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# English



11

МАРИФ

1999

ФАРХАНГ

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

# **English**

*Забони англисӣ барои синфи 11*

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**A Social-labour**

My home  
 Professions  
 My town  
 Some inventors

**Social-cultural**

Television; sports; appearance  
 Cinema; theatre at school  
 Fashions, Holidays  
 Clothes, England  
 My leisure time America  
 Canada

**Social communicative**

Settling life problems  
 Shopping Pollution  
 Travelling Ecology  
 Seasons Medical service  
 Meals  
 Money

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

The syllabus for the 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-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 text in the book deals with one which informs pupils about people and their way of life in Great Britain, America and Canada.

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 of them in the class and the teachers' methods.

In teaching pupils to read much attention should be given to developing their ability to guess. 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. Prequestions 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.

It is necessary to propose some more fits of advice, which are successfully realized, and to make the pupils consult dictionaries to find out the meaning of unknown words. At the English lesson while mastering skills and habits on the base of the topical text. Here are some of them given in the following sequence of work at the text.

#### **A. Developing auiding (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 the questions on the passage they heard.

#### **B. Developing speech habits and skills.**

To help pupils master their speech habits and skills, the teacher guides the pupils' questioning as follows:

**Pupil 1** begins to read the second passage of the text – he reads the first sentence.

**Pupil 2** translates this 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 should be divided in parts.

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

After this kind of work on the text comes:

A) speaking in a chain around the class, pupils retell the text learned;

a) 'talking in pairs, pupils talk about the text in twos, sitting at their desks. The last passage (6-7) sentence is learned by silent reading: after reading the passage the pupils answer the teacher's questions on it to check. The pupils' understand of the text.

The homework is: to put 4-5 questions on the text listened by the pupils and to put 4-5 questions on the text read by them silently. The answers should be given on all questions. The homework should be done in writing. At the next lesson the teacher should involve the pupils in doing some creative exercises, as follows: dramatizing the text, role playing, transferring the plot of the text, etc. This approach to the text helps the pupils to master habits and skills consciously and thoroughly. There are different kinds of exercises. They are structural-information exercises and semantic-communicative ones, which must be practiced, in the senior forms. Both kinds of the exercises should be used at the lessons with semantic-communicative exercises prevailing. 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 sentences which summarize the paragraph.

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

At senior level the following exercises are recommended:

Answer the questions (all types of questions however wh-questions are desirable) may be used.

Read out the words (sentences or passages) which substantiate your answer.

Read the passage (wh-question should be put).

Translate the text. (This may be done either in English or in Tajik (Russian) depending on the material used).

Almost every instruction of Home-work suggests the pupils' short stories for independent reading. Therefore stories signed by the teacher to the pupils as Home Reading are read by the pupils and checked by the teacher at every third lesson. In this case all the class period is devoted to checking the pupils' understanding of the text read by the learners at home and developing the pupils' oral speech on the base of the story.

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

- Retranslating of the most significant sentences for retelling.
- Retelling the text based on the outline devised by the pupils.
- Dramatizing the text.

A gist transferring of an extract from the text being read by the pupils.

Discussions of the text.

Among other devices of work on the text summerizing is of great importance. It involves a number of mental processes, such as analysis and synthesis, which are central to the meaning of the text and connect or rewrite them using their own words, phrases and sentences. These results are in better comprehension of the text and development of the pupils' skills in annotating.

The task is of great practical value for language training since pupils revise vocabulary and grammar.

Moreover they are trained to retell the text in their own way. By summarizing 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 practiced are those which pupils need as both producers and receivers of language. The speech elements and words introduced are included in the texts for extra reading and have been kept that to a minimum so that the pupils can focus on being producers of language themselves.

The content which is presented to pupils should be explained by the teacher whenever necessary. The Tajik (Russian) language may like wise 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 pupil's questioning bearing in mind that all the learners should be activated in learning and be appraised for it. For this purpose teacher should use a marks table. Here is an example.

**Unit one: Lesson 1**

Names	Ex 1 p	Ex 3 p	Ex 4 p	Ex 5 P	Ex 6A p	Ex6B p	The story	Total main
1	+		+				+	
2	+		+				+	
3	+		+					
4	+		+	+	+			
5		+		+	+			
6		+			+			
7		+		+		+		
8		+		+		+		
9		+		+		+		
10				+		+	+	
11								

Testing pupils demonstrates how much they have learned, but also not only the learners' instruction serves a diagnostic function showing where the pupils have difficulties. Tests reveal where teaching methods may need 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 dialogues, role-playing etc.

When teachers conduct a pupil's test this scale of marks is used;

Level "a 5" more than 80% correct answers

Level "a 4" from 60 to 79% correct answers

Level "a 3" from 40 to 59% correct answers

Level "a 2" less than 39% correct answers



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

The specific feature of this book lies in the vast independent work, that is realized by the pupils in often consulting English vocabulary while working on the meaning of unfamiliar words.

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

The units including exercises and texts, the Topical vocabulary, Vocabulary and English Grammar Reference (in Russian) were written and compiled by Satskaya. English Grammar Reference and the translation of the Vocabulary into Tajik and Russian were done by Jamshedov P. The Reader is compiled by K. Alidodkhonova.

The authors believe that this textbook will contribute to English Language in secondary schools in Tajikistan.

The authors would be greatly indebted for any critical remarks from schoolteachers. These should be sent to the Ministry of Education, str. Chekhov N, Tajikistan

*Authors*

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**LESSON ONE — THE FIRST LESSON**

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*Dear students! Welcome to school.  
We congratulate you on the beginning of the school year! We wish you  
good luck in your studies!  
We wish you successful final examination!  
Good luck!*

**1. Have a talk about your summer holidays.**

**2. Read the verbs and give three forms of them:**

be, become, blow, begin, buy, catch, come, choose, do, draw, feed  
and feel.

**3. Get more information by means of putting questions**

She is buying.

He was catching.

**4. Complete the sentences using the complex object.**

1) I want you... 2) I wanted him... 3) I want her... 4) Mother wants  
her daughter...

**5. Read and act the dialogue, make up your own dialogues.**

**A:** I want to make a bench for you, but I can't.

**B:** Do you want me to make a bench for you? But I can't.

**6. Read, translate and make up your own sentences.**

<b>A:</b>				Ask		somebody to do something
		I		Want		Pete to bring me a chair.
				Tell		

**B:** Make somebody do something, talk in pairs at the desks

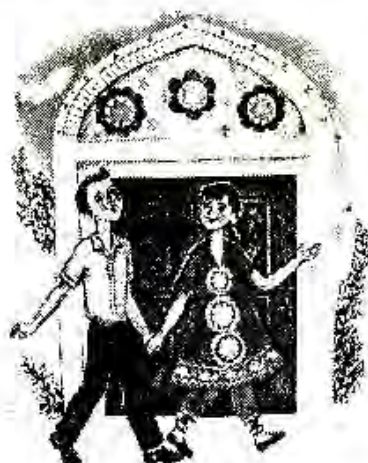
**7. Finish the story.**

### A Story

“You didn’t let me tell you how lovely you look» he told after a long sweet time had passed between them. “I tried to tell you when you joined me in the ballroom tonight, but you thought I was going to say you were late coming down.

He laughed softly at the memory, and he joined in gaily. She had been wonderfully on time. She started to tell him so, but his lips claimed her own, so he kissed her

What was then?



### **HOMEWORK:**

**Read, translate and retell the story according to the outline (Try to dramatise it)**

- a) Mrs. Bennets requirement and Mr. Bennet's reaction
- b) Mr. Bennets talk with Lizzy
- c) What's your opinion about the problem of marriage.

### A Difficult Decision.

As Mrs. Bennet came into the room where her husband was sitting, she cried: “Mr. Bennet, I want you to speak to Lizzy and make her marry Mr. Collins”

Mr. Bennet looked up from his book and said quietly: “I am afraid I do not understand you. What are you talking about?”

Mr. Collins and Lizzy says she went to marry Mr. Collins, and Mr. Collins is beginning to say he wants to marry Lizzy. “And what do you want me to do? It seems hopeless”. “Speak to Lizzy: Tell her you want her to marry him. Call her here. I’ll tell her what I think”.

Mrs. Bennet went to the door and called Lizzy. “Come here, child”, her father said, as she came in. “I have sent for you because I want to speak to you on an important question. Give me your full attention, please. I understand that Mr. Collins has said he wants to marry you. Is that right?”

“It is”, Elisabeth answered.

“Very well, said Mr. Bennet. “And have you refused?”

“I have, sir”.

“Very well. Now main thing to understand is that your mother wants you to agree. Is that right, Mrs. Bennet?”

“Yes. If she doesn’t agree, I shall never see or speak to her again”. “You see Lizzy”, said Mr. Bennet, “how difficult it will be to decide. From this day, you must lose one of your parents. Your mother will never see you or speak to you if you do not marry Mr. Collins and I will never see you or speak to you again if you do”.

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## **LESSON TWO — THE SECOND LESSON**

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**1. Read the verbs and give the three forms of them:**

Lose, hide, hold, know, lay, let, and lie.

**2. Get more information by means of putting questions.**

He will hide.

She has lain.

**3. Read and set the dialogue. Make up your own dialogues.**

Jack: Shall we go to the waterpool after our tennis practice?

Dave: Yes, let’s

Jack: Shall I phone you at six?

Dave: No, I shan’t. I’ll be out.

**1. Describe your village (helmet), the collective (state) farm and private farmers according to the following outline:**

1. Its situation.
2. The business of the villagers.
3. What the villagers do in the fields in spring, in summer and in autumn.
4. What the villagers produce in their fields; gardens, kitchen gardens and in the farms.

**2. Translate the following words, using the dictionary:**

A tractor-driver-

A combine-operator-

To plough the land

To sow wheat, (cotton)

To plant trees, (tomatoes, potatoes)

Maize-

Sugar-beet-

Turnip-

**3. Read and say:**

What will you do?

If your mother is ill, ...

If you meet a little dog in the street, ...

If the weather is fine on Sunday, ...

If your friends invite you to go mountaineering, ...

**4. Have a pair talk on: what you will do in summer, where you will go, how you will go there, what you will do there.**

**HOMEWORK:**

**1. Answer questions in writing.**

1. What will you do, if the weather is fine tomorrow?

2. Where will you go, if it rains tomorrow?

3. What will he do, if the lessons are over?

4. What will they do, if it snows tomorrow?

5. When will you have for our supper.

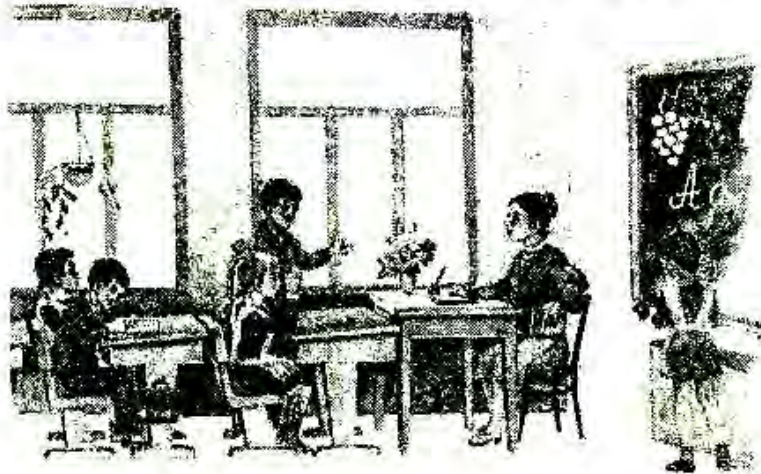
**2. Be ready with your Home reading.**

**5. Read the text. What should you advise the girl to do?**

**Problems with lessons**

I'm very worried because the lessons at school are too difficult for me. I don't understand them, but the others in the class know what the teachers are talking about. Who should I talk to? We'll have exams soon, and I know I'm going to fail them. My parents will be furious, because they think I'm doing OK.

