

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

A butcher sells meat	The butcher sells meat The baker sells bread The grocer sells sugar The dairyman sells butter The greengrocer sells vegetables	Meat is sold by the butcher at the butcher's Bread is sold by the baker at the baker's Sugar is sold by the grocer at the grocer's, Butter is sold by the dairyman at the dairy Vegetables are sold by the greengrocer at the greengrocer
A baker sells bread		
A grocer sells sugar sweets,...		
A dairy-man sells milk butter, cheese		
A greengrocer sells vegetables		

Remember; to be going-to plan to do something
Shall, will-an action will place in future

3. Read translate the text "Shopping"

Shopping

Peter: I'm going to the shops. Do you want anything?

Ann: No, I don't think so, Oh, hang on. We haven't got any sugar left

Peter: It's all right. It is on list. I am going to buy some

Ann: What about bread?

Peter: OK, I'll go to the baker and buy a loaf of bread.

4 Look at the shopping list. What else is Peter going to buy. What are you going to buy? What will your mother buy?

Shopping list

sugar	ham
tea	a loaf of bread
coffee	
cheese	a kilo of cheese
biscuits	a herring
tin of beans	
yougurt	
sausage	

HOMEWORK,

- 1. Learn the dialogue by heart (p. 73 ex. 4)**
- 2. Read and translate the text.**



The weekened cook

My dad works in a Bank. He works there from Monday to Friday. He helps people. He counts money and he uses the computer. His job is important. He is an important man at the bank.

Dad also works at home. On weekends he cooks dinner. Usually he cooks Italian food. On Saturdays he makes spaghetti. On Sundays he makes pizza. Sometimes he fries chicken or fixes Chinese food. My mother watches and helps. She cuts vegetables. She tosses the salad. I wash the dishes.

Some people say it is strange for a man to cook. My dad enjoys his hobby. Cooking relaxes him. His father, my grandfather, was a weekend cook, too. What about your father?

3. Answer the following questions in writing.

1. What is sold at the butcher's?
 2. What is sold at the grocer's?
 3. What is 'sold at the baker's?
 4. What is sold at the dairy?
 5. What is sold at the bookshop?
1. Are your meals prepared by your mother?
 2. Are your stockings mended by your mother?
 3. Is your bed made by your mother?
 4. Is your litle brother washed by your mother?
 5. Is your brother taken to school by your mother?

LESSON FIFTEEN — THE FIFTEENTH LESSON

Home Reading.

LESSON SIXTEEN — THE SIXTEENTH LESSON

1. Answer the questions. Have a pair talk.

1. When are you going to celebrate your birthday (your brother, sister...)?
2. Will you (he,she) invite your (his, her) friends?

- B. 1. What was sold by the butcher's?
2. What was sold by the grocer's?
3. What was sold by the diaryman?
4. What was sold by the bookseller?

2. Answer the following questions, use the words in brackets (pupils, a joiner, a bricklayer a shoemaker, a farmer, a dressmaker)

1. By whom were tables made?
2. By whom were shoes mended?
3. By whom were dresses made?
4. By whom were houses built?
5. By whom was the land tilled?
6. By whom were the flowers watered in your garden?
7. By whom are trees on the school plot planted?

3. Speak about clothes you wear in cold (warm) weather

Prompts:

Clothes: denim jeans, jacket, pin-striped suit, waistcoat, wiberet, silk stockings t-shirt, sweater, straight skirt, mini skirt, long skirt, midi skirt, canvas shoes, baggy shirt: wooly tights, tights, baggy jumper, socks, pleated skirt, blazer, socks, shorts, furcoat, fur hat, fur cap, fur hood; felt boots, slippers, fashion shoes, sandals, sport shoes, high boots, mittens, gloves



4. Speak about cold weather.

Prompts:

It is snowing; to play snowballs, to toboggan, cold, windy, it is heavily raining, the weather is gloomy, the sky is overcast strong wind, to make a snowman, Jack Frost, to play snowballs, to ski, to skate in winter



5. Speak about warm weather

Prompts: the sun is shining, the sky is blue, it is drizzling, some clouds, hot, warm, to swim, to go in for sports, it looks like rain, the sky is overcast with clouds, umbrella, in spring, in autumn, in summer.



