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ЗАБОНИ АНГЛИСӢ

КИТОБИ ДАРСӢ БАРОИ СИНФИ

5

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Истифодаи иҷоравии китоб:

№	Ному насаби хонанда	Синф	Соли таҳсил	Ҳолати китоб (баҳои китобдор)	
				Аввали соли хониш	Охири соли хониш
1.					
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SOME INSTRUCTIONS OF TEACHING ENGLISH

The textbook for the 5 Form carries on the series of the English textbooks for the 3-4 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 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 writing.

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 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 due translation. These words are not to be learnt. There are two stages in teaching vocabulary: presentation and consolidation. Presentation and preliminary consolidation of new words are based on doing 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) teacher 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) 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.

Remember: every lesson should begin with the choral revision and translation of the words covered.

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

d) when checking the 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,
- 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 and 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, by means of individual and choral retranslation. (retranslation is always done in chorus);
- c) all the pupils, sitting at the desks, reproduce the dialogue simultaneously in a pair talk;
- 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 up 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.

The authors hope that textbook will contribute to 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 Ministry of Education of the Republic of Tajikistan. Dushanbe, Muhammad N., street 13^a, Editorial Office of Publishing House.

Authors

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 in chorus after the teacher.

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 [ɛə] - 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 up dialogues of your own, first do it in chorus, using chorus retranslation.

- a) **K** - Akram, please introduce¹ 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.

¹ introduce – **ошно кардан**, представить (познакомить)

- C.** Does your friend go to the country in summer?
 Does he go to see your Grandmother and Grandfather?
 Does he play with your friends there?
 Where does he go to swim?
 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,
 popatoes
 carrot
 cucumbers
 melons
 water melons



HOMEWORK

Do ex. 4 (A, C) on p. 5-6 in writing.

LESSON 2 - THE SECOND LESSON

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 up 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 older sister lives in Khudzant.

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.
- d) dramatize the picture.

AT THE CAMP



holiday
a sportground
a tent
to make a fire

HOME WORK

Write about your holidays at the camp, then retell it.

LESSON 3 - THE THIRD LESSON

1. Read the words in chorus after the teacher.

[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. Review and translate the words covered in chorus. Play the game "Say, repeat and add"

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 india 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 with 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 with the ball?

Are there two children in the hall?

Are there two brothers very tall?

C. There is no picture oh the wall.

There is no lion with the ball.

There are no children in the hall.

There are no brothers very tall.

4. Read the dialogue, learn and act them and make up 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. Use the words:

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



HOMEWORK

Write about your holidays in town.

LESSON 4 - THE FOURTH LESSON

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

Let's read, speak, learn and do exercises

1. Read the words in chorus after the teacher:

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

ch [t] - 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, in your answers:

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 words, answer the questions and have a retranslation.

a surname: Nor is my first name and Normatov is my
[ə 'sə:neim] surname. My brother's name is Karim and
насаб his ... is Normatov, too. What is your sur-
name?

a turner: My uncle is a turner. My brother is a turner
[ə 'tə:nə] too. Are you a turner. What are you?
челонгар

a nurse: My mother is a nurse in hospital. My
[ə 'nə:s] grandmother is a ..., too. Is your older
хамшира sister a nurse, too? What is she?

a dressmaker: My friend's mother is a dressmaker. His sis-
[ə 'dresmeikə] ter is a ..., too. Is his grandmother a dress-
чевар maker, too? What is she?

a parent: Anvar has parents. His father and mother
[ə 'peərənt] are his... . Are his parents old?
волидайн

6. 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)?

7. Have a pair talk about your friend's family, then answer it individually.

HOME WORK

1. Write about your family, then retell it.
2. Write the new words, each one two lines.

UNIT 2 - THE SECOND UNIT

LESSON 1 - THE FIRST LESSON

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

1. Read the words in chorus after the teacher:

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

o [ə] - not, hot, pot, dot, lot

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

2. Read the verbs, translate, use The present and Past Indefinite Tenses.

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 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 summer camp



In the village



In town

HOMework

Write where you like to spend your holidays, then retell it.

LESSON 2 - THE SECOND LESSON

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 the words in chorus after the teacher:

au [ə:] - 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, have a pair talk.

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, have a retranslation of the sentences, do it in chorus.

to play the guitar My brother plays the guitar. He can ... very well.

[gi'ta:] гитар навоҳ- Can you play the piano?

тан

a hobby

[ə 'həbi:] шугъл

I have a hobby. My hobby is fishing. My friends

... is playing chess. What is your hobby?

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

a radio-repairing: My hobby is a radio-repairing. My older
[ə 'rediou ri'peɪŋ] brother's hobby is ..., too. Is your hobby a
дурусткунни радио radio-repairing?

to collect stamps: She likes to collect stamps. Her hobby is
[tə'kɒlekt stempz] collecting stamps. His hobby is ... Is collec
ting 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... in chorus.

HOMEWORK

Write about your hobby, then retell it.

Write the new words, each one on two lines.

LESSON3 - THE THIRD LESSON

Let's read, speak, learn and do exercises

1. Read the words in chorus after the teacher.

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

begin – began

read – read [e]

write – wrote

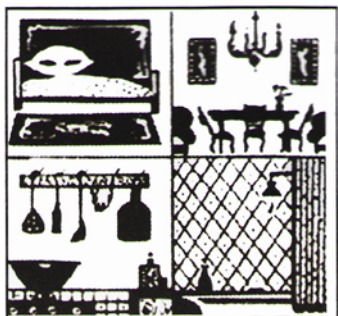
3. Read the dialogue, translate, retranslate and learn it.

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, translate and retranslate some sentences of 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, 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 older 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 in your answers.

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 your 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 older brother is ...
2. My younger sister wants to be ...
3. My younger brother wants to be ...
4. My father likes his ...

HOMEWORK

1. *Do ex. 2 on p. 14 in writing.*
2. *Write about your family and retell it.*

LESSON 4 - THE FOURTH LESSON

To be memorized: dark, handsome, straight, oval

1. Read the words in chorus after the teacher.

qu [kw] - square, quarter, quiet, question
 ind [ai] - kind, find, mind, bind ure
 ure [juə] - pure, cure, lure

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

get - got, know - knew, buy - bought

3. Read, translate and learn the Rhyme, have a retranslation in chorus.

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. Have a pair talk.

P1 - Can you come to tea tomorrow?

P2 - I'm afraid I can't.

5. Look at the pictures and have a pair talk. Use given words.

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. schoolmates (at the blackboard)

7. Answer the questions using two sentences in your answers.

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 camp in summer?

Were you at the 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?

HOMEWORK

Do ex. 6 on p. 17 in writing.

UNIT 3 –THE THIRD UNIT

LESSON 1 - THE FIRST LESSON

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

Let's read, speak, learn and do exercises

1.Read the words in chorus after the teacher.

igh [ai] - night, light, fight, right, sight
wh [w] - what, when, where, why
all [ə: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, and 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 up 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.

history ['histɔ:ri]: I like lessons of history. I like to read books on history. Do you like lessons of history?

natural science [ˈneɪtʃrəl saɪns]: This year we have lessons of natural science. The lessons of which are very interesting.

mathmetics [mæθmətiks]: Tomorrow we shall have a lesson of mathmetics. My friend likes lessons of mathmetics very much.

handicraft ['hændikraft]: Handicraft is a subject, literature is a subject, drawing is a subject, too.

physical culture [fɪːzɪkl kʌltʃə]: We attend lessons at school every day. I like to

attend our English circle, but my friend likes to attend physical culture. What circle do you attend?

6. Read, translate and retranslate first four lines of 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 did 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, natural science, History, Mathematics, Drawing, Handicraft, Tajik and Russian literature. The pupils will attend some school circles as: English circle, Russian circle and others they like.

7. Answer the questions.

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

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

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

HOMEWORK

1. Do ex. 2 on p. 18 in writing.

2. Write about the subjects you will learn this year, then retell the text.

LESSONS 2 - THE SECOND LESSON

Let's read, speak, learn and do exercises

1. Read the words in chorus after the teacher.

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" using the verbs:

bring-brought, buy - bought, sell - sold.

3. Answer the questions, using 2-3 sentences in your answers.

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, retranslate, 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.

5. Tell each other what you will do at your Tajik lesson, at the cinema, in the river, then answer it individually.

6. 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

Ўмлаи мураккаб, ки аз сараъзо ва ўмлаи пайрави замон ё шартӣ иборат буда, замони ояндаро ифода мекунад, ба ҷои Future Indefinite (замони оянда) Present Indefinite (замони ҳозира) истеъмоли меёбад.

Вместо Future Indefinite Tense в обстоятельственных придаточных предложениях после союзов if, when, before, after, till, as soon as употребляется Present Indefinite Tense.

7. 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.

8. Read and fill in the verbs "shall" or "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.

HOMEWORK

1. Do ex. 9 on p. 20 in writing.

2. Write the new words, each one on two lines.

LESSON 3 - THE THIRD LESSON

To be memorized: a bookstand, a novel, a poet, a story,
to be full of

Let's read, speak, learn and do exercises

1. Read the words in chorus after the teacher.

ssion [ʃn] - profession, mission

tion [ʃn] - demonstration, dictation, revolution

2. Read, translate and learn the sentence.

If I catch you, I'll have it hot 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, retranslate, mind the sentences:

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. – Is it correct?

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 наредонам ... ӯ кай меояд.

2. Вақте ки ба Хучанд мерасӣ, ба ман навис.

3. Ман шуморо интизор мешавам, агар биеёд.

4. Ман мехоҳам, ки ту ин филмро тамошо кунӣ.

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

A bookstand: There is a bookstand in my room. There are many ... in our [bu:kstænd] library. Is there a bookstand in your room?

to be full of: Our bookshelves and bookstands are full of books. Our library [tu: bi: ful əv] is good books.

a poet [ˈpouɪt]: Dekhoty is a Tajik poet. Byron is an English poet. ... Tajik Russian poets do you like best of all?

“School in Bukhara” Sadriddin Ainy wrote the novel "School in Bukhara". I [sku:l in Buhara] like to read ... by Sadriddin Ainy. Who wrote the novel "School in Bukhara"

a story: [stɔ:ri:] I like to read interesting stories. Ali can read English short ... Can you read English stories?

8. Answer the questions, use 2-3 sentences in your answers.

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?

HOMEWORK

1. Do ex. 8 on p. 22 in writing.

2. Do ex. 6 on p. 21 in writing.

3. Write the new words, each one on two lines.

LESSON 4 - THE FOURTH LESSON

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

Let's read, speak, learn and do exercises

1. Read the words in chorus after the teacher.

ph [f] - phone, telephone, photo

as+s(t) [a:] - glass, class, past, fast, last

2. Read the proverb, translate and learn it.

CLAW ME AND ILL 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 in your answers.

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 and retranslate the sentences fill in the words, answer the questions, learn the words:

to take out: Go to the library and take out the book you want.
[tə teik aut] When I am at the library, I ... book I like.
What books do you like to take out?

a subscriber: I am a subscriber to our town library. He is ... to
[ə ,sʌb'skraɪbə] his school library. Are you a subscriber to your school library?

a poem I like to read poems. He likes to learn ... Do you like to learn
[ə'pəʊɪm] poems by Kanoat?

a librarian My aunt is a librarian. She works as a librarian. My uncle
[ə 'laɪbrəriən] works as a...in the children's library. Do you like the profession of a librarian?

7. Tell the classmates, have a pair talk.

- a) Why you go to the library.
- b) What, you do at the library.

HOMEWORK

1. Do ex. 4 on p. 23 in writing.

2. Write the new words, each one on two lines.

3. Write some sentences about your wish to have to Use Present Continuous.

UNIT 4 - THE FOURTH UNIT

LESSON 1 - THE FIRST LESSON

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, translate and retranslate the dialogue, learn and act it.

Subscriber¹ - May I take out a book?

Librarian² - 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 translate and retranslate 4 lines of but at first the teacher retells the text, then put some questions on 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

¹ subscriber [səb'skraibə] – подписчика – обунашаванда

² librarian ['laibrɛəriən] – библиотекарь – китобдор

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. Play the scene "at the library".

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

HOMEWORK

Write some sentences about the library you go to.

LESSON 2 - THE SECON LESSON

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, translate and retranslate 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.

4. 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 bouilding. It is the building of the Town Library.

5. Make up sentences using definite or indefinite articles.

6. Tell the class:

what:

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

HOMework

Use Definite or Indefinite articles.

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

LESSON 3 - THE THIRD LESSON

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 and retranslate the sentences in chorus.

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 by means of choral retranslation 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:

(have a pair talk at the desks, a) why you go to the library,
Then at the blackboard) 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 in 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.



HOMEWORK

9. Answer the questions in writing.

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 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 the words in chorus after the teacher.

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

2. Read, translate and retranslate 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 [ˈfeɪvərɪt]:	a favourite writer, a favourite poet, Tursun-Zade is my favourite poet. Ainy is my sister's favourite writer. Kanoat is my mother's ... poet.
a title [əˈtaɪtɪl]:	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 [ənˈɔːθə]:	The author of "Ruslan and Lydmila" is A. C. Pushkin. The author of this poem is Sheraly Rakhimov. What is your favourite author?

4. Read, translate and retranslate 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 of 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 your school?
6. Have you a librarian card?

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

HOMEWORK

1. Do ex. 5 on p. 28 in writing.

2. Write the new words, every one on two lines.

LESSON 5 – REVISION

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 Holiday 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.



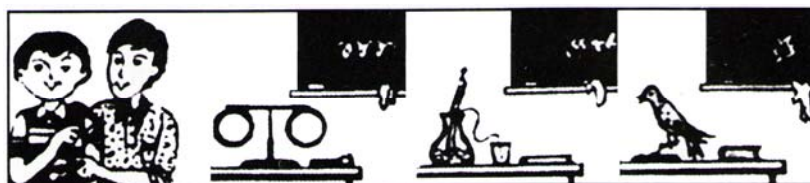
a library

a hobby

a flat



professions



a face

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 10 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. Review the words covered in chorus.

2. Read, translate and learn the proverb.

ART IS LONG, LIFE IS SHORT

3. Get more information by putting questions.

She found, He will get. She is reading.

4. Read translate and retranslate dialogue, in chorus 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.

5. Have a pair talk about your hobby.

6. Read, translate, learn the words and answer the questions, retranslate some sentences in chorus.

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

Stadium There is a large stadium in your school. Our town has a large...
[stædjʊ:m] by name of Lakhuti. Do you go to the stadium on Sundays?

a match: We go to the stadium to watch a football match. He watches
[ə 'matʃ] 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

[tu: gou in fə: spɔ:t] go ... table tennis. What kind of sport do you go in for?

Boxing My older brother goes in for boxing. I don't like ... Who goes ['bɒksɪŋ] in for boxing?

a waterpolo: My younger brother goes in for waterpolo. I like ... very much. [ə ,wɔ:təpəloʊ] Who goes in for waterpolo, boys?

gymnastics Alim's younger sister goes in for gymnastics. She likes ... [dʒɪm'nætiks] very much. Do you like gymnastics, pupils?
(гимнастика)

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 new words above.

HOMEWORK

1. Do ex. 7 on p. 32 in writing.

LESSON2 - THE SECOND LESSON

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 and retranslate the dialogues, in chorus learn and act it.

T - What was the score¹?

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

T - Who scored² the goal³?

K - Anvarov did.