Please help  
Suzie 17



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## LESSON THREE — THE THIRD LESSON

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### 1. Home Reading

### 2. Read the poem and translate it.

#### NO ENEMIES

You have no enemies, you say?  
Alas! my friend, the boast is poor;  
He who has mingled in the fray  
Of duty, that the brave endure,  
Must have made foes! If you have none,  
Small is the work that you have done.  
You've hit no traitor on the hip,  
You've dashed no cup from perjured lip,  
You've never turned the wrong to right,  
You've been a coward in the fight.

*Charles Mackay (1814-1889)*

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## LESSON FOUR — THE FOURTH LESSON

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### 1. Speak on situation using not less than two-three sentences in your speech.

- A. 1. Say what you usually have for breakfast.  
2. Ask your classmates what we can buy at the market in summer.  
3. Tell the pupils what kind of transport you may go by in town.
- B. 1. "Meat, potatoes and tomatoes, please".  
2. "We shall meet after school".  
3. "It's time to go to bed, dear!"  
4. "She is fond of children".

### 2. Change the numerals according to the example.

**Example:** Chapter 1 (one)-the first chapter.

Chapter 3, LESSON 12, PART 2: page 371; Book 1,

### 3. Try to remember.

So...that...

#### 1. With adjectives.

The chair is so big that it won't fit into the car...

**2. With adverbs.**

She ran so fast that she won the race

**3. With "many".**

He has so many suitcases that he can't carry them all

He has so many books that he can't carry them all.

**4. With "much".**

He ate so much cake that he felt sick

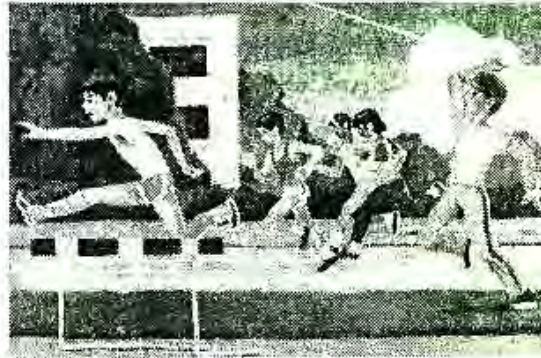
He ate so much that he felt sick

**5. Such... that.**

It's such a comfortable sofa that Ted wants to keep it.

*Note:* That is often left out of expressions with so... that and such... that

He's so tired, he can't stay awake.



**HOMEWORK:**

1. Write three sentences on every pattern (ex 3..)
2. Read the text! What is opinion about the boy?

**Not Fair**

I get \$1.50 a week pocket money, but most of my friends get much more. When I ask my Mum and Dad for more, they say I can have more if I help in the house, but I don't see why I should. Mum's at home all day, and it's her job to look after the house, not mine.

What do you think?

Sharon, 14



**LESSON FIVE — THE FIFTH LESSON**

1. Review and remember. Make up your own sentences
2. Read and act the dialogue, make up your own dialogues

- A. Jack: I'm sorry I forget to bring your book.  
Peter: That's all right. Bring it tomorrow.
- B. Long-longer- (the) longest  
Short-shorter- (the) shortest
- C. Beautiful-more beautiful-the most beautiful  
Handsome-more handsome-the most handsome
- D. Many-much-most  
Bad-worse-worst

### A RHYME

Good, better, best  
Let's never rest,  
Till our good is better  
And our better best

### 3. Answer the questions

1. Which is better to go in for basketball or tennis?
2. Who is the strongest sportsman in our country?
3. Where is the most beautiful countryside in your place?
4. Which take more time, to travel by car or by train?
5. Where are the coldest climate in our country?
6. Which are the most famous health resort in our country?
7. Which are the most popular sports in our country?
8. Who is your more favourite actor (actress)?

### 4. Say that you (your friend, your sister) were going to do something else.

Let your desk-mate ask why you changed your mind, and answer him.

Example:

A: I was going to try to become a member of the football team, but I want to go in for basket-ball instead.

B: What made you change your mind? (Why did you do it?)

A: My best friend is in the basket-ball team.

### 5. Answer the questions.

A: Who invented one of the ways of

Making steel

The electric lamp?

The phonograph?

The telephone?

When was it invented?

B. Who discovered

Antarctuda?

H. Bessemer (the 19 century)

Thomas Edison (1877)

A.G. Bell (1876)

A. Popov (1895)

D. Mendelejev (1869)

Cristopher Columbus (1869)



The West Indies?  
The Periodic Law of  
the elements?  
The three laws of motion?

F. Bellins Hausen (1820, Jan.)  
Isaac Newton (the 17th century)

When was it (were they) discovered.

#### HOMEWORK:

Write some sentences about any famous people.  
Read the text. Tell the main idea of it in English.

#### Pure Water in Baikal

Everybody visiting Baikal for the first time is offered a glass of water straight from the lake. At the Baikal restaurant, Lake Water is served as a local speciality.

Visitors can look down through water to feet deep and count the stones on the bottom. The water is mineral contents very low. In this crystal-clear water some 150 types of plants and fish live many of them found nowhere else in the world.

There have been many discussions on Baikal. Scientists demanded that Baikal — 6,360 feet deep—should be preserved. Completely as it is as a wonder of nature.

Others wanted to use this giant reservoir—it contains one fifth of the world's resources of fresh water for economic purposes. The Academic of Sciences and the State Planning Committee have prepared a plan to make the southern shore of Baikal into a natural park with camps and tourist centers for 25,000 guests within the next few years.



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### LESSON SIX — THE SIXTH LESSON

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Home Reading.

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### LESSON SEVEN — THE SEVENTH LESSON

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1. Read the verbs and give the three forms of them.

Drink, drive, eat, fall, fight, find, fly, forget, get, give, go, and grow.

2. Get more information by means of putting questions

It will fly.

He was fighting.

She has found.

3. Read and act the dialogue. Make up your own dialogues.

— Did you have a good holiday in the mountains?

— Yes, I enjoyed it very much.

Did you enjoy yours?

— Oh, it was superb.



4. Finish the story

#### “A Love Story”

George loves .....

George phones Lily every day

He sends her ..... every week

George wrote a poem for Lily

The poem was about .....

One day George saw Lily in park

She was talking to .....

James gave Lily some flowers.

James kissed .....

Suddenly Lily saw George

..... James

A policeman saw George ...

The policeman took George to the .....

James drove Lily home

Lily get married to .....

George wrote a novel,

It was called .....

5. Have a pair talk on this story.

<b>Homework</b>
<b>Read and translate the text about Japan</b>

### Living in the Skies

Imagine a building one third of the height of Mount Everest, built by robots, and containing a whole city. Imagine you can walk out of your front door in a T-shirt and shorts on a cold winter's day and take a lift down 500 floors to school. Imagine you can see the sea a mile below you. Imagine you can never open a window.

Well, if Japanese architects find enough money for their project, in the 21st century you'll be able to live in a building like that:



Obayashi Gumi has designed a two-kilometre high building, acropolis, which will stand right in the middle of Tokyo Bay. Over 300,000 people will live in it. It will be 500 floors high and in special lifts it will take just 15 minutes to get from top to bottom. Restaurants, offices, flats, cinemas, schools, hospitals, and post offices will all be just a few lift stops away. According to the architects, acropolis will be the first "city to touch the skies".

**Answer the question.**

**Would you like to live in acropolis?**

**Why (why not)?**

**2. Make sentences using when, if (present) will (future)**

**Put when or if into each gap**

**Example: If I don't go out so much, I'll do more work.**

— I go home tonight, I'll have a bath.

— There is a good programme on TV, I'll watch it.

— There's nothing in the fridge we'll eat out.

I'll pay back the money — I get my next pay cheque.

We'll go skiing next winter — we have enough money.

It's a nice day tomorrow, we'll go swimming.

I'm coming to London tomorrow. I'll phone you — I arrive.

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## **LESSON EIGHT — THE EIGHTH LESSON**

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### **1. Pre-reading task**

**Work in pairs**

Remember, the names of as many animals and birds as you can. What can they do that people can't?

**Example:** Birds can fly.

**2. What can people do that animals can't?**

**Example:** We can write poetry

**3. Look up the following words in your dictionary and write down the translation**

jungle (n)	to record (v) - information in a book
hood	
species (n)	sense (n)
numerous (adj.)	to choose (v)
powerful (adj.)	to look after (v)
joke (n)	to destroy (v)

**4. Now read and translate the article.**

### **. Hello, People of the world!**

There are five billion people in the world and they live in all different corners of it. They live on the snow and ice of the Poles and in the tropical jungles on the equator [ik'weita]. They have climbed the highest mountains and walked on the sea bed. Some of them have even left the earth and visited the moon.

The human species is the most numerous and most powerful of all the animals on the earth. How did this happen? In many ways, animals can do things better than we can. Dogs can smell and hear better than we can. Cats can see in the dark. Birds can fly thousand of miles away and return to the same place every year. But we are different. No other animal builds cathedrals, plays footballs, tells jokes, gets married, has prisons, writes symphonic, elects presidents, or goes to the moon.

There is one thing above all makes people and animals different. We are great communicators! And we can communicate so many things in so many ways with our faces, our hands, our bodies, and our voices. Most important of all we can record what we say and think in writing, so that we can communicate through time. We have a sense of past and future, not just present.

We are the only species that can change the world, and we are the only species that can choose either to look after our world or to destroy it.

**Fight for peace and friendship and be against air pollution!**

**4. Answer the questions:**

1. How many billion people are there in the world?
2. Where do people live?
3. What can people choose to do?

4. How are people and animals different?
5. What is the biggest difference between people and animals?

### **HOMEWORK:**

#### **1. What do you think about the text?**

1. Do animals have a sense of past and future?
2. How do animals communicate?
3. In what ways are we looking after the world, and in what ways are we destroying it?

#### **2. Do the exercise in writing.**

##### **Let's review the articles.**

1. Fill in the blanks with the articles where necessary. Three of the countries that border ... Tajikistan are ... Uzbekistan ... Kirgistan and ... China.
2. ...benches on which you are sitting are comfortable.
3. The box was made of ... wood.
4. He is ... friend I told you about.
5. He is ... only lazy boy in our class.
6. She had ... uniform on.
7. ... gold is a precious metal.
8. He used to live in ... one-story house.
9. ... friend in need is ... friend indeed.
10. He went — home early this afternoon.
11. ... hour is a long time in ... underground train.
12. ... tea is a usual drink in Tajikistan.
13. ... tea which comes from India is the best one.
14. ... friend of mine studies in ... university in Canada.

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## **LESSON NINE — THE NINTH LESSON**

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### **Home Reading.**

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## **LESSON TEN — THE TENTH LESSON**

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### **1. Read the verbs and give three forms of them.**

Fly, get, give, go, grow, hate, hear, know, lead, leave, mean, say, and see.

### **2. Get more information.**

She gave him has left

**3. Do the sums.**

Model:  $14+3$ =fourteen and (plus) three is seventeen

$30-8$ =eight from thirty=is twenty-two

$100:25$ =one hundred divided by twenty-five is four

$25 \times 5$ =twenty-five multiplied by five is one hundred twenty

$23+16=$

$100 \times 3=$

$48-18=$

$25 \times 4=$

$24-16=$

$40 \times 5=$

$13+27=$

$50:2=$

$3,963:3=$

$40 \times 4=$

$350:5=$

$8 \times 7=$

$280:2=$

$400:25=$

**4. Give short answers using mine, yours, his, hers, ours, theirs, its. Make a conclusion.**

1. Whose book are you holding, yours or your friends?
2. Whose hair is darker, yours or your mother's?
3. Your bag is in your desk. Where is your desk? Where is your teacher's?
4. Whose family is bigger, yours or your friend's?
5. What colour are your eyes? And your father's?
6. Hissor is not a very big town. What about the town where you and your family live?
7. Whose desk is in the corner of the classroom yours or your friends?
8. Your size is 22. Take a size bigger. What is my size?

