
infomercial	/ɪnfəˈmɜ:ʃl/ n.	ئۇچۇر خاراكتېرلىق ئېلان
commercial	/kəˈmɜ:ʃl/ a.	سودىنىڭ، تىجارەتنىڭ
deregulate	/dɪˈregjuleɪt/ vt.	بىكار قىلماق
restrict	/rɪˈstrɪkt/ v.	چەكلىمەك
sales pitch		سېتىش تەشۋىقاتى
expand	/ɪksˈpænd/ v.	كېڭەيتىمەك، زورايتماق
profitable	/ˈprɒfɪtəbl/ a.	پايدىلىق، مەنپەئەت قىلىدىغان
toll-free	/ˈtɒlfri:/ a.	ئۈزۈن يوللۇق ھەقسىز تېلېفون
additional	/əˈdɪʃnəl/ a.	قوشۇمچە
inquiry	/ɪnˈkwaiəri/ v.	سۈرۈشتۈرمەك



worthwhile	/'wə:θwaɪ/ a.	ئەرزىدىغان
complex	/'kɒmpleks/ a.	مۇرەككەپ
discount	/'diskaunt/ v.	باھانى چۈشۈرمەك
sit through		ساقلاپ ئولتۇرماق

## NOTES TO THE TEXT

1. never amount to anything = never become successful in life.

ھەرگىز مۇۋەپپەقىيەت قازانغىلى بولمايدۇ.

2. The most remarkable thing about daydreaming may be its usefulness in shaping our future lives as we want them to be.

ئۇخلىماي چۈش كۆرۈشنىڭ كىشىنى ئەڭ جەلپ قىلىدىغان تەرىپى بەلكى ئۇنىڭ بىزنىڭ كەلگۈسى تۇرمۇشىمىزنى ئۆز ئارزۇيىمىز بويىچە يارىتىشىمىزغا ياردەم بېرەلەيدىغانلىقىدىن ئىبارەت.

be remarkable = deserving attention, out of the ordinary.

مەسىلەن:

Mr. Smith is a remarkable linguist.

He has a remarkable memory.

2. Shape our future (lives) = influence and determine the course or form of our lives in the future.

مەسىلەن:

I never forget the time at school which shaped my future.

3. He would picture himself clearing the bar at a certain height.

ئۇ ھەمىشە ئۆزىنى مەلۇم ئىگىزلىكتىكى توساقتىن ئۆتۈپ كېتەلەيمەن دەپ تەسەۋۋۇر قىلىدۇ. جۈملىدىكى clearing ، ھازىرقى بۆلەك سۆز بولۇپ ، جۈملىدە تولدۇرغۇچىنىڭ تولۇقلىغۇچىسى بولىدۇ. ئۆتكەن بۆلەك سۆزمۇ تولدۇرغۇچىنىڭ تولۇقلىغۇچىسى بولالايدۇ. مەسلەن:

We had the picture taken when we were climbing the mountain.

(taken تولدۇرغۇچى picture نىڭ تولۇقلىغۇچىسى بولىدۇ)

We found him watching TV in his room.

(watching تولدۇرغۇچى him نىڭ تولۇقلىغۇچىسى بولىدۇ)

4. In either case it (your nervous system) reacts automatically to information that you give it...

مەيلى قايسى خىل ئەھۋال بولسۇن ، ئۇ سىز تەمىنلىگەن ئۇچۇرغا ئۆزلىگىدىن ئىنكاس قايتۇرىدۇ.

(1) in either case=in both cases

ھەر ئىككى خىل ئەھۋال

(2) react to=act in response to

... گە ئىنكاس قايتۇرماق

مەسلەن:

It reacts appropriately to what you think or imagine to be true.

She reacted to the news by bursting into tears.

(3) react against=act in opposition to

قارشى ئىنكاس قايتۇرماق

مەسىلەن: My son reacted against my suggestion of going to the department store.

Children sometimes react against the things their parents believe in.

5. ...and daydream isn't as rich and rewarding as life can be.

... ئۇخلىماي چۈش كۆرۈش رەڭدار ۋە مول-ھوسۇللۇق بولمايدۇ.

as ... as قۇرۇلمىسى سېلىشتۇرۇش مەنىسىنى بىلدۈرىدىغان بولۇپ، جۈملىدە كېسىم خەۋەر بولىدۇ. مەسىلەن:

That place was not as beautiful as we expected.

This hall is as big as that one.

## GRAMMAR

بىر قىسىم باغلىغۇچىلارنىڭ سېلىشتۇرمىسى

### 1. when بىلەن while

ھەر ئىككىسى «... ۋاقىتتا» دېگەن مەنىنى بىلدۈرۈپ، ۋاقىت ھالەت بېقىندى جۈملىنى باشلاپ كېلىدۇ. when بىلەن باشلانغان ۋاقىت ھالەت بېقىندى جۈملىنىڭ خەۋىرى بەزىدە ئىزچىللىقنى بىلدۈرىدۇ. بەزىدە تاماملىنىشنى بىلدۈرىدۇ؛ while بىلەن باشلانغان ۋاقىت ھالەت بېقىندى جۈملىنىڭ خەۋىرى پەقەت ئىزچىللىقنى بىلدۈرىدۇ. مەسىلەن:

She was doing her homework when I came in.

مەن كىرگەندە ئۇ تاپشۇرۇق ئىشلەۋېتىپتىكەن.

I came in when/while she was doing her homework.  
 ئۇ تاپشۇرۇق ئىشلەۋاتقاندا مەن كىردىم.

While/when I was in the town, I saw him twice.  
 مەن بازاردىكى ۋاقتىمدا ئۇنى ئىككى قېتىم كۆردۈم.

Strike while the iron is hot.  
 تۆمۈرنى قىزىقىدا سوق.

بەزىدە when «بۇ ۋاقىتتا» دەپ؛ while «بىراق» دەپ تەرجىمە قىلىنىدۇ. مەسىلەن:

He was playing football outside when it began to rain.  
 ئۇ سىرتتا پۇتبول ئوينىۋاتاتتى، بۇ ۋاقىتتا يامغۇر يېغىشقا باشلىدى.

He is tall while his brother is short.  
 ئۇ ئىگىز، بىراق ئۇنىڭ ئاكىسى (ئىنىسى) پىكار.

2. though بىلەن as

ھەر ئىككىلىسى «گەرچە» دېگەن مەنىنى بىلدۈرۈپ، يول قويۇش ھالەت بېقىندى جۈملىنى باشلاپ كېلىدۇ. though بىلەن باشلانغان جۈملىدە نورمال تەرتىپ قوللىنىدۇ. as بىلەن باشلانغان جۈملىدە ئىنۋېرسيە قوللىنىدۇ. يەنى بېقىندى جۈملىدىكى كېسىم خەۋەر، ھالەت ياكى پېئىلنىڭ ئەسلى شەكلى as نىڭ ئالدىغا قويۇلىدۇ. مەسىلەن:

گەرچە ھاۋا سوغۇق بولسىمۇ، ئۇ ئىشنى داۋاملاشتۇرۇۋەردى.  
 Though it was cold, he went on working

Cold as it was, he went on working.

گەرچە ئۇ كىچىك بالا بولسىمۇ نۇرغۇن نەرسىنى بىلىدۇ.

Though he is a child, he knows a lot.

Child as he is, he knows a lot.

ئۇ ھەر قانچە تىرىشقان بولسىمۇ قىيىنچىلىقتىن قۇتۇلالمىدى.

Though he might try, he couldn't get rid of the difficulty.

Try as he might, he couldn't get rid of the difficulty.

3. for ۋە as, because, since

بۇلارنىڭ ھەممىسى «چۈنكى» دېگەن مەنىنى بىلدۈرىدۇ.

(1) for تەڭداش باغلىغۇچى بولۇپ، ئىنتوناتسىيىسى ئەڭ ئاجىز، ئۇ ئالدىنقى تارماق جۈملىنى ئىلگىرلەپ چۈشەندۈرۈش ياكى مەلۇم خۇلاسىە چىقىرىشنىڭ سەۋەبىنى بىلدۈرىدۇ. for باشلاپ كەلگەن تارماق جۈملىە ئادەتتە جۈملىە ئاخىرىسىغا قويۇلىدۇ. بېقىندى جۈملىنىڭ ئالدىغا پەش قويۇلىدۇ. مەسىلەن:

It must have rained last night, for the ground is wet.

كېچىدە چوقۇم يامغۇر ياغقان ئوخشايدۇ، يەر ھۆل تۇرىدۇ.

(2) because مەلۇم نەتىجە كەلتۈرۈپ چىقىرىدىغان مۇقەررەر سەۋەبىنى بىلدۈرىدۇ. ئىنتوناتسىيەمۇ ئەڭ كۈچلۈك بولىدۇ. ئۇ باشلاپ كەلگەن بېقىندى جۈملىە بېشىدا ياكى جۈملىە ئاخىرىدا كېلىدۇ. جۈملىە بېشىدا كەلسە بېقىندى جۈملىە ئاخىرلاشقاندا پەش قويۇلىدۇ. مەسىلەن:

He is absent from school because he is ill.

ئۇ ئاغرىپ قالغاچقا دەرسكە كېلەلمىدى.

Because it was wet, we went there by bus.

يامغۇر ياغقاچقا بىز ئۇ يەرگە ئاپتوۋۇز بىلەن باردۇق.

(3) as سەۋەبىنى بىلدۈرگەندە ئىنتوناتسىيە because دەك

كۈچلۈك بولمايدۇ. «چۈنكى، ... سەۋەبىدىن» دەپ تەرجىمە قىلىنىدۇ. as باشلاپ كەلگەن بېقىندى جۈملە دائىم جۈملە بېشىدا كېلىدۇ. مەسىلەن:

As she was in a bad mood, we left her alone.

ئۇنىڭ كەيپىياتى ياخشى بولمىغاچقا بىز ئۇنى يالغۇز قالدۇردۇق.

4) since «... بولغان ئىكەن» دېگەن مەنىدە كېلىپ، كۆرۈنۈپ تۇرىدىغان ئېنىق سەۋەبىنى بىلدۈرىدۇ. ئىنتوناتسىيە because دەك كۈچلۈك بولمايدۇ. ئۇ باشلاپ كەلگەن بېقىندى جۈملە دائىم جۈملە بېشىغا قويۇلىدۇ. مەسىلەن:

Since everybody is here, let's begin the meeting.

ھەممەيلەن كەلگەندىكىن يىغىننى باشلايلى.

4. if بىلەن whether

1) «... مۇئەسس» دېگەن مەنىنى بىلدۈرگەندە ھەر ئىككى سۆز تولدۇرغۇچى بېقىندى جۈملىنى باشلاپ كېلەلەيدۇ. مەسىلەن:

I wonder if/whether you can examine him now.

سېز ئۇنى ھازىر تەكشۈرۈپ قويالامسىز-يوق، بۇنى بىلگۈم

ئىزاھات: ① ئەگەر باش جۈملىنىڭ خەۋىرى پېئىللىق بىرىكمە بولسا if قوللىنىلماي whether قوللىنىلىدۇ. مەسىلەن:

Everything depends on whether we have enough money.

ھەممە ئىش بىزنىڭ يېتەرلىك پۇلىمىز بار-يوقلۇقىغا باغلىق.

② بەزى پېئىللار (discuss) كەينىدىكى تولدۇرغۇچى بېقىندى

جۈملىدە if قوللىنىلماي whether قوللىنىلىدۇ. مەسىلەن:

They discussed whether they should help him.

ئۇلار ئۇنىڭغا ياردەم بېرىش-بەرمەسلىكىنى مۇزاكىرە قىلدى.  
③ تولدۇرغۇچى بېقىندى جۈملە جۈملىنىڭ بېشىدا كەلسە if  
قوللىنىلماي whether قوللىنىلىدۇ. مەسىلەن:

Whether it is true or not, I can't say.

ئۇ توغرىمۇ-خاتا، بىر نەرسە دىيەلمەيمەن.  
④ تولدۇرغۇچى بېقىندى جۈملە بولۇشىز بولسا whether  
قوللىنىلماي if قوللىنىلىدۇ. مەسىلەن:

I asked her if she wouldn't come.

مەن ئۇنىڭدىن كېلىش-كېلەلمەسلىكىنى سورىدىم.  
② if «ئەگەر» دېگەن مەنىدە كەلگەندە شەرت ھالەت بېقىندى  
جۈملىنى باشلاپ كېلىدۇ. مەسىلەن:

If I were you, I would not go.

ئەگەر سېنىڭ ئورنىڭدا بولسام بارمايمەن.  
③ whether «... بولۇشىدىن قەتئىنەزەر» دېگەن مەنىدە  
كەلگەندە يول قويۇش ھالەت بېقىندى جۈملىنى باشلاپ كېلىدۇ.  
مەسىلەن:

Whether he agrees or not, I shall do that.

ئۇنىڭ قوشۇلۇش-قوشۇلماسلىقىدىن قەتئىنەزەر، مەن ئۇ  
ئىشنى قىلىمەن.

④ whether ئىگە بېقىندى جۈملە، كېسىم خەۋەر بېقىندى  
جۈملە، ئىزاھلىغۇچى بېقىندى جۈملە، پېئىلنىڭ تۇراقسىز شەكلى  
ياكى or not لارنى باشلاپ كېلىدۇ. (If دىن كېيىن يۇقارقىلار  
كەلمەيدۇ). مەسىلەن:

Whether he will come or not is unknown.

ئۇنىڭ كېلىش-كەلمەسلىكى ئېنىق ئەمەس.

The question is whether it is worth doing.

مەسىلە بۇ ئىشنى قىلىشقا ئەرزىش-ئەرزىمەسلىكىدە.

I have no idea whether he is there.

مەن ئۇنىڭ ئۇ يەردە بار-يوقلۇقىنى بىلمەيمەن.

I don't know whether he will do it or not.

مەن ئۇنىڭ بۇ ئىشنى قىلىش-قىلماسلىقىنى ئۇقمايمەن.

She hasn't decided whether to go or not.

ئۇ بېرىش-بارماسلىقىنى قارار قىلمىدى.

## WORD STUDY

### Bear vt.

1. كۆتۈرمەك

The ice is too thin to bear your weight.

2. تۇغۇلماق، مەۋە بەرمەك

Shakespeare was born in 1564 and the 400th anniversary of his birth was celebrated in 1964.

The walnut trees began to bear fruit in the third year.

3. بەرداشلىق بەرمەك، چىدىماق

The patient bore the pain, as if nothing had been the matter.

The oppression was too great to bear and the slaves rose against their masters.

4. can not bear بەرداشلىق بېرەلمەسلىك

I can't bear his proud look.



They couldn't bear to look at the terrible scene.

She couldn't bear being laughed at.

**Hold vt.**

1. تۇتماق، ئالماق

A woman holding a baby in her arms came into the room.

Please hold the line for a few seconds.

2. جەلپ قىلماق، تۇتماق

He has a way to hold the attention of the audience.

The spectators held their breath as they watched the acrobat perform on the wire.

3. ساقلىماق

Hold yourself for a moment while I take your photograph.

4. ئۆتكۈزۈش

We are going to hold a sportsmeet at the end of next month.

5. سىغدۇرماق

I don't think this room will be big enough to hold all the guests.

**Favour n.**

1. ياخشى كۆرۈش

Many despise those who are always trying to win the favour of their bosses.

You mustn't show favour to either party in this dispute.

2. قوللاش، ياردەم

We are in favour of giving him another chance.

3. پايدىلىق

The situation is in our favour.

The score is 2 to 1, in favour of the visiting team.

4. ياردەم، ياخشىلىق

May I ask a favour of you?

Do us a favour, please don't talk so loudly while the music is on.

#### Care vi.

1. پەرۋا قىلماق، كۆڭۈل بۆلمەك

He failed in the examination, but he doesn't seem to care.

She doesn't care much (about) what's happening around her.

I don't care how others feel about it. But I would think this is a matter of principle.

2. ياخشى كۆرمەك، خالىماق

Do you care for modern music?

He doesn't care for detective stories.

Would you care to go for a walk?

## FAMOUS QUOTATIONS

The first of earthy blessings, is independence.

— Eduard Gibbon

ھاياتلىقتىكى ئەڭ چوڭ بەخت - مۇستەقىللىقتۇر .

The worth of money is not in its possession, but in its use.

Aesop — Situation is in our favour.  
پۇلنىڭ قىممىتى - ئۇنىڭغا ئىگە بولۇشتا ئەمەس، بەلكى ئۇنى ئىشلىتىشتە.

Money is a good servant and a bad master.

— Francis Bacon

پۇل - ياخشى خىزمەتكار، ناچار خوجاين.

## EXERCISES

### I Answer the following questions:

1. How was daydreaming generally looked upon until recently?
2. What used to be the common attitude towards night dreaming?
3. What advantage is there in daydreaming and night dreaming?
4. What conclusions has Dr. Joan. T. Freyberg drawn from her experiments?
5. What is probably the most remarkable thing about daydreaming?
6. In what ways were Henry. J. Kaiser, Florence Nightingale and Thomas Edison alike?

7. In what way, according to Or. Harry Emerson Fosdick, is the exercise of imagination related to one's achievements?
8. How did John Uelses use daydreaming techniques before each meet?
9. Why would positive daydreaming help bring about success in the opinion Dr. Maxmell Maltz?
10. How can one use purposeful daydreaming to shape one's future?
11. What difference can daydreaming make if combined with hard work?
12. What makes some researchers think it worth while to set aside a few minutes each day for daydreaming?

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

affect, project, shape, neglect, interfere with, attain  
hostile, appropriate, escape, contribute to

1. No one trusts Felix, for he is never punctual and often        his duty.
2. Greater efforts are needed        before we can        our goal of economic reform.
3. I hope you        not        his work.
4. As it turned out, the speaker was shouted down by the        crowd.

5. The events that occurred in his childhood            his whole life.
6. He finally succeeded in            the two graphs onto the same screen with one overhead projector.
7. Young children may run around and make a lot of noise. Actually they are acting            for their age.
8. For him reading novels was an            from the harsh realities of his time.
9. There is no doubt that these measures            the solution of the problem.
10. Johnny has been warned time and again that reading in bed            his eyesight, but he just won't listen.

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

1. Jim found it hard to imagine the life of early men without the tools and comforts of modern civilization.
2. Unfortunately, he died before his wish to be an astronaut could be realised.
3. Nina wanted to make a model plane, but she didn't know how to start doing it.
4. Robert will never achieve anything unless he works hard.
5. It was a great success that they all climbed up to the top of the mountain before dusk as scheduled.
6. To our surprise, he refused to take our advice, even

though it was for his good.

7. The great amount of rain this autumn had an effect on the harvest of cotton.

8. Because of poor management, the company finally went bankrupt.

9. There is nothing that can replace practical experience.

10. Tommy did not think it important to brush his teeth before going to bed.

**IV Use the verb in brackets to form an appropriate phrasal verb and complete the sentence with it:**

1. I've been assigned a lot of work. I must            it right away or I'll fall behind my schedule. (go)

2. Little did Susan            getting a chance to pay a visit to the Great Wall one day. (dream)

3. Lany has made it a rule to            a couple of hours on Sundays for reviewing the lessons he learned during the week. (set)

4. My nephew does everything so carelessly that I don't see how he can ever            much. (amount)

5. Mrs Johson kept the door and the windows shut lest the noise outside            her son's sleep. (interfere)

6. You            the speed limit. Slow down a bit or you'll be fined. (go)

7. A medal was awarded to Ted's uncle, for he            richly            the war effort. (contribute)

8. It remains unknown how the cabinet reacts the American proposal. (react)

9. I wrote to ask him how he reacts his colleagues. (get)

**V Rewrite the following sentences after the model:**

Model: If you picture yourself as winning, that will contribute immeasurably to success.

Picture yourself as winning, and that will contribute immeasurably to success.

1. If you give us the tools, we will finish the job in two days.
2. If you turn over the page, you will see what I mean.
3. If you think of the difficulties that face us, you will realize why progress is slow.
4. If you give them an inch, they will take a mile.
5. If you follow my instructions, you won't get lost.
6. If you take a ten-or fifteen-minute "vacation" into the realm of imagination each day, you will probably add much to the excitement and enjoyment of your life.

**VI Join each pair of the following sentences after the model, using "in much the same way that":**

Model: Attitudes towards daydreaming are changing.

Attitudes towards nightdreaming have changed.

Attitudes towards daydreaming are changing in much the same way that attitudes towards night

dreaming have changed.

1. My brother, a young chemist, is conducting experiments. His instructor used to conduct experiments.
2. The Americans spend Christmas Day. The Europeans spend Christmas Day.
3. Mrs. Smith, born and brought up in France, does cooking. The French does cooking.
4. Your nervous system reacts to what you imagine to be true. Your nervous system reacts to real experiences.
5. English is taught in your country. Spanish is taught in our country.

**VI Put in appropriate conjunctions:**

1. She tried hard, \_\_\_\_\_ she was unsuccessful.
2. You may \_\_\_\_\_ do it yourself \_\_\_\_\_ leave it to me.
3. He could \_\_\_\_\_ read French \_\_\_\_\_ speak it well.
4. There is little hope of success \_\_\_\_\_ there is no harm in trying.
5. He knew nothing against the man; \_\_\_\_\_ he didn't trust him.
6. \_\_\_\_\_ I didn't know English, I had to ask some one to be my interpreter.
7. You walk ahead \_\_\_\_\_ you know the way better.
8. She doesn't have to do it \_\_\_\_\_ she doesn't want to.
9. \_\_\_\_\_ he was going over the notes, he made an



important discovery.

10. He got more and more excited \_\_\_\_\_ he talked on.

11. \_\_\_\_\_ you take the medicine you'll feel better.

12. Things didn't go smoothly \_\_\_\_\_ we had expected.

**VIII Put the following sentences into English:**

1. ئەگەر سىز ھەر كۈنى كەچتە ماشىنا ھەيدىسىڭىز، سالامەتلىكىڭىز چوقۇم تەسىرگە ئۇچرايدۇ.
2. گەرچە سىز سىنىپتا ئەڭ ياخشى ئوقۇغۇچى بولىسىڭىزمۇ، شۇ نەتىجىنى ساقلاپ قېلىش ئۈچۈن چوقۇم دائىم تەكرار قىلىپ تۇرۇشىڭىز كېرەك.
3. كىشىلەر دائىم ئامېرىكىنى ھەر خىل مىللەتلەرنىڭ ئورتاق قوشۇلمىسى دەپ قارايدۇ. (melting pot)
4. ئەھۋال مۇشۇنداق، بەزىلەر ھاياتىدا بالدۇرلا مۇۋەپپەقىيەتكە ئېرىشىدۇ. يەنە بەزىلەر بولسا خېلى ئۇزاق ۋاقىت تىرىشقاندىن كېيىن ئۆزىنىڭ نىشانىنى ئەمەلگە ئاشۇراالايدۇ.
5. ئۇ ئىزچىل ھالدا بۇ قېتىمقى تەجرىبىنىڭ مەلۇمىيىتىنى تەييارلىقنىڭ يېتەرلىك بولمىغانلىقىدىن بولغان دەپ قارىدى.
6. نۆۋەتتە تەتقىقاتچىلار بىزنىڭ ھەر كۈنى ئازراق ۋاقىت سەرپ قىلىپ ئۆزىمىز يەتمەكچى بولغان نىشانى كۆڭۈل ئىكرانمىزغا چۈشۈرىشىمىزنى تەشەببۇس قىلدى.
7. ئەگەر ئۇ بىز بىلەن بىللە ساياھەتكە بارالمىسا بۇ بەك ئەپسۇسلىنارلىق ئىش بولمامدۇ؟
8. مەن ئايرۇدۇرۇمغا بارغاندا ئايرۇپىلان ئاللىقاچان ئۇچۇپ كەتكەنلىكتىن يەنە بىر كۈن ساقلاشقا مەجبور بولدۇم.



## IX Reading Material:

### SELF-PROTECTION

On Thursday afternoon Mrs Clarke, dressed for going out, took her handbag with her money and her key in it, pulled the door behind her to lock it and went to the Over 60s Club. She always went there on Thursdays. It was a nice outing for an old woman who lived alone.

At six o'clock she came home, let herself in and at once smelt cigarette smoke. Cigarette smoke in her house? How? Had somebody got in? She checked the back door and the windows. All were locked or fastened, as usual. There was no sign of forced entry. Had anything been taken? She went from room to room, checking. Yes, some things were missing — her small radio, her spare watch, a camera. That was all, she thought; but she couldn't be sure just yet. She was annoyed, of course, but rather glad that nothing had been thrown about.

Over a cup of tea she wondered whether someone might have a key that fitted her front door — “a master key” perhaps. So she stayed at home the following Thursday. Nothing happened. Was anyone watching her movements? On the Thursday after that she went out at her usual time, dressed as usual, but she didn't go to the

club. Instead she took a short cut home again, letting herself in through her garden and the back door. She settled down to wait.

It was just after four o'clock when the front door bell rang. Mrs Clarke was making a cup of tea at the time. The bell rang again, and then she heard her letter-box being pushed open. With the kettle of boiling water in her hand, she moved quietly towards the front door. A long piece of wire appeared through the letter-box, and then a hand. The wire turned and caught around the knob on the door-lock. Mrs Clarke raised the kettle and poured the water over the hand. There was a shout outside, and the skin seemed to drop off the fingers like a glove. The wire fell to the floor, the hand was pulled back, and Mrs Clarke heard the sound of running feet.

That evening she reported the matter to the police. They were not too pleased, but they came and took away the wire and the skin. "It was only self-protection," she told the officer. "An old woman must try to look after herself." With the help of a doctor the police found the man and recovered Mrs Clarke's things. She had become something of a heroine at the Over 60s Club.

### Comprehension Exercise

1. Mrs Clarke looked forward to Thursdays because \_\_\_\_\_

- a. she was working at the Over 60s Club on that day
  - b. she usually had visitors Thursday afternoons
  - c. she would very much like to visit a club for lonely people like her
  - d. There was always something cheap on sale in the market
2. The smell of cigarette surprised her because \_\_\_\_\_.
- a. she had not taken her cigarettes with her that day
  - b. she remembered not having left a cigarette burning
  - c. she never smoked herself
  - d. she could not bear anyone smoking in her house
3. On the third Thursday Mrs Clarke went out at her usual time \_\_\_\_\_.
- a. because she didn't want to miss the club again
  - b. to see if the thief was hanging about outside
  - c. to the club, entirely forgetting about that unpleasant theft
  - d. in an attempt to trick the thief
4. The lock on the front door was one which \_\_\_\_\_.
- a. needed a piece of wire to open it
  - b. could be opened from inside without a key
  - c. couldn't be opened without a key
  - d. used a knob instead of a key
5. The thief was arrested and Mrs Clarke's things recovered after \_\_\_\_\_.
- a. he went to have his hand treated at a clinic

- b. the police found his fingerprints on the wire
  - c. he complained to the police about the wound inflicted upon him
  - d. the old lady gave the police a detailed description of the thief
6. Which of the following is true?
- a. Every Thursday afternoon Mrs Clarke went to a club for lonely people.
  - b. Mrs Clarke strongly believed that a small radio, a watch and a camera were all the things she lost in the theft.
  - c. On the third Thursday, Mrs Clarke went out and then returned home by taking another route.
  - d. The old lady used a glove of man-made skin as a weapon for self-protection.

## Lesson Ten

### TEXT

#### THE DEATH OF HITLER

During the afternoon of April 29, news arrived at the bunker where Adolf Hitler and Eva Braun were separated from the outside world. Mussolini, Hitler's fellow fascist dictator and partner in aggression, had met his end, and it had been shared by his mistress, Clara Petacci.

