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ENGLISH 10



English 10

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McMILLAN

Бо ёрии Бонки Умумичаҳоня интишор гардидааст:

Китоб манбаи довишу маърифат аст, онро баҳрабар шавед ва эҳтиёт намоед, то ин ки дар соли хониши оянда ҳам ин китоб бо намуди хуб дастраси додарчаҳоятон ва хоҳарчаҳоятон гардад ва ба онҳо ҳам хизмат намонд.

исти фодаи иҷоравии китоб:

N:	Ному насаби хонанда	Синф	Соли таҳсил	Ҳолати китоб (баҳои китобдор)	
				Аввали соли хониш	Охири соли хониш
1					
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Расом
Шукуров Гуломали Гафурович

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Introduction

This English textbook for the 10th form (with a natural sciences profile) continues the English language series, already adopted by the Ministry of Education of Tajikistan, for forms 5–9 in Tajik secondary schools.

The book offers methods for dealing with some of the problems in teaching English.

Its main aim is to develop pupils' skills in reading and understanding a variety of texts, both fiction and non-fiction. This is achieved by means of careful translation or by answering questions on the text.

The development of skills in reading aloud and speaking is also an important element in the book. Speech topics are included in accordance with the Foreign Language Programme for Tajik Schools.

The book consists of: 4 units, one for each term, with 64 lessons in total; a list of irregular verbs; a grammar reference section; reading passages with comprehension tasks; an international word list; a topic-based vocabulary, covering forms 5–9; an English–Tajik vocabulary; a list of contents.

The language teaching material is presented in the four units which are divided as follows:

TERM 1	UNIT 1	Lessons 1–16
TERM 2	UNIT 2	Lessons 1–14
TERM 3	UNIT 3	Lessons 1–19
TERM 4	UNIT 4	Lessons 1–15

Within the lessons, language material and topics are regularly reviewed and recycled.

Grammar is reviewed and consolidated through practice exercises and creative tasks.

Teachers should enable pupils to practise spoken English using the topics and linguistic material set out in the syllabus.

The book introduces some new topics by which pupils' reading and speech skills can be developed. These topics appear in three divisions:

- A** Social–labour topics
- B** Social–cultural topics
- C** Social–communicative topics.

A Social-labour

Isaac Newton
 The moon and the sky
 Water (sea, lakes . . .)
 Plants and animals of the world
 The third law of motion
 Sound electricity
 The metric system
 Solving physical and mathematical
 problems
 Rubber

B Social-cultural

Radio and television
 English traditions
 Tajik national holidays
 Etiquette

C Social-communicative

Seasons
 Rogun hydroelectric station
 Nurec station
 Shopping
 At the post office
 Meals (at table)

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

The syllabus for English Language puts reading as the leading language activity to be developed: 'by the end of the course, pupils must be able to read easy texts of social-political content, general science and fiction.'

Reading is one of the practical aims of teaching a foreign language in school. But reading is not only an aim in itself, it is also a means of learning a foreign language.

The more pupils read, the better is their retention of linguistic material.

Reading is of great educational and cultural importance, too. Through reading texts in English, pupils acquire a substantial knowledge of the English-speaking peoples, their social order, history and culture. Therefore the content of the texts in the book deals with not only natural science matters, but also with ones which inform pupils about people in Great Britain and their way of life.

As the course proceeds, reading in senior classes becomes increasingly intensive. This should not, however, entail an excessive decrease in the rate of progress. The progress of a class depends, among other factors, upon the ability of the pupils, the length of the lesson, the interest of the pupils, the number in the class and the teacher's methods.

In teaching pupils to read, much attention should be given to developing their ability to guess meanings. One of the best ways to develop this skill is to familiarise pupils with the text either during the lesson or by setting reading for homework. 'Pre-questions' may be helpful. They direct pupils' thoughts when they read the text. If the work is done during the lesson, the teacher can prompt pupils to guess new words.

While mastering skills and habits through studying topical texts, pupils can successfully develop other English language skills. These can be worked on through the text, in the following sequence.



A Developing listening

The teacher reads out the first paragraph of the text (8–10 sentences) using the new words. (Their meaning in translation should be written on the blackboard.) The pupils' understanding is checked by asking questions on the passage they heard.

B Developing speech habits and skills

In order to make pupils master their habits and skills, the teacher administers the pupils questioning as follows:

pupil 1: begins the second paragraph of the text reading the first sentence

pupil 2: translates the sentence

pupil 3: puts the first question on the sentence

pupil 4: answers the question

pupil 5: puts the second question on the sentence

pupil 6: answers the second question.

The class retranslates the sentence in chorus. If it is a long one, it is divided in parts.

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

C Developing speech skills

1 Speaking in a chain: the pupils retell the text they have learned in a chain around the class.

2 Speaking in pairs: pupils talk about the text in twos, sitting at their desks.

3 Silent reading: pupils read the last paragraph (5–6 sentences) silently.

The pupils' understanding of the text should be checked by asking questions about it. The homework is to ask 4–5 questions on the text the pupils listened to and to ask 4–5 questions on the text they read silently. The homework should be done in writing. At the next lesson the teacher should involve the pupils in some creative exercises on the text, for example: dramatising the text, changing the content of the text, etc. This approach to the text helps the pupils to master all their skills and habits consciously and thoroughly.

There are some structural-information exercises and semantic-communicative ones which must be practised in the senior forms. Both kinds of exercises should be used by the teacher in lessons. The use of semantic-communicative exercises should prevail. Pupils carry out

structural-information exercises by reading them aloud and silently to extract information from the text. These are examples of structural-information exercises:

- Read the following sentences and guess the meaning of the words you don't know.
- Read the sentence . . . and explain the use of . . .
- Break some complex sentences into shorter ones.
- Find the sentence which summarises the paragraph.

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

At senior level the following methods are recommended:


- Answer the questions. (All types of questions may be used, however, 'wh-' questions are desirable.)
- Tell your deskmates (what, who, when, where, why).
- Read out the words (sentence or paragraph) which substantiate your answer.
- Find the words (or sentences) which have given you some new information.
- Read the paragraph (when, where, why, etc).
- Translate the text. (This may be done either in English or in Tajik, depending on the material used.)

The 'Reader' section (page 147) provides short stories for independent reading by the pupils. Therefore stories are assigned by the teacher to the pupils as Home Reading and are checked up by the teacher at every third lesson. In this case all the lesson is devoted to checking the pupils' understanding of the text they read at home and developing their oral speech based on the story.

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

- retranslation of the most significant sentences for retelling
- retelling the text based on the outline devised by the pupils
- dramatising the text
- summarising an extract from the text being read by the pupils
- discussion of the text.

Among other devices for working on the text, summarising is of great importance. It involves a number of mental processes, such as analysis and synthesis, whereby pupils extract the elements which are central to the meaning of the text, and connect or rewrite them using their own words, phrases and sentences. This results in better comprehension of the



text and the development of pupils' skills in annotating. The task is of great practical value for language training since pupils revise vocabulary and grammar in the process. Moreover they are trained to retell the text 'in their own way'. By summarising, pupils should acquire necessary skills in interpreting the text, that is, in evaluating its informative and educational content.

To assist in developing the pupils' speech skills, situations are set up in this book that are as natural and realistic as possible. Listening and speaking activities are made meaningful by placing them in real environments which will be familiar to the pupils.

Practical exercises are almost exclusively directed towards mastery of structure, phraseology and topical vocabulary. Close attention has been given to ensuring that every speech element which pupils will be required to reproduce should be listened to, spoken, read and written and that the teaching of English should occur in that order. The reason, of course, is clear. The speech elements being practised are those which pupils need as both producers and receivers of language. The speech elements and words introduced on the receptive level are included in the texts for extra reading and have been kept to a minimum so that pupils can focus on being active producers of language themselves.

The content which is presented to pupils should be explained by the teacher whenever necessary. The Tajik language may likewise be used in the listening-speaking activities to check on the pupils' comprehension. If the situation clearly defines the meaning, no explanation should be needed. Where this is not possible, the teacher may use translation to clarify the meaning.

It is essential to arrange the pupils' questioning bearing in mind that all the pupils should be active in learning and be appraised for it.

For this purpose teachers should use a marks table. Here is an example:
Term 2, Unit 2, Lesson 1.

NAMES	Ex. 1	Ex. 3	Ex. 4 (speaking in a chain)	Ex. 5 (own sentences and answers)	Total marks
1.	+	+		+	
2.	+	+		+	
3.	+	+		+	
4.	+	+		+	
5.	+	+		+	
6.	+	+	+	+	
7.		+	+	+	
8.		+	+	+	
9.		+	+	+	
10.		+	+	+	
11.		+	+	+	
12.		+	+	+	

Example 2: Unit 2, Lesson 2

NAMES	Ex. 2	Ex. 3 (dialogue)	Ex. 4	Ex. 6	Total marks
1.	+			+	
2.	+			+	
3.	+			+	
4.	+			+	
5.	+	+		+	
6.	+	+		+	
7.	+	+	+	+	
8.	+	+	+		
9.	+	+	+		
10.	+	+	+		
11.	+		+		
12.	+		+		

Testing pupils not only demonstrates how much they have learned, but also serves a diagnostic function showing where the pupils have difficulties. Tests reveal where teaching methods may need to be changed and allow teachers to evaluate and improve their own work.

Teachers should test pupils on different kinds of speech practice, including reading, speaking, asking questions, retelling, describing pictures, making up dialogues, etc.

When teachers conduct a pupils' test, this scale of marks may be used:

- a '5' - more than 80% correct answers
- a '4' - from 60 to 79% correct answers
- a '3' - from 40 to 59% correct answers
- a '2' - less than 39% correct answers. (Rogova B.V)

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

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

The Units (including all exercises and texts), the Topical Vocabulary and Vocabulary were written and compiled by Satskaya P.N.

The Grammar Reference was written by Jamshedov P. The Reader was compiled by Satskaya P.N. with translation by Jamshedov P.

The authors believe that this textbook will contribute to English Language teaching in Tajik Schools. The authors would be greatly indebted for any critical remarks from school teachers.

Satskaya P.N.
Jamshedov P.

LESSON ONE**TOPIC AND VOCABULARY: Travelling, holidays and school**

- Let's talk about holidays and this year in school.

1 Read and talk about the text.

'September' comes from the Latin word 'septem' which means 'seven'. In today's calendar, September is the ninth month. But in the old Roman calendar it was the seventh month. The Anglo-Saxons called it 'Barley Month'.

2 Work in pairs. Read and act the dialogue.

- A:** Hallo, Cliff! – **C:** Hallo there!
A: Daddy, this is Cliff. – **C:** Glad to meet you. How do you do, sir?
D: How do you do, Cliff?

3 Read, translate and learn this proverb.

Well begun is half done.

4 Answer these questions using no less than two sentences in your answers.

- 1 Where and how did you spend your summer holidays?
- 2 Are you glad to see your friends again?
- 3 What form are you in?
- 4 Will this year be difficult for you?
- 5 What school subjects are the most difficult for you? Name them.
- 6 Which of them are you interested in?
- 7 What optional courses are you going to take and why?

5 Make up sentences using the following words.

A To travel (to go) by air (land, sea, railway, bus, car).

B To book a ticket for the passenger
 express train to
 fast
 mail
 through

6 Read the text.

Starting on a trip

I am leaving our town for the Crimea. That is already settled. I am going there by air and the ticket is in my pocket. This morning I've been to the booking-office. I didn't know when I would leave.

In the ticket office I asked the clerk for a seat on a TU-154 liner. I also found out when the plane would leave. It leaves at 12 sharp. So I have an hour and a half for packing. But I'll do it very quickly. As a matter of fact, I have only one suitcase to pack.

I wanted to go to the Crimea last year, but I couldn't. Oh, it's already half past ten! The airport is quite a long way from home.

7 Answer these questions.

- 1 Do you like travelling?
- 2 Do you enjoy travelling by air (sea, railway, bus)?
- 3 You usually book seats in advance, don't you?
- 4 Do you think travelling is a good way of spending one's holidays?
- 5 Do you like to see your friends off?
- 6 Is it convenient to take a suitcase when you go hiking?

HOMework

- 1 Write ten to twelve sentences about your holidays.
- 2 Read and memorise the information in this text.

The English Language

The English language is a native language of the United Kingdom of Great Britain.

English is spoken in the United States of America. In Canada people speak English, too. English is also spoken in Australia, New Zealand and South Africa. In many other places in the world, English is spoken and understood, for example, India, China, Singapore and Gibraltar.

- Let's review the topic 'Professions'.

1 Read and translate the verbs and nouns.

to ski – a skier

to keep – a keeper

to learn – a learner

to play – a player

to invent – an inventor

to act – an actor

2 Talk about your holidays.**3 Answer the questions using the following words.**

a house, a key, shoes, fruit, a dress, a suit

- 1 He is a shoemaker. What can he make?
- 2 She is a dressmaker. What can she make?
- 3 She is a tailor. What can she make?
- 4 He is a bricklayer. What can he make?
- 5 He is a locksmith. What can he make?
- 6 He is a gardener. What can he grow?

4 Say where these people work.

workers, collective-farmers, drivers, a dancer, agronomists, vets (veterinaries), a singer, mechanics, postmen, librarians, teachers, doctors, clerks, nurses, a farmer, a painter, a miner (at the factories, on the collective-farm, at the theatre, at the mills, at the mine, at the post office, in the fields, at the office, in the hospital, at school).

5 Complete the sentences.

EXAMPLE: *I do not want to be a clerk, but . . .*

I do not want to be a clerk, but I want to be a farmer.

- 1 I don't want to be a teacher of French, but . . .
- 2 My brother didn't want to be a mechanic, but . . .
- 3 Lola's brother doesn't want to be a mechanic, but . . .
- 4 Ali doesn't want to be a clerk, but . . .
- 5 He didn't want to be a vet, but . . .
- 6 Saida doesn't want to be a singer, but . . .
- 7 She doesn't want to be a printer, but . . .

6 Work in pairs. Read and act this dialogue. Then make up your own dialogues.

A: What's your profession, young man? – **B:** I am a driver.

A: And what else can you do? – **B:** I can work as a turner, too.

7 Read and solve the problems. Memorise the words.

Suggest that someone in the group selects a number but does not tell it to the leader. The leader proceeds to find out what the number is by giving mathematical instructions. Suppose the number is 23, the instructions work like this:

Double it (46)

Add 1 (47)

Multiply by 5 (235)

Add 5 (240)

Multiply by 10 (2400)

The leader is told the final number and subtracts 100 from it (2300), strikes off the last two digits and announces the number – 23!

to suggest /sə'dʒest/ пешниҳод
қардан

to select a number /si'lekt ə
'nʌmbə/ шумора интихоб
қардан

to proceed /pra'si:d/ оғоз,
шुरूъ қардан

to find out /faɪnd aʊt/ муайян
қардан

to double /'dʌbl/ ду маротиба

to multiply /'mʌltiplaɪ/ зарб
қардан

to subtract /səb'trækt/
баровардан

to strike off /straɪk ɒf/ партофтан
digit /dɪdʒɪt/ адад

to announce /ə'naʊns/ эълон
қардан

HOMWORK

1 Write down the answers to these questions.

- 1 How big is your family?
- 2 What is your full name?
- 3 When and where were you born?
- 4 How old are you?
- 5 What is your nationality?
- 6 Have you a father, a mother, brothers and sisters?
- 7 What are their professions?
- 8 Are your sisters and brothers married?
- 9 Have you a grandfather and a grandmother?
- 10 Are they pensioners?
- 11 Where do you live?

2 Read and be ready to retell this joke.

'Mummy, I've got a stomachache,' said six-year-old Mary.

'That's because your stomach is empty,' answered her mother. 'You had practically no lunch today. You would feel much better if you had something in it.'

In the evening Father came home from his office and complained of a headache. 'That's because your head is empty,' said little Mary. 'You would feel much better if you had something in it.'

stomachache /'stʌməkeɪk/ шикамдард

empty /'empti/ холя

to complain of a headache /kəm'pleɪn əv ə 'hedeɪk/ аз дарди сар гила кардан

3 Write 8–10 sentences about 'My future profession'.

LESSON THREE

HOME READING

LESSON FOUR

TOPIC AND VOCABULARY: **My flat**

STRUCTURE: **Present continuous tense and Past indefinite tense**

- Let's review the present continuous and past indefinite tenses and the topic 'My Flat'.

1 A Read and translate these verbs.

break – broke – broken – breaking
bring – brought – brought – bringing
build – built – built – building

B Ask as many *Wh-* questions as you can to get information about these statements.

She brought. He is building.

2 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: Is Mary busy at the moment? – B: Yes, she is writing letters.
A: And what about Henry? – B: He is watching television.

3 Make up interrogative sentences following the example.

EXAMPLE: Pupil 1: *We were in the factory.*

Pupil 2: *When were you in the factory?*

Pupil 3: *We were there last Monday.*

- 1 She was a nurse in the kindergarten.
- 2 Ali was in Moscow last year.
- 3 It was fine weather last month.

4 Read the text carefully, then talk about it.

My friend's story

A few weeks ago our family moved to a new flat and gave a housewarming party. Our new home is fine and we all like it very much.

The flat consists of three rooms: a kitchen, a bathroom and a toilet (a lavatory). All the modern conveniences are in our flat: running water, gas, rubbish chute, air conditioning, to say nothing of electricity and central heating.

My granny always gives me some work to do in the house. It may be dusting, shaking and beating the mats and carpets, or cleaning them with the vacuum cleaner, polishing the floor, going to the shop and so on.