**5. Read and act the dialogue. Make up your own dialogues.**

**A:** That is our suitcase.

**B:** And that suitcase is ours, too.

Is this yours, madam?

**C:** No, that's the same colour, but my bag is bigger than that one.

**B:** Is this one?

**C:** Yes, that's mine

**D:** Are these yours, sir?

**E:** No, mine are the same size, but they are different color

## **HOMEWORK:**

**Read the text and tell what it is about.**

**1. Compare "by-with" 1. Agent (or instrument)-by and with**

**A:** This poem was written by Tursunzoda

The door is opened by a student

**B:** Open the door with this key

I can write better with my own pen

**2. Accompaniment-with**

He went with her to the shop

Have some of this sauce with your meat

**3. Purpose-for**

The door is for emergency exit (баромадгоҳи эҳтиётӣ, запасной выход).

I need to go to the shop for a loaf of bread

**4. Possession-of**

This part of the building is almost completed. We heard the news of your promotion

**5. Measure of and by**

I want three quarts of milk and a pound of cheese.

Sugar is sold by the kilo, but ribbon is sold by meter.

**6. Learn it by heart**

A mother's love

A special kind of love

A sharing heart filled with patience and forgiveness that takes your side even when I am wrong. Nothing can take its place

Oh, my dear mother, forgive me!

## **LESSON ELEVEN — THE ELEVENTH LESSON**

**1. Read and act the dialogue. Make up your own dialogues.**

F: Where do you live, Dave? Do you live near here?

D: No, don't. I live on the other side of the town

F: What's your address?

D: I live at 86 Burns street

F: How long have you lived there

D: I've been at that address for over ten years?

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

Success-successful-succesfully

Employ-enployment-unemployment

Strong-strongly-strength-strengthen  
Realization-realize  
Break-breaker-breakable-unbreakable  
Relative-relatively-relation-relationship  
Educate-education-educational  
Member-membership  
Practical-practically  
Enthusiastic-enthusiastically  
Establish-establishment

3. Form the new words with the suffixes -en, -ive, -ous from those given below and translate them:

Hard-; fo express -, product -, victory-, to protect -, humor -, progress

4. Read and translate, consult the dictionary:

Running -	bobslaying
Jumping -	fishing-
Yachting -	ice-hockey
Swimming -	tennis-
Rowing -	football
Boxing	basketball
Skiing -	valuable
Skating -	
Figure - dancing	

5. Say for what sport: 1) we need water, 2) we need ice, 3) we need sports-ground, 4) we need swimming - pool. 5) we need mountains, 6) we need gloves, 7) we need a stadium, 8) we need nothing but our own legs.

Begin: We need water for....

6. Speak about any kind of sports you like best of all.

Use the words:

To set a record -

Speed cyclist -

Fishing tackle

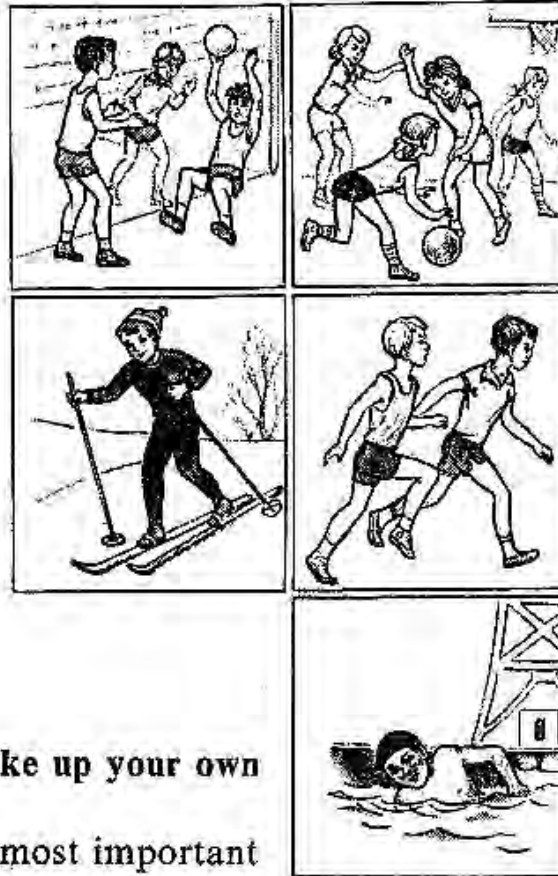
To open the hook

To score a goal

To end in a draw



To be a fan (socket)  
 To open the score –  
 Touch fight –  
 Title holder  
 Killing stroke  
 Sprint –  
 Relay race  
 Cross - country race –  
 Tournament –  
 Track - and - field athletics -  
 swimming  
 Team  
 competition  
 Coach -  
 To compete -  
 World championship –



**Read and act the dialogue. Make up your own dialogues.**

**A:** What do you think was the most important evening at camp last summer?

**B:** I think the most important event was the swimming competition.

**A:** What makes you think so?

**B:** Because the whole camp took part in it, and that evening we celebrated the event.

**HOMEWORK:**

Write the story of the picture. Think of suitable caption.

Then dramatize the picture

A great newspaper reader;

Look through the headlines;

Carry the latest political (sports; etc)

news; a placard; have a ready answer

to everything; knit the socks

A man is reading a newspaper

“yes, dear”

“no, dear”

She is knitting Socks

They are talking.

## LESSON TWELVE — THE TWELFTH LESSON

Home Reading.

## LESSON THIRTEEN — THE THIRTEENTH LESSON

### 1. Read the verbs and give three forms of them:

Become, come, begin, blow, break, bring and build.

### 2. Get more more information by means of questions.

She has begun.

It blew strongly.

### 3. Look at the pictures and make a story.



Game of hockey.

They were competing for  
the first place in the  
town championship.

other members of  
the teams joined in  
the quarrel  
stopped the quarrel  
game continued

begin to quarrel  
wanted to beat

referee came at once  
wanted to save  
pushed the players

### 4. Read the dialogue and make up your own dialogues:

A: Are you a sports fan?

B: Yes, I am a tennis fan. My favourite player is... I have never had a chance to see him because we don't have tennis competitions in our town, but I always watch TV when he plays. Are you a sports fan?

A: Yes, I am a football Pamir fan. My favourite team is Pamir. I watch TV whenever the Pamir team plays.

### 5. Form the new words by adding-ing.

For example: swim - swimming-

Yacht - yacht- yachting

row, jump, skate, ski, motor-cycle, boat, run, read, listen, dance, sing,  
play, box.

6. a) Make up sentences which correspond to real situations.

I	Am		Swimming in warm water (boating in summer, motorcycling, cycling, yachting, listening, to old songs, dancing, playing outer games, travelling, reading modern literature, collecting books).
My friend	is	fond of	
Ali	are		

b) Say 5 sentences on this table.

<b>HOMEWORK:</b>
1. Do ex. 6. on p. 25 in written form. Read the text and tell the main gist of it.

### On Hockey

The most outstanding feature of the game is speed, of it. There are moments when it is almost impossible to see what is happening, because of the rapid changes that are constantly taking place. Player must be able to make rapid decision.

Players must be able to make rapid decisions and act on them at once, they must be able to change direction while moving at the highest speed.

There is no doubt that these features speed and constant change-have made hockey one of the most popular games in the world. The number of fans watching hockey games in stadiums or on TV is increasing from year to year. Canada is the birthplace of ice-hockey, and for many years held first place in international competitions. Then Russian teams won the first prize and held it again in international competitions. Commentators and hockey experts speak about the importance of the players. But perhaps more important is the fact that the players should act together as a team.

## LESSON FOURTEEN — THE FOURTEENTH LESSON

1. Read the verbs and give three forms of them:

Can, catch, choose, dig, do, draw, and dream.

2. Get more information.

He could draw

She will choose

**3. Read and act the dialogue. Make up your own dialogues**

**A:** Did you enjoy the tennis game?

**B:** Not bad. But the game last week was better

**A:** Yes, I enjoyed last week tennis game

**4. Complete the following sentences**

**For example:** ...is a kind of summer sport.

Boating is a kind of summer sport.

1. ...is a kind of winter sports. 2. ...is a kind of sports for men. 3. ...is a kind of summer sports. 4. ...is a kind of sports which is pleasant for everyone. 5. ...athletics comprises such kinds of sports... 6. Winter sports comprise such kind of sports as... 7. Say what kind of sports you are fond of whether you go in for any kind of sports and give the names of the famous sportsmen you know.

**5. Begin:**

a) I think all kinds of sports are good, but I am fond of...

b) I think not all kinds of sports are good. Best of all I prefer is...

**6. Speak about any kind of sports**

a) winter sports

b) summer sports

c) sports at our school

d) the last competition I matched

e) the last competition I took part

f) games I like to play

**HOMEWORK:**

1. Write a composition "My favorite kind of sports" (not less than 10 sentences)

2. Read the text, try to remember some pieces of advice.

What sport can do for you?

When people are asked what use sport is, they usually give one of these answers:

— To have a healthy mind, you must have a healthy body.

— Sport builds character. It is good for moral development.

— It's a way to meet other people, even people from other countries.

— It teaches you about life. Make men out of boys and women out of girls.

— It helps you work off your extra energy and aggressions

— There are no social differences in sport. Everybody is equal

— Sport teaches you how to lose as well as win

What do you think is true in each of these answers? Do you accept them completely? What, are your objections? Can you think of other motives people might have for taking up sport?

*(After Joe Sheils)*

## LESSON FIFTEEN — THE FIFTEENTH LESSON

1. Look at the humorous pictures. Have a talk on them, then dramatize the pictures in pairs at the desks.



2. Read and translate international words:

apparatus

Person

Uranium

chemical

photographic

Radio-activity

leader

radio-active

radium

3. Read the text "Characteristics of the English people"

### **Characteristics of the English people**

Every country has own customs. To communicate successfully with the British you should follow certain social rules.

1. Do the British like to complain? Read the article from the travel guide to check your prediction (reading for the main idea).

British people are said to be in different to complaint. As a rule they tend to avoid making a fuss and keep themselves in check. All this helps to explain their reaction to bad plays, bad performances or bad service in hotels or restaurants.

Except on rare occasions, the British do not go in the theatre, they simply stay away. They do not whistle and jeer like an Italian crowd at the opera or Spanish crowd at a bullfight. If the star cricketer scores a duck, if the highly praised footballer misses a goal, the British allow them to leave the ground in heavy silence.

When the British do complain, they generally do that in a rather apologetic manner in fact, they tend to give the impression of being unsure in order to be polite and diplomatic.

#### **4. Use the necessary word in the sentence.**

1. Maria Curie discovered.... 2. Our school laboratories have necessary... for experiments in physics and chemistry. 3. I. A. Khlestakov was taken for a very important.... 4. ....is a heavy, white, metallic element. It is... 5. Answer the questions using more than one sentence in your answers.

1. Do American children enter school at the age of six or at the age of seven?
2. Do they attend Elementary school for four years or for six years?
3. Are they encouraged to leave High school at sixteen or stay on until eighteen?
4. Do students take examinations at the end of each year and final examinations at the end of the twelfth grade too?
5. Do all the students take the same subjects or can they choose from a number of subjects.
6. Is a course in agriculture offered at all High School or at Rural school only?

## **HOMEWORK:**

### **1. Fill in the blanks. Use the words:**

A bookkeeper, a cooker, a dressmaker, an economist, a mechanic, a milker, a printer, a tractor, a driver, a typist.

I finished secondary school last spring. Now I am learning to type.

I want to become a... My brother, who is twenty, attends a course in book-keeping. He will be a... My sister likes to sew. I'm sure she will be a good... Father is interesting in mechanics. He is a... at a small factory. He likes his work. Mother is a... at a restaurant. We all say that no one cook a better meal than she.

My aunt works on a dairy farm. She is a... She gets up early in the morning and works hard all day. She earns as much as her husband, who is a well known... Their older son has studied economics. He is on... Their younger son is training to be a... He is going to work in a printing-office. He will print books or newspapers.