¹ a score [ə 'skɔ:] – хисоб; очко, гол

² to score [tə 'skɔ:] – гол задан; забить гол

³ a goal [ə 'gəʊl] – гол, хол

ENGLISH GRAMMAR IS EASY

Артикли муайян дар ҳолатҳои зерин истифода мешаванд:
Определенный артикль употребляется:

а) пеш аз номи баҳрҳо, уқёнусҳо, дарёҳо:
перед названием рек, морей, океанов:
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:
перед названием частей света:
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, in your answers.

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 water polo?
5. Do you like gymnastics?

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 volleyball match take place at our stadium?
[tə teik pleis]

fencing: Fencing is a nice kind of sports. I go in for ... Does your friend go in for skating?
[fænsɪŋ]

Wrestling: 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?
[ˈrestlɪŋ]

Skiing: Skiing is a nice kind of sports. My friend wants to go
[ski:ŋ] 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...
[spi:d skeitiŋ] our republic. Do you like speed skating?

figure skating: Figure skating is a beautiful kind of sport. We like to
[figjuə skeitiŋ] 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.

HOMEWORK

1. Do ex. 7 on p. 34 in writing (make up sentences).
2. Write the new words, each one on one line.

LESSON 3 - THE THIRD LESSON

To be memorized: a competition, an Honoured Master of sports, a champion

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.
--	---

2. Remember these words are nouns.

child+ <u>hood</u> =childhood	translate+ <u>tion</u> =translation
man+ <u>hood</u> =manhood	friend+ <u>ship</u> =friendship
dictate+ <u>tion</u> =dictation	free+ <u>dom</u> =freedom

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

A. A - Have you a good coach¹?

¹ a coach [ə 'koutʃ] – тренер, мураббй

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

B. A - Are there any sport teams² 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:	A competition on tennis will take place at the stadium.
[ə 'kɒmpətiʃn]	All kinds of ... take place at our stadium. Did any kind of competition take place at your stadium?
a champion:	Fadeev is a champion in figure skating. He is an
[ə 'tʃempəʊən]	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, but first listen to the teacher's retelling of the text and putting questions on it.

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 as¹ 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?

² a team – команда, тим

¹ such as – масалан, например

5. What kinds of sports do you like best of all?
6. What kind of sports do you go in for?

HOMEWORK

1. *Do ex.6 on p.36 in writing.*
2. *Write the new words, each one on two lines.*

LESSON 4 - THE FOURTH LESSON

Let's read, speak, learn and do exercises

1. Read, translate and remember.

Adjective – adverb – (сифат-зарф-прилагательное-наречие)

quick – quickly	bright – brightly
nice – nicely	cold – coldly
large – largely	warm – warmly
slow – slowly	beautiful – beautifully

2. Play the game “Say, repeat and add.” (ex.1, p.36)

3. 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?

4. Read the dialogue, translate and retranslate 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.

HOMEWORK

1. 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 kind of sport which is pleasant for every one. Winter sports comprise¹ [kam'praiz] such kinds of sports as ... Khasanov is an ... Karimov, our pupil, is ... of our school.... is my favourite kind of sport.

2. Write some sentences about your making tea yesterday.

UNIT 6 - THE SIXTH UNIT

LESSON 1 - THE FIRST LESSON

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

1. Read, translate and remember.

noun¹

childhood
friendship
freedom
translation
happiness

adverb²

quickly
brightly
warmly
nicely,
beautifully

2. Read, translate and retranslate 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	build - built - built
but -bought -bought	write - wrote - written
get - got - got	come - came – come
break - broke – broker	see - saw – seen

¹ comprise – дар бар гирифтан; включать в себя

¹ noun – исм; существительное

² adverb – зарф; наречие

ENGLISH GRAMMAR IS EASY

THE PRESENT PERFECT TENSE¹

HAVE+PAST PARTICIPLE (the form of verbs)

	have		has
I			
You		He	
We	have come home	She	has come home
They		It	

A. RESULT

- 1) 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).

2) Make up your own sentences and write them down.

B. THE TIME IS NOT UP

3. They have built a new house this year.
He has bought a new suit this month.
He has written a nice poem this week.
I have broken a cup today.
4. Make up your own sentences and write them down.

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, translate and retranslate 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 - "Potemkin".

K - When did you see it?

¹ The Present Perfect Tense – феъли замони ҳозираи мутлақ; настоящее совершенное время

- R** - I saw it last week.
B. A - I have bought a bicycle (skies, skates, ball).
L - When did you but it?
A - I bought it last week.

HOMework

1. Use correct tense, do it in writing.

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) and write your own sentences down in the Present Perfect Tense.

LESSON 2 - THE SECOND LESSON

To be memorized: done, found, forgotten, given, gone, cut, shut, taken, draughts

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, then answer it individually.)

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 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, translate and retranslate 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 draw¹.

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

a goal-keeper

a football game

to score a goal

competition

a figure skating

a favourite sport

a bronze medal

a gold medal

a silver medal



to win a victory

to end in a draw

to dance to music

[mu:zik]

an ice-hockey match

HOMEWORK

1. Learn the verbs (ex. 1 on p. 40).

2. Do ex. 3, p. 40 in writing.

3. Write some sentences about your ways of reading. (Present Indefinite)

¹ to end in a draw – мусовй шудан; окончиться вничью (игра)

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. First listen to the teacher's retelling of the text, then answer the questions on 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. During¹ the Olympic Games there are competitions in many kinds of sports: 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?

7. One pupil tells about his way of reading books, the other one makes a commentary on every sentence.

HOME WORK

1. *Learn the verbs: ex. 2, p. 40.*

2. *Do ex. 6 on p. 41 in writing.*

3. *Write the new words, each word on two lines.*

LESSON 4 - THE FOURTH LESSON

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.

¹ during – ['dju:riŋ] – хангоми; во время, в течение

MIND THE RULES

You may not write on books
You may not lose¹ your books
You may not soil² them

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

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

3. Read, translate and retranslate the dialogues 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 [ə'ti:m] We have different sport teams. There are football teams, ice-hockey teams, tennis teams... What kind of teams are there in your school?

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?
[vin 'vɒn vɒn]

5. Read and translate the text. First listen to the teacher's retelling of the text, then answer the teacher's questions.

¹ Lose [lu:z] – глум кардан; терять

² soil – (ф) олондан; пачкаты

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.

Russia sent teams to the Olympic Games and they always won many gold, silver and bronze medals. Russian 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 Tajik sportsmen?
3. Do you know any Honoured Master of Sports?

HOMEWORK

1. *Learn the verbs: ex. 2, p. 42.*
2. *Do ex. 6 on p. 43 in writing.*
3. *Learn the Rhyme ex.1 on p.40*

UNIT 7 - THE SEVENTH UNIT

LESSON 1 - THE FIRST LESSON

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

come-came-come
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 what 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'baɪsɪkl]: Alim has a bicycle. He goes to school by bicycle.
You can get to this hamlet by bicycle. Have you a bicycle?

A motorcycle: 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 'məʊtəsaɪkl]

a train: [ə 'treɪn] 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 ...?

a plane: [ə 'pleɪn] I don't like to go from one place to another by plane.

- by plane:** [bai 'plein] You can get to the Pamirs by plane. He has come to our town ...
- a ship:** [ə 'ʃip] We have small ships in waters of the Amu-Darya.
- by ship:** [bai 'ʃip] You may go from Odessa to Sochi by ship. Has your brother gone to Sochi ...?
- a trip:** [ə 'trip] 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.

- | | | | |
|-----------|--------|-----------------|-----------------|
| A. | 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. | Can | you | by bus? |
| | Can | he | by car? |
| | Can | she | by train? |
| | Can | they | by plane? |
| | Can | we | by ship? |
| | Can | they | by bicycle? |
| | Can | Nor | By motor-cycle? |
| C. | 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. 42.
2. Do ex. 6 on p. 43 in writing.
3. Write the new words, each word on two lines.

LESSON 2 - THE SECOND LESSON

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

win-won-won

speak-spoke-spoken

leave-left-left

meet-met-met

read-read-read

2. Read, translate and retranslate remember the words:

fast [fa:st]: He took a fast train to Sochi.
She speaks English very fast.

long [lɔŋ] Her new coat is too long.
She did not stay long in the hamlet.

early [ɜrli] My brother likes early autumn.
Father gets up early in the morning.

late [leit] He is never late for school.
He comes home late at night.

high [hai:] There are many high buildings in the city.
Ali lives high up in the mountains.

much: There was much rain in early spring.
[mʌtʃ] He worked much and got a gold medal when he left school.

gymnasium: Our pupils do gymnastics in a gymnasium. Our
[dʒim'neizjəm] gymnasium is large. Is your gymnasium large?

3. Answer the questions using no less than two-three sentences for each one.

1. Are gymnastics and athletics very popular in our school?
2. Where do we usually ['ju:ʒuali]¹ have competitions in gymnastics?
3. Who won gold, silver and bronze medals in the last championship in gymnastics?
4. Who are the champions in our country in gymnastics and athletics?

4. Read the dialogue, translate and retranslate 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 better going to Sochi by plane than going there by ship?

B - I like going there by ship.

5. Read the text and translate it, but first listen to the teacher's retelling of the text, and answer the teacher's questions.

MY TRIP TO MY 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.

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 my one hour to get to the hamlet.

6. Answer the questions.

1. Where do you live?
2. Where do your grandparents live?

7. Say some sentences about the place where your grandparents live.

8. Have a pair talk about the text.

HOMEWORK

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

2. Review the verbs: ex. 1 on p. 44.

3. Write the new words, each one on one line.

¹ usually – одатан; обычно

LESSON 3 - THE THIRD LESSON

To be memorized: found (find-found)

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, translate and retranslate the dialogue, learn and act it, then make up 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, translate and retranslate text in chorus.

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
to fish



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

HOMEWORK

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

LESSON 4 - THE FOURTH LESSON

To be memorized: a pavement, a road, cost-cost-cost, drive-drove-driven

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, translate and retranslate 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.

A. adjective-quick

adjective-quickly

(сифат)

(зарф)

(прилагательное)

(наречие)

nice

nicely

slow

slowly, high (ly)

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, translate and retranslate 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 somoni
- 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, trrolley-buses and cars drive on the roads.

HOMEWORK

1. *Do ex. 1 on p. 47 in writing.*
2. *Answer the questions in writing.*

- A.1. Where is there a pavement?
2. Where is there a road?
3. Who walks on the pavements?
4. What drives on the roads?

B.2. Write some sentences about your actions while writing a letter. Use the dictionary. (Present Continuous)

UNIT 8 - THE EIGHT UNIT

LESSON 1 - THE FIRST LESSON

Let's read, speak, learn and do exercises

1. Read, translate, retranslate and learn the sentences. Have a pair talk.

- 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
деревня, дехот



a town
город, шахр



a capital
столица, пойтахт

4. One pupil tells about his way of writing a letter, the other pupil makes a commentary of his actions of every sentence. (Present Indefinite)

5. 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).

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

-Which sports do you prefer¹ in winter?

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

7. 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) does.

HOMEWORK

1. Do ex. 2 on p. 49 in writing (make up 4 sentences).

2. Do ex. 5 on p. 49 in writing.

LESSON 2 - THE SECOND LESSON

Let's read, speak, learn and do exercises

1. Read the words, translate, retranslate 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.

¹ prefer [pri'fa:] – афзал, беҳтар доништан; предпочитать

4. My sister comes home as late as my brother does.
5. Which is the best football player in the "Pamir"'s 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 English into Tajik or Russian (close)

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

- What was the score at the yesterdays ice-hockey match?
- In whose favour* ['feivə]?
- In the "Spartak"'s favour. It was a splendid* victory for the "Spartak" 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

shine-shone-shone

drive-drove-driven

win-won-won

take-took-taken

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

Since¹ books are friends,
They need² much care³.
When you're reading them,
Be good to them and fair*.

2. Read the words, translate, retranslate 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 does.
2. Does the boy skate better or worse than the girl do?
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?

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

*splendid - хеле зебо; прекрасный, чудесный).

¹since [sɪns] - то хол, азбаски; с тех пор.

²need - (n.) муҳтоҷ; нужда; (v.) мӯҳтоҷ будан; нуждаться,

³care [keə] - (n.) ғамхорӣ; забота; (v.) ғамхорӣ кардан; заботиться,

⁴fair [feə] - дилсӯз, ҳақталош; справедливый, добрый

4. Read, translate, retranslate and learn the sentences. Have a pair talk.

- What kind of books do you usually read?
- I like to read books for pleasure¹.

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, translate and retranslate dialogue, learn and act it.

- Excuse [iks'kju:z]² 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; have a pair talk on it, then retell it, in chain a round the class.

CHESS PLAYERS

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

HOMEWORK

1. Review the words: (ex. 2 on p. 55) learn the poem - ex. 1 on p. 54.

2. Answer the questions in writing.

- 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?

¹ for pleasure [ˈpleʒə]-барои лаззат бурдан, бепарвоёна; для удовольствия

² excuse [iks'ku:z] –узр хостан, бахшидан; извинять

LESSON 4 – REVISION

1. Review the words: in chorus and translate them:

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, 17/VIII-2009

2. Read, translate and learn:

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

3. Read, translate and retranslate the dialogues, learn and act it, make up dialogues 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. 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?

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



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.

Have retranslation of some sentences and answer the questions.

to occupy: [tə 'ɒkjʊ:pai] to occupy a large territory. Our country occupies a very large territory. Dushanbe 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.

a cover: [ə 'kʌvə] How many covers has a note book?

to border: [tə 'bɔ:də] Our country borders on many other countries. Our country borders on 4 countries. Our hamlet borders on high mountains. What does your town border on?



railways



waterways



airways

to connect: [tu: kʌnekt] Railways, waterways and airways connect our cities, towns and villages. This reconnects two towns.

(North) – in the North
(East) – in the East
(West) – in the West
(South) – in the South
Europe ['juəroup] – Аврупо, Европа
Asia ['eifə] – Осиё, Азия

4. Read and translate the text, but first the teacher uses a large map and retells 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. Give some facts about the country, of the USSR

HOMEWORK

1. *Learn the verbs: ex. 1 on p. 54.*
2. *Do ex. 6 on p. 56 in writing.*
3. *Write the new words, each one on one line.*

LESSON 2 - THE SECOND LESSON

To be memorized: to be rich in, natural resources, oil, coal, iron, natural gas, the world

Let's read, speak, learn and do exercises

1. Read the words, in chorus after the teacher.

oi [oi] - oil, toil, spoil, coin, coil

oa foul - coal, coat, load

2. Read the verbs and play the game "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 translate and retranslate 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 retranslate and learn the words, answer the questions.

in the world: Our country was not the largest country in the world. What [in ðə vɔ:d] country was the largest in the world, Russian Federation or USA?

to be rich in: Our country is rich in mountain Our village is rich in [tə bi: rɪtʃ in] vegetables and fruits. Our town is rich in green parks and flowers. What is your town rich in?

oil: [ɔil] Tumen is rich in oil. Baku is rich in oil, too. Is our country rich in oil?

coal: [kaʊl] Kuzbas is rich in coal. Donbas is rich in coal, too. Is our country rich in coal?

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

natural gas: We use natural gas at the factories and plants. We use natural [ˈnætʃrəl] 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 [ˈnætʃrəl rɪzɔːsɪz] resources. Is our country rich in natural resources?

6. Read the text and translate it; first the teacher retells the text and put questions on the text.

OUR COUNTRY (from our history)

PART II

The country, the USSR, was the largest country in the world. It lay¹ both in Europe and Asia. The shortest distance² 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?