We live on the fifth floor. There is a shop on the ground floor. There is a lift in our block of flats. We live in Rudaki Street in a new block of flats.

to give a housewarming
/ə'haʊswɔ:miŋ/ ҷашни
бурёкубон
modern conveniences
/kən'vi:njənsiz/ шаронги
хозиразамон
rubbish chute /rʌbɪʃ'ʃu:t/
ахлотпарто
air conditioning /eə kən'diʃniŋ/

ҳавои муносиб (кондиционер)
to say nothing /sei'nʌθɪŋ/ чизе
нагуфта
vacuum cleaner /'vækjuəm kli:nə/
пылесос, мошини гарду
чанг чамъқунанда
to polish /pə'lɪʃ/ равангчило
(фарши хонаро бо раванг
чило додан)

5 Describe the pictures.



a kitchen



a living room



a bedroom



a hall

a refrigerator (fridge), to keep food fresh, a gas stove, chairs, a table, a cupboard, curtains /'kɔ:tənz/ running water, a vacuum cleaner, windows face the street (garden, park), in the middle of, in the corner of

a mirror, a TV set, a radio set, pictures, a mirror, a piano, a sofa, a bookcase, curtains, a chandelier /ʃændi'liə/, a carpet

a bed, a wardrobe, a picture, silk curtains, a lamp, a mat

a mat, a rack, a mirror

HOMework

- 1 Write a composition on 'My flat (house)'.
- 2 Read the text and answer the questions.

Five or six centuries ago, houses in London did not have numbers but signs to distinguish them from each other. When giving his address a man would say, 'I live in Bedford Street. There is a sign of two peacocks over the entrance to my house. At night you will see two lanterns over my balcony.'

How could a person find an address?

signs /saɪnz/ нишона
to distinguish /dis'tɪŋwɪʃ/
шинохтан
peacock /'pi:kɔk/ товус

entrance /'entrəns/
даромадгоҳ
lantern /'læntən/ фонуc,
чарог

LESSON FIVE

TOPIC AND VOCABULARY: Isaac Newton (Part 1)
STRUCTURE: Review of some irregular verbs

- Let's review some verbs and read about Isaac Newton.

1 Read and memorise these verbs.

lay – laid – laid
lead – led – led

leave – left – left
find – found – found

2 Ask as many *Wh-* questions as you can to get information about these statements.

He left. She has found.

3 Read this text carefully.

Isaac Newton (Part 1)

The outstanding genius of the 17th century and one of the most prominent scientists of all time, Isaac Newton, was born on the 25th of December, 1642 in a small village in Lincolnshire. After school, Newton entered Cambridge University where, later on, he lectured on mathematics for more than thirty years.

At the University, Newton displayed extraordinary mathematical and scientific ability.

During the plague in England, in 1665–1666, Newton left Cambridge and spent eighteen months at his home in the country. In this short time he carried out practically all of his experiments on light and colour, formulated the laws of motion and started the chain of investigations which led to the formulation of the law of universal gravitation.

genius /'dʒiːnjəs/ боҳуш, зирак,
доно
prominent scientist /prɒmɪnənt
'saɪəntɪst/ олими машҳур
discovery /dɪs'kʌvəri/ ихтироъ
to display /dɪs'pleɪ/ ба намоиш
гузоштан
extraordinary scientific ability
/ɪks'trɔːdnəri 'saɪəntɪfɪk ə'bɪləti/
лаёқати фавқуллодан илмӣ
plague /pleɪɡ/ азият, озор
binomial theorem /baɪ'nɒmɪjəl
'θiərəm/ теоремаи бином

integral calculus /'ɪntɪgrəl
kælkjʊləs/ ҳисоботи
интегралӣ
a law of motion /lɔː əv 'məʊʃən/
қонуни ҳаракат
a law of universal gravitation /lɔː
əv 'juːni'vɜːsəl grævi'teɪʃn/
қонуни каҷиши универсалия
Lincolnshire /'lɪnkənʃə/
Линколншир
investigation /ɪn'vestɪ'geɪʃən/
таҳқиқот

4 Answer these questions using more than one sentence.

- 1 When was Isaac Newton born?
- 2 Where did Isaac Newton study?
- 3 What extraordinary abilities did he display at the University?
- 4 Why did Newton spend eighteen months at home in 1665–1666?
- 5 What did he do at home?
- 6 What discoveries did he make during this short period of time?

5 Complete the following sentences.

- 1 The outstanding genius of the 17th century and one of the most...
- 2 Newton was born on...
- 3 At the University, Newton displayed...
- 4 During the plague of 1665–1666 in England...

6 Say the text in a chain around the class.

HOMWORK

1 Read and remember these facts.

It is interesting to know . . .

- . . . that the world average temperature is 15°C,
- . . . that the world's highest temperature was recorded in Ethiopia /,i:θi'oupiə/.
- . . . that the largest ocean is the Pacific (47.31 per cent of the world's oceans and 66,030,124 square miles).

2 Fill in the missing words.

- 1 After school he . . . Cambridge University.
- 2 Newton . . . extraordinary mathematical and scientific. . .
- 3 Newton . . . the Law of Universal. . .
- 4 He discovered. . .
- 5 Newton performed experiments on. . .

3 Be ready to say some sentences about Isaac Newton.

LESSON SIX

HOME READING

LESSON SEVEN

TOPIC AND VOCABULARY: Isaac Newton (Part 2)
STRUCTURE: Review of more irregular verbs

- Let's review some verbs and continue to read about Isaac Newton.

1 Read and memorise these verbs.

become – became – become
show – showed – shown
speak – spoke – spoken
hide – hid – hidden

2 Ask as many *Wh-* questions as you can to get information about these statements.

He has hidden. She has shown.

3 Read the text carefully.

Isaac Newton (Part 2)

The law of universal gravitation states that every particle of matter in the universe attracts every thing with a force which is proportional to the product of their masses and inversely proportional to the square of the distance between them.

Newton showed that this great principle was the consequence of his laws of motion and Kepler's laws of planetary motion: it therefore represented the syntheses of the total knowledge in the fields of dynamics and astronomy up to that time.

But its meaning and application are not only true for our solar system, it is a universal principle. Newton discusses this subject in his renowned book, *Principia*.

Newton died in 1727 when he was 85 years old.

to state /steɪt/ баён кардан	талабнома
every particle of matter /evri 'pɑ:tlɪkl əv mætə/ ҳар як	solar system /sɒlə sistəm/ системаи офтобӣ
to attract /'ətɹækt/ ҷалб кардан	renowned book /rɪnaʊnd buk/ маълум, машҳур
universely proportional /ju:nɪ'vɜ:slɪ prə'pɔ:ʃənəl/ баробарии универсалӣ	up to that time /ʊp tə tɪt taɪm/ то ба ҳоло
planetary motion /plænɪtəri mouʃn/ ҳаракати планетарӣ	are not only true for our solar system /ɑ: nɒt ɔʊnli tru: fɔ əʊə sɒlə sistəm/ на фақат барои системаи офтобии мо дуруст аст
syntheses /'sɪnθesɪs/ фушурдаҳо	Principia /prɪnɪkɪpiə/ асос
total knowledge /'təʊtl 'nɒlɪdʒ/ фаҳмиши умумӣ	
application /æplɪ'keɪʃən/ ариза,	

4 Answer the questions using more than one sentence.

- 1 What does the law of universal gravitation state?
- 2 What was the great principle that Newton showed?
- 3 What principle did Newton discuss?
- 4 When did Newton die?

5 Complete the following sentences.

- 1 The law of universal gravitation states that every particle of matter in the universe. . .
- 2 Newton died in. . .

6 In pairs, talk about every four or five sentences of the text you read.

7 Say the text in a chain around the class.

HOMework

1 Read this text and think about the statements.

What do you know about the moon?

Here are some statements about it. Some of them are true and some are not. Read each statement and decide whether it is true or not. On a sheet of paper write down your answers, 'true' or 'false'.

- 1 There are many forests on the moon.
- 2 Clouds often hide the surface of the moon.
- 3 Millions of meteors hit the moon.
- 4 A day on the Earth is twice as long as day on the moon.
- 5 Stars can be seen in the daytime on the moon.
- 6 The sky looks blue from the moon.
- 7 Your hearing will be sharper on the moon.
- 8 The moon is 3,000,000 miles from the Earth.
- 9 Moonlight is really reflected sunlight.
- 10 The moon circles the Earth once a week.

Whether it is true or not. Оё им дуруст аст ё не?

Your hearing will be sharper. Шунавоии шумо беҳтар шудааст

2 Read the text and write down five main questions about it.

The absent-minded philosopher

One day, Newton was absorbed in his profound philosophical meditations, when his maidservant entered his study. She brought an egg which she intended to boil on a spirit lamp in Newton's presence.

Newton, who wanted to be left alone, told her to leave. 'I shall boil the egg myself,' he said. The maidservant put the egg on the table beside Newton's watch and said that the egg must not be left in the boiling water more than two and a half minutes.

When the servant returned, she found Newton standing at his table looking attentively at the egg, which he held in his hand, while his watch was being boiling in the little saucepan over the lamp.

absent-minded /æbsənt

mainidid/ фаромушхотир

absorb /əb'sɔ:b/ кашф

кардан, маҷзуб, ёфтан

profound /prə'faund/ машхур

philosophical /filəsəfɪkəl/

философия

spirit lamp /spirit læmp/

чароги руҳ

presence /prezəns/ мавҷуда

saucepan /'sɔ:spən/

равғандон, дегча

LESSON EIGHT

TOPIC AND VOCABULARY: The weather
STRUCTURE: Revision of the suffixes *-ly, y*

- Let's review the suffixes *-ly, y* and the topic 'Weather'.

1 Read, translate and memorise these words.

+ly

easy – easily
slow – slowly
happy – happily
usual – usually
rich – richly

+y

wind – windy
frost – frosty
sun – sunny
cloud – cloudy
storm – stormy

2 Read, translate and act this dialogue.

A: Lola, look at those clouds! How black they are! There is a thunderstorm coming on. Aren't you afraid of it?

B: Oh, no! I like it. Look at that flash of lightning!

C: Yes, and there is a clap of thunder. The first thunder this year.

thunderstorm /'θʌndəstɔ:m/

ра̄ьду барк

flash of lightning /flæʃ əv 'laɪtnɪŋ/

равшанин барк

clap of thunder /klæp əv 'θʌndə/

гулдуррөси барк

3 Read the text carefully.

After the thunder

The thunder crashes and the first drops of rain fall on the dusty grass. A clap of thunder, another clap, and the rain falls heavily. The rain cools the air and lays the dust. The grass and the foliage on the trees are green again. All the plants are refreshed, everything looks fresh and bright. The river is glittering in the sun, the sea is calm. What glorious weather!

And if we think that this fine weather will last we say, 'We are in for spell of fine weather', or, 'We are in for a fine spell.'

crash /kræʃ/ таркиш

to cool /ku:l/ хунук кардан

dust /dʌst/ чант

foliage /'fouli:ɪdʒ/ баргхо

to glitter /glɪtə/ дурахшондан

calm /kɑ:m/ ором, сокит

glorious /'glɔ:riəs/ хело олай, хуб

spell /spel/ харф ба харф

гуфтан

4 Ask questions following the examples.

A EXAMPLE: It sometimes snows in April. *Does it snow in April?*

- 1 It often rains in September.
- 2 It often snows in February.
- 3 It always rains in May.
- 4 It sometimes snows in October.

B EXAMPLE: It often rains. *When does it often rain?*

- 1 It sometimes snows.
- 2 It always snows.
- 3 It always rains.
- 4 It often snows.
- 5 It sometimes rains.

HOMEWORK

1 Write down your answers to these questions.

- 1 Is summer a pleasant season?
- 2 Does the sun shine brightly in summer?
- 3 Is summer the hottest season of the year?
- 4 Are the days longer than the nights in summer?
- 5 What is the longest day of the year?
- 6 Why is summer a pleasant season?
- 7 Does it rain in summer in our republic?

2 Read this text and be ready to retell it.

Autumn

After summer, autumn comes. The days are shorter than in summer. The weather is not bad, but it begins to rain. But still there are a lot of fruit and vegetables. It is the hardest time for the collective-farmers and workers on state farms. November is the coldest month of autumn. The sky is often overcast with clouds and we often have rainy weather.

LESSON NINE

HOME READING

LESSON TEN

TOPIC AND VOCABULARY: **Weather and Seasons**
STRUCTURE: **Review of 'There is/There are'**

- Let's review 'There is/There are' and the topic 'Weather and seasons'.

1 Read, translate and learn this proverb.

It is hard sailing when there is no wind.
Баоги дарахт бешамол намечун бад.

2 Read these sentences. Make up your own sentences.

A Is there a lemon on the plate?

Are there grapes on the table?

Are there apples on the apple trees?

B There is no India rubber in my pocket. There is a ruler in my bag.
There are no cucumbers in the basket.

3 Read, translate and memorise these sentences.

What a lovely day!

Oh, it's lovely outside, isn't it?

How cold it is!

How hot it is!

How dark it is!

Look! What a beautiful rainbow there is in the sky.

4 Ask and answer questions about the weather.

What is the weather like?

The weather is

fine, fair, bad, nasty, hot, warm, cool,
cold, frosty, clear, sunny, gloomy,

It is

cloudy, foggy, calm, windy, stormy, rainy, dry.

5 Read and act this dialogue. Then make up your own dialogues.



A: It is going to rain this afternoon.

B: How do you know?

A: I heard the weather forecast on the radio.

B: Yes, it looks like it.

6 Talk about summer and autumn.

HOMEWORK

1 Write down your answers to these questions.

1 What is the coldest season in the year?

2 Does it often snow in winter?

3 Do you like it when it snows?

4 Is there much snow on the ground?

5 Is it pleasant to go for a walk when it is not very cold?

6 What do you wear in winter?



2 Read and be ready to retell this text.

Spring

It is very nice in spring. The sky is often blue. The sun shines very brightly in the sky. It is warm. It sometimes rains, but the rain is warm and pleasant. All the trees are blossoming, there are lots of flowers in the mountains. After the rain, people may pick mushrooms in the fields and in the mountains. In May there are fresh cucumbers, onions, tomatoes and other vegetables, lots of birds are singing their songs in the trees, in the fields and in the sky. Spring is a lovely season.

LESSON ELEVEN

TOPIC AND VOCABULARY: Weather and seasons
STRUCTURE: Review of 'There is, there are'

- Let's review 'There is, there are' and the topic 'Weather and seasons'.

1 Read these sentences then make up some of your own.

There are many vegetables at the market.

There are many beautiful flowers in the fields.
There is a lot of bread on the plate.
There is a lot of milk in the glass.

2 Read and translate these words.

adj + *ness*

happy – happiness

lazy – laziness

glad – gladness

rich – richness

weak – weakness

yellow – yellowness

green – greenness

bright – brightness

3 Read and act this dialogue. Then make up your own dialogue.

A: What lovely weather we are having! I'm so glad we have come to the country.

B: So am I! How fresh the air is here.

A: Oh, yes. It's wonderful here.

4 Answer these questions.

- 1 What kind of summer (winter, spring, autumn) do we usually have in our republic?
- 2 What season do you like best of all? Say why.

5 Use the correct word.

- 1 We all know about Ali's (lazy, laziness).
- 2 The USA is a (rich, richness) country.
- 3 The (rich, richness) of the country is great.
- 4 We were (happy, happiness) to see him alive.
- 5 Our (happiness, happy) was so great.
- 6 The grass was (green, greenness).
- 7 The (green, greenness) of the grass was beautiful.

6 Answer these questions.

When do we say ...

- a) 'The weather is nasty (bad)'?
- b) 'The weather is pleasant'?
- c) 'The weather is cloudy'?
- d) 'The weather is windy'?

7 Make up short reports.

- a) On the weather today.
- b) On the usual spring weather in your town or village.
- c) On the climate in our republic.

HOMWORK

- 1 Write down your answers to exercise 6, page 29.
- 2 Read this text and answer the question.

The wonders of the sea

The sea! Always changing but always beautiful. The sea, one of the greatest wonders of the world! Our life, weather, atmosphere, soil – all depend upon the sea. There are many things about the ocean that people do not understand; but we know that water is life – all the life on the Earth depends upon water.

Where did the sea come from? What makes waves? Why is sea water salty? What gives it colour? When we look at the changing waters of the sea, each wave and ripple bring us another question.

Scientists think that only the planet the Earth has oceans. The sea makes our climate neither very hot nor very cold.

Water taken up from the ocean by evaporation returns to the land in the form of rain and snow. It fills the rivers and springs on the land.

Water is taken up from the ocean by evaporation – ба воситан бут пайдо мешавад.

What do scientists think about the planet Earth and the sea?

LESSON TWELVE

HOME READING

LESSON THIRTEEN

TOPICS AND VOCABULARY: Time and London
STRUCTURE: Telling the time

- Let's review the topics 'Time' and 'London'.

- 1 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: Do you often go for a walk in such weather?

B: What do you mean by 'such weather'?

A: I mean rainy weather.

B: Oh, no! Surely not!



2 Read and translate these sentences.

- 1 We use clocks and watches to tell the time.
- 2 A clock or a watch usually has two hands: the short hand, which shows the hours, and the long hand, or minute hand, which shows the minutes.
- 3 We can say about a watch, 'It keeps good time', which means it is neither slow nor fast.
- 4 There are 24 hours in a day, 60 minutes in an hour and 60 seconds in a minute.
- 5 I wind my watch every morning.
- 6 The time of day is different in different countries, towns and villages if they are not on the same meridian.

3 Make up sentences using this table.

What time is it? (What is the time?)

It is 20 minutes to four (3.40)

a quarter to four (3.45)

It is four o'clock (4.00)

a quarter past four (4.15)

half past four (4.30)

20 minutes past four (4.20)

four a.m. (ante meridiem - in the morning)

four p.m. (post meridiem - in the afternoon)

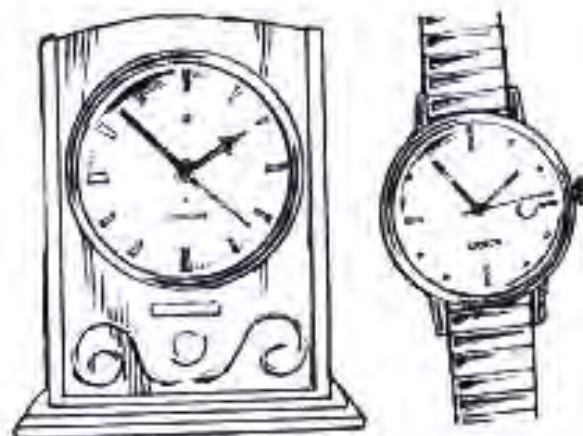
4 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: What time is it?

