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# English



## ЗАБОНИ АНГЛИСӢ

**КИТОБИ ДАРСӢ БАРОИ СИНФИ 7-ум**  
**TEXTBOOK FOR THE 7th FORM**

*Коллегияи Вазорати маорифи  
Ҷумҳурии Тоҷикистон ба ҷоп тавсия кардааст*

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Забони англисӣ, китоби дарсӣ барои синфи 7-ум.

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Ин китоб аз тарафи Маркази татбиқи Лоихаи таҷдиди сектори иҷтимоӣ тавассути маблағҳои қарзи Банки Осиёи Тараққиёт ва Ҳукумати Ҷумҳурии Тоҷикистон интишор гардидааст.

### Ҷадвали истифодаи иҷоравии китоб

№	Ному насаби хонанда	Синф	Соли хониш	Ҳолати китоб (баҳои китоб)	
				Аввали сол	Охири сол
1					
2					
3					
4					
5					

### Муаллимони мӯҳтарам!

Хошишмандем фикру мулоҳизаҳои худро оид ба мазмунӣ китоби мазкур ба нишони 734024, ш. Душанбе, кӯчаи Айни, 45, Пажӯҳишгоҳи улуми педагогии Тоҷикистон ирсол намоед.

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## SOME INSTRUCTIONS OF TEACHING ENGLISH

The textbook for the 7 Form carries on the series of the English textbooks for the 5-6 Forms for Tajik schools.

The language selection, its arrangement and introducing of the language material are worked out according to the latest achievements in theory and practice of foreign language teaching at schools. The main aim of the textbook is further mastering of speech habits and skills, namely, oral speech and reading texts with full comprehension of the plot being achieved by means of adequate translation or by putting questions.

The textbook consists of 17 Units (68 Lessons) Irregular Verbs, Grammar Reference, Topical Vocabulary, Reader, Anglo-Tajik-Russian Vocabulary and Contents. The whole language material is presented in the following way:

I Term - Units 1-4

II Term - Units 5-8

III Term - Units 9-13

IV Term - Units 14-17

Dialogues on English Tenses.

Every Unit includes four Lessons. All Lessons are similar in structure. The language material of every Lesson is centered round a definite topic. Much attention is paid to the combination of different language units and mastering oral speech skills. Almost every Lesson gives the pupils some new information in English. All the exercises are to be done in the order they are given in the textbook. All the Homework exercises should be done in written form.

**HOW TO TEACH PRONUNCIATION.** The pronunciation of words is not only a matter of sounds, but also of stress or accent. The pronunciation of sentence patterns includes also variations of musical tones: rise and fall. In teaching English pronunciation the teacher should bear in mind that the difficulties his pupils will meet with are sounds, stress and musical tones strange to Tajik and Russian speaking pupils. Every lesson of this textbook includes some exercises which help to master the pupils to observe correct pronunciation of words, stresses and musical tones. Pupils must learn to pronounce English words, sentences by imitating the teacher's pronunciation. Some teacher's explanation and gestures in particular are helpful.

**MIND THE RULE:** First pupils should pronounce a word in unison, then individually, then in unison again until the teacher sees that they can pronounce the sound, the word with the sound and the whole sentence correctly. Pronunciation can be taught only by a patient and persistent effort through the whole course of study.

**HOW TO TEACH VOCABULARY.** There are two kinds of words in the textbook: productive ones which are used by the pupils in their speech and receptive words given in the footnotes with the translation. These words are not to be learnt. There are two stages in teaching vocabulary.

lary: presentation and consolidation. Presentation and preliminary consolidation of new words are based on the doing of exercises with the instruction "Read, translate and learn the words". The ways of presentation and preliminary consolidation of new words are:

a) a new word is read by a pupil (transcription is written by the teacher);

b) the teacher pronounces this word correctly and explains the meaning of the word;

c) the pupils read sentences with a new word of a paragraph, translate the sentences and either answer the question or fill in a new word in a sentence. It is advisable to do retranslation (in unison) of some sentences of the paragraph read by the pupils;

d) after the presentation and consolidation of all the new words the pupils read and translate all the presented words in unison after the teacher;

e) then the pupils do exercise "say, report and add"; in case of some spare time at the lesson, the pupils write down the words and their translation in their lesson vocabularies. The teacher must arrange the revision of the words covered at every lesson as a phonetic drill: the words are read in unison after the teacher, the pupils have to translate these words in unison, too.

## HOW TO DEVELOP THE PUPILS' ORAL SPEECH

1) **LISTENING** is developed by means of training the pupils in listening comprehension throughout the whole period of instruction. There are some devices the teacher uses for the purpose. The teacher uses the English language:

a) when giving the class instructions,

b) when introducing new language material (words, sentence patterns; Note: a grammar phenomenon is presented in the Tajik language),

c) when checking up pupils' comprehension (by means of answering the teacher's questions, retelling in English),

d) when checking pupils's assimilation of the language material covered,

e) when consolidating the material presented.

Remember: almost every topical text should be introduced through the teacher's retelling of the text and its comprehension.

2) **SPEAKING** is developed by means of exercises presented in the textbook. The devices used for the purpose are: visual aids, through visual perception of the subject to be spoken about, including a text read. To fulfill the instruction of "Read the text and retell" the teacher should make his pupils fulfil the following exercises"

a) a pupil reads a sentence,

b) another pupil puts 1-2 questions on it, the others answer them

c) all the pupils do choral retranslation of the sentence,

d) after the doing of all these exercises over the whole text, the pupils retell the text in a chain around the class.

If the text consists of more than 6-7 sentences, the rest of the text is studied either by means of putting questions on the sentences or by doing retranslation.

3) **TALKING** is developed by means of learning pattern dialogues and some other exercises given in the textbook.

How to work at the pattern dialogues:

a) the dialogue is read and translated by the pupils,

b) it is memorized by the pupils, at home or at the lesson. It is reviewed by means of individual and choral retranslation.

c) all pupils, sitting at the desks, reproduce the dialogue simultaneously in a pair talk, for the sake of revision;

d) the teacher listens to some pairs of pupils (2-3) who reproduce it,

e) the pupils modify the dialogue being learned by them, they compose dialogues of their own (first simultaneous pair talk comes, then the teacher listens to some pairs of the pupils).

Sometimes the pupils are given a picture or a verbal situation to talk about.

**HOW TO MASTER THE TECHNIQUE OF READING.** There are some exercises on rules of reading in the textbook. These exercises are read by the pupils first individually then in unison. Reading aloud as a method of teaching and learning the English language should take more time than silent reading. It is advisable to read some lines of a text in unison, this helps to master the pupils' pronunciation and the technique of reading. Translation of the text is permissible.

There is a section of "Reader". The teacher should ask his pupils to read a text of the section once a week. The teacher checks the pupils' comprehension of the text by means of answering the questions on the text.

There is a section of Extra-curricular work. Some plays and songs are proposed for the pupils to learn for conducting out of class activities. Practice proves that extra-curricular work helps the teacher to promote greater interest in learning the English language.

All the Units-Lessons (exercises, texts) and the Vocabulary are written by Satskaya P. N.; Grammar Reference, translation of the Vocabulary are done by Jamshedov P. D.; Reader and the section of Extra-Curricular Work are compiled by Alidodhkonova K. A.

The authors hope that the textbook will contribute to the teaching of the English language at secondary schools.

The authors will be greatly indebted for any critical remarks on the part of school teachers.

The remarks should be sent to the Editorial Office of Russian Language. Dushanbe, 734043, Sherozi Str., 33. Publishing House "Sarpast".

**SATSKAYA P. N.**

# THE FIRST TERM

## UNIT 1 - THE FIRST UNIT

### LESSON 1 - THE FIRST LESSON

Let's read, speak, learn and do exercises

#### 1. Read the words.

a, ai, ay [ei] - plate, fate, plait, play, day  
a [æ] - cat, hat, mat, map, lamp, bad, had  
ar [a:] - car, dark, lark, mark, park  
air, are [eə] - hair, fair, pair, dare, pare, mare, hare

#### 2. Read the proverb, translate and learn it.

**THERE IS NO SMOKE WITHOUT FIRE**

#### 3. Read and learn the dialogues, act them and make dialogues of your own.

- a) **K** - Akram, please introduce<sup>1</sup> me to your friend.  
A - This is Norvaliev and that is Karim Normatov.  
b) **K** - Let's go to the mountains!  
A - That's a good idea.  
L - Not a bad idea.

#### 4. Answer the questions.

- A.** Do you go to the country in summer?  
Do you go to see your Grandmother and Grandfather?  
Do you play with your friends there?  
When do you go to the river?  
Where do you pick up fruit?
- B.** Have a pair talk with your friend about the country where you go in summer.
- C.** Does your friend go to the country in summer?  
Does he go to see his Grandfather and Grandmother?  
Does he play with his friends there?  
Where does he go to swim?

<sup>1</sup> introduce - ошно кардан; представить (познакомить)

When does he go to the river?  
Where does he pick up vegetables?

**D.** Have a pair talk with your friend about the country where Akram (Lola) goes in summer.

**5.** Describe the picture, then have a pair talk about the picture.

### SUMMER IN THE VILLAGE

a collective-farm  
to help, to pick up  
to swim, fruit, vegetables:  
tomatoes, apples, grapes,  
potatoes,  
carrots,  
cucumbers,  
melons,  
watermelons.



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### HOMEWORK

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*Do ex. 4 (A, C) on p. 6 in written form.*

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### LESSON 2 - THE SECOND LESSON

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**Let's read, speak, learn and do exercises**

**1. Read.**

e, ee, ea [i:] - Pete, tree, free, meet, meat, peal  
e [e] - pet, met, tent, sent, rent  
er, ir, or, ur [ə:] - her, girl, word, curl  
ear, ere [iə] - near, dear, here

**2. Read the dialogue, learn and act it and make dialogues of your own.**

**M** - I want you to go to the shop and buy some vegetables.

**K** - What vegetables must I buy?

**M** - Some carrots and cucumbers.

**3. Ask questions on the sentences.**

On Thursday we finish our lessons at 2 o'clock.

My elder sister lives in Khujand.

4. Get information (put questions: who, when, where, what). He does. They play.
5. Have a pair talk with your classmate about what you do in the morning, in the evening, in the afternoon, on Sunday (use the words: get up, wash, do morning exercises, make a bed, have breakfast, go to the cinema, to play ..., to do homework, to watch TV, to go to sleep ...).
6. Look at the picture "At the camp:"
- a) answer the teacher's questions.
  - b) have a pair talk,
  - c) describe the picture.

### AT THE CAMP



holidays  
a sportground  
a tent  
to make a fire

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### HOMEWORK

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*Write about your holidays at the camp.*

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### LESSON 3 - THE THIRD LESSON

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#### 1. Read.

[ai] - pile, pine, mine, nine, nice, fine

[i] - pit, hit, fit, lit, sit

er, ir, or, ur [ə:] - her, girl, first, work, curl

ear [iə:] - dear, near, fear, ear

#### 2. Make up sentences on the patterns using the words: a museum, cinemas, lakes, a theatre, a multistoried building, in the town, in the village:

There is an indian rubber on the table.

There are vegetables in the basket.

Is there butter on the plate?

Are there apples in the garden?

There is no penknife on the desk.

There are no cucumbers in the garden.



**3. Read the rhymes, memorize them and make up sentences on the patterns: there is (are), there is (are) no, is (are) there ...?**

- A.** There is a picture on the wall.  
There is a lion on the ball.  
There are two children in the hall.  
There are two brothers, very tall.
- B.** Is there a picture on the wall?  
Is there a lion on the ball?  
Are there two children in the hall?  
Are there two brothers, very tall?
- C.** There is no picture on the wall.  
There is no lion on the ball.  
There are no children in the hall.  
There are no brothers, very tall.

**4. Read the dialogues, learn and act them and make dialogues of your own.**

- A.** - Is there a river in your town?  
- Yes, there is. It is not far from our house. It is very beautiful there in summer.
- B.** - Akram, is there a theatre in your country?  
- No, there isn't. There is no theatre in my village.

**5. Look at the picture "My Holidays in the town", describe it and have a pair talk.**

to take a bus, a bus stop, green and beautiful, a museum, a theatre, a cinema, a Zoo, an institute, the university, multistoried buildings, a market.



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## HOMEWORK

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- 1. Write about your holidays in town.*
- 2. Home reading.*

**To be memorized: a surname, parents, a turner,  
a nurse, a dressmaker**

**Let's read, speak, learn and do exercises**

**1. Read.**

sh [ʃ] - short, shirt, shop, shall, ship, she

ch [tʃ] - chair, bench, much, match, march

**2. Read the proverb, translate and learn it.**

**LOOK BEFORE YOU LEAP**

**3. Read the dialogue, translate, learn and act it.**

K - Why are you crying, little girl?

L - Because my brother has holidays and I don't.

K - Why don't you have holidays?

L - Because I don't go to school.

**4. Answer the questions, using two sentences.**

Is there a museum in your village?

Is there a university in your town?

Are there many multistoried houses in your town?

Are there many collective-farmers in your village?

**5. Read, translate, fill in the word, answer the questions and learn it.**

**a surname:**

[ə 'sæ:neim]

Nor is my first name and Normatov is my surname. My brother's name is Karim and his ... is Normatov, too. What is your surname?

**a turner:**

[ə 'tɜ:nə]

My uncle is a turner. My brother is a turner, too. Are you a turner? What are you?

**a nurse:**

[ə 'nɜ:s]

My mother is a nurse in hospital. My grandmother is a ..., too. Is your elder sister a nurse, too? What is she?

**a dressmaker:**

[ə 'dresmeikə]

My friend's mother is a dressmaker. His sister is a ..., too. Is his grandmother a dressmaker, too? What is she?

**a parent:**  
[ə 'pæərənt]

Anvar has parents. His father and mother  
are his... . Are his parents old?

**5. Read the text and answer the questions.**

My friend's surname is Rasulov. He has parents. His mother is a dressmaker, his father is a turner. His older sister is a nurse.

What is your friend's surname?

Has he parents?

What are his parents?

What is his sister (brother)?

**6. Have a pair talk about your friend's family.**

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**HOMEWORK**

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*Write about your family.*

**UNIT 2 - THE SECOND UNIT**

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**LESSON 1 - THE FIRST LESSON**

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**Let's read, speak, learn and do exercises**

**1. Read.**

o [ou] - nose, rose, pose, note, cold, fold, hold, told

o [ɔ] - not, hot, pot, dot, lot

or, our [ɔ:] - forty, corner, port, sport, four, pour

**2. Read the verbs, translate and learn them.**

am, is - was,                      go - went,                      write - wrote, take - took,

are - were,                      read - read,                      see - saw,                      sit - sat

**3. Answer the questions.**

**A.** Do you like to go to the town (village)?

When do you like to go to the town (village)?

Does your brother (sister) go with you to the town (village)?

When do you like to go to the town (village)?

**B.** Did you go to the pioneer camp in summer?

Did your younger brother go there with you?

Did you read an English book in summer?

Did you write letters to your friend?

**C.** Was there a river in the village?

Were there many fish in the river?

Was the river beautiful?

Were you in the village with your friend?  
Were there many vegetables in the kitchen-garden?

**4. Look at the pictures, first have a pair talk using:**

Was...? Was there...? Were...? Were there...?  
Did...? Where did...? When ... did...? Do...? ... then describe the pictures.

**MY HOLIDAYS**



At the pioneer  
camp



In the village



In town

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**HOMEWORK**

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*Write where you like to spend your holidays.*

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**LESSON 2 - THE SECOND LESSON**

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**To be memorized: a hobby, a profession, to play the piano, to play the guitar, to collect stamps, radio-repairing.**

**Let's read, speak, learn and do exercises**

**1. Read.**

au [ɔ:] - autumn, August, aught, audit  
ng [ŋ] - sing, ring, stocking, fang, long  
nk [ŋk] - think, thank, tank, sink, pink

**2. Read and learn the verbs and make up sentences.**

Pattern:	- I spent my holidays	spend - spent
	in our town.	get - got
	Where did your brother	buy - bought
	spend his holidays?	drink - drank
	He spent his holidays	
	in the hamlet.	

**3. Speak about the situation (first have a pair talk):**

- a) your friend spent his (her) holiday in the country; ask him (her) about his (her) holidays;
- b) ask your friend about his (her) family; use the words: a surname, a turner, a nurse, a dressmaker, parents ...

**4. Tell about your family.**

**5. Read, translate, fill in a word, answer the questions and learn them.**

**to play**  
**the guitar** [gi'ta:]: My brother plays the guitar. He can ... very well. Can you play the piano?

**a hobby** [ə 'hɒbi]: I have a hobby. My hobby is fishing. My friends' ... is playing chess. What is your hobby?

**a profession:**  
[ə ,prə'feʃn] My father likes his profession. His ... is very good. He is a turner. Do you like his profession?

**a radio-repairing:**  
[ə 'reɪdiu ri'pæəriŋ] My hobby is a radio-repairing. My older brother's hobby is ..., too. Is your hobby a radio-repairing?

**to collect stamps:** She likes to collect stamps. Her hobby is collecting stamps. His hobby is .... Is collecting stamps your hobby?

**6. Make up a story using the words:**

a profession, a hobby, to play the guitar, to play the piano, a radio-repairing, collecting stamps.

P1... P2... P3... P4... P5... P6...

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**HOMEWORK**

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*Write about your hobby.*

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**LESSON3 - THE THIRD LESSON**

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**Let's read, speak, learn and do exercises**

**1. Read.**

sh [ʃ] - shirt, shall, shell, shine, shelf  
ch [tʃ] - chair, bench, chine, chess, cherry  
th [θ] - thick, thin, thank, think

**2. Read and learn the verbs, make up sentences in the Past Indefinite Tense:**

become - became

read - read

begin - began

write - wrote

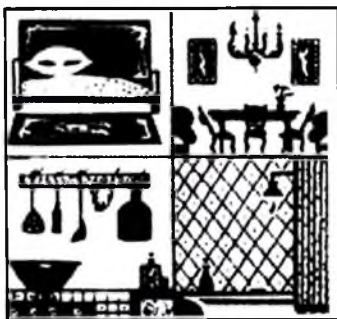
**3. Read the dialogue, translate and learn it.**

**A** - What are you going to do on Wednesday?

**B** - I'm going to visit my friend.

**4. Look at the pictures, describe them and have a pair talk using the words:**

there is (are), a two-storied house, a sitting-room, a carpet, a bedroom, a dining-room, a bathroom, a kitchen, a bookcase, a wardrobe, a cupboard, a sofa, a balcony, a verandah, a vineyard, in the corner..., in the middle..., where is it...? Is it ...? Have you ...? Do you ...?



**5. Read the text.**

**MY FAMILY**

I am Anvar Rasulov. Anvar is my first name and Rasulov is my surname. Our family is large: Mother, Father, two sisters, two

brothers, Granmother and Granfather. They are my grandparents. My parents and grandparents live in one big house. I want to tell some words about my parents. My mother is a nurse and my elder sister is a doctor. They work in hospital, They like their profession. My father is a turner. His hobby is fishing. My older brother's hobby is radio-repairing. His hobby is playing the guitar and radio-repairing. My younger sister is a dressmaker. Her hobby is collecting stamps. I am a pupil, my hobby is playing the piano.

**6. Answer the questions using two sentences.**

1. What is your surname?
2. Are you a turner?
3. Is your sister a turner?
4. What are you?
5. Is your brother a radio-operator?
6. What is you grandfather?
7. What is your grandmother?
8. What are your parents' hobbies?
9. What is your hobby?

**7. Complete the sentences using the words: a turner, a dressmaker, a profession.**

1. My elder brother is ...
2. My younger sister wants to be ...
3. My younger brother wants to be ...
4. My father likes his ...

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**HOMEWORK**

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1. *Do ex. 2 on p. 14 in written form.*
2. *Write about your family.*

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**LESSON 4 - THE FOURTH LESSON**

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<b>To be memorized: dark, handsome, straight, oval</b>
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**1. Read.**

qu [kw] - square, quarter, quiet, question

ind [ai] - kind, find, mind, bind  
ure [juə] - pure, cure, lure

**2. Read and learn the verbs and put questions to each other either in the Present or Past Indefinite Tenses.**

get - got, know - knew, buy - bought

**3. Read, translate and learn the Rhyme.**

**RHYME**

I can take a shower,  
You can take a flower,  
We can take a bus,  
It is waiting for us.

**4. Read the dialogue, translate and learn it, make up dialogues of your own.**

P1 - Can you come to tea tomorrow?

P2 - I'm afraid I can't.

**5. Look at the pictures and have a pair talk.**

**A.**



**B. Describe the pictures ...**

a round face,  
an oval face,  
black eyes,  
black (fair) hair,  
a small mouth,  
ears, beautiful,  
a snub-nosed,  
a straight nose,  
The girl is beautiful,  
isn't she?

a big mouth,  
to smile from  
ears to ears,  
handsome,  
arms, hands,  
dark hair,  
long legs,  
The boy is hand-  
some, isn't he?



**6. Describe your friends.**

**7. Answer the questions using two sentences.**

- A.** Is there a museum in your town (village, hamlet)?  
Is there a cotton mill in your town (village, hamlet)?  
Are there many storied-buildings in your town?
- B.** Were you at the pioneer camp in summer?  
Were you at village in summer?  
Was Alim in the hamlet in July?  
Was Oisha in the mountains last Sunday?
- C.** Can you read English books?  
Can you write English?  
Can you speak English?

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## HOMEWORK

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*Do ex. 6 on p. 17 in written form.*

## UNIT 3 - THE THIRD UNIT

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### LESSON 1 - THE FIRST LESSON

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**To be memorized: physics, chemistry, zoology,  
subject, to attend**

**Let's read, speak, learn and do exercises**

**1. Read.**

igh [ai] - night, light, fight, right, sight  
wh [w] - what, when, where, why  
all [ɔ:l] - wall, ball, hall, tall

**2. Put questions to get more information, use: when, where, who...**  
He bought. He knew. She wrote.

**3. Read the Rhyme, learn it.**

### RHYME

On Monday I shall play,  
On Tuesday I shall read,  
What a nice day  
Will be Sunday! says Pete.

**4. Read the dialogue, learn and act it, and make dialogues of your own.**

**P1** - Tomorrow I shall go to the picture gallery ['gæləri].  
Will you go to the picture gallery?

**P2** - Of course, I shall go.

**5. Read the words, translate and learn them.**

**physics** ['fiziks]: I like lessons of physics. I like to read books on physics. Do you like lessons of physics?

**chemistry** ['kemistri]: This year we have lessons of chemistry. The lessons of chemistry are very interesting.

**zoology** [zou'lodʒi]: Tomorrow we shall have a lesson of zoology. My friend likes lessons of zoology very much.

**subject** ['sʌbdʒɪkt]: Physics is a subject, chemistry is a subject, zoology is a subject, too.

**to attend:** We attend lessons at school every day. I like to attend our English circle, but my friend likes to attend Chemistry circle. What circle do you attend?

**6. Read the text.**

**AT SCHOOL**

When the children come to school after the holidays, they talk very much about their holidays. They ask their friends: "Where do you spend your summer holidays? Did you go to the village? Were you at the pioneer camp?". But school begins.

This year the pupils will learn many subjects as: Russian, Tajik, English, Botany, Zoology, Chemistry, Mathematics, Physics, History, Tajik and Russian literature. The pupils will attend some school circles as: English circle, Physics circle and others.

**7. Answer the questions.**

1. What subjects do you learn this year?
2. What subjects do you like to learn?
3. What school circle do you attend?

**8. Have a pair talk about subjects you will learn this year.**

**9. Tell something about your school and lessons you learn.**

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## HOMEWORK

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1. Do ex. 2 on p. 17 in written form.
2. Write about the subjects you will learn this year.

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## LESSONS 2 - THE SECOND LESSON

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**Let's read, speak, learn and do exercises**

**1. Read.**

ck [k] - black, clock, knock, tick-tock

kn [n] - know, knight, knock, knew

2. Read and learn the verbs, play the game "Say, repeat and add".  
bring - brought, buy - bought, sell - sold.

**3. Answer the questions.**

What did Ali bring home yesterday?

What did your mother buy at the shop yesterday?

Did Lola's parents sell their house?

**4. Read, translate, learn and act the dialogue; make up dialogues of your own.**

K - I say, Dad, are you busy ['bizi] today?

R - No, it's my day off.

K - Will you go to the cinema with me?

R - Of course, I shall.

**6. Tell each other what you will do at your Tajik lesson, at the cinema, in the river.**

**7. Put questions on the sentences:**

On the 31 of December we shall celebrate the New Year. Karim will play the guitar.

## ENGLISH GRAMMAR IS EASY

Чумлаи мураккаб, ки аз сараъзо ва чумлаи пайрави замон ё шарт иборат аст, замони ояндаро ифода мекунад ва ба ҷои Future Indefinite (замони оянда) Present Indefinite (замони ҳозира) истеъмоли меёбад.

**Read and translate the sentences.**

I shall learn to play the piano if my father buys it.  
He will go to the village when his brother comes back.

**9. Read and fill in the verbs "shall" and "will" where it is necessary.**

If we ... have no bread, I ... go and buy some in the shop.  
If you ... have time, we ... go out for a walk.  
If my brother ... comes home at 2 o'clock, we ... go to the Zoo.  
When my mother ... comes home, I ... clean the rooms.  
When my parents ... go to the village, I ... go to the pioneer camp.  
I ... bring some vegetables when he ... opens the door of the house.

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**HOMEWORK**

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*Do ex. 9 on p. 20 in written form.*

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**LESSON 3 - THE THIRD LESSON**

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<p><b>To be memorized: a bookstand, a novel, a poet, a story, to be full of</b></p>
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**Let's read, speak, learn and do exercises**

**1. Read.**

ssion [ʃn] - profession, mission  
tion [ʃn] - demonstration, dictation, revolution

**2. Read, translate and learn the sentences.**

If I catch you, I'll give it to you. Mark my words.

**3. Read the verbs and play the game "Say, repeat and add".**

have - had, make - made, sit - sat.

**4. Read, translate and mind:**

If I have time, I shall write a letter.  
When he comes home, we shall collect the books.  
Tell me when you will come home.

Tell me if you go to the factory.  
He asks me if I shall go to the collective-farm.

### 5. Say what you will do:

If I have time, I ....  
When she comes, we ....  
If we have no flat cakes at home, I ....  
When you want to buy milk, you ....

### 6. Translate from Tajik into English.

1. Ман намедонам ... ӯ кай меояд.
2. Вакте ки ба Хучанд мерасӣ, ба ман навис.
3. Ман шуморо интизор мешавам, агар биёед.
4. Ман мекохам, ки ту ин филмро тамошо кунӣ.

### 7. Read, translate and learn the words, and answer the questions.

- a bookstand:** There is a bookstand in my room. There are many ... in our library. Is there a bookstand in your room?
- to be full of:** Our bookshelves and bookstands are full of books. Our library is ... good books.
- a poet** ['pouit]: Dekhoty is a Tajik poet. Byron is an English .... What Tajik and Russian poets do you like best of all?
- a novel** [ə 'novəl]: Saddridin Ainy wrote the novel "School in Bukhara". I like to read ... by Sadriddin Aini. Who wrote the novel "School in Bukhara"?
- a story:** I like to read interesting stories. Ali can read English short .... Can you read English stories?

### 8. Answer the questions.

Is there a bookstand in your room?  
Is your bookstand full of good books?  
What poets do you like best of all?  
What novels and stories do you like best of all?

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## HOMEWORK

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1. Do ex. 6 on p. 21 in written form.
2. Do ex. 8 on p. 21 in written form.

**To be memorized: a librarian, a subscriber, a poem, to take out**

**Let's read, speak, learn and do exercises**

**1. Read.**

ph [f] - phone, telephone, photo  
as+s(t) [a:] - glass, class, past, fast, last

**2. Read, translate and learn the proverb.**

**CLAW ME AND I'LL CLAW YOU**

**3. Read and translate the verbs and play the game "Say, repeat and add".**

am, is, are-was, were, have-had, make-made, get-got, sit-sat,  
become-became, read-read, write-wrote, bring-brought, buy-  
bought, sell-sold, come-came.

**4. Answer the questions using two sentences.**

1. Are there bookstands or bookshelves in the reading-room of your library?
2. Are there bookstands or bookshelves full of books in your room?
3. Do you like to read novels or short stories?
4. What poets and writers do you like to read? Name them.

**5. Make up a chain story using the words: a bookstand, a poet, a writer, a novel, a story, to be full of, at the library.**

P1..., P2..., P3..., P4..., P5..., P6...

**6. Read the words, translate them, fill in the words, answer the questions, learn the words:**

**to take out:**

Go to the library and take out the book you want. When I am at the library, I ... the book I like. What books do you like to take out?

<b>a subscriber:</b> [ə ,sʌb'skraibə]	I am a subscriber to our town library. He is ... to his school library. Are you a subscriber to your school library?
<b>a poem</b> ['pouim]:	I like to read poems. He likes to learn ... Do you like to learn poems by Kanoat?
<b>a librarian:</b> [ə 'laibrɛəriən]	My aunt is a librarian. She works as a librarian. My uncle works as a ... in the children's library. Do you like the profession of a librarian?

## 7. Tell the classmates.

- Why you go to the library?
- What you do at the library?

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## HOMEWORK

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*Do ex. 4 on p. 22 in written form.*

## UNIT 4 - THE FOURTH UNIT

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### LESSON 1 - THE FIRST LESSON

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**Let's read, speak, learn and do exercises**

#### 1. Read, translate and learn the proverb.

**DON'T MAKE A MOUNTAIN OUT OF A MOLEHILL**

#### 2. Read and translate the dialogue, learn and act it:

- Subscriber - May I take out a book?  
 Librarian - Have you a library card?  
 Subscriber - Not yet, but I want to become a subscriber to your library.  
 Librarian - Very well. You are welcome.

### 3. Ask questions to get more information.

He knew. She got. They bought.

### 4. Read the text.

#### AT THE LIBRARY

I like to read books. I often go to the library to read books there or to take out a book to read it at home. The Children's Library is not far from my house. When I come into the Children's Library, first I see a large room with bookstands and shelves on all the walls. The bookstands and shelves are full of books. There are many interesting books on literature of different writers, Russian and Tajik novels and poems.



There is a long table in the middle of the large room. The librarian sits at the table. Every subscriber comes up to the librarian and asks to help to take out an interesting novel or a book of poems. On the left of the room there is a reading-room where there are long tables and chairs. There many children are sitting at the tables reading books, novels, stories and poems. I ask the subscriber to help me to take out an interesting novel. She does it. Then I go out.

### 5. Answer the questions using two sentences.

1. Have you a library card at the town library?
2. Are you a subscriber to the school library?
3. What do you see at the library?
4. Who helps you to take an interesting book?
5. Have a pair talk about a library?

### 6. Say some sentences about the library you go to.

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#### HOMEWORK

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*Write some sentences about the library you go to.*



**1. Read the proverb and translate it.****THAT'S ANOTHER PAIR OF SHOES****2. Read and learn the verbs and make up sentences using the verbs.**

find - found, build - built, sell - sold.

**3. Read the dialogue, learn and act it:**

**K** - Is this an interesting book?

**L** - Yes, it is "Kashtanka" by A. P. Chekhov.

**K** - May I have it after you?

**L** - I'm sorry. Nor wants it after me. You may have it after him.

**ENGLISH GRAMMAR IS EASY  
READ AND COMPARE****INDEFINITE ARTICLE  
A (AN)**

Bring  
me  
a chair!



Bring  
me  
apples!



I don't  
want  
salt!

**DEFINITE ARTICLE  
THE**

Bring  
me  
the chair!



Wash  
the  
apples!



Pass  
me  
the salt!



5. Read and say why we use the article with the words underlined.  
Look at the table. Is there a table in your room? I usually have milk with my tea. Take the milk in the cup! Buy apples at the shop! Wash the apples! I see a multistoried building. It is the building of the Town Library.

6. Make up sentences using definite or indefinite articles.

7. Tell the class what:

- a) you do at the library,
- b) you did in the country,
- c) you will do at the Tajik lesson.

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## HOMEWORK

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*Use definite or indefinite articles.*

They lived in ... village near ... small river. There were ... book-stands full of books. They saw ... large fields of grass and flowers. Do you like ... Flat cake with ... butter?

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## LESSON 3 - THE THIRD LESSON

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1. Read, translate and remember:

good-better-best	many-more-most
bad-worse-worst	little-less-least

2. Read, translate and learn the sentence.

A book is the best friend.

3. Translate.

A. My father is taller than my mother.

Alim is the tallest of all the pupils in the class.

The richest library in our republic is the library by name of "Firdousi".

B. This book is better than that one.

Ali is the best pupil in the class.

Your work is worse than Lola's one.

Karim's work is the worst one.

- C. This film is more interesting than that one I saw last Sunday.  
"Chapaev" is the most interesting film.

**4. Make up three forms as: warm-warmer-the warmest**

- A. cold, hot, short, tall, long
- B. good, bad, many, little
- C. interesting, beautiful

**5. Read the dialogue, learn and act it:**

L - Have you got any new novels (poems)?

Shop-assistant - Yes, we have.

L - Please, give me the most interesting novel.

Shop-assistant - Here you are!

- 6. Say to your classmate:**
- a) why you go to the library,
  - b) when you go to the library,
  - c) where is your library,
  - d) what books you take.

**7. Read and say why we use or do not use the article with the words underlined.**

Look at the chalkboard! Is there a chalkboard in the reading room?