HOMEWORK

Your taste in clothes

1. Look at the pictures which of the clothes and fashions appeal to you and which don't, Why? Tell your own opinion. Then write about every picture.



A woman in a classical suit



A boy slovenly dressed



A man in a hat and a nice coat

2. Answer the questions in writing.

1. Have you ever been taken to Moscow?
2. Have you ever been invited to Moscow?
3. Have you ever been shown the Kremlin?
4. Will a new film be next week?
5. Will you be invited to the cinema?
6. Will you be allowed to go there?

LESSON SEVENTEEN — THE SEVENTEENTH LESSON

1. Read the sentences and translate them. Have a pair talk.

I've got a cold. I'm nursing my cold.

I've got a temperature — I am running a high temperature

He takes his temperature.

His got a terrible (splitting) headache

I've got a flu

His leg hurts

My eyes hurt

my arm hurts



2. Read the text intensively, put questions on every extract, have retranslating of some sentences.

We hate diseases!

Of all morning people hate disease, most in the morning you awake and suddenly find out that you can't get as usual. You have a splitting headache. You feel a little dizzy and Cough; you can't recognize your voice because your nose is clogged.

It means you are ill. You look for the thermometer. At last the temperature is taken =:39,2. that means you are running a high temperature. You are ill, that's certain. It can't be helped. You must stay at home.

Now the doctor will be sent for. He'll be here in an hour or two. He'll take your hand and say; "Well, young man, what troubles you? Have a cough? Let me sound your lungs. Breathe, please... Well, just a flu. But you, keep your bed for 4-6 days. Don't go out earlier or else you'll get complications.' Here is the prescription. Take the medicine regularly and keep yourself warm. Wish you good luck, old fellow! The doctor will leave. But you will stay in bed: you're ill.

3. Answer the questions

What is your recipe for a long life?

What is your opinion about 5 min. looking through the text?

HOMEWORK			
1. Retell the text "We hate diseases".			
2. Make up sentences using tables in writing			
My brother	has	an awful a splitting a terrible	headache earache eye-ache stomach-trouble Tooth-ache fever, cough
I, he, she Pete, Lola Rustam Kate	was down with, fell ill with suffered from		quinsy, flu bronchitis pneumonia malaria mumps scarlet fever rheumatism

LESSON EIGHTEEN — THE EIGHTEENTH LESSON

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

Have a pair talk at the desks

— what is Bob down with?

— they say it's quinsy

— if I knew where he lives, I should call on him.

If I were you, I shouldn't do that. The disease is catching

— Quinsy?

— I was down with quinsy last week!

— Terrible headache?

— I had an awful headache

Prompts: ear-ache; flu; mumps; toothache, pneumonia; pills; fever; stomach-trouble, dizzy; cough; high temperature, headache,

2. Read the text and translate it

Do you have to pay for medical care?

Here are some facts and opinions about the system of health care and medical insurance in Great Britain

New words:

While (where as) — хол он ки; в то время как

because of — аз барои; потому что

Despite (inspite of) — нигоҳ накарда; несмотря

Insurance — сугурта; страховка

- a) In Britain medical insurance is organized by the government and is compulsory (хатмӣ; обязательно), while in some other countries it is not.
- b) The country doesn't spend a lot of money for person on health care, where as in some are much more expensive
- c) Despite the shortage (камбудӣ; недостаток) of money the system of medical care works well
- d) The British spend a small proportion of their wealth on health service, because of its, simple administration
- e) In spite of being poor, you can get medical care in Britain
- f) The exceptions (истисно; исключение) to free medical care are teeth and eyes though even this care is available (дастрас; доступный) to large numbers of people who do not have to pay

- g) Although Britain has public health care it has a private sector, too.
- h) Because of the central organisation of public health care there is little cooperation of public health care there is little between public health care service and the private sector.

HOMEWORK

1. Read and learn the dialogue by heart.

— Will you try to enter University when you have your matriculation?