B: It is half past nine.

A: But . . . look at the clock! Your watch is twenty minutes slow.

B: Oh, it isn't going at all. I forgot to wind it up!



5 Read the text and talk about it.

We arrive in London

London. Victoria station. We are in a hurry to get off the train. Will Harry be there to meet us? Harry Crane is our new friend. He promised to come and meet us in London and show us round. He is a very nice young man, a student of history and art. Here he comes running! 'Hello, hello, everybody!' 'Hello, Harry!'

A lot of people are getting off the trains, especially the suburban trains. But there are the long-distance trains, too: 'Paris', 'Orient Express', we read on the boards.

Anna is counting the platforms – one, two, three . . . there are seventeen. And Leo is reading notices above the platforms: Waiting Room, Restaurant, Booking Office, Light Refreshments. Harry takes us in a taxi to a small hotel.

show us round /ʃou əs raʊnd/

шаҳро нишон додан

suburban trains /'sʌbə:bən 'treinz/

қатори берун аз шаҳр

long-distance train /lɒŋ dis'təns

'trein/ қатори масофай дур

Orient Express /'ɔriənt 'iksɪs/

қатори беисти ориентӣ

a notice /'nəʊtɪs/ навиштаҷо

Waiting Room /weɪtɪŋ ru:m/

хонаи дамгирӣ

Restaurant /restərɔ:nt/ ресторан

Light Refreshments /laɪt

rɪ'frefmənts/ нушокиҳои

сабук



HOMework

1 Complete these sentences following the example.

EXAMPLE: Someone who works is a . . .

Someone who works is a worker.

- 1 Someone who destroys is a . . .
- 2 Someone who prints is a . . .
- 3 Someone who takes a photograph is a . . .
- 4 Someone who climbs mountains is a . . .
- 5 Someone who publishes books is a . . .
- 6 Someone who invades is an . . .
- 7 Someone who dreams is a . . .

2 Read about 'Telling the time' then answer these questions.

- 1 How did people tell the time in the old days?
- 2 Who showed how to measure time by a pendulum?

Telling the time

In the old days, people told the time by the length of the shadow cast on the ground by a post. Sundials, which developed from this primitive method, are used as decorations in gardens today.

A burning rope with knots at regular intervals was another ancient method of telling the time. It took the fire the same amount of time to reach each knot.

One more method of telling the time was an hourglass, which measured the minutes and hours by the amount of time it took for the sand to run into the lower glass.

A water clock works on a similar principle, using water instead of sand.

Later, mechanical clocks were made, but the first ones kept time so badly that it was not worth putting a minute hand on them.

Galileo, the great scientist, born 400 years ago, showed how to measure time by a pendulum and this was correct to a second.

a pendulum /'pendjuləm/ акрабак

they were correct to a second оиҳо то як сония дақиқ буданд

LESSON FOURTEEN

TOPIC AND VOCABULARY: Ballooning
STRUCTURE: 'Either', 'also' and 'too'

- Let's review 'either, too, also' and the future indefinite tense.

1 Read, translate and learn this proverb.

A good beginning makes a good ending. Огози хуб, анчомихуб

2 Do you remember the use of 'either, too, also'?

'Also' and 'too' are used in affirmative and interrogative sentences.

'Too' is usually placed at the end of the sentence.

'Either' is used in negative sentences and negative questions.

Haven't you seen the film, either?

3 Complete the following dialogues.

A EXAMPLE: A: *I like to travel by car.*

B: *I like it, too. (I also like it.)*

1 **A:** We bathed in the sea every day.

B: We. . .

2 **A:** My sister always drinks tea in the morning.

B: I. . .

3 **A:** John knows a lot of funny stories.

B: My brother. . .

4 **A:** I had a lot of guests on my birthday.

B: Oh, how strange. I. . . .

B EXAMPLE: a) *If you don't go there, I don't want to go there, either.*

b) *If Mike swims across the river, I'll do it, too.*

1 If you watch TV till 10 o'clock, I'll. . .

2 If he doesn't help other players, I won't. . .

3 If the students arrange their art exhibition, we'll. . .

4 If she can't telephone so late, I can't. . .

4 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: My father is a turner, Mike's father is a teacher.

B: No, Mike's father is not a teacher. He is a turner, too.

A: Ali didn't finish his work. But his friend did.

B: No, his friend did not finish it either.

5 Talk about 'Our arrival in London' following this outline.

- 1 At Victoria station.
- 2 Harry Crane.
- 3 The notices above the platform.

HOMework

- 1 Write down your answers to exercise 3B on page 34.
- 2 Read this text and retell it in summary.

Ballooning

When 13-year-old Edward Warren went to the park on June 24, 1784, he expected to keep his feet on the ground. He planned to watch the launching of a hot-air balloon. The balloon's designer, Peter Carnes, intended to go aloft but he was too heavy: the balloon couldn't carry his weight. Edward volunteered to take his place. The boy went up in the balloon, which was anchored to the ground with long ropes. Shortly after, a cheering crowd watched Edward come down safely. There are no eyewitness drawings of the actual event but an artist has pictured this idea of the scene. That brief ascent in Baltimore, Maryland, 200 years ago made history. Edward was the first person in the United States to go up in a hot-air balloon. Since then, ballooning has really taken off.

From National Geographic World

balloon /bə'lu:n/ пуфак
to launch /lə:ntʃ/ сар додан
designer /di'zainə/ нақшакаш
intend /in'tend/ хостан, қасд
гирифтан
to go aloft /gou ə'lɔft/ боло
баромадан
heavy /'hevi/ мушқил
weight /weɪt/ вазн
volunteer /ˌvɒləntiə/ довталаб,
ихтиёри
anchor /'æŋkə/ лангар
rope /roup/ банд
crowd /kraʊd/ гўда
safely /'seɪfli/ бе зарар
eyewitness /'aɪwɪtnɪs/ шохид
drawings /drouɪŋz/ наққоши
actual event /'æktʃuəl i'vent/
ҳодисаи ҳақиқӣ, реалӣ



LESSON FIFTEEN

HOME READING

LESSON SIXTEEN**TOPIC AND VOCABULARY: Review of holidays, travel and nature**

- Let's review Unit 1. Talk about the pictures.



- 1 Talk about the holidays you like best of all following this outline.**

- 1 Say why you like the . . . holidays best of all.
- 2 Describe the place where you spend these holidays.
- 3 Say what you do during the holidays (play outdoor games, go fishing, hiking).
- 4 Say which places you have enjoyed during your holidays.

- 2 Describe one of your trips following this outline.**

Was it a pleasant trip?

Was it a trip to the south, to the sea or to another town?

When did you go on this trip?

When did you come back?

How did you prepare for the trip?

What did you tell your friends about it?

What was the weather like during it?

- 3 Talk about 'Autumn'. Use these phrases to help you.**

Indian summer, be over, rain hard, a thick fog, awful (beastly) weather, a dull (wet, etc.) morning, change for the worse, wear a raincoat and carry an umbrella, leaves cover the ground like a thick carpet, grey, cloudy skies, wet, slippery roads.

4 Read these texts and retell them in summary.

A strange summer

The summer of 1816 was the strangest summer in the history of the Northern hemisphere. There was frost in June and snow in August in Europe and North America, and it was so cold that people had to wear coats in July.

In the annals of meteorology the year 1816 has come down to us as 'the year without summer'.

annals /'ænlz/ сотона

Stone trees

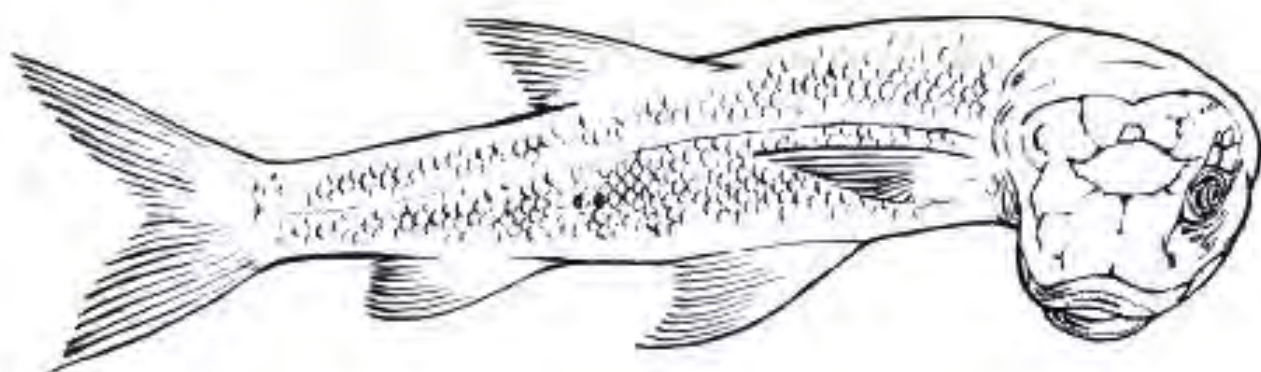
In some parts of the world there are forests of stone or petrified trees. They were once real trees that were buried under tons of rocks, changed into stone, and have now been uncovered again. Such a forest stands in Arizona and is called 'The Petrified Forest'.

petrified /'petrifaɪd/ дарахтони
сангінуда

ton /tɒn/ тонна
rock /rɒk/ кyx, санг

Only one eye

People and animals have two eyes. But there is a fish with only one eye. The fish with one eye lives in the Atlantic Ocean. It has only the left eye.



LESSON ONE

TOPIC AND VOCABULARY: Plants

**STRUCTURE: Adjectives, adverbs, nouns;
irregular verbs**

- Let's look at forming adverbs and nouns from adjectives, and begin to study the topic 'Plants'.

1 Read and translate these words. Then make up your own sentences.

a) strong – strongly – strength

His brother is very strong. He has great strength.

I strongly advise you to read this book.

b) free – freely – freedom

The bird is free. The bird is flying freely in the dark-blue sky.

They are fighting for freedom.

2 Read and memorise these verbs.

bite – bit – bitten

blow – blew – blown

break – broke – broken

3 Ask as many *Wh-* questions as you can to get information about these statements.

He has bitten. She broke. It is blowing.

4 Talk about 'Winter!' Use these phrases to help you.

a heavy snowfall, everything is white with snow, the ground is covered with snow, not a single leaf on the trees, no birds singing in the gardens, a hard frost, bright sunshine, cold, but pleasant weather, go skiing (skating), be good for one's health, have a wonderful time, to play with snowballs.

5 Look at the pictures then read and translate the words. Try to remember them.



Plants

wheat rye oats hay corn
grain sunflower barley rice
buckwheat

6 Say ...

- 1 ... what animals eat.
- 2 ... what people make bread from.
- 3 ... what people make porridge from.
- 4 ... what people make soup from.
- 5 ... what porridge you prefer to eat.
- 6 ... what seeds people like to crack.
- 7 ... which plants grow in the fields.

HOMework

1 Write down your answers to these questions.

- 1 Which bread do you prefer to eat, wheat or rye?
- 2 What do horses prefer to eat, oats, grass or hay?
- 3 What do donkeys prefer to eat, oats, grass or hay?
- 4 What do cows prefer to eat, green, fresh grass or hay?
- 5 What do people sow in spring?
- 6 What is sown in autumn?

2 Read and retell this text.

Mushrooms have been used as food since earliest times. They were known to the Greeks and were much enjoyed by the Romans.

Today, not only wild mushrooms are used, but many kinds of field mushrooms are cultivated in many countries. Wild mushrooms, which grow naturally in the fields, pastures and woods, are still found more than cultivated ones. They are cooked in many ways. Some are fried, some are dried and others are pickled.

Do you like to eat fried mushrooms with sour cream or pickled ones?

LESSON TWO

TOPIC AND VOCABULARY: Vegetables

STRUCTURE: Irregular verbs; 'It so happened that'

- Let's look at some irregular verbs, the structure 'It so happened that ...' and the topic 'Vegetables'.

1 Read and remember these verbs.

breed – bred – bred
 bring – brought – brought
 build – built – built

2 Ask as many *Wh-* questions as you can to get information about these statements.

He will breed. It was brought. It was built.

3 Work in pairs. Read and act this dialogue. Then make up your own dialogues.

A: What about sowing some more sunflowers?

B: I don't mind.

4 Make up as many sentences as you can and write them down. Notice the phrase, 'It so happened that . . . '.

It so happened that	I Mike Ann	didn't meet me at the station, was late for the train, had no time to talk to the doctor, had to leave home at 6 o'clock, forgot the doctor's name, lost his way.
---------------------	------------------	--

5 Look at the pictures then read and translate the words. Try to remember the vegetables.



tomatoes potatoes cucumbers
 onions radishes turnip
 cabbage garlic dill
 parsley beetroot carrot

6 Say . . .

- 1 . . . what you put into soup.
- 2 . . . what you put into borsch.
- 3 . . . what vegetables townspeople buy at the market.
- 4 . . . what vegetables your family does and doesn't buy.
- 5 . . . what vegetables villagers do not buy.
- 6 . . . what vegetables you bought at the market on Sunday.

- 7 ... what vegetables you will buy tomorrow.
8 ... what vegetables you are going to buy on the way home.

HOMEWORK

- 1 Write down your answers to exercise 6, page 40/41.
- 2 Read this text and retell it.

A great many schools have garden plots where schoolchildren grow vegetables, flowers, decorative plants and fruit trees. The young gardeners thoroughly enjoy planting trees, making flowerbeds, putting in cucumber seedlings and they take much pride in 'the fruits of their labour.'

LESSON THREE

HOME READING

LESSON FOUR

TOPIC AND VOCABULARY: **Fruit**

STRUCTURE: **Irregular verbs; 'It is necessary that ...'**

- Let's look at irregular verbs, the structure 'It is necessary that ...' and the topic 'Fruit'.

1 Read and translate these verbs.

burst – burst – burst

buy – bought – bought

catch – caught – caught

2 Ask as many *Wh*- questions as you can to get information about these statements.

It burst. It was brought. It will be caught.

3 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: What about sowing some more carrots in your kitchen garden?

B: I don't mind. Let's do it, by all means.

- 4 Make up as many sentences as you can using the table below.
Notice this phrase:

It is necessary that ... should...

It is necessary that	you	should	tell the truth.
	he		go by plane.
	Pete		give him the money.
	Jane		arrive in London at 6 o'clock.
			help Kelly.
			finish your work.

- 5 Look at the pictures then read and translate the words. Try to remember them.

Fruit and berries



apples pears grapes lemons oranges
tangerines bananas plums strawberries raspberries
gooseberries currants cranberries

- 6 Say ...

- ... what fruit you prefer to apples.
- ... what fruit you prefer to lemons.
- ... what fruit you prefer to bananas.
- ... what berries you like to eat.
- ... what fruit you buy at the market.
- ... what fruits are grown in your orchard.
- ... what berries are grown in your orchard.
- ... what berries you prefer to buy at the market.

HOMWORK

- 1 Write down your answers to exercises 4 and 6, page 42.
- 2 Read and retell this text.

Thousands of town dwellers, workers and intellectuals are keen on gardening. They have pieces of land set aside for them out of town. Some of these gardeners grow flowers and vegetables, while others cultivate strawberries, raspberries, gooseberries, blackcurrants and redcurrants.

LESSON FIVE

TOPIC AND VOCABULARY: **Plants and crops**
 STRUCTURE: **Irregular verbs**

- Let's look at irregular verbs and continue to study the topic 'Plants and crops'.

1 Read and memorise these verbs.

choose – chose – chosen
 come – came – come
 cost – cost – cost
 creep – crept – crept

2 Ask as many *Wh-* questions as you can to get information about these statements.

He has chosen. They came. It cost. It was creeping.

3 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: What about watering the apple trees?
B: All right.

4 Make up as many sentences as you can using this table.

I	am	interested	in literature (physics, chemistry, natural science, mathematics, astronomy, algebra . . .)
Akram	is		
My friends	are		

5 Read, translate and learn this proverb.

An apple a day keeps the doctor away.

6 Make up short conversations based on the following facts.

- 1 Dried grapes are called raisins. The best grapes are grown in Turkey, Spain and Syria.
- 2 Sugar is extracted from different plants. It is made from sugar cane, beetroots, sugar maple trees and datepalms.
- 3 Rice is grown in many parts of the world. It is usually sown in watery soil because it requires a lot of moisture. Its stalks are used for making hats and baskets, etc.
- 4 The lemon tree is a native of Asia. Now it is grown in all warm countries, especially in those around the Mediterranean. Citric acid is extracted from lemon juice, but it can be taken from other citric plants as well.
- 5 Dried plums are called prunes. They are mostly produced in France.

HOMEWORK**1 Write down your answers to exercise 4, page 43.****2 Translate these sentences.**

Wheat is a plant. The collective-farmers decided to plant new apple trees in their orchard. They increase the production of grain every year. There was an increase in the rye crop last year. The state farm did not want to reduce the oat crop. There is a reduction in the fruit and vegetables crop, because the summer was very hot and plants did not get enough water. Rahimov Akbar and his friends crop thousands of acres of wheat every season. We have had a good crop of vegetables this year.

3 Read, translate and memorise this information.**Did you know . . .**

- . . . that the largest eggs are laid by sharks and ostriches?
- . . . that some snakes have legs?

LESSON SIX

HOME READING

LESSON SEVEN TOPIC AND VOCABULARY: **A collective-farm**

- Let's look at the topic 'A collective-farm'.

1 Read and memorise these verbs.

cut – cut – cut

dig – dug – dug

do – did – done

draw – drew – drawn

drink – drank – drunk

2 Ask as many *Wh*- questions as you can to get information about these statements.

He cuts. She will dig. He drew. He was drunk.

3 Read and translate this dialogue.

T: Here is a basket of mushrooms for you, Mary!