How many boys and girls are there is the classroom? They usually take milk with their tea. May I take the flat cakes from the table? Can you tell me the way to the circus?

**8. Look at the pictures, say some sentences using definite or indefinite articles.**



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**HOMEWORK**

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*Answer the questions in written form.*

A - Where will you go if you have some time tomorrow?

- B** - What will you say to your pen-friend if he comes to see you?  
Will you be glad when you have your holidays?  
Will you go to the pioneer camp or to the village when you have your summer holidays?

## LESSON 4 - THE FOURTH LESSON

**To be memorized: favourite, a title, an author**

**Let's read, speak, learn and do exercises**

### 1. Read.

ear, eer [iə] - near, hear, gear, pioneer  
igh [ai] - high, right, night, fight  
i+ld [ai] - child, mild

### 2. Read, translate the dialogue, learn and act it, make up dialogues of your own.



**A** - Hello, Oisha!  
**O** - Hello, Ali!  
**A** - Can you tell me the time, please?  
**O** - It's half past four.  
**A** - Oh, I'm late. Excuse me, please. I'm in a hurry.

### 3. Read, translate and learn the words.

**favourite** ['feivərɪt]: a favourite writer, a favourite poet,  
Tursun-zade is my favourite poet.  
Aini is my sister's favourite writer. Kanoat  
is my mother's ... poet.

**a title** [ə 'taɪtl]: The title of this poem is "Rustam", the title  
of my favourite book is "My pats". What is  
the title of your favourite book?

**an author** [ən 'ɔ:θə]: The author of "Ruslan and Ludmila" is  
Pushkin. The author of this poem is Sheraly  
Rakhimov. Who is your favourite author?

### 4. Read and translate the dialogue, learn and act it, make up dialogues of your own.

**K** - Nor, what are you doing?  
**N** - I am reading a book.

**K** - What is the title of the book?

**N** - "Kalidi bakht".

**K** - Who is the author of the book?

**N** - Mirsaid Mirshakar. He is my favourite poet.

**5. Answer the questions.**

1. Who is your favourite writer?
2. What book by this author do you like most of all?
3. What is the title of the book you are reading now?
4. What do you like to read most of all: novels, plays or poems?
5. Have you a library at you school?
6. Have you a librarian card?

**6. Look at the picture, have a pair talk about it and describe the picture.**



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**HOMEWORK**

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*Do ex. 5 on p. 29 in written form.*

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**LESSON 5 - REVISION**

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**Let's read, speak, learn and do exercises**

- 1. Read the words and translate them (in unison):** a village, a surname, parents, a turner, a nurse, a dressmaker, a hobby, a profession, to play the guitar, to play the piano, a radio-repairing, to collect marks, physics, chemistry, zoology, a subject, to attend, a novel, a story, a librarian, a subscriber, to take out, a poem, favourite, a title, an author.
- 2. Read, translate and learn:**

- A Happy October to you!

- Thank you very much!
- The same to you!

### 3. Say what you will do.

1. If I have time, I ...
2. When my friend comes to see me, we ...
3. If you like, we ...
4. If we have no bread at home, I ...
5. When I do my homework, I ...

### 4. Complete the sentences.

1. I shall buy tomatoes if ...
2. He will bring a melon if ...
3. We shall eat a watermelon if ...
4. She will buy cherries if ...

### 5. Look at the pictures: either ask questions about them or describe the pictures.



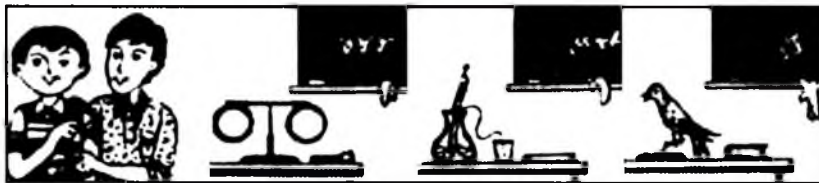
a library

a hobby

a flat



professions



faces

at the lessons of:

physics,

chemistry,  
zoology

## SUMMER HOLIDAYS



in the town

in the village

at the camp

## THE SECOND TERM

### UNIT 5 - THE FIFTH UNIT

#### LESSON 1 - THE FIRST LESSON

To be memorized: different, kinds of sports, match, a stadium, boxing, a waterpolo, gymnastics, to go in for sports

Let's read, speak, learn and do exercises

1. Read, translate and learn the proverb.

**ART IS LONG, LIFE IS SHORT**

2. Get more information by putting questions.

She found, He will get. She is reading.

3. Read and translate the dialogue, learn and act it.

**A** - Did you watch the football game between the "Spartak" and the "Dynamo"?

**B** - Yes, I did. It was great fun.

4. Have a pair talk about your hobby.

5. Tell your classmates about your hobby.

**6. Read, translate, learn the words and answer the questions.**

**different:**

There are different books on the bookstand. I like to read ... books. Have you different books at your library?

**stadium** ['stædjʊ:m]:

There is a large stadium in you school. Our town has a large ... by name of Zakhuti. Do you go to the stadium on Sundays?

**match:**

We go to the stadium to watch a football match. He watches hockey ... at the stadium every Sunday. Do you like to watch volley-ball match?

**to go in for sport:**

Our pupils go in for different kinds of sports. I go ... table tennis. What kind of sport do you go in for?

**boxing:**

My elder brother goes in for boxing. I don't like ... Who goes in for boxing?

**a waterpolo:**

[ə ,wɔ:tə'pɒləu]

My younger brother goes in for waterpolo. I like ... very much. Who goes in for waterpolo, boys?

**gymnastics:**

[dʒim'mnæstiks]

Alim's younger sister goes in for gymnastics. She likes ... very much. Do you like gymnastics, pupils?



7. A. Make up sentences using the words: a match, boxing, waterpolo, gymnastics, to go in for sports, a stadium, different.

B. Have a pair talk using the words (A).

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## HOMEWORK

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*Do ex. 7 (a) on p. 32 in written form.*

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## LESSON 2 - THE SECOND LESSON

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**To be memorized: a score, to score, a goal, to take place, fencing, wrestling, skiing, skating, competitions, figure skating, speed skating**

**Let's read, speak, learn and do exercises**



## 1. Read, translate and learn the proverb.

### MANY A LITTLE MAKES A MICKLE

## 2. Read, translate the dialogues, learn and act it.

**T** - What was the score?

**K** - The score was in our favour 1:0 (one to nill).

**T** - Who scored the goal?

**K** - Anvarov did.

### ENGLISH GRAMMAR IS EASY

Артикли муайян дар ҳолатҳои зерин истеъмоли меёбад:

а) пеш аз номи баҳрҳо, уйёнуҳо, дарёҳо:

The Moskva river. The Volga river. The Red Sea.  
The Black Sea. The Dushanbe river. The White Sea. The Arctic Ocean.

в) пеш аз номи кишварҳо, тарафҳои олам:

The North. The South. The East. The West.

Fill in the definite or indefinite article.

... Neva is ... very beautiful river.

... Lena is ... longest river in Russia.

... Volga is ... largest river in Russia.

It is in ... west of our country.

Which is ... highest mountain in ... North of America?

... Black Sea is in ... West-South of our country.

Water in ... Arctic Ocean is very cold.

## 5. Answer the questions using two sentences.

1. When do you go to the stadium by name of Spartak?

2. Do your friends go in for different kinds of sports?

3. Who goes in for boxing?

4. Who goes in for waterpolo?

5. Do you like gymnastics?

---

**a score** [ə 'skɔ:] - ҳисоб; очко

**to score** - гол задан; забить гол

**a goal** [ə 'gəʊl] - гол

**6. Read and translate the words, learn them, fill in the words and answer the questions.**

- to take place:** A football match takes place at our stadium. A hockey match ... .. at our stadium on Sunday. When will a volley-ball match take place at our stadium?
- fencing:** Fencing is a nice kind of sports. I go in for ... Does your friend go in for skating?
- wrestling** ['restlɪŋ]: Wrestling is a kind of sports. My uncle goes in for wrestling. My uncle's son goes in for ... , too. Who goes in for wrestling?
- skiing:** Skiing is a nice kind of sports. My friend want to go in for .... Skiing takes place in the mountains. Who goes in for skiing?
- speed skating:** Speed skating is a good kind of sports. There is no... in our republic. Do you like speed skating?
- figure skating:** Figure skating is a beautiful kind of sport. We like to watch ... on TV. Do you like figure skating?

**7. First make up sentences, then have a pair talk using the words: to take place, fencing, wrestling, skiing, speed skating, figure skating.**

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**HOMEWORK**

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*Do ex. 7 on p. 34 in written form (make up sentences).*

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**LESSON 3 - THE THIRD LESSON**

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<p><b>To be memorized: a competition, an Honoured Master of sports, a champion</b></p>
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**Let's read, speak, learn and do exercises**

### 1. Read the poem, translate and learn it (at home).

#### AUTUMN

The autumn winds are blowing, Blowing in the fields. The yellow leaves are falling, Falling from the trees.	The swallows are now leaving, Leaving for the South, We know that every autumn, They say "good-bye" to us.
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### 2. Remember these words are nouns.

child+hood=childhood  
man+hood=manhood  
dictate+tion=dictation

translate+tion=translation  
friend+ship=friendship  
free+dom=freedom

### 3. Read and translate the dialogue, learn and act it:

**A.** **A** - Have you a good coach<sup>1</sup>?

**S** - Yes, we have. We have a fine coach. He is an ex-champion.

**B.** **A** - Are there any sport teams<sup>2</sup> in your school?

**S** - Of course, our pupils can go in for water sports, gymnastics, fencing, wrestling, boxing, winter sports: skiing, games: basket-ball, volley-ball, tennis and football.

### 4. Read, translate and learn the words.

**a competition:**  
[ə ,kəmpi'tiʃən]

A competition on tennis will take place at the stadium. All kinds of ... take place at our stadium. Did any kind of competition take place at your stadium?

**a champion:**  
[ə 'tʃempjən]

Fadeev is a champion in figure skating. He is an Honoured Master of sport in figure skating. I want to be a champion, too. Do you know any champions? Do you know any Honoured Masters of sports?

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

---

<sup>1</sup> **a coach** [ə 'koutʃ] - тренер

<sup>2</sup> **a team** - даста; команда

## SPORT

I am a member of our school team. My coach is an ex-champion, an Honoured Master of Sports. Our coach says that every pupil must go in for sports. Pupils of our school go in for different kinds of sports, such as<sup>1</sup> water sports: swimming, water-polo, gymnastics, fencing, wrestling, boxing; games: basket-ball, volley-ball, tennis and football; winter sports: skiing and hockey.

There are some champions in chess playing, boxing, gymnastics and boxing in our school. Different kinds of competitions take place in our school. I don't play basket-ball, but I like to watch basket-ball matches at the town's stadium. I also take a great interest in chess and I like to play this game.

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

1. Who is a member of your school football team?
2. Who is your coach?
3. Must every pupil go in for sport?
4. What kinds of sports do you know?
5. What kinds of sports do you like best of all?
6. What kind of sports do you go in for?

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## HOMEWORK

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*Do ex. 6 on p. 36 in written form.*

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## LESSON 4 - THE FOURTH LESSON

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**Let's read, speak, learn and do exercises**

**1. Read, translate and remember.**  
**adjective-adverb - сифат-запф**

quick - quickly  
nice - nicely  
large - largely  
slow - slowly

bright - brightly  
cold - coldly  
warm - warmly  
beautiful - beautifully

---

<sup>1</sup> such as - масалан; например

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

1. Can you run quickly?
2. Can you write it nicely?
3. Did you meet your foreign guests warmly or coldly?
4. Is he running slowly or quickly?
5. Is the sun shining brightly?

**3. Read the dialogue, translate it, learn and act it, make up dialogues of your own.**

- It's a fine day today, isn't it?
- Yes, beautiful, sunny, warm and no wind. I like such weather.

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## HOMEWORK

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*Fill in the words: boxing, fencing, swimming, wrestling, speed skating, skiing, figure skating, Honoured Master of Sports, a champion, an ex-champion.*

... is a king of winter sport. ... is a kind of sport for men. ... is a king of sport which is pleasant for every one. Winter sports comprise' [kəm'praiz] such kinds of sports as ... Hasanov is an .... Karimov, our pupil, is ... of our school. ... is my favourite kind of sport.

## UNIT 6 - THE SIXTH UNIT

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### LESSON 1 - THE FIRST LESSON

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**To be memorized: begun, broken, written, seen, built**

**Let's read, speak, learn and do exercises**

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

childhood  
friendship

quickly  
brightly

**' comprise** - дар бар гирифтан; включать в себя

**adverb** - зарф; наречие

**noun** - исм; существительное

freedom  
translation  
happiness

warmly  
nicely  
beautifully

**2. Read, translate the dialogue, learn and act it, then make up dialogues of your own:**

- Did you watch the football game between the "Rotor" team and the "Pamir" team?
- Yes, I did. It was great fun.
- Are you a "Rotor" fan?
- Oh, no! I am the "Pamir"'s fan.

**3. Read the verbs, translate and learn them:**

begin - began - begun  
buy - bought - bought  
get - got - got  
break - broke - broken

build - built - built  
write - wrote - written  
come - came - come  
see - saw - seen

**ENGLISH GRAMMAR IS EASY  
THE PRESENT PERFECT TENSE<sup>1</sup>  
HAVE+PAST PARTICIPLE (the form of verbs)**

I	have	
You		
We		have come home
They		

	has	
He		
She		has come home
It		

**A. RESULT**

I have come home (now I am at home).  
He has got a letter. (He is reading it).  
She has written a letter. (It is on the table).

**B. THE TIME IS NOT UP**

They have build a new house this year.  
He has bought a new suit this month.

---

<sup>1</sup> **The Present Perfect Tense** - Замони ҳозираи мутлай; настоящее совершенное время

He has written a nice poem this week.  
I have broken a cup today.

**5. Read, translate and compare the sentences.**

I have seen our teacher today. - I met him in the morning.  
We have seen the film "Rudaky" this month. - We saw it last month.  
Alim has got a letter this week. - He got it yesterday.  
The rain has stopped and we can go out. - The rain stopped ten minutes ago.

**6. Read and translate the dialogue, learn and act it, and make up dialogues of your own.**

**A. R** - I have seen a very interesting film.

**K** - What film?

**R** - "Rustam and Suhrob".

**K** - When did you see it?

**R** - I saw it last week.

**B. A** - I have bought a bicycle (skies, skates, ball).

**L** - When did you buy it?

**A** - I bought it last week.

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**HOMEWORK**

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**1. Use correct tense, do it in written form.**

I (have seen, saw) the doctor today. I (have seen, saw) him last week. My friend (has been, was) to Moscow this month. He (has been, was) there two days ago. My classmate (has brought, brought) this book this week. He (has brought, brought) this book in the evening.

**2. Learn the verbs (ex. 3 p. 38).**

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**LESSON 2 - THE SECOND LESSON**

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<p><b>To be memorized: done, found, forgotten, given, gone, cut, shut, taken, draughts</b></p>
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**Let's read, speak, learn and do exercises.**

**1. Read, translate and learn the verbs.**

do-did-done	go-went-gone
find-found-found	put-put-put
give-gave-given	cut-cut-cut
take-took-taken	shut-shut-shut

**2. Answer the questions using the Present Perfect Tense (do it in pairs).**

My sister is out. Where has she gone?  
A letter is on the table. Who has written it?  
The window is shut. Who has shut it?  
My pen is not on the desk. Who has taken it?  
The dress is nice. Who has made it?  
The cup is on the floor. Who has broken it?

**3. Answer the following questions (do it in pairs).**

- Have you seen our new Zoology teacher?
- When did you see him?
- Have you taken my note-book?
- When did you take it?
- Have you done your homework?
- When did you do it?
- Have you bought a new dress?
- When did you buy it?

**4. Read and translate the dialogues, learn and act them.**

**A.** - Are there any indoor games at your school?

- Oh, yes! Chess, table-tennis and draughts ['dra:fts].

**B.** - Hello, boys! Where are you going from?

- From the stadium.

- Have you seen a football match?

- Yes, we have. We have seen the football match between the "Pamir" and the "Pakhtakor".

- What is the score?

- The game ended in a draw.

**5. Look at the pictures, have a talk about them, then describe them.**

a goal-keeper	competition	a bronze medal
a football game	a figure skating	a gold medal
to score a goal	a favourite sport	a silver medal





to win a victory      to dance to music an ice-hockey match  
to end in a draw      [muj:zik]

## HOMEWORK

1. Learn the verbs (ex. 1 on p. 40).
2. Do ex. 3, p. 40 in written form.

## LESSON 3 - THE THIRD LESSON

**To be memorized: met, left, made, read [red],  
run, said, told, spoken, athletics, war**

**Let's read, speak, learn and do exercises**

1. Read the rules and learn them.

### MIND THE RULES

You may not take more than 2 books at the library.  
You may not turn down the corners of the book.

2. Read the verbs and learn them.

meet-met-met  
leave-left-left

make-made-made  
read-read-read

3. Act and answer the questions, then give commands to each other and ask questions in the Present Perfect Tense.

- Ali, open your book at page 12! What have you done?
- Lola, give me a piece of chalk! What has she given to me?
- Karim, go to the door! Where has he gone?
- Oisha, write your name on the chalkboard! What have you done?

#### 4. Read, translate and learn the words:

- a war** [wɔ:]: A war is bad. People do not like wars. The Second world War took place in 1941.
- athletics** [æθ'letiks]: I like sportsmen who go in for athletics. My friends go in for athletics. Do you like athletics?

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

### OLYMPIC GAMES

#### PART 1

The first Olympic Games took place in Greece more than two thousand years ago. Every year there was no war for five days and sports competitions took place.

The Olympic Games began again in 1896. They take place every four years. The games have taken place in many countries. During<sup>1</sup> the Olympic Games there are competitions in many kinds of sports: running, jumping, athletics, swimming, boxing, basketball, football, tennis and so on.

Winter Olympic Games first took place in 1924. At the winter Olympic Games many countries take part in competitions in skiing, skating, figure skating, ice-hockey and other winter sports.

#### 6. Answer the questions.

- In what country did the first Olympic Games take place?  
When did the first Olympic Games take place?  
When did the Olympic Games begin again?  
How often do they take place?  
In what kinds of sports are there competitions?  
When did winter Olympic Games first take place?  
What kinds of sport competition take place at the winter Olympic Games?

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### HOMEWORK

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1. Learn the verbs: ex. 2, p. 41.
2. Do ex. 6 on p. 42 in written form.

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<sup>1</sup> during ['dju:ərɪŋ] - дар давами; в течение

**To be memorized: to receive, a team, win-won-won**

**Let's read, speak, learn and do exercises**

**1. Read the rules and learn them.**

**MIND THE RULES**

You may not write on books  
You may not lose<sup>1</sup> your books  
You may not soil<sup>2</sup> them.

**2. Read the verbs, translate them and make up sentences using the Present Perfect Tense.**

run-ran-run	speak-spoke-spoken
say-said-said	win-won-won
tell-told-told	take-took-taken
send-sent-sent	

**3. Read and translate the dialogue, learn and act it, make up dialogues of your own.**

**M** - Hello, Akram! I haven't seen you for ages. Where are you running?

**A** - I am running to see a competition in athletics. Come with me!

**M** - O.K.! ['ou'kei].

**4. Read and translate the words and learn them.**

**to receive** [ri'si:v]: I receive letters every month. We can receive letters, medals... Sportsmen receive gold, silver and bronze medals. Who has received any medal in your class?

**a team:** We have different sport teams. There are football teams, ice-hockey teams, tennis teams... What kind of teams are there in your school?

---

<sup>1</sup> lose [lu:z] - глум кардан; терять

<sup>2</sup> soil - олондан; пачкаты

**win-won-won:**

Any sportsman likes to win in competition. A sportsman who wins in a competition receives a medal. Do you like to win in competitions?

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

**OLYMPIC GAMES**

**PART 2**

The sportsmen who take the first places at the Olympic Games receive gold medals, those who come second receive silver medals, and those who finish third receive bronze medals.

The Soviet Union sent teams to the Olympic Games and they always won many gold, silver and bronze medals. Soviet sportsmen held Olympic records for many kinds of sports. In 1988 the Olympic Games took place in Seoul [soul] (Southern Korea). Our sportsmen received many medals there.

**6. Answer the questions.**

1. Who received gold, silver and bronze medals?
2. What can you say about the Soviet sportsmen?
3. Do you know any Honoured Master of Sports?

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**HOMEWORK**

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1. *Learn the verbs: ex. 2, p. 43.*
2. *Do ex. 6 on p. 44 in written form.*

**UNIT 7 - THE SEVENTH UNIT**

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**LESSON 1 - THE FIRST LESSON**

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**To be memorized: a bicycle, by bicycle, a motor-cycle, by motor-cycle, a plane, by plane, a train, by train, a ship, by ship, been, eaten, trips**

**Let's read, speak, learn and do exercises**

**1. Read the numerals (first individually then in unison).**

71, 829, 345, 516, 412, 1975, 1980, 1989, 1990.

**2. Read and learn the verbs, make up sentences using them in the Present Continuous and Present Perfect tenses.**

have-had-had

come-came-come

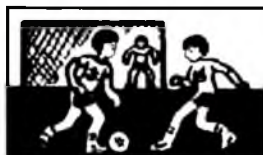
be (am, is, are)-was, were-been

eat-ate-eaten

**3. Look at the pictures and answer the questions. Use: to win a cup.**

**A FOOTBALL MATCH**

1. What games are the sportsmen playing?
2. Is it the beginning of the game?
3. What teams are playing?
4. What is the score of the game?
5. What is the goal-keeper doing?
6. Who will win a cup?
7. Has your school team won a cup?



**4. Tasks.**

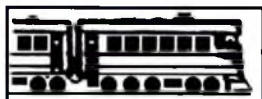
1. Ask your classmate questions about the last Olympic Games.
2. Tell the class that you know about well-known World champions.
3. Tell the class about the Winter Olympic Games.
4. Tell the class about sportsmen who won gold, silver and bronze medals in the last champions of the Winter Olympic Games.

**5. Read, translate and learn the words:**

**a bicycle** [ə 'baisɪkl]: Alim has a bicycle. He goes to school by bicycle. You can go to this hamlet by bicycle. Have you a bicycle?

**a motor-cycle:** Alim has bought a new motor-cycle. He goes to his plant by motor-cycle. Has your father bought a motor-cycle for you?  
[ə 'saɪkl]

**a train:**



I like to go by train. We can go by train to Tashkent, Moscow and many other towns and villages. Do you like to go by ...?



a ship:

by ship:

a trip:

**a plane:** I don't like to go from one place to another by plane.

**by plane:** You can get to the Pamirs by plane. He has come to our town ...

We have small ships in waters of the Amu-Darya.

You may go from Odessa to Sochi by ship.

Has your brother gone to Sochi ...?

I like to have a week-end trip every Saturday. This week we shall have a trip to Khujand. Did you have a week-end trip last month?

## 6. Make up sentences.

<b>A.</b> Rustam			by bus
Karim			by car
Alim	can get to		by train
Lola			by ship
Nor	can have a trip		by bicycle
			by motor-cycle
<b>B.</b> Can	you		by bus?
Can	he		by car?
Can	she	get there	by train?
Can	they		by plane?
Can	we		by ship?
Can	they		by bicycle?
Can	Nor		by motor-cycle?
<b>C.</b> I			by bus
You			by car
He	can't get there		by train
She			by plane
We			by ship
They			by bicycle
Nor			by motor-cycle

## HOMEWORK

1. Learn the verbs: ex. 2, p. 45.

2. Do ex. 6 on p. 46 in written form.

**To be memorized: fast, gymnasium, high, late, long, early**

**Let's read, speak, learn and do exercises**

**1. Read the verbs and make up sentences using the Present Continuous, Present Indefinite, Past Indefinite and Present Perfect Tenses.**

eat-ate-eaten	leave-left-left
win-won-won	meet-met-met
speak-spoke-spoken	read-read-read

**2. Read, translate and remember the words:**

<b>fast</b> [fa:st]:	He took a fast train to Sochi. She speaks English very fast.
<b>long:</b>	Her new coat is too long. She did not stay long in the hamlet.
<b>early:</b>	My brother likes early autumn. Father gets up early in the morning.
<b>late:</b>	He is never late for school. He comes home late at night.
<b>high:</b>	There are many high buildings. Ali lives high up in the mountains.
<b>much:</b>	There was much rain in early spring. He worked much and got a gold medal when he left school.

**3. Read the word, translate and learn it:**

<b>gymnasium:</b> [dʒim'neizjəm]	Our pupils do gymnastics in a gymnasium. Our gymnasium is large. Is your gymnasium large?
-------------------------------------	--

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

1. Are gymnastics and athletics very popular in the Soviet Union?
2. Where do we usually ['ju:ʒuəli] have competitions in gymnastics?
3. Who won gold, silver and bronze medals in the last championship in gymnastics?

---

<sup>1</sup> usually - одатан; обычно

4. Who are the champions in our country in gymnastics and athletics?

5. **Read the dialogue, translate it, learn and act it, then make up dialogues of your own, using the words: by train, by ship, by bicycle, a motor-cycle, a plane, a ship, a bicycle...**

A - Is it going to Sochi by plane better than going there by ship?

B - I like going there by ship.

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

### **MY TRIP TO GRANDPARENTS**

I live in Dushanbe with my parents. My grandparents live in another place far from here. They live in the hamlet of Chorbog. Last summer I went to the hamlet where my grandparents live. It is a beautiful place. The hamlet of Chorbog is not far from the river Varzob. There are high mountains around it.

There are many trees in the hamlet and on the mountains. I can go to the hamlet by a bicycle or a motor-cycle. It takes me one hour to get to the hamlet.

7. **Answer the questions.**

1. Where do you live?

2. Where do your grandparents live?

8. **Say some sentences about the place where your grandparents live.**

9. **Have a pair talk about the text.**

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### **HOMEWORK**

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1. *Write 6-7 sentences about your trip to a village or a hamlet.*

2. *Review the verbs: ex. 1 on p. 47.*

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### **LESSON 3 - THE THIRD LESSON**

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<b>To be memorized: found (find-found)</b>
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**Let's read, speak, learn and do exercises**

1. **Review the verbs, make up sentences using The Present Perfect tense in the interrogative and negative forms as follows:**

L - Have you been to Moscow?



**O** - No, I haven't. I haven't been to Moscow.

**2. Read and translate the dialogue, learn and act it, then make dialogues of your own.**

**K** - I'm afraid, we shall be late for the train.

**A** - I don't think so. We have twenty minutes left.

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

**A MOTOR-CYCLE TRIP**

It was a fine day and our father told us: "Let's go to the village to see our grandparents!" We cried, "It is a very good idea. Let's go to the village!" Our mother put some flat-cakes, eggs, apples, milk, cucumbers, potatoes, cherries into the lunch-basket, we took some fishing-rods to fish in the river. Then our father took a tent for us, boys, to sleep in them, In the afternoon we went to the village by a motor-cycle.

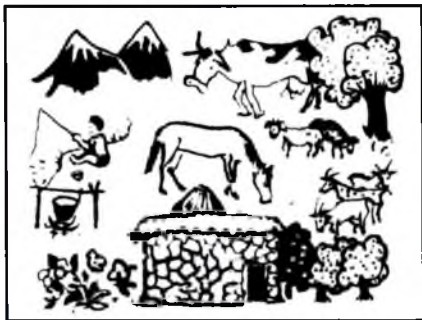
**4. Have a talk on the text:**

1. Ask your classmate:

- a) what trip his family and he had last week;
- b) where they went on a trip;
- c) what weather they had;
- d) what they took to eat and to sleep.

**5. Describe the pictures.**

at the river,  
a lunch-basket,  
to make a fire,  
a fishing-rod,  
to fish,  
to cook,  
fish-soup,  
a tent.



in a village yard,  
a cow, a horse,  
a goat, a sheep,  
to feed, hens,  
cocks, a garden,  
flowers, trees,  
mountains.

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## HOMEWORK

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1. Do ex. 1 on p. 48 in written form.
2. Write some sentences about your trip to ...

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## LESSON 4 - THE FOURTH LESSON

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<b>To be memorized: a pavement, a road, cost-cost-cost, drive-drove-driven</b>
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Let's read, speak, learn and do exercises

1. Read the verbs and make up sentences using The Present Perfect Tense.

cost-cost-cost	drive-drove-driven
spend-spent-spent	hear-heard-heard

2. Read and translate the dialogue, learn and act it.

- Don't you like ice-hockey?
- I like to watch ice-hockey matches, but I don't play. I have only skis.
- Do you watch ice-hockey on TV?
- Oh, yes, of course!

3. Read, translate and remember:

<b>A.</b>	adjective-quick (сифат) (прилагательное) nice slow	adverb-quickly (зарф) (наречие) nicely slowly	But  high-high straight-straight
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- B.** The boy is running quickly.
- Is the boy running slowly?
  - No, he isn't.
  - How is the boy running?
  - He is running quickly.

4. Read and translate the sentences.

1. The weather was very warm yesterday.  
They met the World figure-skates warmly.
2. Many happy returns of the day!  
We lived happily near the Black Sea.

3. Go straight down this street and you will see the stadium.  
Draw a straight line, please!
4. The sportsman jumped very high.  
There was a museum in a high building.

**5. Read and translate the dialogue, learn and act it, then make up dialogues of your own.**

- Can I have tickets to Samarkand for the early morning train?
- How many?
- Two, please.
- Here are two tickets to Samarkand! They cost thirty-two roubles.
- Here's the money.

**6. Read and translate the text and put questions on the text.**

**CITIES, TOWNS, VILLAGES**

Cities, towns and villages have streets between their buildings, that is (i.e.) the buildings are on each side of a street. On each side of the street in front of the buildings, there is a pavement. Between the pavements there is a road. People walk on the pavements; buses, trams, cycles, motor-cycles, lorries, trolley-buses and cars drive on the roads.

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**HOMEWORK**

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1. *Do ex. 1 on p. 50 in written form.*
2. *Answer the questions in written form.*

1. Where is there a pavement?
2. Where is there a road?
3. Who walk on the pavements?
4. What drive on the roads?

**UNIT 8 - THE EIGHT UNIT**

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**LESSON 1 - THE FIRST LESSON**

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**Let's read, speak, learn and do exercises**

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

- I wish you a Happy New Year!
- Thanks, the same to you!

**2. Read the verbs, remember them, play the game "Say, repeat and add" using The Present Perfect Tense.**

hear-heard-heard	drive-drove-driven
shine-shone-shone	spend-spent-spent

**3. Look at the pictures and say:**

- a) where you (your grandparents) live;
- b) by what you go to see your parents;
- c) some sentences about a town, a village or a city.



a village



a city



a town

**4. Fill in the correct word.**

The sun shone ... in a blue sky (bright, brightly). Write the word "athletics" ... (correct, correctly). We have spent this day (nice, nicely). She cleans the room and washes the floor on Saturday (usual, usually). The weather was ... and we skied ... (bad, badly). The Soviet Union was a ... country (great, greatly).

**5. Read and translate the dialogue, learn and act it and make up dialogues of your own.**

- Which sports do you prefer<sup>1</sup> in winter?

<sup>1</sup> **prefer** [pri'fə:] - афзал (беҳтар) донистан; предпочитать

- Well, I like skiing very much. Every Sunday my father and I take our skis and go to the mountains to ski.

## **6. Tasks:**

1. Tell the class how often you go to the stadium in winter and what you do there.
2. Ask your classmate if he (she) can play table-tennis better than his (her) friend.
3. Ask your classmate if he (she) jumps as high as his (her) friend and who jumps higher than he (she).

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## **HOMEWORK**

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1. Do ex. 2 on p. 52 in written form (make up 4 sentences).
2. Do ex. 5 on p. 52 in written form.

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## **LESSON 2 - THE SECOND LESSON**

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**Let's read, speak, learn and do exercises**

### **1. Read the words, translate and memorize them.**

**A.** soon-sooner-soonest  
fast-faster-fastest  
late-later-latest  
early-earlier-earliest

**B.** well-better-best  
badly-worse-worst  
much-more-most  
little-less-least

### **2. Read the sentences and translate them.**

- A.**
1. Don't sing so loudly!
  2. You are reading too fast.
  3. My watch is three minutes fast.
  4. My sister comes home as late as my brother does.
  5. Which is the best football player in the "Pamir" team this year?
  6. The car goes faster than the lorry.
  7. The boys are stronger than the girls.
  8. I shall come sooner than you.

**B.** Retranslate the sentences (A) from Tajik into English (close)

### **3. Read the dialogue, translate and learn it, act it and make up dialogues of your own.**

- What was the score at the yesterdays ice-hockey match?
- 7:2.

- In whose favour\* ['feivə]?
- In the "Spartak"'s favour. It was a splendid\* victory for the "Spartak"'s team.

#### 4. Read the text, translate it and have a pair talk on it.

### TALK ON A TRIP

When we go by train, we like to look out of the windows. It is very interesting to see green fields, flowers, mountains. They are changing very quickly. Now the train is coming to a village. There is a lake not far from the village. There is a green forest behind the village. Green mountains are near the forest. It is a beautiful place. Now we see a river, some children are swimming in the river. Some people are working in the field. The train is going very fast. Now we see large buildings, plants and factories. We are coming to a large city.