8. Say some facts about “Our country”.

HOMEWORK

1. Do ex. 4 on p. 61 in writing.
2. Do ex. 7 on p. 62 in writing.
3. Write the new words, each one on one line.

¹ lies (lay) – вокеъ шудан; чойгир шудан; зд.протянулась

² distance [ˈdɪstəns] – масофа; расстояние

³ Federation [ˌfedereɪʃən] – Федератсия; федерация

⁴ USA [ˈjuːnaɪtɪd ˈsteɪts əv ˈæmərɪkə] – Иёлоты Муттаҳидаи Амрико; США

LESSON 3 - THE THIRD LESSON

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

Let's read, speak, learn and do exercises

1. Read the words in chorus after the teacher.

[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 translate and retranslate 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 retranslate learn them, answer the questions.

a seaport: The country has many seaports. Murmansk, Leningrad, Odessa [ə sɪpə:t] Vladivostok are big seaports. Have you ever been to any seaport

industry: We have light and heavy industry*. Our industry is highly [indʌstri] developed. Is industry in our country highly developed?

agriculture: Our agriculture is developed, but not so high as industry. [ˈæɡrɪkʌltʃə]

to develop: The country develops industry. It develops agriculture, too. [tu: di:vələp] Does our republic develop any industry?

6. Read and translate the text; first the teacher retells the text and put questions on the text.

OUR COUNTRY (from our history)

PART III

The Union¹ of the Soviet Socialist Republics had a highly developed² industry, but we cannot say, that our agriculture is highly developed nowadays³. 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 are Murmansk, Leningrad, Odessa and Vladivostok.

The USSR was a multinational⁴ country. It had fifteen Union Republics.

7. Answer the questions.

1. What country was 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.
8. Play the game "Say, repeat and add"

* light and heavy industry – саноати сабук ва вазнин; легкая и тяжелая промышленность.

¹ Union - иттиход, иттифок; союз,

² developed – мутараққӣ, инкишофёфта; развитый,

³ nowadays – ҳозир, дар вақти ҳозира; в настоящее время;

⁴ multinational – сермиллат (будан); многонациональный.

HOMework

1. Do ex. 2 on p. 58 in writing.
2. Do ex. 7 on p. 59 in writing.
3. Write the new words, each one on one line.

LESSON 4 - THE FOURTH LESSON

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

1. Read the words in chorus after the teacher

- A. [k] - technical, technology, technicological, nickel
[ai] - science, scientific, scientist, giant
[ai] - either, either, either, neither, neither
- B. noun - исм (суш) adjective__ - сифат (прилаг.)
North Northern
South Southern ['sʌðn]
West Western
East Eastern

2. Read the sentence, translate and make up sentences as follows:

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

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

A - Lola, switch the set on¹ by yourself²!

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 retranslate and learn them:

a region

[ə 'ri:dʒn]:

Kurgan-Tupa is not a region. It is a town, but Varzob is a region. It is very hot in this region. There are many different kinds of fruits this region. Do the collective-farmers grow lemons in this region?

¹ to switch the set on – рӯшан кардан (мондан); включать

² by yourself – худат; сам, сама.

climate

['klaimit]:

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

difficult

['difɪkəlt]:

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. Play the game “Say, repeat and add”, use the new words.

8. Read and translate the text, first listen to the teacher’s retelling and answer some questions.

THE COUNTRY

PART IV

The climate of the great country was different. The eastern part was warmer in summer than the western one, but the winter was much colder in the east. Some northern and southern parts are very cold or very hot. The hottest region in the country is Shaartuz, it is in the southern part. The coldest region is Pamir, it is in the north-eastern part. There are 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.

9. 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?

10. Say some sentences about the climate in our country.

HOMework

1. Do ex. 2 on p. 60 (*Write 5 sentences on the pattern*).
2. Do ex. 8 on p. 60 in writing.
3. Write the new words, each one on one line.

UNIT 10 - THE TENTH UNIT

LESSON 10 - THE FIRST LESSON

Let's read, speak, learn and do exercises

1. Read the words in chorus after the teacher.

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

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

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

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 Armenian [a'mi:njən] country

The Azerbaijan [a:zəbai'dʒain] country

The Byelorussian [,bjelou'rʌʃn] country

The Georgian ['dʒə:dʒiən] country

The Kazakh [kə'za:h] country

The Kirghiz ['kə:giz] country

The Moldavian [məl'deivjən] country

The Russian ['rʌʃn] country

The Tajik [ta:'dʒik] country

The Turkmen ['təkmen] country

The Ukrainian [ju:rkenjən] country

The Uzbek ['uzbek] country

5. Look at the map and read the text.

THE FORMER USSR

The area¹ of the USSR is 22402000 square² kilometers. More than 280000 millions³ of people lived in the USSR. It bordered on 12 countries and many seas and oceans.



6. Answer the questions.

- A. 1. What was the name of our former country?
- 2. What was the area of the USSR?
- 3. How many people lived in the USSR?
- 4. How many countries did our country border on?
- 5. What oceans and seas did our country border on?
- 6. How many republics were there in the USSR?
- B. 7. Is there any industry in our country?
- 8. What can you say about agriculture in our country?
- 9. What can you say about the nature⁴ in our country?
- 10. What is the climate in our country?

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

8. Speak about our country using the map.

HOMEWORK

1. Do ex 6 on p. 62 in writing.

2. Write some sentences when washing your face and hands. Use your dictionary.

¹ area [ə'riə] – масоҳат; площадь

² square [skwɛɹə] – мураббаъ; квадратный,

³ millions ['mɪljənz] – миллионҳо; миллионы

⁴ nature ['neɪtʃə] – табиат; природа.

LESSON 2 - THE SECOND LESSON

1. Read the words, translate and remember them.

- A. The Tajik Republic The The Kazakh Republic The
Uzbek Republic The Turkmen Republic
Kirghiz Republic
- B. Bulgaria [bAl'gsaria] Slovakia [slou'vsekia]
Finland ['finland] Afganistan [aef'gsenistsen]
Rumania [ru:'meinj9] Iran [i'ra:n]
Hungary ['hArjgari] China ['tjaina]

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

- By the way, what TV program do you like most of all?
- Actual reporting, especially on sports.
- As for me I like to see televised plays¹.

3. Have a talk about our country using the map (its territory, borders, climate).

4. Read the verbjand play the game "Say, repeat and add".

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

5. Listen to a pupil's actions of washing his face and hands.

ENGLISH GRAMMAR IS EASY

PASSIVE VOICE - ТАРЗИ МАФЪУЛ

to be + Past Participle (3 forms of verbs)

I buy bread every day - Bread is bought by me every day.
Ali. reads this book - This book is read by Ali
Ali reads this story - This story is read by Ali.
He writes letters every month - Letters are written by him every month.
I translate H his text - This text is translated by me.

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

¹.televised plays – сахнаҳои телевизионӣ, телевизионные спектакли

6. Make up sentences:

A. 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. Is Are	the former USSR our country our territory new towns	washed built bounded ² covered		by twelve countries in Siberia ¹ ? by three oceans? With mountains and hills?
C. The region The town The republic The flowers The oil The coal English	is not are not	washed surrounded ³ bought spoken sent	by with	him, her, them, us the forests fast to the Ukraine

HOMEWORK

1. Fill in: is or are, do it in writing.

This book ... written by S. Ainy. 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

1. Read the verbs in chorus after the teacher and make up sentences in the Passive Voice using the verbs.

shut-shut-shut	break-broke-broken
put-put-put	buy-bought-bought
drive-drove-driven	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 in Dushanbe. 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 Chkalovsk. -
- The door is shut. -
- The window is open. -

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

L - Does a TV set interfere¹ with your studies?

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

4. Read, translate and retranslate the word and sentences and learn them.

the capital: Every country has a capital and every republic has a capital, [ðə kæpitəl] too.

to be founded: Moscow was founded in 1147. Dushanbe is the capital, it [tu: bi: faundid] 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: A collective-farm is situated on the left bank of the [sitju:'eitid] river. The Zoo is situated in the middle of the large park. Where is your school situated?

5. Answer the questions.

1. What is the capital of our country?
2. When was the capital founded?

¹ interfere [inta'fɪə] - халал расондан; мешать

3. What do you see on the right bank of the river in your town?
4. Where is the nearest collective-farm situated?

HOMEWORK

1. *Do ex. 2 on p. 65 in writing.*
2. *Do ex. 5 on p. 65 in writing.*
3. *Write the new words, each one on one line*

LESSON 4 - THE FOURTH LESSON

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:zabai'dʒʌn]

The Byelorussian [ˌbjelou'rʌʃn]

The Georgian [ˈdʒʌ:dʒiʌn]

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, retranslate and learn them.

population:

[pɒpjʊ:leɪʃn]

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

Moscow has many places of interest. They are:

interest:

[ˈpleɪsɪz əv ɪntrest]

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

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 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, the Tretyakov Gallery 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 in your answer.

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

7. Write the new words, each one on one line**HOMEWORK****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.67 in writing.*
3. *Write the new words, each one on one line*

UNIT 11- THE ELEVENTH UNIT

LESSON 1 - THE FIRST LESSON

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, as follows:

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, translate and retranslate the dialogue, learn and act it, make up 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 Russian Federation
- b) Places of interest in Moscow.



Red Square, The Kremlin
are places of history



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



The Lenin Mausoleum It was
rebuilt in 1930
The Stadium in Luzhniki It
was built in 1956



The Bolshoi Theatre j
It was opened in 1825

HOMEWORK

- 1. *Learn the verbs: ex. 1 on p. 68.*
- 2. *Do ex. 2 on p. 68 in writing (make up 6 sentences)*

LESSON 2 - THE SECOND LESSON

**To be memorized: to include, mountains, mod-
ern, chemical, a cotton-picking machine**

Let's read, speak, learn and do exercises

1. Read the words and translate them.

adjective - сифат ('прилагат.)
Happy+ness

noun - исм (существ.)
happiness

ready'+ness

readiness

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

2. Read, translate and retlanslate 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. The 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.

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, retlanslate and learn them.

modern

[modan]:

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

chemical
[kemikal]:

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:

[ə 'kʌtən pikiŋ
mæʃaɪn]

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

HOMEWORK

1. *Learn the poem: ex. 4 on p. 70.*
2. *Answer the questions in writing.*

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?

LESSON 3 - THE THIRD LESSON

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, do it in chorus

A noun	An adjective
happiness	helpless
coldness	colourless
illness.	lifeless
freshness	endless

B. hopeless, richness, priceless, numberless, homeless, darkness, brightness, nameless, greatness.

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 translate and retranslate 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!

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

a cotton-cleaning plant:

[ə 'kʌtən kliniŋ
pla:nt]

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:

[ˈstɒk'reiziŋ]

Stock-raising is bread¹¹ in Tajikistan. Many collective and state farms keep stock-raising. Is the nearest state farm keeping stock-raising?

silkworm-rearing:

[ˈsɪlkwɔː
m'reiəriŋ]

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 station 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 brings 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?

6. Play the game «Say, repeat and add». Use the new words.

¹ is bread ['bred] – парвариш мешавад; выращивается.

HOMEWORK

1. *Learn the poem: ex. 2 on p. 71.*
2. *Do ex. 5 on p. 71-72 in writing.*
3. *Write the new words, each word on one line*

LESSON 4 - THE FOURTH LESSON

Let's read, speak, learn and do exercises

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

- A. The Latvian Country, The Lithuanian Country, The Estonian Country, The Moldavian Country, The Uzbek Republic, The Kirghiz Republic,
B. China, Afghanistan, The Gorno 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).

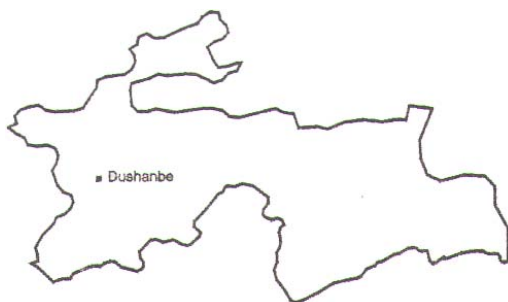
1. What sports will you go in for when winter comes?
2. What sports competition will you take part in when you go to a pioneer camp?
3. What will you get if you win in the competition?
4. Who will get the cup when the competition is finished?
5. What will you do if you want to become a champion in track-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

4. Read the text and translate it. First listen to the teacher's retelling of the text and answer the teacher's questions.

TEXT

The Tajik Republic

The area of the Tajik Republic is 143,100 sq. km. The population is more than 8 million. The Tajik Republic was founded on the 5-th of December in 1936. Earlier Tajikistan was an Autonomous Republic, it was formed in 1924.



In the south Tajikistan borders on Afghanistan and China. In the north it borders on Uzbekistan, in the west it borders on the Kirghiz. The capital of Tajikistan is Dushanbe. The Tajik Republic includes three large regions. They are the Gorno-Badakhshan Autonomous Region, Leninabad Region and Regions of Central surbodination¹ and Khatlon Region.

Tajikistan is mountainous and multinational. The greater part of the Pamirs includes the highest peaks² in our country. Tajikistan is rich³ 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 engineering⁴, chemical and aluminium⁵ 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?

¹ surbodination [sa'ba:di'nejan] – дар тобеият; подчинение

² peaks - куллаҳои кӯӣ; вершины,

³ to be rich in - (аз) бой будан; быть богатым,

⁴ electrical engineering - электротехника,

⁵ aluminium – арзис; алюминий

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.

HOMEWORK

1. *Learn the poem: ex. 2 on p. 72.*
2. *Do ex. 5. on p. 73 in writing.*

UNIT 12 - THE TWELFTH UNIT

LESSON 1 - THE FIRST LESSON

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

Let's read, speak, learn and do exercises

1. Read the words and translate them.; *do it in chorus:*

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 together¹,
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 ...

¹ together [ta 'ge&a] - якчоя; вместе

4. Speak about Tajikistan using the map.

5. Read the words, translate and learn them.

crop-growing: Crop-growing includes growing grain², fruit, vegetables, grass... We take to crop-growing.
[krɒp ˈrəʊvɪŋ]

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.
[ə vəkeɪʃnl sku:l]

6. Read the text and translate it. First listen to the teacher's questions

THE TAJIK REPUBLIC

Part II

Tajiks took to crop-growing and stock-raising long ago¹ Many tractors, combines and cotton-picking machines work on the collective and state farms. Large irrigation systems² were built. Large areas in the Vakhsh and Hissar valleys³ give us cotton, develop silkworm-rearing, grape-and-fruit growing.

There are some hydropower stations. The Kayrakum hydropower station³ is built on the Syr-Darya. The Nurek hydropower station is built on the Vakhsh River. The Ragun hydropower station 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.

1. What and did Tajiks take to long ago?
2. What hydropower stations were built in our republic?
3. What is the largest river in Tajikistan?

² grain [ˈgreɪn] - ғалладона; зерно

¹ long ago-кайҳо- кайҳо боз; давным давно

² irrigation system [ɪrɪˈgeɪʃnˈsistem]- системаи обёрӣ; орошемая система

³ valley [ˈvæli]- водӣ, долина.

HOMework

1. *Learn the poem: ex. 2, p. 74.*
2. *Do ex. 7 on p. 75 in writing,*
3. *Write the new words each word on two lines*

LESSON 2 – THE SECOND LESSON

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

2. Explain the use of the articles in the sentences

Take a cup of tea! When we want to buy tea, sugar [ʃugə], coffee, butter, cheese, sausage, tinned fish or jam, we go to the grocer's shop. 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. React, translate and retlanslete 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 the topies, then answer them individually.

- 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. First listen to the teacher's retelling of the text and answer the teacher's questions.