M: How very nice of you, Tom! Thanks so much. Oh, but I am afraid some of them are not good to eat!

T: Why? Do you really suppose I've picked some toadstools?

M: To be sure! You should have asked Peter to hunt mushrooms with you. He is something of an expert.

T: Nonsense! He can never tell the good ones from the bad ones!

M: You'd better try him.

T: Well . . . perhaps I will.

4 Talk about the crop on a collective-farm that you know.

The following table will help you.

	wheat			
	rye		heavy	
	oats		good	
	grain	is	better than ...	
The crop of	corn	has been	poor	because
	potatoes	was	worse than ...	
	sunflowers		poorer than ...	
	cabbage			
	vegetables			
	apples			
	berries			
	fruit			

5 Read the text, say what it is about then talk about it in pairs.

New life (Part 1)

'Haioty Nav' is a rich collective-farm. 'Haioty Nav' is situated in the north-east of Dushanbe. It is mainly a grain-growing farm, harvesting hundreds of tons a year. But it also produces a lot of vegetables, meat and milk. The people on the collective-farm are living better and better from day to day.

In the old days, after the harvest was gathered, a mass of peasants went to the towns to look for work. Now, the collective-farmers need not go anywhere to look for work. The farm has tractors and harvesters, so there is enough work to do in the winter months. It also has cows and sheep. The collective-farmers must take care of them not only in summer, but also in winter. Still, the collective-farmers have more free time in winter than in any other season, so winter on 'Haioty Nav' farm is also used for 'self-improvement'.

HOMEWORK

- 1 Write down your answers to exercise 4, page 46.
- 2 Read the text about 'Haioty Nav' and retell it in summary.

LESSON EIGHT

TOPIC AND VOCABULARY: A collective-farm; flowers

- Let's learn about flowers and go on with the topic 'A collective-farm'.

New life (Part 2)

The collective-farmers learn about the latest developments in their refresher courses.

The 'Haioty Nav' farm is often visited by people from other farms and agricultural institutes. They have talks on different problems in agriculture such as how to increase grain production, fertilise land, breed cattle, create pools and ditches to irrigate fields and make full use of the snow in the fields. In this way the 'Haioty Nav' collective-farmers and the visitors learn a lot of useful things. But it is not all work and no play. Sport is popular with the young people. There are film shows in the House of Culture, and concerts and plays are staged by visiting actors and local talents. All the collective-farmers have radio and television. The old traditions are kept up by the farmers.

1 Read and memorise these verbs.

eat – ate – eaten

fall – fell – fallen

feed – fed – fed

feel – felt – felt

2 Ask as many *Wh*- questions as you can to get information about these statements.

It was fed. It was fallen. It was eaten. He felt himself.

- 3 Look at the pictures then read and translate the words. Try to remember them.**

Flowers



rose	iris	tulip	poppy	carnation	
forget-me-not		daisies	dahlia	camomile	lilac
lily of the valley		cornflower	pansies	chrysanthemums	
sweet peas		acacia	jasmine	gillyflowers	orchids

- 4 Work in pairs. Read and act the dialogues. Then make up your own.**

A: Oh, dear me, what a lot of flowers you have picked: daisies, cornflowers, forget-me-nots, poppies, dahlias and even orchids!

B: I have already made some bouquets. But I am afraid they are not very pretty.

A: Oh, no. They are beautiful!

A: These spotted orchids are magnificent.

B: So they are.

A: The jasmine has wilted.

B: So it has.

A: We must weed the flower-beds at once.

B: Of course, we must.

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

- Which flowers do you like?
- Which flowers do you prefer to grow in your garden?
- What bouquet do you prefer to have in a vase on the table?
- Which flowers do you prefer to give?

6 Make up replies to the following statement then talk in pairs.

- 1 Let's walk down the garden and pick some flowers.
- 2 Oh, the gillyflowers! Nothing smells like them!
- 3 Look! The dahlias have dropped their heads. You must have forgotten to water them.
- 4 May I cut some of these lovely chrysanthemums?

HOMEWORK

- 1 Write down your answers to exercise 5, page 48.
- 2 Read and retell this text.

Gardening is a delightful occupation. What a pleasure it is to plant sweet peas, pansies, dahlias, chrysanthemums and what a joy to water them! And isn't it delightful to be up in the morning and discover a young plant peeping out of the earth, or to watch every leaf as it expands itself and every bud as it rears itself higher and higher in the air – until out come the flowers, red and white and purple!

LESSON NINE

HOME READING.

LESSON TEN

TOPIC AND VOCABULARY: Farm animals and wild animals

STRUCTURE: Irregular verbs; passive form

- Let's look at irregular verbs, use the passive form, and continue with farm animals and wild animals.

1 Read and memorise these verbs.

get – got – got

give – gave – given

go – went – gone

grow – grew – grown

- 2 Ask as many *Wh*- questions as you can to get information about these statements.**

The wheat was grown. The book will be given. The letter has been got.

- 3 Look at the pictures then read and translate the words. Try to remember them. Make up sentences about every picture.**

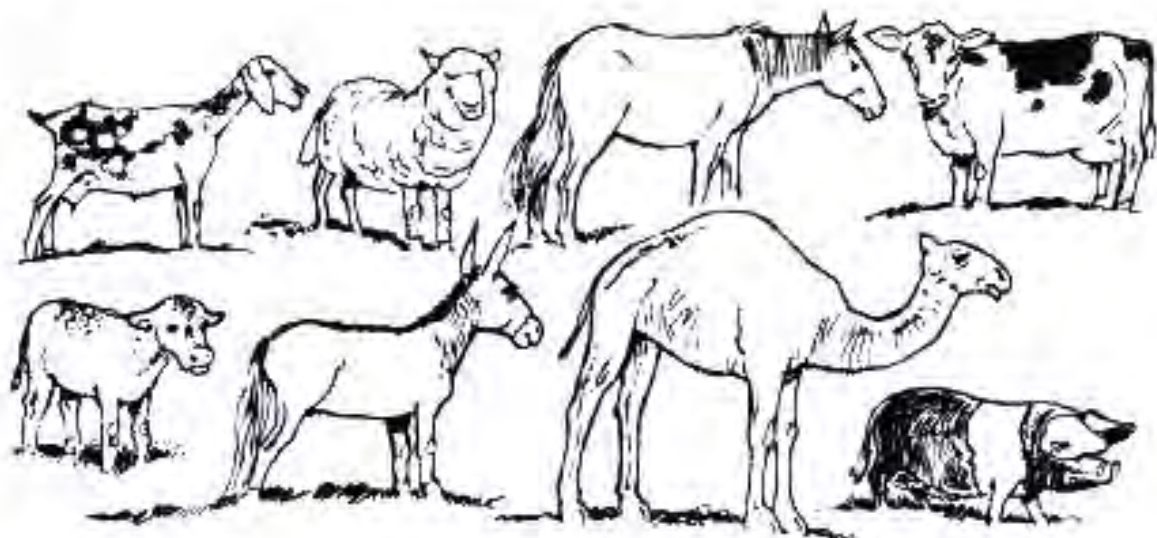
Animals

goat

sheep – sheep

horse

cow



calf – calves

donkey

camel

pig

- 4 Answer these questions using no less than two sentences for each one.**

- 1 How many goats (sheep) do you or your grandparents have?
- 2 Which do you prefer to keep, sheep or goats?
- 3 Do you like riding horses?
- 4 How many litres of milk does your cow (or your goat) give?
- 5 Do you prefer to drink cow's milk or goat's milk?
- 6 Can you milk a cow?
- 7 What are horses, donkeys and camels used for?
- 8 Which animals give us milk?
- 9 Which animals give us meat?

5 Read and translate this text.

The wonder world of nature

CRA-A-A-ACK went the egg and out crawled this baby wood turtle. A hard bump on the turtle's snout helped it peck its way through the tough shell. The bump is called an egg tooth. The egg tooth disappears a short time after the wood turtle has hatched. Turtles, crocodiles, birds and some lizards and snakes have this handy shell-breaking tool.

(From *National Geographic World*)

to crawl /krɔ:l/ хазидан	tough /taɪ/ мушқил
turtle /tɜ:tl/ сангушти обя	shell /ʃel/ суроҳя
bump /bʌmp/ зарба	handy /hændi/ дастӣ
snout /snaʊt/ афт	shell-breaking tool /ʃel breɪkɪŋ tu:l/ асбоби суроҳкунадна
to peck /pæk/ раҳна кардан	

6 Solve this problem.

How far did the dog run?

When Mrs. Fine, the farmer's wife, was coming home from market, her little dog saw her from its kennel in the farmyard and ran to meet her. Mrs. Fine was exactly a mile from the house when the dog left it. As soon as it reached her it turned round and ran back home again. As soon as it reached home, it turned round and ran back to Mrs. Fine. It continued to run backwards and forwards in this way until Mrs. Fine reached the farm. If she was walking at two miles an hour, and the dog was running at four miles an hour, how far did the dog run in all?

at two miles an hour /ət tu: maɪls/ in all /ɪn ə:l/ ҳамагя
эп аиә/ дар як соат ду мил

(The answer: 2 miles. It took Mrs. Fine exactly half an hour to reach home from the moment when the dog left the farmyard.)

HOMWORK

- 1 Write down your answers to exercise 5, page 51.
- 2 Read the text and retell it in summary.

Busy honey-bees

An average beehive contains more than 50,000 rooms (cells) and more than 35,000 busy bees. Each bee has its own special job.

Daily, the queen bee lays eggs twice her own weight; the drones, or male bees, mate with young queens, and the workers, or females, act as nurses, guards, room builders, and gatherers of food. These workers make 37,000 trips to find flower nectar, and carry it back to the hive to make 500 grams of honey.

The wings of honey-bees beat at the amazing rate of 200 times per second. That's why bees buzz! Bees use their wings inside the hive to create good air circulation during warm weather. In winter the beating of bees' wings keeps the hive warm. Bees buzz, but they don't know it. Most authorities believe that bees are deaf!

Dean Curry

deaf /def/ қар	to mate /meɪt/ қуфт қардан
average /ævərɪdʒ/ миёна	females /fɪˈmeɪlz/ мода
beehive /biː haɪv/ кутга,	nurse /nɜːs/ парастор
гурӯх	guard /ɡɑːd/ нобон
busy /bɪzɪ/ машғул, масруф	gatherer /ɡæðəːrə/ ҷамъовар
lay eggs /leɪ eɡz/ тухм	hive /haɪv/ гурӯх
гузоштан	wings /wɪŋz/ пар, бол
drone /draʊn/ занбури асали	amazing rate /əˈmeɪzɪŋ reɪt/
нар	шумораи беҳад бисёр
male bees /meɪl biːz/ занбури	air circulation /ˈeə səˈkjʊleɪʃən/
нар	гардиши ҳаво

- 3 Read, translate and learn this fact.

The bee pollinates 100,000 different kinds of plants. Without bees we would have no apples, pears, plums, cherries, apricots, melons, peas, etc.

pollinate /ˈpɒlɪneɪt/ бордор қардан

LESSON ELEVEN

TOPIC AND VOCABULARY: A worker on
Haioty Nav farm
 STRUCTURE: Past passive tense

- Let's practise the past passive tense with irregular verbs and learn more about Haioty Nav farm.

1 Read and memorise these verbs.

hang – hung (hanged) – hung (hanged)

have – had – had

hear – heard – heard

hide – hid – hidden (hid)

hold – held – held

hurt – hurt – hurt

2 Ask as many *Wh*- questions as you can to get information about these statements.

The hat was hung on the rack. The rabbit was hidden in a box.
 She has just hurt her finger. His footsteps were heard as he
 crossed the bridge.

3 Say the following request which was to be carried out.

EXAMPLE: Feed the cows, please. *But they were fed an hour ago.*
 Take the goats out. Give the camel a pail of water.
 Feed the horse, it is hungry. Hang the pail on the rack,
 please. Hide the strawberries from Karim, he will eat
 them all. Milk the cow, please. Give some hay to the
 sheep, please.

4 Read the text and do these tasks.

- 1 Find the sentence which tells you that Rustam Karimov knows a lot about bees.
- 2 Find the sentence which tells you whether bees gather honey.
- 3 Say a few words about the state farm 'Haioty Nav':

The State Farm 'Haioty Nav' (Part 3)

Rustam Karimov is a worker on the state farm 'Haioty Nav'. The state farm workers feed cows, pigs, sheep, goats, hens, cocks, ducks, geese and turkeys. Rustam Karimov has a big house and an orchard in which there are many fruit trees and berries. Behind the orchard there is a big kitchen garden where different kinds of vegetables are grown by him and his family. The house stands on

one of the small hills. Between the hills there is a valley full of flowers. A small river flows through the valley. Rustam's hobby is to breed bees and he can tell you an interesting story about their life. Bees live in colonies. Each colony of bees has only one queen. One queen is enough for the colony. If more than one queen is kept alive, swarming will not take place. It is said about a bee, 'It gathers honey all day, from every opening flower'.

That is all wrong. Bees don't gather honey. None of the 10,000 different kinds of bees gathers honey. What they do gather is nectar, which is something quite different. Did you know that?

HOMEWORK

1 You have read two stories about bees, now be prepared to tell your classmates some facts about them.

2 Read and learn this new information.

The helmet lizard of Central America has 2,500 teeth. When one tooth is lost, another grows in its place.

The wolf, a symbol of ferocity, is the affectionate parent in the animal world.

LESSON TWELVE

HOME READING

LESSON THIRTEEN

TOPIC AND VOCABULARY: The metric system

- Let's learn the metric system.

1 The metric system

LENGTH	METRIC	GB and US
10 millimetres (mm)	= 1 centimetre (cm)	= 0.3937 inches (ins)
100 centimetres (cm)	= 1 metre (m)	= 39.37 inches or 1.094 yards (yds)
1000 metres	= 1 kilometre (km)	= 0.62137 miles or about $\frac{5}{8}$ mile
SURFACE		
100 square metres (sq.m)	= 1 are (a)	= 0.0247 acres
100 ares	= 1 hectare (ha)	= 2.471 acres
100 hectares	= 1 square kilometre (sq.km)	= 0.386 square miles

2 Read this text.

What causes waves?

Waves are beautiful to look at, but they can destroy ships at sea, as well as houses and buildings near the shore. What causes waves? Most waves are caused by winds blowing over the surface of the water. The sun heats the earth, causing the air to rise and the winds to blow. The winds blow across the sea, pushing little waves into bigger ones.

The size of a wave depends on how strong the wind is, how long it blows, and how large the body of water is. In a small bay, big waves will never build up. But at sea the wind can build up giant, powerful waves.

A rule says that the height of a wave (in metres) will usually be no more than one tenth of the wind's speed (in kilometres). In other words, when the wind is blowing at 120 kilometres per hour, most waves will be about twelve metres. Of course, some waves may combine to form giant waves that are much higher. In 1993 the United States Navy reported the largest measured wave in history. It rose in the Pacific Ocean to a height of thirty-four metres.

(English, IRV.)

to cause /kə:z/ сабаб шудан
wave /weiv/ мавҷ

to destroy /dis'trɔi/ вайрон
кардан



3 Answer these questions using more than two sentences for each one.

- 1 What can you say about waves?
- 2 What causes waves?
- 3 How high can a wave be?
- 4 Does the height of a wave depend on the size of the sea?
- 5 What did the US Navy report in 1993?

4 Make up sentences using this table.

1	I My friend We The villagers	is am are	going to	increase grain and cotton production. improve his English. ride a horse or a camel. to sow this field with wheat. enter the Politechnical University.
2	Are you going to			stay after school to do homework? go to the library? help Lola with physics and mathematics? plant a few cherry trees in the orchard?

HOMEWORK

- 1 Learn the metric system by heart, exercise 1, page 55.
- 2 Read this text and repeat it in summary.

Funny donkeys

Donkeys on the small island of Re, which belongs to France, wear trousers in public. The trousers are taken off before the donkeys go to sleep. The inhabitants are asked to explain this, but they cannot give reasons for this strange custom.

donkey /'dɒŋki/ хар
to belong /bi'ɒŋ/ таалуқ доштан
custom /'kʌstəm/ анъана, суннат



LESSON FOURTEEN TOPIC AND VOCABULARY: **Review**

- Let's review Unit 2.

1 Read, translate and learn these proverbs.

What's done cannot be undone.
Lost time is never found again.

2 Complete the 'tails' for these questions.

EXAMPLES: One goose is drinking water, . . . ?
One goose is drinking water, isn't it?
Two geese are swimming in the river, . . . ?
Two geese are swimming in the river, aren't they?

- 1 A turkey is being fed, . . . ?
- 2 A rabbit was running across the field, . . . ?
- 3 The cow was milked by my mother, . . . ?
- 4 Sheep were grazing in the field, . . . ?
- 5 Flour is made from wheat and rye, . . . ?

3 Answer these questions.

Which animals give us meat?
Which animals give us milk?
Which birds give us eggs?
Which animals can we ride on?
Which vegetables can we eat?
What fruit do you like to eat?
What fruit do you not like to eat?

4 Read these texts then talk about them.
A The common fly

How can a fly walk upside down on the ceiling?

On the end of its feet a fly has two claws and two pads, covered with hairs. There is a sticky liquid in the pads. When the fly wants to walk upside down on the ceiling, it presses hard on the pads and the sticky liquid comes from them. Now it can stick to the surface of the ceiling and hold on upside down.