### HOMEWORK

*Make up sentences in the Present Perfect, Past Indefinite, Future Indefinite, Present Indefinite and Present Continuous Tenses using the verbs:*

see-saw-seen	win-won-won
shine-shone-shone	take-took-taken
drive-drove-driven	give-gave-given

### LESSON 3 - THE THIRD LESSON

**Let's read, speak, learn and do exercises**

#### 1. Read the rhyme, translate and learn it (at home).

### RHYME

Since<sup>1</sup> books are friends,  
They need<sup>2</sup> much care<sup>3</sup>.  
When you're reading them,  
Be good to them and fair<sup>4</sup>.

\* **in whose favour** - ба фондаи кӣ?; в чью пользу?

\* **splendid** - хеле зебо; прекрасный, чудесный

<sup>1</sup> **since** [sɪns] - то хол; с тех пор

<sup>2</sup> **need** - (n.) муҳтоҷ; нуждаться

<sup>3</sup> **care** [keə] - (n.) гамхорӣ; забота

<sup>4</sup> **fair** [feə] - одил; справедливый

## 2. Read the words, translate and learn them.

often-more often-most often  
quickly-more quickly-most quickly  
slowly-more slowly-most slowly  
loudly-more loudly-most loudly  
cheaply-more cheaply-most cheaply  
brightly-more brightly-most brightly

## 3. Read the sentences and answer the questions:

- A. 1. The boy skates better than the girl.  
2. Does the boy skate better or worse than the girl?  
3. Does the girl skate well?  
4. Who skates worse, the boy or the girl?  
5. How does the boy skate?
- B. 1. Our school team played volley-ball most splendidly.  
2. Did our school team play volley-ball badly?  
3. How did our school volley-ball team play?  
4. What game did our school team play most splendidly?  
5. Did our school team play basket-ball or volley-ball most splendidly?

## 4. Read and translate the dialogue, learn and act it.

- What kind of books do you usually read?
- I like to read books for pleasure<sup>1</sup>.

## 5. Tell the pupils about (first do it in a pair talk):

- a) Why you go to the library?
- b) Who your favourite writers and poets are?
- c) What Tajik and Russian writers and poets you know?

## 6. Read and translate the dialogue, learn and act it.

- Excuse [iks'kju:z] me. Can you tell me where the booking-office is?
- Yes, there it is, that window on the right. There's "Booking-office" written over it.

## 7. Read the text; first have a talk on it, then retell it.

---

<sup>1</sup> for pleasure ['plezə] - фарахмандӣ; удовольствие

## CHESS PLAYERS

Most of the great chess players of today are the Soviet chess players. We can tell the names of these great chess players. They are: M. Botvinnik, V. Svislov, M. Tal, B. Spassky, A. Karpov, G. Kasparov, a young good chess-player A. Yusupov. Our chess-players play much in many countries and many of them win the first, second and third places and world cups.

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### HOMEWORK

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1. *Review the words: ex. 2 on p. 55, learn the poem - ex. 1 on p. 54.*
2. *Answer the questions in written form.*
  1. Which is the coldest month in our republic?
  2. When is it warmer, in April or in May?
  3. What is the hottest month in our republic?
  4. When are the nights shorter than the days?
  5. What is the most rainy month in the year?
  6. Which is the most beautiful season in our republic?
  7. Which exercise is more difficult for you the first or the second exercise on p. 55?

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### LESSON 4 - REVISION

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#### 1. Review the words:

stadium, match, boxing, water-polo, gymnastics, gymnasium, to go in for sports, score, to score, goal, fencing, wrestling, skiing, skating, to take place, competition, figure-skating, speed-skating, composition, Honoured Master of sports, champion, coach, ex-champion, sport-teams, begun, broker, written, seen, fan, done, found, forgotten, given, gone, taken, draughts, to end in a draw, run, eat-ate-eaten, spoken, athletics, war, gold, silver, bronze, medal, to receive, win-won-won, bicycle, by bicycle, motor-cycle, by motor-cycle, plane, by plane, train, by train, ship, by ship, been, to win a cup, a trip, gymnastics, fishing-rod, lunch-basket, to fish, tent, fish-soup, drive-drove-driven, pavement, road, ticket, cost-cost-cost, spent, shone, favour, to prefer, for pleasure, excuse, favourite, booking-office.

Read: 314, 127, 568, 1498, 1989, 1990,  
21/XII, 13/VIII-1989, 6/V-1991.

#### 2. Read, translate and learn:

- Best wishes for the New Year!
- The same to you!



**3. Read and translate the dialogue, learn and act it, make up dialogue of your own.**

**A.** - What about jumping?

- In the high jump we won the first and third places.

**B.** - What kind of sport do you prefer: jumping or running?

- Jumping. It is my favourite kind of sport.

**4. Look at the pictures and describe them, then have a pair talk about them.**

**5. Answer the questions using 2-3 sentences.**

1. Which kind of sports do you like best of all?

2. How many pupils in your class go in for athletics and gymnastics?

3. Has any pupil in your school won a medal in sports competitions?

4. Do you go to the water-polo?

5. Do you like to swim in the water-polo?

6. Is there a water-polo in your town (village)?

7. Which is more difficult, to play tennis or basketball?

8. Which is more interesting, to watch figure skating or boxing?

9. Which is your favourite sport?



Jumping



chess playing

**6. Tasks:**

**A.** Tell your classmates some sentences about kinds of sports you like.

**B.** Have a pair talk about different kinds of sports.

**7. Read and describe your trip using the questions as a plan:**

1. Have you had a trip this year?
2. When did you have a trip?
3. Where did you go and how?
4. What did you see on your trip?
5. Did you like your trip and why?

## **THE THIRD TERM**

### **UNIT 9 - THE NINTH UNIT**

#### **LESSON 1 - THE FIRST LESSON**

**To be memorized: to occupy, to border, South, North, to connect, railways, waterways, airways, West, East**

**Let's read, speak, learn and do exercises**

**1. Read the verbs, translate them and make up sentences using the verbs in the Present Perfect Tense.**

think-thought-thought  
bring-brought-brought  
buy-bought-bought

catch-caught-caught  
fight-fought-fought

**2. Read and translate the dialogue, learn and act it, make up dialogues of your own.**

- I am sorry. I haven't brought the book.
- Never mind.

**3. Read the words, translate and learn them:**

**to occupy:**  
[tə 'ɒkjʊ:paɪ]

to occupy a large territory. Our country occupies a very large territory. Moscow occupies a very large territory. Does our republic occupy a large territory?

**to cover** [tə 'kʌvə]:

In winter snow covers the ground. Akram, cover your head with a cap! The book has two covers. How many covers has a notebook?

**a cover:**  
**to border:**

Our country borders on many other countries. Our country borders on 12 seas. Our hamlet borders on high mountains. What does your town border on?



railways



waterways



airways

**to connect:**  
[tə kə'nekt]

Railways, waterways and airways connect our cities, towns and villages. This river connects two towns.

(North)  
(East)  
(West)  
(South)

Europe ['juəroup]  
Asia ['eɪʃə]

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

### **THE COUNTRY - THE USSR** **(from our history)** **PART 1**

The USSR was the first socialist country. Its territory covered half Europe and half Asia. There were many forests and fields, mountains and hills, rivers, lakes and seas on its territory. It bordered on 12 seas. Railways and airways connected the cities of the country from the cold Arctic sea to the warm Baltic Sea and from the East to the West.

## 5. Answer the questions.

1. What country was the first socialist country?
2. What territory did it cover?
3. What seas the USSR bordered on?
4. Were there many forests, fields, mountains, hills, rivers, seas and lakes on its territory?
5. What did railways, waterways and airways connect?

## 6. Say some facts about the country.

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### HOMEWORK

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1. *Learn the verbs: ex. 1 on p. 58.*
2. *Do ex. 6 on p. 60 in written form.*

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### LESSON 2 - THE SECOND LESSON

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<b>To be memorized: to be rich in, natural resources, oil, coal, iron, natural gas, the world</b>
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**Let's read, speak, learn and do exercises**

#### 1. Read the words.

oi [oi] - oil, toil, spoil, coin, coil  
oa [ou] - coal, coat, load

#### 2. Read the verbs and play the "Say, repeat and add".

do-did-done	shine-shone-shone
begin-began-begun	drive-drove-driven

**Read, translate and learn the proverb.**

**NEITHER FISH, NOR FLESH**

#### 3. Read the dialogue, learn and act it, make up dialogues of your own.

**A** - Mother, may I watch TV now?

**B** - No, you can't.

**A** - Why?

**B** - Because Father is sleeping.

#### 4. Read the sentence and make up sentences as follows:

Both men and women may go.

#### 5. Read, translate and learn the words.

**in the world:**

Our country is the largest country in the world. What country is the largest in the world?

**to be rich in:**

Our country is rich in forests. Our village is rich in vegetables and fruit. Our town is rich in green parks and flowers. What is your town rich in?

**oil:**

Tumen is rich in oil. Baku is rich in oil, too. Is our country rich in oil?

**coal** [koul]:

Kuzbas is rich in coal. Donbas is rich in coal, too. Is our country rich in coal?

**iron:**

Siberia [ˌsaɪˈbɪrɪə] is rich in iron. The Urals [ˈjuərəls] is rich in iron, too. Is our country rich in iron?

**natural gas:**  
[ˈnætʃrəl]

We use natural gas at the factories and plants. We use natural gas at home to make it warm, to cook food. Is there natural gas in your building?

**natural resources:**

oil, coal, iron, gold, silver ... are natural resources. Is our country rich in natural resources?

#### 6. Read the text and translate it.

### OUR COUNTRY (from our history)

#### PART II

The country, the USSR, was the largest country in the world. It lay<sup>1</sup> both in Europe and Asia. The shortest distance<sup>2</sup> from west to east was more than nine thousand kilometers. The country was rich in natural resources. It had much oil, coal, iron, gold, silver, natural gas...

#### 7. Answer the questions:

1. What country was the largest in the world?
2. What was the distance from the parts of the world?
3. What was the country rich in?

<sup>1</sup> lies (lay) - волеѡ шудан, чойгир шудан; находиться

<sup>2</sup> distance [ˈdɪstəns] - масофа; расстояние

8. Say some facts about the country.

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## HOMEWORK

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1. Do ex. 4 on p. 61 in written form.
2. Do ex. 7 on p. 61 in written form.

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## LESSON 3 - THE THIRD LESSON

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**To be memorized: a seaport, fallen, industry, agricultural, to develop**

**Let's read, speak, learn and do exercises**

**1. Read the words.**

[ʌ] - country, industrial, much, hundred, money, hungry  
[iə] - material, year, engineering, hear, near, fear  
[ʃn] - station, revolution, dictation, translation

**2. Read the verbs, translate and make up sentences in the Future Indefinite and Present Perfect Tenses using:**

send-sent-sent	drink-drank-drunk
fall-fell-fallen	eat-ate-eaten

**3. Read the sentences and put questions to get more information**

She has fallen. He drank. They have eaten.

**4. Read and translate the dialogue, learn and act it.**

- I saw a film on TV last night. Did you see the film?
- Yes, I did.
- Did you like it?
- Yes, very much.

**5. Read the words, translate and learn them.**

<b>a seaport:</b>	The country has many seaports. Murmansk, Leningrad, Odessa and Vladivostok were big seaports. Have you ever been to any sea port?
<b>industry:</b>	We have light and heavy industry*. Our industry is highly developed. Is industry in our country highly developed?
<b>agriculture:</b>	Our agriculture is developed, but not so high as industry.
<b>to develop:</b>	The country develops industry. It develops agriculture, too. Does our republic develop any industry?

## 6. Read and translate the text.

### OUR COUNTRY (from our history)

#### PART III

The Union<sup>1</sup> of Soviet Socialist Republics had a highly developed industry, but we cannot say, that our agriculture is highly developed<sup>2</sup> nowadays<sup>3</sup>. But soon our agriculture will be highly developed.

The USSR had many rivers and seas. There were many seaports in the country. The largest seaports were Murmansk, Leningrad, Odessa and Vladivostok.

The USSR was a multinational<sup>4</sup> country. It had fifteen Union Republics.

## 7. Answer the questions.

1. What country is highly developed?
2. Is industry highly developed in our country?
3. What can you say about agriculture in our country?
4. What seaports do you know?
5. Was the USSR a multinational country?
6. Say some facts about the country.

\***light and heavy industry** - саноати сабук ва вазнин; легкая и тяжелая промышленность

<sup>1</sup> **Union** - иттифок; союз

<sup>2</sup> **developed** - мутараққӣ, инкишофёфта; развитый

<sup>3</sup> **nowadays** - ҳозир, дар вақти ҳозира; в настоящее время

<sup>4</sup> **multinational** - сермиллат; многонациональный

## HOMEWORK

1. Do ex. 2 on p. 62 in written form.
2. Do ex. 7 on p. 63 in written form.

## LESSON 4 - THE FOURTH LESSON

**To be memorized: a region, a climate, either, it is difficult**

### 1. Read the words.

- A.** [k] - technical, technology, technicological, nickel  
[ai] - science, scientific, scientist, giant  
[ai] - either, either, either, neither, neither, neither

- B.** noun - исм (сущ)                      adjective - сифат (прилаг.)  
North    Northern  
South    Southern [sʌðn]  
West    Western  
East    Eastern

### 2. Read the sentences, translate it, and make up sentences such as:

Pattern: we can get there either by train or by plane.

### 3. Read the dialogue, translate it, learn and act it.

**A** - Lola, switch the set on<sup>1</sup> by yourself!<sup>2</sup>

**L** - OK, I see the announcer. The television programme begins.

### 4. Read the sentences and get more information.

He drank. They sent.

### 5. Speak about our country: make up a plan.

### 6. Read the new words, translate and learn them:

**a region** [ə 'ri:dʒn]: Kurgan-Tupa is a region. It is very hot in this region. There are many different kinds of fruits in this region. Do the collective-farmers grow lemons in this region?

<sup>1</sup> to switch the set on - даргирондан; включать

<sup>2</sup> by yourself - худат; сам, сама



**climate** ['klaɪmɪt]:

Climate may be hot and cold. Climate in Tajikistan is hot. What is the climate in Uzbekistan?

**difficult** ['dɪfɪkəlt]:

To do some tasks in arithmetics is difficult. It is difficult to write English. Is it difficult to write Russian? Is it difficult to write Tajik?

**7. Read and translate the text.**

**THE COUNTRY**

**PART IV**

The climate of the great country was different. The eastern part of the USSR was warmer in summer than the western one, but the winter was much colder in the east. Some northern and southern parts were very cold or very hot. The hottest region in the country was Termez, it was in the southern part. The coldest region was Oi-Makon, it was in the north-eastern part of the Soviet Union. There were many mountains and hills in the southern parts. Large regions in the north, in the south and in the east were not very good to live there. It was difficult to develop industry and agriculture in these regions, but many young people go to these regions to build new towns, factories, railways and canals.

**8. Answer the questions using two-three sentences.**

1. Was the climate different in the country?
2. What parts were cold and hot?
3. Where were the mountains and hills?
4. Was it difficult to develop agriculture and industry in the northern regions of the country?

**9. Say some sentences about the climate in our country.**

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**HOMEWORK**

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1. Do ex. 2 on p. 64 (*Write 5 sentences on the pattern*).
2. Do ex. 8 on p. 65 in *written form*.

**Let's read, speak, learn and do exercises**

**1. Read the words.**

[e] - dread, head, steadily, read, dead

[i:] - receive, people, meet, neat

**2. Read the sentences, translate them and make up sentences as:**

You can get to the Zoo either by trolley-bus or by bus.

We can get there neither by bus nor by lorry.

**3. Read the sentences, put questions to get more information.**

We developed. It is going to the seaport.

**4. Read the names of the CIS, translate them and show the countries on the geographical map.**

The Armenia [a'mi:njən] country

The Azerbaijan [a:zəbai'dʒan] country

The Byelorussian [,bjelou'rʌʃn] country

The Georgian ['dʒɔ:dʒiən] country

The Kazakh [ka:'za:h] country

The Kirghiz ['kə:giz] country

The Moldavian [mol'deiviən] country

The Russian ['rʌʃn] country

The Tajik [ta:'dʒik] country

The Turkmen ['tə:kmen] country

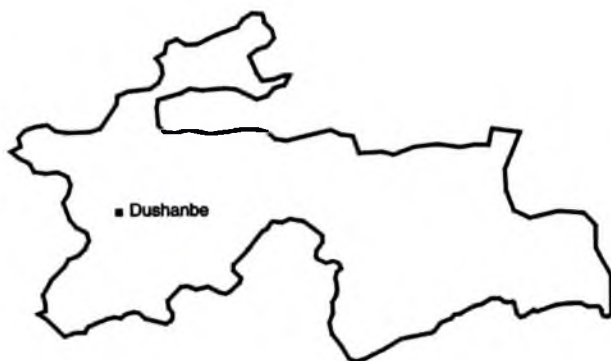
The Ukrainian [ju:'rkeinjən] country

The Uzbek ['uzbek] country

**5. Look at the map and read the text.**

## TAJIKISTAN

The area<sup>1</sup> of the Tajikistan 143000 square<sup>2</sup> kilometers. More than 5 millions<sup>3</sup> of people live in Tajikistan. It borders on 5 countries and it is a country dominated by mountains.



### 6. Answer the questions.

1. What is the name of our country?
2. What is the area of the Tajikistan?
3. How many people live in the Tajikistan?
4. How many countries does our country border on?
5. How many regions are there in the Tajikistan?
6. Is there any industry in our country?
7. What can you say about agriculture in our country?
8. What can you say about the nature<sup>4</sup> in out country?
9. What is the climate in our country?

### 7. Have a pair talk on the Tajikistan, looking at the map.

### 8. Speak about out country using the map.

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## HOMEWORK

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*Do ex. 6 on p. 67 in written form.*

---

<sup>1</sup> area [ə'riə] - масоҳат; площадь

<sup>2</sup> square [skweə] - мураббаъ; квадрат

<sup>3</sup> millions ['miljənz] - миллионҳо; миллионы

<sup>4</sup> nature ['neitʃə] - табиат; природа

---

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

- |                                 |                          |
|---------------------------------|--------------------------|
| <b>A.</b> The Tajik Republic    | The Kazakh Republic      |
| The Uzbek Republic              | The Turkmen Republic     |
| The Kirghiz Republic            |                          |
| <b>B.</b> Bulgaria [bʌl'gɛəriə] | Slovakia [slou'vækiə]    |
| Finland ['finlənd]              | Afganistan [æf'gænistæn] |
| Rumania [ru:'meinjə]            | Iran [i'ra:n]            |
| Hungary ['hʌŋgəri]              | China ['tʃainə]          |

**2. Read, translate the dialogue, learn and act it.**

- By the way, what TV programs do you like most of all?
- Actual reporting<sup>1</sup>, especially<sup>2</sup> on sports.
- As to me I like to see televised plays<sup>3</sup>.

**3. Have a talk about our country using the map (its territory, borders, climate).****4. Read the verb and play the game "Say, repeat and add".**

- |                     |                       |
|---------------------|-----------------------|
| write-wrote-written | buy-bought-bought     |
| break-broke-broken  | think-thought-thought |
| eat-ate-eaten       | think-thought-thought |

**ENGLISH GRAMMAR IS EASY****PASSIVE VOICE - ТАРЗИ МАФЪУЛ**

to be + Past Participle (3 form of verbs)

I buy bread every day - Bread is bought by me every day. Ali reads this book - This book is read by Ali.

He writes letters every month - Letters are written by him every month.

I translate this text - This text is translated by me.

---

<sup>1</sup> **actual reporting** - ахбори рӯзмара; текущие события

<sup>2</sup> **especially** - фавқуллода, гайриоддӣ, махсус; особенно

<sup>3</sup> **televised plays** - намоишҳои телевизионӣ; телевизионные представления

Lola buys milk at the shop - Milk is bought by Lola at the shop.

## 6. Make up sentences:

<b>A.</b>	The cup The song The melon The vegetables The fish The tomatoes The potatoes		is are	eaten bought brought broken written	by me by him by her by us
<b>B.</b>	Is Are	the former USSR our country our territory new towns		washed built bounded <sup>1</sup> covered	by twelve countries? in Siberia <sup>2</sup> ? by three oceans? with mountains and hills?
<b>C.</b>	The region  The town The republic The flowers  The oil The coal English		is not are not	washed surrounded <sup>3</sup> bought spoken  sent	by me with him, her, them, us the forests fast to the Ukraine

## HOMEWORK

### 1. Fill in: is or are, do it in written form.

This book ... written by S. Aini. My friend ... asked at the lesson every day. ... new buildings built in your region every year? ... English spoken at the English lesson?

### 2. Write some sentences about climate in our country.

## LESSON 3 - THE THIRD LESSON

**To be memorized: the capital, to be founded, to be situated, a bank**

**Let's read, speak, learn and do exercises**

<sup>1</sup> **bound** [baund] - хамсархад будан; граничить

<sup>2</sup> **Siberia** [,sai'birɪə] - Сибир

<sup>3</sup> **surround** [sə'raund] - ихота кардан; окружать

**1. Read the verbs and make up sentences in the Passive Voice using the verbs.**

shut-shut-shut  
put-put-put  
drive-drove-driven

break-broke-broken  
buy-bought-bought  
bring-brought-brought

**2. Make up sentences as follows.**

- The pen is made at Tomsk factory.
- The pen is not made at Tomsk factory. It is made on Moscow.
- The work is done by the pupils. -
- The children are taken to the cinema. -
- The books are put on the bookstand. -
- The table is cleaned. -
- These lorries are made in Chelyabinsk. -
- The door is shut. -
- The window is open. -

**3. Read and translate the dialogue, learn and act it, make up dialogues of your own.**

**L** - Does a TV set interfere<sup>1</sup> with your studies?

**A** - I switch the TV set when some interesting programme is on.

**4. Read and translate the words and learn them.**

**the capital:**

Every country has the capital and every republic has the capital, too.

**to be founded:**

Moscow was founded in 1147. Dushanbe is the capital, it was founded in 1924. When was your school founded?

**a bank** [ə 'bæŋk]:

Every river has two banks, left and right. We see a forest on the right bank of the river. What do you see on the left side of the river?

**to be situated:**  
[sitju:'eitið]

A collective-farm is situated on the left bank of the river. The Zoo is situated in the middle of the large park. Where is your school situated?

---

<sup>1</sup> **interfere** [intə'fiə] - мешала; вмешиваться

## 5. Answer the questions.

1. What is the capital of our country?
2. When was the capital founded?
3. What do you see on the right bank of the river in your town?
4. Where is the nearest collective-farm situated?

---

## HOMEWORK

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1. Do ex. 2 on p. 70 in written form.
2. Do ex. 5 on p. 71 in written form.

---

## LESSON 4 - THE FOURTH LESSON

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**To be memorized: population, places of interest, the heart**

**Let's read, speak, learn and do exercises**

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

The Azerbaijan [a:zəbaɪ'dʒən] Republic  
The Byelorussian [ˌbjelou'rʌʃn] Republic  
The Georgian ['dʒæ:dʒiən] Republic

### 2. Ask your classmates questions: *what...*, *when...*, *where...*, *by whom...*, *why...* - to get more information.

**Pattern:** The book is translated.  
Where is the book translated?  
When is the book translated?  
By whom is the book translated?  
Why is the book translated?

The letter is sent. The exercises are written. The books are written. The windows are shut. The town was founded. The work is finished.

### 3. Read the words, translate and learn them.

**population:**  
[ˌpɒpjʊ:'leɪʃən]

The population in Moscow is over eight million. The population in Dushanbe is less, it is more than a half million. What is the population in your town (village, hamlet)?

**the heart** [ha:t]:

We all have hearts. Every town (village, hamlet) has a centre, which we name the heart. The heart of Moscow is the Kremlin. What is the heart of your town?

**places of interest:**

Moscow has many places of interest. They are: The Kremlin, Red Square, The Lenin Mausoleum. Dushanbe has some places of interest. Has your town (village, hamlet) any places of interest?

#### 4. Read and translate.

### MOSCOW



Moscow is the capital of Russia. It is one of the oldest Russian cities. Moscow was founded in 1147 by Yuri Dolgoruki. It is a multinational city. The oldest part of Moscow is the Kremlin. The Kremlin is the nicest place of interest. It is situated on the bank of the Moskva river. The Kremlin and Red Square<sup>1</sup> are the heart of Moscow. Its population is

over eight million. There are many places of interest: the Moscow metro which was built in 1935, the Moscow University on the Lenin Hills, the Lenin Mausoleum<sup>2</sup>, the Tretyakov Gallery<sup>3</sup> which was founded in 1850. Moscow is well-known for its theatres, museums and libraries. Moscow is one of the most beautiful cities in the world.

#### 5. Answer the questions using two sentences:

1. What is Moscow?
2. When was Moscow founded?
3. What is the oldest part of Moscow?

<sup>1</sup> **square** [skwɛə] - майдон; площадь

<sup>2</sup> **Mausoleum** [ˌmɔːsəˈliəm] - мақбара, зидратгоҳ; мавзолей

<sup>3</sup> **gallery** [ˈgæləri] - нигористон; галерея



4. What are the Kremlin and Red Square?
5. What is the population of Moscow?
6. When was the Moscow Metro built?
7. What places of interest in Moscow do you know?
8. What can you say about Moscow?

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## HOMEWORK

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**1. Write the sentences in the Past Indefinite Tense (Passive Voice):**

The hen is brought. This letter is got. The plate is taken away.  
The knife is brought. The door is shut. The windows are opened.

**2. Do ex. 5 on p. 72 in written form.**

## UNIT 11 - THE ELEVENTH UNIT

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### LESSON 1 - THE FIRST LESSON

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**To be memorized: sell-sold-sold, pay-paid-paid,  
retell-retold-retold, lose-lost-lost**

**Let's read, speak, learn and do exercises**

**1. Read the verbs and make up sentences in the Passive Voice using:**

sell-sold-sold  
pay-paid-paid

retell-retold-retold  
lose-lost-lost

**2. Make up sentences as follows.**

1. Both doctors and teachers were there.
2. Either Ali or Oisha must go to the state-farm.
3. Neither he nor she must read this letter.

**3. Answer the "tail" questions.**

Pattern: The book is red, isn't it? - Yes, it is.

They are not asked at every lesson, are they?

- No, they are not.

The work is done, isn't it? The exercises are written, aren't they? A cup of coffee is brought, isn't it? A box of sweets is presented to the child, isn't it? The children aren't taken to the cinema, are they? A gold medal is won by him every year, isn't it? The pen isn't left at home, is it?

**4. Read and translate the dialogue, learn and act it, make dialogues of your own.**

- Excuse me. We have lost our way. We want to get to the Tretyakov Gallery. Will you, please, tell us the way there?

- Certainly. Do you want to take a trolley-bus or go on foot?

- Is it far?

- No. It will take you only about a quarter of an hour if you walk.

**5. Have a pair talk about:**

a) Moscow as the capital of our country.

b) Places of interest in Moscow.



Red Square The Kremlin  
a place of history



The Moscow University  
It is named after  
M. V. LOMONOSOV  
It was founded  
in 1755



The Bolshoi Theatre  
It was opened in 1825



The Stadium in Luzhniki  
It was built in 1956

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**HOMEWORK**

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1. Learn the verbs: ex. 1 on p. 73.

2. Do ex. 2 on p. 73 in written form (make up 6 sentences).

<b>To be memorized: to include, mountains, modern, chemical, a cotton-picking machine</b>
---

**Let's read, speak, learn and do exercises**

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

adjective - сифат (прилаг.)

noun - исм (существ.)

happy+ness

happiness

ready+ness

readiness

foolishness, darkness, greatness, brightness, cleverness, illness, richness, whiteness.

**2. Read and translate the sentences.**

The book is read by me today.

The book was read by him yesterday.

The tomatoes are bought by him every day.

The potatoes were bought by her yesterday.

**3. Put questions to get more information.**

Pattern: The dress was bought.

Where was the dress bought?

The dress was bought at the shop.

When was the dress bought?

The dress was bought last week.

Why was the dress bought?

It was bought because Lola liked it.

By whom was the dress bought?

It was bought by Lola's mother.

The skis are bought. Tables were made. The window glass was broken. The plane was seen. The book was translated. Flat cakes were brought. The work was done. The children were taken away.

**4. Read the poem, translate and learn it (at home), then put questions on every sentence and answer.**

## POEM

We must learn to use the Passive,  
The Passive must be learned and used.  
The wind shook the house.  
The house was shaken.  
We took what we could,  
But not everything was taken.

### 5. Read the words, translate and learn them.

**mountainous:**  
[ˈmaʊntɪnəs]

Tajikistan is a mountainous republic.  
Uzbekistan is a mountainous republic, too.  
What republics are mountainous?

**modern** [ˈmɒdən]:

Modern industry is very good. Modern buildings are high and beautiful. Are there many modern buildings in your region?

**chemical** [kɛmɪkəl]:

We have a chemical plant in the region of Yavan. The chemical plant is very big. Our republic has only one chemical plant.

**a cotton-picking machine:**



Cotton-picking machines work in the cotton-fields. Cotton-picking machine pick cotton. Have you ever seen a cotton-picking machine?

---

## HOMEWORK

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1. *Learn the poem: ex. 4 on p. 76.*

2. *Answer the questions in written form.*

1. Are there many modern buildings in your town?
2. How many chemical plants are there in our republic?
3. Are there new cotton-picking machines in your collective-farm?

**To be memorized: a cotton-cleaning plant,  
stock-raising, a hydro-electric power station,  
silkworm-rearing**

**Let's read, speak, learn and do exercises**

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

- |   |  |
|---|--|
| <b>A.</b> noun<br>happiness<br>coldness<br>illness<br>freshness | adjective<br>helpless<br>colourless<br>lifeless<br>endless |
|---|--|
- B.** hopeless<sup>1</sup>, priceless<sup>2</sup>, richness<sup>3</sup>, numberless<sup>4</sup>, homeless, darkness<sup>5</sup>, brightness, nameless, greatness<sup>6</sup>.

**2. Read the poem, translate and learn it (at home) and put questions on every sentence.**

**POEM**  
**(to be continued)**

Some men brought boats.  
When the boats were brought,  
They went to buy clothing.  
The clothing was bought.

**3. Read and translate the dialogue, learn and act it, make up dialogues of your own.**

- Lola, do you want to go on a trip with us?
- A trip? Where?
- To see places of interest in Hissar.
- With pleasure!

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<sup>1</sup> **hope** - умед (бастан); надежда

<sup>2</sup> **price** - арзиш; цена

<sup>3</sup> **rich** - бой, бадавлат; богатый

<sup>4</sup> **number** ['nʌmbə] - ракам, шумора; номер

<sup>5</sup> **dark** - торик; темный

<sup>6</sup> **great** ['greit] - бузург; большой

#### 4. Read the words, translate and learn them.

**a cotton-cleaning plant:**

We see much cotton in the yard of the cotton-cleaning plant. Many lorries bring much cotton to the cotton-cleaning plant. Is there a cotton-cleaning plant in your region?

**stock-raising:**  
['stɒk'reiziŋ]

Stock-raising is bread<sup>1</sup> in Tajikistan. Many collective and state farms keep stock-raising. Is the nearest state farm keeping stock-raising?

**silkworm-rearing:**  
['sɪlkwɜ:m'riəriŋ]

Silkworm-rearing is bread in many regions of our republic. Silkworm-rearing gives us dresses, and blouses. Where is silkworm-rearing bread?

**a hydro-electric power station:**  
[haidrou]

There are many hydro-electric power stations in our republic. Hydro-electric power stations are situated on the banks of the mountainous rivers. Is there a hydro-electric power station in your region?

#### 5. Answer the questions.

1. Where is a cotton-cleaning plant?
2. What bring much cotton to the cotton-cleaning plant?
3. What is bread in Tajikistan?
4. Where is stock-raising keeping?
5. Is silkworm-rearing bread in our republic?
6. What does silkworm-rearing give us?
7. What big hydro-electric power station do you know?

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### HOMEWORK

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1. Learn the poem: ex. 2 on p. 77.
2. Do ex. 5 on p. 78 in written form.

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### LESSON 4 - THE FOURTH LESSON

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**Let's read, speak, learn and do exercises**

#### 1. Read the names of republics and countries and translate them.

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<sup>1</sup> is **bread** ['bred] - парвариш ёфтан; выращивается

- A.** The Latvian Republic, The Lithuanian Republic, The Estonian Republic, The Moldavian Republic, The Uzbek Republic, The Kirghiz Republic.
- B.** China, Afganistan; The Garmy Badakhshan Autonomous Region.

- 2. Read the poem, translate and learn it (at home), put questions on every sentence.**

**POEM**  
**(to be continues)**

We found all the children.  
The children were found.  
But the wind threw the house down,  
It was thrown to the ground.

- 3. Answer the questions (have a pair talk).**

1. What sports will you go in for when winter comes?
2. What sports competition will you take part in when you go to a pioneer camp?
3. What will you get if you win in the competition?
4. Who will get the cup when the competition is finished?
5. What will you do if you want to become a champion in track-and-field athletics?
6. Where will you go if you want to watch a hockey match?

- 4. Read the text and translate it.**

**TEXT**

**The Tajik Republic**

**Part I**

The area of the Tajik Republic is 143, 100 sq. km. The population is more than 5 million. The Tajik Republic was founded on the 5-th of December in 1936. Earlier Tajikistan was an Autonomous Republic, it was



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<sup>1</sup> track-and-field athletics - варзиши сабук; легкая атлетика

formed in 1924. In the south Tajikistan borders on Afganistan and China. In the north it borders on Uzbekistan, in the west it borders on the Kirghiz Republic. The capital of Tajikistan is Dushanbe. The Tajik Republic includes four large regions. They are the Badakhshan Autonomous Region, Sughd Region, Bokhtar Region and Regions of Central surbodination<sup>1</sup>.