— To tell the truth, I am not sure I shall

— But you pay so much attention to your English

— Yes, I do. I believe a foreign language will come in handy in my life

2. Answer the questions in writing

- 1. Have you ever suffered from bronchitis?
- 2. Do you often run a high temperature?
- 3. Have you got a pain in the chest?
- 4. Do you follow the doctor's instructions?
- 5. Do you feel any difficulty in breathing?
- 6. Do you take these pills every day?
- 7. Do you cough much in the morning?
- 8. Must you keep to a diet?
- 9. Have you got any stomach — trouble?
- 10. Have you ever been operated on?
- 11. Were you down with quinsy?

3. Write 12-13 sentences about your health.

LESSON NINETEEN — THE NINETEENTH LESSON

1. Read and act the dialogue. Make up your own dialogues. Have a pair talk at your desks

— Do you like the weather to-day?

— Yes, I do. It's cool but nice

— I don't like such weather

— What's this?

— I think it's a thunderstorm

A. Question

Teacher: If I have 20 chips in one hand and ten in the other one. what do I have?

Henry: Greasy palms



2. Read and learn the sentences by heart

Books are written by writers
Books are printed by printers
Books are sold by booksellers
Books are read by thousands of readers

3. What can you say about the health care service in Tajikistan from your own experience.

First read the text, then answer the question. Tajikistan has a public health care service and a private section, too.

Make up a topic "Health care in Tajikistan", use the prompts:

1. central organisation of the health care system
2. the shortage of money
3. Cooperation with the private sector
4. Compulsory medical insurance
5. The quality of the private health care
6. High cost.
7. The quality of the public health care
8. Free of charge treatment
9. Physicians who get a fee for each patient's visit
10. Physicians are on Salary
11. Advantages and disadvantages of a public health care and private

Sector

HOMEWORK

Home Reading

1. Read the text and do the exercises on it.
2. Read the rhyme and translate it.

THE RAINY DAY

The day is cold, and dark, and dreary,
It rains, and the wind is never weary
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall, fell,
And the day is dark and dreary.

Henry W. Longfellow (1807-1882)

THE FOURTH TERM

UNIT 4

LESSON ONE — THE FIRST LESSON.

HOMEWORK.

LESSON TWO — THE SECOND LESSON.

Let's recall the topic Education in England.

1. Read and translate the text. Try to remember this information.

A. First study the chart, try to understand how state education is organized in England.

	11 YEARS COMPULSORY EDUCATION	Nursery school (voluntary)	11 YEARS COMPULSORY EDUCATION
5		Primary school (at least six years primary education).	
6			
7			
8		Secondary school (at least five years secondary education). General Certificate of Secondary Education (gcse). Examinations (taken at 15-16).	
9			
10			
11			
12			
13			
14			
15			
16			
17		Advanced level (A' level) examinations (taken at 17-18)	College of Further Educa- tion (general, vocational, and technical).
18			

HIGHER EDUCATION		
University	College of education on (teacher training).	Polytechnic.

(“HEADWAY”, student’s Book, Advanced)

B. Education in England.

Recently education has been changing considerably.

Compulsory education begins at 5, and children attend primary school until they are 11. Normally the primary school is divided into Infants (5-7) and Juniors (7-11).

At the age of 11 most children go to a comprehensive school where they study until they are 16.

In the past children went to different types of the country everybody now goes to a comprehensive.

Some parents, who do not want their children to go to a comprehensive school, send them to a private school. The most expensive and, prestigious private schools actually are called public schools.

At the age of 16 pupils take their examinations. Most take general Certificate of Education (g.c.e.). Ordinary Levels-normally called just “O” Levels. Pupils take “Q” Levels in as many subjects as they want to; some take one or two, others take as many as nine or ten.

If you get good “O” Level results, you can stay on at school until you are in the Six form. Here you prepare for Advanced Level Exams (“A” Levels) again, you take as many of these as you want to, but most pupils take two or three.

In case you pass your exams well you have a chance of going on to university though this is not automatic. The number of people who study there is strictly controlled. Other types of further education are offered at politechnics and colleges of higher education.

Politechnics offer the chance to study subjects in a more practical way, and many colleges of higher education specialize in teacher training.

2. There is an outline of the text to speak about.

1. English comprehensive schools.
2. English private and public schools.
3. “O” Level examinations.
4. “A” Levels.
5. Entering high universities, colleges.