When a fly wants to walk or fly away it presses with its claws; the sticky pad and hairs are released and it can move freely.

a claw /ə'klaʊ/ ранца
 a pad /pæd/ чанбара, сабад
 sticky liquid /stɪki 'lɪkwɪd/ мөгъи
 часпанда

a surface /ə'sɜːfɪs/ руй, боло
 the sticky pad and hairs are
 released /rɪliːst/ сабади
 часпанда ва муй озод шуда

B Garlic

Garlic is a native plant of Middle Asia. It was cultivated from the third millennium before the Christian era. It was grown in Ancient Egypt, Greece, Rome and China. Garlic was brought to Russia from Visantia in the 9th century. It was used as a flavouring for fish and meat dishes as it is nowadays. Garlic is used in medicine; you are advised to chew it when you have a sore throat. Garlic kills every bacterium and helps people not to catch cold.

garlic /'gɑːlɪk/ сир, саримсоқ
 millennium /mɪ'lenɪəm/ садсола,
 аср
 Ancient Egypt /æn'ʃiənt 'iːdʒɪpt/
 Миери Қадим
 Greece /griːs/ Греция, Юнон

Rome /roum/ Рим
 China /tʃaɪnə/ Чин, Хитой
 flavour /'fleɪvə/ мацца, буй
 to chew /tʃuː/ хондан
 bacterium /bæk'tɪəriəm/
 бактерия



LESSON ONE

TOPIC AND VOCABULARY: Radio and television

- Let's learn about radio and television.

1 Read and memorise these verbs.

make – made – made

speak – spoke – spoken

give – gave – given

hear – heard – heard

2 Answer these questions.

- 1 What is the most wonderful discovery ever made by man?
- 2 By what means do you speak to someone?
- 3 What can you listen to while seated comfortably in your own home?
- 4 How often do you listen to the wireless?
- 5 What do you have to do to listen to the radio?
- 6 Is television more marvellous than the radio? Say why.

3 Read the text carefully.

Radio and television (Part 1)

Of all the discoveries ever made by man, radio, or wireless, is one of the most wonderful. By means of a wireless, you can speak to someone on the other side of the world. Seated comfortably in your own home, you can listen to music or talks which are broadcast thousands of miles away from you – talks on national and international affairs, on science, history and other educational subjects.

I listen to the wireless almost every evening. Mine is an eight-valve set with an outdoor aerial, which gives splendid results. It has medium, long and short wavelength, and it's quite simple to manipulate. All I have to do is to turn a knob or push a button to tune into the station I require. More marvellous even than radio, is television, which enables us not only to listen to talks, plays and concerts, but also to see what is going on.

to discover /dis'kʌvə/ кашф

кардан

wireless /'waɪəlɪs/ бе сим

by means of wireless /baɪ mi:nz

əv/ бо роҳи бе сим

broadcast (v) /'brɔ:dka:st/ пахш

кардан, шунавонидан

eight-valve set /'eɪtvɑ:lɪv/ ҳашт

мавҷдор (радио)

aerial /'eəriəl/ антенна

manipulate /mə'nɪpjuleɪt/ идора

кардан

turn a knob /tɜ:n ə nɒb/ тоб

додани гушак

push a button /pʊʃ ə'bʌtn/ пахш

кардани тугма

tune into /tju:n ɪntu:/ ба мавҷи

дигар гузаштан

require /rɪk'waɪə/ лозимия,

мувофиқ

marvellous /'mɑ:vɪləs/ хуш, хуб

to enable /ɪ'neɪbl/ қудратманд

4 Complete these sentences.

- 1 By means of wireless you can . . .
- 2 I listen . . .
- 3 All I have to do is . . .
- 4 It has medium, long and short wavelength . . .

5 In pairs, talk the first paragraph of the text. Then talk about the second paragraph.

6 Say the text in a chain around the class.

HOMEWORK

- 1 Write down your answers to exercise 4, above.
- 2 Read this text then do the task.

Prove it yourself

How high is your school (or your house)?

There are many ways in which you can find the height of a building. Here is one which you can use.

You know that tall objects give longer shadows than short objects. Measure the shadow of the building on a sunny day. Then measure the shadow of a yardstick. See how many times this distance goes into the shadow of the building. Multiply the number of times by three and the answer is the height of the building in feet.

For example, if the shadow of the yardstick goes into the shadow of the building twenty times, then the building is 60 feet high.

You can find the height of trees and other high objects in the same way.

to measure /'meʒə/ андоза
кардан

a yardstick /ə'jɑ:d'stɪk/ чуб,
калтак

LESSON TWO

TOPIC AND VOCABULARY: **Television**STRUCTURE: **Pronunciation; 'must, have to, can, able to'**

- Let's learn more about television, practise saying past tense endings, and look at 'must/have to' and 'can/able to'.

1 Read the verbs correctly following the examples.

EXAMPLES: /d/ *lived, spelled*
 /t/ *helped, looked*
 /ɪd/ *skated*

studied, worked, practised, displayed, treated, formulated, discovered, ended, asked, restricted, showed, started, called, helped, wanted, represented.

2 Read and translate these sentences. Then make up your own three sentences using the same verbs and write them down in the positive, interrogative and negative forms.

- a) He must come in time. = He has to come in time.
 - b) Must he come in time? = Has he to come in time?
 - c) He mustn't come in time. = He hasn't to come in time.
- a) I must feed the hens and ducks. = I have to feed the hens and ducks.
 - b) Must you feed the hens and ducks? = Have you to feed the hens and ducks?
 - c) I mustn't feed the hens and ducks. = I haven't to feed the hens and ducks.
- a) She can do this work well. = She is able to do this work well.
 - b) Can she do this work well? = Is she able to do this work well?
 - c) No, she can't do this work well. = No, she is not able to do this work well.

3 Read, translate and memorise these dialogues.

- A: Oh, what a fine afternoon!
 B: Yes, very fine, isn't it?
 A: Wonderful!
- A: What a nasty day!
 B: Why? Drizzling again?
 A: Pouring!

4 Read and translate this text.



Radio and television (Part 2)

Galileo, an Italian, invented the telescope over three hundred and seventy years ago.

Because he could see so far with the instrument, he called it a 'telescope', from the Greek word 'telescopos', which means 'seeing from a distance'. The 'tele-' part of the Greek word means 'far'. The English form of the Italian 'telescopio' is 'telescope'.

Following Galileo's idea, 'tele' is used in naming modern inventions which bring close something that is far

away. Television brings pictures from far away. The 'vision' part of 'television' comes from the Latin word 'videre' - 'to see', and 'video', which is another word for 'television', is just the Latin word for 'I see'.

When radio was invented, the word 'broadcast' was used to describe what was transmitted by radio. 'Broadcast' means 'to scatter abroad'. Now, pictures are sent abroad as well as voices, and a new English word has been made up from 'television' and 'broadcast' - 'telecast'.

invent /in'vent/ иштироъ кардан

invention /in'venʃn/ иштироот

'vision' part /'viziən pa:t/ қисми

биной

to transmit /trænz'mit/ пахши

кардан

to scatter abroad /skætsə əbrɔ:d/

ба хориҷ ворид кардан

voice /vɔ:is/ овоз

5 Answer these questions.

- 1 What is the English for the instrument which helps us to observe the stars?
- 2 What do you call the thing which brings voices, writing and pictures from far away?
- 3 How did the word 'telecast' come into being?

HOMework

1 Write down your answers to exercise 2, page 61.

2 Read the text then answer these questions.

- 1 What is the colour of night?
- 2 Which colours is white composed of?
- 3 Which colours have shorter wavelengths?
- 4 What can you say about small particles of dust and moisture in the atmosphere?
- 5 Why does the sky seem blue?

Why is the sky blue?

You know that the sky is blue, but have you ever thought why it isn't white, green or red? Here is the reason. Light from the sun is white. But white is composed of many colours – yellow, orange, red, green, blue and violet. Blue and violet have shorter wavelengths than the light waves of other colours.

Small particles of dust and moisture in the atmosphere bend the blue and violet waves of the sun's rays and spread them all over the atmosphere. Therefore, we see these colours more clearly than other colours in the rays, and the sky seems blue.

wave /weɪv/ мавч

wavelength /weɪvlɛŋθ/
дарозии мавч

particles of dust /partɪklz əv

dust /dʌst/ заррачаҳои манг

moisture /'moɪstʃə/ намӣ

bend /bend/ бастан

ray /reɪ/ шуъ

LESSON THREE

HOME READING

LESSON FOUR TOPIC AND VOCABULARY: Television

- Let's practise some irregular verbs and learn more about the topic 'Television'.

1 Read and memorise these verbs.

find – found – found

pay – paid – paid

say – said – said

lie – lay – lain
make – made – made

2 Ask as many *Wh-* questions as you can to get information about these statements.

I shall find . . . He is playing . . . She has made . . .

3 Read and remember this proverb.

Lost time is never found again.

4 Read this text carefully.

Television (Part 1)

Television now plays such an important role in so many people's lives that it is essential for us to try to decide whether it is good or bad.

In the first place, television is not only a convenient source of entertainment, but also a comparatively cheap one. For a family of four, for example, it is more convenient as well as cheaper to sit comfortably at home than to go out. There is no transport to arrange. They do not have to pay for expensive seats at the theatre, the cinema, the opera and ballet. All they have to do is to turn a knob and they can see plays, films, and operas, not to mention political discussions and the latest exciting football match. Some people, however, say that this is just where the danger lies. The television viewer need do nothing. He does not even use his legs. He takes no initiative. He makes no choice. He is completely passive and has everything presented to him.

convenient /kən'vi:njənt/ роҳат
source of entertainment /sɔ:ts əv
entə'teɪnmənt/ манбаи
вақтузаронӣ
comparatively /kəm'pærətɪvli/
қиёсан
cheap /tʃi:p/ арзон

expensive /ɪks'pensɪv/ қиммат,
гарон
to turn a knob /tɜ:n ə nɒb/
гушакро тоб додан
television viewer /telɪvɪzən 'vju:ə/
тамошобини телевизионӣ

5 Answer these questions.

- 1 What role does television play in people's lives?
- 2 Is it essential for us to try to decide whether it is good or bad?
- 3 Why is television a convenient source of entertainment?

- 4 What does the television viewer need?
- 5 Is he completely passive?
- 6 Does he have everything presented to him?

6 Complete these sentences.

- 1 There is no transport . . .
- 2 All they have to do is . . .
- 3 This is just where the danger . . .
- 4 The television viewer . . .
- 5 He takes no . . .
- 6 He makes no . . .
- 7 Talk about the text in pairs.
- 8 In pairs, talk about every four or five sentences.

HOMework

1 Write down your answers to exercise 5, page 64.

2 Read this riddle.

If yesterday two weeks ago was Saturday. What day will it be tomorrow?

3 Read these facts and retell two of them.

Did you know . . .

. . . that scientists think that the cleverest wild animal is the chimpanzee, the second is the orangutang and the third is the elephant?

. . . that lions are cleverer than tigers and leopards. Among the domestic animals the cleverest are the horse and the dog. These animals learn a lot from the people with whom they live.

. . . that animals can talk to one another?

Of course, they cannot talk like people, but many animals can express joy, fear and anger by their cries. Monkeys, for example, make many different sounds with their mouths, which have different meanings.

The normal temperature for a person is 36.6 degrees centigrade. Here are the average normal temperatures of some animals: cat, 40.0°; cow, 38.3°; dog, 38.6°; horse, 37.8°; pig, 39.2°; sheep, 39.1°.

LESSON FIVE TOPIC AND VOCABULARY: **Television**

- Let's practise more irregular verbs and continue with the topic 'Television'.

1 Read, translate and remember this proverb.

Never put off till tomorrow what you can do today.

2 Read and memorise these verbs.

bring – brought – brought

get – got – got

begin – began – begun

tell – told – told

3 Ask as many *Wh*- questions as you can to get information about these statements.

They have begun. He brought. She will tell.

4 Retell the text 'Television' (Part 1) following this outline plan.

- a) The role of television in people's lives.
- b) Television is a source of entertainment.
- c) Preparation for watching TV.
- d) A passive viewer.

5 Read the text and answer these questions using more than one sentence for each one.

- 1 What does television inform people about?
- 2 Why is television more living and real than radio?
- 3 What is your opinion about television?

Television (Part 2)

Television, people often say, informs one about current events, the latest developments in science and politics, and presents an endless series of programmes which are both instructive and stimulating. The most far away countries and the strangest customs are brought into one's living room. People can say that the radio does this just as well; but on television everything is much more living, much more real. Yet here again there is danger. We get to like watching TV so much that it begins to dominate our lives. A friend of mine told me the other day that his television set had broken down and that he and his family had sadly found that they had much more time to do things and that they could really talk to each other again. It makes one think, doesn't it?

There are many arguments for and against television. The poor quality of its programmes is often criticised. I think we must understand that television in itself is neither good nor bad.

Television is as good or as bad as we make it.

(From *A New Way to Proficiency in English* by John Len Cook, Amorey Gethin, Keith Mitchell)

current events /kʌrənt i'vents/

хабарҳои рӯзмарра

development /di'veləpmənt/

рушд

real /riəl/ ҳақиқӣ

to break down /breik daʊn/

шикастан

sadly /sædli/ ҳузновар

argument /'ɑ:ɡjʊmənt/ далал

for /fɔ:/ барои

against /əɡenst/ муқобили

neither /naɪðə/ на

as ... as ... /æz ... æz/ чӣ ... чӣ

much – more – most бисёр

HOMEWORK

1 Read and copy these sentences. Underline the complex object.

EXAMPLE: I saw him come into the room.

They saw the child cross the road. We saw the man leave the house. Lola saw us go along the road. I heard him speak at the meeting. The woman heard the baby cry. We watched her water the flowers. The grandmother watched Ann do her homework. She let his hand touch her arm. The teacher made us write this exercise again.

2 Read this text and tell it in summary.

More about English seasons

The weather depends on the season and the climate of the country. The Russian winter is famous for its sunny, frosty days. Winter in England is not very cold. Very often snow melts when it falls. In England it doesn't snow much. It often rains, even in winter. The almost permanent mistiness of the atmosphere in England is something that often surprises foreigners. In industrial areas, in autumn, the mist lies thick all day. One peculiarity of an English autumn is mist, another is its long duration.

permanent /'pɜ:mənənt/ доимӣ

atmosphere /'ætməsfɪə/

атмосфера, ҳаво

foreigner /'fɔ:gnə/ хориҷӣ

areas /'eəriəz/ маззаъ

peculiarity /pɪkju'lɪ'ærɪti/

хосият, хусусият

duration /dju'reɪʃn/ давомнобӣ

LESSON SIXTOPIC AND VOCABULARY: **Television**STRUCTURE: **Suffixes and irregular verbs**

- Let's review the suffixes of abstract nouns.

1 Read, translate and learn these words.

-(t)ion, -s(s)ion – calculation, examination, session, expression
 -ance – substance, distance
 -ence – independence, experience
 -ment – experiment, movement, development
 -ure – culture, temperature, literature, pleasure
 -age – marriage, passage
 -ship – friendship, membership, hardship
 -ness – happiness, hardness, madness
 -ism – socialism, capitalism, monopolism
 -ty – activity, capacity, safety, speciality
 -th – strength, warmth
 -hood – childhood, boyhood, manhood
 -dom – freedom, kingdom, wisdom

2 Read the three forms of each of these verbs and memorise them.

beat – beat – beaten
 become – became – become
 bend – bent – bent
 bind – bound – bound

3 Ask as many *Wh*- questions as you can to get information about these statements.

He bent very low. She has bound. She is binding.

4 Retell the text 'Television' (Part 2). Compare television and radio; give arguments for and against television.**5 Complete these sentences.**

- 1 Television now plays such an important role in so many people's lives that . . .
- 2 For a family of four, for example, . . .
- 3 There are many arguments . . .
- 4 Television is as good as . . .

6 Answer these questions.

- 1 What information can people get from television?
- 2 How does television help people?
- 3 What is brought into one's living room?
- 4 Are there many arguments for and against television?
- 5 Do you think that television is, in itself, good or bad?

HOMEWORK

- 1 Write down your answers to exercises 5 and 6, pages 68, 69.
- 2 Read, translate and retell these texts.

The third Law of Motion

1

'The third law of motion, which I have discovered, says: Every action has an equal and opposite reaction. If you push with your finger against a stone, gentlemen, then the stone pushes back with an equal force against your finger,' said Newton.

Have you ever wanted to jump from the side of a rowing boat onto the land? Before you can do it, you must push the boat backwards. And what happens then, according to Newton's Law?

2

Isaac Newton served two terms in the British Parliament. During the two years he spent in the House of Commons, he never opened his mouth except once, when he asked someone in the gallery to open the window.

LESSON SEVEN

HOME READING

LESSON EIGHT

TOPIC AND VOCABULARY: The days of the week; Rogun Hydroelectric Station

- Let's practise irregular verbs and learn about Rogun Hydroelectric Station.

1 Read and memorise these verbs.

fight – fought – fought – fighting
fly – flew – flown – flying
forget – forgot – forgotten – forgetting

2 Ask as many *Wh*- questions as you can to get information about these statements.

He was fighting with the boys. A bird has flown away. She forgot to bring it. I shall find my boy.

3 Work in pairs. Read and act this dialogue.

- A:** Hallo, Karim! I haven't seen you for ages. Where have you been all this time?
B: I have just returned from Rogun.
A: Did you see Rogun Hydroelectric Station?
B: Of course! It is built in the mountains.
A: Really! How interesting!

4 Read this text and talk about it.

No one knows who started the seven-day week. But it is thought that the week has seven days because there are seven heavenly bodies in our solar system that can be seen without a telescope. These are the sun, the moon and five planets: Mars, Mercury, Jupiter, Venus and Saturn. In many ancient religions these seven heavenly bodies were very important. People worshipped them and believed that each ruled over a particular day. Thus there were seven days from one sun's day to the next sun's day. This period later came to be called a week.

The week might have had more than seven days, however, if people in ancient times had known about Uranus, Neptune and Pluto. But none of these planets can be seen without a telescope.

5 Read this text.

Rogun hydroelectric station

Not far from the Vaksh river, Rogun hydroelectric station has been built. It is the most powerful station in Central Asia. It was constructed under very difficult conditions. As there was no flat plain, the station has been built inside the mountain. All the roads to the station run through solid rock.

The town of Rogun is built in the mountains on the high hills. Only high buildings are erected here because of the lack of flat ground. About 16–18 thousand inhabitants live here. The town looks like a peninsula which is washed by the waters of the Rogun reservoir.