THE TAJIK REPUBLIC

Part III

There are some towns in Tajikistan. They are: Dushanbe, Khudzand, Chkalovsk, Kulob, Khorog, Tursun-Zade, Kanibadam and others. There are many secondary and vocational schools, institutions, libraries, cinemas, theatres,

museums and parks. There is an Academy of Science. 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 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.

6. Answer the questions using two sentences *in your answers*.

1. What towns of Tajikistan do you know?
2. Is Tajikistan a cultural republic?
3. What can you say about the climate in Tajikistan?

HOMEWORK

1. *Do ex. 1 on p. 83 in writing.*
2. *Do ex. 6 on p. 84 in writing.*

LESSON 3 - THE THIRD LESSON

1. Read the words and translate them, do it in chorus.

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?
The sun shines brightly, the sky is cloudless.

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

- Is the Kofarnigan river 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.

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

HOMEWORK

Write three-four sentences on every picture.

LESSON 4 - THE FOURTH LESSON

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

un means¹ not

a happy life

an unhappy life

a popular actor - an unpopular actor

an important question - an unimportant question

a friendly meeting - an unfriendly

a meeting of washed cup - an unwashed cup

3. Read and answer the questions using not less than 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.

use the words'

"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 [fəʊntɪn]:

You see a beautiful fountain in
front of this house. There are
many beautiful fountains in our
town. Are there fountains in
your town?

¹to mean - нишон додан, маъно доштан; означать

an OperaHouse:

[ən ɒpəreihauz]

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.

a monument: [a
'monjumant]

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 I s m a i l Samoni, the founder of the Tajik state.

4. Play the game 'Say repeat and add' use the new words

5. Answer the questions using more than one sentence in writing

1. Are there mountains around your town?
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.

HOMEWORK

1. Answer the questions in writing.

- 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? .

2. Write the new words, each word on one line.

UNIT UNIT 13 - THE THIRTEENTH UNIT

LESSON 1 - THE FIRST LESSON

1. Read the dialogue, translate, retranslate and learn it.

A - What will you have, tea or coffee?

L - Coffee, please, and some cake as well, please.

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 attention¹.

3. She is a very unpleasant girl.

4. She is unwell.

5. Read and translate the text. First listen to the teacher's retelling of the text and answer the teacher's questions.

DUSHANBE

Part I

Dushanbe is the capital of the Tajik Republic. Dushanbe lies in the Hissar valley. The town is surrounded 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 there was a little hamlet where there were only 42 small houses and 242 people who lived in this town.

Nowadays Dushanbe is a big town, more than half million people live in it. It is a multinational town.

¹attention [a'tenfn] - диққат, внимание ; is surrounded [sa'raundid] - ихота карда шудааст, окружен

6. Answer the questions using more than one sentence in your answers

1. What is the capital of Tajikistan?
2. Where does the capital lie?
3. Is Dushanbe a young town?
4. When was Dushanbe founded?
5. What was Dushanbe in 1924?
6. What is Dushanbe nowadays?

HOMEWORK

1. *Do ex. 3 on p. 80 in writing.*
2. *Do ex. 6 on p. 80 in writing.*
3. *Write the new words, one word on one line*

LESSON 2 - THE SECOND LESSON

Let's read, speak, learn and do exercises

1. Read the dialogue, translate, retranslate and learn it, then make up your own dialogues

A- Where can Lola be now?

B - She is either at home or at the club.

2. Read the sentences, translate them and make up your own sentences 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.

Khudnd is situated on the Amur-Darya river 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 as: the textile combine¹, silk-spinning combine¹, bread-baking² plant, cotton plant, cement³ plant, metal-working⁴, and food factories.

Dushanbe is a cultural and educational¹ town, too. There are many secondary and vocational schools, Politachnical², Agricultural and Teacher's Training³ Institutes. There is the Tajik Academy of Sciences, many libraries and museums.

5. Answer the questions using more than one sentence, in your answers.

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

¹ Silk-spinning combine - корхонаи абрешимресӣ; шелкообрабатывающий комбинат

² Bread-baking plant - нонвойхона; хлебозавод

³ cement [si'ment] – симон, соруч; цемент

⁴ metal-working – коркарди филиз (металл); металлообработка

¹educational - таълимӣ; образовательный

² Politechnical - политехникӣ; политехнический

³ Teacher's Training Institute – донишгоҳи омӯзгорӣ (педагогӣ); пединститут

HOMework

1. *Do ex. 2 on p. 81 in writing.*

2. *Do ex. 5 on p. 81 in writing.*

LESSON 3 - THE THIRD LESSON

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. Have a pair talk

A. - He is not old. B. - She can't swim. C. - She doesn't
- Neither is she. -Neither can I. sing. - Neither do I.

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, in your answer

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:

[ə 'distrikt]

Dushanbe has four districts. They are: The Firdousi district, The I. Somoni district, The Sina and Shohmansur districts.

a puppet theatre:

[ə 'pʌpət θiətə]

There is a Puppet Theatre in Dushanbe. I like to go to the Puppet Theatre. Is there a Puppet Theatre in your region?



5. Play the game «Say, repeat and add.» Use the new words.

6. Read the text and translate it. First listen to the teacher's retelling of the text, then answer the teacher's questions

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 Samoni Square, there is a monument to Ismail Samoni. In front of this monument you see the House of Parliament, two beautiful fountains and flowerbeds. A tall monument to Ismail Samoni, founder of the Tajik state stands opposite the House of Parliament. You may go to the Zoo which is situated near the Komsomol lake. Our town is very green and beautiful. Welcome¹ to our town!

6. Answer the questions, use 2-3 sentences in your answers

1. What places of interest in Dushanbe do you know?
2. What do you see in Red Square?
3. Is Dushanbe a green town?
4. Where is the Zoo in Dushanbe?

HOMEWORK

1. Do ex. 3 on p. 82 in writing.
2. Do ex. 6 on p. 83 in writing.
3. Write the new words, one word on one line

LESSON 4 - THE FOURTH LESSON

REVISION

Let's read, speak, learn and do exercises

1. Read and translate the words in unison:

¹ welcome ['welkam] - хуш омадед; добро пожаловать

drink-drank-drunk, drive-drove-driven, fall-fell-fallen, lie-lay-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, 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.

2. Do ex. 1 on p. 91 – make up dialogues of your own

3. Answer the questions using more than one sentence in your answer

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 And when it was finished,
On Saturday morning; we rested.

B. There was an old man of the North,
Who fell into a basin of broth¹,
But a laudable cook² Fished him out with a hook³,
Which saved⁴ that old man of the North.

¹ a basin broth [ə' beɪsn] – як коса ш҃урбо

² a laudable cook [ə' ɔ: dəbl] - ошпази сазовори; хороший повар

³ a hook - шаст, чангак, крючок

⁴ to save - начот додан, халос кардан, спасать

5. Make up sentences in the Past Indefinite Tense (Passive Voice), Present Perfect and Future Indefinite Tenses using the verbs:

fall-fell-fallen

lie-lay-lain

lose-lost-lost

drive-drove-driven

send-sent-sent

drink-drank-drunk

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.

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 FORTIETH TERM

UNIT 14 - THE F O U R T E E N

LESSON 1 - THE FIRST LESSON

Let's read, speak, learn and do exercises

To be memorized: an island, monarchy, capitalist

Northern
Ireland
Scotland
Wales

The Atlantic
Ocean The North
Sea The Thames

England
Great
Britain

2. Read the dialogue, translate, and retlanslate it, 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 [ˈaɪlənd]: Great Britain is a large island. Tajikistan is not an island. You live on the island, don't you?

to occupy [ˈɒkjʊpaɪ]: 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 read and translate 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.

HOMEWORK

1. *Do ex. 4 on p. 96 in writing.*
2. *Do ex. 7 on p. 97 in writing.*
3. *Write the new words, each one on one line*

LESSON 2 - THE SECOND LESSON

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. | B. I-me |
| I was told to give him that melon. | You-you |
| 2. She gave me the ball. | He-him |

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.

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 and retranslate it, learn and act it.

Doctor - What's the matter¹?

Nor - I'm quite ill². I've got flu³.

Doctor - Very likely⁴. What are your symptoms⁵?

Nor - I feel very weak⁶ and dizzy⁷.

5. Read the text and translate it. First listen to the retelling of the text, then answer the teacher's questions

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 mild⁸. The winters are cool, the summers are warm⁹. The weather is changeable¹⁰. There are many rivers and beautiful

¹ What's the matter? – Чй шуд? Что случилось?

² quite ill - тамоман касал; совершенно больной

³ I've got flu - зуком шудан; у меня грипп

⁴ very likely - монанд; очень похоже

⁵ symptoms - аломат; симптомы

⁶ weak - бемадор; слабый

⁷ dizzy - чарх задани сар; испытывающий головокружение"

⁸ mild - муътадил; мягкий, умеренный

⁹ warm - гарм; жарко

¹⁰ changeable [ˈtʃeɪndʒəbl] - ҳавои мухталиф; изменчивый

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

1. *Do ex. 3 on p. 87 in writing.*
2. *Do ex. 6 on p. 88 in writing.*
3. *Write some sentences about your actions while going to swim*

LESSON 3 - THE THIRD LESSON

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 and retranslate 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. 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. First listen to the teacher's retelling of the text then answer the teacher's questions

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, but the power of the Queen is limited by Parliament. Great Britain is a highly developed industrial country. Many people of Great Britain work in industry, shipbuilding (киштинсоэй), machine building, electronic engineering - they are the main branches⁴ 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; first have a pair talk, then an individual answer

- a) tell your classmates about the rivers and lakes in Great Britain;
- b) tell your classmates about Great Britain as a political country;
- c) a pair talk about Great Britain as political and industrial country.

8. Speak about your going to swim today (Present Perfect)

HOMEWORK

1. *Do ex. 3 on p. 88 in writing.*
2. *Do ex. 6 on p. 89 in writing.*

IN DUSHANBE



The Agricultural
Institute

Central
Park

The Medical
Institute

The House of
Parlament

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.

HOMEWORK

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, and retell it

UNIT 15 - THE FIRTEENTH UNIT

LESSIN 1 - THE FIRST LESSON

Let's read, speak, learn and do exercises

1 Read the verbs and make up a story, do it in chain

eat - ate - eaten

drink - drank - drunk

find - found - found

lose - lost - lost

Earthquakes in Tajikistan

2. Read and transcribe the text.

There are many earthquakes in Tajikistan. They happen because our country occupies not only land but it lies among so called «Young» mountains which continue to form themselves yet.

This is the reason of earthquakes. They often take place in the southern regions of the country. Great part of the hemlits, people, animals, houses and haits perish at this time

3. Describe the pictures

4. Read the dialogue, learn and act it.

Doctor - What's the matter?

Nor - I have a headache (a sore throat).

Doctor - Get these tablets!

Nor - Thank you very much, doctor!

5. 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.

6. Read the text, translate it and put questions on it. First listen to the teacher's retelling of the text and then answer the teacher's questions on the text.

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 million people live in

London. The Thames divides London into parts: the West End the East End; the City, where nobody lives, it is a commercial and political part of London.

HOMEWORK

Do ex. 6 on p. 91: put questions on every sentence of the text in writing

LESSON 2 - THE SECOND LESSON

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. (Russian)

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. in your answer

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. First listen to the teacher’s questions.**

LONDON Part II

There are many places of interest. We shall read only about some of them.



The Houses of Parliament. They are among the most beautiful buildings in Europe. This is the place where the English Government sits.



Buckingham Palace is a home of Britain’s kings and queens.



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?

HOMEWORK

1. Answer the questions in writing

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. 93 in writing.

LESSON 3 - THE THIRD LESSON

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, translate and retranslate, 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 №1 or by trolley-bus №3?

By whom are these books written?

By whom are these books read?

By whom are the books lost?

By whom are the books bought

3. 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.

4. Describe the pictures and have a talk about them.



a village (gardens, a river, the weather, to fish, mountains)

a collective - farm (a barn, cows, sheep, hens, to feed, to milk)

in the field (a picking - cotton machine, cotton, collective - farmers, the sun, the weather, the season, to grow...)

HOMEWORK

Put questions on every sentences in writing.

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.

LESSON 4 - THE FOURTH LESSON

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

3. Read the dialogue, Hearn 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 had 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 born¹ 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 solidarity² with all the working people of the world.

¹ to be born - таваллуд шудан; рождение

² to show solidarity - ҳамфикрӣ изҳор (зоҳир) кардан; одиномыслие, солидарность

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?

HOMEWORK

1. Answer the questions in writing.

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 7 on p. 95 in writing.

UNIT 16 - THE SIXTEENTH UNIT

LESSON 1 - THE FIRST LESSON

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-took

2. Review the proverbs.

THERE IS NO SMOKE WITHOUT FIRE

MANY A LITTLE MAKES A NICKLE

3. Read the dialogue translate and retranslate it 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 a 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:

[ə 'dresmeɪkə]

abaker: [æbeɪkə]

a nurse, a doctor:

[ə 'nju:s, ə 'dɒktə]

to make clothes, trousers, dresses, shirts, skirts, coats, shorts.

to bake bread, flat cakes, cakes, buns.

to look after a sick child, a medicine, to cure

a turner, an engineer, a radio-operator, at a plant, skilful.

- a) tell your classmates what you want to be and why (have a pair talk),
- b) speak about the professions of your father (older sister, older brother, mother).

HOMEWORK

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.

LESSON 2 - THE SECOND LESSON

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

win-won-won

tell-told-told

write-wrote-written

think-thought-thought

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, translate and retranslate it 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. First listen to the teacher's retelling of the text and the teacher's questioners.

AN ENGLISH VILLAGE

An English village is an interesting place¹. 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 pub² where men come to speak about the weather and the harvest³, about football and their life.

¹ a place - чой; место

² a pub - дўкончаи қаҳафурӯшӣ; забегаловка

³ harvest ['ha:vɪst] - ҳосил; 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 places an English village is,
- b) where it is situated,
- c) English village houses,
- d) the centre of an English village,
- e) what a pub is?
- f) Speak about a village school

HOMEWORK

- 1. Do ex. 4 on p. 98 in writing.*
- 2. Write some sentences of your doing homework (Pr. Ind)*

LESSON 3 - THE THIRD LESSON

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 (B.)

- A. 1. What kinds of games do you know and like?
- 4. What kinds of sports do you know and like?

5. Is swimming a game or a sport?
 6. When do you swim?
 7. What is swimming? Do you like to swim?
 8. What is boxing? Is it a game or a sport?
- Are you a boxer? Can you box? Does your friend like to 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.

5. Speak about the pupils ways of doing their homework.

LESSON 4 - THE FOURTH LESSON

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.

HOMEWORK

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.

LESSON 5 - THE FIFTH LESSON

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?
Yes, it's the biggest republic, I've visited it.

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 sunshine¹.
 - 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 transport² you will take.

¹ a lot of sunshine - офтоби гарм; жаркий солнечный день

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 fond¹ of the National Gallery. Even if they never go inside 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.

HOMEWORK

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 writing.

UNIT 17 - THE SEVENTEENTH UNIT

LESSON 1 - THE FIRST LESSON

Let's read, speak, learn and do exercises

1. Ask questions to get more information.

² means of transport – вагоны и транспортные средства; средства сообщения

¹ The Londoners are fond of - Лондонцы любят; восхищение (хвала) жители Лондона

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- - you	We -our -us
your - him	You -your -you
He-his - her	They -their -them
She-her	

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 still¹ 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 for² the women near the house.