Tajikistan is a mountainous and multinational republic. The greater part of the Pamirs includes the highest peaks<sup>2</sup> in our country. Tajikistan is rich<sup>3</sup> in natural resources as: oil, gas, coal, gold, silver, mountain crystals, building materials. Our republic develops modern industry. First comes cotton-cleaning plants and food factories, electrical engineering<sup>4</sup>, chemical and aluminium<sup>5</sup> plants.

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

1. What is the area of our republic?
2. What is the population of our republic?
3. What is the capital of our republic?
4. How many large regions does Tajikistan include?
5. Is Tajikistan a mountainous country?
6. What natural resources is Tajikistan rich in?
7. What industry is developed in our republic?

**6. Have a pair talk about Tajikistan looking at the map.**

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## HOMEWORK

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1. *Learn the poem: ex. 2 on p. 79.*
2. *Do ex. 5. on p. 80 in written form.*

## UNIT 12 - THE TWELFTH UNIT

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### LESSON 1 - THE FIRST LESSON

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**To be memorized: crop-growing, vocational schools**

<sup>1</sup> **surbodination** [sə'bo:di'neiʃən] - тобеият; подчинение

<sup>2</sup> **peaks** - куллаҳои кӯҳ; вершины

<sup>3</sup> **rich** - бой; богатый

<sup>4</sup> **electrical engineering** - электротехника

<sup>5</sup> **aluminium** - арзиз; алюминий



## Let's read, speak, learn and do exercises

### 1. Read the words and translate them.

brotherless	badness	brightly	a writer
colourless	bigness	friendly	a buyer
numberless	greatness	highly	a dancer

### 2. Read the poem, translate and learn it (at home), put questions on every sentence.

#### POEM

(to be continued)

We built a new house.  
It was built too fast to tell.  
We did the work together<sup>1</sup>,  
It was done very well.

### 3. Complete the sentences.

The work was finished in time, because ...  
The cotton was driven to the cotton-cleaning plant ...  
The highest peak of the Pamirs was seen near, but ...  
A cup of tea was brought because ...

### 4. Speak about Tajikistan using the map.

### 5. Read the words, translate and learn them.

- crop-growing:** Crop-growing includes growing grain<sup>2</sup>, fruit, vegetables, grass... We take to crop-growing.
- a vocational school:** A vocational school teaches children some professions. There are many vocational schools in our town. The nearest vocational school teaches girls a profession of dress makers.

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<sup>1</sup> **together** [tə 'geðə] - якчоя, ҳамроҳ; вместе

<sup>2</sup> **grain** ['greɪn] - дона, ғалла; зерно

## 6. Read the text and translate it.

### THE TAJIK REPUBLIC

#### Part II

Tajiks took to crop-growing and stock-raising long ago<sup>1</sup>. Many tractors, combines and cotton-picking machines work on the collective and state farms. Large irrigation systems<sup>2</sup> were built. Large areas in the Vakhsh and Hissar valleys<sup>3</sup> give us cotton, develop silk-worm-rearing, grape-and-fruit growing.

There are some hydropower stations. The Kayrak Kum hydropower stations is built on the Syr Darya. The Nurek hydropower stations is built on the Vakhsh River. The Ragun hydropower stations is built on the Vakhsh River, too. The Vakhsh is the largest of the 530 rivers in Tajikistan.

## 7. Answer the questions using two sentences for each one.

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### HOMEWORK

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1. *Learn the poem: ex. 2, p. 81.*
2. *Do ex. 7 on p. 82 in written form.*

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### LESSON 2 - THE SECOND LESSON

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#### 1. Read and translate the verbs, make up sentences in the Present Perfect Tense using:

drink-drank-drunk    get-got-got  
drive-drove-driven    fall-fell-fallen

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<sup>1</sup> **long ago** - кайҳо; давным-давно

<sup>2</sup> **irrigation system** [iri'geɪʃn 'sɪstəm] - системаи обёрӣ; оросительная система

<sup>3</sup> **valley** [væli] - водӣ; долина

## 2. Explain the use of article in the sentences.

Take a cup of tea! When we want to buy tea, sugar [ʃugə], coffee, butter, cheese<sup>1</sup>, sausage<sup>2</sup>, tinned fish<sup>3</sup> or jam, we go to the grocer's shop<sup>4</sup>. Tajik sportsmen have Olympic records for many kinds of sports. What a wonderful day it was! It's a quarter to eight by my watch. The boys went to the stadium to see a football match.

## 3. Read the dialogue, learn and act it, make up dialogues of your own.

- Is it far from Khorog to Dushanbe?
- Oh, yes it is. It is more than 500 kilometers.
- How can we get there?
- We can get there either by plane or by bus.

## 4. Tasks: use the map of Tajikistan.

Have a pair talk about:

- a) the territory of Tajikistan and its history foundation;
- b) natural resources and industry;
- c) about agriculture and hydropower stations.

## 5. Read the text and translate it.

### THE TAJIK REPUBLIC

#### Part III

There are some towns in Tajikistan. They are: Dushanbe, Khujand, Chkalovsk, Kulob, Khorugh, Tursun-Zade, Kanibadam and others<sup>5</sup>. There are many secondary and vocational schools, institutions, libraries, cinemas, theatres, museums and parks. There is an Academy of Science<sup>6</sup>. Tajikistan is a cultural republic.

The climate in Tajikistan is hot in summer and it is not very cold in winter. It snows in winter sometimes<sup>7</sup>, but it rains very often in winter and in early spring. In the Pamirs it is not very hot in summer, but it is cold in winter.

<sup>1</sup> **cheese** [tʃi:z] - панир; сыр

<sup>2</sup> **sausage** ['sɔ:sɪdʒ] - хасиб; колбаса

<sup>3</sup> **tinned fish** - консерви моҳӣ; рыбные консервы

<sup>4</sup> **grocer's shop** ['grəʊsɪz] - магазини хӯрокворӣ; продовольственный магазин

<sup>5</sup> **others** ['ʌðəz] - дигарон; другие

<sup>6</sup> **The Academy of Science** ['saɪəns] - Академияи фанҳо; Академия наук

<sup>7</sup> **sometimes** ['sʌmtaɪnz] - баъзан, гоҳ-гоҳ; иногда

## **6. Answer the questions using two sentences.**

1. What towns of Tajikistan do you know?
2. Is Tajikistan a cultural republic?
3. What can you say about the climate in Tajikistan?

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## **HOMEWORK**

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1. *Do ex. 1 on p. 82 in written form.*
2. *Do ex. 6 on p. 83 in written form.*

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## **LESSON 3 - THE THIRD LESSON**

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### **1. Read the words and translate them.**

Europe, Asia, China, Afganistan, Iran, The Kirghiz Republic, The Kazakh Republic, The Turkmen Republic, The Georgian Republic.

### **2. Get more information by putting questions.**

He has fallen. It was drunk. She has driven. They will get.

### **3. Read and translate the sentences.**

He did not look well after a sleepless night. She was bad, because she was a heartless woman. Are the cotton-picking machine noiseless<sup>1</sup>? The sun shines brightly, the sky is cloudless.

### **4. Read and translate the dialogue, learn and act it, make up dialogues of your own.**

- Is Kofirnihan far from Dushanbe?
- Oh, no! It is about 20 kilometers. If you go there by bus, it will take you 30 minutes.

### **5. Act as a teacher: say some information about our republic, then put some questions to your pupils about Tajikistan.**

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<sup>1</sup> **noiseless** ['noizlis] - бесадо, беовоз; бесшумный

6. Have a pair talk about Tajikistan looking at the map.

7. Speak about the pictures.



Presidential Palace



Tajik National University



Opera and Ballet Theatre



The Frunze stadium

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## HOMEWORK

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*Write three-four sentences on every picture.*

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## LESSON 4 - THE FOURTH LESSON

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To be memorized: important, a monument, an opera, house, a fountain, a flower-bed

1. Read the proverb, translate and learn it.

**BE SLOW TO PROMISE AND QUICK TO PERFORM**

2. Translate the sentences and remember them.

un+adjective  
a happy life

un means<sup>1</sup> not  
an unhappy life

a popular actor - an unpopular actor  
an important question - an unimportant question  
a friendly meeting - an unfriendly meeting  
a washed cup - an unwashed cup

### 3. Read and answer the questions using not less more than one sentence.

1. Are you going in for sport as a hobby?
2. What is your hobby?
3. What does sport give you?
4. What is your friend's hobby?
5. Describe the picture.

"Roof of the  
world"

The Pamirs [pə'miəz],  
by plane, by bus,  
on horseback



### 4. Read the words, translate and learn them.

**important:**  
[im'pɔ:tənt]

an important question. This is an important question. Is this an important question?

**a fountain** ['fauntin]:



You see a beautiful fountain in front of this house. There are many beautiful fountains in our town. Are there fountains in your town?

**an Opera House:**  
[ɔ'pərəʊ]



In the heart of town you can see a white beautiful Opera House. There is a beautiful fountain in front of the Opera House. Our family likes to go to the Opera House every Sunday.

<sup>1</sup> to mean - маъно доштан; означать

**a monument:**  
[ə 'mɒnjəmənt]



This is a monument. This monument is in Kuibishev Square in front of the Railway Station. There are many monuments in our town. There is a beautiful monument to Ismail Somoni, the founder<sup>1</sup> of the Tajik state.

**5. Answer the questions using more than one sentence.**

1. Answer the questions in written form.
2. Is there an Opera House in your town?
3. How many monuments are there in your town?

**6. Tasks:**

- a) tell your friends about theatres in your town,
- b) have a pair talk about the monuments in your town,
- c) have a pair talk about the fountains in your town.

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**HOMEWORK**

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**1. Answer the questions in written form.**

- A.**
1. What was the territory of the Soviet Union?
  2. What are the names of the longest rivers in the USSR?
  3. Was the Soviet Union an industrial and cultural country?
  4. What is the climate like in our country?
- B.**
1. What is the area of the Tajik Republic?
  2. Is it a mountainous country?
  3. What is the capital of Tajikistan?
  4. What natural resources are there in our republic?

**UNIT 13 - THE THIRTEENTH UNIT**

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**LESSON 1 - THE FIRST LESSON**

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**1. Read the dialogue, translate and learn it.**

**A** - What will you have, tea or coffee?

**L** - Coffee, please, and some cake as well, please.

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**founder** ['faundə] - асосгузор; основатель

## 2. Read the verbs, translate and learn them.

lie-lay-lain	pay-paid-paid
lose-lost-lost	send-sent-sent

## 3. Read the sentences and get more information.

He has lost. He is paying, She will send. It was lain.

## 4. Read and translate the sentences.

1. This story was written by an unknown writer.
2. The children are listening to the officer's story with unusual attention<sup>1</sup>.
3. She is a very unpleasant girl.
4. She is unwell.

## 5. Read and translate the text.

### DUSHANBE

#### Part I

Dushanbe is the capital of the Tajik Republic. Dushanbe lies in the Hissar valley. The town is surrounded<sup>2</sup> with mountains and hills. Dushanbe is a young town, but it is situated on a very old land, which is 4 or 5 thousand years old. In 1924 Dushanbe was a little hamlet where were only 42 small houses and 242 people who lived in this town.

Nowadays Dushanbe is a big town, more than half a million of people live in it. It is a multinational town.

## 6. Answer the questions using more than one sentence.

1. What is the capital of Tajikistan?
2. Where does the capital lie?
3. Is Dushanbe a young town?
4. When was Dushanbe founded?

<sup>1</sup> **attention** [ə'tenʃn] - диққат; внимание

<sup>2</sup> **is surrounded** [sə'raundid] - ихота карда шудааст; окружен



5. What was Dushanbe in 1924?
6. What is Dushanbe nowadays?

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## HOMEWORK

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1. *Do ex. 3 on p. 88 in written form.*
2. *Do ex. 6 on p. 88 in written form.*

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## LESSON 2 - THE SECOND LESSON

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**Let's read, speak, learn and do exercises**

1. **Read the dialogue, translate and learn it.**

A - Where can Lola be now?

B - She is either at home or at the club.

2. **Read the sentence, translate it and make up your own sentence as:**

Both boys and girls were there.

Either you or he must be at home.

Neither you nor she must not go there.

3. **Agree or disagree, use the phrases:**

You are right. You are wrong.

Khujand is situated on the Amur-Darya, isn't it?

Tajikistan has no natural resources, has it?

Dushanbe is not an industrial center, is it?

You live in the heart of Dushanbe, don't you?

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

## DUSHANBE

### Part II

Dushanbe is an industrial town. There are some plants and factories such as: the textile combine<sup>1</sup>, silk-spinning combine<sup>2</sup>, bread-baking plant<sup>3</sup>, cotton plant, cement<sup>4</sup> plant, metal-working<sup>5</sup>, and food factories.

Dushanbe is a cultural and educational town, too. There are many secondary and vocational schools, Politachnical, Agricultural

<sup>1</sup> **Textile combine** - комбинати бофандагӣ; текстилькомбинат

<sup>2</sup> **Silk-spinning combine** - корхонаи абрешимресӣ; шелкообрабатывающий комбинат

<sup>3</sup> **Bread-baking plant** - корхонаи нонпазӣ; хлебозавод

<sup>4</sup> **cement** [si'ment] - семент; цемент

<sup>5</sup> **metal-working** - металлкорунӣ; металлообработка

and Teacher's Training Institutes. There is the Tajik Academy of Sciences, many libraries and museums.

**5. Answer the questions using more than one sentence.**

1. Is Dushanbe an industrial town?
2. Are there any plants and factories?
3. Is Dushanbe a cultural town?
4. Is Dushanbe an educational town?

**6. Speak about the pictures.**



Bread-baking plant



Textile combine



Cement plant



Cotton plant

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**HOMEWORK**

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1. Do ex. 2 on p. 89 in written form.
2. Do ex. 5 on p. 90 in written form.

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**LESSON 3 - THE THIRD LESSON**

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**To be memorized: a district, a puppet theatre**

**Let's read, speak, learn and do exercises**

1. Read the dialogues, translate them, learn and act them, make up dialogues of your own.

- A.** - He is not old.      **B.** - She can't swim.      **C.** - She doesn't sing.  
 - Neither is she.      - Neither can I.      - Neither do I.

## 2. Answer the questions.

1. What will you do if it rains on Sunday?
2. What will you put on if you go to the village on a rainy day?
3. Where will you go to buy vegetables if your mother asks you to go?
4. Where will you go when you must buy food?

## 3. Answer the questions using more than one sentence.

1. What is your region called?
2. What is the centre of your region?
3. What do you know about the centre of your region?
4. What is developed in your region?

## 4. Read the words, translate and learn them.

### a district:

Dushanbe has four districts. They are: The Central district, The October district, The Frunze and Railway districts.

### a puppet theatre:

There is a Puppet Theatre in Dushanbe. I like to go to the Puppet Theatre. Is there a Puppet Theatre in your region?



## 5. Read the text and translate it.

### DUSHANBE

#### Part III

There are many modern places of interest in Dushanbe and we shall speak about some of them. They are: the Museum of the history of Tajikistan. It is situated in front of the large monument to Ainy and the Hotel of Dushanbe. There is a large square in the heart of the town. It is Ismail Samonid Square, there is a monu-

ment to Ismail Samonid. In front of this monument you see the House of Ministers, two beautiful fountains and flower-beds. A tall monument Ismail Samonid founder of the Tajik state stands opposite the House of Ministers. You may go to the Zoo which is situated near Komsomol lake. Our town is very green and beautiful. Welcome! to our town!

#### **6. Answer the questions.**

1. What places of interest in Dushanbe do you know?
2. What do you see in Ismaili Samani Square?
3. Is Dushanbe a green town?
4. Where is the Zoo in Dushanbe?

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### **HOMEWORK**

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1. *Do ex. 3 on p. 91 in written form.*
2. *Do ex. 6 on p. 92 in written form.*

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### **LESSON 4 - THE FOURTH LESSON**

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#### **REVISION**

**Let's read, speak, learn and do exercises**

#### **1. Read and translate the words in unison:**

drink-drank-drunk, drive-drove-driven, fall-fell-fallen, lie-lain, lose-lost-lost, pay-paid-paid, send-sent-sent, buy-bought, bought, fight-fought-fought, catch-caught-caught, bring-brought-brought, eat-ate-eaten, to occupy, to cover, to border, to connect, in the world, railways, airways, waterways, north, west, east, south, natural resources, to be rich in, oil, coal, iron, seaport, industry, agriculture, multinational, to develop a region, climate, either, neither, northern, southern, western, eastern, it is difficult, the capital, to be founded, to be situated, bank, population, places of interest, the heart, to include, mountainous, modern, chemical, cotton-picking, machine, cotton-cleaning plant, crop-growing, stock-raising, hydropower station, silk-worm rearing, fountain, important, the Opera House, monument, the Puppet Theatre.

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<sup>1</sup> **welcome** ['welkəm] - хуш омадед; добро пожаловать

**2. Do ex. 1 on p. 91 - make up dialogues of your own.**

**3. Answer the questions using more than one sentence.**

1. Which is better to be happy or unhappy?
2. Has Lola put on an unusual or usual dress?
3. Have you have a sleepless night?
4. Was the sky cloudless or cloudy yesterday?

**4. Read the poems, translate them and learn at home.**

## POEMS

**A.** We finished the work  
On Saturday morning;  
And when it was finished,  
We rested.

**B.** There was an old man of the North,  
Who fell into a basin of broth<sup>1</sup>,  
But a laudable cook<sup>2</sup>  
Fished him out with a hook<sup>3</sup>,  
Which saved<sup>4</sup> that old man of the North.

**5. Make up sentences in the Past Indefinite tense (Passive Voice), Present Perfect and Future Indefinite Tenses using the verbs:**

fall-fell-fallen	drive-drove-driven
lie-lay-lain	send-sent-sent
lose-lost-lost	drink-drank-drunk

## 6. Tasks:

**A. Have a pair talk on the map of Tajikistan about:**

- a) its territory,
- b) its natural resources,
- c) its climate, rivers and town.

<sup>1</sup> **a basin of broth** [ə 'beɪsn] - як коса шўрбо; чашка супа

<sup>2</sup> **a laudable cook** [ə 'lə:dəbl] - ошпази хуб; хороший повар

<sup>3</sup> **a hook** - шаст, чангак; крючок

<sup>4</sup> **to save** - начот додан, халос кардан; спасать

**B. Speak about the pictures.**



Academy of sciences



Ismail Somoni Mausoleum

**C. Speak about the pictures.**



The Teacher's  
Training Institute



The monument  
to Firdavsi



The monument  
to Rudaki

## THE FOURTH TERM

### UNIT 14 - THE FOURTEENTH UNIT

#### LESSON 1 - THE FIRST LESSON

**Let's read, speak, learn and do exercises**

**To be memorized: an island, monarchy, capitalist**

#### 1. Read.

Northern Ireland  
Scotland  
Wales

The Atlantic Ocean  
The North Sea  
The Thames

England  
Great Britain

**2. Read the dialogue, translate, learn and act it, make up dialogues of your own.**

**L** - Yes, it's time to go home. Excuse me, please.  
**O** - It's a quarter past three. Are you in a hurry?  
**L** - Yes. It's time to go home. Excuse me, please.  
**O** - Bye-bye!  
**L** - So long!

**3. Say why you go:**

- a) to the library,
- b) to the cinema,
- c) to the village (town),
- d) to the skating-rink.

**4. Say what you will not do.**

Pattern: I shall not have my breakfast until my mother comes.  
... until your classmates come.  
... until your friend brings you the book.  
... until summer comes.  
... until it stops raining.  
... until snow falls in the mountains.  
... until you have finished your homework.

**5. Read the words, translate and learn them.**

- an island** ['ailənd]: Great Britain is a large island. Tajikistan is not an island. You live on the island, don't you?
- to occupy** ['okjupai]: Scotland occupies the northern part of the island. Wales occupies the southern part of the island. Does your region occupy an island?

**6. Look at the map of Great Britain and read the sentences.**

The area of Great Britain is 244 000 square kilometres.  
More than 50 millions of people live in Great Britain.



## 7. Answer the questions.

1. What is Great Britain?
2. What is its area?
3. What countries does Great Britain include?
4. How many people live in Great Britain?
5. What ocean lies to the West of Great Britain?
6. What sea lies on the eastern part of Great Britain?

## 8. Look at the map and have a pair talk about Great Britain.

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### HOMEWORK

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1. Do ex. 4 on p. 95 in written form.
2. Do ex. 7 on p. 96 in written form.

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### LESSON 2 - THE SECOND LESSON

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Let's read, speak, learn and do exercises.

#### 1. Read the proverb, translate and learn it.

#### NO PAINS, NO GAINS

#### 2. Read the sentences and translate them.

who? - whom?

##### A. 1. He told me to give him that melon.

I was told to give him that melon.

2. She gave me the ball.

I was given the ball.

3. They asked him to come to see them.

He was asked to come to see them.

4. He brought her a letter.

She was brought a letter.

##### B. I-me

You-you

He-him

She-her

It-it

We-us

You-you

They-them

#### 3. Transform the sentences into the Passive Voice.

1. They showed me this film.

2. He took me to the museum.

3. She brought me a basket of grapes.



4. He sent them a letter.
5. She gave him bread-and-butter.

#### 4. Read the dialogue, translate it, learn and act it.

Doctor - What's the matter<sup>1</sup>?  
Nor - I'm quite ill<sup>2</sup>. I've got flu<sup>3</sup>.  
Doctor - Very likely<sup>4</sup>. What are your symptoms<sup>5</sup>?  
Nor - I feel very weak<sup>6</sup> and dizzy<sup>7</sup>.

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

### GREAT BRITAIN

#### Part I

Great Britain occupies a large island to the west of Europe. Great Britain includes four small countries. They are: England, Scotland, Wales and Northern Ireland. The climate of the country is mild<sup>8</sup>. The winters are warm, the summers are cool<sup>9</sup>. The weather is changeable<sup>10</sup>. There are many rivers and beautiful lakes. The rivers in Great Britain are not long. The longest river is the Thames. Many large towns are situated on the rivers.

#### 6. Answer the questions.

1. What small countries does Great Britain include?
2. What does Great Britain occupy?
3. What is the climate in Great Britain?
4. What can you say about the rivers and lakes?

---

### HOMEWORK

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1. Do ex. 3 on p. 96 in written form.
2. Do ex. 6 on p. 97 in written form.
3. Home reading.

<sup>1</sup> What's the matter? - чй шуд?; что случилось?

<sup>2</sup> quite ill - таоман касал; совершенно больно

<sup>3</sup> I've got flu - зуком шудан; у меня грипп

<sup>4</sup> very likely - монанд; оче похоже

<sup>5</sup> symptoms - аломат; симптомы

<sup>6</sup> weak - бемадор; слабый

<sup>7</sup> dizzy - чарх задан; испытывающий головокружение

<sup>8</sup> mild - нарм, мулоим; мягкий

<sup>9</sup> cool - салкин; прохладный

<sup>10</sup> changeable ['tʃeɪndʒəbl] - хавои тағйирёбанда; изменчивый

**1. Read the verbs and make up sentences in the Past Indefinite. (Passive Voice) and Present Perfect Tenses**

become-became-become

bring-brought-brought

begin-began-begun

buy-bought-bought

break-broke-broken

lose-lost-lost

**2. Read the dialogue, translate it, learn and act it.**

- I wish you a pleasant trip!

- Thank you!

**3. Answer the questions.**

1. Are your meals cooked by your mother?
2. Are your stockings or socks washed by you?
3. Is your room put in order by you or by your mother?
4. Is your bed made by your mother?
5. Is your little brother washed by your mother or by you?
6. Is your little brother taken to school by your father?

**4. Read and tell your classmates about your district you live in.**

- A.**
1. What is your district called?
  2. Is your district large or small?
  3. What is the heart of your district?
  4. What villages in your region do you know?
  5. What is the nearest collective-farm you know?
  6. What do the collective-farmers grow?

- B.**
1. Is your town big or small?
  2. How many districts are there in your town?
  3. Is it an industrial centre?
  4. What places of interest in your town do you know?

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

# GREAT BRITAIN

## Part II

London is situated on the river Thames, Stratford is on the Avon river, Cambridge is on the Cam river.

Great Britain is a monarchy<sup>1</sup>, but the power of the Queen<sup>2</sup> is limited by Parliament. Great Britain is a highly developed industrial capitalist country. Many people of Great Britain work in industry, shipbuilding (киштисозй), machine building, electronic engineering - they are the main branches<sup>3</sup> of Great Britain industry.

### 6. Answer the questions.

1. Where are the towns in Great Britain situated?
2. What country is Great Britain?
3. In what kinds of industry do many English people work?

### 7. Tasks:

- a) tell your classmates about the rivers and lakes in Great Britain;
- b) tell your classmates about Great Britain as a political country;
- c) have a pair talk about Great Britain as political and industrial country.

---

## HOMEWORK

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1. Do ex. 3 on p. 98 in written form.
2. Do ex. 6 on p. 99 in written form.

---

<sup>1</sup> **monarchy** ['mɒnə:ki] - ҳокимияти мутлақ; монархия

<sup>2</sup> **Queen** ['kwɪ:n] - малика; королева

<sup>3</sup> **branches** [brɑ:nʃɪz] - соҳаҳои; отрасли

Let's read, speak, learn and do exercises

**1. Read the sentences, put questions to get more information.**  
**He built. She cut. They came. He has lost.**

**2. Read the sentences and translate them.**

VERB - ФЕЪЛ

ADJECTIVE - СИФАТ

**A.** help + ful

- helpful

beauty + ful

- beautiful

wonder + ful

- wonderful

success + ful

- successful

NOUN - ИСМ

ADJECTIVE - СИФАТ

**B.** eat + able

- eatable

drink + able

- drinkable

enjoy + able

- enjoyable

change + able

- changeable

**C.** Thank you. You have been very helpful. This book is very helpful to the pupils. "I shall be answerable for this action" told the man. The weather is very changeable in spring. The food is eatable. This picture is very beautiful.

**3. Read the dialogue, translate, learn and act it.**

Nor - I have a cold in the head<sup>1</sup> and a sore throat<sup>2</sup>.

Doctor - What is your temperature<sup>3</sup>?

Nor - I'm running a high temperature<sup>4</sup>.

Doctor - I must examine<sup>5</sup> you.

**4. Speak about the pictures "Places of interest".**



Moscow  
University



The Luzhniki  
Stadium



The Tretyakov  
Gallery

IN MOSCOW

<sup>1</sup> to have a cold in the head - зуком шудан, шамол хурдан; быть простуженным

<sup>2</sup> a sore throat [ə 'sɔ: θrəut] - дарди гулу; большое горло

<sup>3</sup> a temperature [temprətʃə] - харорат; температура

<sup>4</sup> I am running a high temperature - ман таби баланд дорам; у меня высокая температура

<sup>5</sup> to examine [tu ik'zæmin] - муоина кардан; обследовать

## IN DUSHANBE



The Agricultural  
Institute

Central  
Park

The Medical  
Institute

The House of  
Parliament

### 5. Situations

- a) an English pen-friend comes to your class and tells about Great Britain;
- b) an English pen-friend and one of your classmates have a talk about their countries.

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## HOMWORK

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### 1. Write the words and translate them.

brotherless, badness, bigness, brightly, buyer, changeable, changeless, colourful, colourless, countable, dancer, dusty, friendly, gardener, helper, numberless.

### 2. Write about some places of interest in Dushanbe.

## UNIT 15 - THE FIRTEENTH UNIT

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### LESSON 1 - THE FIRST LESSON

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**Let's read, speak, learn and do exercises**

### 1. Read the verbs and make up a story.

eat - ate - eaten  
drink - drank - drunk  
find - found - found  
lose - lost - lost

## **2. Read the dialogue, learn and act it.**

Doctor - What's the matter?

Nor - I have a headache (a sore throat).

Doctor - Get these tablets<sup>1</sup>

Nor - Thank you very much, doctor!

## **3. Read and make up dialogues as follows:**

Pattern: - My granny is forgetful sometimes.

- Do you want to say that she forgets to do her duties?

- She often forgets where her clothes are.

1. I think this story is understandable.

2. No pupil in our form is forgetful of his duties.

3. This is a very colourful picture.

4. This fish is eatable.

5. The water in the lake is not drinkable.

## **4. Read the text, translate it and put questions on it.**

### **LONDON**

#### **Part 1**

London is the capital of Great Britain. It is situated on the Thames. It is a large industrial and cultural centre. It is one of the largest cities in the world. About 7 millions of people live in London. The Thames divides London into parts: the West End the East End; the City, where nobody lives, is a commercial and political part of London.

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### **HOMEWORK**

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*Do ex. 4 on p. 102: put questions on every sentence of the text in written form*

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**tablets** - таблет, хабба; таблетки

**Let's read, speak, learn and do exercises**

**1. Read the sentences and put questions to get more information.**

He has forgotten. I am going. She went. She will give.

**2. Read, translate and make up sentences using the words:**

agreeable, friendless, countless, thankful, peaceful, sweetness, helpful, darkness, changeable, greatness, understandable.

**3. Translate from English into Tajik.**

I was told that he has come to this town this week. She was given a plate of fish soup. They are brought some vegetables and fruit. My friend was told to go to hospital.

**4. Read the dialogue, translate and learn it, make up dialogues of your own.**

- Can I see all Moscow Monuments and places of interest in a week?
- I don't believe [bi'li:v] you can. There are many monuments and places of interest.

**5. Answer the questions using more than one sentence.**

1. What is London?
2. Where is London situated?
3. How many parts are there in London?

**6. Make up a pair talk on the situation:**

**You have come to see your pen-friend in London.**

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

**LONDON**

**Part II**

There are many places of interest. We shall read only about some of them.



The Houses of Parliament. They are among<sup>1</sup> the most beautiful buildings in Europe. This is the place where the English Government<sup>2</sup> sits.



Buckingham Palace<sup>3</sup> is a home of Britain's kings and queens<sup>4</sup>.



The British Museum is a history museum. It is one of the most well-known museums in the world. Many famous people worked in its library.



Trafalgar Square. There is a monument to Admiral Nelson. It is a place of meetings.

## 8. Answer the questions using more than one sentence.

1. What are the Houses of Parliament?
2. What is Buckingham Palace?
3. What can you say about the British Museum?
4. What is Trafalgar Square?

<sup>1</sup> **among** - дар байни; между

<sup>2</sup> **Government** (Parliament) - ҳукумат; парламент

<sup>3</sup> **palace** ['pælis] - қаср; дворец

<sup>4</sup> **kings and queens** - шохон ва маликаҳо; короля и королевь



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## HOMEWORK

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**1. Answer the questions in written form.**

1. Have you ever been to London?
2. Have you ever been to Moscow?
3. Have you ever seen the Kremlin?
4. Have you ever seen any places of interest?

**2. Do ex. 8 on p. 104 in written form.**

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## LESSON 3 - THE THIRD LESSON

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**Let's read, speak, learn and do exercises**

**1. Read the verbs and make up questions (in all tenses) using them.**

know-knew-known

leave-left-left

lie-lay-lain

lose-lost-lost

make-made-made

meet-met-met

**2. Read the dialogue, learn and act it, make up dialogues of your own.**

- How can I go to Samoni Square from here?
- You can go there by bus №3 or by trolley-bus №1?

**3. Answer the questions.**

By whom are these books written?

By whom are these books read?

By whom are books lost?

By whom are books bought?

**4. Have a pair talk about:**

- a) the climate in Great Britain;
- b) the towns in Great Britain,
- c) London as the capital,
- d) the places of interest in London.

**5. Describe the pictures and have a talk about them.**



a village (gardens,  
a river, the weath-  
er... to fish, moun-  
tains)

a collective-farm (a  
barn, cows, sheep,  
hens, to feed<sup>1</sup>, to  
milk<sup>2</sup>)

in the field (a pick-  
ing-cotton machine,  
cotton, collective-  
farmers, the sun,  
the weather, the  
season, to grow...)

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## **HOMEWORK**

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*Put questions on every sentences in written form.*

1. A new school plant was given to our school.
2. The children were taught to plant trees and flowers.
3. Every day the flowers and trees are watered.
4. In autumn many apples and cherries were picked.

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## **LESSON 4 - THE FOURTH LESSON**

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**Let's read, speak, learn and do exercises**

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

**LONG LIVE THE FIRST OF MAY!**

**2. Read the verbs and make up sentences in any tense.**

pay-paid-paid  
run-ran-run  
see-saw-seen

read-read-read  
say-said-said  
send-sent-sent

---

<sup>1</sup> to feed - хуронидан; кормить

<sup>2</sup> to milk - душидан; доить

**3. Read the dialogue, learn and act it, make up dialogues of your own.**

**R** - Have you ever seen the demonstration on the First of May in Moscow?

**L** - Yes, I have, I've seen it on TV.

**R** - Was the demonstration nice?

**L** - Yes, it was beautiful. There were many people, children, flowers, flags, balloons, songs.

**4. Tasks:**

1. Last week Oisha came from the village. What did she tell you?
2. Lola has moved to a new flat. You meet her. What does she tell you?
3. Karim went to ski on Sunday. What did he tell you?
4. Ali had a headache yesterday. What did you ask him?
5. Sadri went to see a skate figure dancing. What did you ask him?