They had been caught by Italian guerrillas on April 27 while trying to escape to Switzerland and executed after a brief trial. On the Saturday night of April 28 the bodies were brought to Milan in a truck and dumped on the town square. The next day they were strung up by the heels from lampposts and later cut down so that throughout the rest of Sunday, they lay in the gutter. On May Day Benito Mussolini was buried beside his mistress in the paupers' plot of a Milan cemetery. In such a horrible climax of degradation Mussolini and Fascism passed into history.

It is not known how many of the details of Mussolini's shabby end were communicated to the Fuehrer. One can only guess that if he heard many of

them he was only strengthened in his resolve not to allow himself or his bride to be made a spectacle—not their live selves or their bodies.

Shortly after receiving the news of Mussolini's death, Hitler began to make the final preparations for his. He had his favorite Alsatian dog poisoned and two other dogs in the household shot. Then he called in his two remaining women secretaries and handed them capsules of poison to use if they wished to when the advancing Russians broke in. He was sorry, he said, not to be able to give them a better farewell gift, and he expressed his appreciation for their long and loyal service.

Evening had now come, the last of Adolf Hitler's life. He instructed Mrs. Junge, one of his secretaries, to destroy the remaining papers in his files, and he sent out word that no one in the bunker was to go to bed until further orders. This was interpreted by all as meaning that he judged the time had come to make his farewells. But it was not until long after midnight, at about 2:30 AM of April 30, as several witnesses recall, that the Fuehrer emerged from his private quarters and appeared in the general dining passage where some 20 persons, mostly the women members of his group of associates, were assembled. He walked down the line shaking hands with each and mumbling a few words that were inaudible. There was a heavy film of moisture on his eyes and, as

Mrs. Junge remembered, "They seemed to be looking far away, beyond the walls of the bunker."

After he retired, a curious thing happened. The tension which had been building up to an almost unendurable point in the bunker broke, and several persons went to the canteen—to dance. The weird party soon became so noisy that word was sent from the Fuehrer's quarters requesting more quiet. The Russians might come in a few hours and kill them all—though most of them were already thinking of how they could escape—but in the meantime, for a brief spell, now that the Fuehrer's strict control of their lives was over, they would seek pleasure where and how they could find it. The sense of relief among these people seems to have been enormous, and they danced on through the night.

Berlin was no longer defensible. The Russians already had occupied almost all of the city. It was now merely a question of the defense of the Chancellery. It too was doomed, as Hitler and Bormann learned at the situation conference at noon on April 30, the last that was ever to take place. The Russians were just a block away. The hour for Adolf Hitler to carry out his resolve had come.

His bride apparently had no appetite for lunch that day, and Hitler took his meal with his two secretaries and with his vegetarian cook, who perhaps did not realize that she had prepared his last meal. While they were finishing



their lunch at about 2:30 PM, Erich Kempka, the Fuehrer's chauffeur, who was in charge of the Chancellery garage, received an order to deliver immediately 200 liters of gasoline in cans to the Chancellery garden. Kempka had some difficulty in rounding up so much fuel, but he managed to collect some 180 liters and with the help of three men carried it to the emergency exit of the bunker.

While the oil to provide the fire for the Viking funeral was being collected, Hitler, having done with his last meal, fetched Eva Braun for another and final farewell to his most intimate collaborators: Dr. Goebbels, Generals Krebs and Burgdorf, the secretaries, and Miss Manzialy, the cook.

They finished their farewells and retired to their rooms. Outside in the passageway, Dr. Goebbels, Bormann and a few others waited. In a few moments a revolver shot was heard. They waited for a second one, but there was only silence. After a decent interval they quietly entered the Fuehrer's quarters. They found the body of Adolf Hitler sprawled on the sofa dripping blood. He had shot himself in the mouth. At his side lay Eva Braun. Two revolvers had fallen to the floor, but the bride had not used hers. She had swallowed poison.

It was 3:30 PM on Monday, April 30, 1945, ten days after Adolf Hitler's fifty-sixth birthday, and twelve years and three months to the day since he had become

Chancellor of Germany and had instituted the Third Reich. It would survive him but a week.

## DIALOGUE

### THE INTERNET

A: Today people are hearing about information superhighways and the Internet. They're wondering where this is going to go.

B: I often think about it, too. How will it unfold? How will it affect different areas? Is this change going to be beneficial for me personally?

A: I have a friend who is a businessman and is very non-technical. Last year, when he found out he could play bridge with friends all over the country on a computer, he bought a portable computer. At first he used it mostly to play bridge wherever he went, but now he's learned how to do other things on the Internet and he's fascinated by how the world changes and what that means from a business point of view.

B: There's no doubt the Internet will be a powerful commercial medium. It'll connect hundreds of millions of customers and open up huge markets for all kinds of products and services.

A: That's true. I can imagine companies sending advertisements directly to customers over the net. Customers, in turn, can examine and compare whatever goods they want to buy and tell their computers to find them at the best price offered.

B: Yeah. Your computer will be your representative and will spare no efforts in bargaining with the computers of various sellers. It'll be a shopper's heaven.

## WORDS AND EXPRESSIONS TO

### THE TEXT

bunker	/'bʌŋkə/ n.	ئىستىكام (ئادەتتە يەر ئاستىدا بولىدۇ) قورغان
Adolf Hitler	/'ædɔlf'hitlə/ n.	ئادولف گېتلەر
Eva Braun	/'aivə'braun/ n.	ئاىۋا براۋن
Benito Mussolini	/beɪ'ni:təʊ'musə'li:ni/ n.	موسولىن
fascist	/'fæfɪst/ n. ; a.	فاشىست، فاشىستىك
dictator	/dɪk'teɪtə/ n.	مۇستەبىت
partner	/'pɑ:tənə/ n.	ھەمراھ
aggression	/ə'ɡresjən/ n.	تاجاۋۇزچىلىق
meet one's end		ئۆلمەك
mistress	/'mɪstrɪs/ n.	ئاشىنىسى
Clara Petacci	/'klɑ:rɑ:'petɑ:si/ n.	كالارا پېتاسى
Italian	/'i:tæljən/ a.	ئىتالىيلىك
guerrilla	/gə'rɪlə/ n.	پارتىزان

- Switzerland //switsələnd/ n. شىۋىتسارىيە
- execute //eksikju:t/ vt. ئۆلۈم جازاسى بەرمەك، ئىجرا قىلماق
- Milan /mi'læn/ n. مىلان (ئىتالىيە شەھىرى)
- dump /dʌmp/ vt. تاشلىۋەتمەك
- string vt. ئاغامچا بىلەن ئېسىپ قويماق
- string up ئېسىپ ئۆلتۈرمەك
- heel /hi:l/ n. پاشنا، پۇت
- lamppost n. ئىستولبا
- gutter /gʌtə/ n. ئەۋرەز يولى
- May Day ئەمگەكچىلەر بايرىمى
- bury //bəri/ v. دەپن قىلماق، كۆممەك
- plot /plɒt/ n. بىر پارچە يەر
- cemetery //semitri/ n. قەبرىستانلىق
- horrible //hərəbl/ a. قورقۇنچلۇق
- climax //klaɪmæks/ n. يۇقىرى پەللىسى
- degradation /,degrə'deɪʃən/ n. ھاقارەت، خورلۇق
- Fascism //fæʃɪzəm/ n. فاشىزىم
- Fuehrer //fjuərə/ n. (دۆلەتنىڭ) ئالى رەھبەر
- strengthen //streŋθn/ v. كۈچەيتمەك
- resolve /ri'zɒlv/ n. ; v. ئىرادە، نىيەت قىلماق
- bride /braɪd/ n. يېڭى توي قىلغان ياكى قىلماقچى بولغان قىز
- spectacle //spektekl/ n. كۆرگەزمە، مەنزىرە

Alsation	/æl'seifən/	a.	ئالساسنىڭ، ئالساسلىق
poison	/'pɔɪzn/	vt. ; n.	زەھەرلىمەك، زەھەر
call in			چاقىرماق
break in			باستۇرۇپ كىرمەك
farewell	/,fæ'wel/	n.	خوشلىشىش
appreciation	/ə'pri:ʃi:'eɪʃən/	n.	مىننەتدارلىق
loyal	/'lɔɪəl/	a.	ساداقتەمەن
instruct	/ɪn'strʌkt/	vt.	بۇيرۇق بەرمەك، كۆر- سەتمە بەرمەك
Junge	/'dʒʊŋgə/	n.	جۇڭگى
file	/faɪl/	n.	ھۆججەت
word		n.	بۇيرۇق
interpret	/ɪn'tə:prɪt/	vt.	چۈشەندۈرمەك
recall	/rɪ'kɔ:l/	vt.	ئەسلىمەك
emerge	/'i:mə:dʒ/	v.	پەيدا بولماق
private	/'praɪvɪt/	a.	شەخسى
associate	/ə'səʊʃieɪt/	n.	خىزمەتداشلار، ھەمراھ
mumble	/'mʌbl/	v.	ئۆز-ئۆزىگە سۆزلىمەك
inaudible	/ɪn'ɔ:dɪbl/	a.	ئاڭلىغىلى بولمايدىغان
moisture	/'moɪstʃə/	n.	نەملىك
retire		vi.	چىقىپ كەتمەك
curious	/'kjʊəriəs/	a.	غەيرى، غەلىتە
tension	/'tenʃən/	n.	جىددىلىك
build up			(تەدرىجى) كۈچەيمەك، ئاشماق
unendurable	/,ʌnɪn'dʒʊərəbl/	a.	چىدىغىلى بولمايدىغان

canteen	/kæn'ti:n/ n.	ئاشخانا
weird	/wiəd/ a.	غەيرى، غەلىتە
request	/ri'kwest/ vt.	تەلەپ قىلماق
in the meantime		شۇنىڭ بىلەن بىر ۋاقىتتا
spell	n.	بىر دەم
strict	/strikt/ a.	قاتتىق
relief	/ri'li:f/ n.	ئازادلىك، يەڭگىلىك
enormous	/i'nɔ:məs/ a.	ناھايىتى زور
Berlin	/bɜ':lin/ n.	بېرلىن
defensible	/di'fensəbl/ a.	قوغدىغىلى بولىدىغان
chancellery	/'tʃænsələri/ n.	زوڭلى مەھكىمىسى
doom	/du:m/ vt.	دۇچار بولماق
Bormann	/'bɔ:man/ n.	بورمان
apparently	/ə'pærəntli/ ad.	ئېنىقكى، شۈبھىسىزكى
vegetarian	/vedʒi'teəriən/ a.	گۆشسىز تاماق يەيدىغان
Erich Kempka	/'erik'kempkə/ n.	ئېرىك كېمكا
chauffeur	/'ʃaufə/ n.	شوپۇر
in charge of		مەسئۇل بولماق
garage	/'gærɑ:ʒ/ n.	ماشىنا ئىسكىلاتى
round up		يىغماق
fuel	/fjuəl/ n.	يېقىلغۇ
liter	/'li:tə/ n.	لېتىر
emergency	/i'mə:dʒənsi/ n.	جىددى ئەھۋال، جىددى ھالەت
viking	/vaikiŋ/ n.	(10-8-ئەسىردىكى) شىمالى ياۋرۇپا

		دېڭىز قاراقچىلىرى
funeral	/'fju:nərəl/ n.	دەپنە مۇراسىمى
intimate	/'intimit/ a.	يېقىن
collaborator	/kə'læbəreɪtə/ n.	شېرىك، ھەمكارلاشقۇچى
Goebbels	/'gə:belz/ n.	گوبېلز
Krebs	/krebs/ n.	كرب
Burgdorf	/'bʊrkɔ:f/ n.	بورگدوف
Manzialy	/'mænzɪəli/ n.	مەنزىئالى
revolver	/ri'vɒlvə/ n.	تاپانچا
interval	/'intəvəl/ n.	ئارىلىق
sprawl	/sprɔ:l/ vi.	پۈت-قولنى سوزۇپ ياتماق، ئولتۇرماق
sofa	/'səʊfə/ n.	كىرسىلو
drip	/drip/ vi.	تامچىلىماق
swallow	/'swɒləʊ/ vt.	يۇتۇۋالماق، يۇتماق
chancellor	/'tʃɑ:nsələ/ n.	زۇڭلى (ياكى ۋەزىر)
institute	/'ɪnstɪtju:t/ vt.	قۇرماق، بەرپا قىلماق
the Third Reich	/raɪk/ n.	3-ئېمپىرىيە

## WORDS AND EXPRESSIONS TO THE DIALOGUE

unfold	/ʌn'fɒld/ vt.	ئاچماق، تەرەققى قىلماق
beneficial	/ˌbenɪ'fɪʃl/ a.	پايدىلىق، مەنپەئەتلىك
personally	/'pɜ:sənəli/ ad.	شەخسەن

portable	/'pɔ:təbl/ a.	ئېلىپ يۈرگىلى بولىدىغان
medium	/'mi:diəm/ n.	ۋاستە
representative	/,reprɪ'zentətɪv/ n.	ۋەكىل
bargain	/'bɑ:gɪn/ n. vi.	كېلىشىم، باھا تالاشماق

## NOTES TO THE TEXT

1. ... now that the Fuehrer's strict control of their lives was over, they would seek pleasure where and how they could find it.

باشلىقنىڭ ئۇلارنىڭ تۇرمۇشىنى قاتتىق كونترول قىلىشى ئاخىرلاشقان ئىكەن، گەرچە قىسقا ۋاقىت بولسىمۇ ئۇلار خوشاللىقنى ئىزدەيدۇ.

بۇ باغلىغۇچى now بىلەن باشلانغان سەۋەپ ھالەت بېقىندى جۈملە، now ئادەتتە تۆۋەندىكى مەنىلەردە ئىشلىتىلىدۇ.  
 (1) «... بولغاچقا / سەۋەۋىدىن» «... بولغان ئىكەن» مەسىلەن:

Now (that) I've read the novel I understand why you like it.

Now (that) I'm weel again, I can go on with my work.  
 (2) «... ۋاقتتا» مەسىلەن:

Now (that) he was ill I realized how much I owed him.  
 You must remember that the girl has a heavy responsibility now (that) her father is dead and her mother is



very sick.

2. While they were finishing their lunch ...

ئۇلار چۈشلۈك تاماقنى يەپ بولاي دېگەندە ...  
بۇ جۈملىدىكى finish ئىزچىل زاماندا كېلىپ، كەلگۈسىدىكى  
ئىش ھەرىكىتىنى بىلدۈرىدۇ. ئۇنىڭدىن باشقا يەنە، leave, come,  
go قاتارلىق ئەسلىدە ئىزچىللىقنى بىلدۈرمەيدىغان پېئىللارمۇ  
ئىزچىل زاماندا ئىشلىتىلسە كەلگۈسىدە يۈز بېرىدىغان  
ئىش-ھەرىكەتنى بىلدۈرىدۇ. مەسلەن:

The old man is dying.

The train is arriving.

3. the Viking funeral: refers to the burning of the dead.

بۇ يەردە جەسەتنىڭ كۆيدۈرۈلىشىنى كۆرسىتىدۇ.  
قەدىمقى زاماندا دېڭىز قاراقچىلىرى ئۆلسە ئۇلارنىڭ جەسىدى  
ئۆزلىرىنىڭ كېمىسىدە كۆيدۈرۈلۈپ، دېڭىزغا تاشلىۋېتىلەتتى.

4. the Third Reich: the third Empire 3-ئىمپېرىيە

بۇ گېرمانىيەنىڭ گېتلەر ھۆكۈمرانلىق قىلغان دەۋرىدىكى  
(1933-1945) رەسمى ئاتىلىشى بولۇپ، بۇ يەردە قەدىمقى رىم  
ئىمپېرىيىسى (800-1806) نى 1-ئىمپېرىيە، بىسمارك  
(Bismarck) ھۆكۈمرانلىق قىلغان گېرمانىيە ئىمپېرىيىسى  
(1871-1918) نى 2-ئىمپېرىيە دەپ نەزەردە تۇتقان.

## GRAMMAR

سۈپەت ۋە رەۋىشنىڭ ئورنى

1. سۈپەتنىڭ ئورنى

سۈپەتلەر ئېنىقلىغۇچى بولغاندا ئادەتتە ئۆزى ئېنىقلاپ كەلگەن

ئىسىمنىڭ ئالدىدا كېلىدۇ. بىراق تۆۋەندىكى بىر نەچچە خىل ئەھۋالغا دىققەت قىلىش كېرەك.

(1) كۆپ قاتلاملىق ئېنىقلىغۇچىنىڭ تەرتىۋى بىر نەچچە سۈپەت ئوخشاش ۋاقىتتا بىرلا ئىسىمنى ئېنىقلاپ كەلسە ئۇلارنىڭ تەرتىۋىنى خالىغانچە بېكىتكىلى بولمايدۇ. ئۇلارنىڭ تىزىلىش تەرتىۋى مۇنداق: «ئارتىكل (ئىگىلىك ئالماش، دەرىجە سان، ساناق ساق) ← تەسۋىرلەش خاراكتېرىدىكى سۈپەت ← ھەجىم ۋە شەكىلنى بىلدۈرىدىغان سۈپەت ← ياش ۋە يېڭى-كونىلىقنى بىلدۈرىدىغان سۈپەت ← رەڭنى بىلدۈرىدىغان سۈپەت ← ماتېرىيال، ماددىنى بىلدۈرىدىغان سۈپەت ← رولى ۋە تۈرىنى بىلدۈرىدىغان سۈپەت ← ئېنىقلىنىدىغان ئىسىم» مەسىلەن:

the first two paragraphs

ئالدىنقى ئىككى ئابزاس

my nice small brown leather bag

مېنىڭ چىرايلىق كىچىككىنە جىگەر رەڭلىك خۇرۇم سومكام

those large round black wooden tables

ئۇزۇن چوڭ يۇمۇلاق قارا ياغاچ شىرەلەر

(2) بىر نەچچە ئوخشاش تۈردىكى سۈپەتلەرنىڭ تەرتىۋى

ئوخشاش بىر تۈرگە تەۋە بولغان سۈپەتلەر ئېنىقلىغۇچى بولغاندا بوغۇم سانى ئاز بولغىنى ئالدىدا، بوغۇم سانى كۆپ بولغىنى ئارقىدا كېلىپ پەش بىلەن ئاجرىتىلىدۇ ياكى and بىلەن باغلىنىپ كېلىدۇ.

a tall, good-looking man

ئىگىز، قاملاشقان بىر ئەر

a black and white TV set

بىر رەڭسىز تېلېۋىزور ئايىب . ئۇنىڭدا ئىسپات قىلىنمىدى  
(3) بەزىدە سۈپەتلەر ئۆزى ئېنىقلاپ كەلگەن ئىسمىدىن كېيىن  
كېلىدۇ .

(1) ئېنىقلىغان سۆز -thing, -one, -body- بىلەن  
ئاخىرلاشقان بىرىككەن ئېنىقسىز ئالماش بولغاندا  
مەسىلەن:

Do you have anything new to tell us?  
بىزگە دەيدىغان يېڭى ئىشلار بارمۇ؟

Have you ever met anyone famous?  
سەن بىرەر داڭلىق شەخس بىلەن كۆرۈشۈپ باققانمۇ؟

(2) سۈپەتنىڭ كەينىدە پېئىلنىڭ تۇراقسىز بىرىكمىسى ياكى  
ئالدى قوشۇلغۇچىلىق بىرىكمە بولغاندا  
مەسىلەن:

He is a student worthy of praise.  
ئۇ ماختاشقا ئەرزىيدىغان ئوقۇغۇچى .

They are the students easy to teach.  
ئۇلار ئاسان ئوقۇتقۇلى بولىدىغان ئوقۇغۇچى .

(3) ئىككى سۈپەت and ياكى or بىلەن باغلىنىپ كەلگەندە  
مەسىلەن:

Many people, old or young, do morning exercises in the  
park every morning.  
پەننى مەيلى ياش ياكى قېرى بولسۇن ، نۇرغۇن ئادەم ھەر كۈنى  
ئەتىگەندە باغچىدا چىنىقىدۇ .

Power stations, large and small, have been set up all  
over the country.  
دۆلەتنىڭ ھەر قايسى جايلىرىدا چوڭ-كىچىك ئېلېكتر



ئىستانسىسى قۇرۇلدى. (4) سان-مىقدارنى بىلدۈرىدىغان سۆز بىرىكمىسى بولغاندا

I live in a building five storeys high.

مەن بەش قەۋەتلىك بىر بىنادا تۇرىمەن.

The boy, some over seven years old, led us to the office.

يەتتە ياشتىن ئاشقان ئاۋۇ بالا بىزنى ئىشخانىغا باشلاپ باردى.

2. رەۋىشنىڭ ئورنى

(1) مۇقىملاشتۇرۇشنى بىلدۈرىدىغان ۋاقىت رەۋىشلىرى،

ئورۇن رەۋىشلىرى ۋە بەزى ئۇسۇل رەۋىشلىرى ئادەتتە جۈملە

ئاخىرىدا كېلىدۇ. ئەگەر جۈملە ئاخىرىدا بىرلا ۋاقىتتا بىر نەچچە

رەۋىش بار بولسا ئۇلارنىڭ تەرتىۋى مۇنداق بولىدۇ:

ئۇسۇل رەۋىشى ← ئورۇن رەۋىشى ← ۋاقىت رەۋىشى

مەسىلەن:

He went to London the day before yesterday.

ئۇ ئۆلۈشكۈن لوندونغا باردى.

I saw your keys somewhere.

مەن ئاچقۇچلىرىڭىزنى بىر يەردە كۆردۈم.

He closed the door quietly.

ئۇ ئىشىكنى ئاستاغىنە ياپتى.

She finished her work perfectly there yesterday.

ئۇ تۆنۈگۈن ئۇ يەردە ۋەزىپىسىنى غەلبىلىك تۈگەتتى.

(2) تەكرار رەۋىشلىرى ئادەتتە ھەرىكەت پېئىلىنىڭ ئالدىغا

ياردەمچى پېئىل، كېسىم پېئىل ۋە تۈسۈك پېئىلنىڭ كەينىگە

قويۇلىدۇ. مەسىلەن:

She always goes to school at seven.

ئۇ دائىم سائەت 7 دە مەكتەپكە بارىدۇ.

I have often told you not to do that.

مەن ساڭا دائىم ئۇنداق قىلماسلىقنى ئېيتىپ كەلدىم.

(3) دەرىجە رەۋىش ئادەتتە ئېنىقلىنىدىغان سۈپەت، رەۋىش ياكى پېئىل ئارىلىقىغا (enough دىن باشقا) قويۇلىدۇ. مەسىلەن:

This is a very good book.

بۇ بىر ناھايىتى ياخشى كىتاپ.

She studies much harder now.

ئۇ ھازىر تېخىمۇ تىرىشىپ ئۆگىنىدىغان بولدى.

I quite understand.

مەن پۈتۈنلەي چۈشەندىم.

He ran fast enough.

ئۇ تېز يۈگۈردى.

(4) بەزى ئۇسۇل رەۋىشلىرى ئۆتۈمسىز پېئىلنى ئېنىقلاپ

كەلگەندە، ئېنىقلىنىدىغان پېئىلنىڭ ئارقىسىغا قويۇلىدۇ.

مەسىلەن:

He works hard.

ئۇ تىرىشىپ ئىشلەيدۇ.

(5) ئۆتۈملۈك پېئىلنى ئېنىقلاپ كەلگەندە ئېنىقلىنىدىغان

پېئىلدىن بۇرۇن ياكى تولدۇرغۇچىدىن كېيىن (ئەگەر تولدۇرغۇچى

بەك ئۇزۇن بولسا پېئىل بىلەن تولدۇرغۇچىنىڭ ئارىلىقىدا

كېلىدۇ) قويۇلىدۇ. مەسىلەن:

He speaks English very well.

ئۇ ئىنگلىز تىلىنى ناھايىتى ياخشى سۆزلەيدۇ.

He wrote carefully some letters to his friends yesterday.

ئۇ تۆنۈگۈن دوستلىرىغا ئەستايىدىلىق بىلەن بىر نەچچە پارچە

خەت يازدى. (6) رەۋش ئىسمىنى ئېنىقلىغاندا ئىسمىدىن كېيىن كېلىدۇ.  
مەسىلەن:

The young people there are from Finland.

ئۇ يەردىكى ياشلار فىنلاندىيەلىك.  
(7) پۈتۈن جۈملىنى ئېنىقلايدىغان رەۋش جۈملە بېشىغا  
قويۇلىدۇ. مەسىلەن:

Truly he will go to Italy.

ئۇ چوقۇم ئىتالىيىگە بارىدۇ.  
(8) سوراق رەۋش جۈملە بېشىغا قويۇلىدۇ. مەسىلەن:

Where is the book?

كىتاپ قەيەردە؟  
(9) مۇناسىۋەتلىك رەۋش ۋە باغلىغۇچى رەۋش ئېنىقلىغۇچى  
بېقىندى جۈملە ۋە ئىسىم خاراكتېرلىك بېقىندى جۈملىنىڭ ئالدىغا  
قويۇلىدۇ. مەسىلەن:

This is the house where I once lived.

بۇ مەن بۇرۇن تۇرغان ئۆي.

I don't know where he lives.

مەن ئۇنىڭ نەدە تۇرىدىغانلىقىنى بىلمەيمەن.

(10) ئۆتۈملۈك پېئىل ۋە رەۋش (مەسىلەن: out, in, down, off, on, over, up قاتارلىقلار) دىن تۈزۈلگەن پېئىللىق  
بىرىكمىنىڭ كەينىدە ئىسىم تولدۇرغۇچى بولغاندا، بۇ ئىسمىنى  
رەۋشنىڭ ئالدىغا ياكى كەينىگە قويۇشقا بولىدۇ. ئەگەر ئالماش  
تولدۇرغۇچى بولسا، بۇ ئالماش چوقۇم رەۋشنىڭ ئالدىغا قويۇلىدۇ.  
مەسىلەن:

Don't give up the plan = Don't give the plan up.

ئۇ پىلاندىن ۋاز كەچمە.

Don't give it up.

ئۇنىڭدىن ۋاز كەچمە.

بۇ جۈملىنى "Don't give up it" دىگىلى بولمايدۇ.

## WORD STUDY

### Put v.

1. put down باستۇرماق

The rebellion was put down.

2. put in قىستۇرماق

They talked so fast that I could hardly put in a word.

3. put off كېچىكتۈرمەك

Never put off till tomorrow what can be done today.

The meeting was put off till next Tuesday.

4. put on

(1) كەيمەك

He put on his overcoat as the day was cold.

(2) ئېغىرلىقى

He put on weight during the last month.

(3) قىياپەتكە كىرىۋالماق

He put on an air of innocence.

(4) ئورۇنلىماق

They put on a one-act play in English.

5. put out

(1) ئاچچىقلىنماق



He was much put out by the lost of his watch.

(2) ئۆچۈرمەك

He put out the light and shut the door.

Tell the boys to put out the fire.

6. put up

(1) كۆتۈرمەك

He put up his hands to express his objection.

(2) سالماق، ياسماق

Rows of new buildings were put up along the street.

(3) تونۇشتۇرماق

He was put up as a possible team-leader.

### Reserve vt.

1. ساقلاپ قويماق

This money must be reserved for emergencies.

The coach taught the runners how to reserve their strength for the final dash.

The question is reserved for further consideration.

2. زاكاس قىلماق، بۇيرۇتماق

Could you reserve a ticket (seat) for me?

These rooms are reserved for the new comers.

reserve n.

2. زاپاس

You should have a reserve of energy for the final.

2. چەكلىمە

You must speak without reserve.

reserved a. ئېھتىياتچان

A reserved man does not make friends easily.

**Accompany vt.**

1. قوشۇمچە قىلماق

The story is accompanied with illustration.