5. Make up sentences using the Present Perfect, Present Continuous Tenses, then have a pair talk about the pictures.



to wash a blouse

to do the room

to cook dinner

6. Read the sentences, translate them, make up your own sentences as follows:

¹ still – холо; все еще

² to wait for – интизор шудан; ожидать

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, at.*

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. 104 in writing.*

LESSON 2 - THE SECOND LESSON

Let's read, speak, learn and do exercises

1. **Read the dialogue, translate and retranslate it, 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 was ... very great holiday for ... Soviet people. It was ... day of ... October Revolution. In 1917 ... working people of Russia came to ... power. October Revolution was ... Socialist revolution. Soviet people wanted to live in ... peace with all ... peoples of ... world. In ... morning there were ... 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



National 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, grey eyes.

Daughter: 20, a student, the Medical Institute, fair hair, blue eyes, beautifully

Son: 14, a schoolboy, thin, tall, long arms, long legs, handsome.

Granny: 65, a pensioner, grey hair, dark eyes, pretty face.

HOMEWORK

1. Do ex. 2 on p. 105 in writing.

2. Make up interrogative and negative forms in writing

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 translate and retranslate 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 believe¹.

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 her 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 and retranslate it, put questions on it and retell it.

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 competition.

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 sport competition. Ask him questions about the competition.

HOMEWORK

1. *Answer the questions in writing.*

A. 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?

2. *Write some sentences about actions laying the table for dinner**

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

* to lay the table – миз оростан, болон миз гизо гузоштан; накрывать стол к обеду

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.

We shall have the October holidays in a week.

5. Fillin:

1. If I see him, I ...
2. When I buy the book, I ...
3. If he comes home early, I ...

5. Speak about the pictures.



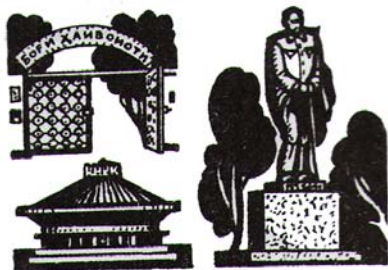
Your hobby, to play the guitar, a radio-repairing, to collect stamps, to cook

SPEAK ABOUT PLACES OF INTEREST.

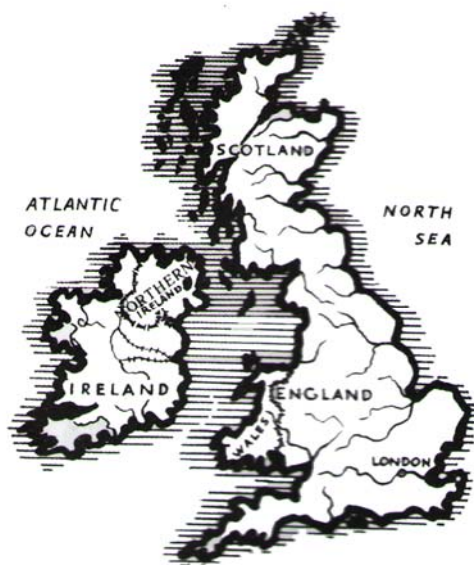
Moscow, places of interest



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 kilometers.
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 Khudzl^ad?
 - 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?
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 comrade 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 [woz] were [wa:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]
become [bi'kʌm]	became [bi'keim]	become [bi'kʌm]
begin [bi'gin]	began [bi:gaen]	begun [bi:gʌn]
blow [blou]	blew [blu:]	blown [bloun]
break [breik]	broke [brouk]	broken [broukn]
bring [brɪo]	brought [bro:t]	brought [brat]
build [bild]	built [bilt]	built [bilt]
buy [bai]	bought [bo:t]	bought [bo:t]
catch [kaetj]	caught [ko:t]	caught [co:t]
choose [tju:z]	chose [tjouz]	chosen [tjouzn]
come [kʌt]	came [keim]	come [kʌm]
cost [kost]	cost [kost]	cost [kost]
cut [kʌt]	cut [kʌt]	cut [kʌt]
do [du:]	did [did]	done [dʌn]
draw [dro:]	drew [dru:]	drawn [dro:n]
drink [drɪrjk]	drank [drɪrjk]	drunk [drʌrjk]
drive [draɪv]	drove [drouv]	driven [drɪvn]
eat [i:t]	ate [et]	eaten [i:tn]
fall [foɪl]	fell [fel]	fallen [fo:ln]
feel [fi:l]	felt [felt]	felt [felt]
fight [fait]	fought [fo:t]	fought [fo:t]
find [faɪnd]	found [faʊnd]	found [found]
fly [flai]	flew [flu:]	flown [floun]
forget [fa'get]	forgot [fs'got]	forgotten [fa'gotn]
freeze [fri:z]	froze [frouz]	frozen ['frozn]
get [get]	got [got]	got [got]
give [gɪv]	gave [geɪv]	given [gɪvn]
go [gou]	went [went]	gone [gon]
grow [grou]	grew [gru:]	grown [groun]
hang [haerj]	hung [hʌŋ]	hung [hʌŋ]
have [haev]	had [haed]	had [haed]
hear [hiə]	heard [ha:d]	heard [ha:d]
hold [hould]	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 [rig]	rang [ræŋ]	rung [rʌŋ]
rise [raiz]	rose [rouz]	risen [rizn]
run [rʌn]	ran [ran]	run [rʌŋ]
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 [sir]	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 [staend]	stood [stud]	stood [stud]
sweep [swi:p]	swept [swept]	swept [swept]
swim [swim]	swam [swaem]	swum [swʌm]
take [teik]	took [tuk]	taken [teikn]
teach [ti:tʃ]	taught [tat]	taught [tat]
tell [tel]	told [tould]	told [tould]
think [θɪŋk]	thought [θo:t]	thought [θo:t]
throw [θrou]	threw [θru:]	thrown [θroun]
understand	understood	understood
[,ʌnda'staend]	[,ʌnda'stud]	[,ʌnda'stud]
wake [weik]	woke [wouk]	woken [woukn]
wear [wsə]	wore [wo:]	worn [wo:n]
win [win]	won [wʌn]	won [wʌn]
write [rait]	wrote [rout]	written [ritn]

THE PROVERBS

1. Art is long, life is short.

Рӯз бину аз рӯзгор омӯз.

Жизнь коротка, искусство вечно.

2. Claw me and I'll claw you.

Аз як даст садо намебарояд.

Услуга за услугу.

3. It is better to die standing than to live kneeling.

Марг беҳ аз расвой.

Лучше умереть стоя, чем жить на коленях.

4. Be slow to promise and quick to perform.

Ваъда додӣ, вафо кун, қавл додӣ, иҷро кун.

Менше обещай, а побольше делай.

5. Look before you leap.

Хафт бор чен кун, як бор бур.

*Не говори "гоп", пока не перепрыгнешь
(Семь раз отмерь, один раз отрежь).*

6. Many a little makes a nikel.

Қатра қатра чамъ шавад, дарё шавад.

Мало помалу, много будет.

7. Neither fish, nor flesh.

На дузди бозор, на шайхи мазор.

Ни рыба, ни мясо.

8. No pains, no gains.

Бе меҳнат роҳат нест.

Без труда не вынуть рыбку из пруда.

9. There is no smoke without fire.

Дуд бе оташ намешавад.

То шамол набошад, шохи дарахт намечунбад.

Нет дыма без огня.

TOPICAL VOCABULARY

<p>SCHOOL</p> <p>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 day 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, drown]</p>	<p>Friday Saturday Sunday school-uniform circles chess-circle Komsomol member Pioneer</p> <p style="text-align: center;">FAMILY, PROFESSIONS AND HOBBY</p> <p>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</p> <p style="text-align: center;">MY DAY</p> <p>to get up to do morning</p>	<p>to help about... to clean to do homework to play games to go to sleep to watch TV to switch on</p> <p style="text-align: center;">BODY</p> <p>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</p> <p style="text-align: center;">FOOD, FRUIT AND VEGETABLES</p> <p>milk eggs tea coffee sugar sweets jam bun cake bread</p>
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<p>letter holiday time-table pioneer meeting Monday Tuesday Wednesday Thursday tasty to cook butter fruit-trees fruit grapes apple cherries apricots melon water-melon cucumbers potatoes tomatoes carrots</p> <p>ANIMALS</p> <p>cat dog kangaroo fox wolf bear crocodile giraffe monkey cub kitten puppy lion turtle rabbit goat</p> <p>CLOTHES</p> <p>overcoat raincoat dress</p>	<p>exercises to wash to have breakfast to have dinner to have supper to make a bed</p> <p>SEASONS</p> <p>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</p>	<p>flat-cake sausage fish soup cheese 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</p> <p>COLLECTIVE AND STATE FARMS</p> <p>cotton to pick crop- growing grain stock raising to breed silkworm rearing cotton-picking machine combine tractor cow sheep hen to milk</p>
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blouse suit apron tie trousers skirt shirt socks stockings scarf hat cap boots shoes 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	October November field forest river mountains SPORTS kinds of sports to go in for sports athletics boxing gymnasium gymnastics match 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 waterway airway railway railway station seaport airport COUNTRY AND GEOGRAPHICAL NAMES The USSR Great Britain	milk to feed agriculture TOWN street read Square centre The Kazakh Republic The Modlavian Republic The Tajik Republic The Turkmen Republic He 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
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industry district Zoo river bank Komsomol Lake park trees flowers mountains school vocational school, DRAMA THEATRE HOLIDAYS the 1st of May October Revolution Day the 8th of March Victory Day to celebrate summer holidays pioneer camp to spend Military Forces	Scotland Wales The Armenian Republic The Azerbaijan Republic The Byelorussian Republic The Georgian Republic	southern north northern west western part world London Cambridge Northern Ireland
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GRAMMAR REFERENCE

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 бечаранги s, баъд аз садонокҳо ва ҳамсадоҳои чарангдори z ва баъд аз овозҳои шавшувдор ва хуштакӣ iz хонда мешаванд.

И пас аз ҳамсадоҳои бечаранг	М 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 [rouzɪz] dresses [dresɪz] pages [ˈpeɪdʒɪz]

Истисно:

танҳо (ед. ч.)	чамъ (множ. ч.)
man [maen]	men [men]
woman [ˈwʊmsen]	women [ˈwɪmɪn]
foot [fu:t]	feet [fi:t]
child [tʃaɪld]	children [ˈtʃɪldrən]

Шарҳ 1. а) агар исмҳо дар шакли таҳо бо ҳарфҳои s, ss, x, ch, sh, tch омада бошанд, он гоҳ дар шакли чамъ ба чунин исмҳо бандаки es ҳамроҳ карда мешаванд: bus - buses.

б) агар исмҳо дар шакли танҳо бо ҳарфи "О" ба охир расанд, он вақт дар шакли чамъ бандаки "es" ҳамроҳ карда мешаванд: photo-photos, аммо piano - pianos.

в) дар баъзе исмҳо ҳарфҳои f ё 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 чӣ дар шакли танҳо ва чӣ 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 дӯкон моҳӣ буд. Агар сухан дар хусуси намудҳои гуногуни моҳиҳо равад, он гоҳ бо шакли fishes истифода мешавад.

3. Исмҳои news ҳама вақт дар шакли танҳо истифода мешавад, гарчанде шакли чамъ дошта бошад: 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, ба хабарии феълӣ дар шакли чамъ ифода мешаванд. Дар ин сурат ҳар як аъзои оила ва гурӯҳҳо дар назар дошта мешаванд:

The family go to town.

§2. Исмҳои 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 ягон предмет ба ягон шахс, дар забони англисӣ шакли махсусе, ки падежи соҳибӣ ном дорад, истифода мешавад. Исмҳои шакли танҳо дар шакли соҳибият бандаки "s" қабул карда, ба тариқи бандакҳои шакли чамъ талаффуз мешаванд.

S	z	iz
пас аз ҳамсадоҳои бечаранг	пас аз садоноғҳо ва ҳамсадоҳои чарангдор	пас аз овозҳои шавшувдор ва хуштақӣ
Malik's room	Munira's house	Pete's dog

Исмҳои шакли чамъ бо бандакис (s') шакли соҳибиятро бо апостроф (') қабул мекунанд: My brothers' teacher.

Агар исми шакли чамъ бандаки -(e) s надошта бошад, он гоҳ дар падежи соҳибият ба он бандаки s илова мешавад:

The children's room.

Шарҳ: 1. Шакли соҳибият баъзан бо исмҳо ва зарфҳое, ки замон ва масофиро ифода мекунанд, ба кор бурда мешавад:

an hour's walk - сайру гашти яксоата

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, дӯкони шахси дахлдоранд, партофта мешаванд:

At my friend's (house).

Артикл

§4. Артиклҳо муайянкунандаи исмҳо ба шумор рафта, пеш аз исмҳо ва калимаҳои ба он тааллуқдошта гузошта мешаванд:

A boy is standing at the window. - Дар пеши тиреза бачае истодааст.

Дар забони англисӣ артикли муайянии the, артикли номуайянии a (an) ва артикли сифрӣ (ё худ наомадани он) вучуд доранд. Артикли муайянии the пеш аз калимаҳое, ки бо овозҳои ҳамсадо сар мешаванд [зэ], the book [Зэ 'buk], пеш аз калимаҳое, ки бо овози садонок сар мешаванд. [зи] the apple [зи 'sepl] талаффуз мешаванд.

Артикли номуайянии a пеш аз калимаҳое, ки бо овозҳои ҳамсадо ва an пеш аз калимаҳое, ки бо овозҳои садонок сар мешаванд, истифода мегарданд:

a book [э 'buk], an excursion [an iks'kajn]

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 муайян ба ашёҳои конкретие, ки бо исмҳо ифода ёфтаанд, ишора мекунад. Бо ифодаи дигар – исмҳо бо артикли муайян он ашёро муайян мекунанд, ки агар предмет ба ғоянда ва шунаванда маълум бошад, ё ин ки дар нутқи пештара истеъмол ёфта бошад: Put the book on the shelf. (Китобро ба рафи китобмонӣ гузор).

Артиклҳои номуайяни ва сифрӣ ё истеъмол наёфтани он бар хилофи артикли муайян объектҳои конкретиро нишон намедиханд: I saw a man and a boy in the garden. (Ман марде ва бачаеро дар бог دیدам).

There were magazines on the table.

"Дар болои миз маҷаллаҳо буданд".

Артикли номуайяни ва сифрӣ низ дар байнашон фарқият доранд. Артикли номуайяни ба он ишора мекунад, ки он ё он предмет ба ғурӯҳи муайяни предметҳои ҳамчинс мансуб аст. Масалан, истеъмоли артикли номуайяни бо калимаи "дарё" (a river) дар ҷумлаи Suddenly they saw a river. "Баногоҳ онҳо дарёро دیدанд", онро ифода мекунад, ки ишора на дар бораи чизи дигар (хона, бог, китоб), балки ба мафҳуми «дарё» нигаронида шудааст.

Бо ибораи дигар, артикли номуайяни предметро аз маҷмӯи ҳамчинсонаш ҷудо намекунад, танҳо онро ифода мекунад, ки

"фалон предмет" ба гурӯҳи "махз фалон предметҳои ҳамчинс" дохил мешавад.

Артикли номуайяни бо исмҳо шумурдашаванда дар шакли танҳо ба кор бурда мешавад: I want to buy a scarf. "Ман мехоҳам гарданбанде харам".

Артикли сифри бо исмҳои шумурданашаванда, ки шакли чамъ надоранд, ба кор бурда мешавад:

There is water in the bottle.

"Дар даруни шиша об ҳаст".

Артикли сифри, инчунин, бо исмҳои шумурдашаванда дар шакли чамъ барои номбар кардани миқдори як гурӯҳ объектҳо ба кор бурда мешавад: There are new Indian films on.

"Филмҳои нави ҳиндӣ мавриди тамошо қарор гирифтаанд".