**5. Read the text, retell and complete the story.**

Dick was very glad when he got a letter from his mother. His mother wrote him that she bought him a nice present. What did she buy him?

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

## **MAY DAY**

The 1st of May is the great international workers' holiday. May Day was born<sup>1</sup> in the United States of America, in Chicago in 1889. From that year May Day is celebrated in Europe.

In Russia the workers began to celebrate May Day on the 1st of May in 1890. May Day is a holiday when big demonstrations of people take place to show their solidarity<sup>2</sup> with all the working people of the world.

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<sup>1</sup> **to be born** - таваллуд шудан; родиться

<sup>2</sup> **to show solidarity** - якдилй изхор кардан; быть солидарным

## **7. Answer the questions.**

1. What kind of day is the 1st of May?
2. Where was the 1st of May born?
3. When did the workers of Russia begin to celebrate the 1st of May?
4. What do people show on this day?

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## **HOMEWORK**

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### ***1. Answer the questions in written form.***

1. Have you got many friends?
2. Have you got many books?
3. Do you spend much time together with your friends?
4. Do you drink much milk?
5. Do you eat much bread?
6. Do you put much sugar in your tea?

### ***2. Do ex. On p. 108 in written form.***

## **UNIT 16 - THE SIXTEENTH UNIT**

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### **LESSON 1 - THE FIRST LESSON**

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### **1. Read the verbs and have a pair talk using the verbs.**

shut-shut-shut	sit-sat-sat
speak-spoke-spoken	stand-stood-stood
do-did-done	take-took-taken

### **2. Review the proverbs.**

**THERE IS NO SMOKE WITHOUT FIRE**

**MANY A LITTLE MAKES A NICKLE**

### **3. Read the dialogue, learn and act it.**

Mother - Ali, why are you lying in bed? You must get up. It is a quarter past eight. You must go to school.

Ali - I can't get up, Mother. I am running a temperature. I have a headache.

Mother - Oh, Ali, you are ill. I must call the doctor.

#### 4. Read and translate the sentences.

Remember: There is some pen on the table.

Is there any pen on the table?

There is no pen on the table.

##### A. Answer:

There are some stools in the kitchen, aren't there?

There are some maps at the lesson of Geography, aren't there?

There are some books on the bookstand, aren't there?

##### B. Answer:

Is there any little table in the kitchen?

Are there any vegetables on the kitchen table?

Are there any natural resources in your region?

##### C. Answer:

There are no bookshelves in the library, are there?

There is no coal in our region, is there?

He has no pictures on the wall, has he?

#### 5. Describe the pictures and have a pair talk about them.

##### A. WHAT ARE YOU?

##### B. WHAT DO YOU WANT TO BE?



a **dressmaker**:

to make clothes, trousers, dresses, shirts, skirts, coats, shorts.

**a baker:** to bake<sup>1</sup> bread, flat cakes, cakes, buns<sup>2</sup>.  
**a nurse, a doctor:** to look after, a sick<sup>3</sup> child, a medicine, to cure<sup>4</sup>.  
a turner, an engineer, a radio-operator, at a plant, skilful<sup>5</sup>.

## 6. Tasks:

- a) tell your classmates what you want to be and why (have a pair talk),
- b) speak about the professions of your father (elder sister, elder brother, mother).

---

## HOMEWORK

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### 1. Fill in: *somebody, anybody, or nobody*.

1. Is there ... in the dining -room?
2. There is no ... in the sitting-room?
3. Can ... answer this question?
4. There is ... in the bus?

### 2. Write the words and translate them.

redness, hairless, thankful, eatable, thinker, seventeen, seventy, speaker, hatless, forgetful, unready, uncountable.

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## LESSON 2 - THE SECOND LESSON

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Let's read, speak, learn and do exercises

### 1. Review the proverbs:

**NEITHER FISH NOR FLESH**

**NO PAINS, NO GAINS**

### 2. Make up a story using the verbs in any tense.

take-took-taken  
tell-told-told  
think-thought-thought

win-won-won  
write-wrote-written

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<sup>1</sup> to bake - пухтан; выпекать

<sup>2</sup> a bun - булка

<sup>3</sup> sick - касал; больной

<sup>4</sup> to cure - табобат кардан; лечить

<sup>5</sup> skillful - мохир; искусный

### 3. Read the sentences and translate them.

**Remember:** must=have to ...

1. Lola must work at her reading.  
Pupils must learn well.  
Dick must learn this poem.
2. Lola has to buy bread and milk because her mother is out.  
I have to cook dinner because my mother is ill.  
Lola has to look after her mother because she is not well.

### 3. Fill in must or have to.

She ... do this exercise today. His mother is going to Chkalovsk and he ... to go there, too. We ... be sportsmen. She ... to wash her dress because it is dirty.

### 4. Read the sentences and ask questions to get more information.

She saw it. He stayed. He was born. They could help.

### 5. Read the dialogue, learn and act it, make up dialogues of your own.

- Have you ever been to London?
- No, I haven't. I'm here for the first time. What building is this?
- This is the National Gallery. Let's come into!
- With great pleasure.

### 6. Read the text and translate it.

## AN ENGLISH VILLAGE

An English village is an interesting place<sup>1</sup>. There are no big or high houses. All the houses are one or two-storied. There are many trees, flowers and much grass. They are often situated not far from the rivers or lakes. The shop is the centre of village life. Women and children like to come there and have a talk about their life. There is a pub<sup>2</sup> where men come to speak about the weather and the harvest<sup>3</sup>, about football and their life.

---

<sup>1</sup> a place - чой; место

<sup>2</sup> a pub - майхона; забегаловка

<sup>3</sup> harvest ['hɑ:vɪst] - хосил; урожай

There is a village school, but only little children go there. When the pupils are eleven years old, they go to secondary schools in the nearest town. A school bus takes them every morning and brings them back in the afternoon.

## **7. Speak about an English School.**

Plan:

- a) what place is an English village,
- b) where it is situated,
- c) English village houses,
- d) the centre of an English village,
- e) what is a pub?
- f) Speak about a village school

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### **HOMEWORK**

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*Do ex. 4 on p. 111 in written form.*

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### **LESSON 3 - THE THIRD LESSON**

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#### **1. Review the proverb, read and translate it.**

**ART IS LONG, LIFE IS SHORT**

#### **2. Answer the questions.**

**Pattern:** Must you go to the textile combine now?

- No, I needn't.

- 1. Must he work at his reading?
- 2. Must she do her room now?
- 3. Must you wash your clothes now?
- 4. Must they go to the collective-farm now?

#### **3. Look at the pictures, answer the questions and speak about them**



**A.**

1. What kinds of games do you know and like?
2. What kinds of sports do you know and like?
3. Is swimming a game or a sport?
4. Where do you swim?
5. What is swimming? Do you like to swim?
6. What is boxing? Is it a game or a sport?
7. Are you a boxer? Can you box? Does your friend like box?

**B.**



to play  
table-tennis

to play  
basket-ball

to play chess  
a chess  
tournament



to play  
draughts

a boxing  
match

cycling road  
race cycling

swimming



speed  
skating

figure  
skating

a swimming  
pool  
water-polo

skiing  
race

ski  
jumping

**4. Fill in: my, your, his, her, our, their.**

Father and Mother like ... work. Father often says that ... work is very interesting. Ali says that ... sister is very beautiful. She works with ... friend. We love ... Granny and Grandfather. I often help ... parents. She spent ... holidays in the south of our republic.

**Let's read, speak, learn and do exercises**

**1. Review the words and make up sentences using them.**

grape-and-fruit growing, silkworm-rearing, crop-growing, cotton-cleaning plant, stock raising, hydro electric power station.

**2. Read the numerals.**

17, 182, 223, 1597, 1458, 1917, 1991, 1004

**3. Read, translate and remember.**

nice-nicely	bad-badly
beautiful-beautifully	happy-happily
splendid-splendidly	ready-readily

**4. Read, speak and have a pair talk.**

1. Some days ago you got a letter. Say what you read in it and what you wrote in answer.
2. When you came from school, your mother said: "There is a letter from your friend. I know that he will come from Isfara on Sunday. What else did he write in the letter?"

**5. Read the text and have a talk on the text.**

**LIBRARIES**

Our school library in which I am a subscriber is good. It is a large and light reading-room. There are a lot of shelves and book-stands. You can find novels, poems, books on literature, physics, history, zoology, biology, geography, chemistry and other subjects. There are books in English, too. There are libraries in every town and village. You can get any book in our libraries. Read the books and you will know the life better.

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## HOMEWORK

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### 1. Fill in:

**A.** something, anything, nothing, everything.

There is ... black on the floor. Don't tell him ... about me. I can see ... there, it is so far. Is ... all right? You may go home.

**B.** somebody, anybody, nobody, everybody.

... is waiting for you, Mother. Is there ... in the room? No, there is ... in the room. I can see ... there. Is ... absent today?

No, ... is present.

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## LESSON 5 - THE FIFTH LESSON

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### 1. Read and remember the proverbs.

**CLAW ME AND I'LL CLAW YOU  
LOOK BEFORE YOU LEAP**

### 2. Read and translate the sentences.

1. She was very thankful for our help.
2. She likes colourful clothes.
3. The big central park is the most restful place in our town.
4. She is a very forgetful girl.
5. We are not sure that our team will win, but we are hopeful.
6. They lived a peaceful, happy life.

### 3. Answer using The Present Perfect Tense.

**Pattern:** I have=I've

I have not=I've not.

- It's a big republic, isn't it? (visit)
- Yes, it's the biggest republic, I've visited.

1. It's an interesting book, isn't it? (read)
2. It's an interesting TV programme, isn't it? (watch)
3. It's the longest river, isn't it? (see)
4. They are good animals, aren't they? (have)
5. They are the best sportsmen, aren't they? (know)

#### 4. Speak about trips:

##### A. Read the dialogue and act it:

- I'm going to have a trip. What's the weather like?
- Oh, it's very hot. There is a lot of sunshine<sup>1</sup>.
- Fine. I shall have a trip.

##### B. Plan a trip with a friend, have a pair talk:

1. Where you want to go and when,
2. Whom you want to take with you,
3. What means of transport<sup>2</sup> you will take.

##### C. Tell the class about your trip you went on. Speak about:

1. Who thought of the idea,
2. Who was invited, what means of transport was taken,
3. Where you went,
4. Was it joyful?

#### 5. Read the text, have a pair talk and retell the text.

### LONDON



The Londoners are very fond of the National Gallery. Even if they never go inside<sup>3</sup> to look at the pictures, they like to stand and look at the building and the Square. The British Museum is another beautiful monument in London. The British Museum is one of the largest in the world. Many famous people worked there.

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### HOMEWORK

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#### 1. Complete the sentences using the words: *flowers, trees, cars, buses, books, notebooks.*

The room is full of.... The street is full of...and.... The bag is full of... and.... The shelves are full of....

#### 2. Write 4-5 questions on the text LONDON - ex. 5, p. 116 in written form.

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<sup>1</sup> a lot of sunshine - офтоби аз хад зиёд; много солнца

<sup>2</sup> means of transport - воситаҳои нақлиёт; средства сообщения

<sup>3</sup> go inside - ба дарун дармадан; войти вовнутрь

## LESSON 1 - THE FIRST LESSON

Let's read, speak, learn and do exercises

**1. Ask questions to get more information.**

She wrote. They have brought.

**2. Read the pronouns and remember them.**

who- whose - (to) whom	who	-whose	- (to) whom
I-my - me	It	-its	- it
You-your - you	We	-our	- us
He-his - him	you	-your	- you
She-her - her	They	-their	- them

**3. Fill in: me, you, her, him, us, them.**

Kamol is my friend. Do you know ...? These little children are nice, but I don't know .... Ali is Lola's friend. Do you know ...? Who are you? I don't know .... Oisha's brother is a driver. I know .... We know Lola's uncle, but he doesn't know ....

**4. Disagree. Say more information about the subject you can:**

**Pattern:** - The turner has come.  
- The turner has not come. He is still at the plant.

The train has stopped. They have watched TV. Nisso has bought a new skirt. The doctor has come home. The driver has waited for<sup>1</sup> the women near the house.

**5. Make up sentences using the Present Perfect, Present Continuous Tenses, then have a pair talk about the pictures.**

<sup>1</sup> to wait for - интизор шудан; ожидать



to wash a blouse

to do the room

to cook dinner

**6. Read the sentences, translate them, make up your own sentences as:**

1. You **have to do** a lot of work today.  
 You **will have to do** a lot of work tomorrow.  
 You **had to do** a lot of work yesterday.
2. He **has to go** to see Kamil's work every day.  
 He **will have to go** to see Kamil's work tomorrow.  
 He **had to go** to see Kamil's work yesterday.

## HOMEWORK

1. **Fill in: about, for, in, to, with.**

Anvar wants to become the strongest boy ... the school. He sends a letter ... his pen-friend. Akram cannot go ... the stadium because he is ill. There was nothing new ... this letter. He wants to go to the mountains ... his friend. I want to tell you ... my region.

2. **Make up three sentences on the patterns given in ex. 5 on p. 117 in written form.**

## LESSON 2 - THE SECOND LESSON

**Let's read, speak, learn and do exercises**

1. **Read the dialogue, learn and act it, make up dialogues of your own.**

**A** - Have you bought a bicycle?

**B** - Yes, I have a very good bicycle.

**A** - When did you buy it?

**B** - I bought it last week.

2. **Fill in the indefinite "a" or definite "the" article.**

... seventh of November is ... very great holiday for ... Soviet people. It is ... day of ... October Revolution. In 1917 ... working people of ... Russia came to ... power. ... October Revolution was

... Socialist revolution. Soviet people want to live in ... peace with all ... peoples of ... world. In ... morning there are ... big demonstrations in all ... towns of ... Soviet Union.

**3. Look at the pictures, describe them and have a talk about them.**



The State Library  
in Moscow



The Firdousi Library  
in Dushanbe

**4. Have a pair talk, there is a plan:**

- a) what Tajik towns (villages) you have been to.
- b) Where the towns (villages) are situated.
- c) What factories, plants you have seen.
- d) What places of interest you have seen.

**5. Speak about the family.**

**Mother:** 40, a doctor, black hair, black eyes, a straight nose, nicely dressed.

**Father:** 45, the principle of the school, short hair, an oval face, a grey suit.

**Daughter:** 20, a student, Medical Institute, fair hair, blue eyes, beautiful.

**Son:** 14, a schoolboy, thin, tall, long arms, long legs, handsome.  
**Granny:** 65, a pensioner, grey hair, dark eyes.

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**HOMEWORK**

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- 1. Do ex. 2 on p. 118 in written form.**

## **2. Make up interrogative and negative forms in written form.**

I always sleep well. Father watches TV programme every evening.

We have coffee for breakfast. It often rains in June here.

---

### **LESSON 3 - THE THIRD LESSON**

---

**Let's read, speak, learn and do exercises**

#### **1. Read the dialogue, learn and act it, make up dialogues of your own.**

- Nor has never been to a museum.
- Never in his life?
- No, never.
- I don't believe<sup>1</sup>.

#### **2. Tell the class what you will do:**

- a) at your English lesson,
- b) at the cinema,
- c) in the river,
- d) at breakfast.

#### **3. Look at the picture and answer the questions, then describe the girl and your friends.**

1. What colour is the girl's hair?
2. Is her hair long or short?
3. Is her nose straight or snub?
4. Are her eyes big or small?
5. Her lips are thin, aren't they?
6. Is her face oval or round?
7. Her neck is long, isn't it?
8. She is a nice girl, isn't she?
9. Has she long legs and arms?



#### **4. Read the text, translate it, put questions on it and retell it.**

---

<sup>1</sup> **believe** [bi'li:v] - бовар кардан; верить



## **TOM SAYS**

We have gymnastics in our school gymnasium every week. We run and jump and play basket-ball and other games. In summer we have gymnastics in the play-ground. My favourite sport is swimming. If I swim well this year, I may become a member of the English boys' swimming team and take part in many competitions.

### **5. Tasks:**

1. You and your friend are sitting in front of the TV set and watching a hockey match. Talk about what you can see on TV.
2. You meet a sportsman who took part in a big sports competition. Ask him questions about the competition.

---

## **HOMEWORK**

---

### **A. Answer the questions in written form.**

Is the cabbage bigger than the tomato?

Is the tomato bigger or less?

Is the potato bigger or less?

### **B. Which is the largest country in the world?**

Which is the longest river: the Lena or the Volga?

Where is the nearest bookshop?

Who is the best pupil in your class?

---

## **LESSON 4 - THE FOURTH LESSON**

---

### **REVISION**

**Let's read, speak, learn and do exercises**

### **1. Read and translate the words in unison:**

an island, monarchy, capitalist, to believe, sugar, place, Wales, Scotland, England, Northern, Ireland, The Atlantic Ocean, The North Sea, The Thames, Great Britain.

## 2. Read and do.

1. Ask your friend to come to see you on Sunday.
2. Ask your friend not to be late.
3. Ask your classmate to buy two tickets.

## 3. Tell the class.

- a) if you have ever been on a state-farm.
- b) tell your classmates what machines you can see in the fields in autumn.
- c) tell your comrades if the harvest was good this year.

## 4. Read and correct.

1. You will take a bus to go home.
2. You will come to school again in the evening.
3. It will be very hot tomorrow.
4. We shall have the October holidays in a week.
5. If I see him, I ...  
When I buy the book, I ...  
If he comes home early, I ...

## 5. Speak about the pictures.



Your hobby, to play the guitar, a radio-repairing, to collect stamps, to cook

## SPEAK ABOUT PLACES OF INTEREST

### Moscow, places of interest



### Dushanbe, places of interest



## Great Britain, places of interest



### DIALOGUES

#### PRESENT INDEFINITE

1. - Where do you live?  
- I live in Tursun-Zade.  
- How far is it from Dushanbe?  
- About 60 kilometres.
2. - Do you want bread and butter?  
- No, thanks. I'm not hungry.
3. - Excuse me, can you tell me where the pedagogical university is?  
- I'm sorry, I don't know.

4. - What time do we arrive in Moscow?  
- I'm sorry, I don't know. Just a moment. We arrive in Moscow at five o'clock.
5. - What do you want to do?  
- I'd like to go out. I don't want to stay at home.
6. - What do you think of Hissor?  
- I think, it's a wonderful place.
7. How do you like our weather?  
- Oh, it's beautiful. There is a lot of sunshine.
8. - Do you speak English?  
- Yes, a little.  
- Do you understand me?  
- Yes, certainly.
9. - What do you do?  
- I'm a student.  
- Where do you study?  
- At the vocational school.
10. - What does your brother do?  
- He is a student.  
- Where does he study?  
- He studies at Moscow University.

### **PRESENT CONTINUOUS**

1. - I'm going to the theatre tonight.  
- With whom?  
- Alone.
2. - Are you waiting for Akram?  
- No, I'm not.  
- Then, who are you waiting for?  
- I'm waiting for Said.
3. - Hello, Lola. What are you doing here?  
- I'm looking for an English book.  
- And what is Akram doing here?  
- He is reading a Russian book.
4. - Where are you flying?  
- I'm flying to Minsk.  
- Happy landing.

5. - Are you getting off at the next stop?
  - No, I'm not.
  - May I pass, please?
6. - What are you doing now?
  - Nothing special. I'm going to write a letter.
7. - Hello. Is that you, Oisha?
  - Yes, it is me. Who's speaking?
  - This is Karim, who is speaking.
8. - How long are you going to stay in Khujand?
  - Only two or three days.
9. - How are you getting on?
  - I'm very well, but very busy.
10. - When are you going to leave for Kulob?
  - Tomorrow afternoon.

### **PRESENT INDEFINITE AND PRESENT CONTINUOUS**

1. - I'm looking for a museum.
  - I can show you where it is.
  - That's very kind of you.
2. - Where are you going?
  - I'm going to the Puppet Theatre.
3. - Hello, Lola. Where are you going?
  - To the cinema.
  - Do you go to the cinema very often?
  - No, I don't. Only once a week. On Sunday.
4. - Does your friend learn English?
  - Yes, he does.
  - What is he doing now?
  - He is reading an English book now.

### **PRESENT PERFECT**

1. - What about going to the Zoo?
  - That's a good idea. I've never been there.

2. - How long have you been in Moscow?
  - I've been here since May.
  - Have you seen any places of interest yet?
  - Yes, just a few.
  - Where have you been?
  - I've been to the Kremlin and the Tretyakov Gallery.
3. - Have you been to Khorog?
  - I've been there many times.
  - As for me, I've never been there.
4. - You're late at home.
  - Where have you been?
  - I've been to the grocer's shop.
5. - Haven't you seen the film "Rudaky"?
  - No, I haven't.
6. - What places have you seen so far?
  - I've been to almost all the museums.
  - Have you been to any theatres yet?
  - No, I haven't. I haven't had enough time for that.
7. - Have you had lunch?
  - I've been too busy to think about food.
8. - Would you like an apple?
  - No, thanks, I've just had one.
9. - Would you like a cup of coffee?
  - No, thanks. I've just had one.

### **PAST INDEFINITE**

1. - Did you see the film on television last night?
  - Yes, I did.
  - Did you like it?
  - Not very much.
2. - What did you do on Sunday?
  - I went on a trip by bus.
3. - What did you do last night?
  - I went to see some friends and watched TV.

4. - When did you arrive?  
- I arrived last week.

### **PAST INDEFINITE AND PRESENT PERFECT**

1. - What do you think of the film you saw yesterday?  
- It is the best film that I've seen lately.
2. - By the way, I forgot to tell you that I've been to the Tretyakov Gallery.  
- Oh, when did you go there?  
- I went there last Friday.  
- I haven't been to the Tretyakov Gallery since last year.
3. - How do you do, Lola! Where have you been all this time?  
- I've been to the Ukraine. I've just come back to Dushanbe.
4. - Did you have a good time there?  
- Yes, I had a very good time.  
- Did you go there alone?  
- No, my mother went with me.  
- When did you come back?  
- Two days ago.
5. - I haven't seen you for about a month. You have been away, haven't you?  
- I've been to Minsk. I returned yesterday.
6. - Were you at Mr. Smirnov's yesterday?  
- No, I wasn't there yesterday, but I've seen him today.
- A:** What a terrible weather!  
**B:** Yes, rather windy today, isn't it?  
**A:** Where did you go last week?  
**B:** To Kiev. Have you ever been to Kiev?  
**A:** Yes, many times. A beautiful city, isn't it?  
**B:** Very beautiful. Have you been to Tashkent?  
**A:** Oh, yes. I've been there this year.



# IRREGULAR VERBS

be [bi:]	was [wɒz] were [wə:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tən]
become [bi'kʌm]	became [bi'keim]	become [bi'kʌm]
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breik]	broke [brəʊk]	broken [brəʊkn]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bild]	built [bilt]	built [bilt]
buy [bai]	bought [bɔ:t]	bought [bɔ:t]
catch [kætʃ]	caught [kɔ:t]	caught [cɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzn]
come [kʌm]	came [keim]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drouv]	driven [drɪvn]
eat [i:t]	ate [et]	eaten [i:tən]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]
feel [fi:l]	felt [felt]	felt [felt]
fight [fait]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flai]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
freeze [fri:z]	froze [frouz]	frozen ['frouzn]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given ['gɪvn]
go [gəʊ]	went [went]	gone [gɒn]
grow [grou]	grew [gru:]	grown [groun]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]
hold [həʊld]	held [held]	held [held]
know [nou]	knew [nju:]	known [noun]
lay [lei]	laid [leid]	laid [leid]
lead [li:d]	led [led]	led [led]
leave [li:v]	left [left]	left [left]
let [let]	let [let]	let [let]
lie [lai]	lay [lei]	lain [lein]
light [lait]	lit [lit]	lit [lit]
lose [lu:z]	lost [lost]	lost [lost]

make [meik]	made [meid]	made [meid]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [pei]	paid [peid]	paid [peid]
put [put]	put [put]	put [put]
read [ri:d]	read [red]	read [red]
retell [ri'tel]	retold [ri'tould]	retold [ri'tould]
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raiz]	rose [rouz]	risen ['rizn]
run [rʌn]	ran [ræn]	run [rʌn]
say [sei]	said [sed]	said [sed]
see [si:]	saw [so:]	seen [si:n]
sell [sel]	sold [sould]	sold [sould]
send [send]	sent [sent]	sent [sent]
shake [ʃeik]	shook [ʃuk]	shaken [ʃeikn]
shine [ʃain]	shone [ʃon]	shone [ʃon]
shoot [ʃu:t]	shot [ʃot]	shot [ʃot]
show [ʃou]	showed [ʃoud]	shown [ʃoun]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sit]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
speak [spi:k]	spoke [spouk]	spoken ['spoukn]
spell [spel]	spelt [spelt]	spelt [spelt]
spread [spred]	spread [spred]	spread [spred]
stand [stænd]	stood [stud]	stood [stud]
sweep [swi:p]	swept [swept]	swept [swept]
swim [swim]	swam [swæm]	swum [swʌm]
take [teik]	took [tuk]	taken ['teikn]
teach [ti:tʃ]	taught [to:t]	taught [to:t]
tell [tel]	told [tould]	told [tould]
think [θɪŋk]	thought [θo:t]	thought [θo:t]
throw [θrou]	threw [θru:]	thrown [θroun]
understand	understood	understood
[,ʌndə'stænd]	[,ʌndə'stud]	[,ʌndə'stud]
wake [weik]	woke [wouk]	woken ['woukn]
wear [wɛə]	wore [wo:]	worn [wo:n]
win [win]	won [wʌn]	won [wʌn]
write [rait]	wrote [rout]	written ['ritn]

**1. Art is long, life is short.**

Рӯз бину аз рӯзгор омӯз.

Бирав зи таҷрибаи рӯзгор баҳра бигир.

**2. Claw me and I'll claw you.**

Аз як даст садо намебарояд.

**3. It is better to die standing than to live kneeling.**

Марг беҳ аз гуломӣ.

**4. Be slow to promise and quick to perform.**

Ваъда додӣ, вафо кун, кавл додӣ, иҷро кун.

**5. Look before you leap.**

Ҳафт бор чен кун, як бор бур.

**6. Many a little makes a mickel.**

Қатра-катра чамъ шавад, дарёё шавад.

**7. Neither fish, nor flesh.**

На дузди бозор, на шайхи мазор.

**8. No pains, no gains.**

Бе меҳнат роҳат нест.

**9. There is no smoke without fire.**

Дуд бе оташ намешавад.

То шамол набошад, шохи дарахт намечунбад.

## TOPICAL VOCABULARY

### SCHOOL

at the lesson  
in the classroom  
blackboard  
chalkboard  
class  
to be absent  
Form 7th "A"  
Who is absent?  
What day is it today?  
What is the date today?  
Who is on duty today?  
notebook  
book  
pen  
pencil  
chalk  
day-book  
ruler, India-rubber  
pen-knife  
to get a mark  
botany  
geography  
history  
literature  
drawing  
biology  
zoology  
physics  
chemistry  
gymnastics  
gymnasium  
singing  
mathematics  
to sing songs  
Russian  
Tajik  
English  
handicraft  
do sums  
how much...?  
to draw [drew, drawn]  
letter  
holiday  
time-table  
pioneer meeting  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday

Saturday  
Sunday  
school-uniform  
circles  
chess-circle  
Komsomol member  
pioneer

### FAMILY, PROFESSIONS AND HOBBY

mother  
father  
grandmother  
granny  
grandfather  
brother  
sister  
aunt  
uncle  
son  
daughter  
teacher  
doctor  
engineer  
nurse  
worker  
turner  
dressmaker  
collective-farmer  
driver  
librarian  
to play chess  
to play draughts  
to play the guitar  
to play the piano  
to collect stamps  
radiorepairing  
writer  
poet

### MY DAY

to get up  
to do morning exercises  
to wash  
to have breakfast  
to have dinner  
to have supper  
to make a bed  
to help about...

to clean  
to do homework  
to play games  
to go to sleep  
to watch TV  
to switch on

### BODY

face  
oval  
round  
beautiful  
handsome  
ear  
to smile from ear to ear  
hair  
fair  
black  
eyes  
tall  
mouth  
lips  
feet  
long arms  
long legs  
small  
large  
little  
nose  
straight  
snub-nosed

### FOOD, FRUIT AND VEGETABLES

milk  
eggs  
tea  
coffee  
sugar  
sweets  
jam  
bun  
cake  
bread  
flat-cake  
sausage  
fish  
soup  
cheese  
tasty

to cook  
butter  
fruit-trees  
truit  
grapes  
apple  
cherries  
apricots  
melon  
water-melon  
cucumbers  
potatoes  
tomatoes  
carrots

### ANIMALS

cat  
dog  
kangaroo  
fox  
wolf  
bear  
crocodile  
giraffe  
monkey  
cub  
kitten  
puppy  
lion  
turtle  
rabbit  
goat

### CLOTHES

overcoat  
raincoat  
dress  
blouse  
suit  
apron  
tie  
trousers  
skirt  
shirt  
socks  
stockings  
scarf  
skull-cap  
hat  
cap  
boots  
shoes

### SEASONS

spring  
autumn  
summer  
winter  
sun  
to shine (it shines)  
to rain (it rains)  
to snow (it snows)  
to play snowballs  
to play hockey  
to play tennis  
to play ball  
to play football  
to play basketball  
climate  
cold  
hot  
warm  
mild  
grass  
flowers  
trees  
birds  
to make bird-houses  
sky  
fly  
to swim  
December  
January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
field  
forest  
river  
mountains

### SPORTS

kinds of sports  
to go in for sports  
athletics  
boxing  
gymnasium  
gymnastics  
match

stadium  
waterpolo  
waterpool  
score  
to score  
goal  
fencing  
wrestling  
skiing  
skating  
speed skating  
figure skating  
fun  
competition  
to take place  
sport team  
Honoured Master of Sports  
to play draughts  
to play chess  
to win a cup  
gold  
silver  
bronze  
medal  
to receive  
coach

### COLLECTIVE AND STATE FARMS

cotton  
to pick  
crop-growing  
grain  
stock raising  
to breed  
silkworm rearing  
cotton-picking machine  
combine  
tractor  
cow  
sheep  
hen  
to milk  
milk  
to feed  
agriculture

### TOWN

street  
road  
Square  
centre

heart  
multistoried  
building  
shop  
Grocer's shop  
cinema  
theatre  
puppet theatre  
Opera theatre  
museum  
library  
institute  
University  
Agricultural Institute  
Medical Institute  
Teachers' Training  
Institute  
monument  
fountain  
Kremlin  
places of interest  
population  
factory  
plant  
textile combine  
cotton-cleaning plant  
chemical plant  
aluminum plant  
capital  
to be founded  
to be situated  
industry  
light and heavy  
industry  
district  
Zoo  
river  
bank  
Komsomol Lake  
park  
trees  
flowers  
mountains  
school  
vocational school

### **HOLIDAYS**

the 1st of May  
October Revolution  
Day  
the 8th of March

Victory Day  
to celebrate  
summer holidays  
pioneer camp  
to spend  
Military Forces

### **TRIP AND MEANS OF TRANSPORT**

to have a trip  
ticket  
tram  
bus  
car  
lorry  
ship  
by ship  
train  
by train  
plane  
by plane  
bicycle  
by bicycle  
motor-cycle  
by motor-cycle  
river  
sea  
ocean  
waterway  
airway  
railway  
railway station  
seaport  
airport

### **COUNTRIES AND GEOGRAPHICAL NAMIS**

The USSR  
Great Britain  
Scotland  
Wales  
The Armenian  
Republic  
The Azerbaijan  
Republic  
The Byelorussian  
Republic  
The Georgian Republic  
The Kazakh Republic

The Moldavian  
Republic  
The Tajik Republic  
The Turkmen Republic  
The Ukrainian Republic  
The Uzbek Republic  
Russia  
canal  
square kilometers  
multinational  
natural resources  
oil  
coal  
iron

### **HEAVY AND LIGHT INDUSTRY**

agriculture  
region  
hydropower station  
to be rich in  
to border  
to occupy  
to cover  
to connect  
climate  
mild  
hot  
warm  
cold  
the capital  
modern  
monarchy  
island  
capitalist  
socialist  
south  
southern  
north  
northern  
west  
western  
part  
world  
London  
Cambridge  
Northern Ireland

## Маълумотномаи грамматикӣ

## ИСМ

**§ 1. Исмҳо дар забони англисӣ ду шакл доранд: танҳо ва чамъ.**

There is a pen on the desk. There are pens on the desks.

Шакли чамъи исмҳо ба воситаи бандакҳои "s" ё "es", ки дар охири исмҳои шакли танҳо меоянд, сохта мешаванд. Ин бандакҳо пас аз овозҳои ҳамсадои бечаранг s, пас аз садонокҳо ва ҳамсадоҳои чарангдор z, пас аз овозҳои шавшувдор ва хуштакӣ iz хонда мешаванд.

[s] пас аз ҳамсадоҳои бечаранг	[z] пас аз садонокҳо ва ҳамсадоҳои чарангдор	[iz] пас аз овозҳои шавшувдор ва хуштакӣ
books [bʊks] cats [kæts] maps [mæps]	names [neɪmz] dogs [dɒgz] days [deɪz]	roses ['rəʊzɪz] dresses ['dresɪz] pages ['peɪdʒɪz]

**Истисно:**

танҳо (ед. ч.)

man [mæn]

woman ['wʊmæn]

foot [fu:t]

child [tʃaɪld]

чамъ (множ. ч.)

men [men]

women ['wɪmɪn]

feet [fi:t]

children ['tʃɪldrən]

**Шарҳ 1.** а) агар исмҳо дар шакли танҳо бо ҳарфҳои -s, -ss, -x, -ch, -sh, -tch ба охир расанд, он гоҳ шакли чамъ -es ҳамроҳ карда мешавад: bus - buses.