2. ھەمرا بولماق

The boy was accompanied by his sister.

He accompanied his guest to the airport.

3. تەڭكەش قىلماق

She accompanied the song on the piano.

The dance was accompanied by a small brass band.

**Drink vt.**

1. ئىچمەك

The baby learned to drink milk from a cup.

2. بىراقلا ئىچىۋەتمەك

He drank the glass empty.

I was so thirsty I could drink the sea dry.

3. ... ئۈچۈن كۆتۈرمەك

They drank health (success) to the host.

drink vi.

1. ھاراققا ئادەتلەنمەك

Does he drink?

2. كۆتۈرمەك

They drank to the success of the cause.

## FAMOUS QUOTATIONS

The strongest man is the one who stands most alone.

—Henrik Johan Ibsen

ئەڭ كۈچلۈك ئادەم - يالغۇزلۇققا ئەڭ كۆپ چىدايدىغان  
ئادەمدۇر .

The home is crystal of society — the nucleus of national character.

—Samuel Smiles

ئائىلە - جەمئىيەتنىڭ خروستالى، مىللەت خاراكتېرىنىڭ  
يادروسى

The past is for wisdom, the present for action.

—Beaconfield

ئۆتمۈش - ئەقىل ئىزلەش ئۈچۈندۇر ، ھازىر - ھەرىكەتلىنىش  
ئۈچۈندۇر .

## EXERCISES

1 Answer the following questions:

1. What was the news that reached Hitler's bunker on the afternoon of April 29?
2. How did Mussolini meet his end?
3. What effect did Mussolini's shabby death possibly have on Hitler?
4. What final preparations did Hitler make for his?

5. In what state of mind was Hitler when he made his farewells?
6. What happened after Hitler retired to his quarters? Why do you think these people went to dance in the canteen?
7. For what purpose did Erich Kempka collect gasoline?
8. How did Hitler commit suicide? And what happened to his bride, Eva. Braun?
9. When did Hitler become Chancellor of Germany? How long did he stay in office?
10. When did the Third Reich pass into history?

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

swallow	decent	drip	relief
in charge of	break in	resolve	
institute	doom	appreciation	

1. Owing to lack of funds, the project seems to be \_\_\_\_\_ from the outset.
2. Mr. Green is going on vacation next week. Miss Amy will be \_\_\_\_\_ the Personnel Department while is away.
3. Many people suggest that the government \_\_\_\_\_ a consumer protection agency.
4. It is his firm \_\_\_\_\_ never to lose his temper.
5. She was so scared by what had just happened that she could not \_\_\_\_\_ her food.

6. "What a \_\_\_\_\_ young man," said the old woman, when he gave her his seat on the bus.
7. Obviously, Peter was in acute pain. As he came into the clinic, sweat \_\_\_\_\_ from his forehead.
8. The police had to \_\_\_\_\_ to save the child before the fire got out of control.
9. Much to the students' \_\_\_\_\_, the mid-term exam was cancelled.
10. To show his \_\_\_\_\_ for their efforts to help solve the problem, he gave each a gift check of \$500.

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

1. It is exactly 50 years since my father set up as a grocer
2. The general ordered a junior officer to get the supplies for him.
3. Mussolini, the fascist dictator of Italy, was put to death along with his mistress as a warning to other fascists.
4. Applications have poured in asking for assignments to remote regions of the country.
5. Obviously she cared about what her family would think, so she never dared to break the religious rules.
6. All freshmen gathered in the hall to hear a lecture on how to improve one's study habits.
7. As far as I know, Tony worked most of the time as

- an assistant to the chairperson of the firm.
- The ladies went to the drawing-room and the men went on drinking and smoking.
  - Dr. Freud tried to explain the likely meanings of dreams so as to assist people in solving their psychological problems.
  - It was great relief to learn that the PLA soldiers had already rushed to the area that was seriously hit by earthquake.

**IV Use the verb in brackets to form an appropriate phrasal verb and complete the sentences with it:**

- The Californian Democrats carried out a vigorous campaign to      votes. (round)
- "     you      the newspaper?" Tom asked impatiently. (do)
- Colorful banners and lights      along both sides of the streets to celebrate the festival. (string)
- When I returned to my childhood home, I was distressed to find that all the pear trees     . (cut)
- It is obvious that enemy forces      greatly in that area in the last few days. (build)
- To expand its business, the household appliances company      ad leaflets to all its potential customers. (send)
- No light having been visible in the house for two

evenings, one of the neighbours \_\_\_\_\_ and found the old lady dead in her chair. (break)

8. They decided to \_\_\_\_\_ the doctor again because the child was no better after taking so many doses of the medicine. (call)

**V Complete the following sentences after the model, using a clause introduced by either "now that" or "now" or "since":**

Model: ...they would seek pleasure where and how they could find it. (the Fuehrer's strict control of their lives, over)

Now that (or Now or Since) the Fuehrer's strict control of their lives was over, they would seek pleasure where and how they could find it.

1. ...,thing will certainly improve. (you, in charge)
2. ..., I understand why it is so popular among the young. (read, novel)
3. ...,we must try our best to carry it out. (make, decision)
4. ...,you can correct these grammatical mistakes by yourselves. (learn, rules)
5. ...,I have plenty of time to write my memoirs. (retire)

**VI Complete the following sentences after the models:**

Models: 1. It is not known how many ...

It is not known how many of the details of Mussolini's shabby end were communicated to the Fuehrer.

2. It is not yet decided where...

It is not yet decided where the meeting will be held.

1. It is not known whether ...

2. It was not reported how many ...

3. It has not been discovered what ...

4. It is still to be tested which ...

5. It is not known who ...

6. It was not mentioned exactly when ...

#### VI Put in the right adverb:

1. The clock is fast. We must put it \_\_\_\_\_

2. She tried to put \_\_\_\_\_ a happy expression.

3. He is a strange man. I can't make him \_\_\_\_\_.

4. The reporter immediately took \_\_\_\_\_ the speech.

5. The plane will take \_\_\_\_\_ in ten minutes.

6. The table took \_\_\_\_\_ too much room.

7. She decided to put \_\_\_\_\_ a little money.

8. You must think \_\_\_\_\_ what I've just suggested.

9. She found it rather difficult to put the idea \_\_\_\_\_.

10. If you don't work hard, you'll soon lag \_\_\_\_\_.

#### VII Put the following into English:



1. بۇ قۇرۇلۇش بىزنىڭ ئويلىغىنىمىزدىن بۇرۇنراق پۈتتى.
2. خىزمەت بىزنىڭ كۈتكىنىمىزدەك ئۇنداق ئوڭۇشلۇق بولمىدى.
3. مەن ھازىر بۇرۇنقى ھەر قانداق ۋاقىتقا قارىغاندا بۇ مەسىلىنىڭ مۇھىملىقىنى تونۇپ يەتتىم.
4. ھەممە نومۇر ئىچىدە ئۇلار ئورۇنلىغان نومۇر ئەڭ كۆپ ئالاقىغا ئېرىشتى.
5. بۇ بايقاش ئۇنىڭ كۆز قارىشىنى تېخىمۇ مۇقىملاشتۇردى: بۇ يانار تاغ يېقىن كەلگۈسىدە يەنە پارتلايدۇ.
6. پىرافېسسور سىمىس يىغىنغا قاتنىشىشقا قوشۇلغان ئىكەن، بىز ئۇنى سۆزلەشكە تەكلىپ قىلايلى.
7. كۆڭلىمىزگە تەسەللى بولغىنى شۇكى، تاماشىبىن بىزنىڭ ئويۇنىمىزدىن بەكمۇ ھوزۇرلاندى.
8. بۈگۈنكى گېزىتتىن بىرەر قىزىقارلىق نەرسە بايقىدىڭىزمۇ؟

## IX Reading Material:

### 1066 AND ALL THAT

There is no doubt that today English is one of the most important and richest of the world's languages. Probably the most significant factor accounting for the latter quality was the Conquest of England by the Normans more than 900 years ago. The conquering Normans spoke French. Most of the inhabitants of the conquered nation spoke varieties of Anglo-Saxon of Germanic origin.

Of course, the Normans were stronger than the local inhabitants politically and naturally their language became the language of King's court. It also became the language for written documents, together with Latin, and was generally regarded as "more literary" and somehow "better" than the language of the common people. In spite of apparently being "worse", however, the language of the central part of the country, did not die out. For centuries, the two languages continued to exist side-by-side.

The individual most responsible for bringing them together (and one of the greatest writers in English literature) was a customs official who lived in the late fourteenth century named Geoffrey Chaucer. Chaucer, whose "Canterbury Tales" is one of the most extraordinary works in English, practically created, or at least made acceptable, a new language, which was a combination of the more elegant French and the cruder but more powerful Germanic elements.

Since Chaucer's time the two languages have been woven closer and closer together, forming the single language that we now know as English. However, even today, vestiges of the differences survive, for words of French or Latin origin still tend to occur more frequently in formal written English than in spoken English. This naturally means that, for Spanish speakers, it is often

easier to understand written English than spoken English. You can find evidence of this in this paragraph. Go through it and underline the words which are similar to words in Spanish. It is virtually certain that these will be words of Latin (or Greek) or French derivation, and probably they were brought to England by William the Conqueror and his men long ago.

One clear example of the dual origins of English is to be found in the ways comparatives and superlatives of adjectives are formed. Adjectives of one syllable, usually of Germanic origin, form comparatives and superlatives by the addition of suffixes (-er, -est) as in German. There are nine examples of such forms in this passage. On the other hand, longer adjectives tend to be derived from French or Latin and form their comparatives and superlatives (in the same way as in Spanish, of course) through the addition of words preceding the adjective (more, most), which itself remains unchanged. Can you find the eight examples of such forms in this passage? Do you find the second type easier or more difficult to understand than the first?

### Comprehension Exercise

1. What does the author say is responsible for the richness of the English language?
  - a. The Conquest of England by the Normans.

- b. The wealth of England.
  - c. The number of words derived from Latin.
  - d. The richness of Chaucer's poetry.
2. Why did the Normans' language dominate at the court and in documents?
- a. The local people liked the Norman language better.
  - b. The Normans were politically stronger than the local people.
  - c. The Normans didn't know the language of the common people.
  - d. The King didn't want to learn a new language.
3. What was unique about the language of Canterbury Tales?
- a. The common people could read it.
  - b. It formally separated the two languages used at that time.
  - c. It combined elegant French with more powerful Germanic elements.
  - d. All of the above.
4. What has happened to the French and the Germanic languages since Chaucer's time?
- a. They have become harder to learn.
  - b. They have come together to form the single language of English.
  - c. They have died out.
  - d. They have separated, with people speaking either one

or the other.

5. Words of French or Latin origin tend to occur more frequently in \_\_\_\_\_.
- formal written English
  - spoken English
  - spoken French
  - formal written Latin
6. According to the passage, which of the following would probably be easiest for a Spanish speaker to understand?
- English slang or street language.
  - A speech given in English.
  - An English song.
  - An English essay.

## Lesson Eleven

### TEXT

#### TO LIE OR NOT TO LIE—THE DOCTOR'S DILEMMA

Should doctors ever lie to benefit their patients—to speed recovery or to conceal the approach of death? In medicine as in law, government, and other lines of work, the requirements of honesty often seem dwarfed by greater needs: the need to shelter from brutal news or to uphold a promise of secrecy; to expose corruption or to promote the public interest.

What should doctors say, for example, to a 46-year-old man coming in for a routine physical checkup just before going on vacation with his family who, though he feels in perfect health, is found to have a form of cancer that will cause him to die within six months? Is it best to tell him the truth? If he asks, should the doctors deny that he is ill, or minimize the gravity of the illness? Should they at least conceal the truth until after the family vacation?

Doctors confront such choices often and urgently. At times, they see important reasons to lie for the patient's

own sake; in their eyes, such lies differ sharply from self-serving ones.

Studies show that most doctors sincerely believe that the seriously ill do not want to know the truth about their condition, and that informing them risks destroying their hope, so that they may recover more slowly, or deteriorate faster, perhaps even commit suicide. As one physician wrote: "Ours is a profession which traditionally has been guided by a precept that transcends the virtue of uttering the truth for the truth's sake, and that is as far as possible do no harm."

Armed with such a precept, a number of doctors may slip into deceptive practices that they assume will "do no harm" and may well help their patients. They may prescribe innumerable placebos, sound more encouraging than the facts warrant, and distort grave news, especially to the incurably ill and the dying.

But the illusory nature of benefit such deception is meant to produce is now coming to be documented. Studies show that, contrary to the belief of many physicians, an overwhelming majority of patients do want to be told the truth, even about grave illness, and feel betrayed when they learn that they have been misled. We are also learning that truthful information, humanely conveyed, helps patients cope with illness; helps them tolerate pain better, need less medicine, and even recover

faster after surgery.

Not only do lies not provide the "help" hoped for by advocates of benevolent deception; they invade the autonomy of patients and render them unable to make informed choices concerning their own health, including the choice of whether to be a patient in the first place. We are becoming increasingly aware of all that can befall patients in the course of their illness when information is denied or distorted.

Dying patients especially—who are easiest to mislead and most often kept in the dark—can then not make decisions about the end of life; about whether or not they should enter a hospital, or have surgery; about where and with whom they should spend their remaining time; about how they should bring their affairs to a close and take leave.

Lies also do harm to those who tell them; harm to their integrity and, in the long run, to their credibility. Lies hurt their colleagues as well. The suspicion of deceit undercuts the work of the many doctors who are scrupulously honest with their patients; it contributes to the spiral of lawsuits and of "defensive medicine," and thus it injures, in turn, the entire medical profession.

Sharp conflicts are now arising. Patients are learning to press for answers. Patients' bills of rights require that they be informed about their condition and about



alternatives for treatment. Many doctors go to great lengths to provide such information. Yet even in hospitals with the most eloquent bill of rights, believers in benevolent deception continue their age-old practices. Colleagues may disapprove but refrain from objecting. Nurses may bitterly resent having to take part, day after day, in deceiving patients, but feel powerless to take a stand.

There is urgent need to debate this issue openly. Not only in medicine, but in other professions as well, practitioners may find themselves repeatedly in difficulty where serious consequences seem avoidable only through deception. Yet the public has every reason to be wary of professional deception, for such practices are peculiarly likely to become deeply rooted, to spread, and to erode trust. Neither in medicine, nor in law, government, or the social sciences can there be comfort in the old saying, "What you don't know can't hurt you."

## DIALOGUE

### CLEANING UP THE ENVIRONMENT THROUGH BACTERIA

A: The more I learn about the world around me, the more

A: I am aware I become of the problems facing us.

B: Do you mean the problems here in China?

A: Yes, here and all over the world.

B: Well, there's one problem I'm certainly aware of and that is the environmental pollution all around us.

A: That is one of the great problems, but in many parts of the world, as people become more aware and apply new technology to solving the pollution problem, there is hope for the future.

B: What technology will help with pollution control?

A: Well, for example, I've recently read an article about using certain types of bacteria to help control some pollution problems.

B: How could that be? I thought bacteria just caused illness.

A: That's not true. Bacteriologists have identified certain strains of bacteria that "eat" petroleum products, such as oil and gasoline.

B: That sounds very strange. How does it work?

A: They ingest the petroleum and excrete hydrogen and oxygen, leaving a clean environment behind them.

B: Could they use those little bugs to clean up big oil spills?

A: Yes, as a matter of fact, they are being proven to be the most successful method of cleaning land-based oil spills and are also useful for marine spills.

B: Wow! Are there other types of pollution those microbes like to eat?

A: Sure, bacteria have been used to remove arsenic from the sludge produced by gold mining operations. There are even experiments being done now to reduce nuclear waste to a harmless residue.

B: Maybe those bacteria that we used to worry about will eventually save the world!

## WORDS AND EXPRESSIONS TO THE TEXT

dilemma	/di'lemə/ n.	ئارسالدا بولماق
benefit	/'benifit/ vt.	مەنپەت قىلماق
recovery	/'ri:kʌvəri/ n.	ئەسلىگە كەلمەك، ساقايى- ماق
conceal	/'kən'si:l/ vt.	يوشۇرماق
line	/'lain/ n.	ساھە
requirement	/'ri'kwaiəmənt/ n.	تەلەپ، ئېھتىياج
dwarf	/'dwɔ:f/ vt.	تۆۋەنلەتمەك، كىچىكلەت- مەك
shelter	/'feltə/ v.	پاناھلانماق
brutal	/'bru:tl/ a.	ۋەھشى، قەبىھ
uphold	vt.	قوللىماق، قوغدىماق
secrecy	/'si:krisi/ n.	مەخپىيەتلىك
expose	/'iks'pəuz/ vt.	ئاشكارىلىماق

corruption	/kə' rʌpʃən/ n.	چىرىكىلىك
promote	/prə'məʊt/ vt.	ئىلگىرى سۈرمەك
routine	/ru:'ti:n/ n.	كۈندىلىك ئىشلار
checkup	n.	تەكشۈرۈش
deny	/di'nai/ vt.	ئىنكار قىلماق
minimize	/'minimaiz/ vt.	كىچىكلەتمەك
gravity	/'græviti/ n.	ئېغىرلىق دەرىجىسى
confront	/'kən'frʌnt/ vt.	دۈچ كەلمەك
urgently	/'ə:dʒəntli/ ad.	جىددى
at times		بەزىدە
for one's (own) sake		ئۆزى ئۈچۈن
in one's eyes		مەلۇم ئادەمنىڭ پىكرى
		بويىچە
self-serving	a.	شەخسىيەتچى
destroy	/dis'trɔi/ vt.	ۋەيران قىلماق
deteriorate	/di'tiəriəreit/ v.	يامانلاشماق
suicide	/'sju:said/ n.	ئۆزىنى ئۆلتۈرۈۋالماق
physician	/fi'ziʃən/ n.	ئىچكى كېسەللىكلەر
		دوختۇرى
traditionally	/trə'diʃənəli/ ad.	ئەنئەنە بويىچە
precept	/'pri:sept/ n.	ھىكمەتلىك سۆز
transcend	/træn'send/ vt.	ئېشىپ كەتمەك
virtue	/'və:tʃu/ n.	گۈزەل ئەخلاق،
		ئارتۇقچىلىق
utter	/'ʌtə/ vt.	سۆزلىمەك، چاقىرماق
slip into		چۈشمەك

deceptive	/di'septive/ a.	ئادەم ئالدايدىغان
innumerable	/'ɪnju:mərəbl/ a.	سان-ساناقسىز
placebo	/plə'si:bəu/ n.	تىنچلاندۇرۇش دورىسى
warrant	/'wɒrənt/ vt.	ھوقۇق بەرمەك، سەۋىيە
distort	/dis'tɔ:t/ vt.	بۇرۇتماق
grave	/greiv/ a.	ئېغىر، كەسكىن
incurably	/'ɪnkjuərəbl/ a.	داۋالىغىلى بولمايدىغان
illusory	/'ɪlu:səri/ a.	خىيالى
deception	/di'septsən/ n.	ئالدامچىلىق
document	/'dɒkjument/ vt.	ئىسپاتلىماق (ھۆججەت بىلەن)
contrary	/'kɒntrəri/ a.	ئەكسىچە
contrary to		... گە قارشى
overwhelming	/ˌəʊvə'welming/ a.	توسقۇنسىز، ھەممىنى بېسىپ چۈشىدىغان
betray	/bi'trei/ vt.	خائىنلىق قىلماق
truthful	a.	ھەقىقى
humanely	/hju:'meɪnli/ ad.	مېھرى-شەپقەت بىلەن
convey	/kən'vei/ vt.	يەتكۈزمەك
cope with		بىر تەرەپ قىلماق
tolerate	/'tɒləreit/ vt.	بەرداشلىق بەرمەك
surgery	/'sɜ:dʒəri/ n.	ئوپىراتسىيە
advocate	/'ædvəkeɪt/ n.	تەشەببۇس قىلماق
benevolent	/bi'nevələnt/ a.	رەھىمدىل
autonomy	/ˌɔ:tənəmi/ n.	ئاپتونومىيە
render	/'rendə/ vt.	... قىلدۇرماق

in the first place		ئالدى بىلەن
increasingly	/in'kri:siŋli/ ad.	كۈنسېرى
befall	/bi'fɔ:l/ vt.	ئۆز بېشىغا كەلمەك
in the course of		... جەريانىدا
in the dark		خەۋەرسىز قالغان
bring to close		ئاخىرلاشتۇرماق
take leave		خوشلاشماق
integrity	/in'tegriti/ n.	تۈز، سەمىمىلىك
in the long run		كەلگۈسىگە نەزەر سالغاندا
credibility	/kredi'biliti/ n.	ئىشەنچ
suspicion	/səs'piʃən/ n.	گۇمان
deceit	/di'si:t/ n.	ئالدامچىلىق
undercut	/'undə'kʌt/ vt.	ئاجىزلاتماق
scrupulously	/'skru:pjʊləsli/ ad.	قىلچە بوشاشمايدىغان
spiral	/'spairəl/ n.	پىرقىراپ يۇقىرى ئۆرلەش
lawsuit	/'lɔ:sju:t/ n.	دەۋالما
injure	/in'dʒə/ vt.	زىيان يەتكۈزۈمەك
conflict	/'kɒnflikt/ n.	توقۇنۇش، كۈرەش
arise	/ə'raiz/ vi.	پەيدا بولماق
bill	/bil/ n.	لايىھە
alternative	/ɔ'l'tə:nətiv/ a.	تاللانما
go to great lengths		پۈتۈن كۈچىنى سەرپ قىلماق
disapprove	/disə'pru:v/ vt.	قوللىماسلىق
refrain	/ri'frein/ vi.	چىدىماق

refrain from		... قىلماسلىق
bitterly	/'bitəli/ ad.	كەسكىن
resent	/ri'zent/ vt.	ئۆچ كۆرمەك
take a stand		كۆز قارىشىنى ئىپادىلە- مەك
debate	/di'beit/ vt.	مۇنازىرە قىلماق
practitioner	/præk'tifənə/ n.	شۇغۇللانغۇچىلار (مەلۇم ئىش بىلەن)
consequence	/'kɒnsɪkwəns/ n.	ئاقىۋەت
wary	/'wɛəri/ a.	ئېھتىياتچان
erode	/i'rəud/ vt.	چىرىمەك

## WORDS AND EXPRESSIONS TO THE DIALOGUE

environmental	/ɪnˌvaɪəɾən'mentl/ a.	مۇھىتنىڭ
apply	/ə'plai/ vt.	قوللانماق، ئىشلەتمەك
pollution	/pə'luːʃən/ n.	بۇلغىنىش
for example		مەسىلەن
bacteriologist	/bæk'tɪərɪ'ɒlədʒɪst/ n.	باكتېرىيە شۇناس
identify	/aɪ'dentɪfaɪ/ vt.	پەرقلەندۈرمەك، بايقىماق
strain	/streɪn/ n.	تۈر، ئۆزگىرىش
petroleum	/pi'trəuliəm/ n.	نېفىت
ingest	/ɪn'dʒest/ vt.	سۈمۈرمەك
excrete	/eks'kri:t/ vt.	چىقارماق

hydrogen	/ˈhaɪdrəʊdʒən/ n.	ھىدروگېن
oxygen	/ˈɒksɪdʒən/ n.	ئوكسىگېن
bug	/bʌg/	قۇرۇت
spill	/spɪl/ vi.	ئاقماق، ئېقىپ قالماق
as a matter of fact		ئەمەلىيەتتە
marine	/məˈriːn/ n.	دېڭىز-ئوكيان
microbe	/ˈmaɪkrəʊb/ n.	مىكروپ
arsenic	/ˈɑːsənik/ n.	ئارسېن
sludge	/slʌdʒ/ n.	لاي-لاتقا
mining	/ˈmaɪnɪŋ/ n.	كانچىلىق
residue	/ˈrezɪdjuː/ n.	قالدۇغى
eventually	/iˈventʃuəli/ ad.	ئاخىرىدا

## NOTES TO THE TEXT

1. Should doctors ever lie to benefit their patients to speed recovery or to conceal the approach of death?  
 بىمارلارغا پايدىلىق بولۇش ئۈچۈن - بىمارنىڭ تېزراق ئەسلىگە كېلىشى ياكى بىمارغا ئۆلۈمنىڭ يېقىنلاپ قالغانلىقىنى بىلدۈرمەسلىك ئۈچۈن - دوختۇرلار زادى يالغان ئېيتىش كېرەكمۇ-يوق؟
2. to expose corruption = (the need) to make known or reveal wrongdoing esp. that of government official  
 بۇ يەردە ئاساسلىقى ھۆكۈمەت ئەمەلدارنىڭ چىرىكلىگىنى ئاشكارىلاشنى كۆرسىتىدۇ.



3. But the illusory nature of the benefit such deception is meant to produce is now coming to be documented.

ھازىر كىشىلەر ئىسپات ئارقىلىق بۇنداق ئالدامچىلىق بىمارغا پايدىلىق دەيدىغان كۆز قاراشنىڭ بىر خىل خىيال ئىكەنلىكىنى چۈشەندۈرمەكتە.

4. Patients' bills of rights=statements of rights guaranteed by different hospitals for their patients.

دوختۇرخانا كاپالەت بېرىدىغان بىمارلارنىڭ ھوقۇق-مەنپەئەتىنى كۆرسىتىدۇ.

5. What you don't know can't hurt you. =Not knowing is wonderful. If I don't know, I can't worry/think too much about it.

بىلمىگەن ئەۋزەل، بىر ئىشنى بىلمىگەندە ئارتۇقچە غەم-ئەندىشە بولمايدۇ.

## GRAMMAR

### ئىگە خەۋەرنىڭ بىردەكلىكى

ئىنگلىز تىلىدا ئىگىنىڭ بىرلىك ياكى كۆپلۈك شەكىلدە كېلىشى خەۋەر پېئىلىنىڭ قانداق شەكىلدە كېلىشىنى بەلگىلەيدۇ. ئومۇمەن ئېيتقاندا ئىگە خەۋەرنىڭ بىردەك بولۇشىغا ئاساسلىق ئۈچ پىرىنسىپ بار.

#### 1. خەۋەر بىردەكلىگىنىڭ ئۈچ پىرىنسىپى

(1) گرامماتىكىلىق بىردەكلىك پىرىنسىپى

ئادەتتە گرامماتىكىلىق ئىگە بىرلىك شەكىلدە بولسا، خەۋەر ۋەزىپىسىدە كېلىدىغان پېئىلمۇ بىرلىك شەكىلدە بولىدۇ.

گرامماتىكىلىق ئىگە كۆپلۈك شەكىلدە بولسا خەۋەر ۋەزىپىسىدىكى  
پېئىلمۇ كۆپلۈك شەكىلدە بولىدۇ. مەسىلەن:

He studies English.

ئۇ ئىنگلىزچە ئۆگىنىدۇ.

They go to school every day.

ئۇلار ھەر كۈنى مەكتەپكە بارىدۇ.

(2) مەنە بىردەكلىك پىرنىسىپى

بۇ خىل پىرنىسىپ بويىچە ئىگە خەۋەرنىڭ بىردەكلىكى تاشقى  
شەكىل بويىچە بەلگىلەنمەستىن، بەلكى ئىگە بىلدۈرگەن مەنىسىگە  
ئاساسەن بەلگىلىنىدۇ. مەسىلەن:

The people are fighting for their freedom.

كىشىلەر ئەركىنلىكى ئۈچۈن كۈرەش قىلماقتا.

Two years in a foreign country seems like a long time.

چەتئەلدىكى ئىككى يىل ناھايىتى ئۇزۇن ۋاقىتتەك بىلىنىدۇ.