3. In what ways does the state education system in Tajikistan differ from that in England.

HOMEWORK.

1. Do ex. 2 on p. 82 in writing.
2. Try to retell the text "Education in England".

Some information.

Look at the way the Englishmen do
Write and say the following prices.

Written.

L1.50p

50 p

LI. 99

L 12.40

Spoken.

a (one) pound

fifty p [pi:]

one pound ninety-nine

twelve pounds courty

What is the exchange rate between sterling and your current.

Example:

There are about ten Tajik Samonis to the pound.

How much do you pay for a three-course meal in your canteen?

What about hamburger and chips?

How much is a loaf of bread?

LESSON THREE — THE THIRD LESSON.

1. What questions would you ask in such situations?

- a) Someone has broken the window. You want to know who...
- b) Someone always leaves the door open ask who...

2. Read the dialogue and act it.

- How did you find your last test in English?
- Rather difficult. I made a lot of mistakes
- That's natural: you miss so many lessons.
- Yes, I do. But can I hope for your help?

3. Make up sentences using the chart below.

I	Want(s) to enter, to study, to graduate from, to be a student of	Russian-Tajik-Slovanic University.
She		Oxford University
They		Teaching-Training University
We		Moscow University
You		The Courses of Foreign Languages
Teddy		
Porso		
Lola		The Institute of Art.

The International Language School

The ILS Executive Centres provide intensive courses for businessmen and professional people for whom the ability to communicate in English is essential to their work. English is now the world language of industry, of international communication.

The London Centre is ideally situated in a large and comfortable building in central London, close to shops, restaurants and entertainment facilities. Our Hastings Center is situated on the South Coast.

Courses run all year, except over Christmas.

Group Courses.

40 lessons; maximum 6 students; units of 2 weeks.

Special Courses.

Designed for a particular company.

Accommodation: in a hotel or with a host family. We recommend the latter as students can practise their English in a natural social setting.

Social activities,

There is a full programme of activities and social events.

5. Answer the questions using not less than two-three sentences.

1. What is the ILS?
2. What is English now?
3. Where is the London Centre situated?
4. How long do courses run?
5. What are group courses?
6. What is Accommodation?
7. Do you want to enter the ILS?

HOMEWORK.

1. Memorize the dialogue (ex 2, p. 84)
2. Read and translate the text.

The CHESHIRE SCHOOL OF ENGLISH

The Cheshire school of English has a new two-week courses offering the ideal short course for adult students who have a limited amount of time to study English. The school's unusual accomodation and welfare facilities are available to students on two-week courses and students may participate in the school's social activities.

The following special features are part of each two-week courses:

1. No more than 6 students in each group.

2. Courses are designed for adults (over 18).

Who are interested in a full-time or intensive language course.

3. Programmes are available at Elementary or Intermediate level. Each programme aims to enable students to communicate with greater skills by the end of the course.

Accommodation with host family:

single, *40 per week; shared *35 per week, guest-house, accommodation can be arranged on request.

LESSON FOUR — THE FOURTH LESSON.

Home Reading.

LESSON FIVE — THE FIFTH LESSON.

1. What questions would you ask in these situations.

a) Cleopatra loved someone. Ask whom....

b) The teacher works for someone.

Find out for whom....

2. A. Read and act the dialogues, then have a pair talk at the desks.

— Can I get to Kulob by train?

— Why, certainly.

— Do you happen to know when a train will start for there?

— Yes, I do, it will start in some two or three hours.

B. — Oh, Mr. Thomson! Hi! Are you going to London?

— Yes, I am.

— What's the number of your flight?

— It is 204 due out at 17.35

— Splendid, it's mine too.

Prompts:

Travelling by train: ticket-office, buffet car, show (your ticket), ticket inspector, passenger, miss, return, catch, waiting room, compartment, information office, season.

Travelling by plane: you go to the departure lounge, you get a trolley, you arrive at the airport, you go to the gate, you go to the desk, you go to the duty-free shop, you go to a boarding car, you board the plane, you check in your luggage, you look at the departure board to see if your flight is boarding, get, the board, tells you which gate to go to, you go through passport control.