б) агар исмҳо дар шакли танҳо бо ҳарфи -o ба охир расанд, он вақт шакли чамъ "es" ҳамроҳ карда мешавад: photo-photos аммо: piano - pianos.

в) дар баъзе исмҳо ҳарфҳои f ва fe дар шакли чамъ ба ҳарфҳои ve мубаддал мешаванд: knife-knives.

г) агар исмҳо дар шакли танҳо бо ҳарфи -y ба охир расанд, он гоҳ дар шакли чамъ ҳарфи -y пас аз ҳамсадоҳо бо ҳарфи -i табдил меёбад: story-stories, army-armies пас аз садонокҳо бошад, тағйир намеёбад: toy-toys, day-days.

**2.** Исмҳои sheep ва fish чи дар шакли танҳо ва чи дар шакли чамъ яхела мебошанд: The old man got only one fish. There were fish in the shop.

Марди пир фақат як моҳӣ дошт. Дар дукон моҳӣ буд. Агар суҳан дар хусуси намудҳои гуногуни моҳиҳо равад, он гоҳ ба шакли fishes истифода мешавад.

3. Исми news ҳамеша дар шакли танҳо истифода мешавад, харчанд шакли чамъ дошта бошад ҳам: Have you heard the news today? What's the news?

4. Исмҳои money, hair, fruit дар шакли танҳо истифода мешаванд: Her hair is fair. The children have no money. We must eat fruit every day.

5. Калимаи family ва исмҳои чомеи монанди он шакли танҳоро нигоҳ дошта бо хабари феълӣ дар шакли чамъ ифода мешаванд. Дар ин суръат ҳар як аъзои оила ва гурӯҳҳо дар назар дошта мешаванд:

The family went to town.

## § 2. Исмҳои чинс ба шумурдашаванда ва шумурданашаванда тақсим мешаванд.

Исмҳои шумурдашаванда чизеро ифода мекунанд, ки имконияти ҳисоб карданро дорад. Онҳо ҳам дар шакли чамъ ва ҳам дар шакли танҳо истифода мешаванд:

Rustam has five apples. I have two rooms.

Исмҳои шумурданашаванда мафҳумеро мефаҳмонанд, ки шумурданашавандаанд. Ин гуна исмҳо дар шакли танҳо истифода мешаванд:

There is some water in the bottle.

## § 3. Барои ифода кардани соҳибияти ашёе ба ягон шахс, дар забони англисӣ шакли махсусе, ки падежи соҳибӣ ном дорад, истифода мешавад. Исмҳои шакли танҳо дар шакли соҳибият бандакӣ "s" қабул карда ба тариқи бандакҳои шакли чамъ талаффуз мешаванд.

s пас аз ҳамсадоҳои бечаранг	z пас аз садонокҳо ва ҳамсадоҳои чарангдор	iz пас аз овозҳои шавшувдор ва хуштакӣ
Malik's room	Munira's house	Mavge's dog

Исмҳои шакли чамъ бо бандакӣ (s') шакли соҳибиятро бо апостроф (') қабул мекунанд: My brothers' teacher.

Агар исми шакли чамъ бандакӣ (e) s надошта бошад, он гоҳ дар падежи соҳибият ба он бандакӣ s илова мешавад:

The children's room.

**Шарҳ:** 1. Шакли соҳибият баъзан бо исмҳо ва зарфҳое, ки замон ва масофаро ифода мекунанд, ба кор бурда мешавад:



an hour's walk - сайру гашти як соата  
at one mile's distance - дар масофаи як мил

2. Шакли соҳибият инчунин бо номҳои мамлакат, шаҳрҳо, киштиҳо ва бо калимаҳои world, country, city, ship, army, family ба кор бурда мешавад:

The world's champion.

3. Калимаҳои house, shop пас аз исмҳо дар шакли соҳибият, ки ба хона, магазини шахс дахл доранд партофта мешаванд:

At my friend's (house).

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## Артикл

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§ 4. Артиклҳо муайянкунандаи исмҳо ба шумор рафта пеш аз исмҳо ва калимаҳои ба он тааллуқдошта гузашта мешаванд:

A boy is standing at the window. - Дар пеши тиреза бачае истодааст.

Дар забони англисӣ артикли муайяни the, артикли номуайяни a (an) ва артикли нулӣ (ё худ наомадани он) вучуд доранд. Артикли муайяни the пеш аз калимаҳое, ки бо овозҳои ҳамсадо сар мешаванд [ðə], the book [ðə 'buk] ва пеш аз калимаҳое, ки бо овози садонок сар мешаванд, [ði] the apple [ði 'æpl] талаффуз мешаванд.

Артикли номуайяни a пеш аз калимаҳое, ки бо овозҳои ҳамсадо ва an пеш аз калимаҳое, ки бо овозҳои садонок сар мешаванд, ба кор бурда мешаванд:

a book [ə 'buk], an excursion [ən eks'kə:ʃn]

Вазифаи асосии артикл дар забони англисӣ аслан ба мафҳуми муайян, ки дар исмҳо ифода мешаванд, равона шудааст:

I like ice-cream.

I bought an ice-cream for my little brother.

The ice-cream was very good.

Артикли муайяни ба ашёҳои мушаххасе, ки бо исмҳо ифода ёфтаанд, ишора мекунад. Бо ифодаи дигар исмҳо бо артикли муайян он ашёро муайян мекунад, ки агар предмет ба ғўянда ва шунаванда маълум бошад, ё ин ки дар нутки пештара истеъмол ёфта бошад: Put the book on the shelf. "Китобро ба рафи китобмонӣ гузор".

Артиклҳои номуайяни ва нулӣ бар хилофи артикли муайяни объектҳои конкретиро нишон намедиханд: I saw a man and a boy in the garden. "Ман марде ва бачаеро дар боғ دیدам".

There were magazines on the table.

"Дар болои миз журналҳо буданд".

Артикли номуайян ва нулӣ низ фарқ доранд. Артикли номуайяни ба он ишора мекунад, ки ин ё он ашё ба гурӯҳи муайяни

ашёи ҳамчинс мансуб аст. Масалан, истеъмоли артикли номуайяни бо калимаи "дарё" (a river) дар ҷумлаи Suddenly they saw a river. "Баногоҳ онҳо дарёро диданд" онро ифода мекунад, ки на дар бораи чизи дигар (хона, боғ, китоб), балки дар бораи дарё сухан рафтааст. Бо ибораи дигар, артикли номуайяни ашёро аз маҷмӯи ҳамчинсонаш ҷудо намекунад, танҳо онро ифода мекунад, ки "фалон ашё" ба гурӯҳи "маҳз фалон ашёҳои ҳамчинс" дохил мешавад.

Артикли номуайяни бо исмҳои шумурдашаванда дар шакли танҳо ба кор бурда мешавад: I want to buy a scarf. "Ман мехоҳам гарданбанде харам".

Артикли нулӣ бо исмҳои шумурданашаванда, ки шакли ҷамъ надоранд, ба кор бурда мешавад:

There is water in the bottle.  
Дар даруни шиша об ҳаст.

Артикли нулӣ, инчунин, бо исмҳои шумурдашаванда дар шакли ҷамъ барои номбар кардани миқдори як гурӯҳ объектҳо ба кор бурда мешавад: There are new Indian films on.

"Филмҳои нави ҳиндӣ рафта истодаанд".

**§ 5. Артикли муайяни, пеш аз ҳама, ба вазифаи ишора кардан ба ашё омада бо исмҳои шакли танҳо ва ҷамъ истифода мешавад.**

Артикли муайяни асосан дар мавридҳои зерин истеъмол меёбад:

1. Агар ашё ба ғӯянда ва шунаванда маълум бошад:

Give me **the bag**, please.  
"Маҳамат ба ман сумкаро диҳед!"

2. Агар ашё ба ғӯянда ва шунаванда аз нутқи пештара маълум бошад:

Was **the play** wonderful?  
"Оё намоиш (песа) оҷибназоб буд?"

3. Ишора ба ашёи фардии муайян ба мақсади ҷудо намудани он аз байни анбӯҳи ҳамчинсонаш:

Which book do you mean? **The smallest one**.  
Қадам китобро дар назар дорӣ? – Аз ҳама хурдашро.

4. Баъзе иловаҳо ба объектҳои муайянбуда мантиқан илов мешаванд, ки онҳо бевосита қисми ҷудонашавандаи ҳамон объектҳо мебошанд, ки қаблан ба мусоҳибон шинос мебошанд:

I have read **the book** "Духтари оташ" by Rahim Jalil  
Ман китоби "Духтари оташ"-и Раҳим Ҷалилро хондам.

5. Маълумот дар хусуси объектҳои соҳавӣ, яъне гуянда объекти номбурдари умумият дода, онро бо объектҳои радифи дигар муқобил мегузорад:

Karim plays **the piano** very well.  
"Карим пианиноро хуб менавозад".

**§ 6. Артикли номуайяни дар мавридҳои зерин истифода бурда мешавад:**

1. Агар дар бораи ашё бори аввал сухан рафта бошад. Гуянда ҳангоми нутқи объекти навро дохил мекунад, ки он аз ҷумлаи ҳамон навъи объектҳо мебошад:

It was **a terrible** cry.  
"Ин фарёди дахшатоваре буд".

2. Артикли номуайяни таърихан аз шумораи **one** "як" пайдо шуда чун қоида бо исмҳои шумораи танҳо, ки ашёҳои шумурдашавандари ифода мекунанд, истеъмол меёбад:

He was in Dushanbe **a year** ago.  
"Вай як сол пеш дар Душанбе буд".

**§ 7. Истеъмол наёфтани артиклҳои забони англисӣ дар мавридҳои асосии вазъияти нутқ:**

1. Ном бурдани ашёҳо (мафҳумҳо) ё нисбат додани онҳо ба ин ғуруҳи ашёҳо. Дар ин маврид ашёҳо маънои мавҳумӣ (абстрактӣ) ё шумораи зиёди ашёҳоро дар назар дорад:

Do you go there **by bus, trolley-bus or on foot**?  
"Ту ба он ҷо бо автобус, троллейбус ё пиёда меравӣ?".

2. Гуянда на ашёи номбаршуда, балки фаъолияти ба он вобастаро дар назар дорад. Дар ин маврид исмҳо барои нишон додани сифати ашё ё характери ҳаракат ба қор меоянд. Ин гуна исмҳо одатан ба таркиби ибораҳои пешоянддор ва феълӣ дохил мешаванд:

The children go **to bed** at nine o'clock.  
"Қудакон соати нӯҳ хоб мекунанд".

**Шарҳ:** 1. Агар пеш аз исм шумораи миқдорӣ биёяд, артикл қор фармуда намешавад: Exercise5, page 15

2. Исмҳои хос одатан бе артикл меоянд:

Tow Sawyer, John, England.

Аммо дар таркиби баъзе номҳо артикли муайяни меояд:

The Caucasus ['kɔ:kəsəs], the Ukraine [ju:'krein]  
The Crimea [krai'miə], the Pamirs [pə'miəz]

3. Агар пеш аз номи хонаводагӣ (фамилия) дар шакли чамъ артикли муайян ояд, он гоҳ ҳамаи аъзоёни оила дар назар дошта мешаванд:

**The Karimovs** went to Moscow.  
"Каримовҳо (оилаи Каримов) ба Москва рафтанд".

4. Агар суҳан аз тарафи аъзоёни оила гуфта шавад, он гоҳ пеш аз калимаҳо Mother, Father, Uncle, Aunt, Grandfather, Grandmother артикл истифода намешавад ва онҳо бо ҳарфи калон навишта мешаванд:

But Grandmother will go with us.  
"Аммо модаркалонамон бо мо меравад".

5. Дар мавридҳои зерин пеш аз исмҳои хос артикли муайяни истифода мешавад: а) пеш аз номи кишвар, уқёнус, баҳр, халиҷҳо ва дигар номҳои географӣ, ки аз исмҳои ҷинс бо муайянкунанда иборатанд:

The United States, the Black Sea, the Tajik Army.

б) пеш аз номҳои дарёҳо ва силсилакӯҳҳо (ба гайр аз кӯҳҳои алоҳида): The Pamirs, The Vakhsh.

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## ҶОНИШИН

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Ҷонишинҳои шахсӣ, соҳибӣ ва нафсӣ-таъкидӣ дар забони англисӣ аз рӯи шахс, шумора ва ҷинс тағйир меёбанд:

Ҷонишинҳои шахсии I, he, she, it, we, you, they ба сифати мубтадо ва феълҳои таркибии номӣ, ҷонишинҳои me, him, her, it, us, you, them дар вазифаи пуркунанда истифода мешаванд:

I gave **him** a book.  
They show **me** the way.

Ман ба **ӯ** китоб додам. Онҳо ба ман роҳ нишон доданд.

Шакли ҷонишинҳои соҳибии **my, your, her** ва гайра фақат пеш аз исмҳои истифода шуда, пас аз шаклҳои **mine, yours, hers** ва дигар исмҳои ҳеч гоҳ истифода намешаванд.

Ҷонишинҳои нафсӣ аз ҷиҳати синтаксис ҳама вақт бо феълҳои алоқаманд мебошанд. Дар ҷумла онҳо (ҷонишинҳои нафсӣ) одатан ба

вазифаи пуркунанда меоянд. Ҷонишинҳои нафсӣ ба шахсе ишора мекунанд, ки иҷрокунандаи амал мебошад ва дар забони тоҷикӣ ба калимаҳои "худ, хеш" ва "хештан" мувофиқ меоянд.

Do it **yourself**!  
Худат иҷро кун!

шумора шакл	шахс	шахсӣ		соҳибӣ		нафсӣ-таъкидӣ
		i	me	my	mine	myself
шакли танҳо	якум дуюм  сеюм	you he she it	you him her it	your his her its	yours his hers its	yourself himself herself itself
шакли ҷамъ	якум дуюм сеюм	we you they	us you them	our you their	ours yours theirs	ourselves yourselves themselves

Ҷонишинҳои таъкидӣ низ чунин шаклҳо дошта пас аз ҷонишинҳо ва исмҳо барои таъкид кардани маънои онҳо истифода бурда мешаванд. Аз ҷиҳати маъноӣ худ онҳо дар забони тоҷикӣ бо ҷонишини "худ" мувофиқ меоянд:

He told her **himself**.  
Вай худаш ба ӯ гуфт.

Ҷонишинҳои some, any, no ва гурӯҳҳои сохтаи онҳо дар намудҳои гуногуни ҷумла истифода мешаванд:

*Мисолҳо:*

1. They have **nothing** to eat.
2. Is there **anybody** in the room?
3. Give me **something** to put on, please.
4. Azim asked me **some** paper, but I haven't **any**.
5. Will you ask **someone** to come?

Дар забони англисӣ дар ҷумлаи инкорӣ фақат як ҳиссаҷаи инкорӣ шуда метавонад, аз ин сабаб агар дар ҷумла ҷонишини инкорӣ "no" бошад, он гоҳ феъл дар шакли хабарӣ меояд:

Salim has **no** warm clothes. - Salim hasn't any warm clothes.  
Салим либоси гарм надорад. Салим ягон либоси гарм надорад.

чумлаҳои хабарӣ	some	something	somebody	someone
чумлаҳои инкорӣ	not any	not any- thing, no- thing	anybody nobody	not anyone no one
саволҳои умумӣ	any	anything	anybody	anyone
саволҳои махсус	some	something	somebody	someone
хоҳиш, пурсиш	some	something	somebody	someone

Ҷонишини "one" (ones дар шакли ҷамъ) ба ҷои исмҳои шуморидашаванда, ки пештар дар бораи он сухан рафта буд, истифода мешаванд.

Which book do you need, this **one** or that **one**? I need these two **ones**.

#### § 8. Феъли замони ҳозираи мутлақ (Present Perfect).

Ҳолатро (амал) мефаҳмонад, ки аллакай иҷро шуда, натиҷаи он маълум аст:

The train **has stopped**. (And people may get into it).

I **have cleaned** the room. (And it is clean now).

Поезд истод (ва одамон метавонанд дароянд).

Ман хонаро тоза кардам (хона ҳозир тоза аст).

Pr. Perfect бо ёрии феъли ёридиҳандаи to have дар замони ҳозира ва шакли сеюми феъли асосӣ сохта мешавад.

She **has taken** the book. (She's taken the book).

We **have been** there. (We've been there).

Вай китобро гирифт.

Мо дар он ҷо будем.

Дар ҷумлаи саволӣ феъли ёридиҳанда пеш аз мубтадо меояд:

**What has he taken?**

**Have you seen** this film?

Агар савол ба мубтадо гузошта шавад, тартиби ҷумла дигар намешавад:

**Who has come?**

Чумлаи инкорӣ бо ёрии ҳассачаи инкории **not**, ки пас аз феъли ёридоханда меояд, сохта мешавад:

They **have not come** yet. (They haven't come yet).  
He **has not finished** breakfast. (He hasn't finished).

### § 9. Тарзи мафъул (The Passive Voice).

The cup **was broken**. Пиёла шикаст.

*Дар ҷумлаҳое, ки шахси иҷрокунандаи амалро номбар кардан шарт нест, ё худ ҳолате, ки аз тарафи шахси дигар ба амал омадааст, феъл дар тарзи мафъул ба кор бурда мешавад.*

The windows **are opened** by the pupil on duty.

Тирезаҳо аз тарафи навбатчӣ кушода шуданд.

Тарзи мафъул бо ёрии феъли ёридохандаи **to be** ва шакли сеюми феъли асосӣ (**Participle II**) сохта мешавад.

Замонҳои феъли тарзи мафъул мувофиқи қоидаи замонҳои феъл истифода мешаванд.

*Мисол:*

Present Indefinite Passive.

Olim **is wanted** to the teacher's room.

Олимо ба хонаи муаллимон ҷег заданд.

Past Indefinite Passive.

This house **was built** in 1985.

Ин хона соли 1985 сохта шуда буд.

She **was left** alone.

Ӯро танҳо монданд.

*Дар ҷумлаи саволи тарзи мафъул феъли ёридоханда пеш аз мубтадо гузошта мешавад:*

Whom **was** this book **written** by?

Ин китоб аз тарафи кӣ навишта шудааст?

When **was** this newspaper **published**?

Ин газета кай чоп шудааст?

*Агар савол ба мубтадо гузошта шавад, тартиби ҷумла тағйир намеёбад:*

Who **was asked** many questions?

Дар ҷумлаи инкорӣ ҳиссаҳои "not" пас аз феъли ёридиҳанда гузошта мешавад:

They **were not asked** to come.

### § 10. Зарф (The adverb).

Зарф дар забони англисӣ ба оддӣ (сода) (now, very) ва сохта (coldly, quickly) ҷудо мешавад.

Шаклҳои сохтаи зарф бо ҳамроҳ кардани суффикси -ly сохта мешаванд:

slow-slowly, cold-coldly, beautiful-beautifully.

Дар мавриди сохтани зарф аз сифат, ки бо ҳарфи "y" ба охир мерасад, пеш аз суффикси "-ly" ҳарфи "y" ба "i" мубаддал мешавад:

happy-happily, ready-readily

Як қатор зарфҳо шаклан аз сифатҳо фарқ надоранд. Ба онҳо fast, long, far, little, much, early, late инчунин daily, weekly, friendly, ки бо ёрии суффикси -ly аз исмҳо сохта шудаанд, дохил мешаванд. Зарфҳои аз сифат ҷафат аз мавқеи он дар ҷумла фарқ кардан мумкин аст. Зарфҳо дар ҷумла феъл ва сифатро муайян карда сифат бошад, исмро муайян мекунад:

**зарф**

They did not stay **long**.

**сифат**

She was waiting **a long** day.

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

near

наздиқ

nearly

- тақрибан

late

бевақт

lately

- ба наздиқӣ

### § 11. Дарачаи муқоисавии зарф ба монанди дарачаи муқоисавии сифат сохта мешавад.

Дарачаи муқоисавии зарфҳои яқтаркиба ба монанди дарачаи муқоисавии сифатҳо, яъне ба дарачаи оддӣ илова кардани суффикси -er барои дарачаи муқоисавӣ ва суффикси -est барои дарачаи олӣ сохта мешавад.

strong-  
пурзӯр

stronger-  
пурзӯртар

strongest  
пурзӯртарин



long-  
дароз

longer-  
дарозтар

longest  
дарозтарин

Дараҷаи муқоисавии зарфҳои мураккаб, аз он ҷумла бо суффикси -ly монанди дараҷаи муқоисавии сифат бо ёрии калимаҳои **more**, барои дараҷаи муқоисавӣ ва **most** барои дараҷаи олии сохта мешавад.

brightly-  
равшан

more brightly-  
равшантар

most brightly  
равшантарин

Як қатор зарфҳо дараҷаи муқоисавиро берун аз қоидаи умумӣ месозанд ва онро азбар бояд қард:

дараҷаи оддӣ	дараҷаи муқоисавӣ	дараҷаи олий
well badly much little far	better worse more less farther further	best worst most least farthest furthest

*Масалан:*

Who reads **better**, Olim or Karim?  
He is the **worst** pupil in the classroom.

## § 12. Калимасозӣ

Аксари калимаҳои англисӣ ба ҳиссаҳои гуногуни нутқ тааллуқдоранд. Маънои ин гуна калимаҳо аз мавқеъ ва ҷои онҳо дар ҷумла ва шакли грамматикӣ он вобастагӣ дорад.

We dance in the park.  
Her dance was very good.

Мо дар боғ рақсу бозӣ мекунем.  
Рақси ӯ зебо буд.

**§ 13. Қисми зиёди калимаҳо дар забони англисӣ бо якҷоя қардани ду калима бо як калима сохта мешаванд. Як гурӯҳи онҳо бо ёрии дефис ё худ якҷоя навишта мешаванд.**

**book-shop** - дукони китоб  
**well-known** - машҳур, намоён  
**newspaper** - рӯзнома  
**schoolgirl** - толиба

**§ 14. Калимасозӣ дар забони англисӣ ба тавассути суффиксҳо сурат гирифта шаклҳои фаровон дорад ва дар натиҷаи он калимаҳои маъноӣ нави мегирад.**

- er (-or) worker - иҷрокунандаи амалро мефаҳмонад;
- ion (-ation) - процесс, амал ва натиҷаи амалро нишон медиҳад;
- ness redness - сифат ва ҳолатро мефаҳмонад;
- ing dancing - амал ва процессро мефаҳмонад;
- y – dusty - сифатро мефаҳмонад;
- able (-ible) - understandable - маъноӣ мафҳум дорад;
- less – helpless - бо маъноӣ "чизе намерасад" ё чизе надостан;
- ful – peaceful - маъноӣ сифати пурра доштан;
- ly – strongly - зарфро бо ҳамон хусусияташ ифода мекунад.

**§ 15. Калимасозӣ бо ёрии префикс. Дар ин ҳолат маъноӣ калима дигар шуда, ҳиссаи нутқ тағйир намеёбад:**

un - unreal - маъноӣ инкорӣ дошта, амали муқобилро нишон медиҳад.

un - unactive - маъноӣ инкорӣ дошта, нарасидани сифати ягон чизро мефаҳмонад (пеш аз ҳарфи "l" ба "il", пеш аз "m, p", ба "im" пеш аз "r" ба "ir" мубаддал мешавад).

re - rewrite, reopen - тақрори амалро нишон медиҳад.

**Academy** [ə'kædəmi] - академия

**Academy of Science** ['saɪəns] -

Академия улум; Академия наук

**Agriculture** ['ægrɪkʌltʃə] - хочагии кишлок; сельское хозяйство

**aluminium** ['æljuːmɪnjəm] - арзиз; алюминий

**among** [ə'mʌŋ] - дар байни; среди

**announcer** [ə'naʊnsə] - диктор, баранда; диктор

**area** ['eəriə] - масоҳат; площадь

**athletics** [æθ'letiks] - варзиши сабук; атлетика

**Atlantic Ocean** [ət'læntɪk 'Oʊʃən] - укёнуси Атлантика; Атлантический океан

**attend** (v) [ə'tend] - иштирок кардан; посещать

**attention** [ə'tenʃn] - диққат; внимание

**author** ['ɔ:θə] - муаллиф; автор

**bake** (v) [beɪk] - пухтан; печь

**barn** [bɑ:n] - анбор; сарай

**be** (was, were, been) - будан, шудан; быть

**be born** [bo:n] - таваллуд шудан; родиться

**begin** (began, begun) - сар кардан; начинать

**believe** [bi'li:v] - бовар кардан; верить

**basin of broth** ['beɪsn əv 'brɒθ] - як коса шурбо; чашка супа

**bicycle** ['baɪsɪkl] - велосипед

**bookstand** ['bʊkstænd] - чевони

китоб; книжный шкаф

**border on** ['bɔ:də'ən] - ҳамсарҳад будан; граничить с

**bound** ['baʊnd] - пайвастан будан; связанный

**boxing** ['bɒksɪŋ] - бокс

**bread-baking** ['bred 'beɪkɪŋ] - заводи нонбарорӣ, нонвойхона; пекарня

**break** (broke, broken) [breɪk brouk broukn] - шикастан; ломать

**bronze** [brɒnz] - биринҷӣ; бронзовый

**buy** (bought, bought) ['baɪ 'bɔ:t 'bɔ:t] -

харидан; покупать

**canal** [kə'neɪl] - нахр; канал

**capital** ['kæpɪtl] - пойтахт; столица

**capitalist** ['kæpɪtəlist] - сармоядор; капиталист

**catch** (caught, caught) ['kætʃ 'kɔ:t 'kɔ:t] - гирифтан; ловить

**care** [keə] - гамхорӣ; забота

**changeable** ['tʃeɪndʒəbl] -

тағйирёбанда; изменчивый

**cheese** ['tʃi:z] - панир; сыр

**chemical** [kemɪkəl] - кимиёвӣ, химиявӣ; химический

**climate** ['klaɪmɪt] - иқлим; климат

**coach** [kəʊtʃ] - муаллими варзиш; тренер

**coal** [kəʊl] - ангишт; уголь

**collect** [kə'lekt] - ҷамъ кардан;

собирать

**competition** [kəmpe'tɪʃn] - мусобиқа;

соревнование

**cool** [ku:l] - салкин, серун;

прохладный

**connect** [kə'nekt] - пайвастан;

соединять

**cotton-cleaning plant** ['kɒtn kliːnɪŋ 'plɑ:nt] - заводи пахтадозакунӣ;

хлопкозавод

**cotton-picking machine** ['kɒtn

pɪkɪŋmə'ʃi:n] - мошини пахтачинӣ;

хлопкоуборочная машина

**cover** ['kʌvə] - пушидан, пушондан;

покрывать

**cow** [kau] - гов; корова

**crop-growing** ['krɒp 'grouɪŋ] -

ғаллакорӣ; выращивание зерна

**cure** [kjʊə] - табобат кардан, дору; лекарство, лечить

**dark** [dɑ:k] - торик; темный

**develop** (v) [di'veləp] - таракқӣ додан; развивать

**distance** ['dɪstəns] - масофа;

расстояние

**different** [dɪfərənt] - гуногун;

различный

**district** ['distrikt] - нохия, махалла; район  
**dizzy** ['dizi] - сар  
 чархзанӣ; головокружение  
**do** (did, done) [dʌn] - ичро кардан; делать  
**dressmaker** ['dres,meikə] - дӯзанда, либосдӯз; портной  
**drink** (drank, drunk) ['drɪŋk 'dræŋk 'drʌŋk] - нӯшидан; пить  
**drive** (drove, driven) [draɪv drouv drivn] - рондан; ехать  
**east** [i:st] - шарқ; восток  
**eastern** ['i:stən] - шарқӣ; восточный  
**eat** (ate, eaten) [i:t et 'i:tn] - хӯрдан; есть  
**either** ['aɪðə] - ҳам (ин ё дигар); каждый из  
**end in a draw** [drɔ:] - мусовӣ тамом шудан; закончить вничью  
**educational** [ˌedʒu:'keɪʃən] - таълимӣ; образовательный  
**England** ['ɪŋɡlənd] - Англия  
**electrical engineering** [i'lektrɪkl, ˌendʒɪ'niəriŋ] - электротехника  
**even** [i:vən] - ҳатто; даже  
**examine** [ɪɡ'zæmɪn] - имтиҳон; экзамен  
**ex-champion** [eks'tʃæmpiən] - чемпиони собиқ; экс-чемпион  
**fair** [feə] - зебо; красивый  
**fall** (fell, fallen) ['fɔ:l 'fel 'fɔ:lən] - афтидан; падать  
**favourite** ['feɪvərɪt] - дӯстдошта; любимый  
**feed** (v) [fi:d] - хӯронидан; кормить  
**(to be) founded** ['faundɪd] - бунёд кардан; быть обоснованным  
**fencing** ['fensɪŋ] - шамшербозӣ; фехтование  
**fight** (fought, fought) ['faɪt 'fɔ:t 'fɔ:t] - мубориза бурдан; бороться  
**figure skating** ['figə 'skeɪtɪŋ] - ракси рӯи ях; фигурное катание  
**find** (found, found) [faɪnd 'faund 'faund] - ёфтан; находить  
**forget** (forgot, forgotten) [fə'get fə'gɒt

fə'gɒt] - фаромӯш кардан; забывать  
**fountain** ['faʊntɪn] - фаввора; фонтан  
**(to be) full of** - пур будан; быть полным  
**gallery** - нигористон; галерея  
**get** (got, got) - ба даст овардан, гирифтан; получать  
**give** (gave, given) - додан; давать  
**go** (went, gone) - рафтан; идти  
**go in for sports** - ба спорт машғул шудан; заниматься спортом  
**go inside** - ба дарун даромадан; войти  
**gold** - тилло; золото  
**great** - бузург; великий  
**Great Britain** - Британияи кабир; Великобритания  
**grain** - дона, тухм, дон; зерно  
**grocer's shop** - магазини (дуқони) хӯрокворӣ; продуктовый магазин  
**grow** (grew, grown) - рустан; расти  
**harvest** ['ha:vɪst] - ҳосил; урожай  
**have a cold in the head** - шамол хӯрдан; простудиться  
**heart** [ha:t] - дил; сердце  
**hobby** ['hɒbi] - кори дӯстдошта; хобби, увлечение  
**hook** [hʊk] - шаст; крючок  
**Honoured Master of Sports** - устои шоистаи спорт; заслуженный мастер спорта  
**hope** - умед; надежда  
**hydropower station** - стансияи барқии (электрикии) обӣ; гидроэлектростанция (ГЭС)  
**ice cream** - яхмос; мороженое  
**I am running a high temperature** - ман харорати баланд дорам; у меня высокая температура  
**important** - муҳим; важный  
**include** - дар бар гирифтан; включать  
**industry** - саноат; индустрия  
**light and heavy industry** - саноати сабук ва вазнин; легкая и тяжелая промышленность  
**interfere** - даҳолат кардан; вмешиваться

**irrigation system** - шабакаи объёры;  
оросительная система  
**island** - ҷазира; остров  
**kind of sports** - намудҳои варзиш;  
виды спорта  
**king** - шох; король  
**library** ['laɪbrəri] - китобхона;  
библиотека  
**librarian** [laɪ'brerɪən] - китобдор;  
библиотекарь  
**lie** (lay, lain) [laɪ lei leɪn] - воқеъ  
будан; лежать  
**long ago** ['lɒŋ ə'gəʊ] - қайҳо, қим-қай,  
қайҳо боз; давно  
**lose** (lost, lost) ['luːz 'lɒst 'lɒst] - гум  
кардан; терять  
**lot of sunshine** ['sʌnʃaɪn] - офтоби аз  
ҳад зиёд; много солнца  
**main branches** ['meɪn 'bra:ntʃɪz] -  
соҳаҳои асосӣ; основные отделы  
**mark** [ma:k] - баҳо; оценка  
**match** [mætʃ] - вохурӣ, мусобиқа;  
матч  
**means of transport** ['mi:nz əv  
'trænsɜ:t] - воситаҳои нақлиёт;  
средства транспорта  
**metal-working** ['metəl 'wɜ:kɪŋ] -  
оҳангарӣ; работа по металлу  
**milk** (v) [mɪlk] - шир; молоко  
**mild** [maɪld] - нарм; мягкий  
**modern** ['mɔ:den] - ҳозиразамон;  
современный  
**monarchy** ['mɔ:nəki] - ҳокимияти  
мутлак; монархия  
**monument** ['mɒnjumənt] - ҳайкал,  
ёдгорӣ; памятник  
**motor-cycle** ['məʊtəsaɪkl] - мотосикл  
**multinational** ['mʌlti'næʃənl] -  
сермиллат; многонациональный  
**nature** ['neɪtʃə] - табиат; природа  
**natural resources** ['nætʃrəl ri'sɜ:sɪz] -  
сарватҳои табиӣ; природные  
богатства  
**noiseless** ['nɔɪzlis] - бесадо, беовоз;  
бесшумно  
**north** [nɔ:θ] - шимол; север  
**northern** ['nɔ:ðən] - шимолий; северный