The town was built by different nations of our country and it looks smart.

hydroelectric station /,haɪdrəʊi'lektɪk/ стансияи барқии оби	thick /θɪk/ ғавс
powerful /'paʊəfʊl/ бузург, қудратманд	rock /rɒk/ санг
flat plain /flæt pleɪn/ ҳамвории васеъ	lack /læk/ кам
to be placed /bi: pleɪst/ ҷойгир кардан	inhabitants /ɪn'hæbɪtənts/ бошандагон
	peninsula /pɪ'nɪnsjʊlə/ шабеҳи қазира
	reservoir /'rezəvwa: / обанбор
	smart /smɑ:t/ зебо, дилчасп

6 Answer these questions using not less than two sentences for each one.

- 1 Where has Rogun hydroelectric station been built?
- 2 Is it a powerful station?
- 3 Where is the station situated?
- 4 Say some sentences about the town of Rogun.

HOMWORK

1 Write down your answers to exercise 6, above.

2 Complete these sentences.

- 1 It is the most . . .
- 2 As there was no flat plain . . .
- 3 All the roads to the station . . .
- 4 The town of Rogun was built . . .
- 5 The town looks like a peninsula . . .

3 Read and try to memorise this text.

Did you know . . .

. . . that each atom has its own fixed position in a molecule, but it does not remain still? Each atom moves quickly back and forth.

. . . that the difference between a hot substance and a cold one is in the movement of the atoms? The faster the movement of the atoms, the hotter is the substance.

LESSON NINE**TOPIC AND VOCABULARY: Sound**

- Let's practise irregular verbs and learn about the topic 'Sound'.

1 Read, translate and learn this proverb.

After rain comes fair weather.

2 Read, translate and memorise these verbs.

keep – kept – kept

know – knew – known

lay – laid – laid

learn – learnt, learned – learnt

leave – left – left

3 Ask as many *Wh-* questions as you can to get information about these statements.

Domestic animals are well kept on the state farm. They have known each other for ages. He will soon leave the town for Hissar. The turkeys and ducks were left in the barn.

4 Make up as many sentences as possible using this table.

		her	dance in the room.
Pete		them	climb the hill.
I	saw	somebody	learn the poem by heart.
we		us	listen to the radio.
		the children	tie the goat to that tree.
		sheep	eat the hay in the field.

5 Read this text.**An age problem**

A man has lived one fourth ($\frac{1}{4}$) of his life as a boy, one fifth ($\frac{1}{5}$) as a young man and thirteen years as an old man.

How old is the man? (The man is 60 years old.)

6 Read this text carefully.

Sound

Sound travels through the air in the form of waves. Sound waves are sent out from any object that vibrates or swings to and fro. If there are between 20 and 20,000 swings each second, we can hear the sound. The faster a thing vibrates, the higher the pitch of the tone it produces. The pitch of the tone also depends on the size and shape of the vibrating object.



If you strike the side of an empty glass, it vibrates and gives off a musical tone. If water is poured into the glass, it gives a different tone because the amount of air that can vibrate freely has been reduced.

Sound propagates not only in the air but also in other bodies. Different bodies conduct sound in different ways. Most metals, wood, gases and also liquids are good conductors. Soft and porous bodies are poor conductors.

Thus sound propagates in all resilient bodies, solid, liquid and gaseous, but it cannot propagate in a vacuum.

wave /weɪv/ мавч
vibrate /vai'breɪt/ ларзондан
swing /swɪŋ/ боло поён лапиш
хурдан
to and fro /tu: ənd fraʊ/ ин сў он
сў
the pitch of the tone produces
/pɪtʃ əv ðə toʊn prə'dju:sɪz/
андозаи садои ҳосилшуда
shape /ʃeɪp/ шакл
empty /empti/ холи

propagate /'prɒpəgeɪt/ паҳн
шудан
liquid /'lɪkwɪd/ моеъ
conduct /kən'dʌkt/ гузарондан
porous /'pɔːrəs/ суроҳ-суроҳ,
пурсуроҳ
resilient /ri'zɪliənt/ сахт
gaseous /'geɪzjəs/ газдор
vacuum /'vækjuəm/ вакум, холи
аз ҳаво

7 In pairs, talk about the text you have read.

HOMEWORK

1 Write down the answers to these questions.

- 1 How does sound travel?
- 2 Where can we hear a sound?
- 3 On what does the pitch of the tone depend?
- 4 In what does the sound propagate?
- 5 What are good (poor) sound conductors?
- 6 Can sound propagate in a vacuum?

2 Read and translate this text. Then answer the questions.

More about London (Part 1)

London is the capital of Great Britain, and a capital city of the United Kingdom. It is the largest city in Europe and one of the oldest in the world. The old Celts gave it its name; the Romans made it the centre of their new colony; the Germanic invaders tried to burn and destroy it; the victorious Normans made it the capital of the country. In London, past and present are so mixed together that they cannot easily be separated and when you are in London you see the past in the present and present in the past.

The oldest part of London is called the City. In the City the streets and pavements are very narrow and the traffic is very heavy on weekdays. That is because the most important London firms and banks have offices there. But at weekends the City is almost dead.

- 1 What can you say about London as the capital?
- 2 What can you say about the City?

Romans /roumənz/ Римляхо

colony /kələni/ колония

Germanic /dʒə:'mænik/

Германия, Олмоня

invader /in'veɪdə/

забткунанда

burn /bɜ:n/ сӯхтан

destroy [dist'rɔɪ/ хароб

victorious /vik'tɔ:riəs/ ғолиб

Normans /nɔ:mənz/ Норманҳо

to be mixed /bi: mɪkst/

маҳлут қардан

together /tə'geðə/ якҷоя

easily /i:zɪli/ осон

to separate /sepəreɪt/ ҷудо

қардан

pavements /peɪvmənts/

доимя

narrow /nærou/ танг

traffic /træfɪk/ нақлиёт

heavy /'hevi/ гарон, вазнин

offices /'ɒfɪsɪz/ идора, коргоҳ

dead /ded/ мурда

LESSON TEN

TOPIC AND VOCABULARY: **The electric light-bulb**
STRUCTURE: **Suffixes**

- Let's review the suffixes 'ment' and 'ful' and learn the topics 'The electric light-bulb' and 'London'.

1 Read and translate these words. Then make up your own sentences.

- a) joy – enjoy – enjoyment

They will tell you their joys and sorrows.

I enjoy good music, it gives me great enjoyment.

- b) sorrow – sorrow – sorrowful

He was very sorry that my friend was dead.

He looked very sorrowful.

There was sorrow in his face.

2 Talk about London, the capital city, and the old City of London.

3 Work in pairs. Complete these dialogues.

EXAMPLE: **A:** *I like to travel by train.*

B: *I like it, too. (I also like it.)*

A: My mother always cooks the dinner well.

B: My mother . . .

A: My father can drive any car.

B: And my father . . .

4 Read and translate the text.

The electric light-bulb

An electric current is the free flow of electrons through a wire. Electrical wire is made of copper and electrons easily pass through it.

But if they come to a different metal whose conductivity is not so good as that of copper, they bump against the atoms of the metal. The friction arising from the bumping makes the metal very hot.

This happens in electric stoves and irons where the wire is made of nichrome. The nichrome becomes very hot when electricity flows through it. The metal covering which protects the nichrome from dirt becomes hot, too, and cooks the food or warms the room.

In an electric light-bulb, a very fine filament of wire made of tungsten is used. As the current flows, the electrons bump into the tungsten atoms, and become hot. The hotter they become, the quicker they move and bump, and become hotter still; until the wire begins to glow. The glow is the result of the electrons bumping about and causing little sparks, which we see as light. The electrons do not burn up or melt the wire, although it is very thin, because there is no oxygen in the bulb, so things cannot burn in it.

current /kʌrənt/ рӯзмаппа

flow /fləʊ/ резиш

wire /waɪə/ сым

copper /kɒpə/ мис

conductivity /kən'dʌktɪvɪti/

қобилияти электрикро

гузарондан

bump /bʌmp/ зарба

friction /frɪkʃən/ заррача, пора,

тикка

filament /'fɪləmənt/ ришта, тор

tungsten /'tʌŋstən/ волфрам

stoves and irons /stəʊvz ənd

aɪənz/ бухора, манқал,

гармхона

protect /prətekt/ муҳофизат

кардан

dirt /dɜ:t/ чиркин

bulb /bʌlb/ лампа

oxygen /'ɒksɪdʒən/ оксиген, ҳаво

5 Translate these sentences into Tajik.

- 1 What metal has conductivity not so good as that of copper?
- 2 A very fine filament of wire made of tungsten is used.
- 3 The hotter they become, the quicker they move and bump, and become hotter still.
- 4 The glow is the result of the electrons bumping about and causing little sparks.

6 Answer these questions.

- 1 What is electric current?
- 2 Why do electrons easily pass through electrical wire?
- 3 What makes the metal very hot?
- 4 What is the wire in electric stoves and irons made of?
- 5 What is the glow?

7 Read this puzzle.

The electric train

An electric train is travelling at a speed of 60 miles per hour. If there is a wind of 30 m.p.h. which is following it, which way is its smoke blowing?

(Answer: an electric train does not have any smoke.)

HOMework

1 Complete these sentences following the example.

EXAMPLE: If he doesn't go there, she won't *go there, either*

EXAMPLE: If Lola plants flowers in front of the house, I'll *do it, too*.

- 1 If he doesn't tell you about it, I won't . . .
- 2 If Rustam doesn't want to take the medicine, I won't . . .
- 3 If Karim is going by plane, I'll . . .
- 4 If I go to Kulyab by air, Anna will . . .

2 Read this text and retell it.

More about London (Part 2)

The most fashionable and the most expensive part to live in is the West End. It is situated between the City and Hyde Park. The City and the West End are the heart of London: they are the parts which everybody who comes to London must see and wants to see, because they are more interesting than any other part of London. All the most interesting buildings, shops and offices are situated here.

The Tower of London, the Bank of England, the Mansion House, where the Lord Mayor lives, the Law Courts, and many interesting old churches are situated in the City. The Houses of Parliament with Big Ben, Westminster Abbey, the National Gallery and many theatres and good shops are in the West End.

Lord Mayor /lɔ:d meɪə/ Мири Шаҳр
Law Courts /lɔ: kɔ:ts/ Додгоҳи қонун

LESSON ELEVEN TOPIC AND VOCABULARY: Water

- Let's practise irregular verbs and begin the topic 'Water'.

1 Read, translate and memorise this proverb.

After dinner sit a while, after supper walk a mile.

2 Read and memorise these verbs.

lie – lay – lain

light – lighted, lit – lighted, lit

lose – lost – lost

make – made – made

meet – met – met

3 Ask as many *Wh*- questions as you can to get information about these statements.

He lit the lamp.

She has made her bed.

I lost my spectacles.

We were met by our friends.

I shall lie on the grass under the tree.

4 Read and translate these sentences.

- 1 The properties of short waves are different from the properties of long waves.
- 2 A mechanical pyrometer works on the principle of expansion of metals by heat.
- 3 No question is more important now than the question of preserving lasting peace.
- 4 The kind of television used in science and industry differs from the kind used for entertainment.

5 Read and translate this text.

Water (Part 1)

Water is one of the commonest of all substances, and without it life would be impossible. The seas and oceans cover about seven tenths ($\frac{7}{10}$) of the Earth's surface. But water is also contained in the soil, in the atmosphere and in all living things. More than half of the human body consists of water, which also forms a large part of the food we eat, especially vegetables and fruit. Man can live for nine days or more without food, but we cannot live for many days without water.

Water exists as a substance in three states: ice, which melts at 0 degrees centigrade, liquid water, and steam, which is formed when water boils at 100 degrees centigrade.

commonest /kəmənɪst/

оддигарин

substances /sʌbstənsɪz/ чигэ, чинэ

surface /sɜːfɪs/ руй

to contain /kən'teɪn/ доро будан,

доштан

soil /sɔɪl/ хок

exist /ɪg'zɪst/ вучуд доштан

liquid /'lɪkwɪd/ моег

steam /stiːm/ бул

boil /bɔɪl/ чушондан

6 Answer these questions.

- 1 What is water?
- 2 How much of the Earth's surface is covered by seas and oceans?
- 3 How much of the human body consists of water?
- 4 How long can a man live without food and water?

HOMework

- 1 Write down your answers to exercise 6, above.
- 2 Read, translate and retell this text.

More about London (Part 3)

London has many bridges over the Thames, more than twenty, but the most interesting of them all is Tower Bridge situated near the Tower of London.

The Tower of London is an old castle with white walls, high towers, small windows and large gardens. Many important people, among them two wives of Henry VIII, were imprisoned and beheaded there.

The East End is the poorest district. There are many factories, workshops and docks there. Most of the workers live in this part of London.

LESSON TWELVE

HOME READING

LESSON THIRTEEN TOPIC AND VOCABULARY: Water

- Let's practise verbs and asking questions, then continue to study the topic 'Water'.

1 Read, translate and memorise this proverb.

Everything is good in its season.

2 Read, translate and memorise these verbs.

pay – paid – paid

put – put – put

read – read – read

ride – rode – ridden
run – ran – run
rise – rose – risen

3 Ask any questions you like about these statements.

She paid 200 roubles for 10 kilograms of grapes. I always read books when I have time. The sun rises in the east. He was running very quickly.

4 Talk about these situations.

- 1 Say what you can see in the sky at night and in the daytime.
- 2 Describe a day when there are no clouds in the sky.
- 3 What do you begin doing when clouds gather in the sky and you are out of doors?

5 Make up as many sentences as possible using this table.

I		the actor	sing a new song.
Kate	heard	them	talk to the postman.
We		the boy	tell the pupils a strange story.
			read a story aloud.

6 Read and translate this text.

Water (Part 2)

Water differs from all other liquids in that it expands when cooled from 0° centigrade, contracts when heated from 0° to 4° centigrade and reaches its maximum density at 4° centigrade. No other liquid possesses this property. Pure water is rarely found in nature. This is because water is able to dissolve so many substances from the air, the soil and the rocks. The saltiness of sea water is caused by the mineral substances which are dissolved from the Earth's surface by rivers and carried down to the sea.

The sun's heat causes the surface sea water to evaporate, or change into vapour, leaving behind the salt and other minerals. This explains why the seas are so much more salty than the rivers flowing into them.

to expand /ɪkspænd/ васьеъ
кардан
to cool /ku:l/ сард (хунук)
кардан
to contract /kɒn'trækt/ васьеъ
шудан
to heat /hi:t/ гарм кардан
density /densiti/ чафсь
to possess /pou'zes/ доштган
property /prɒp'əti/ хусусь,

шахсь
pure /pjʊə/ тоза
to dissolve /di'zɒlv/ об шудан,
хал шудан
saltiness /sɔ:ltinis/ намакдор
to cause /kɔ:z/ сабаб шудан
to evaporate /i'veɪpəreɪt/ бухор
кардан
vapour /'veɪpə/ бухор, мех

7 Answer these questions.

- 1 In what way does water differ from all other liquids?
- 2 Is it easy to find pure water in nature? Why is it so?
- 3 What does the sun's heat cause the surface sea water to do?

HOMework

- 1 Write down your answers to exercise 5, page 80, and exercise 7, above.
- 2 Read and try to remember these facts.

Did you know . . .

. . . that radon, although it is a gas, is four times as heavy as iron?

. . . that when pocket watches were first invented, they were so heavy that their owners had pages to carry them?

. . . that it is impossible to sneeze with your eyes open?

. . . that the eyeballs of the giraffe protrude to such an extent that he can see in all directions without turning his head.

. . . that three hundred years ago diamonds were tested in India by fastening them to the horns of two fighting rams.

. . . that the tortoise has the slowest pulse of any animal – 13 beats a minute.

LESSON FOURTEEN

TOPIC AND VOCABULARY: Rubber

- Let's practise irregular verbs, asking questions and look at the topic 'Rubber'.

1 Read and memorise these verbs. Use them to make up as many sentences as possible.

say – said – said
see – saw – seen
sell – sold – sold
send – sent – sent
shake – shook – shaken

2 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: I want Karim to study physics.
B: Why do you want him to study physics?
A: Because I want him to be a physicist.

3 Make up as many sentences as possible using this table.

He	watched	me	hurry to the bus-stop.
Ann		as	get on a bus.
They		the workers	get off a tram.
		Ann	talk and laugh during the break.
		the clerk	work there.

4 Read the text about 'Rubber' and find the answers to these questions.

- 1 What is rubber?
- 2 Where is rubber used?
- 3 What was the first use of rubber?

Rubber (Part 1)

We all know what rubber is. We have seen it on the wheels of cars; we have used it to rub out mistakes in drawing; we have played games with rubber balls. When we press a piece of rubber, we change its shape. But as soon as we stop pressing, the rubber springs back to its first shape, we therefore say that rubber is elastic.

Rubber was first used to make rubber balls. In 1492, Columbus sailed from Spain and discovered America. One of the many strange things which he and his men saw in America was a game played with rubber balls. They noticed that the rubber balls bounced much better than the balls they used in their own country. When they sailed home again, they told their friends that the balls were made from the gum of a tree.

rubber /'rʌbə/ резина
 wheels /wi:lz/ чархҳо
 to rub /rʌb/ либос шустан
 to press /pres/ зер кардан
 shape /ʃeɪp/ шакл

to spring back /sprɪŋ bæk/
 чаҳида рафтан
 elastic /ɪləstɪk/ эластик, мулоим
 to bounce /baʊns/ чаҳидан
 gum /gʌm/ шарбати дарахт

5 Rewrite these sentences correctly.

EXAMPLE: We can use rubber to draw.

That's wrong. We can use rubber to rub out mistakes in drawing.

- 1 When we press a piece of rubber, we can't change its shape because it is hard.
- 2 Rubber was first used to make rubber wheels.
- 3 Columbus discovered America in 1592.
- 4 Columbus sailed from Great Britain.

HOMEWORK

- 1 Write down your answers to exercises 4 and 5, pages 82, 83.
- 2 Read and try to remember these facts.

Did you know . . .