1. What is the order of events when you travel
by train or by plane.
I come to the railway station. The plane lands.
I go to the ticket office You unfasten your sea-belt.

HOMEWORK.

1. Read the text. What should you advise the boy to do?
Food for thought I live on a farm, and I have started thinking about animal rights, Now I am a vegetarian, My Mum doesn't cook anything different for me, so every night all I eat is vegetables and bread and cheese. I don't think this is fair. Why can't she cook me something tasty? What's your opinion about it?
Michelle, 17.

LESSON SIX — THE SIXTH LESSON

1. Read and act the dialogue. Make up your own dialogues use the below prompts.

- When did you have a sea voyage last?
- About three years ago, on the "Admiral Nakhimov".
- Oh, it's a huge motor-ship! Did you get sick?
- How could? I didn't feel any rolling or pitching at all.

Prompts: to be on a cruise round....; to sail from; to go ashore; to be seasick; to become rough; to see the coast-line from the deck; to go for a swim in,.. beautiful beaches; to have a swim; a lovely time to go on a voyage by water; a sea voyage from the port; a sea-gull; to pitch



2. Make up a story about "Tom's voyage" from Sochi to Batumi" in chain around the class.

3. Make up sentences in the charts.

A.

Can I get to	Batumi	by	air?
Is it convenient to go	London		land?
Is it possible to get to	Japan		sea?
Have you ever travelled to	Odessa		railway?
	Tashkent		bus?
	Oslo		car?
	Khorog		

B.

We They You Lola Pete	just find out when	the train will arrive. the tickets will be booked. our plane will leave. He will take his (her) exams. she will come back from Rome.
-----------------------------------	--------------------	--

LESSON SEVEN — THE SEVENTH LESSON.

Let's remember the topic at the cinema.

1. Make up sentences using the charts.

There is a	technicolor feature documentary popular science wide-sarene short comedy musical foreign cartoon mystery Italian Mosfilm Tajikfilm	film on at	bar club to day the Drama theatre all central theatres the House of sport
------------	---	------------	--

B

I They She Kate	suggested suggest(s)	that	we should see this film. you should read that article about the film. he should buy tickets for the 8'clock show. the producer should speak to the script-writer himself.
--------------------------	-------------------------	------	--

2. **Read and act the dialogue, then make up your own dialogues. Have a pair talk (at the desks).**

— Is the film worth seeing, Rustamov?

— To tell the truths, I expected for more from it-it seems rather dull and dragged out.

— But it was produced by one of the best film studios, and the cast is splendid.

— So, what of it? A bad script may spoil everything.

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

A young girl was to be starred in a Hollywood adventure film. There was a place in the script where the girl was to jump from a high mountain into the water. When the girl was shown around the place, she ran, to the producer and said: "I won't make the jump. There is only a foot of water at the bottom Of the hill",-"That's all right", said the producer, "Do you think we want you to get drowned?"

HOMEWORK.

1. Do ex. 1 on p. 88 in writing.

2. Complete the sentences using prompts: interesting, wonderful, powerful, good impressive, realistic, funny, true to life, amusing, dull, bad, dragged out, unrealistic etc.

3. **ADMINISTRATOR POSITION OPEN.**

The International Federation of Red Cross. And Red Crescent, Society Sub - delegation in Dushanbe is looking for a full-time Administrator for their Logistics department before the New Year!

The following skills are required:

FLUENT ENGLISH (WRITTEN, SPOKEN). COMPUTER LITERATE (AMIPRO, LOTUS 1-2-3) STRONG ORGANIZATIONAL SKILLS, ABLE TO TAKE INTIATIVES

The candidate will work closely in co-operation with the Delegate in charge of the Logistics department.

Does your profile match the above description? If so, please drop off your resume at our office for review.

120, Omar Khayam Street. Tel: 24-85-20.

LESSON EIGHT — THE EIGHTH LESSON

1. Read and act the dialogue. Have a pair talk at the desks.

A- What do you think about the latest film on TV?

B- I liked everything: the acting, the singing and the music.

A- But it was very noisy. I didn't like all those loud songs.

2. Read and translate the text.

TELEVISION

Now television 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.