(3) يىراق-يېقىنلىق پىرنىسىپى

پېئىل ئۆزىنىڭ ئالدىدىكى ئىسىم-ئالماش ياكى باشقا سۆزنىڭ  
بىرلىك، كۆپلۈك شەكىلىگە ئاساسەن بىرلىك ياكى كۆپلۈك شەكىلدە  
كېلىدۇ. مەسىلەن:

Not only his children but also himself wants to go there.

ئۇنىڭ بالىلىرىلا ئەمەس، بەلكى ئۆزىمۇ شۇ يەرگە بېرىشنى  
خالايدۇ.

Either his wife or he is going to work there.

ئۇنىڭ ئايالى ياكى ئۇ ئۆزى ئاشۇ يەردە ئىشلەيدۇ.

2. ئىگە خەۋەر بىردەكلىكىنىڭ كۈنكۈرەت

ئىپادىلىنىش شەكلى

(1) ئىگە ۋەزىپىسىدە كەلگەن ئىككى ئىسىم ياكى ئالماش

قاتارلىقلار neither ... nor, either ... or, not only ... but (also) بىلەن باغلانغاندا خەۋەر پېئىل ئاخىرقى ئىگە بىلەن شەخس ۋە سان جەھەتتىن بىردەك بولىدۇ. مەسىلەن:

Either he or I am wrong.  
ياكى ئۇ خاتالاشتى ياكى مەن خاتالاشتىم.

Neither the students nor the teacher knows anything about it.

ئۇ ئىش توغرىسىدا ئوقۇغۇچىلارمۇ-ئوقۇتقۇچىمۇ ھېچنەمە بىلمەيدۇ.

Not only the students but also the teacher is active in sports and game.

ئوقۇغۇچىلارلا ئەمەس، بەلكى ئوقۇتقۇچىمۇ تەنتەربىيىگە ئاكتىپ قاتنىشىدۇ.

(2) بىرلىك شەكىلدىكى ئىگىدىن كېيىن، with, as well as, except, but, like قاتارلىقلار كەلسە، خەۋەر پېئىل يەنىلا بىرلىك شەكىلدە كېلىدۇ. مەسىلەن:

He as well as other students has learned how to type.  
باشقا ئوقۇغۇچىلارغا ئوخشاشلا ئۇمۇ خەت بېسىشنى ئۆگىنىۋالدى.

Their school, with some few schools, was built in 1995.  
ئۇلارنىڭ مەكتىۋى ۋە باشقا بىر نەچچە مەكتەپلەر 1995-يىلى سېلىنغان.

A professor, together with some students, was removed into a new laboratory.

بىر پرافېسسور ۋە بىر نەچچە ئوقۇغۇچى يېڭى تەجرىبىخانىغا كۆچۈرۈلدى.

Nobody but the students is in the classroom.

سەنىپتا پەقەت ئوقۇغۇچىلارلا بار. (3) ئىگە ۋەزىپىسىدە كەلگەن كولىكتىپ ئىسىم بىر پۈتۈنلۈك دەپ قارالسا، خەۋەر پېئىل بىرلىك شەكىلدە بولىدۇ؛ ئەگەر كولىكتىپ ئىسىمنىڭ ھەممە ئەزاسى نەزەرگە ئېلىنسا خەۋەر پېئىل كۆپلۈك شەكىلدە بولىدۇ. مەسىلەن:

The committee was made up of ten members.

كومىتېت 10 ئادەمدىن تەشكىل تاپقان.

The committee were in the hall.

كومىتېت ئەزالىرى زالدا.

His family enjoy sports and games.

ئۇنىڭ ئائىلىسىدىكىلەرنىڭ ھەممىسى تەنتەربىيىگە قىزىقىدۇ.

His family has moved into the new house.

ئۇنىڭ ئائىلىسى يېڭى ئۆيگە كۆچۈپ كىردى.

(4) سان، ۋاقىت، مىقدارنى بىلدۈرىدىغان ئىسىملارنىڭ كۆپلۈك شەكلى ئىگە بولغاندا خەۋەر پېئىل بىرلىك شەكىلدە بولىدۇ. مەسىلەن:

Two hours is enough for us to finish this work.

بۇ ئىشنى تۈگىتىشىمىزگە ئىككى سائەت يېتىدۇ.

Ten dollar is too cheap for this pair of shoes.

بۇ ئاياق 10 دولارغا بەك ئەرزان.

(5) ئىككى ياكى ئۇنىڭدىن ئارتۇق ئىگە and بىلەن باغلىنىپ، ئوخشاش بولمىغان ئۇقۇملارنى بىلدۈرسە، خەۋەر پېئىل كۆپلۈك شەكىلدە كېلىدۇ؛ ئەگەر ئوخشاش ئۇقۇمنى بىلدۈرسە، خەۋەر پېئىل بىرلىك شەكىلدە بولىدۇ. مەسىلەن:

Jack and Jimmy are twin brothers.

جەك بىلەن جىمى قوشكېزەك.

The singer and dancer comes from Sweden.

بۇ ناخشىچى ۋە ئۇسۇلچى شىۋىتسىيەلىك (بىرلا ئادەمنى كۆرسىتىدۇ)

every, no, any, some ياكى neither, either, each (6)  
قاتارلىقلاردىن تۈزۈلگەندە بىرىككەن سۆز ئىگە بولغاندا، خەۋەر  
پېئىل بىرلىك شەكىلدە بولىدۇ. مەسىلەن:

Each of us has read the book.

بىز ھەممىمىز بۇ كىتاپنى ئوقۇدۇق.

Neither of them is from Germany.

ئۇلارنىڭ ھېچقايسىسى گېرمانىيەلىك ئەمەس.

Either of the stories is interesting.

بۇ ئىككى ھېكايىنىڭ ھەر ئىككىسى قىزىقارلىق.

Someone is waiting for you at the gate.

بىرسى سىزنى دەرۋازىدا ساقلاۋاتىدۇ.

Nobody wants to go there.

ئۇ يەرگە ھېچكىمنىڭ بارغۇسى يوق.

none (7) ئىگە بولغاندا خەۋەر پېئىل بىرلىك شەكىلدەمۇ  
كېلىدۇ. كۆپلۈك شەكىلدەمۇ كېلىدۇ. مەسىلەن:

None knows (ياكى know) a great deal about this.

ھېچكىممۇ بۇ تەجرىبە توغرىلىق چىق نەرسە بىلمەيدۇ.

None has (ياكى have) been found.

بىرسىمۇ تېپىلمىدى.

more, most, all, any, which, who, what (8)

ئالماشلار ئىگە بولغاندا، خەۋەر پېئىلنىڭ بىرلىك ياكى كۆپلۈك  
شەكىلدە كېلىشى شۇ ئالماشلار ۋەكىللىك قىلغان مەنىسىگە

ئاساسەن بەلگىلىنىدۇ. مەسىلەن:

What is wrong with you?

ساڭا نېمە بولدى؟

There are some books on the table.

شۇرە ئۈستىدە بىر نەچچە كىتاپ بار.

All of the students have seen the film.

ئوقۇغۇچىلارنىڭ ھەممىسى بۇ كىنونى كۆرگەن.

All that glitters is not gold.

پارقىرىغاننىڭ ھەممىسى ئالتۇن ئەمەس.

cattle, police, people (9 قاتارلىقلار ئىگە بولغاندا خەۋەر

پېئىل كۆپلۈك شەكىلدە بولىدۇ. مەسىلەن:

The people in the countryside are very friendly.

يېزىدىكى كىشىلەر بەكمۇ دوستانە كېلىدۇ.

The police are searching for the murderer.

ساقچىلار قاتىلىنى ئىزلەۋاتىدۇ.

The cattle are grazing near the river.

كالا توپى دەريا بويىدا ئوتلاۋاتىدۇ.

a great deal of, many a, no, each, every (10

قاتارلىقلارغا بىرلىك ئىسىم قوشۇلۇپ ئىگە بولۇپ كەلسە، خەۋەر

a great many پېئىل بىرلىك شەكىلدە بولىدۇ.

ياكى a great number of لارغا كۆپلۈك ئىسىم قوشۇلۇپ ئىگە

بولغاندا خەۋەر پېئىل كۆپلۈك شەكىلدە بولىدۇ. مەسىلەن:

Every man and woman attends the meeting.

ئەر-ئايالنىڭ ھەممىسى يىغىنغا قاتنىشىدۇ.

Many a student and teacher is watching the football

match.

نۇرغۇن ئوقۇغۇچى ۋە ئوقۇتقۇچىلار پۈتبول مۇسابىقىسى كۆرۈۋاتىدۇ.

A great deal of our time was spent on this test.

بىزنىڭ كۆپ ۋاقتىمىز مۇشۇ تەجرىبىگە سەرپ بولۇپ كەتتى.

A great many people have moved into new houses.

نۇرغۇن كىشىلەر يېڭى ئۆيگە كۆچۈپ كىردى.

(11) بەزى ئىسىملارنىڭ پەقەت كۆپلۈك شەكىللا بولغاچقا خەۋەر پېئىلنىڭ بىرلىك ياكى كۆپلۈك شەكىلگە ئاساسەن ئىگە بىلدۈرگەن شەيئىنىڭ بىرلىك ياكى كۆپلۈك ئىكەنلىكى پەرقلەندۈرۈلىدۇ. مەسىلەن:

The steel works was built in 1980s.

بۇ پولات زاۋۇتى 1980-يىللاردا قۇرۇلغان.

The steel works in the country produce more steel than those in that country.

بۇ دۆلەتتىكى پولات زاۋۇتى ئىشلەپچىقارغان پولات ئاۋۇ دۆلەتتىكى پولات زاۋۇتىنىڭكىدىن كۆپ.

(12) «تەڭداش ئىگە + there be» ياكى «تەڭداش ئىگە + here be» قۇرۇلمىسىدا خەۋەر پېئىل تەڭداش ئىگە تەركىۋىدىكى ئالدىنقى ئىگە بىلەن بىردەك بولىدۇ. مەسىلەن:

There is a pen and two books on the desk.

پارتا ئۈستىدە بىر قەلەم ۋە ئىككى كىتاب بار.

There are some books and a pen on the desk.

پارتا ئۈستىدە بىر نەچچە كىتاب ۋە بىر قەلەم بار.

At that time there was only a teacher and a student in the room.

گەينى چاغدا ئۆيدە پەقەت بىر ئوقۇتقۇچى ۋە بىر ئوقۇغۇچى

بار ئىدى. بار ئىدى.

Here is a letter and a book for you.

بۇ يەردە سىزنىڭ بىر خېتىڭىز ۋە بىر كىتاب ئۆيىڭىز بار.  
13) «ئۆتكەن بۆلەك سۆز/سۆيەت + the» قۇرۇلمىسى ئىگە  
بولغاندا خەۋەر پېئىل كۆپلۈك شەكىلدە بولىدۇ. مەسىلەن:

The young are required to respect the old.

ياشلار چوڭلارنى ھۆرمەتلىشى كېرەك.

The injured have been taken to hospital.

يارىدارلار دوختۇرخانىغا ئېلىپ بېرىلدى.  
بۇنداق قۇرۇلما نەرسىلەرنى بىلدۈرگەندە، خەۋەر پېئىل  
بىرلىك شەكىلدە بولىدۇ. مەسىلەن:

The good in him outweighs the bad.

ئۇنىڭ ئارتۇقچىلىقى كەمچىللىكىنى بېسىپ چۈشىدۇ.

## WORD STUDY

### Engage v.

1. تەكلىپ قىلماق، ئىشلەتمەك.

They engaged a new technical adviser again.

2. be engaged in بىلەن ئالدىراش ...

He is engaged in making preparations for the conference.

The line is engaged.

My time is fully engaged.

3. (توي ئۈچۈن) چاي ئىچۈرۈلمەك

Kadir and Gulsum are engaged.



Arip is engaged to Nadiya.

**Acquaint vt.** تونۇشماق، بىلدۈرمەك

The first thing to do is to acquaint yourself with your new duties and colleagues.

If you are to engage him in the project, you must acquaint him with all the facts.

I am not acquainted with the speaker.

acquaintance n. تونۇشۇش، تونۇش

He has some acquaintance with German, but does not speak it.

He has a wide circle of acquaintances.

**Receive vt.**

1. تاپشۇرۇۋالماق، قوبۇل قىلماق

The radio message was received at midnight.

The winners went on to the platform to receive the prizes.

2. بېرىلمەك

The matter will receive due consideration.

The book was received with universal praise.

3. كۆرۈشمەك، كۈتۈۋالماق

The delegation was received by our government leaders.

He was warmly received by the students.

**Plunge v.**

1. ئىچىگە سالماق، كىرمەك

The maid plunged the mop into the pail before she

started cleaning the floor.

The best way to learn swimming is to plunge in.

2. كىرىشمەك، ئۆزگەرتمەك

He plunged himself into the work as soon as he arrived.

The failure of electric light plunged the whole place into darkness.

## FAMOUS QUOTATIONS

The strongest principle of growth lies in human choice.

— George Eliot

ئىنسانىيەتنىڭ تاللىشى - ئەڭ كۈچلۈك تەرەققىيات

پىرىنسىپىدۇر.

A man's happiness depends primarily on his disposition.

— Henry warld Beecher

بىراۋنىڭ بەختى - ئۇنىڭ خاراكتېرى تەرىپىدىن بەلگىلىنىدۇ.

Happiness lies in the consciousness we have of it.

— George Sand

بەخت - ئۆزىنىڭ بەختلىك ئىكەنلىگىنى بىلىشتە.

## EXERCISES

I Answer the following questions:

1. What are the needs in some professions that appear to

started cleaning the floor.

The best way to learn swimming is to plunge in.

2. كىرىشمەك، ئۆز گەرتمەك

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بەخت - ئۆزىنىڭ بەختلىك ئىكەنلىگىنى بىلىشتە.

## EXERCISES

I Answer the following questions:

1. What are the needs in some professions that appear to

- make the requirements of honesty less important?
2. Give an example to illustrate the kind of choices doctors often confront.
3. What excuse do doctors have for lying to their patients?
4. What is the principle by which many physicians believe their professions should be guided?
5. What do studies on doctors' benevolent deception show?
6. What harm may denial of information do to patients?
7. How is it that the suspicion of deceit may affect the entire medical profession?
8. Do all doctors and nurses believe in benevolent deception?
9. Why does the author think the public is justified in guarding against professional deception?
10. What is the old saying the author quotes?

**II Fill in the blanks with words or expressions chosen from the following list. Change the form where necessary:**

- at times    suspicion    refrain from    contrary to  
go to great lengths    deceive    utter    corruption  
in the first place    conceal    promote    distort  
in the eyes of    in the long run    tolerate    brutal  
keep...in the dark    betray    for one's own sake  
bring...to a close
1. Her suggestion may sound reasonable to you, but \_\_\_\_\_ everybody else I'm afraid it may seem ridiculous.

2. Some doctors believe it is \_\_\_\_\_ to tell dying patients the truth about their condition because they may become so distressed as to commit suicide.
3. We note with satisfaction that all these activities have helped to \_\_\_\_\_ mutual understanding and friendship between our two countries.
4. \_\_\_\_\_ the belief of some doctors, even very old and sick people want to know the details of their illness so that they can prepare for death in their own special way.
5. \_\_\_\_\_ in government is not tolerated in any country that wants to achieve rapid economic growth and improve the life of its citizens.
6. Many \_\_\_\_\_ her friends by going back on her words.
7. The author \_\_\_\_\_ the first chapter of his book \_\_\_\_\_ by giving a brief account of the advances science has made since liberation.
8. Naturally, we do not like \_\_\_\_\_ about anything that has a great deal to do with ourselves.
9. It pays \_\_\_\_\_ to introduce new techniques.
10. Mrs. Queen gave us a \_\_\_\_\_ account of what had happened; that's why we no longer believe in the sincerity of her utterance.
11. In every country parents always remember the first time their child \_\_\_\_\_ the word "Mama" or "Dad".
12. \_\_\_\_\_ the oral English class was noisy with everyone participating in an activity at the same time, but at

others, the class just sat there and didn't say anything.

**II Paraphrase the following sentences, using the words or phrases in brackets:**

1. Mr. Park is one of those who strongly support free market policies. (advocate)
2. A new way to treat arthritis is available in addition to painkillers. (provide, alternative)
3. Please do not use such coarse language when talking to innocent young girls. (refrain from)
4. She was completely unable to go on working owing to the shock of her aunt's death. (render)
5. As she matured politically, her sympathy for the cause of communism increased with each passing day. (increasingly, sympathetic)

**IV Complete the following sentences with appropriate phrasal verbs formed from the verbs given below:**

go, shelter, press, differ, contribute, slip, hope, refrain

1. English \_\_\_ French in many respects.
2. Cigarette smoking is a major factor \_\_\_ lung cancer.
3. The climbers had to \_\_\_ the snowstorm in a mountain hut put up by hunters.
4. Mark decided to \_\_\_ a long, long trip away from these troubles.
5. Norman \_\_\_ the irritating habit of interrupting others

- when they talk to him.
- Ned hung about the entrance the whole morning, \_\_\_\_\_ a chance to speak to the director.
  - Owen found it difficult to \_\_\_\_\_ arguing with his brother who often had very queer ideas.
  - The sales department keeps \_\_\_\_\_ extra staff, but they seem no nearer to getting them.

**V Join each pair of the following sentences by changing one of them into a subordinate clause:**

Model: How should they bring their affairs to a close and take leave?

They can not make a decision about that.

They can not make a decision about how they should bring their affairs to a close and take leave.

- At early dawn the retired professor was seen strolling near there. The monument stood there.
- Peter has a slight headache some times.  
He has always been in good health except that.
- How can we improve our study habits?  
I am thinking of that!
- Is Henry the right person for the job?  
We are still uncertain as to that.
- I have an arrangement with my bank.  
By the arrangement they let me use their money and

repay them next month.

**VI Put the verbs in brackets into the correct forms:**

1. Where \_\_\_\_\_ (is, are) that five dollars I lent you?
2. The number of the students in that school \_\_\_\_\_ (has, have) greatly increased in recent years.
3. A number of students in our class \_\_\_\_\_ (has, have) seen the film.
4. This kind of apples \_\_\_\_\_ (tastes, taste) very good.
5. No news \_\_\_\_\_ (are, is) good news.
6. Ten weeks \_\_\_\_\_ (has, have) passed since the new term began.
7. One hundred kilometres \_\_\_\_\_ (is, are) a long distance.
8. Five and eight \_\_\_\_\_ (is, are) thirteen.
9. Few of his family really \_\_\_\_\_ (understands, understand) him.
10. Many a student \_\_\_\_\_ (enjoys, enjoy) pop music.
11. Every man and woman \_\_\_\_\_ (was, were) invited to the party.
12. The rest of the lecture \_\_\_\_\_ (was, were) not interesting.
13. After the exam there \_\_\_\_\_ (is, are) a lot of time for us to relax.
14. You are the only one that \_\_\_\_\_ (knows, know) the answer to the question.
15. Here \_\_\_\_\_ (comes, come) the three naughty boys from the next door.



16. Neither she nor I \_\_\_\_ (is, am) wrong.
17. None of this milk \_\_\_\_ (is, are) sour.
18. None of the books \_\_\_\_ (are, is) interesting.
19. He as well as I \_\_\_\_ (am, is) active in singing.
20. Tom with his parents \_\_\_\_ (is, are) watching TV.

**VI Correct the following sentences if necessary:**

1. The whole family is against his plan.
2. The audience was moved to tears at the words.
3. Every means have been tried out without much result.
4. The police is searching the building for the murderer.
5. Medical help and care are free of charge in that country.
6. The news are too good to be true.
7. Is your wife and children going with you?
8. Every man and every woman there have met the famous scientist.
9. Great Expectations are a book by Charles Dickens.
10. He is one of the greatest presidents who has ever lived.

**VII Put into English:**

1. بىز بۇ ئاتالمىش دانا قارارنىڭ كىشىلەرنىڭ ئارزۇسىنىڭ ئەكسىچە ئېغىر ئاقىۋەت ئېلىپ كېلىدىغانلىقىغا ئىشىنىمىز.
2. ئۇ بۇ مەسىلە ئۈستىدە مۇنازىرە قىلىشتىن ئىلگىرى ئېنىق ئىپادىسىنى بىلدۈردى.
3. تەكشۈرۈش جەريانىدا، ئۇلار ھەر خىل شەكىلدىكى سىياسى چىرىكلىشىشنى بايقىدى ۋە نۇرغۇنلىغان چىرىك ئەمەلدارلارنى

- پاش قىلدى.
4. ئۇ بۇرۇن سېنى ئالدىغان بولسىمۇ، سەندىن كەچۈرۈم سورىدى. شۇڭا سەن ئۇنىڭغا دائىم گۇمان نەزىرىڭ بىلەن قارماسلىقىڭ كېرەك.
5. نېلەتنىڭ سانى چەكلىك، سىزگە ئارتۇق بېرەلمەيمەن.
6. دائىم ئۆزىنىلا ئويلايدىغان كىشىلەر ھەرگىز خوشاللىققا ئېرىشەلمەيدۇ.
7. كامىلدىن باشقا ھەممەيلەن مۇسابىقىغا قاتناشتى.
8. ئېلى باغدا دادىسى بىلەن بىللە ئىشلەۋاتىدۇ.

## IX Reading Material :

### INSIDE STORY

When you close your eyes and try to think of the shape of your own body, what you imagine (or, rather you feel) is quite different from what you see when you open your eyes and look in the mirror. The image you feel is much vaguer than the one you see. And if you lie still, it is quite hard to imagine yourself as having any particular size or shape.

When you move, when you feel the weight of your arms and legs and the natural resistance of the objects around you, the "felt" image of yourself starts to become clearer. It is almost as if it were created by your own

actions and the sensations they cause.

The image you create for yourself has rather strange proportions; certain parts feel much larger than they look. If you poke your tongue into a hole in one of your teeth, it feels enormous; you are often surprised by how small it looks when you inspect it in the mirror.

But although the "felt" image may not have the shape you see in the mirror, it is much more important. It is the image through which you recognise your physical existence in the world. In spite of its strange proportions, it is all one piece, and since it has a consistent right and left and top and bottom, it allows you to locate new sensations when they occur. It allows you to find your nose in the dark, scratch itches and point to a pain.

If the felt image is damaged for any reason—if it is cut in half or lost, as it often is after certain strokes which wipe out recognition of one entire side — these tasks become almost impossible. What is more, it becomes hard to make sense of one's own visual appearance. If one half of the felt image is wiped out or injured, the patient stops recognising the affected part of his body. It is hard for him to find the location of sensation on that side, and although he feels the doctor's touch, he locates it as being on the undamaged side.

He loses his ability to accept the affected side as part of his body even when he can see it. If you throw him a

pair of gloves and ask him to put them on, he will glove one hand and leave the other bare. And yet he had to use the left hand in order to glove the right. The fact that he can see the ungloved hand doesn't seem to help him, and there is no reason why it should. He can no longer reconcile what he sees with what he feels — the ungloved object lying on the left may look like a hand, but, since there is no felt image corresponding to it, why should he claim the object as his?

### Comprehension Exercise

1. Which of the following is true?
  - a. Mirror images are always much smaller than "felt" images.
  - b. Mirror images are always much larger than "felt" images.
  - c. Mirror images are precisely the same as "felt" images.
  - d. Mirror images often differ from "felt" images.
2. The "felt" image is much more important because.           
  - a. it helps you locate new sensations.
  - b. it has a consistent right and left and top and bottom.
  - c. it is all piece.
  - d. all of the above.
3. Strokes sometimes destroy.           
  - a. half of the "felt" image.

- b. half of the mirror image.
- c. all of the "felt" image.
- d. all of the mirror image.
4. If a man loses the ability to recognise his left side,
- a. he can still feel the doctor's touch right side.
- b. he loses his sense of touch on the right side.
- c. he cannot locate the doctor's touch on his side.
- d. he loses feeling on both sides.
5. Stroke victims sometimes refuse to regard injured sides as parts of their bodies because \_\_\_\_\_
- a. they cannot see them in mirrors.
- b. they can no longer locate sensations there.
- c. they are unwilling to admit their disabilities.
- d. they have no hope of recovery.
6. According to the passage, some stroke victims
- a. experience splits between "felt" and mirror images.
- b. can still integrate "felt" and mirror images.
- c. cannot integrate what they see and feel.
- d. both a and b
7. What is this passage mainly about?
- a. The importance of mirror images.
- b. The importance of "felt" images.
- c. Stroke victims "felt" images.
- d. Stroke victims' mirror images.



## Lesson Twelve

### TEXT

### THE NEW CAVES

During the ice ages, human beings exposed to the colder temperatures of the time would often make their homes in caves. There they found greater comfort and security than they would have in the open.

We still live in caves called houses, again for comfort and security. Virtually no one would willingly sleep on the ground under the stars. Is it possible that someday we may seek to add further to our comfort and security by building our houses underground — in new, manmade caves?

It may not seem a palatable suggestion, at first thought. We have so many evil associations with the underground. In our myths and legends, the underground is the realm of evil spirits and of the dead, and is often the location of an afterlife of torment. (This may be because dead bodies are buried underground, and because volcanic eruptions make the underground appear to be a hellish place of fire and noxious gases.)

Yet there are advantages to underground life, too, and something to be said for imagining whole cities, even mankind generally, moving downward; of having the outermost mile of the Earth's crust honeycombed with passages and structures, like a gigantic ant hill.

First, weather would no longer be important, since it is primarily a phenomenon of the atmosphere. Rain, snow, sleet, fog would not trouble the underground world. Even temperature variations are limited to the open surface and would not exist underground. Whether day or night, summer or winter, temperatures in the underground world would remain equable and nearly constant. The vast amounts of energy now expended in warming our surface surroundings when they are too cold, and cooling them when they are too warm, could be saved. The damage done to manmade structures and to human beings by weather would be gone. Transportation over local distances would be simplified. (Earthquakes would remain a danger, of course.)

Second, local time would no longer be important. On the surface, the tyranny of day and night cannot be avoided, and when it is morning in one place, it is noon in another, evening in still another and midnight in yet another. The rhythm of human life therefore varies from place to place. Underground, where there is no externally produced day, but only perpetual darkness, it would be

artificial lighting that produces the day and this could be adjusted to suit man's convenience.

The whole world could be on eight-hour shifts, starting and ending on the stroke everywhere, at least as far as business and community endeavors were concerned. This could be important in a freely mobile world. Air transportation over long distances would no longer have to entail "jet lag." Individuals landing on another coast or another continent would find the society they reached geared to the same time of day as at home.

Third, the ecological structure could be stabilized. To a certain extent, mankind encumbers the Earth. It is not only his enormous numbers that take up room; more so, it is all the structures he builds to house himself and his machines, to make possible his transportation and communication, to offer him rest and recreation. All these things distort the wild, depriving many species of plants and animals of their natural habitat — and sometimes, involuntarily, favoring a few, such as rats and roaches.

If the works of man were removed below ground — and, mind you, below the level of the natural world of the burrowing animals — man would still occupy the surface with his farms, his forestry, his observation towers, his air terminals and so on, but the extent of that occupation would be enormously decreased. Indeed, as one imagines the underground world to become increasingly elaborate,



one can visualize much of the food supply eventually deriving from hydroponic growth in artificially illuminated areas underground. The Earth's surface might be increasingly turned over to park and to wilderness, maintained at ecological stability.

Fourth, nature would be closer. It might seem that to withdraw underground is to withdraw from the natural world, but would that be so? Would the withdrawal be more complete than it is now, when so many people work in city buildings that are often windowless and artificially conditioned? Even where there are windows, what is the prospect one views (if one bothers to) but sun, sky, and buildings to the horizon—plus some limited greenery?

And to get away from the city now? To reach the real countryside? One must travel horizontally for miles, first across city pavements and then across suburban sprawls.