**Northern Ireland** ['nɔ:ðən 'aɪələnd] -  
Ирландияи Шимолий; Северная  
Ирландия  
**novel** ['nɒvəl] - роман  
**nowadays** ['naʊədeɪz] - ҳозир; сейчас  
**nurse** [nɜ:s] - доя; няня  
**Opera House** ['ɔpərə 'haus] - театри  
опера; театр оперы  
**others** ['ʌðəz] - дигарон; другие  
**palace** ['pælɪs] - қаср; дворец  
**parts of the world** ['pɑ:tsəvðə 'wɜ:ld] -  
тарафҳои олам; части света  
**pay** [peɪ] - пардохтан; платить  
**Passive Voice** ['pæsɪv 'vɔɪs] - тарзи  
мафъул; страдательный залог  
**place** [pleɪs] - ҷой; место  
**places of interest** ['pleɪsɪz əv 'ɪntrɪst] -  
ҷойҳои тамошобоб;  
достопримечательности  
**plane** [pleɪn] - ҳавопаймо; самолет  
**play** (n) - намоиш, бозӣ кардан;  
играти  
**play the guitar** ['pleɪ ðə ɡɪ'ta:] - гитара  
навохтан; играти на гитаре  
**play the piano** ['pleɪ ðə 'piənoʊ] -  
пианино навохтан; играти на  
пианино  
**poem** [pəʊɪm] - дoston; поэма  
**poet** [pəʊɪt] - шоир; поэт  
**politechnical** ['pɒli'teknɪkl] -  
политехникӣ; политехнический  
**population** [,pɒpjʊ'leɪʃən] - халқ; народ  
**power is limited** ['paʊəɪz 'lɪmɪtɪd] -  
ҳокимият маҳдуд аст; власть  
ограничена  
**price** [praɪs] - арзиш; цена  
**profession** [prə'feʃn] - қасб; профессия  
**pub** [pʌb] - майхона; пивная, кабаҷоқ  
**puppet theatre** ['pʌpɪt 'θiətə] - театри  
лӯхтак; театр кукол  
**queen** [kwɪn] - малика; королева  
**quite ill** [kwɑɪt ɪl] - тамоман касал  
бемор; совершенно больной  
**radio repairing** ['reɪdiʊ ri'reɪrɪŋ] -  
таъмири радио; ремонт радио  
**railway** ['reɪlweɪ] - роҳи оҳан;  
железная дорога

**region** ['ridʒən] - минтака; регион  
**rich** ['ritʃ] - бой, бадавлат; богатый  
**to be rich in** - (аз) бой будан; быть богатым  
**run** (ran, run) ['rʌn 'ræn 'rʌn] - давидан; бежать  
**sausage** ['sɔːsɪdʒ] - хасиб; колбаса  
**save** (v) [seɪv] - начот додан, халос кардан; спасать  
**seaport** [siːpɔːt] - бандари бахрӣ; морской порт  
**see** (saw, seen) [siː 'sɔː 'si:n] - дидан; видеть  
**score** (n) ['skoː] - хисоб; очко  
**score** (v) ['skoː] - гол задан; забить гол  
**ship** [ʃɪp] - киштӣ; корабль  
**by ship** [baɪ 'ʃɪp] - бо киштӣ; на корабле  
**show solidarity** [ʃou'soli'dæriti] - якдилӣ изхор кардан; быть солидарным  
**Siberia** [saɪ'biəriə] - Сибир  
**sick** [sɪk] - касал; больной  
**silk-spinning combine** ['sɪlk 'spɪnɪŋ kəm'bain] - корхонаи абрешимресӣ; шелкокомбинат  
**silkworm rearing** ['sɪlkwɔ:m 'riəriŋ] - пиллапарварӣ; разведение шелкопряда  
**silver** ['sɪlvə] - нукра; серебро  
**since** ['sɪns] - то ҳол; с тех пор  
**snuob** [snʌb] - пучукбинӣ; вздернутый (о носе)  
**skating** ['skeɪtɪŋ] - конкибозӣ, яхмолақпарӣ; катание на коньках  
**skiing** ['skiɪŋ] - лыжабозӣ, лыжатозӣ; катание на лыжах  
**skilful** ['skɪlful] - бомаҳорат, мохир; искусный  
**sometimes** ['sʌmtaɪmz] - баъзан, гоҳ-гоҳ; иногда  
**south** [sauθ] - чануб; юг  
**sothern** ['sʌðən] - чанубӣ; южный  
**speak** (spoke, spoken) [spi:k 'spouk 'spoukn] - гап задан; говорить  
**speed skating** ['spi:d 'skeɪtɪŋ] -

конкитозии босуръат; скоростной бег на коньках  
**sport team** [spɔ:t 'ti:m] - дастаи спортӣ, дастаи варзиш;  
 спортивная команда  
**square** ['skwɛə] - майдон; площадь  
**stadium** ['steɪdiəm] - стадион  
**still** [stil] - холо; все еще  
**surround** [sə'raʊnd] - ихота кардан; окружать  
**tablet** ['tæblɪt] - дору; таблетка  
**take** (took, taken) [teɪk tuk teɪkn] - гирифтан; брать  
**take place** [teɪk pleɪs] - гузаронидан, воқеъ шудан; иметь место  
**Teacher's Training Institute** - Донишгоҳи омӯзгорӣ; педагогический институт  
**tasty** ['teɪsti] - бомазза; вкусный  
**temperature** ['tempɪrɪtə] - харорат; температура  
**Thames** [temz] - дарёи Темза; река Темза  
**textile combine** ['tekstail kəm'bain] - комбинати бофандагӣ; текстилькомбинат  
**throat** [θrəʊt] - гулӯ; горло  
**tinned fish** ['tɪnd 'fɪʃ] - гӯшти моҳии консервшуда;  
 рыбные консервы  
**together** [tə'geðə] - якҷоя; вместе  
**train** [treɪn] - қатор; поезд  
**trip** [trɪp] - саёҳат; поездка  
**union** ['juːnɪən] - иттифок; союз  
**valley** ['væli] - водӣ; долина  
**very likely** ['veri 'laɪkli] - монанд; подобно  
**Wales** [weɪlz] - Уэлс  
**wait for** ['weɪt fə] - интизорӣ  
 кашидан; ждать  
**watch** ['wɒtʃ] - тамошо кардан; наблюдать  
**waterpolo** ['wɔ:tə 'pəʊləʊ] - ватерпол; водное поло  
**waterpool** ['wɔ:tə'pu:l] - ҳавз; бассейн  
**waterway** ['wɔ:tə'wei] - роҳи обӣ; водный путь

**weak** [wi:k] - суст, заиф, камкувват;  
слабый  
**welcome** ['welkʌm] - хуш омадед;  
добро пожаловать  
**west** [west] - ғарб; запад  
**western** ['westən] - ғарбӣ; западный  
**win a cup** [wɪn ə'kʌp] - сохиби кубок

шудан; выиграть кубок  
**wrestling** ['reslɪŋ] - гуштингирӣ;  
борьба  
**write** (wrote, written) [raɪt raʊt rɪtɪn] -  
навиштан; писать  
**(by) yourself** [baɪ jɔ:'self] - худат;  
самой, вами

## READER

### A SAD STORY<sup>1</sup>

Three men arrived in New York for a holiday. They went to a very large hotel and took a room there. Their room was on the forty-fifth floor.

In the evening the three men went to the theatre and came back to the hotel very late.

"I am sorry", said the man on duty at the hotel, "but our lifts are not working tonight. If you do not want to walk up to your room, you will have to sleep in the hall".

"No, no," said one of the three men, "no, thank you! We do not want to sleep in the hall. We shall walk up to our room".

Then he turned to his two friends and said, "It is not easy<sup>3</sup> to walk up to the forty-fifth floor, but I think I know how to make it easier. I shall tell you some jokes<sup>4</sup>, then you, Andy, will sing us songs<sup>5</sup>, then you, Peter, will tell us an interesting story".

So they began to walk up to their room. Tom told them many jokes. Andy sang some songs. At last they came to the thirty-fourth floor. They were very tired.

"Well," said Tom, "now it is your turn, Peter. Tell us a long and interesting story with a sad ending". "I shall tell you a story," said Peter. "It is not long, but it is sad enough<sup>6</sup>. We have left the key to our room in the hall".

<sup>1</sup> A sad story - ҳикояи ғамангез; печальная история

<sup>2</sup> hall - қабулгоҳ; приёмная

<sup>3</sup> to be easy - осон будан; доступный

<sup>4</sup> jokes - ҳачв, ҳазл; юмор

<sup>5</sup> sing a song - суруд хондан; петь

<sup>6</sup> to be enough - ба қадри кофӣ; достаточный



### Answer the questions.

1. Why did the three men arrive in New York?
2. On what floor was their room?
3. What did they find when they came back to the hotel?
4. Did they sleep in the hall?
5. What did one of them say?
6. What did Peter tell them?
7. Where have they left the key? \_\_\_\_\_

### **NOW IT'S YOUR TURN TO WHISTLE**

One day Jack and his father went to see Jack's grandfather. In the train Jack put his head out of the window every minute. His father said, "Jack, don't put your head out of the window".

But Jack went on putting his head out of the window. Then the father took Jack's cap, put it behind his back and said, "You see, your cap has blown<sup>1</sup> away". Jack began to cry. He wanted to have his cap back. His father said, "Well, whistle<sup>2</sup>, your cap will come back". Jack went to the window and whistled. The father put quickly the cap on Jack's head.

"Oh! How interesting!" Jack said, very pleased. He quickly took his father's hat and threw<sup>4</sup> it out of the window.

"Now it's your turn<sup>3</sup> to whistle, Dad!" he said.

### Answer the questions.

1. Where did Jack and his father go one day?
2. What did Jack do every minute?
3. Did he listen to his father?
4. What has happened to Jack's cap?
5. Why did Jack say "Now it's your turn to whistle"? \_\_\_\_\_

<sup>1</sup> **has blown** - паридя рафт; влететь

<sup>2</sup> **to whistle** - хуштак кашидан; свистеть

<sup>3</sup> **to throw** (thrown, threw) - партофтан; бросать

<sup>4</sup> **turn** [tɜ:n] - навбат; очередь



## SHE WANTED TO BUY THE ZOO

A rich<sup>1</sup> woman came to London one day. She had three children - two boys and a girl. They ran and jumped and shouted all day. They never<sup>2</sup> did what their mother wanted them to do. Then they were in London, the children said to their mother.

"Take us to the Zoo! Take us to the Zoo!" The mother took them to the Zoo. They looked at the animals<sup>3</sup>, and they had a nice time. They liked the Zoo. In the evening they said to their mother: "You are rich. Buy the Zoo for us".

"All right", the woman said.

In the morning they all went to the Zoo again and mother asked the Zoo people:

"How much does it cost?" "My children like it. I want to buy it for them".

The Zoo people did not like the woman. They did not like her children.

And they said:

"We can't sell the Zoo. We can't sell the animals. But we can buy your children for the Zoo!"

### Answer the questions.

1. Where did the rich woman come with her children?
2. Did her children listen to her?
3. Where were they in London?
4. What did they want?
5. What did the Zoo people say to them? \_\_\_\_\_

## THE FIVE LOAVES OF BREAD

Once<sup>5</sup> there was a man who went to the bazaar<sup>6</sup> every day. He always went there at the same time, and he always bought five loaves of bread. One of his friends saw him every day with his five loaves of bread. At last he stopped the man and said, "I meet you

<sup>1</sup> rich - бой, бадавлат; богатый

<sup>2</sup> never - хеч гоҳ; никогда

<sup>3</sup> animals - хавонот; животные

<sup>4</sup> How much does the Zoo cost? - боги хавонот чанд пул меистад?; сколько стоит билет в зоопарк?

<sup>5</sup> once - рӯзе, замоне; однажды

<sup>6</sup> the bazaar - бозор; рынок

every day, and I always see you with five loaves of bread. Why do you always buy five loaves and not six or four?" "My wife and I eat one loaf", answered the man, I lend two and with the other two I pay my debt<sup>1</sup>.

"I'm sorry, I don't understand," said the friend.

"Well, in other words my wife and I eat one loaf, I give two to my sons and daughters, and two to my parents".

### Answer the questions.

1. What did the man do at the bazaar every day?
2. What did his friend say to him?
3. Why did he buy five loaves of bread every day?
4. Whom did he give bread?
5. Do you like the man's idea? \_\_\_\_\_

### **MR. BROWN AND BLACKIE**

Mr. Brown had a dog. The dog's name was Blackie. Mr. Brown wanted his dog to learn to do tricks<sup>2</sup>. He took a stick<sup>3</sup> and threw<sup>4</sup> it. Blackie ran for the stick and brought it back<sup>5</sup> to Mr. Brown. Mr. Brown threw the stick into the river and said:

"Blackie, run and bring me the stick!"

But Blackie did not run for the stick. He stopped at the river. Then he looked at Mr. Brown.

Mr. Brown said again:

"Run, Blackie, run! Bring the stick!"

But Blackie did not run. Mr. Brown could not understand why his dog did not jump into the water. Blackie was not afraid of water. He liked to swim in the river.

Then Mr. Brown saw another dog, a big white dog in the water. He had Mr. Brown's stick in his mouth. The white dog came out of the water and ran to a boy near the river.

The boy said:

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<sup>1</sup> **debt** - қарз; долг

<sup>2</sup> **to do tricks** - найрангбозй кардан; проделывать трюки

<sup>3</sup> **stick** - чуб, хичча; палка

<sup>4</sup> **to throw** [θrou] - партофтан; бросать

<sup>5</sup> **back** [bæk] - ба кафо; назад

"No, Whitey, that's not your stick.". He took it from the dog.  
"Now go back into the water and bring your stick. Go, Whitey, go!" The boy went up to Mr. Brown and said:  
"I am sorry, my dog took your stick. Here it is".

### Answer the questions.

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1. What did Mr. Brown want his dog to learn?
2. What did he do? How did he teach his dog?
3. Where did he throw his stick?
4. Why didn't Blackie jump into the river?
5. What did the other dog do? \_\_\_\_\_

## **FOOTMARKS<sup>1</sup>**

### **Part one (by H. G. Wells)**

I ran along the street. It was a bright day in January, but very cold. The streets were dirty and wet<sup>2</sup>. I was cold and unhappy now. The people could not see me, they did not know where I was. I was an invisible man<sup>3</sup> without clothes, boots or over a hat. Clothes were visible to I could not put on clothes. And I was afraid of crowd<sup>4</sup>. So, of course, they stood on my feet and pushed<sup>5</sup> me with their hands or the things which they had in their hands. They knew that something which they could not see, was near them, and they tries to find it. Once they almost caught<sup>6</sup> me.

Suddenly a little white dog ran out of a house and came almost up to me. It could not see me, but it knew that somebody was there. It began to jump and bark at me, I could see and I was afraid of it. So I turned round the corner into another street and the dog ran after me. But there were so many people in the street that I didn't know what to do. The crowd was in front of me, and behind me was the dog. Then at last I saw where to go. I ran up to the white steps<sup>7</sup> of a house and stood there. "I shall wait here, the people will soon pass" I thought.

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<sup>1</sup> footmarks - изи пой; следы

<sup>2</sup> dirty and wet - чиркин ва тар; грязный и сырой

<sup>3</sup> invisible man - одами ноаён; невидимка

<sup>4</sup> crowd [kraud] - тўдаи; толпа

<sup>5</sup> push - тела додан; толкнуть

<sup>6</sup> catch (caught, caught) - қапидан; поймать, ловить

<sup>7</sup> steps - зинапоя; ступеньки

I turned and looked at the dog. It stopped and ran home. I looked at the people as they passed. Nobody could see me, of course, I was invisible. I was not so unhappy now, but I was very cold and I wanted to go home, where it was warm and dry.

Suddenly I saw two small boys near the steps.

"Do you see them?" said one.

"See what?" said the other.

"Those footmarks. You make footmarks like that when you walk on wet ground without shoes or stockings".

I looked down and saw my footmarks on the clean white steps.

"Somebody without shoes or stockings has gone up those steps", said the first boy, "and he hasn't come down".

"Look, Ted", said the smaller boy suddenly. "What's that?"

"Is it a foot?"

I looked down. My feet were wet and dirty, and because they were wet and dirty, they were almost visible.

### Answer the questions.

1. Why was the invisible man cold and unhappy?
2. What was he afraid of?
3. Why did the dog jump and bark?
4. What did the boys see?
5. What did the smaller boy say suddenly? \_\_\_\_\_

## **FOOTMARKS**

### **Part two**

"What shall I do?" I thought. "They will find me now!" "It's like a foot", said the bigger boy, "but it's not a foot". And he put out his hand and began to walk up the steps. A man stopped: "What are you trying to catch?" he asked. Then a girl stopped; then a woman with a child then two more women and two men.

The boy's hand was almost at my foot. At last I saw what to do. I jumped over the wall to the steps of the next house. But the smaller boy saw my feet.

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<sup>1</sup> **bark** [bɑ:k] - аккос задан; лаять

"The feet have gone over the wall", he said. The boys ran round to the steps of the next house and saw my new footmarks as I ran down the steps into the streets. "What's the matter?" somebody asked. "What has happened?" "Feet! Feet! Look! They are running", said the boys. "They have gone to the other side of the street".

There were not many people in the street now. Only two or three of them heard the boys and turned round to look.

The next moment I was off down the street with six or seven people after me. I was very much afraid of them. I ran from one street to another: three times I crossed<sup>2</sup> to the other side.

Soon my feet became hot and dry. I cleaned them with my hands, and they were invisible again. This was a lesson to me. I must never be wet or dirty. "If I am wet and dirty", I thought, "I shall be visible". Soon after that I found that I was visible what I ate<sup>3</sup> something or when I drank tea or milk. I had to drink only water and eat nothing if, I wanted to stay invisible.

### Answer the questions.

1. What did the bigger boy do when he saw something like a foot?
2. How did the invisible man get to the steps of the next house?
3. How did he run away from the people?
4. What did he do when his feet became hot and dry?
5. What did he understand after that?
6. Do you like the story? Why? \_\_\_\_\_

### **A LACONIC ANSWER**

The city of Sparta was in Laconia, so people sometimes gave the Spartans the name Lacons. The Lacons never spoke much, and they taught their children not to use more words than they needed. "If you listen more and speak less", they said, "you will learn many things. People that talk too much are usually not very clever!" So, it became a tradition in Laconia to try to use less words. And even now we say that an answer in not many words is a laconic answer.

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<sup>1</sup> I was off - давида мегурехтам; я убежал

<sup>2</sup> cross - аз куча гузаштан; переходить

<sup>3</sup> eat (ate, eaten) - хӯрдан; есть, кушать

Philip, the king of Macedonia, hoped to become the king of all Greece. He took city after city, until he came to Laconia. When he was already near Sparta, he sent a letter to the Spartans. "My army is the biggest, and my soldiers are the strongest in the words", he wrote. "And the highest city walls cannot stop them. You must open your doors to me. If you refuse, there will be a war, and if I win, all of you will die. Send your answer to me before I came to Sparta!"

After some days the brave Spartans sent Philip an answer. When Philip opened the letter, he found only one word in it. That word was "If".

**1 Laconic** [lə'kɒnik]

**2 Spartans** ['spɑ:tənz]

**3 Lacons** ['leikənz]

**Laconia** [lə'kɒniə]

**Philip** ['fɪlɪp]

**Macedonia** [mækə'doniə]

### Answer the questions.

1. What did the Lacons teach their children?
2. What did Philip write in his letter to the Spartans?
3. What was the answer to his letter?
4. Do you like the answer? \_\_\_\_\_

## HE MUST SWIM FOR HIS CLOTHES

One day a teacher read an interesting story to his class. It was a story of a man who swam a river three times<sup>1</sup> before breakfast. All the pupils listened to the story, but nobody asked any questions and nobody said anything about it.

But Johnny, one of the pupils, thought a little and smiled. The teacher thought to himself, "Something is wrong with my story". Then he decided<sup>2</sup> to ask Johnny a question.

"Do you think that a good swimmer could not do that?" asked the teacher.

"No", answered Johnny. "I think that many people could do that. But why didn't he make it four times? Why didn't he get back<sup>3</sup> to the side where his clothes were? He swam away from his clothes, didn't he?"

<sup>1</sup> **swam a river three times** - се мариоба шино карда гузаштан; переплыл реку три раза

<sup>2</sup> **decide** - қарор додан, ба як қарор омадан; решить, принимать решение

<sup>3</sup> **get back** - бардоштан; вернуться

"Well," answered the teacher. "The story tells only about a man who swam a river three times. It doesn't say anything about his clothes".

Then the teacher said to class. "You see, children, Johnny showed us that sometimes it is very good to think about what you have read or heard".

#### Answer the questions.

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1. What was the teacher's story about?
2. Why did Johnny smile?
3. What was his answer to the teacher's question? \_\_\_\_\_

### **HOW TO BECOME STRONG**

One morning Aram sees in a newspaper the picture of a big man whose name is Strongford. Under the picture there are the words: "I can teach you how to become the strongest man in the world".

Aram always wanted to become the strongest boy in the town. So he cuts out the picture. He sends a letter with his address and name to Mr. Strongford on New York.

Soon an answer comes. It is a nice friendly letter. Mr. Strongford says that he will tell Aram how to become so strong. But his secrets cost twenty dollars.

Aram has no money. It is true that he sells newspapers every day after school, but the money he gets is for food and clothes. He does not answer the letter because he does not know how to explain to Mr. Strongford that he has no money. Friendly letters from New York arrive every week all through the winter and wpring. In his letters Mr. Strongford calls Aram a clever boy. This makes Aram happy. But in every letter Mr. Strongford also asks for money. The sum is smaller now, but it is still too big for Aram.

In the end Mr. Strongford writes that he has decided to teach all his secrets to a clever boy like Aram for only three dollars. Aram tells his uncle about Mr. Strongford. His uncle is sure that the man does not know any secrets. He says that Aram is a foolish boy. Still he gives Aram three dollars. He sends them to Mr. Strongford at once.

A few days pass and Aram gets a letter with Mr. Strongford's secrets. But there is nothing new in them. He tells Aram to get up early in the morning, to go in for sports, to go for long walks and to eat lots of fruit and vegetables.

**to cut** - буридан  
**to cost** - арзидан  
**true** - дуруст, рост

**explain** - фаҳмонда додан  
**sum** - пул, маблағ  
**foolish** - аҳмак, нодон

### Answer the questions.

1. What does Aram see in the newspaper?
2. What does he do with the picture?
3. How much do the secrets cost?
4. What are the secrets? \_\_\_\_\_

## **THE GOLDEN ARROW**

Legends about Robin Hood have been well known in England for centuries. He was the hero of the poor people and he always helped them. When the sheriffs took the poor people's money, and the king's soldiers took their food, Robin Hood took money and food from the rich and gave it to the poor. When any poor man was in danger, he could run to the great forest where Robin Hood lived. And the soldiers were afraid to follow anybody into the forest.

At last the sheriff of Northampton, Robin Hood's greatest enemy<sup>1</sup>, thought of a plan to make Robin Hood come out of the forest. "We'll have a competition<sup>2</sup>", he said. "Whoever can shoot an arrow farthest and best will receive a golden arrow<sup>3</sup> as a prize<sup>4</sup>. I am sure Robin Hood will come to the competition. And though we never have seen him, we know that he has a bright green coat".

On the day of the competition, hundreds of people came to Northampton from all the little towns near the city. The sheriff and his men looked everywhere, but there was nobody there in a bright green coat. At the end of the competition, the sheriff gave the golden arrow to the winner - a strong young man in a red coat.

That night somebody shot an arrow into the sheriff's window. There was a paper round the head of the arrow, with these words on it: "Robin Hood thanks the sheriff for the golden arrow".

### Answer the questions.

1. Who was Robin Hood?

<sup>1</sup> **enemy** ['enimi] - душман; враг

<sup>2</sup> **a competition** ['kɒmpɪ'tiʃn] - мусобика; соревнование

<sup>3</sup> **golden arrow** ['gouldən 'ærou] - пайкони заррин; золотая середина

<sup>4</sup> **prize** [praiz] - мукофот; приз



2. Why were the soldiers afraid of him?
3. What was the sheriff's plan?
4. Whom did the sheriff give the golden arrow? \_\_\_\_\_

## **JANE EYRE**

**(by Charlotte Bronte)**

### **Part I**

(Jane Eyre was an English girl. She was ten. She had no father or mother and she lived with her uncle Mr. Reed's family. She was a very nice girl, but Mrs. Reed and her children did not like her. Mrs. Reed asked Mr. Brocklehurst to take Jane at his school. Here are some stories about her life).

"John Reed is my cousin", says Jane Eyre. "He lives with his mother and his two sister in a very large house. I have neither parents nor sisters or brothers and I live in Mrs. Reed's family. John is a schoolboy. He is fourteen years old and I am ten. I am not a schoolgirl and I have no idea what school is. John is large and plump and I am small and thin. He eats a lot of meat and bread, many cakes and sweets. But his cheeks are very pale. He does not like to go for walks and he looks ill. He does not love either his mamma or his sister. He only loves himself. John beats me many times a day. John wears nice clothes: a white shirt, dark trousers, a jacket and a scarf. My dresses and stockings are of dark colour, I have no nice dresses at all. John is very happy and I am not happy at all.

### **Part II**

Mrs. Reed always says that I'm a bad girl and she does not want to see me. One day she tells me to go to the Red Room. The Red Room is a very large room with high ceilings and two large windows in it. There are dark red curtains on the windows. The bed is made of red wood. It stands in the middle of the room. The carpets on the floor and on the walls are red, too.

There is a table by the bed with a red table-cloth on it. The wardrobe, the dressing-table, the piano, the chairs, and the arm-chairs are made of red wood, too. There is a clock on the wall and a large picture of my dear uncle hangs on the wall. Only the pillows on the bed are white.

### Part III

It is autumn. The day is grey and cold. It is twelve o'clock in the afternoon. Mrs. Reed says again that she does not want to see me. Then she tells the servant to take me to the Red Room. The woman takes me by my hand and we go along the corridor to that room. It is far from the other rooms and from the kitchen. The woman opens the door and takes me into a very large cold room. She tells me to sit down on the chair and sit still. Then she goes out and leaves me in the dark room. I sit down on the chair by the cold fireplace and look to the left and then to the right. In front of me is the bed. To the left there are two windows, to the right there is a high dark red wardrobe. A very large mirror stands between them. I am cold. I stand up and go to the door, but it is shut. I am afraid. I come back to my chair and sit down. I think of my good uncle, Mr. Reed, who is dead now. I begin to cry. It is half past four. The afternoon is grey. It is raining. My head is hot. I am cold and ill.

#### Answer the questions.

1. Why does Jane live with Mrs. Reed?
2. Do they love her?
3. Where does Mrs. Reed always send Jane? \_\_\_\_\_

### WHAT IS WINTER?

One day Radj, an Indian boy of four, went up to his father and asked, "Father, what is winter?"

"Winter... Winter... It is winter when everything is white with snow: the trees, the houses, the streets, the fields and meadows and the woods. In winter the rivers, lakes and seas become ice and..." Here Radj stopped his father and said, "And what is snow? And what is ice?"

Radj's father did not know how to answer.

"Well, my boy, snow, ice... Snow is white and cold. Ice is white-blue and cold too".

Radj did not understand his father and asked again.

"Father, but what is cold? I don't know what cold is".

Again Radj's father had to think how to answer.

He said, "Cold is... cold is cold".

Radj's father did not know how to explain to his little son what winter is, because it is never cold in India, it is always hot there, and even in winter it is very warm.

Answer the questions.

---

1. What did Radj ask his father one day?
2. Could his father answer Radj's question?
3. Why couldn't he answer? \_\_\_\_\_

### **MEDICINE FOR A HEADACHE**

People go to the chemist's shop to buy medicine. They bring the medicine home and take it when they or other members of the family are ill. This story is about an Englishman who looked for some medicine but could not explain well that he wanted.

One day a man went into a chemist's shop. He saw the chemist and asked him, "Have you anything for a headache?" The chemist said, "I have a very good medicine". Then he took a small bottle from a shelf. He held it under the man's nose and opened it. The man did not like it because tears came to his eyes and ran down his face. He could not speak and he did not like the medicine. "What did you do?" he said when he could speak again. "Well, I didn't do anything bad", said the chemist. "You wanted something for your headache, didn't you? That medicine has helped you, hasn't it?" "No, it hasn't", said the man. "It's my wife that has the headache, not me!"

"Oh, I'm so sorry!" said the chemist. "Next time please tell more about the medicine you want. And I'll ask you more questions before giving you something".

Answer the questions.

---

1. Why do people go to the chemist's shop?
2. What did the Englishman want to buy?
3. What did the chemist do?
4. Whom did the Englishman want to buy the medicine for? \_\_\_\_\_

## A STORY ABOUT JOSEPH TURNER

Joseph Turner was a great English painter. He has a dog and liked him very much. One day the dog fell down and broke his leg. Turner sent for a doctor. He didn't want a veterinary and sent for the best surgeon<sup>1</sup> in London.

When the doctor came, Turner said: "Doctor, I am glad you come. My dog has broken a leg. I know that you are too great a doctor for this work, but, please, do it. It is so important for me". The doctor was angry<sup>2</sup> but didn't show it. Next day the surgeon asked Turner to come to his house. "It must be about my dog that the doctor wants me to see", thought Turner. When Turner came to the doctor's house, the doctor said, "Mr. Turner, I'm so glad to see you. I want to ask you to paint my door, I know you are too great a painter for this work, but, please, do it. It is so important for me".

### Answer the questions.

1. Why did Joseph Turner send for a doctor?
2. What did he say to the surgeon?
3. Was the surgeon angry? Why?
4. What did the surgeon ask Turner to do when he came to his house? \_\_\_\_\_

## THE POOR CAT

An Englishman had a cat which he loved very much. He ordered the cook to give the cat a pound of meat every day, but the cat grew thinner and thinner<sup>3</sup>.

One morning the man noticed that the poor cat was a shadow of its former self. He called the cook and asked: "Do you give the cat its pound of meat every day?" "Of course I did", the cook answered. The cat's owner didn't believe him. "You are lying", he said, "you put the money in your own pocket or you eat the meat yourself, you, greedy dog. Bring me the scales<sup>4</sup> and we shall see!" They weighed<sup>5</sup> the cat. It was just one pound.

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<sup>1</sup> surgeon - чаррох; хирург

<sup>2</sup> to be angry - кахр кардан, дар ғазаб шудан; сердиться

<sup>3</sup> thinner - логартар мешуд; худеть

<sup>4</sup> scales - тарозу; весы

<sup>5</sup> to weigh - бар кашидан; взвешивать

"There" said the cook, "you can see now that I gave him his pound of meat". "Well", said the man, "if that is the pound of meat where is the cat then?"

Answer the questions.

1. What did the Englishman order the cook?
2. What happened to the cat?
3. Did the cook eat the meat himself? \_\_\_\_\_

### **MIDAS'**

Once there lived a king whose name was Midas. He was very fond of gold, he loved it better than anything else in the world, except his daughter. Once when he was engaged<sup>3</sup> in counting his money a stranger<sup>4</sup> came into the room and said: "Midas, you are the richest man in the world. And are you happy?" "No, I am not", answered Midas, "I shall never be happy until everything I touch becomes gold". "You will have what you wish!" said the stranger. The next morning when Midas was dressing<sup>5</sup>, his clothes turned into gold. He sat down to have breakfast. His daughter was besides him. Midas put his cup to his mouth, the coffee became hard and yellow. He was afraid of it. "What's the matter with you, Father?" asked his daughter and ran to her father and took his hand, but she also turned to gold. "Now I have lost my daughter", cried Midas. Suddenly he heard the stranger's voice: "Midas, what do you want now: gold or your daughter?" "Give me back my child! I shall never want gold again", answered Midas. "Go to the river and bring some water and pour it over your daughter". Midas did everything the stranger told him and his daughter returned to life. Midas understood that gold was not the most important thing in the world.

Answer the questions.

1. What was Midas fond of?

<sup>1</sup> **Midas** - подшохи Осиёи Хурди қадим; царь древней Малой Азии

<sup>2</sup> **to be fond of** - дӯст доштан; любить

<sup>3</sup> **to be engaged in** - банд будан; заниматься

<sup>4</sup> **stranger** - ношинос; незнакомец, посторонний человек

<sup>5</sup> **was dressing** - либос мепушид; был одет, оделся

2. What did the stranger tell him?
3. What happened to Midas one morning?
4. Did he want more gold? \_\_\_\_\_

## **ELIZA RUNS AWAY WITH HER SON**

**By Harriet Beecher Stowe**

### **Part One**

Mr. Shelby had a large plantation and many slaves\*, but he never had enough money. So he had to ask people to lend him some. A man whose name was Haley often lent him money. Year after year passed, but Mr. Shelby could not pay his money back.

One day Haley came to Mr. Shelby's house and said, "If you don't pay back my money, I will take your house and slaves from you and sell them".

Mr. Shelby sold everything he could, but even then there was not enough money, so he had to give Haley some slaves. Haley wanted to take a slave whose name was Uncle Tom and a little slave boy whose name was Harry. Harry was the child of Eliza, a slave who worked for Mrs. Shelby in the house. Mr. Shelby did not want to give Uncle Tom and Harry to Haley, but he had to as he was in Haley's hands.

### **Part Two**

In the evening Mr. Shelby told his wife about it. Eliza who was in the next room, heard him. She did not know what to do. She loves her little son very much, and she was afraid to lose him.

Then she thought of a plan. Her husband George, was not one of Mr. Shelby's slaves. He had another master, a very bad man. So George wanted to run away\* to the North where he could be a free\* man. Eliza knew this, and her plan was to run away with her child.