Television is a convenient source of entertainment, it is also a comparatively cheap one, it is more convenient as well as cheaper to sit comfortably at home than to go on. A family does not have to pay for expensive seats at the theater, the cinema, the opera, or the ballet. All the viewers have to do is to 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 is just where the danger lies. The television viewer need do nothing. He does not use his legs. He takes no initiative. He makes no choice. He is completely.

Television informs one about current events, the latest developments in science and politics, and presents endless series of programmes which are both instructive and stimulating. People can say that the radio does this just as well; but on television everything is much more living, much more real. Yet, here again there is a danger. We get to like watching TV so much that it begins to dominate our lives.

There are many arguments for and against television.

I think we must understand that television in itself is neither good nor bad. Television is as good or as bad as we make it.

(After "A New Way to Proficiency in English" by John Jennox Cook, Amorey Gethin, Keith Mitchell).

3. In a notebook draw two columns and write the good points and bad points.

Good points

1. It keeps you informed about the rest of the world.

2.

3.

4.

Bad points

1. It stops people talking.

HOMEWORK

1. Prepare some information about Television.
2. Form sentences, using the comparative degree.
EXAMPLE: Boys and girls (strong)

Boys are stronger than girls.

1. The days in summer and the days in winter (long).
2. The days in July and the days in April (warm).
3. Rain and snow (bad).
4. Summer and spring (good).
5. A mountain and a hill (high).
6. A bear and a wolf (big)

3. Read and translate the song then sing it.

PIE IN THE SKY

Words by Joe Hill

Long-haired preach-ers come out ev'-ry night. Try to tell you what's wrong and what's right, but when asked a-bout some-thing to eat, They will

Chorus ans-wer in voi-ces so sweet. You wtit eat bye and bye, in that glo - ri - ous land a-bove the sky. Work and pray, live or hay. You'll get (Way up high!) fly in the sky when you die.

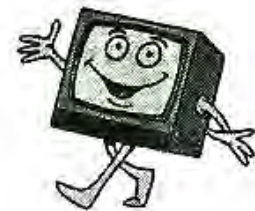
LESSON NINE — THE NINTH LESSON

1. A TV language programme, no matter how good, is of little use in learning a foreign language.
2. Give a brief talk on a TV programme the whole family enjoys watching in the evening.

Make a story in chain around the class.

OFF TO THE THEATRE.

Go by car, have two tickets, invite a friend, come home from work, shave, change one's shirt (tie, socks), put on a clean shirt, clean one's shoes; brush one's coat (suit, etc), leave home, have little time, go by taxi, arrive



at the theatre, meet smb. at the entrance, find out, at the last moment, be sure that...

AT THE THEATRE.

Take one's seat in the hall; watch the play with interest; be fond of such plays, like the play very much, the play discusses, matters of great importance, describe life in small village (big town), give the true story, behind, the evening, walk home, thank my friend for a lovely evening.

HOMEWORK.

Read the text, translate it and tell some sentences about the Englishman's nature.

English as seen by American.

1. English people by nature are conservative. They are not changeable people. They are afraid of the unknown, and so people put up with the most intolerable circumstances for years before coming to the decision.

The average English is cold and not very open.

Their private lives are important, their holidays are, important, their gardens are important, their animals are important.

But if once you have made a friend, it's a friend for life, but it takes a very long time.

2. Write a composition about your visit to the theatre.

LESSON TEN — THE TETH LESSON.

Home Reading.

LESSON ELEVEN — THE ELEVENTH LESSON.

1. Complete the following episodes.

1) One day I was standing at the entrance of a cinema with two tickets in my pocket.

Ann was late as usual. Suddenly she ran up to me breathing heavily and smiling happily.

What had happened to her?

2) I was walking up and down on the platform waiting for the train. Unexpectedly I met my friend. His throat was wrapped in a woolen muffler.

What did he tell me?

a boy; his throat is wrapped in a woolen muffler.

2. Let's review Is there a lot of and

Are there a lot of...

Singular Count	Is there a(an)	office building on Grand avenue?
Plural Count	Are there a lot of a lot of many any	office buildings on Grand Avenues?
Noncount	Is there a lot of a lot of much any	noise in the city?