### **2. Read the text and retell it in short.**

#### **A Story.**

A tramp was walking along a country road. He was chewing a piece of grass because he felt hungry. He saw a pond with a large white duck swimming round and round on it. He jumped over the hedge and ran towards the duck. He was sitting by the pond with a large pile of white feathers beside him.

The farmer was coming across the field waving his arms. Hurriedly the tramp put the duck back into the water.

He pointed to the pond and shouted, "What's the matter with my duck?"

"Ah!" said the tramp quietly, "it wanted to go for a swim and, I'm looking after its clothes!"

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## **LESSON SIXTEEN — THE SIXTEENTH LESSON.**

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### **Review.**

#### **1. Read "jokes" and try to remember them: work in pairs.**

**A:** — What do you call two fat men having a chat?  
— A heavy discussion.

**B:** — What can't you have for lunch, breakfast or high tea?  
— Supper

2. Here are some pieces of advice about running. Some of them are good and some are not. Which sentences give you good advice.

**Work in Pairs**

- a) Wear good running shoes.
- b) Run early in the morning, it is better.
- c) Wear comfortable clothing.
- d) Always warm yourself before you run.
- e) Always run with somebody-never run alone.
- f) Rest every 10 minutes or so.
- g) Walk for a few minutes after you finish running.
- h) Don't run if you feel tired.
- i) Never drink water while you are running.
- j) Don't run until two hours after eating.
- k) Don't run fast down hill.
- l) Don't run if you've got a cold.
- m) Don't run if you are over 50 years old.
- n) Don't run on roads in fog.



3. Say:

- a) What pieces of advice are good for your way of running?
- b) What pieces of advice are bad for a person?

4. Practise the 3d person singulars-Present Indefinite Tense.

**Example:** You speak English and Mary speaks French.

- 1. They like to dance and she ... to sing.
- 2. Her parents live in the country and she ... in town.
- 3. I go to bed at 11 o'clock but the child ... to bed at nine o'clock.
- 4. We have tea at 5 o'clock and Mary ... milk at 5 o'clock.
- 5. They watch TV in the evening and their son ... it in the afternoon.
- 6. You read English books and your brother ... French books.

5. Read and translate the followings stories.



### **Motorist driving at 120 m, per hour**

Motorist Jeremy Page had to pay a fine of £ 330 at Durham Magistrates' Court for speeding. Police stopped him on the motorway. The speed limit on motorways is 70 miles an hour. "This was because I was late for work". The Judge said that was no excuse.



### **Tree Destroys House**

Yesterday afternoon a 35-years-old housewife narrowly escaped death when a tree blows over and fell onto her house, completely destroying it. "It was quite windy I heard a strange noise coming from our tree. Suddenly the wind blew a little stronger, and I watched it crash onto the roof. The Bowles family is staying with friends while their house is rebuilt.

### **Man gets shock**

A man received a severe electric shock at his home in Solihull, Birmingham.

Mr. Ian Jaylor, 42, spent the night at the "Birmingham Royal Hospital" and then went home. Suddenly there was a flash and an explosion. I don't know how it happened".

## THE SECOND TERM

### UNIT 2

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### LESSON ONE — THE FIRST LESSON

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#### 1. Read and translate the sentences.

**Remember:** to be going to = to plan doing something

1. They are going to build a club on the bank of the lake.
2. The collective farmers are going to sow this field with wheat.
3. Father is going to plant a few apple-trees behind the house.
4. The boys were going to enter a secondary technical school.
5. Nor was going to ride a horse.

#### 2. Make up your own sentences using “to be going”.

#### 3. Read and learn the dialogue. Make up your own dialogues as follows:

- A. Are you going to go to the theatre tonight?
- B. What's on?
- A. It is “the life of Rudaki”.
- B. I've seen it.

#### 4. Read the title and say what the text is about.

- a) Look through the text and say what people can use at leisure time when they have free time.
- b) Read the text and say: What amusements we can have at home and when we go out. 2. What activities are carried out by clubs and Houses of culture.

#### LEISURE!

When we have time for leisure, we usually need something that can amuse and interest us. There are several ways to do this. People use radio or television. They switch on the radio set or TV set and chooses the program they like best. Some people like music. They listen to various concerts of modern and classical music, new and old songs, and see dances. Those who are fond of sports listen to or watch football and hockey matches. These are the most popular kinds of sports. There are a lot of fans among people. They can join championships in athletics and other kinds of sports. Everybody likes to see skating and dancing on the ice. Radio and television

extend our knowledge about the world in which we live. Television helps us to visit different lands, see new plants, animals, unusual birds, fish and insects, mountains and valleys, lakes, rivers and seas. We are shown different countries, cities and towns and people who live there. On television people could even see both sides of the Moon. This is what we can do at home. If we want to go out, there are a lot of cinemas, theaters, museums, houses of culture



and clubs in our country, where we can spend our free time. Houses of Culture and clubs are the centres of cultural activities, which are carried out through different sections. Those who like to dance join a dancing section. Those who are interested in music-join a musical section where they are taught to play different musical instruments. People who are fond of sports can join sport sections such as football skins, boating, chess and others. The art section is one of the most popular with the people, because they can learn to create beautiful things there.

So you can see how interesting are the ways in which leisure time can be spent.

2. Say what you usually do at leisure time.
3. Speak about your plans for the next Sunday. Where you are going to see a new film or a play. Then tell your classmates when and where you are going to see it.

#### **HOMEWORK:**

1. Do ex. 2 on p. 33 in writing.
2. Read the text "Television" and retell it in short.

#### **"Television"**

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 then to go out. There is no transport to arrange. They do not have to find a baby-sitter. They do not have to pay for expensive seats at the theatre, the cinema, the opera or the ballet. All they have to do is turn a knob, and they can see plays, films, operas of every kind, 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.

## **LESSON TWO — THE SECOND LESSON**

### **1. Read and translate international words**

Contrast	cultivate	cultivation
Flag,		
Industrial	industrial	industry
Machinery	monoculturel	
Original	plantation	political
Principal	typical	textile

### **2. Make up sentences which correspond to real situations**

1. I		time
My friend	was short of	money
The travellers	were short of	food
		paper
		warm
		clothes
2. The country		iron ore
This region	is rich in	coal
The mountain		oil
		cotton
		wool
3. I	treat	the boy well
he	treats	the grandfather
		well
The woman	treated	this
		sister badly

**3. Write 2 sentences on each of the tables.**

**Read and choose the answer**

1. Who was the first man in space?  
(a. Armstrong, b. Gagarin, c. Newton)
2. When did he go into space?  
(a. 1959, b. 1961, c. 1972)
3. Who first walked on the Moon?  
(a. Hogarth, b. Newton, c. Armstrong)
4. When did he walk on the Moon?  
(a. 1969, b. 1961, c. 1953)
5. Who invented the telephone?  
(a. Newton, b. Hogarth, c. Bell)
6. When did he invent the telephone?  
(a. 1876, b. 1921, c. 1810)
7. Who discovered penicillin?  
(a. Constable, b. Flaming, c. Armstrong)
8. When did he discover it?  
(a. 1812, b. 1929, c. 1959)
9. Where was the first underground railway built in the world?  
(a London, a Paris, a New York)
10. When did they open it?  
(a. 1890, b. 1901, c. 1863)

*(Answers: 1b, 2b, 3c, 4a, 5c, 6a, 7b, 8b, 9a, 10c.)*

**4. Read and act the dialogue: Make up your own dialogues**

**AT TABLE**

- Ann:** Help yourself to the cake please.  
What sort of ice cream would you like?
- Jane:** Strawberry, please
- Ann:** Would you like some more cake?



**Jane:** No, thanks I haven't eaten my first piece yet.

**Mary:** May I have another biscuit?

**Ann:** Yes, certainly

**Mary:** Could you pass the sugar, please?

**Ann:** Here you are.

### **HOMEWORK:**

**Read the text and say what it is about.**

**A Funny things That Happened to George's Father**  
(After Jerome K Jerome)

George remembered a very funny thing that had happened to his father once. He said his father was travelling with another fellow through Wales and one night they stopped at a little inn, where there were some other fellows and they joined the other fellows and spent the evening with them.

They had a very jolly evening and sat up late. They (George's father and George's father's friend) were to sleep in the room but in different beds, they took the candle and went up. When they got into the room, the candle went out, and they had to undress and get into bed in the dark. This they did, but instead of getting into separate beds as they thought they were doing, they both got into the same one without knowing it- one getting in from the opposite side, and lying with his feet on the pillow.

There was silence for a moment, and then George's father said, Joe! "What's the matter, Tom?" replied Joe's voice from the other end of the bed.

"Why there's a man in my bed", said George's father, "here are his feet on my pillow".

"Well, it's an extraordinary thing", Tom answered the other" but theres a man in my bed, too".

"What are you going to do?" Asked George's father.

"Well, I'm going to throw him out", replied Joe.

"So am I," said George's father.

There was a short struggle, followed by two heavy bumps on the floor and then joe's voice said: "I say, Tom!

"Yes?"

"How have you got on"?

"Well, to tell you the truth, my man's thrown me out".

"So's mine, I say. I don't think much of this inn, do you?"

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## LESSON THREE — THE THIRD LESSON

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### Home Reading

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## LESSON FOUR — THE FOURTH LESSON

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### 1. Read and translate the following international words:

Protest [prɒ'test], politics [pə'lɪtiks], start, temperature ['tempɪrətʃə], café ['kæfi], coffee ['kɒfi], fascist ['fæʃɪst], form, concert ['kɒnsət], block

### 2. Answer: Which is the largest fish in the world?

### 3. Disagree with the following statements and give some more information

**For example:** These books were printed in London

These books were not printed in London

They were printed in Moscow

1. Jim were asked to come in time. 2. The cup was made in Japan. 3. The cars were made in Japan. 4. The cup was broken by Jack. 5. Nurses are needed in the hospital. 6. The windows were shut last night. 7. A new dress was bought for Nisso. 8. The letters were brought by the postman in time. 9. The children were taken to the theatre. 10. This film was shown last night.

### 4. Ask for your classmates to answer. Why the following actions weren't done?

**For example:**

A- The letter wasn't sent -Why wasn't...

B- Why wasn't it sent?

A- It wasn't sent, because he had no time to write it.

1. These subjects weren't taught. 2. Music wasn't heard. 3. Pictures weren't shown. 4. A cup of milk wasn't brought. 5. The text wasn't translated. 6. His working day wasn't finished. 7. They weren't asked. 8. Sweets weren't bought.

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

#### Peace

Peace is a form of love that one grows towards. He is something, that cannot be ordered or commanded, but worked for, but not work, as we know.

To be at real peace you must stop your own selfishness and greed, and to be ready, without any argument, to accept what life has to offer.

Those who have suffered most are those who realise-peace, real peace, when they find it.

We are often told "be peaceful", "have peace" and such greetings like this, but we are never told how to achieve this.

We have all had the quietly relaxed feeling that one is trying to let go, but we need peace forever and ever.

*Janet Millward.*

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**P.S.** A clever person will always solve his problems in a peaceful way. Be patient and have good feelings to a person. An egoistic person does not like people. No wonder while solving his problems. He can even fight. Such an egoistic.

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### **HOMEWORK:**

**Rewrite the following sentences, changing the direct questions and statements into reported (indirect) questions and statements.**

**Example:** "Where did the money come from?" the officials asked him.

The officials asked him where the money had come from

1. "How much money have you put into the account? They asked him.

2. "I don't know" he told them.

He told the officials...

3. "Then we know more about your money than you do" the officials said that...

4. "What do you mean?" he asked

He asked them

5. "You'll find out later" they told him

They told him...

6. "I have nothing to conceal", he claimed.

He claimed...

7. "Everything, I've told you, has been true", he insisted.