- . . . that the planet nearest to the sun is Mercury?
- . . . that the distance of the moon from the Earth is 253,000 miles maximum and 222,000 miles minimum?
- . . . that the distance of the sun from the Earth is 93,005,000 miles?
- . . . that there is a unit of measurement called a 'light year'? It is the distance which light travels in a year.
- . . . that the nearest star is 4.2 light years from the Earth?

LESSON FIFTEEN

HOME READING

LESSON SIXTEEN

TOPIC AND VOCABULARY: **Rubber**

- Let's practise irregular verbs and continue the topic 'Rubber'.

1 Read and memorise these verbs.

shine – shone – shone
shoot – shot – shot
show – showed – showed
shut – shut – shut
sing – sang – sung

2 Ask any questions you like about these statements.

The sun is shining brightly.
The hunter shot at the hare.
The film was shown at night.
He has just shut the door.
The song was sung by the boys.

3 Solve this problem.

Milk and water

Cup A contains 30 spoonfuls of milk. Cup B contains 30 spoonfuls of water. A spoonful of milk is taken out of Cup A and put into the water in cup B. After the mixture has been stirred thoroughly, a spoonful of it is put into the milk in cup A.

Is there then more milk in the water than there is water in the milk? Or is there more water in the milk than there is milk in the water?

a spoonful /spu:ɪnfʊl/ қошук
пур
a mixture /mɪkstʃə/ аралаш,
омехта

thoroughly /'θʌrəli/ хуб омехта
кардан

(Answer: There is more milk in the water than there is water in the milk.)

4 Read the text about 'Rubber' and find the answers to these questions.

- 1 Who found out that rubber would rub out pencil marks?
- 2 Where do rubber trees grow?
- 3 Where are these countries?

Rubber (Part 2)

Hundred of years passed before rubber was used in Europe and other parts of the world. Small pieces of rubber were brought to Europe, and kept by people who liked to collect strange things; but no one thought that rubber could be useful. Then an artist found out that rubber would rub out pencil marks. That was one of the first uses of rubber, and that is how it came to be called 'rubber'. Rubber trees grow only in countries where it is very hot or very damp. These countries are near the equator so it was there that men went out to hunt for rubber trees. It was not easy to find them.

In those hot damp lands, trees of many kinds grow so close together that it is difficult to travel through the forests.

The men who were hunting for rubber trees found them growing wild in South America, in Central America, and in West Africa. Nearly all the world's rubber comes from the great forests of America and West Africa.

5 These sentences are not true. Rewrite them correctly.

- 1 Rubber was used in Europe and other parts of the world in the fifteenth century.
- 2 It is called 'rubber' because it is elastic.
- 3 Rubber trees grow everywhere.
- 4 It is easy to find rubber trees.
- 5 Nearly all the world's rubber comes from England and Europe.

HOMework

- 1 Write down your answers to exercises 4 and 5, pages 84, 85.
- 2 Read this text and do the task.

What do you know about the sky?

Here are seven statements from the field of astronomy. Some of them are true and some are not . . .

Do you know which are correct?

Take a sheet of paper and write down your answers. Then check them against the answers given below.

- 1 The Earth is half the size of the sun.
- 2 Jupiter circles the sun every 12 years.
- 3 A true star is a sphere of white hot gas.
- 4 Stars shine by their own light.
- 5 The stratosphere is airless.
- 6 Stars are all bright red.
- 7 Most stars are sharp-pointed.

Answers: 1 Not true. The sun is more than 186 times as large as the Earth. 2 True. 3 True. 4 True. 5 Not true. The stratosphere is part of the upper atmosphere. 6 Not true. Stars are different colours from blue-white to red. 7 Not true. Stars are huge balls of gas. The light they give out looks like sharp points.

LESSON SEVENTEEN

TOPIC AND VOCABULARY: Solving problems
STRUCTURE: Irregular verbs; complex objects

- Let's practise verbs, complex objects and problem solving.

1 Read, translate and memorise this proverb.

Every cloud has a silver lining.

2 Read and memorise these verbs. Then use them to make as many sentences as possible.

sink – sank – sunk

sit – sat – sat

sleep – slept – slept

smell – smelt – smelt

sow – sowed – sown

- 3 Tell the class what you have learnt about rubber.
- 4 Make up as many sentences as possible using this table.

I		me	go to the shop and buy some butter.
He		you	wait for the doctor.
We		him	learn the poem by heart.
They	made	her	bring a pail of water.
The mother		the children	clean the chalkboard.
The teacher		the pupils	work in the kitchen garden.

- 5 Solve these problems.

How much does a man weigh?

A man weighs 60 kilograms plus one-third of his weight. How much does he weigh? (The man weighs 80 kilograms.)

How did they carry the bags?

A man had to walk to the station four miles away from his house. He had two bags of equal weight, but he could not carry them to the station by himself, because they were too heavy. His brother and his son wanted to carry the bags to the station for him, but his brother was an old man and the boy was not strong enough. Anyway, the man wanted to take his own share too. When they started off, the man's brother took one bag and his son took the other, while the man worked out the plan to share the burden equally among the three of them.

(**Answer:** The boy carries a bag one mile and one-third ($\frac{1}{3}$). Then he gives it to the man, who will carry it to the station. The man's brother carries the other bag two miles and two-thirds and then gives it to the boy, who will carry it to the station. So each of them will carry a bag two miles and two-thirds.)

- 6 Talk about 'Spring' in a chain round the class and then continue in pairs. Use these words to help you.

a wonderful season, lovely spring mornings (days), April showers, March, soft winds bring warm weather, get warmer, buds break into leaves, snowdrops, bluebells, tulips, poppies, grass, covered with green carpets of grass and flowers, the best time for walks in the country.

HOMEWORK

- 1 Write down as many realistic sentences as possible using these tables.**

1

Modern art	is	a thing	I like.
A funny story			he hates.
Classical literature	are	things	she is interested in.
Pop music			they are fond of.
Legends			Bob doesn't understand.

2

My			collecting minerals.
His		is	making various things of metal.
My brother's	hobby		playing chess.
Ann's		was	growing flowers.
			keeping geese and turkeys.
			looking after vegetable seedlings.

- 2 Read and try to remember the facts in this text.**

What do you know about the sky?

Here are eight statements about stars and planets. Some of them are true and some are not. Take a sheet of paper and write down your answers. Then check them against the answers given below.

- 1** There are exactly 5,483,601 stars.
- 2** About half the stars can be seen without a telescope.
- 3** Twenty two planets have been discovered so far.
- 4** Gravity holds the Earth in its orbit around the sun.
- 5** Saturn, like the Earth, has one moon.
- 6** The Sun's rays strike the Earth at different angles during different seasons of the year.
- 7** The Sun is the second nearest star to the Earth.
- 8** Jupiter is much nearer to the Sun than Mercury.

CONTINUED

1 Not true. There are many stars which we cannot see. Nobody knows how many stars exist. **2** Not true. Only about 2,000 stars can be seen by the naked eye; millions more can be seen with a telescope. **3** Not true. There are only nine known planets in our solar system. **4** True. **5** Not true. Saturn has nine moons. **6** True. **7** Not true. The sun is the star nearest to the Earth. **8** Not true. Mercury is the planet nearest to the sun.

LESSON EIGHTEEN

HOME READING

LESSON NINETEENTOPIC AND VOCABULARY: **Review**

- Let's review Unit 3.

1 Review the proverbs you have learned.

Never put off till tomorrow what you can do today.
Every cloud has a silver lining.

2 Write these verbs in the short form.

I had not. I was not. I have not. She had not. We could not.
They will not.

3 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: Oh, how steep the mountain is!

B: Yes, very steep, isn't it?

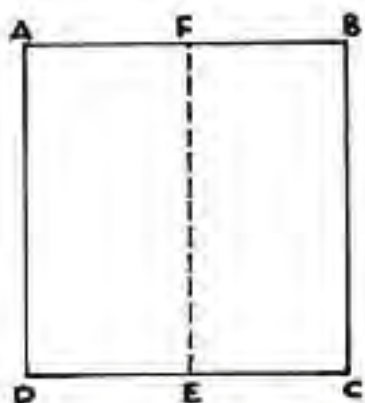
C: Terribly steep.

4 Solve this problem.**A square and a triangle**

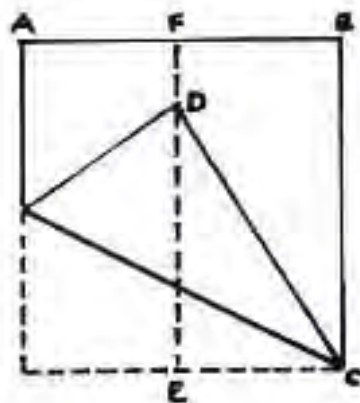
Take a square piece of paper. Then try to fold it so as to form the largest possible equilateral triangle. A triangle in which the sides are the same length as the sides of the square, as you see in the picture, is not the largest possible.

(Answer: Fold the square in half and open it out (a). Fold the corner D over so that D lies on FE (b). Mark this point X and open the paper out (c). Fold along DX and CX. You now have the largest equilateral triangle that you can make out of the square of paper.)

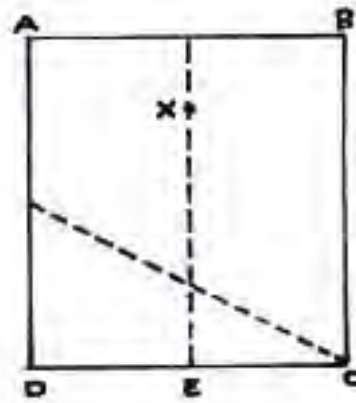
(a)



(b)



(c)



5 Let's discuss these questions.

- 1 Talk about the time when snow covers the fields (the ground, the trees) in your region. If you have little or no snow, say so. When does ice cover the rivers (the lakes, the sea)?
- 2 What do you expect when clouds cover the sky?
- 3 How many times a day do you listen to the radio? What do you like to listen to? When do you like to listen to music and to sports news? When do you turn the radio on and when do you turn the radio off?
- 4 Which do you prefer, television, radio or cinema?

6 Read and retell this text in summary.

The Gulf Stream

It may be new to you, but the Gulf Stream in the Atlantic Ocean is a distinct river of warm water and can be clearly seen from a plane. It can even be photographed. The Gulf Stream is at least thirty degrees warmer than the ocean it flows through. It is so warm that along the north-eastern coast of the United States you can go swimming in the Gulf Stream – even though an iceberg may be floating nearby!

LESSON ONE TOPIC AND VOCABULARY: **At the post office**

- Let's learn words related to the topic 'At the post office'.

1 Read and translate the words and sentences. Then make up your own sentences:

- a) day – daytime – daily

EXAMPLE: *He works everyday, from nine to five. She works in the daytime, not at night. We have a daily newspaper.*

- b) friend – friendly – unfriendly – friendship

EXAMPLE: *He is a very good friend. Some of the people were very friendly to him; others were unfriendly. I am very pleased to have your friendship.*

2 Say these time expressions.

in the morning, at noon, in the afternoon, at midnight, at night

Now match each expression with a time.

8 a.m.; 16.00; 12.00 GMT (Greenwich Mean Time); 03.00; 10.00;
3 a.m.; 9.30; 24.00; 7.45 p.m.; 4.16 a.m.; 23.00; 14.00

3 Work in pairs. Read and act this dialogue. Then make up your own dialogue:

A: When do your lessons begin?

B: At 9 a.m. as usual.

A: And when do they end?

B: At about one or two in the afternoon.

4. Read and translate this text:**At the Post Office**

I regularly receive letters, postcards and parcels, and sometimes telegrams too. I collect my letters poste restante at the post office. I call at the post office twice a day, for there are five collections and three deliveries daily. The procedure is as follows. I go up to the counter that has the notice 'Letters Poste Restante, Stamps, Postcards, Forms on Sale'. I ask the clerk if there are any letters for me. If there is a parcel addressed to me I'm given a special form to fill in. I write my name and address on it, go to Parcel Post and say that I am the addressee. The clerk asks for my passport, checks it

against the form, returns my passport and hands me the parcel.

When I want to send a letter, I put the letter into an envelope, address it, buy a stamp at the post office, stick the stamp on the envelope and drop it into a letterbox (pillar box). If I want to send a letter by airmail and registered post, I give it to the clerk who weighs it, sticks on the stamp, cancels it and writes out a receipt.

postcard /poust'ka:ɪd/ корт
 parcel /pa:sl/ савротӣ
 poste restante /'poust 'resta:nt/
 мактубе, ки адреси
 гирандааш нишон дода
 нашуда, аз почта фақат бо
 талаби худи гиранда дода
 мешавад
 to call at /kɔ:l æt/ ташириф
 овардан
 twice /twais/ дубора
 collection /kəlekʃən/ дарёфт,
 анбуҳ

delivery /di'livəri/ овардан
 procedure /prə'si:dʒə/ амалиёт
 counter /'kauntə/ ҳисобчӣ
 forms on sale /fɔ:mz ən seil/
 нусхаҳо дар фуруш
 envelope /'envi:ləup/ лифофа
 to stick /stik/ елимкорӣ кардан
 by airmail /baɪ eəmeɪl/ бо почтаи
 ҳавоя
 to deal with /di:l wɪð/ кор
 доштан
 weigh /wei/ дар тарозу
 баркашидан

5. Answer these questions using no less than two sentences for each one.

- 1 Why do people go to the post office?
- 2 What notices can you read on the counters?
- 3 When does the clerk ask for your passport?
- 4 Do you remember how to address an envelope?

HOMEWORK

- 1 Write down your answers to exercise 5, above.
- 2 Write a composition on 'Weather'. Use these notes to help you.
 What does 'The weather is beautiful' mean? Describe beautiful weather in summer, autumn, winter and spring. What can you do in beautiful weather? What is bad weather? Describe the weather you experienced at the beginning and at the end of a winter (or a summer) and say where this was.

LESSON TWO

TOPIC AND VOCABULARY: At the post office
STRUCTURE: Review of some irregular verbs

- Let's review some irregular verbs and continue with the topic 'At the post office'.

1 Read and remember this proverb.

If you want something done well, you must do it yourself.

2 Read and memorise these verbs. Then use them to make up as many interrogative sentences as possible.

Speak – spoke – spoken

Strike – struck – struck

Send – sent – sent

Swim – swam – swum

Stand – stood – stood

3 Work in pairs. Read and act these short dialogues between people in a post office.

A: I must send a telegram. Where I can get a form to fill in?

B: At the next counter.

C: Do you mind telling me where I can get stamps and postcards?

D: At counter number four.

E: What do I have to do if I want to send a parcel?

F: You must hand it to the clerk who will weigh it on the scales.

4 Be ready to speak about the topic 'At the post office'.

5 Read the following sentences and answer the questions.

- 1 Tom is taller than Dick. Dick is taller than Fred. Which of them is the tallest? Which of them is the shortest?
- 2 The climate of Rome is warmer than that of London. The climate of Oslo is not as warm as that of London. Which climate is the warmest? Which climate is the coldest?
- 3 A train moves faster than a fishing boat but not as fast as a plane. Which is the fastest? Which is the slowest?

6 Read and translate this text.

At the post office

There are always a lot of people in our post office. It is small wonder since our post office is such a convenient place. You can buy all

kinds of useful things like stamps, postcards and envelopes there.

You can buy postcards from the machine beside the letterbox. You can also buy postal orders to send money by post. You can send all kinds of telegrams (photo-telegrams, priority telegrams, reply-paid telegrams) and letters too. You can get your letters posted there. You can send parcels, insured and otherwise. You can have your parcels wrapped and tied there. You can also subscribe there to various national and international newspapers, gazettes, journals and magazines.

There is also a savings bank where you can put in or draw out your money whenever you like. There are some telephone books near the wall under the clock. You can directly telephone your family and friends from there or book trunk-calls to any city abroad.

it is small wonder /'wʌndə/

ачоиботи кучак

a convenient place /kən'vi:njənt/

макони роҳатбоб

a priority telegram /praɪ'ɔrɪti

telɪgræm/ телеграмман

аввалдараҷа

a reply-paid telegram /riplai peɪd

telɪgræm/ телеграмман

қаблан пул пардохташуда

a parcel insured /'pɑ:sl ɪn'ʃʊəd/

савғоти

to wrap /ræp/ банду баст

кардан

to subscribe /səb'skraɪb/ обуна

шудан

a savings bank /seɪvɪŋz bæŋk/

банки амонатгузори

a journal /'dʒɔ:nləl/ маҷалла

a gazette /gə'zet/ рӯнома

to put in or draw out /put ɪn ɜ:

drɔ: aʊt/ ба дарун мондан ва

ё гирифта баровардан

a telephone booth /telɪfəʊn bu:ð/

хоначаи телефонӣ

a trunk-call /trʌŋk kɔ:l/ занги

супоринӣ

7 Answer these questions using more than two sentences for each one.

- 1 What can you buy at the post office?
- 2 What kinds of telegrams can you send?
- 3 What can you subscribe to?
- 4 What can you do in a savings bank?
- 5 What else can you do in the post office?

HOMEWORK

- 1 Write down your answers to exercise 7, above.
- 2 Be ready to speak about your post office.

LESSON THREE

HOME READING

LESSON FOUR

TOPIC AND VOCABULARY: Meals
STRUCTURE: 'Either/neither'

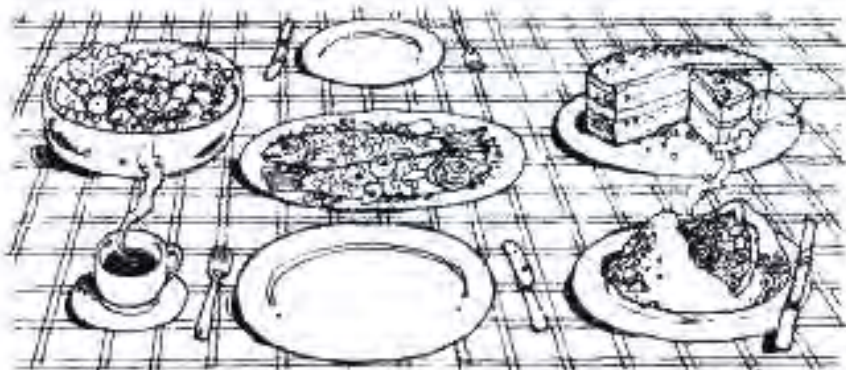
- Let's review the use of 'either' and 'neither' and learn the topic 'Meals'.