In an underworld culture, the countryside would be right there, a few hundred yards above the upper level of the cities—wherever you are. The surface would have to be protected from too frequent, or too intense, or too careless visiting, but however carefully restricted the upward trips might be, the chances are that dwellers of the new caves would see more greenery, under ecologically healthier conditions, than dwellers of surface cities do today.

However odd and repulsive underground living may

seem at first thought, there are things to be said for it—and I haven't even said them all.

## DIALOGUE

### A NOTEBOOK COMPUTER

A: Pierre, since you travel frequently, you must get one of these notebook computers. It can easily fit into your briefcase.

B: What can I use it for besides playing those silly games?

A: You can use it for a great number of things. To name a few, it can display messages and schedules, let you read and send electronic mail and faxes, and monitor weather and stock reports. At a meeting, you may use it to take notes, browse information, and if you're bored, choose among hundreds of easy-to-call-up photos of your kids.

B: Sounds great!

A: It is great. You can have it handle your money for you, too. Instead of holding paper currency, the computer can store digital money that can not be forged. It can link into a shop's computer and transfer money, and if your son needs money, you might digitally slip five dollars from your computer to his.

B: Then my computer will run out of money very quickly.

A: Your notebook can connect you to the information highway while you travel a real highway, and tell you exactly where you are anyplace on the the face of the earth. The computer's color maps will overlay your location with whatever kinds of information you desire — road and weather condition, scenic spots, even fast-food places.

B: Might I ask, "Where's the nearest restaurant that is still open?"

A: Sure. The information you request would be transmitted to your computer by wireless network. What's more, if you're hiking in the woods off the roads, your notebook computer will be your compass and as useful as your knife.

B: You've talked me into it. Let's use your notebook to contact a computer store and have them ship one to me right away.

## WORDS AND EXPRESSIONS TO THE TEXT

cave	/keiv/ n.	غار، ئۆڭكۈر
expose to		ئېچىلىپ قالماق
in the open		سەرتتا، ئوچۇقچىلىقتا
virtually	/'və:tʃuəli/ ad.	ھەممىسى دىگۈدەك
add to		ئاشۇرماق
underground	/'ʌndəgraʊnd/ a.	يەر ئاستى، مەخپىي

manmade	a.	ئادەم ياسىغان
palatable	//pælətəbl/ a.	قوبۇل قىلغىلى بولىدىغان
at first thought		مۇنداقلا ئويلىغاندا
association	/ə'səʊsi'eifən/ n.	باغلىنىش
legend	//ledʒənd/ n.	رىۋايەت
realm	/reɪlm/ n.	ساھە
location	/ləʊ'keɪʃən/ n.	ئورۇن، جاي
afterlife	n.	باقى ئالەم
torment	//tɔ:mənt/ n.	ئازاپ
volcanic	/vɒl'kænik/ a.	ۋولقانىنىڭ
eruption	/i'rʌpʃən/ n.	پارتلاش
hellish	//helɪʃ/ a.	دوزاخقا ئوخشاش
noxious	//nɒkʃəs/ a.	زەھەرلىك
mankind	/mæn'kaɪnd/ n.	ئىنسانىيەت
downward	ad.	تۆۋەنلىمەك
outermost	//autəməʊst/ a.	مەركەزدىن ئەڭ يىراق
honeycomb	//hʌnikəʊm/ vt.	ھەرە كۆنىگىدەك شەكىل - گە كەلتۈرمەك
gigantic	/dʒaɪ'gæntɪk/ a.	غايەت زور
phenomenon	/fi'nɒmɪnən/ n.	ھادىسە
sleet	/sli:t/ n.	قار-يامغۇر
variation	/vɛəri'eɪʃən/ n.	ئۆزگىرىش
equable	//ekwəbl/ a.	مۇقىم، تۇراقلىق
constant	//kɒnstənt/ n.	مەڭگۈلۈك، ئىزچىل
expend	/ɪks'pend/ vt.	چىقىم قىلماق، سەرپ قىلماق

transportation	/ˌtrænsˈpɔːtɪʃən/ n.	قاتناش
simplify	/'sɪmplɪfaɪ/ vt.	ئاددىلاشتۇرماق
earthquake	/'əːθkweɪk/ n.	يەر تەۋرەش
tyranny	/'tɪrəni/ n.	مۇستەبىتلىك
rhythm	/'rɪðəm/ n.	رېتىم
vary	/'vɛəri/ v.	ئۆزگەرمەك
externally	/ɛks'təːnəli/ ad.	سىرتقى، تاشقى
perpetual	/'pɛpətʃuəl/ a.	مەڭگۈلۈك
artificial	/'ɑːtɪ'fiːʃəl/ a.	سۈنئىي
adjust	/ə'dʒʌst/ vt.	تەڭشىمەك
convenience	/kən'viːnjəns/ n.	قولايلىق
stroke	/strəʊk/ n.	سائەتنىڭ داڭ ئاۋازى
on the stroke		دەل ۋاقتىدا
community	/kə'mjuːnɪti/ n.	مەھەللە
endeavour	/'ɛndevə/ n. ; vt.	تىرىشچانلىق، ئۇرۇنماق
mobile	/'məʊbaɪl/ a.	ھەرىكەتچان
entail	/'ɛntaɪl/ vt.	زۆرۈرىيەتكە ئايلاندۇرماق
jet	/dʒet/ n.	پۈركۈش
lag	/læɡ/ n.	كەينىدە قالماق
jet lag		ۋاقىت پەرقى
gear	/'ɡiə/ vt. ; n.	چىشلىق چاق، خوتقا
		سالماق
stabilize	/'steɪbalaɪz/ v.	مۇقىملاشتۇرماق
to some extent		مەلۇم دەرىجىدىن ئېيتىپ
		قاندا
extent	/'ɛks'tent/ n.	دەرىجە

encumber	/in'kʌmbə/ vt.	تولدۇرماق ، توسۇۋالماق
enormous	/i'nɔ:məs/ a.	غايەت زور
take up		ئىگەللىمەك
recreation	/,rekri'eɪʃən/ n.	كوڭۇل ئېچىش
distort	/dis'tɔ:t/ vt.	بۇرماق
deprive	/di'praiv/ vt.	تارتىۋالماق
species	/'spi:ʃi:z/ n.	شەيئى تۈرلىرى
habitat	/'hæbitæt/ n.	( ھايۋان ياكى جانلىقلار ) ماكانى
involuntarily	/in'vɒləntərili/ ad.	خالىمىغان ھالدا
rat	/ræt/ n.	چاشقان
roach	/rəʊtʃ/ n.	سۈۋەرەك
mind you		دېققەت قىل
burrow	/'bʌrəʊ/ v. ; n	يەرنى كولماق
forestry	/'fɔ:stri/ n.	ئورمانلىق ، ئورمانچىلىق ئىلمى
terminal	/'tɜ:minl/ n.	ئاخىرقى بېكەت
decrease	/di':kri:s/ n. ; v.	ئازايماق ، ئازايماق
elaborate	/i'læbərɪt/ a.	تۈجۈپىلەپ ئىشلەنگەن
visualize	/'vɪzjuəlaɪz/ vt.	تەسەۋۋۇر قىلماق
derive	/di'raɪv/ v.	... دىن كەلمەك
derive from		... دىن كېلىپ چىققاق
hydroponic	/'haɪdrə'pɒnɪk/ a.	ئېرىتمىدە يېتىشتۈرگەن
illuminate	/'ɪljʊ:mɪneɪt/ vt.	يورۇتماق
wilderness	/'wɪldənɪs/ n.	قاقاس ، دالا
stability	/stə'bɪlɪti/ n.	مۇقىملىق

ecological	/ˌekə'lɒdʒɪkəl/ a.	ئېكولوگىيەلىك
withdraw	/wɪð'drɔː/ v.	چېكىنىمەك
prospect	/'prɒspekt/ n.	مەنزىرە، كېلىچەك
horizon	/hə'raɪzn/ n.	ئوپۇق سىزىقى
greenery	/'grɪ:nəri/ n.	ئۆسۈملۈك
get away from		قاچماق، قۇتۇلماق
horizontally	/hɒri'zɒntli/ ad.	تەكشى ھالەتتە
suburban	/sə'bə:bən/ a.	شەھەر ئەتراپىدىكى
sprawl	/sprɔ:l/ n.	قالايمىقان كوچا
intense	/ɪn'tens/ a.	كۈچلۈك
restrict	/rɪ'strɪkt/ vt.	چەكلەمەك
dweller	/'dwelə/ n.	ئاھالە

## WORDS AND EXPRESSIONS TO THE DIALOGUE

frequently	/'fri:kwəntli/ ad.	دائىم
to name a few		مەسىلەن
display	/dɪs'pleɪ/ vt.	كۆرسەتمەك
electronic mail		ئېلېكترونلۇق يوللانما
stock	/stɒk/ n.	پاي چېكى
browse	/braʊz/ v.; n.	كۆرمەك
easy-to-call-up		ئاسان تاپقىلى بولىدۇ
handle	/'hændl/ vt.	غان، قولايلىق
		بىر تەرەپ قىلماق

currency	/'kʌrənsi/ n.	پۇل
forge	/fɔːdʒ/ v.	ساختا ياسىماق
transfer	/træns'fəː/ n. ;v.	يۆتكىمەك
overlay	/ɔʊvə'lei/ n.	قاپلاش
transmit	/'trænzmit/ v.	يوللىماق، يەتكۈزمەك
hike	/haik/ v. ;n.	پىيادە ماڭماق

### NOTES TO THE TEXT

1. the ice ages=the times when the earth was covered with glaciers  
 يەر شارى مۇز بىلەن قاپلانغان دەۋر
2. something to be said for imagining ...  
 =there are some reasons for imagining ...  
 بۇنداق تەسەۋۋۇر قىلىشنىڭ بىرنەچچە سەۋەبى بار.
3. On the surface, the tyranny of day and night can not be avoided ...  
 يەر يۈزىدە كېچە-كۈندۈز بەك ئېنىق بولۇپ، ئۇنىڭدىن ھېچكىم ساقلىنالمىدۇ.
4. externally produced day=day produced by the sun outside the Earth.  
 قۇياش تەرىپىدىن يارىتىلغان يەر شارى سىرتىدىكى كۈن
5. the works of man=all the buildings and facilities man sets up.  
 ئىنسانلار بەرپا قىلغان ئىمارەت ۋە ئەسلىھەلەر



## GRAMMAR

بەزى ئالدى قوشۇلغۇچىلارنىڭ ئىشلىتىلىشى  
I ۋاقتىنى بىلدۈرىدىغان ئالدى قوشۇلغۇچىلار

1. ئالدى قوشۇلغۇچى in, on, at

(1) at پەيتىنى بىلدۈرىدۇ. مەسىلەن:

at five o'clock سائەت 5 تە

at half past six سائەت 6:30 دا

ئۇندىن باشقا at يەنە تۆۋەندىكى بىرىكمىلەردە قوللىنىلىدۇ.

at dawn/daybreak تاڭ سۈزۈلگەندە

at sunrise تاڭ ئاتقاندا

at sunset كۈن ئولتۇرغاندا

at noon چۈشتە

at midnight يېرىم كېچىدە

at night كەچتە

(2) on چىسلانى ۋە مەلۇم بىر كۈننى بىلدۈرىدۇ. مەسىلەن:

on Sunday يەكشەنبە كۈنى

on June 2 6-ئايىنىڭ 2-كۈنى

on Thursday afternoon سەيشەنبە چۈشتىن كېيىن

on the morning of May 10 5-ئايىنىڭ 10-كۈنى ئەتتىگەندە

(3) in ئاي، پەسىل، يىل، دەۋر قاتارلىق ئۇزۇنراق ۋاقتىنى

بىلدۈرىدۇ. مەسىلەن:

in April 4-ئايدا in spring باھاردا

in 1995 1995-يىلى in the 20th century 20-ئەسىردە

يۇقۇرقلاردىن باشقا in يەنە تۆۋەندىكى بىرىكمىلەردە مۇقىم ئىشلىتىلىدۇ. مەسىلەن:

in the morning/afternoon/evening

ئەتتىگەندە / چۈشتىن كېيىن / كەچتە

2. «... دىن كېيىن» مەنىسىدىكى ئالدى قوشۇلغۇچى in, after.

after مەلۇم مەزگىل ياكى بىردەملىك ۋاقتىنى بىلدۈرىدۇ. in بولسا بىر مەزگىلنى بىلدۈرىدۇ. مەسىلەن:

Tom came back after seven days.

توم 7 كۈندىن كېيىن قايتىپ كەلدى.

He will come here after nine.

ئۇ سائەت 9 دىن كېيىن كېلىدۇ.

He will come back in a week.

ئۇ بىر ھەپتىدە قايتىپ كېلىدۇ.

3. in, during, before, by, since, for

(1) for مەلۇم مەزگىلنى بىلدۈرىدۇ. مەسىلەن:

He stayed there for only two days.

We have studied English for three years.

بىز ئىنگلىز تىلىنى ئۆگەنگىلى 3 يىل بولدى.

(2) since «... دىن باشلاپ» دېگەن مەنىنى بىلدۈرىدۇ.

مەسىلەن:

He has been living in this city since 1995.

ئۇ 1995-يىلىدىن بېرى مۇشۇ شەھەردە تۇرۇۋاتىدۇ.

(3) by «... گە قەدەر» دېگەن مەنىنى بىلدۈرىدۇ. مەسىلەن:

We'll have ended our college life by the end of

next June.

بىز كېلەر يىلى 6-ئايدا ئالى مەكتەپ ھاياتىمىزنى  
ئاخىرلاشتۇرىمىز. during «قايسى ۋاقىتتا» دىگەننى تەكىتلەپ كۆرسىتىدۇ.

The baby woke up twice during the night.

كېچىدە بوۋاق ئىككى قېتىم ئويغاندى.  
in «قانچە ئۇزۇن» دىگەننى تەكىتلەپ كۆرسىتىدۇ.

The supper will be ready in an hour.

كەچلىك تاماق بىر سائەتتە تەييار بولىدۇ.

II قورال-سايما، ئۇسۇل-ۋاستىلەرنى بىلدۈرىدىغان  
ئالدى قوشۇلغۇچىلار

1. by «... ئارقىلىق» دىگەن مەنىنى بىلدۈرىدۇ.

He makes a living by selling newspapers.

ئۇ گېزىت سېتىش بىلەن (ئارقىلىق) تىرىكچىلىك قىلىدۇ.  
by يەنە ھەر خىل قاتناش ۋاستىلىرىنى ۋە ھەر خىل  
ۋاستىلەرنى بىلدۈرىدۇ.

by car/plane/train

ماشىنا / ئايروپىلان / پويىز بىلەن

by this/that means

بۇ خىل / ئۇ خىل ئۇسۇل بىلەن

by means of ...

... ئارقىلىق ... / بىلەن

2. with ئادەتتە كونكرېت قورال ياكى ئۇسۇلنى كۆرسىتىدۇ.

مەسىلەن: He broke the window with a stone.

He broke the window with a stone.

ئۇ تاش بىلەن دەرىزىنى چېقىۋەتتى.

I wrote the letter with a pen.

مەن خەتنى قەلەم بىلەن يازدىم.

3. in «... بىلەن ... / تىلدا» دىگەندەك مەنىلەرنى

بىلدۈرىدۇ.

مەسىلەن: Say it in English.

Say it in English.

ئىنگلىزچە دەڭ.

He told me the news in a low voice.

ئۇ خەۋەرنى ماڭا پەس ئاۋازدا ئېيتتى.

He paid it in cash.

This room was painted in bright colours.

بۇ ئۆي ئوچۇق سىردا سىرلاندى.

4. through «... ۋاستە ئارقىلىق» دىگەن مەنىنى بىلدۈرىدۇ.

مەسىلەن: He has improved his English through listening.

He has improved his English through listening.

ئۇ ئاڭلاش ئارقىلىق ئىنگلىزچە سەۋىيىسىنى ئاشۇردى.

We observed the sky through a telescope.

بىز تېلېسكوپ ئارقىلىق ئاسماننى كۈزەتتۇق.

III ئورۇن- جايىنى بىلدۈرىدىغان ئالدى قوشۇلغۇچىلار

1. «... دە» دىگەن مەنىنى بىلدۈرىدىغان ئالدى قوشۇلغۇچىلار

to, on, in, at دىن ئىبارەت.

at (1) كىچىك ئورۇن ۋە يېقىن ئەتراپنى بىلدۈرىدۇ.

مەسىلەن: They arrived at our school this morning.

ئۇلار بۈگۈن ئەتىگەن بىزنىڭ مەكتەۋىمىزگە يېتىپ كەلدى.

He is sitting at the desk.

ئۇ پارتىنىڭ يېنىدا ئولتۇرىدۇ.

in (2) چوڭ ئورۇننى ۋە مەلۇم دائىرە ئىچىدە ئىكەنلىكىنى

بىلدۈرىدۇ. She arrived in Urumqi yesterday.

مەسىلەن: Hotan lies in the south of Xinjiang.

خوتەن شىنجاڭنىڭ جەنۇبىغا جايلاشقان.

on (3) «... ئۈستىدە» ياكى «يېقىن ئەتراپىدا» دېگەن مەنىنى

بىلدۈرىدۇ. Vietnam lies on the south of China.

ۋېيتنام جۇڭگونىڭ جەنۇبىغا جايلاشقان.

to (4) «... نىڭ سىرتىدا» دېگەن مەنىنى بىلدۈرىدۇ.

مەسىلەن: The U. S. lies to the south of Canada.

ئامېرىكا كانادانىڭ جەنۇبىدا.

on, over, above (2) «... ئۈستىدە» دېگەن مەنىنى

بىلدۈرىدۇ؛ ئالدى قوشۇلغۇچى under, below «... ئاستىدا» دېگەن

مەنىنى بىلدۈرىدۇ. ئالدى قوشۇلغۇچى above نىسپى ئىگىزلىكنى

بىلدۈرۈپ، below غا قارشى مەنىدە قوللىنىلىدۇ. over تىك

ئىگىزلىكنى بىلدۈرۈپ، under غا قارشى مەنىدە قوللىنىلىدۇ.  
on مەلۇم نەرسە ئۈستىدىكى تېگىشىپ تۇرغان نەرسىنى  
بىلدۈرىدۇ.

مەسىلەن: He put the map above the blackboard.

ئۇ خەرىتىنى دوسكىنىڭ ئۈستىگە ئاستى. (1)

There is a lamp over my head.  
بېشىم ئۈستىدە بىر لامپا بار.

He put the map over the desk.

ئۇ خەرىتىنى پارتا ئۈستىگە يايدى. (2)

He put the book on the desk.

ئۇ كىتاپنى پارتا ئۈستىگە قويدى. (4)

The city is below sea level.

بۇ شەھەر دېڭىز يۈزىدىن تۆۋەن.

They stood under a big bridge.

ئۇلار چوڭ بىر كوۋرۇك ئاستىدا تۇراتتى.

3. «... نىڭ ئالدىدا» دىگەن مەنىنى بىلدۈرىدىغان ئالدى

قوشۇلغۇچى: before, ahead of, in front of

مەسىلەن: The teacher's desk is in front of the blackboard.

ئوقۇتقۇچىنىڭ پارتىسى دوسكىنىڭ ئالدىدا.

She put her hands before her eyes.

ئۇ قولى بىلەن يۈزىنى ئېتىۋالدى.

He ran very fast and soon got ahead of the other

students.

ئۇ بەك تېز يۈگۈردى ۋە بىردەمدىلا باشقا ئوقۇغۇچىلارنىڭ

ئالدىغا ئۆتۈپ كەتتى. ۴. «... دىن كېيىن» ۋە «... نىڭ كەينىدە»

دىگەن مەنىنى بىلدۈرىدىغان ئالدى قوشۇلغۇچىلار: after, behind, on the back of, in the back of, at the back of

قاتارلىقلاردىن ئىبارەت. 1) after ۋاقىت تەرتىۋى ۋە ئەگەشمەك مەنىسىنى بىلدۈرىدۇ.

2) behind ئورۇننى بىلدۈرسە «... نىڭ كەينىدە» دىگەن مەنىنى، قابىلىيەت، ئىقتىدارنى بىلدۈرگەندە «... گە يەتمەيدۇ» دىگەن مەنىنى بىلدۈرىدۇ.

3) at the back of «... نىڭ كەينى تەرىپىدە» دىگەن مەنىنى بىلدۈرىدۇ.

4) in the back of «... نىڭ ئارقىسىدا» دىگەن مەنىنى بىلدۈرىدۇ.

5) on the back of «... نىڭ ئارقا تەرىپىدە» دىگەن مەنىنى بىلدۈرىدۇ.

مەسىلەن: Winter comes after autumn.

كۈزدىن كېيىن قىش كېلىدۇ. He hid the ball behind the door.

ئۇ توپنى ئىشىكنىڭ كەينىگە يوشۇرۇۋالدى. He is behind Alim in chemistry.

ئۇ خىمىيەدە ئالىمغا يەتمەيدۇ. He is sitting at (in) the back of the classroom.

ئۇ سىنىپنىڭ ئارقا رېتىدە ئولتۇرىدۇ. A very nice flower was drawn on the back of the

envelope.

كونۇپرتنىڭ ئارقىسىغا چىرايلىق گۈل سىزىلغانكەن .

IV ھەرىكەت يۆنىلىشىنى بىلدۈرىدىغان ئالدى

قوشۇلغۇچىلار

1. «ئۆتمەك» مەنىسىنى بىلدۈرىدىغان ئالدى قوشۇلغۇچى:

through, over, across

1) across توغرىسىغا كېسىپ ئۆتۈشنى بىلدۈرىدۇ .

مەسىلەن:

The old man walked across the street.

بوۋاي يولنى كېسىپ ئۆتتى .

2) over «مەلۇم ئارىلىقنى بېسىپ ئۆتمەك» دىگەن مەنىنى

بىلدۈرىدۇ .

مەسىلەن:

The explorers walked over many mountains.

تەكشۈرگۈچىلەر نۇرغۇن تاغلارنى بېسىپ ئۆتتى .

3) through «مەلۇم ئورۇندىن ئۆتمەك» دىگەن مەنىدە .

مەسىلەن:

The guide led them through the forest.

يول باشلىغۇچى ئۇلارنى باشلاپ ئورماندىن ئۆتتى .

2. «... گا / قا / گە / كە» مەنىسىدىكى ئالدى

قوشۇلغۇچىلار: for, at, to, towards

come, get قاتارلىق پېئىللار بىلەن بىللە كېلىپ «يېتىپ بارماق»

دىگەن مەنىنى بىلدۈرىدۇ . بەزىدە shout, throw قاتارلىقلار بىلەن

بىللە كېلىپ «... گە ۋاقىراش» ، «... گا ئاتماق» دىگەن مەنىلەرنى

بىلدۈرىدۇ . toward «... گا / قا» دىگەن مەنىلەرنى بىلدۈرىدۇ .

at ئادەتتە throw ياكى shout بىلەن بىللە قوللىنىلىدۇ .



دائىم for set out, sail, start قاتارلىقلار بىلەن بىللە كېلىدۇ.

مەسىلەن: He got to the airport at six.

ئۇ سائەت 6 دە ئايرۇدۇرۇمغا يېتىپ باردى.

He threw the ball to me.

ئۇ توپنى ماڭا تاشلاپ بەردى.

He threw the ball at me.

ئۇ توپنى ماڭا قارىتىپ ئاتتى.

He shouted to me: "Look out!"

ئۇ ماڭا قاراپ: «دېققەت قىل» دەپ ۋاقرىدى.

It's bad manners to shout at others.

باشقىلارغا ۋاقرىش ئەدەپسىزلىك.

He walked towards me.

ئۇ ماڭا قاراپ كەلدى.

I'm leaving for Tokyo next week.

مەن كېلەر ھەپتە توكيوغا بارىمەن.

3. among between

(1) between: «ئىككى ئادەم ياكى نەرسە ئارىسىدا» دېگەن

مەنىنى بىلدۈرىدۇ.

مەسىلەن: Nagoya is between Tokyo and Osaka.

ناگويا توكيو بىلەن ئوساكا ئارىلىقىدا.

He will come between four and five.

ئۇ سائەت 4-5 ئارىلىقىدا كېلىدۇ.

(2) among: «ئۈچ تەرەپ ياكى ئۈچتىن ئارتۇق ئادەم ياكى

نەرسە ئىچىدىكى ئىككى تەرەپ ئارىسىدا» دىگەن مەنىنى بىلدۈرىدۇ.  
 مەسىلەن: The money was divided among the three brothers.

پۇل ئۈچ ئاكا-ئۇكا ئارىسىدا بۆلۈندى.  
 «... دىن باشقا» دىگەن مەنىدىكى ئالدى

قوشۇلغۇچىلار besides 1.  
 «... دىن باشقا» دىگەن مەنىنى بىلدۈرگەندە، ئۇنىڭغا

قوشۇلىدىغان باشقا تەركىپلەرنىڭ بارلىقىنى بىلدۈرىدۇ.  
 except 2.

«... دىن باشقا» دىگەن مەنىنى بىلدۈرگەندە پۈتۈنلۈكتىن  
 قىسمەنلىكىنى چىقىرىۋېتىش مەنىسىنى ئىپادىلەيدۇ. مەسىلەن:

John will take part in the competition besides me.  
 مەندىن باشقا جونمۇ مۇسابىقىغا قاتنىشىدۇ.  
 We go to school every day except Sunday.

يەكشەنبىدىن باشقا ھەر كۈنى مەكتەپكە بارىمىز.  
 بولۇشىمىز جۈملىدە besides بىلەن except نى ئالماشتۇرۇپ  
 ئىشلىتىشكە بولىدۇ. مەسىلەن:

I have no friends in this city except/besides him.  
 مېنىڭ بۇ شەھەردە ئۇنىڭدىن باشقا دوستۇم يوق.

but ئادەتتە except بىلەن مەنىداش بولۇپ، دائىم no بىلەن  
 تۈزۈلگەن ئىنكار مەنىدىكى بىرىككەن سۆزنىڭ كەينىدە كېلىدۇ.  
 except بۇنداق چەكلىمىگە ئۇچرىمايدۇ. مەسىلەن:

I know nobody but/except you.  
 مەن سەندىن باشقا ھېچكىمنى تونۇمايمەن.

but ۋە except دىن كېيىن پېئىلنىڭ تۇراقسىز شەكلى كەلگەندە «پەقەتلا» دېگەن مەنىنى بىلدۈرىدۇ. ئەگەر خەۋەر پېئىل does, did/do لاردىن تۈزۈلگەن بولسا except/but كەينىدىكى پېئىلنىڭ تۇراقسىز شەكلىدە to كەلمەيدۇ. مەسىلەن:

He wanted nothing but/except to stay here.

ئۇنىڭ پەقەت مۇشۇ يەردە تۇرغۇسى بار.

He did nothing but/except wait.

ئۇ ساقلاشتىن باشقا ھېچ ئىش قىلمىدى.

## WORD STUDY

### Mix v.

1. vt. ئارىلاشتۇرماق

You can't mix oil with water.

The doctor mixed me a bottle of medicine.

Don't mix up your tenses.

2. vi. ئارىلاشماق

Oil and water do not mix.

The two colours don't mix well.

3. mixed a. ئارىلاشما، قايىمۇقۇپ قېلىش

They have mixed feelings about new immigrants.

His ideas are all mixed up.

### Dismiss: vt.

1. تارقاق، قويۇۋەتمەك

The teacher dismissed the class as soon as the bell rang.

The children were dismissed at the end of the lesson.

2. ئىشتىن بوشاتماق

Tom was dismissed for having joined a union.

3. ئويلماسلىق

An idea burst upon my mind and it dismissed the former.