He insisted that

8. "But perhaps I've forgotten a few things", he admitted

He admitted that

1. Read the text and answer the question "what was the main thing for the waiter?"



### He didn't pay the bill

I was having tea in a small restaurant near the place where I lived, when I saw the door open and a horse come in. It was a big horse. He took a seat at a small table, waved for the waiter, ordered tea, lit a cigarette and read the Times. In due course he got his tea, drank it, put out his cigarette and went out. I was thunderstruck. I went up to the waiter and said.



— I say, did you see that horse come in, order tea, smoke a cigarette and go out again?!!!

— Good Heavens!- exclaimed the waiter- he didn't pay the bill!

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## LESSON FIVE — THE FIFTH LESSON

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### 1. Read and translate two-word verbs and make up sentences with them:

Call up, find out, give back, give up, hand in, hand out.

### 2. Read the text. Have a pair talk on every extract.

#### My friend's house

My favourite place, and somewhere that was very important to me, when I was young, was my best friend's house. It was about an hour's drive from London and I can still remember how much I looked forward to school holidays, I always associated it with freedom.

The house itself was set in a large garden. Here we used to play tennis on warm summer days or enjoy swimming in the swimming pool. Roses grew, it seemed, everywhere -the most beautiful was a large climbing-rose which covered the front wall of the house. Now whenever I smell the scent of roses, it takes me back to those happy days.

Inside the house it was always warm. The kitchen, which was where the family spent most of its time, was heated by a large cast-iron stove. The old wooden table, comfortable chairs and red floor-tiles gave the kitchen a homely atmosphere.

The rest of the house seemed enormous. There were several rooms, which were never used-apart from when we wanted to hide. I do remember the bedroom I used to sleep in, though. It had a large soft bed into which I would sink and dream about all the things we would do the next day.

3. Have a chain talk around the class on the text "My friend's house"
4. Answer: What is the common name for a London policeman?
5. Try to remember the use of "No matter what"...



**No Matter what...**

1. Talk about the pictures.

- a) No matter how many times Carry asks, Cathy isn't going....
- b) No matter how much modern art Carl looks at, he still won't change his mind.
- c) It doesn't matter how fast Susan runs he will catch her.
- d) It doesn't matter how hard Ted kicks that computer, it never gets the results he wants



2. Ask questions about the pictures and complete the sentences.

- a) If Carry tells Cathy he has bad back (спина стула) will she let him buy better chairs?  
— No. No matter what Carry says, Cathy
- b) If Jansing takes Melracken to a good museum, will he change his mind about modern art?  
— No, it doesn't matter where...
- c) If Susan gets a friend to help her, will she finish her work by five o'clock?  
— No, it doesn't matter who...
- d) If Cathy gets all the bills today, will she mind paying them?  
— No, it doesn't matter when the bills arrive...



**Note:** The meaning of "It doesn't matter" and "No matter" is the same. They are very similar to "although", "even though", and "though", but the structure of the clause is very different. **Compare:**

It doesn't matter how hard he works, he never catches up although he works hard, and he never catches up.

### A joke about Jack London

Jack London was late in delivering a story, which he promised a New York magazine. The editor, after repeated efforts to get the story, at last called at London's hotel, and sent up the following note:

Dear Jack London, if I don't receive the story within twenty-four hours, I'll come up to your room and kick you downstairs, and I always keep my promises".

London replied; "Dear Dick, if I did all my work with my feet. I'd keep my promises, too.

It was late in delivering a stor — қиссаро саривакт насупоридед.

Kick you out downstairs — туро ба поён мепартоям.

I'd keep my promises, too — ман ҳам қавли додаамро ичро мекардам.

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## LESSON SIX — THE SIXTH LESSON

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### Home Reading

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## LESSON SEVEN — THE SEVENTH LESSON

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1. Translate and remember the two-word verbs, make up your own sentences with them look up, look over, put on, put away, take of; ask for, switch on(off)

2. Say how you feel now and why:

- A. I'm very hungry, but he is not hungry  
I'm quite tired, but he is not tired at all  
I'm a bit cold, but he is not cold at all  
I'm not very happy, but he is quite happy  
I'm not at all thirsty, but he is thirsty

B. What do you do when

- you are happy?  
you are unhappy?  
you are tired?  
you are ill?  
you are hungry?  
you are cold?  
you are hot?

**3. Have a pair talk about "My Home Town" using prompts:**

- a) a small town, green, quiet, clean, few, big houses; lots of one-family cottages, modern conveniences, narrow-streets, a river, be situated on both sides of a river, lots of trees and flowers, mountains, little (much) snow in winter, several bridges across the river, a railway station (an airport) is in the heard of the town; be famous for; be different from; full of holiday-makers in summer, at the foot (on the top) of a big mountain.
- b) a big industrial center, capital, noisy, heavy traffic, in the heart of..., several parks (squares, theatres, cinemas) national Museum, Somoni square, exhibitions of Republic Achievements, lots of office buildings; full of people; hotels, big shops, tall houses; population; be empty, on Sundays, be famous for.

**HOMEWORK:**

- 1. Write a composition about your town.
- 2. Read, translate and retell the text in short

**POST OFFICE ROBBERY**

Yesterday afternoon thieves stole £ 500 from a post office in Preston, Lancashire. Police do not have a good description of the two men, but they know that they escaped in a red Ford Cortina. This information came from an 11 year-old boy, Charlie Carrack

**LESSON EIGHT — THE EIGHTH LESSON**

LET'S REVIEW THE SUFFIXES" -ly,y and the topic. "WEATHER".

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

+ly		+y
Easy-easily		wind-windy
Slow-slowly	frost-frosty	
Happy-happily		sun-sunny

**2. Read and translate the text, work at it intensively**

**What should a person be?**

When we were small children we would often hear our parents telling us "Stop do that! Do you hear me? Don't do that!" and other things of the same kind. Today we know what we may do and what we are not allowed

rules of conduct. They don't think about those what kind of person you will be is very important. It will depend on you alone whether you become a personality or not.

Strong willed people could achieve a lot. So you should develop your will power. A person should be noble. Make it a rule to do good without talking about it, without waiting for any kind of payment.

To become a personality isn't easy. You should be well-bred, honest, kind, hard working,, benevolent and virtuous. You should be worthy of respect and have respect for other people.

Young people often speak about fashion. One of the questions, which interest them, is the relation between fashion on one hand and morality on the other. Fashion is not neutral. A person's character, likes and dislikes and even his ideas may be revealed by his or her clothes, though most boys and girls today take a great deal of interest in clothes and enjoy looking attractive. You would find it easy to guess from their clothes the social background of the young people you see in the streets now. Sometimes there is no real art in their way of dressing. They may even try to get such things in a dishonest way. But what do you think of really modern person, human being, and personality? One of the ways is serious reading and thinking. A modern man is a thinking man, firm, active and creative.

Such traits of character as diligence, humanity, thrift, respectfulness, politeness, pride, truthfulness, faithfulness, sincerety, selfcommand, courage in people should be respected. But if you are weak-willed, shameless, tactless, impudent, heartless, impolite, insincere or mean you are not worth to be respected.

We must always remember that besides written laws there are a lot of unwritten laws which we must follow. You shouldn't always complain or critisize someone, make fun of people of change your mind very often. Don't interrupt people. Try to listen to other people's point of view. Don't cheat on people. Don't make a fuss of something without serious reasons. Don't smoke in the present of a lady.

Never go against your conscience. Be attentive to your parents. Treat your wife well, if you are marred, though it is not easy to be a perfect husband. Don't forget that a woman has a lot of troubles that she can't avoid. When there is no love, it is best to divorce.

**Remember the lines:**

**"If all good people were clever,  
And all clever people were good,  
The world would be nicer then ever."**

1. Have a pair talk on every extract, then retell the text in chain around the class.

2. Tell your opinion about a decent person.

### Telephoning

3. Practise saying the following telephone numbers.

0719274863    092784098    633488 061    44501277

What is your phone number?

4. Notice the following expressions.

52902 (Not Here is 52902, or This is 52902)

— This is John (not Here is John, or I'm John)

Could I speak to Ann, please? (not speak with)

— Is that Mike?

— I'm afraid he's out.

— Can I take a message?

— I'll try again later.

Hold on I'll connect you



### HOMEWORK:

1. Write a composition about some decent man you like him

2. Read the text, translate it and answer the question: How could a person find an address?

Five or six centuries ago houses in London did not have numbers but signs to distinguish them from each other. In 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?

1. signs [sainz] — нипона;

2. to distinguish [distiygwɪʃ] — фарқ кардан;

3. peacock [pi:kɒk] — товус;

4. entrance ['entrəns] — даромадгоҳ;

5. lantern ['lantən] — чароғ.

## LESSON NINE — THE NINTH LESSON

### Home Reading

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## LESSON TEN — THE TENTH LESSON

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### 1. Read the Joke and dramatise it in pairs at the desks

Farmer — I don't want a car. I need a new cow.

Salesman — You can't ride a cow along the main road.

Farmer — True. But I can't milk a new car, can't I?

### 2. Answer the following questions, using the Present Perfect and the Present Continuous Tenses.

1. Ann, open your book at page 12! What have you done?

2. Peter, fetch me a piece of chalk. What has he brought?

3. Jane, go to the door. Where has she gone?

4. Mary, write your name on the blackboard!

What is she doing, Peter?

5. Peter, give your pen to Mary! What has he given you?

6. Jane, read Lesson 5. What is she reading?

### 3. Read and translate the text

St. Valentine's Day-February 14

Valentine [væləntain] — Валентин

A sweetheart — азиц.

In England and in the United States February 14 is St. Valentine's Day. Boys and girls as well as grown-ups sent valentine to their friends, A valentme is a little pictures, very often a funny one with a little poem or some kind words on it: *I'll be your sweetheart. If you will be mine, All of my life I'll be your Valentine.*

Schoolchildren enjoy buying cards and often they write on the valentine "From who guess", and the person who receives it must guess the name of sender. In schools boys and girls make a gaily decorated box with a slit on the top where they can "post" their valentines. Usually each classroom has such a box and at the end of the school day they open the box, take out the valentines and the boy or girl who gets more valentines than the other children feels very happy.

### 4. Answer the questions.

1. When is St. Valentine's Day?

2. What is St. Valentine's Day?

3. What do English girls and boys make on that day?

4. Why do English children feel themselves very happy on this day?

### **HOMEWORK:**

1. Retel the text "St. Valentine's Day".
2. Answer the following questions in writing.
  1. Have you seen our new teacher? When did you see him?
  2. Have you taken my notes? When did you take them?
  3. Have you done your work?
  4. Have you read this book?
  5. Have you seen a good film recently?
  6. Have you ever been to Moscow?
  7. Have you bought a new dress?
  8. Have you had your dinner?
  9. Have you lived here all your life?
  10. Have you washed up the dishes?

### **LESSON TEN — THE TENTH LESSON**

1. Read the verbs and give the three forms of them; mean, rise, run, sell, shoot, shut, sing.
2. Get more information by means of putting questions:  
She is running  
He was selling
3. Read and ask somebody politely to do the same things, using "will" or "would"  
Example-Cook vegetable soup.  
— Will you cook vegetable soup, please?  
— Would you cook vegetable soup?
  1. Hang the picture over the piano.
  2. Sweep the floor in the kitchen.
  3. Help me to carry this shopping basket.
  4. Wash up the dishes in hot water.
  5. Ring me up later on.
  6. Take the letter to the post-office.
4. First have a talk on your future profession, say your own opinion on some profession.  
Use the words — combinations, consult the dictionary  
a. to be a telephonist



- a. to dial numbers  
a combine-operator (driver)
- b. a stock-breeder; an agronomist  
a cattle — farm; a collective — farm  
to graze cattle, on a farm, a farmer, a dairy woman
- c. a textile factory; an engineer, socks, stockings  
Swing-machines, jumpers

### Situation

*You are a taxi-driver you find a bag in your cab with \$5,000 in it. The name of the owner is on the bag, but not the address. What would you do?*

- a dress material, dresses, suits
- d. a doctor, a medical nurse, to cure of
  1. to choose one of several jobs
  2. to find a job to one's liking
  3. to be given a very possible opportunity
  4. to work in industry (agriculture)
- to diagnose
- to be surgeon
- to be an oculist
- to be a therapeutics-
- to teach, to educate-
- F. an actress, a sculptor
- to produce sculpture
- to paint, a picture once seen is seldom forgotten
- to star in a play (film)
- 5. Try to do it at home; tell the recipe.