1 Make up your own sentences like these examples.

- a) We can go there either by train or by plane.
- b) We can go there neither by bus nor by lorry.

2 Read and translate these sentences. Then work in pairs and use the sentences to make up your own dialogue.

Have some more salad! Help yourself to some more fish! What about another cup of coffee? I have never tasted such a nice cake! Let's take pudding for the second course. I am fond of fruit pudding.



3 Make up sentences; write 3 sentences on each of the tables:

A

	cabbage		potatoes	
I don't like	porridge	give me	sweets	instead of milk
	juice		fish	
	jam		chocolate	black coffee
	meat		green	white bread
	marmalade			peas

B

	boil milk		me
All	cook porridge		us
They	fried potatoes		Lola
	bring a bottle of sweet cream	instead of	her
	buy sausages		Mother
	make tea, boiled		Granny
	fresh potatoes		

4 Make up sentences from this table and talk in pairs.

I			clear soup	for the first course
We			cabbage soup	for dinner
They	usually		borsch	
	always	have	noodle soup	
	often		chicken	
	rarely		fish, cutlets	for the second course
	never		steaks	for lunch
			salad	for breakfast
He			eggs	for supper
She		has	cakes, fruit	for the sweet
Nancy			ice-cream	for dessert
Karim			tea, coffee	in the morning
			compote	

5 Discuss food and drink.

- a) Talk about five things you eat when you are hungry.

BEGIN: *When I am hungry, I . . .*

- b) Speak about five things you drink when you are thirsty.

BEGIN: *When I am thirsty, I . . .*

HOMework

1 Change the following sentences following the example.

EXAMPLE: Give a plate of porridge to Mary.
Give her a plate of porridge.

- 1 Give a cup of milk to the boy.
- 2 Bring two pails of water to Mother.
- 3 Give some meat to the man.
- 4 Buy a box of sweets for your sister.
- 5 Give a plate of clear soup to the old woman.
- 6 Give some fish to Lola.
- 7 Give some fruit pudding to the children.
- 8 Buy some ice cream and pastry for your sister.

2 Read the text and be ready to retell it.

British meals long ago

Two hundred years ago, meals in Britain were different from today. The courses were not so clearly separated into meat and sweet courses; puddings were large: meat puddings, and even plum pudding used to have meat in it.

All the different foods were put on the table at once.

For example, the first course of the dinner given by a priest in 1774 consisted of a 'large cod, mutton, some soup, a chicken pie pudding and roots.'

The second course was pigeons and asparagus, veal with mushrooms, roasted sweetbreads, lobster, apricot tart and sweet jellies.

plum /plʌm/ олу
 priest /pri:st/ руҳонӣ
 cod /kɒd/ моҳӣ
 mutton /mʌtn/ гӯшти барра
 chicken pie /'tʃɪkən paɪ/ кулча
 бо гӯшти мурғ
 root /ru:t/ реша
 pigeons /'pɪdʒɪnz/ кабутар
 asparagus морчуба
 veal /vi:l/ гӯшти ғусола

mushroom /mʌʃru:m/ қорч
 roasted sweetbreads /roustɪd
 swi:tbredz/ кулчаҳои
 ширини бирёншуда
 lobster /lɒbstə/ харчанги
 баҳрӣ
 apricot tart /eɪprɪkət ta:t/
 кулчаи зардолуғӣ
 sweet jellies /swi:t dʒelɪz/
 мураббон ширин

LESSON FIVE

TOPIC AND VOCABULARY: Meals
STRUCTURE: Review of suffixes

- Let's review suffixes and continue with the topic 'Meals'.

1 Read and translate these verbs. Then form the adjectives.

v. (verb) + able = adjective

EXAMPLE: read – *readable*

change – ; recognise – ; understand – ; forget – ; distinguish –

2 Complete the sentence with the correct word.

- 1 This book is easy to read. It is . . .
- 2 I can't forget this film. It is . . .
- 3 You can easily understand this text. It is quite . . .
- 4 These projects are easy to distinguish. They are . . .

3 Answer the questions, using the words in brackets.

- 1 What must you do at home?
(do lessons, help Mother, keep the books in order, wash the floor, go to bed at the right time, get up at 7 o'clock, do morning exercises)
- 2 What needn't pupils do on holiday?
(go to school, do lessons, get up early)

4 Read the text carefully and talk about it.

Meals (Part 1)

There are four meals a day in an English home: breakfast, lunch, tea and dinner (supper).

Breakfast is the first meal of the day. It is at about 8 o'clock in the morning, and consists of porridge with milk, marmalade or jam. Some people like to drink tea, but others prefer coffee. Instead of porridge they may have fruit juice or they may prefer biscuits.

The usual time for lunch is 1 o'clock. This meal starts with soup or fruit juice. Then follows some meat or poultry with potatoes – boiled or fried – carrots or beans. Then a pudding follows. Instead of the pudding people may prefer cheese and biscuits. Last of all coffee – black or white. English people often drink something at lunch. Water is usually on the table. Some prefer juice or lemonade.

HOMework

- 1 Write a composition on 'My breakfast and lunch'.
- 2 Read and retell this text in summary.

Animal secrets

Many baby animals are able to walk almost from the moment they are born (take, for example, the young deer).

Why are they given this wonderful ability to walk so soon? Because they feed on grass and eat a lot of it, so they must be able to move from place to place.

Young birds, of course, stay in their nests. Their food is brought by the parent birds, so they do not have to shift until they are ready to fly. Lions and wolves have dens to live in. They go out, catch food and bring it back.

A baby bat, as soon as it is born, clings to its mother and they move together.

Kangaroo babies are carried in their mother's pouch.

ability /ə'bilɪti/ имконият
to shift /ʃɪft/ бе чо шудан,
чумбидан
a den /den/ гора, хилватгоҳ

a bat /bæt/ қуршапарак
to cling /klɪŋ/ часпидан
pouch /paʊtʃ/ халта

LESSON SIX

HOME READING

LESSON SEVEN

TOPIC AND VOCABULARY: **Meals**

STRUCTURE: **Review of 'must', and the suffix, 'ful'.**

- Let's review the verb 'must', the suffix 'ful' and continue to study the topic 'Meals'.

1 Solve this problem.

Farmer Smith is carrying one bag of potatoes. Farmer Jones is carrying five bags. All bags are the same size but Smith's bag is fifty times heavier than the bags which Jones is carrying. Why?

(**Answer:** Farmer Jones is carrying empty bags.)

2 Read these nouns and form the adjectives. Then translate them and make up your own sentences.

n. (noun) + ful = adjective

EXAMPLE: *care + ful = careful*

power, play, fruit, beauty, wonder, use, peace, help, hope, law

3 Read and translate these sentences. Then make up your own sentences using the verbs below.

must: to be to (am to, is to, are to, was to, were to)

must: to have to (has to, have to, had to)

1 Helen is to meet Jane at this station.

They are to go to the country.

We were to visit a museum.

I was to return the book to the library.

2 Tom has to stay at home.

Ann has to buy bread and milk.

We have to cook veal with potatoes.

I had to make a plum tart.

4 Work in pairs. Read and act this dialogue. Then make up your own dialogue.

A: What shall we have for dinner?

B: Let's have some salad, clear soup, and fish with boiled potatoes.

A: And what about the sweet?

B: I think a glass of orange juice will be just the thing for dessert.

5 Read the text carefully and talk about it.

Meals (Part 2)

Dinner is the fourth meal of the day. The usual time is about seven o'clock, and all the members of the family sit down together.

Dinner usually consists of soup, fish or meat with vegetables – potatoes, green beans, carrots and cabbage – sweet pudding or fruit salad and ice cream or cheese and biscuits. Then, after talking together, they have black or white coffee.

This is the order of meals among English families. But a lot of people have dinner in the middle of the day instead of lunch. They have tea a little later, between 5 or 6 o'clock, and then in the evening, before going to bed, they have supper. So the four meals of the day are either breakfast, dinner, tea, supper or breakfast, lunch, tea, dinner.

HOMework

- 1 Write a composition on 'My dinner and supper'.
- 2 Read and answer these questions.

At the table (Part 1)

You are invited to your friend's birthday party. After the greetings, congratulations and introductions that are usual at any gathering, the guests are told to sit down at the table.

Hearing this, the gentlemen should not hurry to take their places. They must wait, standing, until all the ladies have taken their seats at the table and they should help them to do so. While at the table you should observe some rules if you don't want to look strange.

Answer these questions.

- 1 When are the guests told to sit down at the table?
- 2 Should the gentlemen hurry to take their places?
- 3 What must they do?
- 4 What should the guests observe?

LESSON EIGHT

TOPIC AND VOCABULARY: Table manners
STRUCTURE: Past indefinite tense; past continuous tense

- Let's review the past indefinite and past continuous tenses and the topic 'Table manners'.

1 Solve this problem.

Hundreds and hundreds

- 1 Arrange the numbers 1, 2, 3, 4, 5, 6, 7, 8 and 9 so that they will total 100 exactly.
- 2 Arrange 4 eights so that they will total 1 exactly.
- 3 Arrange 4 fives in line to make 100.

Answers: 1

$$2 \frac{6}{9} \times \frac{8}{8} = 1$$

$$3 (5 + 5) \times (5 + 5) = 100$$

2 Read and translate these sentences. Then make up your own.

Indefinite	→	v. + ed (participle 2)
Past	→	were + (not) + v. + ing
Continuous	→	was

- 1 I was writing a letter when Mother called me.
- 2 I was writing a letter and he was watching TV.
- 3 She was washing the floor at 10 o'clock.

3 Complete these sentences.

- 1 I was cleaning my room . . .
- 2 She was arranging the books on the shelves . . .
- 3 I swam every day . . .
- 4 I read English books . . .
- 5 . . . while I was spending my holidays in the village.
- 6 . . . I had a very good time.
- 7 . . . while I was walking to school yesterday.
- 8 . . . while I was staying at the seaside last summer.
- 9 . . . when we were leaving school at 3 o'clock yesterday evening.

4 Read, translate and memorise these sentences.

- 1 Would you be so kind as to open the door?
- 2 Would you mind opening the door?
- 3 Could I trouble you for a glass of water?
- 4 Thank you! Don't mention it!

5 Make up polite requests and answer them.

	pass me the salt (pepper-pot)?
	switch off the light?
Would you please	turn on the radio?
	answer the telephone?
	light the gas?

	a glass of milk?
	another cup of coffee?
Could I trouble you for	a slice of bread?
	the salt-cellar?
	a piece of fruit tart?

	passing me the mustard?
	turning off the radio?
Would you mind	not making bread-balls?
	passing me a piece of meat loaf?
	reading the menu aloud?

6 Read the text carefully and talk about it.

At the table (Part 2)

Here are some table manners.

Never put your elbows on the table while you are eating.

If you want something, you shouldn't reach for it across your

table. You should simply ask one of them to pass you what

you need.
politely.

Bread is taken from the bread plate by hand and not with a fork. Don't use a knife for fish or cutlets and never put a knife in your mouth or close to your face, because you could cut yourself and your hosts will have to send for the doctor.

Remember, you shouldn't push back your plate when you have finished eating or lean back saying 'I'm through.' The plate stays where it is and the fact that you've put your spoon or fork down shows that you have finished.

host /'həʊst/ мизбон

remain /ri'meɪn/ мондан

to lean back /li:n bæk/ ба пушт

I'm through /θru:/ ман сер

шудам

HOMEWORK

1 Write out these sentences. Use 'in', 'on', 'with', 'from', 'for' or 'of' to complete each one.

- 1 We eat soup . . . these spoons.
- 2 I put some salad . . . his plate.
- 3 The child always drank milk . . . that cup.
- 4 Father doesn't like milk . . . his coffee.
- 5 I shall buy some marmalade . . . my grandfather.
- 6 There is no salt . . . the cabbage, you forgot to put it in.
- 7 Pete brought a pail . . . cold water to the travellers.

LESSON NINE TOPIC AND VOCABULARY: Table manners

● Let's continue to study the topic 'Table manners'.

1 Read this text and write down your answers to the questions.

At the table (Part 3)

In between courses you must not play with the bread, whistle, sing or play with the knives and forks. Don't lick your spoon, even if you still feel hungry. You may ask for a second helping (but not for another helping of soup).

When some unknown dish is placed before you, try not to make faces at it. You should not show that you have never seen it before and that you want to smell it before you eat it.

Don't chew loudly, like young children. But you should not swallow food without chewing it first. That's what dogs usually do and you are a well-bred person, aren't you?

whistle /wɪsl/ хуштак кашидан

lick /lɪk/ ласидан

a second helping /seknd helpɪŋ/

ду бора фармудан

to make faces /meɪk feɪsɪz/

киёфаро нишон додан

to chew /tʃuː/ хондан

to swallow /swɒləʊ/ фуру бурдан

well-bred person /wel bred pɜːsn/

одами хуб тарбия ёфта

- 1 What mustn't one do in between the courses?
- 2 Is it polite to lick a spoon?
- 3 Is it polite to ask for a second helping of soup?
- 4 How should you behave when some unknown dish is placed before you?
- 5 Is it polite to chew loudly?

LESSON TEN

HOME READING

LESSON ELEVENTOPIC AND VOCABULARY: **Clothes**STRUCTURE: **Noun gender; future indefinite tense**

- Let's study the gender of nouns, review the future indefinite tense and learn the topic 'Clothes'

1 Read, translate and memorise the words in the table.

- 1 The common gender: doctor, friend, cousin, child, baby, teacher, etc.
- 2 The masculine gender – the feminine gender

Masculine	Feminine
poet	poetess
host	hostess
actor	actress
waiter	waitress
manager	manageress
lion	lioness
prince	princess
tiger	tigress
manservant	maidservant
landlord	landlady
policeman	policewoman
Englishman	Englishwoman
hero	heroine
bridegroom	bride
king	queen
nephew	niece

2 Talk about the rules for good table manners.

3 Complete these sentences.

- 1 If the weather is bad, we . . .
- 2 If we have time, we . . .
- 3 If the driver comes, he . . .
- 4 If I finish my homework in time, we . . .
- 5 We shall learn English, if . . .
- 6 The doctor will come, if . . .
- 7 The students will help the collective-farmers, if . . .
- 8 Alec will write you a letter, when . . .

4 Work in pairs. Ask and answer 'What?' questions following the example.

EXAMPLE: **A:** *What will you do when you come home?*

B: *I'll do my homework.*

A: *What will you do if it rains?*

B: *I'll take an umbrella.*

5 Read, translate and memorise these sentences.

- 1 How much does it cost?
- 2 What can I do for you?
- 3 May I have a look at it?
- 4 What size do you take for summer-wear?
- 5 This raincoat costs 309 roubles.

6 Make up sentences using these tables.

A

		a handkerchief	
	does	the belt	
		this suit	
How much	do	that watch	cost?
		the skirt	
	did	the wardrobe	
		these trousers	
		these high boots	

B

This suit			
The jersey			
The pullover			
The jumper	cost (costs)	350	roubles.
The shirt		700	pounds.
The shoes		24	dollars.
The high boots		etc.	

HOMEWORK

- Write down your answers to exercise 3, page 106.
- Read this text and write down your answers to the questions.

Clothes

Ann says, 'I am very pleased to talk about clothes. I like to have pretty dresses of the latest fashion and style, well-cut, tailored costumes, nylon underwear, nylon stockings and well-made shoes.

In the morning I generally wear a blouse and skirt or a jumper and skirt, especially in winter. In spring or summer I like something lighter, and I wear a cotton or linen frock and a hat to match. In the evenings I like to dress for dinner, especially if I am going out to a theatre or a dance. My favourite is a black evening dress, beautifully cut. With this dress I wear platinum and pearl earrings and a pearl necklace.

For tennis I wear a short white linen dress, and for the seaside a beach dress.

a well-cut, tailored costume
/wel kʌt teɪləd kɔːst jʊ:m/

пушоки хуб духташуда

nylon underwear /naɪlən

ʌndəweə/ пушоки таги
нейлонӣ

a linen frock /lɪnɪn frɒk/

пушоки дарзмолшуда

a hat to match /hæt tuː mætʃ/

кулоҳи муносиб

platinum /plætɪnəm/ платина

pearl earrings /pɜːl iəˈrɪŋz/

гушвори марворидӣ

a beach dress /bi:tʃ dres/

пушоки барои лаби баҳр

- What dresses does Ann like to have?
- What does she wear in the morning?
- What does Ann like to wear in spring or summer?
- What does she wear in the evenings, especially when she goes to a theatre?
- What does she wear for tennis?

LESSON TWELVE

TOPIC AND VOCABULARY: Shopping
STRUCTURE: Complex object

- Let's review the complex object and learn the topic 'Shopping'.

1 Ask 'What?' questions following the example.

EXAMPLE: I want Mike to answer this question.
What do you want Mike to do?

- 1 I want him to go through the field.
- 2 We want her to go by bus.
- 3 Helen wants her mother to order a new dress for her.
- 4 Pete wants his parents to buy him a watch.
- 5 I wanted you to read this story.

2 Make up sentences using these tables. Remember that the verbs 'see, hear, watch, make' do not take 'to' after them.

1

Pete		her	buy a jersey.
I	saw	them	wear a pull-over.
We		the children	put on high boots.

2

I		the actor	sing a new song.
Karim	heard	them	talk to the postman.
He		the boy	tell the pupils a story.

3

She			the bus stop.
Lola	watched	me hurry to	get on a bus.
They		the workers	get off a train.
			work there.

4

He		me	go to the shop and buy some sugar.
They	made	you	bring a pail of water.
The mother		her daughter	wash my face and hands.
The teacher		her son	cook fried potatoes.