**Wear vt.**

1. كەيمەك

Does he wear eye-glasses and a brown cap?

2. ... چىرايى بىلەن / قىياپەتتە.

He wore a troubled look this morning.

3. ئۇچرىماق، كېرەكتىن چىقماق

Constant dripping wears away a stone.

The steps have become worn by the feet of thousands.

4. ... نى چارچاتماق

He needs a rest badly; he looks worn out with over work.

She was worn by anxiety.

**Point v**

1. point out كۆرسەتمەك

The guide pointed out the best known paintings in the gallery to the visitors.

It must be pointed out that time is running out.

2. point to تەرەپنى كۆرسەتمەك

The hands of the clock pointed to half past six.

3. point sth at توغرىلىماق

He pointed gun at the shopkeeper.

**Point: n.** نۇقتا

That was a turning point in the Second World War.

## FAMOUS QUOTATIONS

Self control is courage under another form.

— Samuel Smiles

ئۆزىنى كونترول قىلىش - باشقا بىر شەكىلدىكى  
باتۇرلۇقتۇر.

He who overcome his anger subdues his greatest enemy.

— Publilius syrus

ئۆز غەزىۋى ئۈستىدىن غالىپ كەلگەن ئادەم كۈچلۈك دۈشمەن  
ئۈستىدىن غالىپ كېلەلەيدۇ.

Nine tenths of wisdom is being wise in time.

— Theodore Roosevelt

ئەقىل-پاراسەتنىڭ توقسان پىرسەنتى - دەل ۋاقتىدىكى  
ئەقىل-پاراسەتتۇر.

## EXERCISES

I Answer the following questions:

1. Why would human beings often make their homes in caves during the ice ages?
2. Why does the author call our houses caves?

3. What suggestion does the author put forward in this essay?
4. Why does the author think his suggestion may seem unacceptable at first thought?
5. What figure of speech does the author use in the fourth paragraph?
6. What is the author's first reason for advocating underground living?
7. What is his next argument for underground living?
8. What is the third advantage to underground life?
9. What is the author's fourth reason for advocating underground living?
10. His last argument implies a criticism of the way people live today. What areas of life is he commenting on here?

**II Fill in the blanks with suitable words or expressions from the text:**

1. Some teachers claim that \_\_\_ is necessary for children to be able to learn in school but others don't feel that leisure activity is all that important.
2. In order to \_\_\_\_\_ the economy, the government has worked hard to lower the rate of inflation.
3. \_\_\_\_\_, the problem may seem far too involved but it can certainly be solved when seriously dealt with.
4. The art of \_\_\_\_\_ requires learning the language and

culture of your audience.

5. \_\_\_\_\_ or artificial fibers such as nylon are not as popular nowadays as natural fibers like wool or cotton.
6. The book is too difficult for children. We are trying to \_\_\_\_\_ it.
7. The film \_\_\_\_\_ to light. How can you expect the photographs to develop?
8. It seems to me that the Americans are a highly \_\_\_\_\_ people. Most of them like to travel whenever they get the chance.
9. The \_\_\_\_\_ of living underground may not be attractive to people who can't stand being away from natural sunlight.
10. "Do you say you agreed with him?" Yes, but \_\_\_\_\_, I didn't make any commitment.
11. As these vases are handmade, each one \_\_\_\_\_ slightly.
12. After such a long delay the house was finally ready for \_\_\_\_\_.

III Replace the italicized parts in the following sentences with words or expressions from the text:

1. It's healthy for children to play *outdoors*.
2. Fred was such a good friend that he had *practically* become a member of the family.
3. You can't see through a telescope unless it is *set right* to your sight.

4. The lecture began *punctually* in spite of the power cut-off.
5. *Manmade* intelligence or computerized intelligence is one of the most popular subjects on today's college campuses.
6. *Very complicated* plans must be made before the space shuttle takes off.
7. In his famous song "Imagine" John Lennon of the Beatles sings that *sometime in the future* there will be a place for the entire world.
8. Her first *efforts* in this field were setting up a subcommittee to deal with operational problems.
9. *To a certain degree*, I am responsible for breaking the glass case. It's not solely Tom's fault.
10. Standing under the scorching sun, he was sweating from the *extreme* heat.

**IV Paraphrase the following sentences using the words or phrases in brackets:**

1. Underground the temperature remains the same and there is no rain, sleet or snow, so living there, man would not have to worry about the weather.  
(adjust to, because)
2. While people have different views on space travel, everyone is interested in learning about outer space.  
(though, attitude, vary)



- If he told his father that he would soon leave home, it would make him all the more unhappy. John didn't want to do that. (add to, unhappiness)
- People often have pleasure in helping others. Steve is just one of them. (who, derive from)
- When the Japanese occupied Northeast China a puppet regime was established in the 1930s. (occupation)

**V Complete the following sentences with the proper forms of the words given below:**

seat (v.) run (n.) oil (v.) want (n.) man (v.)  
 wear (n.) narrow (v.) fall (n.) surface (v.)  
 brave (v.) dry (v.) bus (v.) cycle (v.)

- Silas went off at a \_\_\_\_\_ to save a drowning child.
- This coat is for winter \_\_\_\_\_. Don't make it too tight.
- The auditorium built a couple of weeks ago can \_\_\_\_\_ three thousand people.
- Some twenty Australians are stationed there, \_\_\_\_\_ the meteorological observatory.
- The engine must be constantly \_\_\_\_\_ in order to avoid accidents.
- Never before have I seen a submarine \_\_\_\_\_.
- Nothing \_\_\_\_\_ sooner than a tear.
- My bike is under repair, so I had to \_\_\_\_\_ to the city this morning instead of \_\_\_\_\_.
- This is considered an important way of \_\_\_\_\_ the gap

between the rich and the poor countries.

10. The rescue party            the storm to reach the sinking ship.
11. Pride comes before a           .
12. Uncle Jeremy is a man of few            and is happy with simple pleasures.

**VI Complete the following sentences with appropriate phrasal verbs formed from the verbs given below;**

pull, make, run, ask, cut, give, set, hold, keep, leave

1. This morning Jack            me a ring to            my aunt's telephone number.
2. A special committee            to look into the matter and report to the board of directors.
3. The driver            by the            side of the road to give a blind man a lift.
4. Water, when boiled, always            steam.
5. Traffic on the bridge            for several hours because of the accident.
6. If we can            this speed, we should arrive there in about five hours.
7. Her eyes            quickly            the letter to see who it was from.
8. My brother            the time that he had wasted on Friday afternoon by working late that evening.
9. I think this paragraph can very well            without

affecting the article as a whole.

10. It has been made a rule in our department that the chairman will \_\_\_\_\_ a speaker \_\_\_\_\_ if he talks too long.

**VI Put in the prepositions:**

1. We congratulated her \_\_\_\_\_ her success.

2. His eloquence may be compared \_\_\_\_\_ a fast-flowing river.

3. On arriving there, we immediately joined them \_\_\_\_\_ their work.

4. She is now working \_\_\_\_\_ her thesis.

5. You should refrain \_\_\_\_\_ making such remarks.

6. Have you arrived \_\_\_\_\_ any conclusions?

7. They failed \_\_\_\_\_ their attempt to surround us.

8. He is very popular \_\_\_\_\_ the students.

9. He thought himself superior \_\_\_\_\_ others.

10. The conference is scheduled \_\_\_\_\_ the 15th.

11. They were rather disappointed \_\_\_\_\_ the result of the test.

12. Please give the book to the boy \_\_\_\_\_ the corner.

**VII Put into English:**

1. ئۇنىڭ بۇ مەسىلىگە تۇتقان پوزىتسىيىسىگە قانداق قارايسىن؟

2. ئۇلار بۇ ئىشنى سۈرۈشتۈرۈش قارارىغا كەلدى.

3. سىز مۇشۇ بەتنىڭ ئاخىرىسىدىن مەن دىگەن جۈملىنى

تاپالايسىز.

4. بۇ سۆزنى بىر يەردە ئۇچراتقىنىم ئېسىمدە.
5. بۇ مەكتەپتىكى ئوقۇغۇچىلار مۇستەقىل پىكىر قىلىشقا، ئوقۇتقۇچىنىڭ كۆز قارىشى چەكلىمىسىگە ئۇچرىماسلىققا رىغبەتلەندۈرۈلدى.
6. كىشىلەرنىڭ ئاياللارنىڭ جەمئىيەتتىكى ئورنىغا بولغان كۆز قارىشى فىئوداللىق جەمئىيەتتىن كەلگەن بولۇپ، ھازىرقى ئەھۋالغا ماس كەلمەيدۇ.
7. مەلۇم دەرىجىدىن ئېيتقاندا، ئۇنىڭ چېكىنىپ چىقىشى قۇرۇلۇشنى ئاددىلاشتۇرۇۋەتتى.
8. ساقچى بىزنىڭ سۇئالىمىزغا جاۋاب بېرىپ قاتناشنىڭ ناھايىتى تېزلا ئەسلىگە كېلىدىغانلىقىنى ئېيتتى.

## IX Readig Material :

### CHRISTMAS IN THE ANTARCTIC

On the first night they caught up with the advance party. Bad travelling conditions had seriously hampered their progress. For the next two weeks the parties travelled in relays, one over-taking the other, until the time came for the support party to return to base.

Added to Scott's misery of driving the dogs was the realization that the animals were not as strong as they ought to have been, probably as a result of bad food. This meant that the men had to lend a hand to assist the dogs, and now a team of three men seemed too small.

When they were eighty kilometres from the land at the inner edge of Great Ice Barrier, they ran into snow so soft that men, dogs and sledges became stuck fast.

These delays irritated Scott and made him impatient and sometimes bad-tempered, but he learned that he must control his feelings and his words.

There were other problems too. For all their practising, no one was able to manage his skis well. Their faces became blistered by the glare from the snow and they suffered from snow-blindness in spite of wearing wooden eye-masks. These were carved from wood to fit over the eyes and had slits in the shape of a cross which let in a minimum amount of light.

Food and oil became short, especially after one dog broke loose and ate a week's supply of seal meat. Now the three hungry men thought, spoke, and wrote about food. They dreamed of delicious dishes and had nightmares when they disappeared. Hunger made them suspicious of one another until Shackleton hit upon a bright idea that ensured fair shares.

After the food had been divided into three, one closed his eyes, while another pointed in turn to each portion and said, "Whose is that?" In this way, if there were any difference in the size of the meals, the one with his eyes closed would not know who would get it. This game of "shut-eye" was played before each meal.

Many of the dogs had to be killed because they became too weak to travel. Scott had to leave this unpleasant task to the other two. The men were weakened by hunger and exposure. Scott and Shackleton developed scurvy. Yet, despite all this, they were determined to battle on.

Christmas Day, 1902, proved to be the warmest since they started and they were able to travel more than thirteen kilometres, after breakfasting on biscuit and seal liver fried in bacon and pemmican fat, with strawberry jam to follow. The highlight came in the evening, when Shackleton pulled a Christmas pudding out of the toe of a spare sock, and a piece of artificial holly out of his bag. They heated the pudding in the cocoa which they had just boiled, and served it, steaming hot, from the cooker lid. For once they divided the food without playing "shut-eye".

### Comprehension Exercise

1. What was the main cause of Scott's discontent on the expedition?
  - a. It was the fact they could not ski well.
  - b. It was the slowness of their progress.
  - c. It was the realization that their dogs were weak.
  - d. It was the fact that they were ill-equipped for the expedition.

2. The team of three men "seemed too small" when
- the support party returned to base and the men became lonely.
  - they realised the dogs were eating bad food.
  - they had to help the dogs to pull the sledges.
  - they got stuck in the snow and needed help to be free.
3. Their faces had become blistered because
- they had to control their feelings.
  - the glare from the snow was too strong.
  - they had to wear wooden eye-masks.
  - the wind was too strong.
4. In the phrase "pointed in turn to each portion", "portion" means \_\_\_\_\_
- one of the three persons
  - the container of food
  - amount of food for one person
  - quantity of food for three
5. "They were determined to battle on" means.
- "they were keen to keep going"
  - "they felt they had to go to battle"
  - "they continued fighting"
  - "they were convinced they would have to give up"
6. Why was the game of "shut-eye" not played on Christmas Day?
- They did not need such amusement that day.
  - They were not in the right mood.

- c. It had been a successful day for them and they felt they deserved to eat as much as they could.
- d. They wanted to preserve the spirit of the day.
7. Which of these statements about Scott and his companions is false?
- a. They trusted each other implicitly throughout the expedition.
- b. They did not let their problems discourage them from continuing with the expedition.
- c. They were men of great courage and perseverance but they had common human weaknesses as well.
- d. They could be mean at times and generous and forgiving at others.



# VOCABULARY

## A

ability	/ə'biləti/ n.	قابىلىيەت، ئىقتىدار	9
absorb	/əb'sɔ:b/ vt.	قوبۇل قىلماق، سۈمۈر- مەك	3
academic	/ɪ'ækə'demik/ a.	ئىلمى	6
accent	/'æksənt/ n.	تەلەپپۇز	6
acetone	/'æsitəun/ n.	ئاستون	4
accommodate	/ə'kɒmədeɪt/ vt.	تەمىنلىمەك	3
accommodation	/ə'kɒmə'deɪʃn/ n.	ياتاق	3
accomplishment	/ə'kʌmplɪʃmənt/ n.	مۇۋەپپىقىيەت، تاماملاش	9
achieve	/ə'tʃi:v/ vt.	قولغا كەلتۈرمەك	7
achievement	/ə'tʃi:vmənt/ n.	مۇۋەپپىقىيەت	9
a couple of		بىر نەچچە	6
accurate	/'ækjərɪt/ a.	توغرا	5
act	/ækt/ n.	قارار، لايىھە	5
actual	/'æktʃuəl/ a.	ھەقىقىي	5
additional	/ə'dɪʃənəl/ a.	قوشۇمچە	9
add to		ئاشۇرماق	12
adjoining	/ə'dʒɔɪnɪŋ/ a.	تۇتاش	1
adjust	/ə'dʒʌst/ vt.	تەڭشىمەك	12
Adolf Hitler	/'ædɔlf'hɪtlə/ n.	ئادولفى گىتلېر	10
adopt	/ə'dɒpt/ vt.	قوللانماق	5

- advantage /əd'vɑ:nteidʒ/ n. 2 پايدا، مەنپەت
- advertising /'ædvə'taiziŋ/ n. 9 ئېلانچىلىق
- advocate /'ædvəkeit/ n. 11 تەشەببۇس قىلىش
- affect /ə'fekt/ vt. 9 تەسىر قىلماق
- afford /ə'fɔ:d/ 6 بەرمەك، تەمىنلەمەك، كۆتۈرمەك
- afterlife n. 12 باقى ئالەم
- agent /'eidʒənt/ n. 3 ماددا
- aggression /ə'grefʃən/ n. 10 تاجاۋۇز قىلىش
- aha /ɑ:'hɑ:/ inter. 6 ئاھا!
- aimlessness /'eɪmlɪsnɪs/ n. 6 مۇددىئاسىزلىق
- air-conditioned /'eəkəndɪfənd/ a. 3 ھاۋا تەڭشىگۈچى بار
- alarming /ə'lɑ:mɪŋli/ ad. 4 ئادەمنى چۆچۈتكىدەك دەرىجىدە
- alcohol /'ælkəhɒl/ n. 6 ئىسپىرت
- Alexander Fleming /'æliks'zændə'fleɪmɪŋ/ n. 3 ئالىكساندر فلىمىنگ
- allergic /ə'lə:dʒɪk/ a. 3 سەزگۈر
- Alsation /'ælseɪfən/ n. 10 ئالساس
- alternative /ɔ'ltə:nətɪv/ n. 11 تاللانما
- altogether /ɔ:ltə'geðə/ ad. 5 پۈتۈنلەي
- and so on 4 قاتارلىقلار
- anniversary /'æni'vɜ:səri/ n. 5 يىللىق خاتىرە كۈنى
- anthem /'æntəm/ 1 مۇناجات
- a number of 2 بىر مۇنچە
- anxious /'æŋksɪəs/ a. 9 بىتاقەت بولماق

## VOCABULARY

apologize	/ə'pɒlədʒaɪz/ vt.	كەچۈرۈم سورىماق	6
apparently	/ə'pærəntli/ ad.	قارىماققا	4
apply	/ə'plai/ v.	ئىلتىماس قىلماق	11
apply for		... نى ئىلتىماس قىلماق	2
appreciate	/ə'pri:ʃieɪt/ v.	مىننەتدار بولماق	6
appreciation	/ə'pri:ʃi'eɪʃən/ n.	مىننەتدارلىق	10
approach	/ə'prəʊtʃ/ vt.	يېقىنلاشماق	1
appropriate	/ə'prəʊpriət/ a.	مۇۋاپىق	6
appropriately	/ə'prəʊpriətli/ ad.	مۇۋاپىق	9
arbitrary	/'ɑ:bitrəri/ a.	ئۆز مەيلىچە، خالىغانچە	6
area	/'eəriə/ n.	رايون	6
argument	/'ɑ: 'gjumənt/ n.	بەس-مۇنازىرە	4
arise	/ə'raɪz/ v.	پەيدا بولماق	11
arrest	/ə'rest/ vt.	قولغا ئالماق	1
arrestable	/ə'restəbl/ a.	قولغا ئېلىشقا لايىق	6
arsenic	/'ɑ:sənik/ n.	ئارسېن	11
artificial	/'ɑ:ti'fi:ʃəl/ a.	سۈنئىي	12
as a matter of fact		ئەمەلىيەتتە	2
as a result		نەتىجىدە	2
associate	/'æsəʊʃieɪt/ n.	خىزمەتداشلار	10
association	/ə'səʊʃi'eɪʃən/ n.	جەمئىيەت، باغلىنىش	3
astronomer	/æs'trɒnəmə/ n.	ئاسترونوم	5
as we take it		بىز بىلىدىغان	5
as yet		ھازىرغا قەدەر	4
at first		دەسلەپتە	6
at first thought		مۇنداقلا ئويلىغاندا	12

athlete	/'æθli:t/ n.	تەنھەرىكەتچى	9
athletic	/æθ'letik/ a.	تەنتەربىيەنىڭ	9
at least		ئاز دېگەندىمۇ	1
atmosphere		كەيپىيات	2
attain	/ə'tein/ vt.	ئېرىشمەك- قولغا كەلتۈر- مەك	8
at that time		ئەينى ۋاقىتتا	2
at the sight of		كۆرۈش بىلەنلا	1
at time		بەزىدە	2
aufait	/,əu'fei/	پىششىق بىلىدىغان	6
Augustus Octavian	/ɔ:'gʌstəs ɔk'teivjən/ n.	ئاگۇستوس	5
author	/'ɔ:θə/ n.	ئاپتور	9
automatically	/,ɔ:tə'mætikli/ ad.	ئۆزلىگىدىن	9
autonomy	/'ɔ:tonəmi/ n.	ئاپتونومىيە	11
available	/ə'veiləbl/ a.	تەييار	3
avenue	/'ævinju:/ n.	كوچا	1
award	/ə'wɔ:d/ vt.	ھۆكۈم قىلىپ بەرمەك	6
awkward	/'ɔ:kwəd/ a.	قولايىسىز	2

## B

Babylon	/'bæbilən/	بابىلون	5
Babylonian	/'bæbi'ləunjən/ n.	بابىلونلۇقلار	5
back and forth		ئالدى كەينىگە	8
bacteria	/bæk'tiəriə/ n. (pl)	باكتىرىيەلەر	3

bacteriologist	/ˌbæktɪəri'ɒlədʒɪst/ n.	باكتىرىيىشۇناس	3
bacterium	/bæk'tɪəriəm/ n. (sɪŋ)	باكتىرىيە	3
barely	/'beəli/ ad.	ئارانلا	2
bargain	/'bɑ:ɡɪn/ n. ; v.	كېلىشىم، باھا تالاشماق	10
barrel	/'bærəl/ n.	چىلەك	8
barrier	/'bæriə/ n.	توسالغۇ	7
base	/beɪs/ vt.	ئاساسلانماق	5
basement	/'beɪsmənt/ n.	يەر ئاستى ئۆيى	3
base sth. on sth.		مەلۇم نەرسىگە ئاساسلان-	5
		ماق	
be bound to		چوقۇم ... بولماق	4
be determined to do sth		مەلۇم ئىش قارارىغا	8
		كەلمەك	
beefsteak	/'bi:fsteɪk/ n.	كالا گۆشى توغرامچىسى	1
befall	/bi'fɔ:l/ vt.	ئۆز بېشىغا كەلمەك	11
be familiar with		... بىلەن تونۇش	6
beneficial	/ˌbenɪ'fi:ʃl/ a.	پايدىلىق	10
benefit	/'benɪfɪt/ vt.	مەنپەت قىلماق	9
be good at		... گە ماھىر	7
belief	/bi'li:f/ n.	ئىشەنچ، ئېتىقاد	6
be keen on		... گە قىزىقماق	7
benevolent	/ˌbenɪ'venələnt/ a.	رەھىمدىل	11
be noted for		... بىلەن داڭلىق	7
be related to		... گە مۇناسىۋەتلىك	7
be subject to		... گە ئۇچرىماق	6
Berlin	/bə:'lɪn/ n.	بېرلىن	10

Benito Mussolini	/beini:təu,musə'lini:/	مۇسۇلىنى 10
be safe from		1 ... نىڭ تەھدىتىگە ئۇچرىماسلىق
be sure of		1 ... نى جەزمەلەشتۈرمەك
betray	/bi'trei/ vt.	11 خائىنلىق قىلماق
beyond	/bi'jənd/ prep.	9 يىراقتا، ئېشىپ كەتمەك
bill	/bil/ n.	11 لايىھە
bitterly	/bi'təli/ ad.	11 كەسكىن
bloodshot	/'blʌdʃɒt/ a.	2 قانغا تولغان
blunder	/'blʌndə/ n.	5 خاتالىق
board	/bɔ:d/ n.	6 مۇدىرىيەت
boot	/bu:t/ n.	1 ئۆتۈك
bootlace	/'bu:tleis/ n.	2 ئاياق يىپى
Bormann	/'bɔ:mɑ:n/ n.	10 بورمان
bound	/baund/ a.	4 چوقۇم
boxing	/'bɒksɪŋ/ n.	7 بوكس
brass	/brɑ:s/ n.	1 مس
brain	/brein/ n.	9 مىڭە
break down		7 بۆسۈپ ئۆتمەك
brick	/brik/ a.	2 خىشتا سېلىنغان
bride	/braid/ n.	10 تويى بولىۋاتقان قىز
brightly-lit		1 يوپ-يورۇق
brilliant	/'briljənt/ a.	6 پارلاق، كۆزنى چاقىتىد- دىغان
bring to close		11 ئاخىرلاشتۇرماق
Broadway	/'brɔ:dwei/ n.	1 برودۋېي
browse	/brauz/ n.; v.	12 كۆرۈپ باقماق

- brush /brʌʃ/ n. 6 ئاۋازچىلىق، سۈركەش  
 brutal //bru:tɪ/ a. 11 ۋەھشى، قەبىھ  
 bucket //bʌkɪt/ n. 8 چىلەك  
 bug /bʌg/ n.; v. 11 قۇرۇت، ئاۋاز قىلماق  
 build up 10 تەدرىجى كۈچەيمەك  
 bunker //bʌŋkə/ n. 10 ئىستىكام، قورغان  
 burden //bɜ:dn/ n. 8 ئېغىر يۈك  
 Burgdorf //bɜ:kɔ:dɔ:f/ n. 10 بورگدورف  
 burrow //bʌrəʊ/ n.; v. 12 يەرنى كولىماق  
 bury //bəri/ v. 10 دەپن قىلماق، كۆمە

- button //bʌtn/ n. 1 تۈگمە

## C

- cafe //kæfeɪ/ n. 1 ئاشخانا  
 calendar //kælɪndə/ n. 5 كالىندار  
 call in 10 چاقىرماق  
 call on 6 چاقىرماق، تەلپ قىلماق  
 cancer //kænsə/ n. 4 راک  
 canteen /kæn'ti:n/ n. 10 ئاشخانا  
 carcino-genic /kɑ:sɪnə'dʒenɪk/ a. 4 راک پەيدا قىلىدىغان  
 card /kɑ:d/ n. 1 كارتا  
 care for 5 خەۋەر ئالماق  
 casual //kæʒʒuəl/ a. 6 ئىختىيارى، پەرۋاسىز

Catholic	/'kæθəlik/ n.	كاتولىك دىنى	5
cautiously	/'kɔːʃəsli/ ad.	ئېھتىيات بىلەن	8
cave	/keiv/ n.	ئۆڭكۈر ، غار	12
cemetery	/'semitri/ n.	قەۋرستانلىق	10
certain	n.	بەزى	3
certificate	/sə'tifikət/ n.	گۇۋاھنامە	2
chance	/tʃɑːns/ n.	پۇرسەت	2
chancellery	/'tʃænsələri/ n.	باش مىنىستىر	10
chancellor	/'tʃɑːnsələ/ n.	باش مىنىستىر (ۋەزىر)	10
charge	/tʃɑːdʒ/ v.	پۇل ئالماق ، ئەيىپلىمەك	1
chauffeur	/'ʃəufə/ n.	شوپۇر	10
champion	/'tʃæmpiən/ n.	چىمپىيون	9
championship	/tʃæmpiənʃip/ n.	لەۋھە تالىشىش مۇسابىقىسى	7
chap	/tʃæp/ n.	ئاغىنە	8
character	/'kærəktə/ n.	خاراكتىر	6
check-out		تەكشۈرمەك	4
check-up		بەدەن تەكشۈرتمەك ، تەكشۈرمەك	11
chocolate	/'tʃɒklət/ n.	شاكىلات	5
church-owned		چىركاۋ باشقۇرۇشىدىكى	2
cigar	/si'gɑː/ n.	سىگار	4
circumstance	/'səːkəmstəns/ n.	ئەھۋال	6
Clara Petacci	/'klaːra'petɑːsi/ n.	كلارا پېتاسى	10