### Making a banana split (sweet dish)

Here is the recipe for a popular American dessert. It's called a banana split.

Bananas	sauce	cream
Ice cream	cherries	nuts

First, take one whole banana. Peel the banana and cut it in half lengthwise. Put the banana in the bottom and of a long dessert dish. Set the dessert dish aside.

Next, take out three different kinds of sauce.

The most popular kinds of sauce are chocolate, caramel and pineapple. Heat the chocolate sauce until it boils. While the chocolate sauce is heating, take out three different kinds of ice cream from the freezers. The most popular kinds of ice cream are vanilla, strawberry and chocolate. Use an ice cream scoop to make round balls of ice cream. Put the balls of vanilla, chocolate and strawberry ice cream on each banana.

Pour the caramel sauce on the chocolate ice cream. Pour the pineapple sauce on the strawberry ice cream. When the chocolate sauce is not, pour it on the vanilla ice cream. Next, whip some cream until it is stiff chop some nuts. When the cream is stiff, put some whipped cream on the ice cream. Put chopped nuts over everything. Finally, put a cherry on top.

Enjoy your bannan split!

**Read the texts about these two people**

They are talking about what they want to do in life. Who knows what she wants to do? Who isn't sure?



Angela Duffy is a schoolgirl from Brighton. She wants to be a doctor, I'm going to medical school next year. It's a long course-about six years, but I'm going to work very hard. It's a difficult job, but I like working with people, and I like to specialize and perhaps be a pediatrician. "I love children and looking after them would be wonderful".

Steve Barnes wants to be a chef. His favorite room in the house is the kitchen, where he spends most of the day. I love cooking especially for lots of people. I have over a hundred cook books". He is going to work in a restaurant in Paris, where he hopes to learn how to prepare sauces. "English people really don't know how to cook imaginatively, he says, "but we have the best ingredients in the world. One day I'd like to have my own restaurant".



**1. Write a composition "My Future Profession"**

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**LESSON ELEVEN — THE ELEVENTH LESSON**

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

Make up your own sentences using the words  
 travel- traveller-  
 eat- drink- sleep-  
 speak- tell- listen-  
 print-

**2. Make up your own sentences using g4und**

To stop	doing something
To finish	
To enjoy	
To think	
To be tired	
To dream	
A chance	of doing something
An idea	
A plan	
No hope	
With the purpose	
Instead	
No opportundy	

**3. Give as many endings as you can**

1. The travellers had no hope of...
2. The boys were tired of...
3. I was tired of...
4. I was frigtened at the idea of.
5. There was a chance of.
6. You will have hardly any chance of...
7. The delegation had come with the purpose of...

**4. Say where you'd like to get your training:**

I'd like to get my training	at a university
But he (she, they) should like	at a technical higher school
to get his(her, their) training	at a teacher's college
	at a theatre school
	at an agricultural university
	at a vocational school
	at a medical school

**5. Tell the class what you were going to do and what you did instead**

Get your classmate repeat what you said

**For example:** I was going to wash the floor, but I had no chance of doing it and I cooked dinner.

**HOMEWORK:**

**1. Read, translate and make up your own sentences using. gerund**

A. Skating is a very popular kind of sport

Swimming is my favourite sports

Reading is my favourite hobby

B. He is fond of going to the cinema

She was tired of telling him to wash the floor

I was angry at looking for him all over the house

C. The teacher began writing questions on the chalkboard

All the students kept working,

Not began reading this book

**2. Read the text. What should you advise the girl to do?**

To dye, or not to dye?

My parents went away on holiday recently, so I decided to dye my hair. I am blonde and I dyed my hair black. Now it looks awful and I don't know what to do.

A couple of days ago my parents came home, and when my Mam saw my hair, she went completely mad. Now, as a punishment, she says I can't dye it back. What should

I do?

Lucy, 16

**LESSON TWELVE — THE TWELFTH LESSON**

**Home Reading**

**LESSON THIRTEEN — THE THIRTEENTH LESSON**

**1. First read, then have a pair talk**

Ask for permission

— Do you mind if I sit here?

— Do you mind if I open the window?

Refuse permission

— I'm sorry, it is not free

— Well, it is a little cold

- Do you mind if I smoke?
- Do you mind if I look at your paper

— Well, I'd rather you didn't give permission not at all no, please do go a head

## 2. Read the text and have a pair talk on every extract

### New Year's Day in England

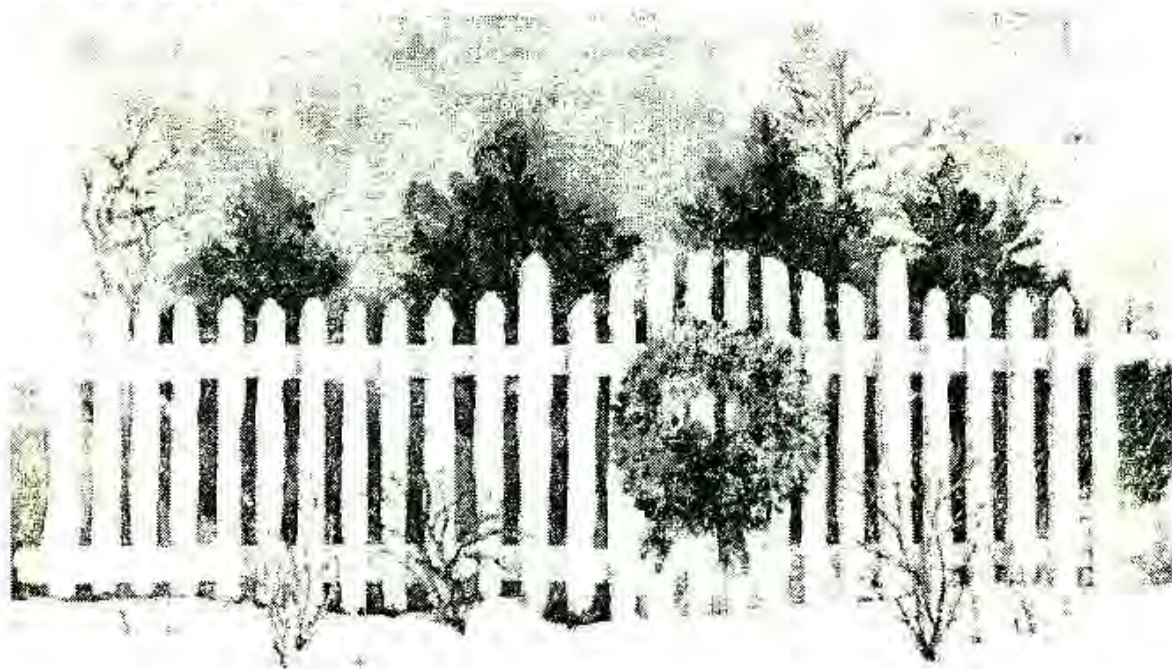
The celebration of New Year's day varies according to the district in the south of England, the festival of Christmas, lasting 12 days from December 25th, runs on well into the New Year. The decorations of coloured streamers and holly, put up round the walls, and of course the fir tree, with its candles or lights, are not packed away until January 5th.

On the evening of December 31st people gather in one another's homes, in clubs, in pubs, in restarants and hotels, in dance halls and institutes, to "see the New Year in"

There is usually supper of some kind, and a cabaret, or light entertainment.

Frequently there is a tableau, with a figure of the old year, often dressed in a long gown, with a scythe [saiz], like Father Time, and another of the New Year, often a pretty child, dressed as a good fairy!

The bells chime at midnight, The people join crossed hands, and sing "Auld lang syne" a song of remembrance.



On New Year's day all English schoolchildren make New Year resolutions. They make up lists of shortcomings which they intend to correct. The children promise to keep them.

In the north, and in Scotland, particularly, the New Year, known as Hogmanay ['hɒɡmənəi] — фарорассии соли нав) is very well kept up. The ceremonies are similar, but they have an added one, called "first foot".

This means opening your door to anyone who knocks it after midnight, and who will then enter the house, carrying a piece of coal, or wood, or bread. He greets the hostess with a 3 kiss, and she is very lucky he happens to be a dark man. The visitor is entertained with cakes and all.

All the jolly parties on New Year's eve, and also on Burn's night, when they commerate their national' poet (January 25th), the Scottish people enjoy eating their famous Haggis.

This is a pudding, made from the heart, liver and lungs of sheep or calf, minced suet [sjuit], onions, oatmeal and seasoning, and into the animals stomach it is brought into the banqueting- hall or dining room, to the accompaniment of the bagpipes.



#### Song "Auld lang sync"

1. Should "Auld acquaintance be forgot,  
and never brought to mind,  
should "Auld acquaintance.  
Be forgot and days of auld lang syne.

**Chorus:** For auld lang syne, my dear  
For auld lang syne,  
We'll take a cup of kindness yet,  
For auld lang syne!

2. And here's a hand, my trusty friend,  
And give a hand of thine,  
We'll take a cup of kindness yet  
For auld lang syne!

#### HOMEWORK:

##### 1. Refer the nar rative "Sample Paraphrase" to the past Sample Paraphrase

Anne and Peter are alone at home. Anne wonders where mother is. Peter tells her she is out shopping and will be back soon they are both hungry and want their tea. Soon mother comes in. She explains to them why she is late. There were so many people shopping. She also says the

tea will soon be ready Anne wants to see what mother has in her bag. There are a lot of good things in it, it is heavy. Peter asks her about the marmalade because they finished the pot at breakfast. But this time mother has got a larger pot to last them longer. There was not enough room in the bag to buy cornflakes and she asks Peter to buy a packet or two after tea. He says he will.

**2. Put the sentences into indirect speech**

1. Ahmad said: "I have read about them"
2. The teacher said "I can't come tomorrow"
3. Tom said, "We are going to take a trip next week"
4. The principle said, "I will come as soon as I can"
5. My friend said, "I was very ill last night"

## **LESSON FOURTEEN — THE FOURTEENTH LESSON**

**1. Have some situations**

A. You would like to know what the government is planning to do to help unemployed young people.

B. You would like to know what has happened to the well-known singer K.F. who didn't appear at a concert.

Phrases: This is just what I've always wanted..., I don't see the point of this..., I think

**2. Read the text: "What right is Right for me?" and translate it.**

You should be interested in this text.

What Right is Right for Me?

Everyone has right, including you

What rights do you have? (anticipating)

To protect children's rights the United Nations has worked out an international agreement called the United Nations Convention on the rights of the Child. It gives different rights.