"If I can cross the Ohio River\*, Haley will not catch me", she thought. "There are good people there who will help me, I am sure".

So she took a pen and wrote quickly: "Oh, Mistress, my Mistress, I know what Master is going to do tomorrow. I am going to run away with my boy".

Then she went to get Harry, who was asleep. The child began to cry, but Eliza said to him, "Listen, dear! A bad man is coming to take little Harry away from his mother. But Mother doesn't want to lose her little boy. She is going to run away with her dear little Harry. If we run quickly, he won't catch us". The boy stopped crying, and Eliza dressed him. She put his warmest clothes on him and good boots and stockings.

### Part Three

Then she took him in her arms and went out into the cold night.

Eliza walked all night and all the next day. She stopped only for a moment in the middle of the day at a farm. A woman gave her and her child something to eat. It was late, but not dark, when she came to a small town not far from the Ohio River. She hoped to cross the river at this place.

"Is there a boat which takes people to the other side of the river now?" she asked a woman. "Oh, no", said the woman. "There are no boats now. The ice is going down the river now". Eliza was unhappy. Harry was very tired and he began to cry.

"Take him into the room" said the woman. She opened the door into a small room. Eliza put the child on the bed and soon he was asleep. Then she went to the window and looked at the river. There were great pieces of ice in it. "How can I get to other side?" she said again and again. "I must get over that river with my child before tomorrow morning comes".

### (To be continued)

Harriet Beecher Stowe ['hæriət 'bi:tʃər 'stou]

**a slave** [sleiv] - гулом

**to run away** - гурехтан

**free** - озод

**Ohio River** - дарёи Огайо

### Answer the questions.

1. Why did Mr. Shelby ask people to lend him money?
2. Whom did Haley want to take?

3. What was Eliza's plan?

4. Where did she run away? \_\_\_\_\_

## ELIZA RUNS AWAY WITH HER SON

### Part Four

(To be continued)

Mr. Haley was very angry when he heard about Eliza. Mr. Shelby was angry too, because Haley said to him, "You told the girl to run away, Shelby, you didn't want to sell the boy".

So Mr. Shelby had to tell two of his slaves, Sam and Andy, to help Mr. Haley to find Eliza. He sent them to the fields to catch three horses. But Sam and Andy wanted to give Eliza more time to run away; so they ran after the horses and shouted<sup>1</sup>. After that, of course, it was difficult to catch them. When at last everything was ready, Haley said, "She went to the Ohio, I'm sure. There are people there who help slaves to run away from their masters. We shall go there as quickly as we can".

### Part Five

It was almost dark when they got to the small town near the Ohio River, where Haley hoped to find Eliza.

"She can't cross the river", said Haley. "Look at the ice. We'll find her here". Suddenly Sam, who was in front of Haley and Andy, saw Eliza at one of the windows of the little house near the river. He shouted<sup>1</sup> and Eliza heard him. "Oh, they have found me", she thought. She didn't know what to do, and there was no time to think. The poor woman took up<sup>2</sup> the child, and ran out of the room to the river. Then Haley saw her. He jumped off<sup>3</sup> his horse, shouted to Sam and Andy and ran after her. Eliza jumped on a great piece of ice. But she did not stay on that piece of ice for a moment. She jumped to another piece, to another and another. She fell, but got up on her feet again. She lost her shoes, and the ice cut her feet. But she didn't stop jumping and at last she got to the other side. There a man helped her to get out of the water.

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<sup>1</sup> shout - гавго бардоштан; кричать

<sup>2</sup> take up - бардоштан; поднимать

<sup>3</sup> jump off - чахидан; прыгать



### Answer the questions.

1. Why was Mr. Shelby angry?
2. What did Sam and Andy do?
3. Why did Sam shout when he saw Eliza?
4. How did Eliza get to the other side?
5. Do you like this story? \_\_\_\_\_

### **NO WONDER HE WAS AFRAID**

Mr. Brown lived in a very quiet place. One day when it was very late he was on his way home. He was alone on the dark road. Suddenly he heard somebody behind him and he thought the man was following<sup>1</sup> him. He began to walk faster<sup>2</sup>. The man behind him walked faster too. Mr. Brown walked slower<sup>3</sup> and the man walked slower, too. He began to run and the man ran after him too. Now Mr. Brown was sure the man was following him. There was a wall on one side of the road and Mr. Brown climbed up on it and jumped on the other side. "If he passes and doesn't stop", he thought, "everything will be all right". But the man didn't pass. Then Mr. Brown stood up and shouted. "What do you want, why are you following me?" The man was so tired that it was difficult for him to speak. Then he said "I have to go to Mr. White's house, but I don't know the way". A man at the station told me that you live next door<sup>4</sup> to Mr. White, and he told me to follow you. Please tell me, do you always have some sort of jumping exercises at night or do you always go home like this?

### Answer the questions.

1. Where did Mr. Brown live?
2. What did he suddenly hear?
3. What did the man behind him do?
4. Why did Mr. Brown shout at the man?
5. What did the man answer? \_\_\_\_\_

<sup>1</sup> the man was following - пайгир шудан; последовать

<sup>2</sup> faster - тезтар; скорый

<sup>3</sup> slower - охистатар; медленно

<sup>4</sup> next door - дари хамшафат; рядом, по соседству

NO TIME TO WASTE

Persons

**Doctor Vine** - a busy doctor.

**Mr. Lester** - one of his friends. \*

**Place:** Doctor Vine 's room in his own house.

(Doctor Vine is sitting at a table with some papers. Lester runs into the room. He has black marks<sup>1</sup> on his face and hands).

**Vine:** This is the wrong time of the day to come to see me.

**Lester:** I just wanted to...

**Vine:** Everyone always "just wants" something or other. I am going out. What have you done to your face and hands? Have you had a fight with someone? At your age? You musn't do that kind of thing. How's your heart? I'll just listen to it. Take your coat off, please.

**Lester:** But you don't need to do that.

**Vine:** Oh, yes, I do. Are you trying to teach me my business? Take your coat off at once.

**Lester:** I won't.

**Vine:** Oh, yes you will. Take your coat off when I tell you. I know my own business<sup>2</sup> best, and I've no time to waste.

**Lester:** I won't take it off. I only want...

**Vine:** If you don't take it off, I will, I'm a busy man. (He pulls Lester's coat off). Now sit down there on that chair.

**Lester:** You don't understand. I just want.

**Vine:** Sit down and don't talk. (He pulls Lester down on the chair). That's better. Now don't move.

Lester: But...

**Vine:** And don't talk. (Listens). Hm! Hm. Does your heart always go so fast? You must take a rest, my dear.

**Lester** (putting his coat on): I am sorry to hear that. I came here to ask you to come to my house next week. And when I came to your house I found that it was on fire<sup>3</sup>. I just wanted to tell you...

---

<sup>1</sup> **black marks** - догхой сиёх; чёрное пятно

<sup>2</sup> **my own business** - кори худам; моё дело

<sup>3</sup> **it was on a fire** - дар оташ; огонь, пламя

# **TOM SAWYER**

**After Mark Twain**

## **Scene 1**

Tom whitewashes the fence

### **Persons**

**Aunt Polly**

**Tom Sawyer** - Aunt Polly's nephew.

**Ben Rogers** Tom's friends

**Jim Holls**

**Place:** The street in front of Aunt Polly's garden.

(Tom begins to whitewash a long fence. Then Jim with a tin pail, comes out of the gate singing a song).

**Tom:** Jim, will you whitewash a little while I'll fetch the water.

**Jim:** I can't, Master Tom. Old Missis told me to bring the water and not to stop. She said if Tom asked you to whitewash, go along and mind your own bussiness.

**Tom:** Oh, never mind, that's the way she always talks. Put the bucket here. I'll come in a minute. She doesn't even know.

**Jim:** Oh, don't, master Tom. Don't pull the bucket. Please don't Tom. (Tom pulls the bucket and Jim pulls it back). The old missis will take my head off.

**Tom:** She! She never touches anybody. She talks awful, but talk doesn't hurt. Jim, I'll give you a white marble<sup>1</sup>. (Jim begins to hesitate).

White marble, Jim!

**Jim:** Me! That's a wonderful marble! But, Master Tom, I am awfully afraid of the old missis...

(Jim takes the brush to whitewash. Aunt Polly enters).

**Aunt Polly:** Well, what are you doing here, Jim?

(She strikes Jim with the slipper. Jim takes his bucket and runs away. Tom begins to whitewash. Aunt Polly goes away smiling. Ben Rogers enters eating an apple. Tom pays no attention to Ben).

**Ben:** Hello, old chap, you got to work.

**Tom:** Oh, it's you, Ben! I am not noticing<sup>2</sup> you.

---

<sup>1</sup> a white marble - мрамари сафед; белый мрамор

<sup>2</sup> to notice - дида мондан; замечать, обращать внимание

**Ben:** I am going for a swim. Don't you want to go? But of course, you have a work to do.

(Tom looks at the boy).

**Tom:** What do you call work?

**Ben:** Isn't that work?

**Tom:** Well, may be it is, and may be it isn't. All I know, it suits Tom Sawyer.

**Ben:** Oh, you don't mean to say that you like it?

**Tom:** Well, I don't see why I shouldn't like it. Does a boy whitewash a fence every day!

(Ben stops eating his apple, watches Tom and gets more interested).

**Ben:** Tom, let me whitewash a little.

**Tom:** No, no, I think it won't do Ben. You see Aunt Polly is very particular about this fence it must be done very careful. I think there is one boy in a thousand. May be two thousand, that can do it the way it must be done.

**Ben:** No - is that so? Oh, let me just try. Only just a little. I'd let you, if you were me, Tom.

**Tom:** Ben, I'd like to, but Aunt Polly... Well, Jim wanted to do it, but she didn't let him. Sid wanted to do it, and she didn't let him. Now you see how I'm fixed? If anything happens to it ...

**Ben:** Oh, Tom, let me try. I'll be careful. I'll give you my apple.

**Tom:** Well, Ben. But I'm afraid.

(Tom gives up the brush and takes the apple. Ben begins to whitewash).

## **MONDAY MORNING**

### **Scene II**

#### **Persons**

**Aunt Polly**

**Mary,** her niece

**Sid, Tom Sawyer,** her nephews

**Place:** A room in Aunt Polly's house.

(Tom is sitting in his bed. Monday morning Tom as usual is trying to find some excuse for staying home from school. He begins to

inspect his sore toe and then starts groaning<sup>1</sup>. Sid sleeps in another bed, but he does not hear. Tom groans louder and louder).

**Tom:** Oh, Sid, Sid! (Sid yawns<sup>2</sup> and stares at Tom).

**Sid:** Tom! Say, Tom! (No answer). What's the matter, Tom? (Sid shakes him and looks at his face).

**Tom:** Oh, don't, Sid, don't touch me!

**Sid:** Why, what's the matter, Tom? I must call auntie.

**Tom:** No, never mind. It will be over by and by, may be. Don't call anybody.

**Sid:** But, I must. Don't groan so, Tom, it's awful. How long have you been this way?

**Tom:** Hours. Ah, Ah, Ah! Oh, don't shake me so, Sid, you'll kill me.

**Sid:** Tom, why didn't you wake me sooner? Oh, Tom, don't! Tom, what is the matter?

**Tom:** I forgive<sup>3</sup> you everything. Sid. (Groans). Everything you've done to me. When I am gone<sup>4</sup>.

**Sid:** Oh, Tom, are you dying? Don't, Tom - oh, don't. Maybe.

**Tom:** A forgive everybody, Sid (Groans). Tell them so and give my cat with one eye to that new girl that comes to town, and tell her...

(Sid runs away. In a minute Sid, Aunt Polly, and Mary enter).

**Sid:** Oh, Aunt Polly, come! Tom is dying!

Aunt Polly: Dying!

**Sid:** Yes.

Aunt Polly: Nonsense! I don't believe it! (to Tom) Tom, Tom! What's the matter with you?

**Tom:** Oh, auntie, I am ...

**Aunt Polly:** What's the matter with you, my child?

**Tom:** Oh, auntie, my sore toe is mortified<sup>1</sup>!

**Mary:** Poor Tom!

(Aunt Polly sinks down into a chair and laughs a little, then cries a little, then does both together).

**Aunt Polly:** Now, Tom, you shut up that nonsense.

(Tom stops groaning. He feels a little foolish).

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<sup>1</sup> to groan [groun] - нола кардан; тяжело вздыхать, стонать

<sup>2</sup> to yawn [jɔ:n] - хамёза кашидан; зевать

<sup>3</sup> to forgive [fə'giv] - бахшидан; прощать

<sup>4</sup> when I am gone - вакте ки ман мемурам; когда я умру

## TOM GETS ACQUAINTED WITH BECKY

### Scene III

#### Persons

**Mr. DOBBINS**, a school teacher

**Becky Thatcher**

**Tom Sawyer**

**Tom's Classmates**

Place: classroom

(Mr. Dobbins conducts a lesson. The pupils sit at their desks. There is only one vacant place on the girl's side. There a knock at the door. The door opens and Tom comes in).

**Mr. Dobbins:** Thomas Sawyer!

**Tom:** Sir!

**Mr. Dobbins:** Come up here. Now, sir, why are you late again, as usual.

**Tom:** Stopped to talk with Huckleberry Finn.

(The teacher stares at him helplessly).

**Mr. Dobbins:** You - you did what?

**Tom:** Stopped to talk with Huckleberry Finn.

**Mr. Dobbins:** This is the most astounding confession. I have listened to. Take off your jacket. (The teacher gives him a hard whipping). Now, sir, go and sit with the girl and this be a warning to you.

(Tom sits with the girl and she turns away from him. Tom puts a peach in front of her but she throws it away. Tom begins to draw hiding his work with his hand. She tries to see the picture).

**Becky** (in whisper): Let me see it. I like this house. It's nice - make a man.

**Tom:** I'll try. (Draws and gives the picture to the girl).

**Becky:** It's a beautiful man - now make me coming along.

(Tom continues to draw. Then he gives the picture to the girl).

**Tom:** Do you like it?

**Becky:** It's ever so nice. - I wish I could draw.

**Tom:** It's easy. I'll teach you.

**Becky:** Oh, will you? When?

**Tom:** At noon. Do you go home to dinner?

**Becky:** I'll stay if you will.

**Tom:** Good. What's your name?

**Becky:** Becky Thatcher. What's your name? Oh, I know. It's Thomas Sawyer.

**Tom:** But you may call me Tom, will you?

**Becky:** Yes.

(Now Tom begins to write something hiding the words from the girl. But this time she begs to see).

**Becky:** Tom, let me see what you have written.

**Tom:** Oh, it is not anything.

**Becky:** Yes, it is.

**Tom:** No, it isn't. You don't want to see.

**Becky:** Yes, I do, indeed I do. Please, let me.

**Tom:** You'll tell.

**Becky:** I won't. I won't tell anybody.

**Tom:** Oh, you don't want to see!

**Becky:** Now, I'll see.

(She puts her hand upon his. Then Tom lets his hand slip by degrees till these words are seen: "I love you").

**Tom** (reads): I love you.

**Becky:** Oh, you bad thing! (She hits his hand, but she looks pleased).

## **DAN'S BIRTHDAY**

### **Scene I**

#### **Persons**

**Dan** - the host

**Ann**, his little sister

**Nick, Dick, Sue, El, Pete** - guests.

Place - Dan's room.

(A table is laid for tea. Dan and his sister are dresses in their best and waiting for the guests to come).

Enter guests.

**Guests** (in chorus): Happy birthday! Hello, Dan! Glad to see you, little Ann.

(They all turn to little Ann. One of the guests pats her on head).

Dan: Come right in, friends! Hello, Nick! El and Sue and Pete and Dick!

**El:** Here's a present, Dan, a hare.

**Sue:** And a little grizzly bear.

**Nick:** Hope you like shining star.

**Dick and Pete:** And our stylish little car.

**Dan:** Thanks! I'm as happy as can be! Let's all have a cup of tea. Take your sets, friends, El with Nick,

Sue with Pete and Ann with Dick.

## Scene II

(All the children are sitting at the table. They are all eating and drinking tea).

- Nick:** May I try these pretty cakes,  
I know how well your sister bakes.
- Dan:** Help yourself, Sue, El, and Pete,  
Try this apple-pie, thank you!
- El:** I have tried the pie, thank you,  
The cream cake is delicious too!
- Dan:** Try these cookies, girls and boys,  
After tea we'll play with toys.
- Pete:** Let us first all sing a song.  
And wish Dannie to live long.
- Guests:** Yes, we all shall sing a song  
Wishing Dannie to live long!

## Scene III

(The guests encircle Dan and begin to sing).

- Happy birthday to you,  
Happy birthday to you,  
Happy birthday, dear Dannie,  
Happy birthday to you!  
    May your birthday be bright  
    From morning till night.  
    May your birthday be bright,  
    From morning till night.
- Dan:** Thank you for this pretty song,  
I'm sure I will live long!
- Guests:** Let us dance and let us sing.  
Join your hands in a merry ring.
- (Everybody joins hands, dances and sings in a ring).
- For he's a jolly good fellow,  
For he's a jolly good fellow,  
For he's a jolly good fellow,  
And so say all of us,  
And so say all of us,  
And so say all of us.



## AUTUMN

This is the season  
When fruit is sweet.  
This is the season  
When school friends meet,  
When noisy and gay  
And browned by the sun,

With their books and bags  
To school they run.  
The summer is over,  
The trees are all bare,  
There is mist in the garden  
And frost in the air.

## OFF TO SCHOOL

by Rosemary Garland

Up and away leaves flutter today,  
And fly away, and fly away,  
While all the children hurry away  
Off to school today!  
Leaves fall dancing on the ground,  
And fly around, and fly around,  
While all the children hurry away  
Off to school today!

## WORK WHILE YOU WORK

by A. D. Stoddart

Work while you work,  
Play while you play;  
This is the way  
To be cheerful and gay.

All that you do,  
Do with your might;  
Things done by halves  
Are never done right.

One thing each time,  
And that done well,  
Is a very good rule,  
As many can tell!

Moments are useless,  
When trifled away;  
So work while you work,  
And play while you play.

## **YOUR ARM IS STRONG ENOUGH**

**by Joe Wallace**

Your arm is long enough To reach the stars, Your arm is strong enough To break all bars.	Your arm has skill enough To set all wheels in motion, To skim the sky with ships, To mine beneath the ocean.
---	--

## **DON'T GIVE UP**

**by Phoebe Cary**

If you've tried and have not won, Never stop for crying; All that's great and good is done Just by patient trying.	If by easy work you beat, Who the more will prize you? Gaining victory from defeat, That's the test that tries you.
---	--

## **THREE WISHES**

I want to be a pilot, I want to learn to fly To be a Soviet flier High in the blue, blue sky. And pilot, soldier, sailor In air, on sea, or land,	I want to be a soldier, To guard my people free Or a sailor, strong and worthy To guard them on the sea. I'll always serve my people And serve my Native Land
--	--

## **TO LONDON TOWN**

**by Kate Greenaway**

I saw a ship that sailed the sea,  
It left me as the sun went down;  
The white birds flew, and followed it  
To town - to LONDON town.  
Right, sad were we to stand alone,  
And see it pass so far away,  
And yet we knew some ship would come -  
Some other ship - some other day.

## WHEN THE SHOW IS ON THE GROUND

When the snow is on the ground,  
Little Robin Redbreast grieves;  
For no berries can be found  
And on the trees there are no leaves.  
The air is cold the worms are hid,  
For this poor bird what can be done?  
We'll strew him here some crumbs of bread,  
And then he'll live till the snow is gone.

## CALENDAR RHYME

In JANUARY falls the snow,  
In FEBRUARY cold winds blow,  
In MARCH peep out the early flowers,  
And APRIL comes with sunny showers.

In MAY the roses bloom so gay,  
In JUNE the farmer mows his hay,  
In JULY brightly shines the sun,  
In AUGUST harvest is begun.

SEPTEMBER turns the green leaves brown,  
OCTOBER winds then shake them down,  
NOVEMBER days are bleak and drear,  
DECEMBER comes and ends the year.

## WHAT SEASON IS IT?

This is the season  
When mornings are dark  
And birds do not sing  
In the wood and in the park.

This is the season  
When children ski  
And Father Frost  
Brings the New Year tree.

## SPRING IS COMING

Spring is coming, spring is coming,  
Birdies, build your nest;  
Weave together straw and feather,  
Doing each your best.

Spring is coming, spring is coming,  
Flowers are coming too;  
Pansies, lilies, daffodilies,  
Now are coming through.

Spring is coming, spring is coming,  
All around is fair;  
Shimmer and quiver on the river,  
Joy is everywhere.

### **ONLY ONE MOTHER**

**by G. COOPER**

Hundreds of stars in the pretty sky;  
Hundreds of shells on the shore together;  
Hundreds of birds that go singing by;  
Hundreds of bees in the sunny weather.

Hundreds of dewdrops to greet the dawn;  
Hundreds of lambs in the purple clover;  
Hundreds of butterflies on the lawn,  
But only one mother the wide world over.

### **MORE SACRED THAN ALL OTHER**

**by Samuel Lover**

The noblest thoughts we can claim,  
The noblest words we can frame,  
Unworthy are to praise the name,  
More sacred than all other -  
The blessed name of "MOTHER "

### **THE MORTH OF MAY**

Spring is dancing without rest	On the workers' First of May
In a beautiful green dress.	Spring will make our banner gay,
Flowers grow under her feet,	Warm breezes are blowing,
Singing birds her coming greet.	And May's here at last.

Pleasant, sunny month of May,  
Hurry quickly, don't delay,  
Grow red flowers and green grass  
And make us happy, all of us!

## **YURI GAGARIN**

**by Marion Doyle, English Schoolgirl**

Yuri Gagarin!  
The word is like a song  
Of bold dreams  
And space themes,  
That always come along.

Yuri Gagarin!  
This is the name that shines  
Like a glorious flame  
In the dark where no one sees.

Yuri Gagarin!  
This the name that has wings  
And flies like a bird  
Over mountains, towns and seas.

Yuri Gagarin!  
This is the name that fills  
The eyes with tears  
And the heart with joy and pride.

Yuri Gagarin!  
This the name that shines  
For our spacemen  
Like a beacon and good guide.

## **OUR SPUTNIKS**

**by TOM Botting**

Our sputniks are flying above,  
And they see great secrets unfurled  
As they scan the land we love,  
Rolling and rolling round the world.

## MISTER SUN

When Mister Sun lights up the skies,  
 I sit right up and rub my eyes;  
 I dress myself with greatest care,  
 I brush my teeth and comb my hair;  
 Then, walking, off to school I go  
 To learn the things that I must know.

*When Mister Sun lights up the skies, I sit right up and*  
*rub my eyes; I dress myself with greatest care, I*  
*brush my teeth and comb my hair; then, walking, off to*  
*school I go to learn the things that I must know.*

*When Mister Sun lights up the skies, I*  
*sit right up and rub my eyes; I dress my-*  
*self with greatest care, I brush my teeth and*  
*comb my hair; then, walking, off to*  
*school I go to learn the things that I must know.*

## I LOVE LITTLE PUSSY

The musical score for 'I Love Little Pussy' is written for voice and piano. It consists of four staves, each with a vocal line and a piano accompaniment. The lyrics are: 'I love lit - tle Pussy Her coat is so warm. And if I don't hurt her, She'll do me no harm I'll sit by the fi - re and give her some food. And Pus-sy will love me be - cause I am good'. The music is in a simple, folk-like style with a clear melody and accompaniment.

I love lit - tle Pussy Her coat is so warm. And  
if I don't hurt her, She'll do me no harm I'll  
sit by the fi - re and give her some food. And  
Pus-sy will love me be - cause I am good

## EVERYBODY HAS A HOBBY

Words and music by J. Jamroz

Everybody has a hobby  
And we've got a common one.  
English does attract us  
More than stamps and actors.  
And, it is great fun!  
Learning English, learning English,  
That's the hobby that we share.  
We are fond of learning English.  
Which is spoken everywhere.

Eve - ry - bo - dy has a hob - by  
 and we've got a com-mon one  
 Eng - lish does at - tract us more than stamps  
 and actors. And, it is great fun!  
 Learn - ing Eng - lish, learn - ing Eng - lish,  
 That's the hob - by that we share.  
 We are fond of learn - ing Eng - lish.  
 Which is spo - ken e - very - where.

## SCHOOL IS OVER

Compiled by A. P. BURLAKOVA

*Vivo*  
*mf*  
 School is o-ver, oh, what fun, oh, what fun,  
 oh, what fun! School is o - ver, play be - gun;  
 fun and play be - gun. Who'll run fast - est,  
 you or I? Who'll laugh lou - dest?  
 We shall try. Oh, what fun! Play be - gun,





## PIONEER SPACESHIP

music by Yu. Chichov, words by T. Valchuk,  
translated by L. Shturman

Let it be so far unreal  
Our spaceship new and bright,  
With bold dreams inviting starward  
We'll set out for a flight.

### Refrain:

Pioneer spaceship flight!  
Pioneer flight!  
Pioneer flight!  
Over fields and over meadows  
You go flying on and on.

Our dreams and our friendship pace along.  
Above all the world we've speeding,  
Leaving sound, light behind,  
Our country's proud of us  
And the hardships we don't mind.

### Refrain:





## THE MARRY MARCH

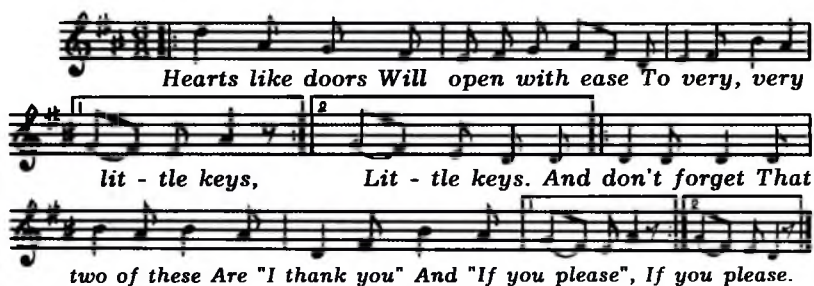
Children go, to and fro,  
In a merry pretty row;  
Footsteps light, faces bright,  
'Tis a happy, happy sight.  
Swiftly turning found and round,  
Do not look upon the ground.  
Follow me, full of glee,  
Singing merrily.  
Singing merrily, singing merrily, (twice)  
Follow me, full of glee  
Singing merrily.



## LITTLE KEYS

Hearts like doors  
Will open with ease  
To very, very little keys,  
Little keys.

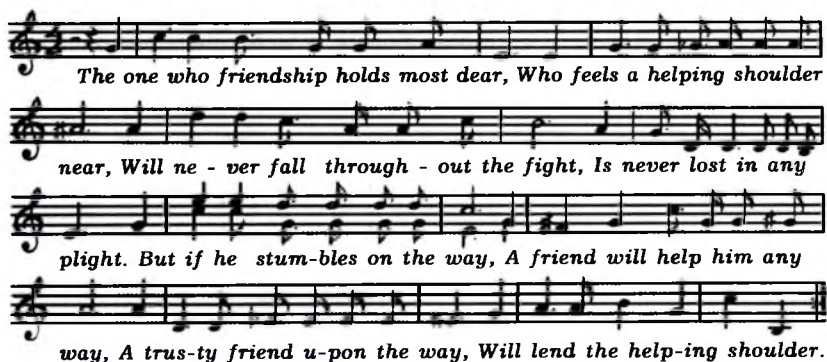
And don't forget  
That two of these  
Are "I thank you"  
And "If you please",  
If you please.



## FRIENDSHIP

Music by A. Lepin, words by S. Mikhalkov, translated by O. Moisseenko

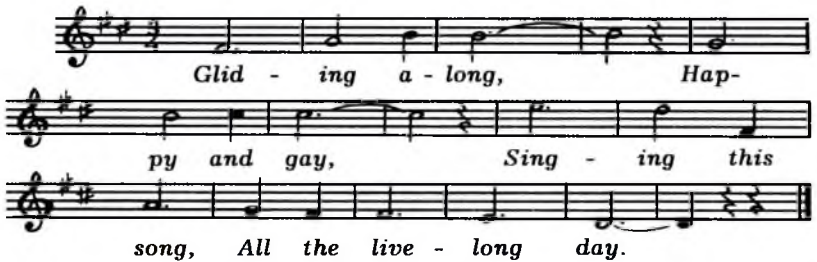
The one who friendship holds most dear,  
Who feels a helping shoulder near,  
Will never fall throughout the fight,  
Is never lost in any plight.  
But if he stumbles on the way,  
A friend will help him any way,  
A trusty friend upon the way,  
Will lend the helping shoulder.



## SKATERS' WALTZ

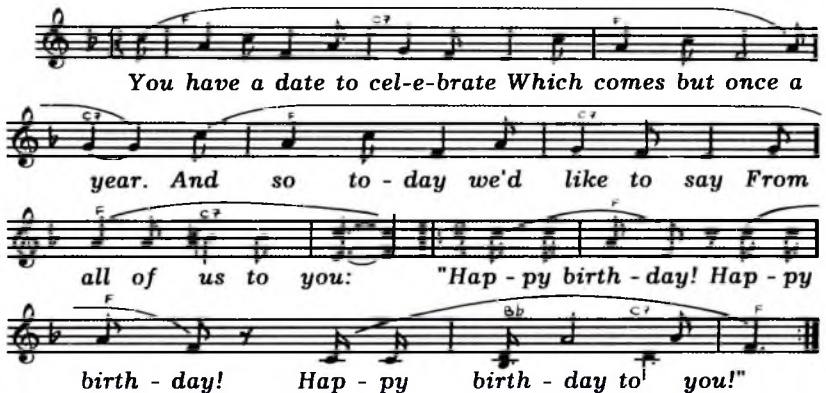
Gliding along,  
Happy and gay,  
Singing this song,  
All the livelong day.

Gliding along,  
Free as above,  
Singing this song,  
To the sky above.



## HAPPY BIRTHDAY TO YOU!

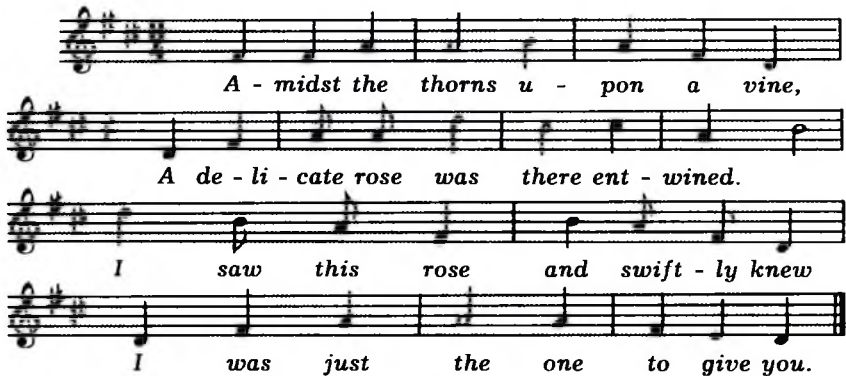
You have a date to celebrate  
Which comes but once a year.  
And so today we'd like to say  
From all of us to you:  
"Happy birthday! Happy birthday!  
Happy birthday to you!"



## MY MOTHER'S DAY BASKET

Words and music by C. Strathmoore

Amidst the thorns upon a vine,  
A delicate rose was there entwined.  
I saw this rose and swiftly knew  
I was just the one to give you.  
I gathered leaves and flowers too,  
Then made this basket just for you  
For each bright flower's here to say  
My wish for you: Happy Mother's Day!



## THE DANCING BLUEBELLS

In and out the dancing bluebells;  
In and out the dancing bluebells;  
In and out the dancing bluebells;  
Who will be our partner?  
Tippy, tippy tapper on my shoulder;  
Tippy, tippy tapper on my shoulder;  
Tippy, tippy tapper on my shoulder;  
You will be my partner.



Who will be our partner? Tip - py, tip - py tap - per  
on my shoulder; Tip - py, tip - py tap - per  
on my shoulder; Tip - py, tip - py tap - per  
on my shoulder; You will be my part - ner.

### PRETTY ROSES

Shaded and cool is flowering garden;  
Dusty and hot is the neighbouring street  
And over the wall climb the pretty roses,  
Giving the passers a pleasant sweet.

Shad - ed and cool is flow - er - ing garden;  
Dus - ty and hot is the neigh - bour - ing street And  
o - ver the wall climb the pret - ty ros - es,  
Giv - ing the pas - sers a pleas - ant sweet.

## **CONTENTS**

SOME INSTRUCTIONS OF TEACHING ENGLISH .....	3
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### **THE FIRST TERM**

UNIT 1 .....	6
UNIT 2 .....	11
UNIT 3 .....	17
UNIT 4 .....	23

### **THE SECOND TERM**

UNIT 5 .....	31
UNIT 6 .....	37
UNIT 7 .....	44
UNIT 8 .....	51

### **THE THIRD TERM**

UNIT 9 .....	58
UNIT 10 .....	66
UNIT 11 .....	73
UNIT 12 .....	80
UNIT 13 .....	87

### **THE FOURTH TERM**

UNIT 14 .....	94
UNIT 15 .....	101
UNIT 16 .....	108
UNIT 17 .....	117

IRREGULAR VERBS .....	129
THE PROVERBS .....	130
TOPICAL VOCABULARY .....	131
GRAMMAR REFERENCE VOCABULARY .....	147
READER .....	151
PLAYS AND SONGS .....	170

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