§5. Артикли муайян, пеш аз ҳама, ба вазифаи ишора қадан ба предмет омада, бо исмҳои шакли танҳо ва чамъ истифода мешаванд. Артикли муайяни асосан дар мавриди зерин истифода мешавад:

1. Агар предмет ба ғоянда ва шунаванда маълум бошад:

Give me the bag, please.

"Лутфан, ба ман сумкаро диҳед!"

Агар предмет ба ғоянда ва шунаванда аз нутқи пештара маълум бошад:

Was the play wonderful?

"Оё намоиш (пьеса) олиҷаноб буд".

3. Ишора ба предмети фардии муайян ба мақсади ҷудо намудани он аз байни анбӯҳи ҳамчинсонаш:

Which book do you mean? The smallest one.

"Қадам китобро дар назар доред?", "Аз ҳама хурдашро".

4. Баъзе иловаҳо ба объектҳои муайянбуда мантиқан илова мешаванд, ки онҳо бевосита қисми ҷудонашавандаи ҳамон объектҳо мебошанд, ки қаблан ба мусоҳибон шинос мебошанд:

I have read the book.

"Духтари оташ" by Rakhim Jalil "Ман китоби "Духтари оташ"-и Ҷалол Иқромиро хондам".

5. Маълумот дар хусуси объектҳои соҳавӣ, яъне ғоянда объекти номбурдари умумият дода, онро бо объектҳои классӣ дигар муқобил мегузорад:

Karim plays the piano very well.
"Карим пианинаро хуб менавозад".

§6. Артикли номуайяни дар мавридҳои зерин истифода бурда мешавад:

1. Агар дар бораи предмет бори аввал сухан рафта бошад. Гӯянда ҳангоми нутқи объекти навро дохил мекунад, ки он аз ҷумлаи ҳамоно навъи объектҳо мебошад:

It was a terrible cry.
"Ин фарёди даҳшатоваре буд".

2. Артикли номуайяни таърихан аз шумораи one "як" пайдо шуда, чун қоида бо исмҳои шумораи танҳо, ки предметҳои шумурдашавандаро 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 предметҳо (мафҳумҳо) ё нисбат додани он ба ин гурӯҳи предметҳо. Дар ин маврид предмет маънои абстрактӣ ё шумораи зиёди предметҳоро 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. Гӯянда на предмети номбаршуда, балки фаъолияти ба он вобастаро дар назар дорад. Дар ин маврид исмҳо барои нишон додани сифати аломат 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.
"Кӯдакон соати нӯҳ хоб мекунанд".

Шарҳ: 1. Агар пеш аз исм шумораи микдорӣ биёяд, артикл қор фармуда намешавад:
Exercise 5 page 15. "Машқи 56, саҳифаи 15".

2. Исмҳои хос одатан бе артикл меоянд:
Tow Sawyer, John, England.

АММО дар таркиби баъзе номҳо артикли муайяни меояд:
The Caucasus [ˈko:kasas], the Ukraine [ju:ˈkrein]
The Crimea [kraimia], the Pamirs [paˈmiaz]

3. Агар пеш аз номи хонаводагӣ (фамилия) артикли

муайян дар шакли чамъ ояд, он гоҳ ҳамаи аъзоёни оила дар назар дошта мешаванд:

The Karimov went to Moscow.

"Каримовҳо (оилаи Каримов) ба Москва рафтанд".

4. Агар сухан аз тарафи аъзоёни оила гуфта шавад, он гоҳ пеш аз калимаҳо Mother, Father, Uncle, Aunt, Grandfather, Grandmother артикл истеъмол намешавад ва онҳо бо ҳарфи калон навишта мешаванд:

But Grandmother will go with us.

"Модаркалонамон ҳам бо мо меравад".

5. Дар мавридҳои зерин пеш аз исмҳои хос артикли муайяни истеъмол мешавад: а) пеш аз номи кишвар, уқёнус, баҳр, халиҷҳо ва дигар номҳои ҷуғрофӣ, ки аз исмҳои чинс бо муайянкунанда иборатанд:

The United States, the Black Sea, the Tajik Army.

б) пеш аз номҳои дарёҳо ва силсилакӯҳҳо (ба ғайр аз кӯҳҳои алоҳида): The Thames, The Volga.

Чонишин

Чонишинҳои шахсӣ, соҳибӣ ва нафсӣ-таъкидӣ дар забони англисӣ аз рӯйи шахс, шумора ва чинс тағйир меёбанд:

шумора	шахс	шахсӣ		соҳиб ӣ		нафсӣ- таъкидӣ
шакл		I	me	my	mine	myself
шакли	якум	you	you	your	yours	yourself
танҳо	дуюм	he	him	his	his	himself
		she	her	her	hers	herself
	сеюм	it	it	its	its	itself
шакли	якум	we	us	our	ours	ourselves
чамъ	дуюм	you	you	you	yours	yourselves
	сеюм	they	them	their	theirs	themselves

Чонишинҳои шахсии I, he, she, it, we, you, they ба сифати мубтадо ва феълҳои таркибии номӣ, чонишинҳои me, him, her, it, us, you, them дар нақши пуркунанда истифода мешаванд:

I gave him a book – «Ман ба ӯ китоб додам».

They show me the way – «Онҳо ба ман роҳ нишон доданд».

Шакли ҷонишинҳои соҳиби *my, your, her* ва ғайраҳо фақат пеш аз исмҳои иштифода шуда, пас аз шаклҳои *mine, yours, hers* ва исмҳои ғайр ҳеҷ гоҳ истифода намешаванд.

Ҷонишинҳои нафсӣ аз нигоҳ (қойидаҳо)-и синтаксис ҳама вақт бо феълҳои алоқаманд мебошанд. Дар ҷумла онҳо (ҷонишинҳои нафсӣ) одатан пуркунанда шуда 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!

Ҷонишинҳои таъкидӣ низ чунин шаклҳои дошта, пас аз ҷонишинҳо ва исмҳои барои таъкид кардани маънои онҳо истифода бурда мешаванд. Аз нигоҳи маъноӣ мафҳуми онҳо дар забони тоҷикӣ бо ҷонишини "худ" мувофиқ меоянд:

He told her himself.
Вай ба ӯ худаш гуфт.

Ҷонишинҳои *some, any, no* ва гурӯҳҳои сохтаи онҳо дар намунаҳои гуногуни ҷумла истифода мешаванд:

ҷумлаҳои хабарӣ	some	something	somebody	someone
ҷумлаҳои инкорӣ	not any	not anything, nothing	anybody nobody	not anyone no one
саволҳои умумӣ!	any	anything	anybody	anyone
саволҳои махсус	some	something	somebody	someone
хоҳиш, пурсиш	some	something	somebody	someone

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 бахусус дар ҷумлаи инкорӣ фақат як

ҳиссаҷаи инкорӣ шуда метавонад, бинобар ин, агар дар ҷумла ҷонишини инкорӣ "но" 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.

Ҷонишини "one" (ones дар шакли ҷамъ) ба ҷои исмҳои шуморидашаванда, ки пештар дар бораи он раффтааст, истифода мешаванд.

Which book do you need, this one or that one? I need these two ones.

§8. Феъли замони ҳозираи мутлақ (Present Perfect).

Ҳолатеро (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 ёридохандаи 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 ёридоханда 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?

Ҷумлаи инкорӣ бо ёрии ҳассасҷаи 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 чумлаҳое, ки шахси амал иҷрокардаро 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 навбатдор кушода шуданд.

Тарзи мафъул бо ёрии феъли ёридиҳандаи to be ва шакли сеюми феъли асосӣ (Participle II) сохта мешавад.

Замонҳои феъли тарзи мафъул мувофиқи қоидаи замонҳои феъли тарзи мафъул истифода мешаванд.

Мисол:

Present Indefinite Passive.

Olim is wanted to the teacher's room.

Олимо ба ҳонаи муаллимон ҷеғ заданд.

Past Indefinite Passive.

This house was built in 1985.

Ин ҳона соли 1985 сохта шуда буд.

She was left alone.

Ӯро танҳо монданд.

Дар чумлаи саволии тарзи мафъул феъли ёридиҳанда пеш аз мубтадо гузошта мешавад:

Whom was this book written by?

Ин китоб аз тарафи кӣ навишта шудааст?

When was this newspaper published?

Ин рӯзнома кай ҷоп шудааст?

Агар савол ба мубтадо гузошта шавад, тартиби чумла тағйир намеёбад:

Who was asked many questions?

Дар чумлаи инкорӣ ҳиссаҳои "not" пас аз феъли ёридиҳанда гузошта мешавад:

They were not asked to come.

§10. Зарф (The adverb)

Зарф дар забони англисӣ ба одӣ (now, very) ва сохта (coldly, quickly) чудо 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" ва "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, медароянд. Зарфхоро аз сифат фақат аз мавқеи он дар ҷумла фарқ кардан мумкин аст. Зарфхоро дар ҷумла феъл, сифат ва зарфҳо муайян карда, сифатро бошад, исм муайян мекунад:

зарф

They did not stay **long**.

сифат

She was waiting for a **long** day.

Як гурӯҳ зарфҳо, аз ҷумла, 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	nearly	Late	lately
наздиқ	тақрибан	бевақт	дар вақтҳои охир

§11. Дараҷаи муқоисавии зарф ба монанди дараҷаи муқоисавии сифат сохта мешавад.

Дараҷаи муқоисавии зарфҳои яктаркиба ба монанди дараҷаи муқоисавии сифатҳо, яъне ба дараҷаи одӣ илова кардани суффикси -er барои дараҷаи муқоисавӣ ва суффикси -est барои дараҷаи оӣ сохта мешавад.

strong-пуззӯр	stronger-пуззӯртар	strongest пуззӯртарин
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 олий сохта мешавад.

brightly- равшан	more brightly- равшантар	most brightly - равшантарин
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Як қатор зарфҳо дараҷаи муқоисавиро берун аз қоидаи умумӣ месозанд ва онро аз ёд бояд қард:

дараҷаи одӣ	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 дар як шакл метавонанд ба ҳиссаҳои гуногуни нутқ тааллуқ дошта бошанд. Маънои ин гуна калимаҳо аз мавқеъ ва ҷойи онҳо дар ҷумла ва шакли грамматикӣ он вобастагӣ дорад.

We dance in the park – Мо дар боғ рақсу бозӣ мекунем.

Her dance was very good – Рақси ӯ зебо буд.

§13. Қисми зиёди калимаҳо дар забони англисӣ бо якҷоя қардани ду калима сохта мешаванд. Як гурӯҳи онҳо бо ёрии дефис ё якҷоя навишта мешаванд.

Book-shop- дӯкони китоб

Well-Known – машҳур, намоён

Newspaper – рӯзнома

Schoolgirl - толиба

§14. Калимасозӣ дар забони англисӣ тавассути суффиксҳо сурат гирифта, шаклҳои фаровон дорад ва дар натиҷаи он калима маънои нав мегирад.

-er (-or) worker - иҷрокунандаи амалро мефахмонад;

-ion (-ation) protection - амал ва натиҷаи амалро нишон медиҳад;

-ness redness - сифат ва ҳолатро мефаҳмонад;
 -ing dancing - амал ва протсессро мефаҳмонад;

-y - dusty - сифатро мефаҳмонад;
 -able (-ible) - understandable - маънои мафъул дорад;
 -less - helpless - маънои "чизе намерасад" ё чизе надоштан;
 -ful - peaceful - маънои сифати пурра доштан;
 -ly - strongly - зарфро бо ҳамон хусусияташ ифода мекунад.

§15. Калимасозӣ бо ёрии пешванд. Дар ин ҳолат маънои калима дигар шуда, ҳиссаи нутқ тағйир намеёбад

un - unreal - маънои инкорӣ дошта, амали муқобилро нишон
 медиҳад.

un - unactive - маънои инкорӣ дошта, нарасидани сифати ягон
 чизро мефаҳмонад (пеш аз ҳарфи "l" ба "il", пеш аз "t, p", ба "im"
 пеш аз "g" ба "ir" мубаддал мешавад).

re - rewrite, reopen - такрори амалро нишон медиҳад.