What are these rights? (reading for specific information: all children have the right to non-discrimination (article 2)

all children have the right to life (article 6)

all children have the right to name and nationality at birth (при рождении) (article 7)

children have the right to express their views (article 12)

children have the right to meet other people (article 15)

- children have the right to privacy (article 16)
- children have the right to information (article 17)
- children have the right to protection (article 19, 32)
- Disabled children have the right to take a full and active part in every-day life (art. 23).
- Children have the right to health and health care (art 24)
- Children have the right to education and development (art. 28, 29)
- Children have the right to leisure (art 31)

**3. How can you say about your right in two possible ways?**

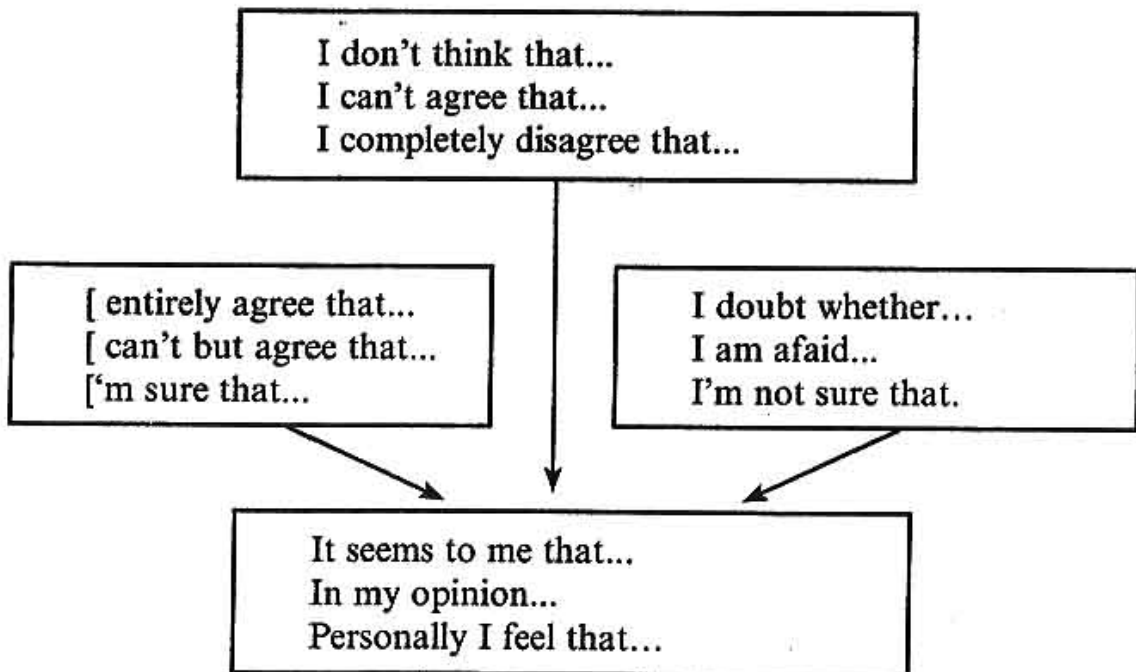
I have the right to...		
Education		get education
Life		live

**4. Which rights seem most important to you? Why? Put them in order of importance compare your list of rights with your classmates lists**

What rights do Tajik and Russian children have?

**5. Speak about...**

**using**



We sent warm New Year's best wishes to our learners! We greet you on joyful New Year holidays and wish you good health, happiness and great success in your life and study! A Happy New Year to you!



# THE THIRD TERM

## UNIT 3

### LESSON ONE — THE FIRST LESSON

#### 1. Read and translate

##### Do you know that...

The first month of the year is named after Janus the two-headed god of Roman mythology? He was always associated with the beginning, or the first of things, hence his connection with January the month that begins another year. Janus was also the god of doors and gates, and the guardian of the state in war. In time of peace, the door of the temple of Janus in Rome was closed, and was left open in time of war.

##### Mid-Morning Break.

Have you ever heard of “elevenses”? At eleven o’clock a lot of people stop working and have a cup of tea or coffee, or if they are at school, a battle of milk. This mid-morning snack is called “elevenses”.

“Elevenses” also means, of course, time for a chat and there is a lot to talk about. Ladies talk about the weather and the latest fashion. Men discuss politics, business and the latest news. Mike and Jane work at an office. They usually have their “elevenses” right in the office room. It does not take them much time, fifteen minutes all and all.

Mike likes his tea rather sweet, and strong. Jane usually has a cup of coffee with one lump of sugar.



#### 3. Answer the questions

- What do a lot of English people do at 11 o’clock?
- What do they have for “elevenses”?
- What do the English people speak about during “elevenses”?
- Where do they have “elevenses”?

4. Try to remember the change direct speech into indirect speech.  
Compare the sentences.

1. Jack said, "I always wash in cold water"-Past-Present  
— Jack said he always washed in cold water -Past-Past
2. Ann asked "Has Kate fallen ill"-Past-Present}  
— Ann asked if Kate had fallen ill-Past-If-Past}.
3. Ann asked, "When did Kate take her temperature-Past-Past Ann  
asked, when Kate had taken her temperature-Past-Past Perfect

### **HOMEWORK:**

**Change the following sentences into direct speech.**

#### **Indirect Questions**

Mary asked me, "Where did your classmates go?"

Mary asked me where my classmates had gone,

2. Mr. Smith said to us, "Why does Amir pretend to like ice tea?"

Mr. Smith asked us why Amir pretended to like

3. His grandmother said, "Isn't John ashamed ice tea of what he did?"

His grandmother asked if (whether) John wasn't ashamed of what he had done

4. Our hostess usually asks if (whether) we would like some more tea

5. The nurse will ask if(whether) I can come at 5 o'clock

3. Change the following sentences into indirect speech in writing

1. He always asks me "What time is it?"

2. Mary asked the teacher, "How old is that building

3. I sometimes say, "Shouldn't he be ashamed of himself?"

4. Her guests will ask, "When is the wedding going to take place?"

5. I said to the clerk "How much does the gun cost?"

6. Jack asked me, "Are you going to be honest with me?"

7. The students asked, "Where will the football matches beheld

8. My sister asked me, "Did you like your visit to the museum?"

9. I said to the principal, "Why do you accept such unreasonable answers?"

1. Read the text and retell it in indirect speech

#### **Things in common**

Leila: Father, are people in other parts of the world very different?  
Mr. Ahmadi: No, my dear, not very, Their customs and habits are often seemed different, but people are the same all over the world. They all want to live happy and peacefull lives.

- Leila: Don't their religions seem different?
- Mr. Ahmadi: I think their religions have a great many things in common.

**Answer the question:** Do the religions of different nations differ from each other?

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## **LESSON TWO — THE SECOND LESSON**

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### **1. Read two word verbs, translate them and make up sentences with them**

Write down, ask for, look for, call on, look out, listen to, run across (into, against), wait for.

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

#### **An Englishman's meals**

An Englishman's day begins when he sits down to breakfast with his morning newspaper he likes better than his favourite breakfast of courn-feakes with milk and sugar (porridge if he lives in the North), fried bacon and eggs, marmalade on toast and tea (with milk of course) or coffee

Englishmen are fond of good plain food, and they usually want to know what they eat. They like beefsteaks, chops, roast beet and Yorkshire pudding, fried fish and chipped potatoes. There are usually two courses in the midday meal—a meat course with a lot of vegetables, a sweet dish, perhaps fruit pudding and custard with tea or coffee to finish.

Then back to work again with another break in the middle of the afternoon, once again for tea or coffee, sometimes with a cake or biscuits

Then at any time between 10 and 12 he has his "nightcap"—a drink with a snack —and then off to bed ready for tomorrow.

### **3. Answer the following questions:**

1. How does an Englishman's day begin?
2. What is his favourite breakfast?
3. When does he in fact get such a breakfast?
4. How many breaks does he have during the working day  
What are they?
5. What does an Englishman usually have for his midmeal?
6. What food are the English fond of?
7. What sort of meal does he get in the evening?

4. Let's study the use of "Should". It expresses recommendation and advice.

Read and memorize! Make up your own sentences.

You should clean your coat. It is dirty

You should put on warm socks. It is rather cold

You shouldn't keep your hands in your pockets

It is not polite

You shouldn't polish (clean) your shoes in the room. Do it in the corridor!

**HOMEWORK:**

Do ex 3 on p. 59 in writing

Let's review and memorize the following: What shouldn't you do at table?

1. You shouldn't be late for dinner.
  2. You shouldn't lick the spoon.
  3. You shouldn't eat fast. Take your time
  4. You shouldn't rest your elbows on the table
  5. You shouldn't read a paper or a book at table
- Read the text, try to make the split.

**LESSON THREE — THE THIRD LESSON**

Home reading



**Making a banana split**  
(a sweet dish)



Here is the recipe for a popular American dessert. It's called a banana split

Bananas [bə'nɑ:nə]

sauce [sɔ:s]

cream [kri:m]

Ice cream ['aɪs'kr:m]

cherries ['tʃerɪz]

nuts [nʌts]

First, take one whole banana, peel the banana and cut it in half lengthwise. Put the banana in the bottom of a long dessert dish. Set the dessert dish aside.

Next, take out three different kinds of sauce. The most popular kinds of sauce are chocolate, caramel and pineapple. Heat the chocolate sauce until it boils. While the chocolate sauce is heating, take out three different kinds of ice cream from the freezer. The most popular kinds of ice cream. Put the balls of vanilla, chocolate and strawberry ice cream on each banana.

Pour the caramel sauce on the chocolate ice cream. Pour the pineapple sauce on the strawberry ice cream. When the chocolate sauce is not, pour it on the vanilla ice cream.

Next, whip some cream until it is stiff... Chop some nuts. When the cream is stiff, put some whipped cream on the ice cream. Put chopped nuts over everything. Finally, put a cherry, on top

Enjoy your banana split!

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## **LESSON FOUR — THE FOURTH LESSON**

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**Left study the use of «Ought to», it expresses moral obligation**

**1. Read and memorize! Make up your own sentences**

Children ought to prepare their lessons in time  
Children ought to help the parents about the house  
Children ought to keep their room in order  
Children ought to obey their parents  
Children ought to go to bed in time

**2. Answer the following questions**

1. What ought you to do if you meet an old man with a pail of water?
2. What ought you to do if somebody asks for your help?
3. What should you do if your friend falls ill?
4. What should you do if you want to know English?
5. What should you do when you come to see your friend?

**3. Answer the following questions (then sum up your answers in writing at home)**

1. What are the meals of the day?
2. How many meals do you have during the day?
3. What time do you usually have breakfast (lunch, dinner, supper)?
4. What is the time for lunch and dinner in Britain?
5. What is your favourite breakfast?
6. What is the difference between an English and a «continental» breakfast?
7. What do you usually take for breakfast (lunch, dinner, supper)?
8. What are your favourite dishes?

9. What is the Tajik (Russian) national dish?
10. Where do you usually take your meals?

**5. Read the dialogue and answer the questions?**

Ali-Hello, everybody. What are we having for supper?

Mother- We are having fish

Ali- and chips?

Mother-No, we have boiled potatoes,

Ali-I'll do chips myself

Mother-Do it, I shall set the table

O'key, Mum

**Answer the questions**

1. What does Ali ask?
2. What does Mother answer?
3. What potatoes were prepared?
4. What does Ali say?

**HOMEWORK:**

1. Do ex 3 on p. 61 in writing
  2. Read the exercise and learn it by heart
- What ought you to remember if you don't want to catch cold
1. You ought to air the room
  2. You ought to do morning exercises
  3. You ought to wash in cold water
  4. You ought to go in for sports
  5. You ought to walk every day too warmly

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**LESSON FIVE — THE FIFTH LESSON**

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**1. Pay attention to the use of expressing obligation**

Have to (has to, must) expresses strong obligation

Don't have to (doesn't have to) express, absence of obligation

Should expresses mild obligation (recommendation) or advice

Compare and translate Nurses have to work long hours

I don't have to get up early at the weekend

You should see a doctor

I think he should go to bed

I don't think he should go to work

**2. Look at the chart below and make up positive and negative sentences**

My parents	have to	do the washing up babysit
My mother	has to	make the bed in the morning
My father	don't have to	do the shopping
My sister	doesn't have to	do the cooking
My brother	should	do the ironing
My son	ought to	go to work
My grandfather		get up early in the morning
My grandmother		

**3. Read the text and tell your advice to give**

**My Friends steal**

Some of my friends steal things from shops after school. Usually it's sweets but some of them steal bigger things too, and sell them or just give them away. They keep telling me to go with them, and call me names because I don't want to. They say I'm a coward. I don't want to steal, but stupid, either.

What should I do?