Clavius	/'kleivjəs/ n.	5 كالاۋېيس
clear		9 ئۆتۈپ كەتمەك
climax	/'klaɪmæks/ n.	10 يۇقىرى دولقۇن
club	/'klʌb/ n.	1 كالتەك
coach	/'kəʊtʃ/ n.	3 مەپە
coat	/'kəʊt/ n.	8 قەۋەت، قات
cobble-stone	/'kɒbl-stəʊn/ n.	1 شېخىل
Coca-cola	/'kəʊkə'kəʊlə/ n.	8 كوكا كولا
coincide	/'kəʊɪn'saɪd/ vi.	4 دەل ماس كەلمەك
coffee	/'kɒfi/ n.	1 قەھۋە
coldness	/'kɒldnis/ n.	7 سوغۇق مۇئامىلە
collar	/'kɒlə/ n.	1 ياقا
collect	/'kɒlɛkt/ v.	3 يىغىلماق، توپلانماق
colonel	/'kɒ:nl/ n.	2 پولكوۋنىك
collaborator	/'kɒləbərəɪtə/ n.	10 شىرىك
combination	/'kɒmbɪneɪʃn/ n.	2 بىرلەشتۈرۈش
combine	/'kəm'baɪn/ v.	2 بىرلەشتۈرمەك
commercial	/'kə'mə:ʃl/ a.	9 تىجارەتنىڭ
communicate	/'kə'mju:nikeɪt/ v.	7 ئالاقە قىلماق
community	/'kə'mju:nɪti/ n.	12 يېزا، جەمئىيەت، ئورگان
compare	/'kəm'preə/ v.	8 سېلىشتۇرماق
compartment	/'kəm'pɑ:tmənt/	7 ئايرىم بۆلۈمچە
completely	/'kəm'pli:tli/ ad.	5 پۈتۈنلەي
complex	/'kɒmpleks/ a.	9 مۇرەككەپ
conceal	/'kən'si:l/ vt.	11 يوشۇرماق

concentrating	/'kɒnsntreitɪŋ/	α.	مەركەزلەشتۈرىدىغان	9
concentration	/ɪkɒnsɪn'treɪʃən/	v.	مەركەزلەشتۈرۈش	9
concerning	/kən'sə:nɪŋ/	prep.	... ھەققىدە	2
condition	/kəndɪʃən/	n.	شەرت، ھالەت	3
conduct	/kən'dʌkt/	vt.	ئېلىپ بارماق، بىسىر	6
			تەرەپ قىلماق	
conceited	/kən'si:tɪd/	α.	مەغرۇر، تەكەببۇر	7
conference	/'kɒnfərəns/	n.	يىغىن	1
confirm	/kən'fə:m/	vt.	جەزملەشتۈرمەك	6
conflict	/'kɒnflikt/	n.	توقۇنۇش، كۈرەش	11
confront	/kən'frʌnt/	vt.	دۈچ كەلمەك	11
consent	/kən'sent/	vt.	ماقۇل بولماق	8
consecutive	/kən'sekjʊtɪv/	α.	ئۈزۈلمەي، ئىزچىل	6
consequence	/'kɒnsɪkwəns/	n.	ئاقىۋەت	11
considerable	/kən'sɪdərəbl/	α.	ناھايىتى كۆپ	4
consist (of)	/kən'sɪst/	vi.	تەركىپ تاپماق	5
constant	/'kɒnstənt/	α.	مەڭگۈلۈك، ئىزچىل	12
consumption	/ɪkən'sʌmpʃən/	n.	ئىستىمال	4
contain	/kən'teɪn/	vt.	ئۆز ئىچىگە ئالماق	1
contract	/'kɒntrækt/	n.	توختام	2
contrary	/'kɒntrəri/	α.	ئەكس	11
contrary to			... گە قارشى	11
contribute	/kən'trɪbjʊ:t/	n.	تۆھپە	9
contribute to			... گە تۆھپە قوشماق	9
control	/kən'trəʊl/	n.	سېلىشتۇرما نەرسە	4
conversational	/ɪkən've'seɪʃənəl/	α.	دئالوگنىڭ	6

convenience	/kən'vi:niəns/ n.	12 قولاي
convenient	/kən'vi:'niənt/ a.	1 قولايلىق
convey	/kən'vei/ vt.	11 يەتكۈزمەك
cooperation	/kəu'ɔpə'reiʃn/ n.	8 ھەمكارلىق
cop	/kɒp/ n.	1 ساقچى
cope with		11 بىر تەرەپ قىلماق
core	/kɔ:(r)/ n.	8 مېغىز
corruption	/kə'rʌpʃən/ n.	11 چىرىكلىك
cost	n. ; v.	3 ئەرز ھەققى، تەننەرخ،
counter	/'kauntə/ n.	5 سەرپ قىلماق
counterculture	/'kauntəkʌltʃə/ n.	6 پۈكەي
court	/kɔ:t/ n.	6 ئەنئەنگە قارشى
courtroom	n.	6 سوت
creative	/kri:'eitiv/ a.	6 سوت مەيدانى
credibility	/'kredibiliti/ n.	9 ئىجادچان
credit	/'kredit/ n.	11 ئىناۋەت
cricket	/'krikit/ n.	1 ئىشەنچ، ئىناۋەت
criminal	/'kriminal/ n.	2 كرىكەت
cripple	/'kripəl/ n.	6 جىنايەت، جىنايەتچى
critical	/'kritikl/ a.	7 توكۇر، مەيىپ
criticism	/'kritisizəm/ n.	9 تەنقىدى
crowd	/kraud/ n.	7 تەنقىت
cruise	/kru:z/ n.	9 كىشىلەر توپى
crystal	/'kristəl/ n.	3 پاراخوت ساياھىتى
curb	/kə:b/ vt.	3 كرىستال
		6 كونترول قىلماق

cure	/kju:ə/ v.	داۋالىماق 3
currency	/'kʌrənsi/ n.	پۇل 12
curious	/'kjuəriəs/ a.	غەيرى 10
cycle	/'saikl/ n.	دەۋر قىلىش، ئايلىنىش 5

**D**

damp	/dæmp/ a.	نەم، ھۆل 3
dangerous	/'deɪndʒərəs/ a.	خەتەرلىك 6
dash	/dæʃ/ vt.	ئاتماق 1
dawn	/dɔ:n/ n.	تالڭ سەھەر 5
deadly	/'dedli/ ad.	جانغا زامىن، ئەجەللىك 3
debate	/di'beit/ v.; n.	مۇنازىرە، مۇنازىرلەش 11

deceit	/di'si:t/ n.; v.	ئالدىماق، ئالداش 11
decent	/'di:snt/ a.	سالاپەتلىك 1
deception	/di'sepʃən/ n.	ئالدامچىلىق 11
deceptive	/di'septiv/ a.	ئادەم ئالدايدىغان 11
declare	/di'kleə/ vt.	جاكالىماق 3
decrease	/di'kri:s/ v.; n.	ئازايماق، ئازىيىش 12
decree	/di'kri:/ n. v.	بۇيرۇق، بۇيرۇق قىلماق 5
deep-toned		كۈچلۈك ئاۋازدا 8
defeat	/di'fi:t/ vt.	مەغلۇپ قىلماق 2
defensible	/di'fensəbl/ a.	ئالدىنى ئالغىلى بولىدىغان 10
definitely	/'definətli/ ad.	ئېنىق 8

degradation	/ˌdegrəˈdeɪʃən/	تۆۋەنلەش 10	دەرىجىسىنى
			مەك
degree	/diˈɡriː/	1	ئۇنۋان، دەرىجە
demonstrate	/'demənstreɪt/	4	چۈشەندۈرمەك، ئىسپات
			لىماق
deny	/diˈnaɪ/	11	ئىنكار قىلماق
deprive	/diˈpraɪv/	12	تارتىۋالماق
deregulate	ˌdiˈregjuleɪt/	9	بىكار قىلماق
derive	/diˈraɪv/	12	ئىگە بولماق
design	/diˈzaɪn/	2	لايىھە، لايىھىلەش
despair	/dɪsˈpeɪ/	1	ئۈمىدسىزلىنىش
distroy	/dɪsˈtrɔɪ/	3	ۋەيران قىلماق
detail	/'diːteɪl/	9	تەپسىلات
determine	/dɪˈtɜːmɪn/	8	قارارغا كەلمەك
diagnosis	/daɪəˈɡnɒsɪs/	4	دىئاگنوز (بىرلىك)
diagnoses	/daɪəˈɡnɒsɪz/	4	دىئاگنوز (كۆپلۈك)
dictator	/dɪkˈteɪtə/	10	مۇستەبىت
diffidently	/'dɪfɪdəntli/	2	ئىككىلەنگەن ھالدا
dilemma	/dɪˈlemə/	11	ئارسالدا بولماق
dip	/dɪp/	8	چىلماق
disapproval	/ˌdɪsəˈpruːvəl/	2	قوللىماسلىق
disapprove	/ˌdɪsəˈpruːv/	11	قوللىماسلىق
discoverer	/'dɪskʌvərə/	3	بايقىغۇچى
discovery	/dɪsˈkʌvəri/	3	بايقاش
discount	/dɪsˈkaʊnt/	9	باھاسىنى چۈشۈرمەك
discourage	/dɪsˈkʌrɪdʒ/	8	بوشىشىپ كەتمەك

disease	/di'zi:z/ n.	كېسەللىك 3
display	/dis'plei/ vt.	كۆرسەتمەك 12
disreputable	/dis'repjutəbl/ α	سېھىق نامى پۈركەتكەن 6
disreputable	/dis'rispektfəl/ α.	يولسىز، قائىدىسىز 7
dissolve	/di'zɔlv/ v.	ئېرىمەك 3
distasteful	/dis'teistful/ α.	كىشىنى سەسكەندۈرىدۇ. 4
		خان
district	/'distrikt/ n.	رايون 6
distort	/dis'tɔ:t/ vt.	بۇرۇماق 11
disturbing	/dis'tə:biŋ/ α.	كىشىنىڭ ئارامىنى بۇزىدىغان 6
document	/'dɔkjumənt/ n.	ھۆججەت 11
doom	/du:m/ vt.	دۇچار بولماق 10
doorstep	n	ئىشىك ئالدى 6
do one's best		پۈتۈن كۈچى بىلەن 4
		تىرىشماق
downfall	/'daunfɔ:l/ n.	غۇلىماق 6
down ward	/'daunwə:d/ ad.	تۆۋەنلىمەك 12
drift	/drift/ v.	لەيلىمەك 9
drip	/drip/ v.	تامچىلىماق 10
drop	/drɒp/ v.	چۈشۈپ قالماق، ئېلىۋەت- 5
		مەك
drop out of		...دىن چېكىنمەك 6
dread	/dred/ v.	قورققاق 3
dreary	/'driəri/ α.	دېمىق، بۇرۇختۇم 2
Dr. =doctor	/'dɔktə/ n.	دوكتور 3

drug	/drʌɡ/ n.	3 دورا
drugstore	/'drʌɡstɔː/ n.	1 مىلچ ماللار دۇكىنى
duck	/dʌk/ n.	1 ئۆدەك
due	/djuː/ a.	4 بولۇشقا تېگىشلىك
due to		4 ... سەۋىۋىدىن
dump	/dʌmp/ vt.	10 تاشلىۋەتمەك
dwarf	/dwɔːf/ vt.	11 كىچىكلەتمەك
dweller	/'dwelə/ n.	12 ئاھالە
dye	/dai/ n.	3 بوياق

## E

earmark	/'iəmə:k/ v.	4 بەلگە قويماق، بەلگىلەند.
earthquake	/'əːθkweik/ n.	12 يەر تەۋرەش
easy-to-call-up		12 قولايلىق
ecological	/ˌekə'lɒdʒikəl/ a.	12 ئېكولوگىيىلىك
economy	/'i:kənəmi/ n.	3 ئىقتىساد
education	/ˌedʒu'keɪʃn/ n.	2 تەربىيە، مائارىپ
effect	/'i:fekt/ n.	3 ئۈنۈم، تەسىر
Egypt	/'iːdʒɪpt/ n.	5 مىسىرلىق
elaborate	/'i:ləbərɪt/ a.	12 تۈجۈپىلەپ ئىشلەنگەن
elegant	/'elɪgənt/ a.	3 گۈزەل، نەپىس
elementary	/eli'mentəri/ a.	7 باشلانغۇچ
emerge	/'i:mə:dʒ/ v.	10 پەيدا بولماق
emergency	/'i:mə:dʒənsi/ n.	10 جىددى ھالەت

emotion	/i'məʊʃən/ n.	ھېسسىيات 7
empire	/em'paɪə/ n.	ئېمپىرىيە 5
employment	/ɪm'plɔɪmənt/ n.	ئىشلەتمەك، خىزمەت 6
encumber	/ɪn'kʌmbə/ vt.	تولدۇرماق، توسۇۋال- 12
endeavour	/ɪn,dɛvə/ n.	تىرىشچانلىق 12
enforce	/ɪn'fɔ:s/ vt.	يۈز ئۆرۈمەك 6
engineering	/,ɛndʒɪ'niəriŋ/ n.	قۇرۇلۇش 1
enjoyable	/ɪn'dʒɔɪəbl/ a.	كەششەنى خوشال 2
enormous	/i'nə:məs/ a.	قىلمىدىغان 10
enquire	/ɪn'kwaiə/ v.	سۈرۈش- تەكشۈرمەك، 4
entail	/ɪn'teɪl/ vt.	تۈرمەك 12
entrance	/'entrəns/ n.	زۆرۈرىيەتكە ئايلاندۇ- رۇش 12
environmental	/ɪnvaɪərən'mentl/ a.	كەششە ئېغىزى 11
equable	/'ekwəbl/ a.	مۇھىتنىڭ 12
erode	/i'rəʊd/ vt.	مۇقىم، تۇراقلىق 11
error	/'erə/ n.	چىرىمەك 5
Erick Kempka	/'erɪk'kempkə/ n.	خاتالىق، سەۋەنلىك 10
eruption	/i'rʌpʃən/ n.	ئېرىك كېمپكا 12
essence	/'esəns/ n.	پارتلاش 7
establish	/ɪs'tæblɪʃ/ vt.	ماھىيەت 5
Eva Braun	/'aivə'brəʊn/ n.	قۇرۇماق، تەسىس قىلماق 10
eventually	/ɪ'ventʃʊəli/ ad.	ئاپۇ براۋن 6



evergreen	/'evəgrɪ:n/	α.	2 دائىم كۆكرىپ تۇرىدۇ.
every little while			8 بىردەم-بىردەمدە
excitement	/'ɪks'ɪtəmənt/	n.	9 ھاياجانلىنىش
excrete	/'eks'kri:t/	vt.	11 چىقارماق
execute	/'eksɪkju:t/	vt.	10 ئۆلۈم جازاسى بەرمەك
existence	/'ɪg'zɪstəns/	n.	8 ھايات، مەۋجۇتلۇق
expand	/'ɪks'pænd/	vt.	9 كېڭەيتىمەك، زورايتماق
expand	/'ɪks'pænd/	vt.	12 سەرىپ قىلماق، چىقىم قىلماق
expense	/'ɪks'pens/	n.	2 خىراجەت
expose	/'ɪks'pəuz/	n.	11 ئېچىلىپ قالماق
extend	/'ɪks'tend/	vt.	1 ئۇزارتماق، كېڭەيتىمەك
extent	/'ɪks'tent/	n.	12 دەرىجە
externally	/'eks'tə:nəli/	ad.	12 تاشقى
extra	/'ɛkstrə/	α.	5 ئارتۇق
extraordinary	/'ɪk'strɔ:dnri/	α.	2 ئالاھىدە
<b>F</b>			
face to face			8 يۈزۈمۈ-يۈزۈ
fall		n.	2 مەۋسۈم
familiar	/'fæmilɪə/	α.	6 تونۇش
fantasy	/'fæntəsi/	n.	9 فانتازىيە
farewell	/'fɛəwel/	n.	10 خوشلىشىش
far-reaching			8 كەڭ دائىرىلىك

fascism	/'fæʒizəm/ n.	فاشىزم	10
fascist	/'fæʒist/ n. ; a.	فاشىستىك	10
fashionable	/'fæʃnəbl/ a.	مودا	1
fastest-growing	a.	تېز تەرەققى قىلىۋاتقان	3
fatal	/'feɪtl/ a.	ئەجەللىك	3
fate	/feɪt/ n.	تەغدەر	6
fault	/fɔ:lt/ n.	خاتالىق	7
fear	·/fiə/ v.	قورقماق	2
fence	/fens/ n.	رىشاتكا	1
file	/faɪl/ n.	ھۆججەت	10
fill sb. in		ئۇچۇر بىلەن تەمىنلەش	4
flourish	/'flaʊrɪʃ/ vi.	بولۇق ئۆسمەك	3
follow one's lead		مەلۇم ئادەمنى ئۈلگە قىلماق	6
fool	/fu:l/ vi. (about)	لاغايلاپ يۈرمەك	8
forestry	/'fɔ:ristri/ n.	ئورمان ئىلمى، ئورمانچىلىق	12
for example		مەسىلەن	11
forge	/fɔ:dʒ/ v.	ساختا ياسماق	2
for instance		مەسىلەن	3
former	/'fɔ:mə/ a.	ئىلگىرىكى	9
for one's own sake		ئۆزى ئۈچۈن	11
frequently	/'fri:kwəntli/ ad.	دائىم	3
fry	/fraɪ/ n. ; v.	مايدا پىشۇرغان نەرسە، مايدا پىشۇرماق	8
fuel	/'fjuəl/ n.	يېقىلغۇ	10

- fume /fju:m/ n. ئىس-تۈتەك، گاز 2  
 function //fʌŋkʃən/ n. ; رول 3  
 ئوينىماق  
 funerall //fju:nərəl/ n. دەپنە مۇراسىمى 10  
 fulfill //fulfil/ v. ئورۇنلىماق، ئەمەلگە 1  
 ئاشۇرماق

**G**

- galley //gæli/ n. ئاشخانا 3  
 game /geim/ n. ئويۇن 2  
 garage //gæra:ʒ/ n. ماشىنا ئىسكىلاتى 10  
 gasoline //gæsəlin/ n. بېنزين 4  
 gear /giə/ vt. ; n. چىشلىق چاق، خوتقا 12  
 سالماق  
 general //dʒenrəl/ a. ئادەتتىكى، ئومۇمى 2  
 generosity /dʒenə'rəsiti/ n. مەردلىك، سېخى، قولى 7  
 ئوچۇق  
 gentle //dʒentl/ a. يېنىك 8  
 Gerhard Domack //gəəhɑ:d dɔmk/ n. گېرخاد دوماك 3  
 get along with چىقىشىپ ئۆتمەك 9  
 get away from قاچماق، قۇتۇلماق 12  
 get to one's feet ئورنىدىن تۇرماق 2  
 gift /gift/ n. سوۋغات 5  
 gigantic /dʒai'gæntik/ a. گىگانت، غايەت زور 12  
 given ... نى ئويلاشقاندا 6

- gloomily //glu:mili/ ad. 6 قاراڭغۇ، روھى چۈشكۈن  
 glorious //glɔ:riəs/ a. 8 ئولۇغۇزار، پارلاق، شان-  
 goal /gəʊl/ n. 9 مەقسەت، مۇددىئە  
 Goebbels //gə:belz/ n. 10 گوېبېل  
 goodie //gudi/ n. 3 تاتلىق-تۈرۈم  
 goods /gudz/ n. 1 تاۋار  
 go to great length 11 پۈتۈن كۈچىنى سەرپ

- قىلماق  
 grave /greiv/ a. 11 ئېغىر، كەسكىن  
 gravity //græviti/ n. 11 ئېغىرلىق دەرىجىسى  
 greenery //gri:nəri/ n. 12 ئۆسۈملۈك  
 grunt /grʌnt/ n. 2 دۇغۇڭشماق  
 guarantee /gærən'ti:/ vt. 1 كاپالەتلىك قىلماق  
 guerilla /gə'rɪlə/ n. 10 پارتىزان  
 guilty //gilti/ n. 6 گۇناكار  
 gutter //gʌtə/ n. 10 ئەۋرەز يولى

## H

- habitat //hæbitæt/ n. 12 ماكان  
 harsher //hɑ:ʃə/ a. 6 قاتتىغراق  
 hastily //heɪstɪli/ ad. 1 ئالدىراپ-تېنەپ  
 hamburger /hæm'bɜ:gə/ n. 8 ھامبۇرگ بولكىسى  
 handle //hændl/ n. ; v. 8 تۇتقۇچ، بىر تەرەپ  
 قىلماق

gloomily /'glu:mili/ ad. 6 قاراڭغۇ، روھى چۈشكۈن  
 glorious /'glɔ:riəs/ a. 8 ئولۇغۋار، پارلاق، شان-لىق  
 goal /gəʊl/ n. 9 مەقسەت، مۇددىئا  
 Goebbels /'gə:belz/ n. 10 گوېپېل  
 goodie /'gudi/ n. 3 تاتلىق-تۈرۈم  
 goods /gudz/ n. 1 تاۋار  
 go to great length 11 پۈتۈن كۈچنى سەرپ قىلماق

grave /greiv/ a. 11 ئېغىر، كەسكىن  
 gravity /'græviti/ n. 11 ئېغىرلىق دەرىجىسى  
 greenery /'gri:nəri/ n. 12 ئۆسۈملۈك  
 grunt /grʌnt/ n. 2 دۇغۇڭشماق  
 guarantee /'gærən'ti:/ vt. 1 كاپالەتلىك قىلماق  
 guerilla /'gə'rɪlə/ n. 10 پارتىزان  
 guilty /'gilti/ n. 6 گۇناكار  
 gutter /'gʌtə/ n. 10 ئەۋرەز يولى

## H

habitat /'hæbitæt/ n. 12 ماكان  
 harsher /'hɑ:ʃə/ a. 6 قاتتىغراق  
 hastily /'heɪstɪli/ ad. 1 ئالدىراپ-تېنەپ  
 hamburger /'hæm'bə:gə/ n. 8 ھامبۇرگ بولكىسى  
 handle /'hændl/ n. ; v. 8 تۇتقۇچ، بىر تەرەپ قىلماق

- 3 يىرگىنىشلىك، لەنتى //heitful/ a. hateful
- 4 ... بىلەن مۇناسىۋىتى بار //have sth. to do with
- 3 داۋالىيالايدىغان //hi:liŋ/ a. healing
- 10 پاشنا //hi:l/ a. healing
- 12 تۈرمىگە ئوخشاش //helif/ a. hellish
- 12 پىيادە ماڭماق //haik/ n.; v. hike
- 1 بىشارەت //hint/ n. hint
- 6 ياللىماق، ئىشلەتمەك //haiə/ vt. hire
- 7 خوكى //həki/ n. hockey
- 4 تۆشۈك //həul/ n. hole
- 8 قۇرۇق، بوش، ساختا //hələu/ a. hollow
- 5 شان-شەرەپ، ھۆرمەت //ənə/ n.; v. honour  
قىلماق
- 12 ھەرە كۆنكى شەكلىگە //hʌnikəum/ v. honeycomb  
كەلتۈرمەك
- 12 ئۇپۇق سىزىقى //hə'raizn/ n. horizon
- 7 مېھماندوستلۇق //hɒspitæli/ n. hospitality
- 9 دۈشمەنلىك //hɒstail/ a. hostile
- 12 تۈز، تەكشى //hɒri'zɒntəli/ a. horizontally
- 10 قورقۇنچلۇق //hɒrəbl/ a. horrible
- 11 ساخاۋەت بىلەن //hju:'meinli/ ad. humanly
- 7 يۇمۇر //hju:mə/ n. humor
- 11 ھىدروگېن //haidrəudʒin/ n. hydrogen
- 12 ئېرىتمىدە يېتىشتۈرۈش //haidrə'pɒnik/ hydroponic  
گەن

Iceland	/ˈaɪslənd/ n.	4 ئىسلاندىيە
ideal	/aɪˈdiəl/ a.	7 غايىبۇي
identify	/aɪˈdentɪfaɪ/ vt.	11 پەرقلەندۈرمەك
ignore	/ɪɡˈnɔː/ vt.	3 سەل قارماق
illegal	/ɪˈliːɡəl/ a.	6 قانۇنسىز
illuminate	/ɪlˈjuːmineɪt/ vt.	12 يورۇتماق
illusory	/ɪˈluːsəri/ a.	11 خىيالىي
imagination	/ɪmædʒɪˈneɪʃən/ n.	9 تەسەۋۋۇر
immeasurably	/ɪˈmeɪzərəbli/ ad.	9 ئۆلچەشكە ئامالسىز
impress	/ɪmˈpres/ v.	9 تەسىر قالدۇرماق
impression	/ɪmˈpreʃən/ n.	7 تەسىرات
imprisonment	/ɪmˈprɪznmənt/ n.	1 قاماش
inaudible	/ɪnˈɔːdɪbl/ a.	10 ئاڭلىغىلى بولمايدىغان
inc=incorporation	/ɪnˈkɔːpəˈreɪʃn/ n.	1 شىركەت
in charge of		10 مەسئۇل بولماق
in common		2 ئورتاق
increase	/ɪnˈkriːs/ v. ; n.	4 ئاشماق، كۆپەيتىمەك
increasingly	/ɪnˈkriːsɪŋli/ ad.	11 كۈندىن-كۈنگە
incurably	/ɪnˈkjʊərəbli/ ad.	11 داۋالىغىلى بولمايدىغان
indignity	/ɪnˈdɪɡnɪti/ n.	2 خورلۇق
infection	/ɪnˈfekʃən/ n.	3 يۇقۇملىنىش
information	/ɪnfəˈmeɪʃən/ n.	9 ئۇچۇر
in good repair		8 بەك ياخشى
inject	/ɪnˈdʒekt/ v.	3 ئۆكۈل سالماق

injure	//indʒə/ v.	زىيان يەتكۈزمەك	11
ink	/ink/ n.	سىيا	2
in line with		ماسلاشماق	5
innumerable	/i'nju:mərəbl/ a.	سان-ساناقسىز	11
in one's eye		... نىڭ پىكرى بويىچە	11
in one's time		... نىڭ ئۆمرىدە	4
in other words		باشقىچە ئېيتقاندا	7
in particular		بولۇپمۇ	7
inquiry	/in'kwaəri/ v.	سۈرۈشتۈرمەك	9
in quantity		زور مىقداردا	3
insert	//insə:t/ vt.	كىرگۈزمەك، ئىزىمەس	5
insignificant	/,insig'nifikənt/ a.	كىچىككىنە	8
instance	//instəns/ n.	مىسال	3
institute	//institutju:t/ n. ;v.	تەشكىلات، قۇرماق	2
instruct	/in'strʌkt/ vt.	بۇيرۇق بەرمەك، كۆر-	10
		سەتمە بەرمەك	
insult	//insʌlt/ n.	ھاقارەت	7
integrity	/in'tegriti/ n.	سەممىلىك	11
intellectual	/intə'lektʃuəl/ a.	ئەقلى	9
intense	/in'tens/ a.	كۈچلۈك	12
intention	/in'tenʃən/ n.	مۇددىئا، مەقسەت	6
interfere	/,intə'fiə/ vi.	ئارىلاشماق، ئارىلاشماق	3
		ئارىلاشماق	
interfere with		ئارىلاشماق، ئارىلاشماق	9
		بولماق	
interpret	/in'tə:prɪt/ vt.	چۈشەندۈرمەك	10



interpreter	/intə'prɪtə/ n.	تەرجىمان	3
interrupt	/ɪntə'rʌpt/ v.	بۆلۈۋەتمەك	9
interal	/'ɪntəvəl/ n.	ئارىلىق	10
intimate	/'ɪntɪmeɪt/ a.	يېقىن	10
in the course of		جەرياندا	11
in the dark		قاراڭغۇلۇقتا	11
in the first place		ئالدى بىلەن	11
in the meantime		شۇنىڭ بىلەن بىر- ۋاقىتتا	10
in the long run		كەلگۈسىنى نەزەردە ئالغاندا	11
in the open		سەرتتا	12
inventor	/ɪn'ventə/ n.	كەشپىياتچى	9
involuntarily	/ɪn'vɒləntərɪli/ ad.	خالىمىغان ھالدا	12
involve	/ɪn'vɒlv/ vt.	... گە ئارىلاشماق، ئۆز ئىچىگە ئالماق	3
irritable	/ɪ'ɪrɪtəbl/ a.	تېرىككەك	9
Italian	/ɪ'tæljən/ a.	ئىتالىيەلىك	10
item	/aɪ'təm/ n.	تۈر	4
<b>J</b>			
jet	/dʒet/ n.	پۈركۈش	12
jet lag		ۋاقىت پەرقى	12
jewellery	/'dʒu:əlri/ n.	ئۈنچە-مارجان	5
joint	/dʒɔɪnt/ a.	شېرىكلەشكەن	2

journal	/'dʒə:nl/ n.	ژورنال	3
Julius Ceasar	/'dʒu:liəs si:zə/	جۇلىس سىزېر	5
Junge	/'dʒʊŋgə/ n.	جۇڭگى	1.0

**K**

knowledge	/'nɒlɪdʒ/ n.	بىلىم	2
killer	/'kɪlə/ n.	يوقاتقۇچى	3
kidney	/'kɪdni/ n.	بۆرەك	3
Krebs	/krebz/ n.	كرېپ	10