<p>Academy [ə'kædəmi] - Академия Academy of Science ['saɪəns] - Академияи улум; Академия наук agriculture ['ægrɪkʌltʃə] - соҳаи кишоварзӣ; сельское хозяйство aluminium [æljʊ'mɪnɪəm] - арзиз; алюминий among [ə'mʌŋ] - дар байни; среди announcer [ə'naʊnsə] - гӯянда, баранда; диктор area ['ɛəriə] - масоҳат; площадь athletics [æθ'letiks] - варзиши сабук; атлетика Atlantic Ocean [ət'læntɪk 'Oʊʃən] - уқёнуси Атлантика; Атлантический океан attend (v) [ə'tend] - иштирок кардан; посещать attention [ə'tenʃn] - диққат; внимание author [o:θə] - муаллиф; автор bake (v) [beɪk] - пухтан; печь barn [bɑ:n] - анбор; сарай basin of broth ['beɪsn əv 'brʊθ] - як коса шӯрбо; чашка супа be (was, were, been) - будан,</p>	<p>шудан; быть be born [bo:n] - таваллуд шудан; родиться begin (began, begun) - сар кардан; начинать believe [bi'li:v] - бовар кардан; верить bicycle ['baɪsɪkl] - дучарха; велосипед bookstand ['bʊkstænd] - чевони китоб; книжный шкаф border on ['bo:də'ɒn] - ҳамсарҳад будан; граничить с bound ['baʊnd] - пайваст 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, 'bo:t, 'bo:t] - харидан; покупать</p>
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<p>canal [kə'næl] - нахр; канал</p> <p>capital ['kæpɪtl] - пойтахт; столица</p> <p>capitalist ['kæpɪtəlist] - сармоядор; капиталист</p> <p>catch (caught, caught) ['kætʃ, 'kɔ:t, 'kɔ:t] - гирифтан; ловить</p> <p>care [kæə] - ғамхорӣ; забота</p> <p>changeable ['tʃeɪndʒəbl̩] - тағйирёбанда; изменчивый</p> <p>cheese ['tʃi:z] - панир; сыр</p> <p>chemical [kemɪkəl] - кимиёвӣ, химиявӣ; химический</p> <p>climate ['klaɪmɪt] - иқлим; климат</p> <p>coach [kəʊtʃ] - муаллими варзиш; тренер</p> <p>coal [kəʊl] - ангишт; уголь</p> <p>collect [kə'lekt] - чамъ кардан; собирать</p> <p>competition [kəmpe'tɪʃn̩] - мусобиқа; соревнование</p> <p>cool [ku:l] - салқин, серун; прохладный</p> <p>connect [kə'nekt] - пайвастан; соединять</p> <p>cotton-cleaning plant ['kɒtn kli:nɪŋ 'plɑ:nt] - заводи пахтатозакунӣ; хлопкозавод</p> <p>cotton-picking machine ['kɒtn pɪkɪŋ mə'ʃi:n] - мошини пахтачинӣ; хлопкоуборочная машина</p> <p>cover ['kʌvə] - пӯшидан, пӯшондан; покрывать</p> <p>cow [kaʊ] - гов; корова</p> <p>crop-growing ['krɒp 'grouɪŋ] - ғаллакорӣ; выращивание зерна</p> <p>cure [kjʊə] - табобат кардан, дору; лекарство, лечить</p> <p>dark [dɑ:k] - торик; темный</p> <p>develop (v) [dɪ'veləp] - тараққӣ додан; развивать</p> <p>distance ['dɪstəns] - масофа; расстояние</p> <p>different ['dɪfərənt] - гуногун; различный</p>	<p>district ['dɪstrɪkt] - ноҳия, маҳалла; район</p> <p>dizzy ['dɪzi] – сарчархзанӣ; головокружение</p> <p>do (did, done) [dʌn] - ичро кардан; делать</p> <p>dressmaker ['dres,meɪkə] - дӯзанда, либосдӯз; портной</p> <p>drink (drank, drunk) ['drɪŋk dræŋk 'drʌŋk] – нӯшидан; пить</p> <p>drive (drove, driven) [draɪv draʊv drɪvən] – рондан; управлять, ездить</p> <p>east [i:st] – шарқ; восток</p> <p>eastern ['i:stən] – шарқӣ; восточный</p> <p>eat (ate, eaten) [i:t eɪt i:tn] - хӯрдан; есть</p> <p>either ['aɪðə] - ҳам (ин ё дигар) каждый из</p> <p>end in a draw [drɔ:] - мусовӣ шудан; закончить вничью</p> <p>educational [,edju:'keɪʃnəl] – таълимӣ; образовательный</p> <p>England ['ɪŋɡlənd] - Англия</p> <p>electrical engineering [ɪ'lektrɪkl̩, endʒɪ'niəriŋ] - электротехника</p> <p>even [i:vn] – ҳатто; даже</p> <p>examine [ɪg'zæmɪn] – имтиҳон; экзамен</p> <p>ex-champion [eks'tʃempjən] - чемпиони собик; экс-чемпион</p> <p>fair [fɛə] – зебо; красивый</p> <p>fall (fell, fallen) ['fɔ:l 'fel 'fɔ:lən] – афтидан; падать</p> <p>favourite ['feɪvərɪt] – дӯстдошта; любимый</p> <p>feed (v) [fi:d] – хӯронидан; кормить</p> <p>(to be) founded ['faʊndɪd] - бунёд кардан; основывать</p> <p>fencing ['fensɪŋ] – шамшербозӣ; фехтование</p> <p>fight (fought, fought) ['faɪt 'fɔ:t 'fɔ:t] - мубориза бурдан; бороться</p>
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<p>figure skating [ˈfiɡə ˈskeitin] - ракси рӯйи ях; фигурное катание</p> <p>find (found, found) [faɪnd ˈfaʊnd ˈfaʊnd] – ёфтан; находить</p> <p>forget (forgot, forgotten) [fəˈget fəˈɡɒt fəˈɡɒtn] - фаромӯш кардан; забывать</p> <p>fountain [ˈfaʊntɪn] – фаввора; фантан</p> <p>(to be) full of - пур будан; быт полным</p> <p>gallery – нигористон; галерея</p> <p>get (got, got) - ба даст овардан, гирифтан, получать, достигать.</p> <p>give (gave, given) – додан; давать</p> <p>go (went, gone) – рафтан; иди, ехать</p> <p>go in for sports - ба варзиш машғул шудан; заниматься спортом</p> <p>go inside - ба дарун даромадан; войти</p> <p>gold – тилло; золото</p> <p>great – бузург; великий</p> <p>Great Britain - Британияи Кабир; Великобритания</p> <p>grain - дона, тухм, дон; зерно</p> <p>grocer's shop - мағоза (дӯкон)-и хӯрокворӣ; продуктовый магазин</p> <p>grow (grew, grown) - парвариш кардан; расти</p> <p>gymnasium [dʒɪmˈneɪzjəm] – толори гимнастикӣ; гимнастический зал</p> <p>harvest [ˈhɑ:vɪst] – ҳосил; урожай</p> <p>have a cold in the head – зуком; шудан; простудиться</p> <p>heart [hɑ:t] – дил; сердце</p> <p>hobby [ˈhɒbi] - кори дӯстдошта, шуғл; хобби, увлечение</p> <p>hook [hʊk] - шаст, чангак; крючок</p> <p>Honoured Master of Sports - Устои шоистаи спорт; засл.</p>	<p>мастерспорта</p> <p>hope - умед (бастан); надежда</p> <p>hydropower station - станцияи барқӣ (электрикӣ)-и обӣ; гидроэлектростанция (ГЭС)</p> <p>ice cream – яхмос; мороженое</p> <p>I am running a high temperature - ман ҳарорати баланд дорам; у меня высокая температура</p> <p>important - муҳим; важный</p> <p>include - дар бар гирифтан; включать</p> <p>industry – саноат; индустрия</p> <p>light and heavy industry - саноати сабук ва вазнин; легкая и тяжелая промышленность</p> <p>interfere – даҳолат кардан; вмешаться, создавать помехи</p> <p>irrigation system - системаи обӣёри; оросительная система</p> <p>island – ҷазира; остров</p> <p>kind of sports - намудҳои варзиш; виды спорта</p> <p>king - малик, шох; кароль</p> <p>library [ˈlaɪbrəri] – китобхона; библиотека</p> <p>librarian [laɪˈbrɛriən] – китобдор; библиотекарь</p> <p>lie (lay, lain) [laɪ lei leɪn] – хобидан, паҳлу задан; лежать,</p> <p>long ago [ˈlɒŋ əɡəʊ] - кайҳо, кайҳо боз; давно</p> <p>lose (lost, lost) [ˈlu:z ˈlɒst ˈlɒst] - гум кардан; терять</p> <p>lot of sunshine [ˈsʌnˌfaɪn] - офтоби гарм; много солнца</p> <p>main branches [ˈmeɪn ˈbra:ntˌfɪz] - соҳаҳои асосӣ; основные отделы</p> <p>mark [mɑ:k] – баҳо; оценка</p> <p>match [mætʃ] - вохурӣ, мусобиқа; матч</p> <p>means of transport [ˈmi:nz əv ˈtrænsˌpɔː] – воситаҳои нақлиёт, средства транспорта</p>
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<p>metal-working [ˈmetəl ˈwə:kiŋ]) - металлкоркунӣ; работа по металлу</p> <p>milk (v) [mɪlk] – шир; молоко</p> <p>mild [maɪld] – нарм; мягкий</p> <p>modern [ˈmo:den] – ҳозиразамон, современный</p> <p>monarchy [ˈmo:na:ki] – ҳокимият; монархия</p> <p>monument [ˈmonjʊmənt] – ҳайкал; памятник</p> <p>motor-cycle [ˈmoutə,saɪkl] – мотосикл; дучарха</p> <p>multinational [ˈmʌltiˈnæʃənl] – сермиллат; многонациональный</p> <p>nature [ˈneɪtʃə] – табиат; природа</p> <p>natural resources [ˈneɪtʃrəl riˈsɔ:sɪz] сарватҳои табиӣ; природные богатства</p> <p>noiseless [ˈnoɪzlɪz] - бесадо, беовоз; бесшумно</p> <p>north [nɔ:θ] – шимол; север</p> <p>northern [ˈnɔ:ðən] – шимолӣ; северный</p> <p>Northern Ireland [ˈnɔ:ðən ˈaɪələnd] - Ирландияи шимолӣ, Северная Ирландия</p> <p>novel [ˈnɒvəl] - роман</p> <p>nowadays [ˈnaʊədeɪz] - ҳозир, дар вақти ҳозира; сейчас</p> <p>nurse [nɜ:s] – доя; няня</p> <p>Opera House [ˈɒpəgə ˈhaʊs] - театри опера</p> <p>others [ˈʌðəz] – дигарон; другие</p> <p>palace [ˈpælɪs] – қаср; дворец</p> <p>parts of the world [ˈpɑ:tʃəvðə ˈwɜ:ld] - тарафҳои олам; части света</p> <p>pavement [peɪvmənt] - гулгашт; тротуар</p> <p>pay [peɪ] - пул додан; денги платить</p> <p>Passive Voice [ˈpæsɪv ˈvoɪs] - тарзи мафъул; страдательный залог</p> <p>place [pleɪs] – ҷой; место</p>	<p>places of interest [ˈpleɪsɪz əv ˈɪntrɪst] - ҷойҳои тамошобоб; достопримечательности</p> <p>plane [pleɪn] – ҳавопаймо; самолёт</p> <p>play (v) – бозӣ кардан; играть</p> <p>play the guitar [ˈpleɪ də ɡɪˈtɑ:] - гитар навохтан; играть на гитаре</p> <p>play the piano [ˈpleɪ də ˈpiənəʊ] - пианино навохтан; играть на пианино</p> <p>poem [pəʊm] – достон; поэма</p> <p>poet [pəʊt] – шоир; поэт</p> <p>politechnical [ˈpəliˈteknɪkl] – политехникӣ; политехнический</p> <p>population [ˌpɒpjʊˈleɪʃən] – аҳоли; население</p> <p>power is limited [ˈpaʊəɪz ˈlɪmɪtɪd] қувва маҳдуд аст; власть ограничена</p> <p>price [praɪs] – арзиш; цена</p> <p>profession [prəˈfeʃn] – касб; профессия</p> <p>pub [pʌb]-майхона; пивная, кобачок</p> <p>puppet theatre [ˈpʌpɪt ˈθiətə] – театри лухтак; театр кукол</p> <p>queen [kwɪn] – малика; королева</p> <p>quite ill [kwɑɪt ɪl] - тамоман касал (мариз); совершенно больной</p> <p>radio repairing [ˈreɪdiəʊ rɪˈpeərɪŋ] -таъмири радио; ремонт радио</p> <p>railway [ˈreɪlweɪ] - роҳи оҳан; железная дорога</p> <p>region [ˈrɪdʒən] – вилоят; область</p> <p>rich [ˈrɪtʃ] - бой, бадавлат; богатый</p> <p>to be rich in - (аз) бой будан; быть богатым</p> <p>run (ran, run) [ˈrʌn ˈrʌn]-давидан; бегать</p> <p>sausage [ˈsɔsɪdʒ] – ҳасиб; колбаса</p> <p>save (v) [seɪv] - начот додан, халос кардан; спасать</p> <p>seaport [si:po:t] - бандаргоҳи баҳрӣ; морской порт</p>
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<p>see (saw, seen) [si: 'sɔ: 'si:n] – дидан; видеть</p> <p>score (n) ['sko:] – ҳисоб; счет</p> <p>score (v) ['sko:] – гол задан; забить гол</p> <p>ship ['ʃip] – киштӣ; корабль</p> <p>by ship [bai 'ʃip] – бо киштӣ; на карабле</p> <p>show solidarity [ʃou'soli'dæriti] – ҳамфикрӣ изҳор (зоҳир) кардан; быть солидарным</p> <p>Siberia [sai'biəriə] – Сибирь</p> <p>sick [sik] – касал; больной</p> <p>silk-spinning combine ['silk 'spiniŋ kə'mbain] – корхонаи абреширеси; шелкокомбинат</p> <p>silkworm rearing ['silkwə:m 'riəriŋ] – пилаларварӣ; разведение шелкопряда</p> <p>silver ['silvə] – нукра; серебро</p> <p>since ['sins] – ТО ҳол; с тех пор</p> <p>snub [snʌb] – пучукбинӣ; вздернутый (о носе)</p> <p>skating ['skeitiŋ] – конкибозӣ, яхлолакпарӣ; катание на коньках</p> <p>skiing ['skiɪŋ] – лижабозӣ, лижатоӣ; катание на лыжах</p> <p>skilful ['skilful] – бомаҳорат; искусный</p> <p>sometimes ['sʌmtaʊmz] – баъзан, гоҳ-гоҳ; иногда</p> <p>south [sauθ] – чануб; юг</p> <p>southern ['sʌðən] – чанубӣ; южный</p> <p>speak (spoke, spoken) [spi:k 'spouk 'spoukn] – гап задан; говорить</p> <p>speed skating ['spi:d 'skeitiŋ] – конкитозии босуръат; скоростной бег на конках</p> <p>sport team ['spɔ:t 'ti:m] – дастаи варзишӣ, тими варзишӣ; спортивная команда</p>	<p>square ['skwɛə] – мураббаъ (квадрат), майдон; площадь</p> <p>stadium ['steidiəm] – варзишгоҳ; стадион</p> <p>still [stil] – ҳоло; все еще</p> <p>surround [sə'raʊnd] – иҳота кардан; окружать</p> <p>tablet ['tæblit] – дору; таблетка</p> <p>take (took, taken) [teik tuk teikn] – гирифтан; брать</p> <p>take place [teik pleis] – гузаронидан, воқеъ шудан; иметь место</p> <p>Teacher's Training Institute – Донишгоҳи омӯзгорӣ; педагогический институт</p> <p>tasty ['teisti] – бомаъза; вкусный</p> <p>temperature ['temprətʃə] – ҳарорат; температура</p> <p>Thames [temz] – дарёи Темза; река Темза</p> <p>textile combine ['tekstail kəm'bain] – комбинати бофандагӣ; текстилкомбинат</p> <p>throat [θraʊt] – гулӯ; горло</p> <p>tinned fish ['tind 'fiʃ] – гӯшти моҳии консервашуда; рыбные консервы</p> <p>together [tə'geðə] – якҷоя; вместе</p> <p>train [treɪn] – қатора, поезд</p> <p>trip [trip] – саёҳат; поездка</p> <p>union ['ju:njən] – иттифок; союз</p> <p>valley ['væli] – водӣ; долина</p> <p>very likely ['veri 'lakli] – монанд; подобно</p> <p>Wales [weɪlz] – Уэлс</p> <p>wait for ['weit fə] – интизорӣ кашидан; ждать</p> <p>watch [wɒtʃ] – тамошо кардан; наблюдать</p>
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waterpolo ['wɔ:t 'poulou] – ватерпол; водное поло waterpool ['wɔ:tə'pu:l] – хавз; бассейн waterway ['wɔ:tə'wei] - роҳи обӣ; водный путь weak [wi:k] - суст, заиф, камқувват; слабый welcome ['welkʌm] - хуш омадед; добро пожаловать west [west] – ғарб; запад	western ['westən] – ғарбӣ; западный win a cup [win ə'kʌp] - соҳиби кубок шудан; выиграть кубок wrestling ['restlɪŋ] – гуштингири; борьба write (wrote, written) [rait rout ritn] – навиштан; писать (by) yourself [bai jɔ:'self] – худат; самой, вами
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READER

A SAD STORY¹

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 hall²".

"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 easy³ to walk up/ to the forty-fifth floor, but I think I know how to make it easier. I shall tell you some jokes⁴, then you, Andy, will sing us songs^ 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. We have left the key to our room in the hall".

Answer the questions.

1. Why did the three men arrive in New York?

¹ A sad story - ҳикояи ғамангез; грустная история

² hall - толор; зал

³ to be easy - осон будан; легко

⁴ jokes - ҳаҷв, ҳазл; анекдоты

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 away". Jack began to cry. He wanted to have his cap back. His father said, "Well, whistle, 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 it out of the window.

"Now it's your turn 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"?

SHE WANTED TO BUY THE ZOO

A rich¹ woman came to London one day. She had three children - two boys and a girl. They ran and jumped and shouted all day. They never² did what their mother wanted them to do. When 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 animals³, 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".

¹rich - бой, бадавлат; богатый

²never - хеч гоҳ; никогда

³animals - ҳавонот; животные

"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

Once¹ there was a man who went to the bazaar² 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 every day, and I always see you with five loaves of bread. Why do you always buy five loaves and not four?" "My wife and I eat one loaf", answered the man, "I lend two and with the other two I pay me debt"

"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?

¹ once - рўзе, замоне, однажды

² the bazaar – бозор, базар

MR. BROWN AND BLACKIE

Mr. Brown had a dog. The dog's name was Blackie. Mr. Brown wanted his dog to learn to do tricks¹. He took a stick² and threw it. Blackie ran for the stick and brought it back 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:

"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.