Simon, 13

**4. Read "Jokes" and translate the texts**

**A JOKE**

One day I heard aunt. Aggie talking to a workman. She said, "When I use a hammer, I always hurt my thumb with it. What should I do to prevent that?" He said, "The only thing that I can think of, madam, is that you should hold the hammer with both hands"

**A Joke**

"Ma" said a little girl, Willie wants the biggest piece of cake and I think I ought to have it, because he was eating cakes two years before I was born.

**HOMEWORK:**

1. Do ex. 2 on p. 63 in writing
2. Fill in the blanks with should or ought to
  1. You — find a job.
  2. I — to get out of bag
  3. We — to have a talk about this problem
  4. You really — to get married

- |   |
|---|
| <ul style="list-style-type: none"> <li>5. I — have a holiday</li> <li>6. We — get down to work</li> <li>7. You — buy some new clothes</li> <li>8. The government — do something about this problem</li> </ul> |
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## LESSON SIX — THE SIXTH LESSON

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### Home Reading

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## LESSON SEVEN — THE SEVENTH LESSON

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1. **Work in pairs to discuss the questions**
  
2. **If you still live at home, answer in the present tense. If you have left home, answer in the Past tense.**
  1. What    |    do    |    you have to do to help in the house?  
              |    did   |
  2. What about your brothers and sisters?
  3. Can     |    you stay out as long as you want?  
    Could |    wanted?
  4. Can     |    you go where you want?  
    Could |    wanted?  
    Do     |    you have to be at home by a certain time?  
    Did     |
  5. Do     |    you have to tell your parents where you are (were)?  
    Did     |    going
  6. Do     |    you argue about money, clothes, friends...?  
    did     |
  7. Questions
    1. What is bicycle on which two people can pedal together called?
    2. Which animal is the world's largest vegetarian?
  
3. **Answer the following questions, Sum up your answers orally (do it in writing at home)**



### Free Time

1. When do you have free time?
2. What do you usually do when you are free?
3. Do you help about the house in your free time?
4. What household or family duties do you have?
5. How often do you go to the theatre (cinema, etc)?
6. What sport are you fond of particularly, and why?
7. How often do you watch TV?  
Which is your favourite programme?
8. What is your hobby?
9. What do you usually do on Sundays? When on vocation?

#### 4. Read, translate and discuss the text.

##### "To my parents"

When I was young,  
And learning to dream,  
You were always with me.  
You listened to me and encouraged me  
To follow my dreams  
You helped me to become  
All that I am  
Because you believe in myself  
Thank you for everything!

#### HOMEWORK

1. Write a composition on "My Free time"
2. Learn the text "To my parents" by heart

## LESSON EIGHT — THE EIGHTH LESSON

#### 1. Read the sentences and make up your own sentences.

- A. What did Nick have to do on Sunday?
1. Nick had to do a lot of work on last Sunday.
  2. Nick had to visit a friend of his brother.
  3. Nick had to take the bus to the country.
  4. Nick had to write a letter to his elder brother.
  5. Nick had to exchange his book at the library.

**B. What must every pupil remember?**

1. He must work systematically
2. He must obey his parents
3. He must be attentive at the lessons
4. He must help his friends
5. He must help his family
6. He must be polite to everybody

**C. What must you not do?**

1. You must not smoke
2. You must not lie
3. You must not hurt your friends
4. You must not hurt animals
5. You must not cross the street under the red light

**D. What needn't Ann do?**

1. Ann lives not far from school. She needn't take a bus
2. Ann has a good eyesight. She needn't wear spectacles
3. Ann has a good memory. She needn't read the text twice
4. Ann wakes in the morning without an alarm-clock  
She needn't wind it in the evening
5. It is Sunday. Ann needn't get up early.

**2. What is your opinion about the boys matter? What should you do?**

#### **Roses are red**

I am in love, with a girl who is very attractive. A friend introduced us she doesn't know what to feel. I have her address and telephone number but I don't know what to do.

Should I call her? I could sent her some roses or chocolates, but I can't decide which is better if I sent something, what should I write on card?

Andrew, 16

**3. Questions**

1. Which furry creature was immortalised in Rudyard Kipling's story, "Rikky-tikki-tavi"?

2. To which country would you go if you wanted to see the puppet Petrushka.

<b>HOMEWORK</b>
1. Read a Joke and answer the question: Why did every joke laugh louder then ever?

### A Joke

William Thompson was very deaf but he did not like people to know this. One evening he had invited several friends to dinner, and while they were sitting at the table, one of his friends told a funny story.

Everyone laughed and William who had laughed as loudly as anyone said, "That was a very funny Joke, but I know funnier one. Would you like to hear it?" They all said they would, so Thompson began his story. When he finished it everyone laughed than ever and Thompson shitted happily. But he did not know the reason for their laughter. He had told the reason of their laughter. He had told the very same story that his friend had just told

2. Answer the following questions in writing

1. Have you seen our new teacher?

When did you see him?

2. Have you got a fountain pen?

Sorry, I haven't got it about me. Will a pencil do?

3. Have you got the programme of the concert? I should like to have a look at it I haven't got the last lesson?

4. Have you got the rough notes of the last lesson?

I missed that lesson — I haven't got them any longer

My sister tore them up.

5. Have you seen a good film recently?

6. Have you written down all the unknown words?

7. Have you had your dinner?

8. Have you lived here all your life?

9. Have you washed up the dishes?

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## LESSON NINE — THE NINTH LESSON

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### Home Reading

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## LESSON TEN — THE TENTH LESSON

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1. Answer the questions

What do you do when you are happy?

What do you do when you are unhappy?

What do you do when you are tired?

What do you do when you are hungry?

**Example:** When I am angry, I begin to read my favorite book "Three Musketeers"

### **Words and phrases for the topic "At Home"**

#### **2. Read the words, translate them and have a pain talk on every point.**

- A. to make the bed, to sweep and polish the floor, to dust the room, to shake the mats, to beat the carpets, to tidy the room, to air the room.
- B. to turn on (off) the light, the radio, the top, to switch on (off) he goes, the TV, the radiator
- C. to wipe one's feet on the mat, to mess up the floor, to change the fuse (bulb) if it burns out; to help about the house, to repair an electric stove, to give a house warming (party); to heat the stove.
- D. Lock, fridge (refrigerator), lift, vacuum cleaner, valve, iron, fire-wood, washing machine, conveniences, brush, fan (ventilator), electrical appliances, rubbish chute, gas range
- E. You'll get it not, it must be Alec; it's so annoying; the TV is out of order. The door won't open; be so kind as to turn off the radio.

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

##### **A schoolboy's story**

A few weeks ago our family moved to a new flat.

A few gave a house warming. 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. There are all modern conveniences in our flat-running water, gas rubbish chute, air conditioning, to say nothing of electricity and central heating.

Before I enter the room, I wipe my feet carefully on the mat, otherwise I'll mess up the floor and get it hot other day.

Immediately on arriving home I have a bite, and our grandmother, as my mother, works in an office. But I help granny and even cook. They say I'm great.

Besides all that I have to take care of the electrical appliances. For instance-I change a fuse or a bulb of it burns out.

But as for the TV set, my father says I had better keep away from it. He does not believe I can do anything good to it. Daddy simply does not trust me, and I know why. It's because I have a three in physics and still! I hope he'll say some day; "Well, Pete, will you help me with the TV. I'm afraid I shan't be able to repair it by myself".

4. Answer the questions using not less than 2-3 sentences

1. Did you give a house warming when you moved to your new flat?
2. Does your family like the new flat?
3. Do you help your mother about the house?
4. Do you keep all your things in order?
5. Can you repair an electric stove (an iron)?
6. Little children must keep away from radio and television sets, must they not?
7. Does your father send you for the repairing man to repair the TV set and the fridge (refrigerator)?
8. People must put the light out when they leave the house (office), mustn't they?

**HOMEWORK**

Memorise these patterns of the lesson:

1. There were three men in the car, to say nothing of the driver.
2. The pen won't write. The door won't open. The lamp won't write. The fire-wood won't burn.
3. It must be late. It must be Olim Rustamov.
4. I shan't be able to repair the radio today.
5. Be so kind as to turn on the light.
6. Make up sentences using this table.

The gas stove	is out of order; go out of order; must be out of order	Will you try and repair it!
The radio		
The TV set		
The tap		
The fuse		
The lock		
The fridge	is now in (working) order	You can use it
The vacuum cleaner		
The iron		
The bicycle		
The car		
The lift	is repaired	

3. Write 12-15 sentences about "I am at home"

## LESSON ELEVEN — THE ELEVENTH LESSON

1. Read the dialogue and act it, then make up your own dialogues.

Have a pair talk.

— Excuse me, but can you tell me how to get to the Art Museum?

— Certainly, walk straight on and then turn to the left. It's not far from the hotel

— Thank you so much.

— Not at all

There are some prompts: on the reverse side

2. Read and translate the text

### **“The Right to Vote”**

Over 83 years ago, on the 6th of February in 1918. The British Parliament passed an important law. This law gave women in Britain the right to vote for the first time.

The right to vote is sometimes called suffrage [ˈsʌfrɪdʒ]-право голоса)

The women who fought for this right were called suffragettes [ˈsʌfrədʒets] -суфражистка) In many countries the women's fight was long and hard

1. Work in pairs and answer the questions

a) which country first gave women the right to vote? Was it America (Sweden, Swetzerland, new Zealand)?

b) Which year was it?

c) When did women in your country get the vote?

2. There are several ways of telling the time past/to

It's twenty past six.

It's a quarter past eight

It's half past ten

It's ten to three

It's half to four

With five, ten, twenty and twenty-five, we may not say “minutes” with all other numbers, we do.

Ex. It's 6.20 (six twenty)

It's 10.30 (ten thirty minutes)

It's 7.25 (seven twenty-five)

It's 6.5 (six five)

## HOMEWORK

### 1. Read and memorize the dialogue

- Excuse me. Will you tell the way to the Zoo?
- With pleasure, my boy. Go straight for two, blocks and then turn to the right
- Is it far from there?
- No, it's only three blocks from there

### 2. Make up sentences using these charts in writing

A.	Go along this (down)	street road avenue lane	as far as	Dehoti Street Rudaki Street The Central Post The Opera House The Art Museum
B.	Go straight (ahead)	two three four five	blocks and turn	to the left to the right around the corner
C.	You must get off	at the	Next Second Third Last but one	bus stop trolleybus stop
You must change from		№18 bus №1 bus №3 bus №2 trolley-bus	To	№15 bus №29 bus №1 trolley-bus

## LESSON TWELVE — THE TWELVE LESSON

### Home Reading

## LESSON THIRTEEN — THE THIRTEENTH LESSON

### 1. Read the dialogue and dramatize it in pairs (at the desks)

- What can I do for you?
- I'd like some shoes for town wear.
- Thirty-five or 36 if they are of foreign make.

**2. Read the text, what should you advise the boy to do.**

**I have never been kissed**

I'm 17 and I have never been out with a girl. I've never even kissed one. My friends have all had lots of girl friends, but girls don't seem to be interested in me. Now I tell everyone that I have a girlfriend in France but I don't think they believe me What should I do?

Richard, 17

**HOMEWORK**

**1. Make up sentences using these tables in writing**

I say	you	buy this pull-over
I watched	him	try this coat on
I made	her	carry these suit-cases
	Max	wear this new sweater
	Leila	choose a hat to his(her) taste
I want	him	to visit the new shop in Rudaki street
I would like	her	to wear this raincoat
I asked	Eddy	to wash the trousers
I wish	you	to buy something for the wedding present

**2. Read and learn the dialogue by heart**

- Have you got anything in grey?
- Why, yes! Do you want a suit or only jacket?
- I want you to show me a light suit for summer wear
- Here you are, sir (miss) will you try it on?

**3. Name the capital of Sakhalin Island**

**LESSON FOURTEEN — THE FOURTEENTH LESSON**

**1. Answer the questions using not less than 2-3 sentences.**

A I met my friend Lola. She was going home. What did she tell you about?

B. What did your friend tell you about the beginning of his day.

**2. Let's review the Passive Voice**