**L**

lag	/læɡ/ n.	ئارقىدا قېلىش	12
laugh off		كۈلۈپلا قويماق	4
lamppost	/'læmpəʊst/ n.	ئىستولبا	10
lawsuit	/'lə:sju:t/ n.	دەۋا	11
leap year		كەبىسە يىل	5
legend	/'ledʒənd/ n.	رېۋايەت	12
leprosy	/'leprəsi/ n.	ماخاۋ	3
limit	/'limit/ n.	چەك	4
line	/laɪn/ n.	ساھە	11
live up	p	ئۆلچەمگە يېتىش	7
local	/'ləʊkl/ a.	يەرلىك	2
location	/ləu'keɪʃən/ n.	ئورنى	12
lone	/ləʊn/ a.	يالغۇز	7

Louis Pasteur	/'lu:i'pɑ:stə/ n.	3 لوئىس پاستېر
loyal	/'lɔiəl/ a.	10 ساداقەتمەن
lunar	/'lju:nə/ a.	5 قەمەرىيە
lung	/lʌŋ/ n.	4 ئۆپكە

## M

magistrate	/'mædʒɪstreɪt/ n.	6 يەرلىك ئەمەلدار
main	/meɪn/ a.	2 ئاساسلىق
maintain	/meɪn'teɪn/ vt.	9 قامدىماق
malicious	/mæ'liʃəs/ a.	7 زەھەر خەندە
mankind		12 ئىنسانىيەت
manmade		12 ئادەم ياسىغان
Manzilly	/'mæŋzɪli/ n.	10 مەنزىلى
marine	/mə'ri:n/ n.	11 دېڭىز-ئوكيان
May Day		10 ئەمگەكچىلەر بايرىمى
mean	/mi:n/ n.	9 ئۇسۇل، چارە
meanwhile	/'mi:n'waɪl/ ad.	3 شۇنىڭ بىلەن بىر ۋاقىتتا
measure	/'meʒə/ n.	5 ئۆلچەم
medical	/'medɪkəl/ a.	3 تىببى
medicine	/'medɪsɪn/ n.	3 مېدىتسىنا
medium	/'mi:diəm/ n.	10 ۋاستە
meet one's end		10 ئۆلمەك
melodious	/mi'ləʊdiəs/ a.	8 يېقىملىق
memory	/'meməri/ n.	5 ئەسلىمە
mental	/'mentl/ a.	9 روھىي

mere	/miə/ a.	پەقەت 7
merely	/'miəli/ ad.	پەقەتلا 9
mice	/mais/ n.	چاشقانلار (كۆپلۈك) 3
microbe	/'maikrəub/ n.	مىكروپ 11
micro-organism	/,maikrəu'ɔ:'gənism/n	مىكرو-ئورگانىزم 3
Milan	/'milæn/ n.	مىلان 10
mind you		دېققەت قىل 12
minimize	/'minimaiz/ v.	كىچىكلەتمەك 12
mining	/'mainiŋ/ n.	كانچىلىق 11
mire	/'maie/ n.	پاتقاق 1
misfortune	/mis'fɔ:tʃən/ n.	بەختسىزلىك 7
mistress	/'mistris/ n.	ئاشنا 10
mobile	/'məubail/ a.	ھەرىكەتچان 12
mock	/mɒk/ v.	مەسخىرە قىلماق 8
modesty	/'mɒdisti/ a.	كەمتەرلىك 7
moisture	/'mɔistʃə/ n.	نەملىك 10
mould	/məuld/ n.	كۆكەرتىش باكتېرىيىسى 3
mouse	/maʊs/ n.	چاشقان (بىرلىك) 3
moustache	/məs'ta:ʃ/ n.	بۇرۇت 2
moreover	/mɔ:'əʊvə/ ad.	بەلكى 7
motor	/'mɔtə/ n.	ماتور 3
motor-coaching	n	ئۆزۈن يوللۇق ئاپتوبۇس 3
mumble	/'mʌmbəl/ v.	ئۆز-ئۆزىگە سۆزلىمەك 10
murmur	/'mɜ:mə/ n.	ئۆز-ئۆزىگە پىچىرلىماق 1

## N

namel	/'neimli/	ad.	8	يەنى
narrow	/'nærəu/	a.	2	تار
necessarily	/'nesisərili/	ad.	4	مۇقەررە
neglect	/ni'glekt/	vt.	9	سەل قارماق
nervous	/'nə:vəs/	a.	9	نېرۋا
night time			9	كېچىدىكى
Nile	/nail/	n.	5	نېل دەرياسى
nonsense	/'nɒnsəns/	n.	8	بىلجىرلاش، قۇرۇق گەپ
normally	/'nɔ:məli/	ad.	5	ئادەتتە
notable	/'nəutəbl/	a.	9	داڭلىق
note	/nəut/	v.	8	كۆزەتمەك
noxious	/'nɒkʃəs/	a.	12	زەھەرلىك
numerical	/nju:'merikəl/	a.	5	سان-سېفىرلىق

## O

objectionable	/əb'dʒekʃənbl/	a.	7	قارشى تۇرىدىغان
obscure	/əb'skjʊə/	a.	6	غۇۋا-تۇتۇق
observant	/əb'zə:vənt/	a.	5	بەك دىققەت قىلىدىغان
obvious	/'ɒbvjəs/	a.	6	ئېنىق، روشەن
occur	/ə'kə:/	v.	1	يۈز بەرمەك
odd	/ɒd/	a.	5	تاق، يەككە
offence	/ə'fens/	n.	6	جىنايەت
officially	/ə'fifəli/	ad.	6	رەسمى

- one's eye's fall on  
on the other hand  
on the stroke  
operation /'ɒpə'reɪʃn/ n. 8  
ئوپىراتسىيە  
opponent /ə'pəʊnənt/ n. 7  
رەقىبى، رىقابەتچى  
orally /'ɔ:rəli/ ad. 7  
ئاغزىدىكى  
organism /'ɔ:gənɪzəm/ n. 3  
جانلىق، ئورگانىزم  
outermost /'aʊtəməʊst/ ad. 12  
مەركەزدىن ئەڭ يىراق  
out of luck 4  
تەلەپسىز  
outrage /'aʊtreɪdʒ/ v. 6  
غەزەپلەنمەك  
overlay /əʊvə'lei/ n. 12  
قاپلاش  
overwhelming /'əʊvə'welmɪŋ/ 11  
ھەممىنى بېسىپ  
چۈشىدىغان  
owe /əʊ/ vt. 3  
مەنسۇپ  
oxygen /'ɒksɪdʒən/ n. 11  
ئوكسىگىن

**P**

- package meal 8  
بىر يۈرۈش تاماق  
palatable /'pælətəbl/ a. 12  
قوبۇل قىلغىلى  
بولدىغان  
parallel /'pærələl/ vt. 4  
پارالل بولماق  
Parliament /'pɑ:ləmənt/ n. 5  
پارلامېنت  
particularly /pə'tɪkjʊləli/ ad. 4  
بۆلۈپمۇ، خۇسۇسەن  
partner /'pɑ:tnə/ n. 10  
ھەمرا

patronize	/ˈpætrənaɪz/	vt.	قەدەم تەشرىپ قىلماق	8
pearl	/pɜ:l/	n.	مارجان	5
pedestrian	/piˈdɛstriən/	n.	پىيادىلەر	1
penalty	/ˈpenlti/	n.	جازا	6
penicillin	/ˌpeniˈsilin/	n.	پېنسىللېن	3
pepsi	/ˈpepsi/	n.	پېپسى	8
perfect	/pəˈfekt/	vt.	مۇكەممەللەشتۈرمەك	3
permit	/pəˈmit/	vt.	يول قويماق، رۇخسەت	9
	/ˈpaɪnt/	n.	قىلماق	
personally	/ˈpɜ:sənəli/	ad.	شەخسەن	10
personate	/ˈpɜ:səneɪt/	vt.	رول ئالماق، دورىماق	8
perpetual	/pəˈpetjuəl/	a.	مەڭگۈلۈك	12
petty	/ˈpeti/	a.	كىچىك	6
petroleum	/piˈtrəuliəm/	n.	نېفىت	11
pickpocket	/ˈpɪkpɒkɪt/	n.	يانچۇقچى	1
picture	vt.		تەسەۋۋۇر قىلماق	9
pie	/paɪ/	n.	گۆش نان	1
pile	/paɪl/	v.	دۆۋىلىمەك	5
pipe	/paɪp/	n.	غاڭزا	4
pharmaceutical	/ˌfɑ:məˈsju:tɪkl/	a.	دورا ياسايدىغان	2
psychologist	/saɪˈkɒlədʒɪst/	n.	پىسخىلوگ	9
physician	/fɪˈzɪʃən/	n.	ئىچكى كېسەللىك	11
	/ˈpɪnɪnɪv/	n.	دوختۇرى	
phenomenon	/fɪˈnɒmɪnən/	n.	ھادىسە	12
placebo	/pləˈsi:bəu/	n.	تىنچلاندۇرۇش دورىسى	11
plate	/pleɪt/	n.	تەخسە	3

- plot /plɒt/ n. 10 بىر پارچە يەر
- plus /plʌs/ prep. 2 قوشۇلۇپ
- poison //ˈpɔɪzn/ n.; v. 10 زەھەر، زەھەرلىمەك
- pole-vaulting //ˈpəʊlvɔːltɪŋ/ n. 9 خادىغا تايىنىپ ئىگىزگە
- سەكرەش
- pollution /pəˈluːʃən/ n. 11 بۇلغىنىش
- Pope Gregory /pəʊpˈɡregəri/ n. 5 پوپ گرىگورى
- portable //ˈpɔːtəbl/ a. 10 يېنىك، ئېلىپ يۈرۈشكە
- ئەپلىك
- post /pəʊst/ n. 2 ئورۇن
- positive //ˈpɒzətɪv/ a. 6 مۇسبەت، ئېنىق
- poverty-stricken //ˈpɒvətiˈstri:kən/ a. 8 ھېچنەمىسى يوق
- pneumonia /njuˈmɒniə/ n. 3 ئۆپكە ياللۇغى
- practitioner //ˈpræktɪʃənə/ n. 11 شۇغۇللانغۇچىلار
- precept //ˈpriːsept/ n. 11 ھىكمەتلىك سۆز
- preference //ˈprefrəns/ n. 8 ياخشى كۆرۈش، ئالدىن
- تالاش
- present /ˈpriːzənt/ vt. 3 ئوتتۇرىغا قويماق
- presentation /ˌpreznˈteɪʃn/ n. 2 دوكلات
- presently //ˈprezntli/ ad. 8 ئوزۇنغا قالماي
- presumably /ˈpriːzjuːməbli/ ad. 6 بەلكى، ئېھتىمال
- prevent /ˈpriːvent/ vt. 5 ئالدىنى ئالماق
- primitive //ˈprɪmɪtɪv/ a. 5 ئىپتىدائى
- private //ˈpraɪvɪt/ a. 10 شەخسىي
- prize /praɪz/ vt. 7 مۇكاپات بەرمەك
- process //ˈprəʊses/ n. 2 جەريان، ئۇسۇل



- profitable /'prɒfɪtəbl/ a. 9 پایدلىق، مەنپەت قىلىد.
- prohibit /prə'hɪbɪt/ vt. 6 چەكلىمەك
- project /prə'dʒekt/ vt. 9 چۈشۈرمەك، چاپماق
- promote /prə'məʊt/ vt. 11 ئىلگىرى سۈرمەك
- prospect /'prɒspekt/ n. 12 مەنزىرە، كېلىچەك
- protest /prə'test/ v. 2 قارشى تۇرماق
- Protestant /'prɒtɪstənt/ n. 5 پروتېستانت
- pump /pʌmp/ n. 8 باسما قۇدۇق
- purposeful /'pə:pəsful/ a. 9 مەقسەتلىك

## Q

- quality /'kwɒləti/ n. 7 سۈپەت، مەجەز، ساپا
- quantity /'kwɒntəti/ n. 3 سان
- quarters n. 1 تۈرلۈك

## R

- random /'rændəm/ a. 6 خالغانچە، نشانسىز
- range /reɪndʒ/ vi. 2 ئۆزگەرمەك
- ranger /'reɪndʒə/ n. 7 سەيلە قىلغۇچى
- rat /ræt/ n. 12 چاشقان
- rate /reɪt/ n. 1 نەسبەت
- react /ri'ækt/ vi (to) 9 ئىنكاس قايتۇرماق
- reaction /ri'ækʃən/ n. 3 تەسىر

realm	/relm/ n.	پادشالىق	9
recoil	/ri'kə:l/ vt.	ئەسلىمەك	10
recommend	/,rekə'mend/ vt.	تونۇشتۇرماق، ئوتتۇرغۇ	5
recover	/ri'kʌvə/ vi.	ئەسلىگە كەلمەك	3
recovery	/ri'kʌvəri/ n.	ئەسلىگە كېلىش	11
recreation	/,rekri'eɪʃən/ n.	كۆڭۈل ئېچىش	12
reduce	/ri'dju:s/ vt.	ئازايتماق، تۆۋەنلەتمەك	3
reform	/ri'fɔ:m/ v.	ئىسلاھ قىلماق	1
refrain	/ri'freɪn/ v.	چەكلىمەك	11
refrain from		... قىلماسلىق، بەرداش-	11
relaxing	/ri'læksɪŋ/ a.	يەڭگىل، ئازادە	3
release	/ri'li:s/ vt.	قويۇپ بەرمەك	6
reliable	/ri'laɪəbl/ a.	ئىشەنچلىك	6
relief	/ri'li:f/ n.	ئازادلىك	10
reluctance	/ri'lʌktəns/ n.	خالىماسلىق	7
remarkable	/ri'mɑ:kəbl/ a.	ئالاھىدە	9
remarkably	/ri'mɑ:kəbli/ ad.	ئالاھىدە	5
render	/'rendə/ v.	... قىلماق	11
represent	/,repri'zent/ vt.	ۋەكىللىك قىلماق	1
representative	/,repri'zentətɪv/ n.	ۋەكىل	10
reproachfully	/ri'prəʊtʃfʊli/ ad.	ئەيىپلىگەن ھالدا	6
request	/ri'kwɛst/ vt.	تەلەپ قىلماق	10
requirement	/ri'kwaiəmənt/ n.	تەلەپ، زۆرۈرىيەت	11
researcher	/ri'sə:tʃə/ n.	تەتقىقاتچى	9

resent	/ri'zent/ vt.	ئۆچ كۆرمەك	11
reserve	/ri'zə:v/ n.	زاپاس ساقلانغان نەرسە	7
reserved	/ri'zə:vd/ a.	تارتىنىدىغا	7
reservation	/,rezə'veifn/ n.	زاكاس قىلماق	1
residue	/'rezidju:/ n.	قالدۇق	11
resolve	/ri'zɒlv/ n.	ئىرادە	10
respect	/ris'pekt/ n.	تەرەپ، جەھەت	4
respectable	/ris'pektəbl/ a.	ھۆرمەتكە لايىق	6
respond	/ri'spɒnd/ vi.	ئىنكاس قايتۇرماق	3
rest	vi.	تايانماق	4
rest on		... گە ئاساسەن	4
restrict	/ri'strikt/ v.	چەكلىمەك	9
result from		... دىن كېلىپ چىقماق	4
retire		چىقىپ كەتمەك	10
retreat	/ri'tri:t/ v.	چېكىنىمەك	1
revolve	/ri'vɒlv/ v.	چۆگىلىمەك	6
revolve around		... نى مەركەز قىلماق	6
revolver	/ri'vɒlvə/ n.	تاپانچا	10
rewarding	/ri'wɔ:diŋ/ a.	جاۋاب قايتۇرىدىغان	9
ride	/raid/ n.	ماشىنىغا ئولتۇرۇش	2
ring	n.	ھالقا	3
roach	/rəʊtʃ/ n.	سۈۋەرەك	12
roast	/rəʊst/ a.	كاۋاپ	1
rob	/rəʊb/ vt.	بۇلىماق	1
round up		يىغماق	10
routine	/ru:'ti:n/ n.	كۈندىلىك ئىشلار	11

- rugby /'rʌɡbi/ n. زەيتۇن توپ (ئەنگىلىيە) 7
- run vt. باشقۇرماق 2
- rhythm /'rɪðəm/ n. رېتىم 12
- S**
- Sabbath /'sæbəθ/ n. كۆز يۇمۇش كۈنى 1
- salary /'sæləri/ n. مۇئاش 2
- sales-pitch /'seɪlz'pɪtʃ/ n. سېتىش تەشۋىقاتى 9
- sandy /'sændi/ a. سۇس چاي رەڭ 2
- save up 6 يىغماق (پۇل)
- scarlet-fever /'skɑːlɪt'fiːvə/ n. قىزىل 3
- scenery /'siːnəri/ n. مەنزىرە 2
- screen /skriːn/ n. ئېكران 9
- scrupulously /'skruːpjʊləsli/ ad. قىلچە بوشاشمايدىغان 11
- secrecy /'siːkrisi/ n. مەخپىيەتلىك 11
- segment /'segmənt/ n. بۆلەك، قىسىم 9
- seize /seɪz/ vt. تۇتماق 1
- self-control /self'kɒntroʊl/ n. ئۆزىنى تۇتۇۋالماق 9
- self-dispraise /self'dɪspreɪz/ v. ئۆزىنى چۈشۈرمەك 7
- self-image /self'ɪmɪdʒ/ n. ئۆز ئوبرازى 9
- self-praise /self'preɪz/ v. ئۆزىنى ماختىماق 7
- self-serving a. شەخسىيەتچى 11
- set one's heart on sth. 4 مەلۇم ئىش قىلىشقا بەل
- set-up /'setʌp/ n. باغلىماق
- set-up n. 2 پىلان

shabby	/'ʃæbi/ a.	جۇل-جۇل 1
shave	/'feiv/ v.	ساقال ئالماق 1
shelter	/'feltə/ v.	پاناھلانماق 11
short of		كەمچىل 2
shrub	/'ʃrʌb/ n.	چاتقال 2
side-effect		ئەكس تەسرى 3
sidewalk	n.	پىيادىلەر يولى 1
sigh	/'sai/ v.	ئۇھ تارتماق 8
sightseeing	/'saitsi:ŋ/ n.	ساياھەت 2
silent	/'saɪlənt/ a.	جىمجىت 2
silk	/'sɪlk/ n.	يىپەك 1
simplify	/'sɪmplɪfaɪ/ vt.	ئاددىلاشتۇرماق 12
sit-through		ساقلاپ ئولتۇرماق 9
skin-rash	/'skɪn-ræʃ/ n.	تاشما، ئەسۋە 3
sleet	/'sli:t/ n.	قار-يامغۇر 12
slip	/'slɪp/ v.	تېيلىماق، غايىپ بولماق 5
slip into		چۈشمەك 11
sludge	/'slʌdʒ/ n.	لاي-لاتقا 11
Soapy	/'səʊpi/ n.	سوپى (ئادەم ئىسمى) 1
soar	/'sɔ:/ v.	ئۆرلىمەك 9
sofa	/'səʊfə/ n.	كۇرسلو 10
soft	a.	يېقىملىق 1
solicitor	/'sɒlɪsɪtə/ n.	ئادۋوكات 6
somehow	/'sʌmhau/ ad.	مەلۇم سەۋەپتىن 3
sosigenes	/'səʊsɪ'dʒi:ni:s/ n.	سوسىجىنىس 5
source	/'sɔ:s/ n.	مەنبە 7

span	/spæn/ n.	9 مەزگىل
species	/'spi:ʃi:z/ n.	12 تۈر
spectacle	/'spektekl/ n.	10 كۆرگەزمە، مەنزىرە
spell	n.	10 بىردەم
spill	/spil/ vi.	11 ئاقماق
spiral	/'spaiərəl/ n.	11 پىرقىراپ يۇقىرى ئۆرلەش
sportsmanship	.	7 تەنھەرىكەتچى روھى
sprawl	/sprɔ:l/ vi. ; n.	10 پۈت-قولنى سوزۇپ ياتماق، قالايمىقان كوچا
spring	vi.	8 سەكرىمەك، تاقلىماق
square	/skwɛə/ n.	2 كۋادرات
stability	/'steibiliti/ n.	12 مۇقىملىق
stabilize	/'steibilaiz/ v.	12 مۇقىملاشتۇرماق
stadium	/'steidiəm/ n.	9 ئۈستى ئوچۇق تەنھەرىكەت مەيدانى
stale	/steil/ a.	2 بۇزۇلغان، چىرىگەن
stand a chance		6 پۇرسەت كەلمەك
steamboat	/'sti:mbəut/ n.	8 پار كېمە
sternly	/'stɜ:nli/ ad.	1 كەسكىن ھالدا
stick (to)		8 چىڭ تۇرماق
still	a.	1 جىمجىت
stock	/stɒk/ n.	12 پاي چېكى
strain	/streɪn/ n.	11 تۈر
strengthen	/'streŋθən/ v.	10 كۈچەيتىمەك
strict	/strikt/ a.	10 قاتتىق

string	/striŋ/ n.; v.	يىپ، تىزىق، ئاسماق	5
string up		ئېسىپ ئۆلتۈرمەك	10
strip	/stri:p/ n.	بىر بۆلەك، بىر پارچە	8
stroll	/strɔ:l/ vi.	سەيلە قىلماق	6
stroke	/strɔ:k/ n.	داڭ ئاۋازى (سائەت)	12
subsequent	/'sʌbsikwənt/ a.	كېيىنكى	6
substitute	/'sʌbstitju:t/ n.	سەپلىمە	9
suburb	/'sʌbə:b/ a.	شەھەر ئەتراپى	2
suburban	/'sə'bə:bən/ a.	شەھەر سىرتىدىكى	12
succeed in doing sth/sth		مەلۇم ئىش قىلىشتا	7
		غەلبە قىلماق	
successful	/'sək'sesfəl/ a.	مۇۋەپپەقىيەتلىك	2
suffer	/'sʌfə/ vi.	دۇچار بولماق	4
suicide	/'sjusaɪd/ n.	ئۆزىنى ئۆلتۈرۈۋالماق	11
sulfa	/'sʌlfə/ n.	يودلۇق دورا	3
supposedly	/'sə'pəuzɪdli/ ad.	ئېھتىمال	9
surgeon	/'sə:dʒən/ n.	تاشقى كېسەللىك	9
		دوختۇرى	
surgery	/'sə:dʒəri/ n.	ئوپىراتسىيە	11
survey	/'sə'veɪ/ t.	تەكشۈرمەك	8
survive	/'sə'vaɪv/ vt.	ھايات قالماق	2
suspect	/'sʌs'pekt/ v.	گۇمانلانماق	1
suspend	/'sʌ'spend/ vt.	ئېسىپ قويماق	6
suspension	/'sʌ'spenʃən/ n.	ئۈزۈلۈپ قالماق، كې-	6
		چىكتۈرمەك	
suspicion	/'sʌs'pɪʃən/ n.	گۇمان	1

swallow	/'swɒləʊ/ vt.	يۇتماق 10
sweat	/swet/ vi.	8 تەرلىمەك
Switzerland	/'switsələnd/ n.	10 شىۋىتسارىيە
<b>T</b>		
take advantage of		2 ... دىن پايدىلانماق
take a stand		11 كۆز قارشىنى ئىپادىلەش
take leave		11 ئايرىلىماق
take one's time		6 ئالدىرماسلىق
take sb. to court		6 مەلۇم ئادەمنى سوتقا
take up		12 ئېلىپ بارماق
take up		12 ئىگەللىمەك، باشلىش
tar	/tɑ:/ n.	4 قاراماي
technical	/'teknikəl/ a.	2 تېخنىكىلىق
temper	/'tempə/ n.	7 مەزجەت
temporary	/'tempərəri/ a.	6 ۋاقىتلىق
temporarily	/'tempərərəli/ ad.	9 ۋاقىتلىق
tend	/tend/ v.	7 ... گە مايىل
tennis	/'tenis/ n.	7 چوپلا توپ
tense	/tens/ a.	9 جىددى
tension	/'tenʃn/ n.	10 جىددىلىك
tentative	/'tentətiv/ a.	2 ۋاقىتلىق
terminal	/'tə:mi:nəl/ n.	12 ئاخىرقى بېكەت



theft	/θeft/ n.	ئوغرىلىق	6
thoroughly	/'θʌrəli/ ad.	پۈتۈنلەي	6
thoughtfully	/'θo:tfəli/ ad.	ئويلىغان ھالدا	8
thus	/ðʌs/	شۇنداق قىلىپ	6
the third Reich	/raik/ n.	ئۈچىنچى ئېمپىرىيە	10
tiny	/'taini/ a.	كىچىك	3
tobacco	/tə'bækəu/ n.	موخۇركا	4
to be mixed up		قالايمىقان بولۇپ كەتمەك	5
to burst upon		تۈيۈقسىز كەلمەك	8
to cause suspicion in one's mind		مەلۇم بىر سىنىڭ	1
to come about		گۇمانىنى قوزغىماق	3
to come upon		يۈز بەرمەك	3
to come in sight		تەسەددىي كۆرۈپ قالماق	8
to continue one's way		كۆزگە كۆرۈنمەك	1
to earn the name of		يولىنى داۋاملاشتۇرماق	3
to fit evenly into		... دېگەن نامغا ئېرىشمەك	5
to get by		دەل ماس كەلمەك	4
to keep sb. waiting		بىر ئامال قىلىپ كۈن	8
to keep time		ئۆتكۈزۈمەك	1
toll-free	/'tɔ:lfri:/ n.	مەلۇم ئادەمنى ساقلاماق	5
tolerate	/'tɒləreit/ vt.	ۋاقتىنى خاتىرلىمەك	9
to owe ... to		ئۇزۇن يوللۇق ھەقسىز	11
to make-up for		تېلېفون بەرداشلىق بەرمەك	3
		تولۇقلىماق	5

to name a few		12 مەسىلەن
tone	/təʊn/ n.	6 ئاھاڭ
to part with sb		3 ... دىن ۋاز كەچمەك
to present ... to		3 ... نى ئوتتۇرىغا قويماق
to roll in wealth		8 بېيىپ كەتمەك
torment	/'tɔ:mənt/ n.	12 ئازاپ
to some extent		12 مەلۇم دەرىجىدىن
to set about		1 ... غا ئېرىشمەك
tough	/tʌf/ a.	6 قاتتىق
tour	/tuə/ n.	3 ساياھەت، زىيارەت
to think of doing sth.		1 مەلۇم ئىش قىلىشنى ئويلىماق
to throw out sth.		5 ... نى تاشلىۋەتمەك
total	/'təʊtəl/ a;n.	5 جەمئىي
to wait for one's turn		8 ئۆز نۆۋىتىنى كۈتمەك
to work out sth.		5 ئىشلەپ چىقماق
trace	/treɪs/ n.	9 ئىز
trade	/treɪd/ v.	8 ئالماشتۇرماق
traditionally	/'trædɪʃənəli/ ad.	11 ئەنئەنە جەھەتتە
traffic	/'træfɪk/ n.	1 قاتناش
tragedy	/'trædʒədi/ n.	7 تراگىدىيە
transcend	/'trænsənd/ vt.	11 ئېشىپ كەتمەك
transfer	/'trænsfə:/ vt.	12 يۆتكەمەك
transmit	/'trænsmit/ vt.	12 يوللىماق، يەتكۈزمەك
transportation	/'trænsپɔ: 'teɪfən/ n.	12 قاتناش

treat	/tri:t/ vt.	داۋالماق 3
treatment	/'tri:tmənt/	بىر تەرەپ قىلىش، داۋالاش 2
trial	/'traɪəl/ n.	سوتلاش 6
truthful	/'truθfəl/ a.	راست 11
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