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?

FOOTMARKS¹

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 wet². I was cold and unhappy now. The people could not see me, they did not know where I was. I was an invisible man³ without clothes, boots or over a hat. Clothes were

¹ to do tricks - найрангбозй кардан, проделывать трюки

² stick - чўб, химча, палка

¹ footmarks - изи пой; следы

² dirty and wet - чиркин ва тар; грязный и сырой*

³ invisible man - одами ноаён; невидимка

visible to I could not put on clothes. And I was afraid of crowd⁴. So, of course, they stood on my feetland pushed⁵ 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 caught⁶ 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 steps¹ of a house and stood there. "I shall wait here, the people will soon pass" I thought.

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 quesitons.

1. Why was the invisible man cold and unhappy?
2. What was he afraid of?
3. Why did the dog jump and bark²?
4. What did the boys see?
5. What did the smaller boy say suddenly?

⁴ crowd [kraud] - тўда; толпа

⁵ push - тела додан; толкнуть

⁶ catch (caught, caught) - капидан; поймать, ловить

¹ steps – поғунда, зинапоя; ступеньки

² bark [ba:k] - аккос задан; лаять

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.

"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 crossed² 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 ate³ 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 were 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. 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 world 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".

Laconic [las'konik]
Spartans ['spa:tanz]
Lacons ['leikanz]
Laconia [lse'konija]
Philip ['filip]
Macedonia [masedonija]

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 CLOTHEIF

One day a teacher read an interesting story to his class. It was a story of a man who swam a river three times¹ 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 wrong² with my story". Then he decided³ 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 to the

¹ swam a river three times - се маротиба шино карда гузаштан; переплыл реку три раза

² something is wrong - чизе нодуруст аст; что-то неверно

³ decide - карор додан, ба як карор омадан; решить

side where his clothes were? He swam away from his clothes, didn't he?"

"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.

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 to 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 spring. 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. 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, резать	explain - фахмонда додан,
to cost – арзидан, стоит	объяснять
true - дуруст, рост,	sum - пул, маблағ, денег
правило	foolish - аҳмакӣ, нодонӣ,
	тупой, дурость

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, thought of a plan to make Robin Hood come out of the forest. "We'll have a competition", he said. "Whoever can shoot an arrow farthest and best will receive a golden arrow as a prize. 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?
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 sisters 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. The 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 armchairs 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 fiels and ifeadows 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 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 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 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 thinner¹.

One morning the man noticed that the poor cat was a shadow of its former self¹. 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 cat the meat yourself, you, greedy dog. Bring me the scales² and we shall see!" They weighed³ the cat. It was just one pound.

"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?

1 grew thinner and thinner - лоғартар мешуд, худел

¹ a shadow of its former self - пусту устухон монд, осталось от прежнего кости да кожа (одна тень)

² scales - тарозу, весы

³ to weigh - бар кашидан, взвешивать stranger - ношинос

MIDAS

Once there lived a king whose name was Midas⁴. He was very fond of⁵ gold, he loved it better than anything else in the world, except his daughter. Once when he was engaged in counting his money a stranger 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, 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?
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.

⁴ Midas - подшоҳи Осиёи Хурди қадим, король Мидас

⁵ to be fond of - дӯст доштан, любить

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 loved, 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 in 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 gap 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 [’haeriat ’biitjar ’stou]

a slave [sleiv] - гулом; раб

to run away - гурехтан; сбежать free - озод;

свободный

free – озод; свободный

the Ohio River - дарёи Огайо; река 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 shouted¹. 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 master. 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 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 up¹ the child, and ran out of the room to the river. Then Haley saw her. He jumped off² 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.

¹ take up - бардоштан; поднять

² jump off - чахида фуромадан; 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 following¹ him. He began to walk faster². The man behind him walked faster too. Mr. Brown walked slower³ and the man walked slower, too. He began to run and the man 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' 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?

¹ the man was following - таъқиб мекард; мужчина преследовал

² faster - тезтар; быстрее

³ slower - охистатар; медленнее

PLAYS AND SONGS

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 marks¹ 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 business² 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 gour house was on fire³. I just wanted to tell you...

¹ black marks - доғҳои сиёҳ; темные пятна

² my own business - кори худам; свое дело

³ it was on a fire - дар оташ; в огне

a white marble [ə 'waɪt 'ma:bl] - мармари сафед; белый мрамор
mind to notice [nəʊtɪs] - дида мондан; заметить

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 bussiness¹.

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. (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).

¹ your own business - аз пай кори худат шав; занимайся своим делом

Ben: Hello, old chap, you got to work

Tom: Oh, it's you, Ben! I am not noticing you.

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 me 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 try-

ing to find some excuse for staying home from school (He begins to inspect his sore toe and then starts groaning!) Sid sleeps in another bed, but he does not hear. Tom groans louder and louder).

Tom: Oh, Sid, Sid! (Sid yawns² 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 forgive³ you everything. Sid. (Groans). Everything you've done to me. When I am gone⁴.

Sid: Oh, Tom, are you dying? Don't, Tom - oh, don't. Maybe.

Tom: 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 mortified¹!

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).

¹ mortify ['mo:tifai] –хафа кардан; унижать, обижать, умерщвлять

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. Theresa knocks 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?

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 is 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 dressed 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	With their books and bags
When fruit is sweet.	To school they run.
This is the season	The summer is over,
When school friends meet,	The trees are all bare,
When noisy and gay	There is mist in the garden
And browned by the sun,	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.
One thing each time,
And that done well,
Is a very good rule,
As many can tell!

All that you do,
Do with your might;
Things done by halves
Are never done right.
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
Wonever 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 text that tries you.

THREE WISHES

I want to be a soldier,
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 in 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 hyis,
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	This is the season
When mornings are dark	When children ski And
And birds do not sing	Father Frost Brings the
In the wood and in the park.	New year tree.

SPRING IS COMING

Spring is coming, spring is coming,	Spring is coming, spring is
Birdies, build your nest;	coming,
Weave together straw and feather,	Flowers are coming too;
Doing each your best.	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 MONTH OF MAY

Spring is dancing without rest	On the workers' First of May
In a beautiful green dress.	Spring will make our banner
Flowers grow under her feet,	gay, 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 is 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 is the name that shines
For our spacemen
Like a beacon and good guide.

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 treble and bass clef. The melody is in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are written below the melody. The first staff contains the lyrics 'I love lit - tle Pussy, Her coat is so warm. And'. The second staff contains 'if I don't hurt her, She'll do me no harm. I'll'. The third staff contains 'sit by the fi - re and give her some food. And'. The fourth staff contains 'Pus-sy will love me be - cause I am good'. The piano accompaniment consists of simple chords and eighth notes.

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

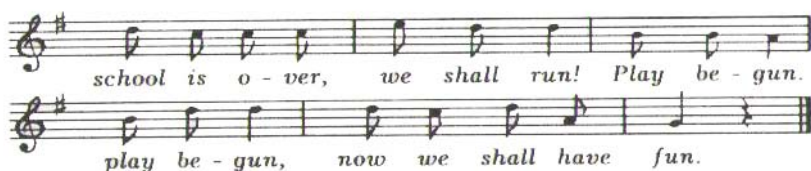
Everybody has a hobby
And we've got a common one.
English does attract us
More than stamps and actors
And, it is great fun!
Learning English, learning English,
That's the hobby that we share.
We are fond of learning English.
Which is spoken everywhere.

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

Viv
mf
 School is o-ver, oh, what fun, oh, what fun,
 oh, what fun! School is o - ver, play be - gun;
 un 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:

Brio
mf

Let it be so far un-re-al Our space - ship new and bright,
With bold dreams in - vit - ing star - ward We'll set
o - ut for a flight. *Refrain* Pi-o-neer space - ship flight! Pi-o
-neer flight! Pi-o-neer flight! O - ver fields and o - ver
mea - dows You go fly - ing on and on. Our dreams and
o - ur friend - ship pace a - long.

THE MERRY 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.

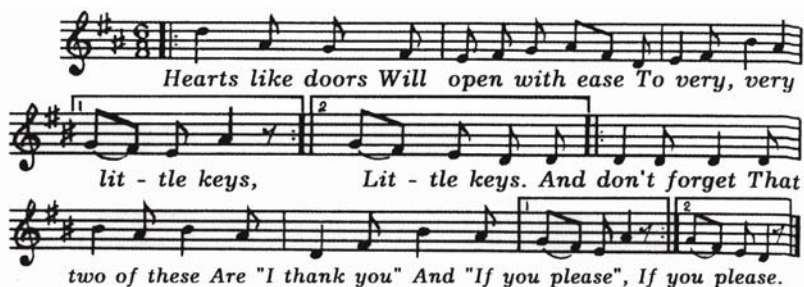


Chil-dren go, to and fro, in a mer-ry pret - ty row;
 Footsteps light, faces bright, 'Tis a hap-py, happy sight.
mf Swiftly turning foun-d and round, Do not look upon the ground.
 Fol-low me, full of glee, Sing - ing mer - ri - ly.
 Sing - ing mer - ri - ly, mer - ri - ly, mer - ri - ly,
 Sing - ing mer - ri - ly, mer - ri - ly, mer - ri - ly,
 Fol - low me, full of glee Sing - ing mer - ri - ly.

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.

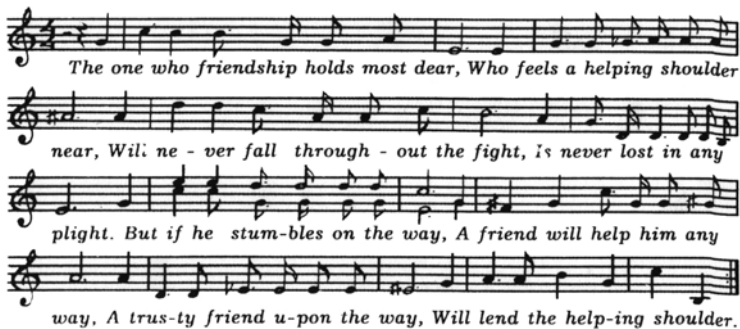


Hearts like doors Will open with ease To very, very
 lit - tle keys, Lit - tle keys. And don't forget That
 two of these Are "I thank you" And "If you please", If you please.

FRIENDSHIP

Music by A. Lepin, words by S. Mikhalkov,
translated by O. Moisseyenko

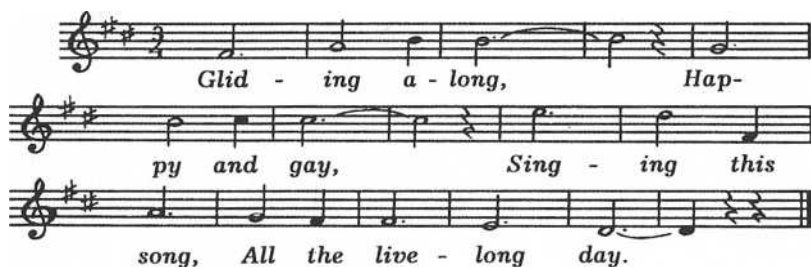
The one who friendship holds most dear,
Who feels a helping shoulder near,
Will never fall throughout the fight,
Is never lost in any plight.
But if he stumbles on the way,
A friend will help him any way,
A trusty friend upon the way,
Will lend the helping shoulder.



SKATERS WALTZ

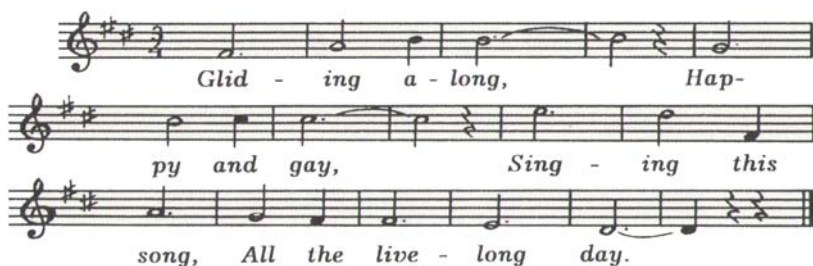
Gliding along,
Happy and gay,
Singing this song,
All the livelong day.

Gliding along,
Free as above,
Singing this song,
To the sky above.



HAPPY BIRTHDAY TO YOU!

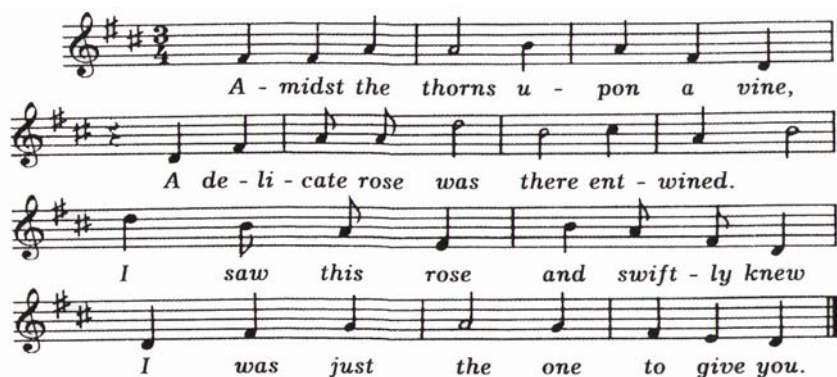
You have a date to celebrate
Which comes but once a year.
And so today we'd like to say
From all of us to you:
"Happy birthday! Happy birthday!
Happy birthday to you!".



MY MOTHER'S DEY BASKET

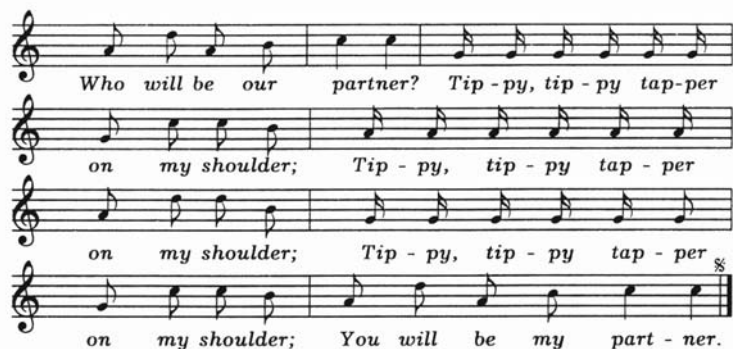
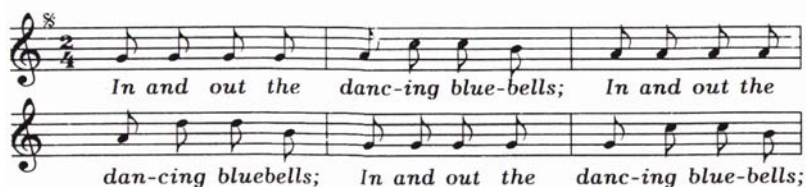
Words and music by C. Strathmoore

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.



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.

The musical score is written on four staves, each with a treble clef and a key signature of one sharp (F#). The time signature is 3/4. The melody is composed of eighth and quarter notes, with some phrases spanning across bar lines. The lyrics are written below the notes, with hyphens indicating syllables that span multiple notes. The final note of the fourth staff is a double bar line.

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.

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IRREGULAR VERBS.....
THE PROVERBS.....
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READER.....
PLAYS AND SONGS.....

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

English ЗАБОНИ АНГЛИСӢ

КИТОБИ ДАРСӢ БАРОИ СИНФИ 5

Мухаррирон: Алихон Раҳимов
Бурҳон Салмонов

Мухаррири
техникӣ: Аваз Камолов
Мусахҳех: Сирочиддин Хучамкулов
Тарроҳ: Иқбол Сатторов

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