3. Make questions with each group of words below

1. Office space in a city.
2. Office space in suburbs.
3. Pollution in a city.
4. Pollutions in suburbs.
5. Noised in a city.
6. Noise in suburbs.

4. Rewrite each of the following sentences, putting the adverb phrase first.

Pattern: There is a lot of rain near the ocean.

Near the ocean there is a lot of rain.

1. There is a lot of pollution in New York.
2. There is a lot of land in Alaska.
3. There is a lot of traffic in Moscow.
4. There is no time for shopping on week days.
5. There's no space for parking in the street.
6. There are a lot of parks in our town.
7. There are many hostels in Oxford.
8. There's very little noise in the country.

5. Read and translate the text.

Canada.

The first thing that strikes a person are the a skyscrapers. A person is impressed by the height and the speed and the size of everything, even though a person had been mentally prepared. The streets are full of people, out for the evening and many of the spots, particularly those selling records and clothes are still open. One can like the bustle and noise and to feel himself relaxing and beginning to get interested.

The drive to Ottawa takes about 5 hours and a person comes to open country with high trees and lakes. The scenery changes very little and the person can see that in Canada you drive for miles without changing.

The houses along the road look similar, at least according to Canadian Standards, and they all had large verandahs around them.

Canada is the land of the maple and the mountains.



Answer the questions using not less than two-three sentences for each question.

1. What strikes a person?
2. What can you say about Canadian's shops?
3. What can you say about Canadian's scenery?

HOMEWORK:

1. Read the text and tell your opinion about the text.

1. One day in the life of American teenagers.

2,95 teenagers get pregnant.

1,106 teenagers have abortions.

27 children die from poverty.

10 children die from guns.

6 teenagers commit suicide.

135,000 children bring a gun to school.

211 teenagers are arrested for drug addiction.

437 teenagers are arrested for drinking or drunken driving.

1,512 teenagers drop out of school.

3,288 children run away from home.

1,629 children are in adult jails (prison)

(Harvey Aiston educational consultant, Best, Inc. Columbus ON)

STREET CHILDREN

40 million children around the world spend their life in city streets.

Why are they there?

Poverty in the home 27%

Treated badly at home 27%

Nothing else to do 27%

Just followed other

Children 10%

Sent by the family 9%

2. Do ex. 4 on p. 93 in writing.
3. Say some sentences about Canada.

LESSON TWELVE — THE TWELFTH LESSON

1. Home Reading.

Read the song and sing -it

THOSE EVENING BELLS

Those evening bells! Those evening bells!

How many a tale their music tells,

Of love, and home, and that sweet time,

When last I heard their soothing chime.

Those joyous hours are passed away;

And many a heart, that then was gay,

Within the tomb now darkly dwells,

And hears no more those evening bells.

And so 'twill be when I am gone;

That tuneful peal will still ring on,

While other bards shall walk these dells,

And sing your praise, sweet evening bells!

Thomas Moore (1779-1852)

LESSON THIRTEEN — THIRTEENTH LESSON

1. Read and translate the text.

A letter to the Editor.

Dear Editor,

Many people are speaking out against large dogs these days. This is not fair because dogs speak for themselves. They are men's best friends; therefore, I will speak for dogs.



The city already has a leash law; owners must keep their dogs tied up on a leash. The city also has health laws; owners must clean up after their dogs. There is no law against owning a dog, unless the dog hurts somebody.

People should have big dogs. Dogs are good friends. Moreover dogs make life safer. Even though they are animals, they can show loyalty and intelligence.

We train our dogs to be gentle; as a result, they are very patient and good with children. Our dogs sit outside our store all day and don't make any trouble.

Of course, dog owners should be thoughtful. They must not let their dogs run loose; in addition they must keep the streets clean. These things are important; however, we already have leash laws and health laws. We don't need any more laws about dogs; besides, the city can't pass a law against anyway. Everyone is free to own a dog. Thank you for printing my letter.

*Bob Kovacik, owner.
Bob and Marsha's Grocery.*

2. Tell your opinion about this text.
3. What is your attitude to the animals.
4. Answer the questions using in direct speech.

1. Helen has moved to a new flat. You meet her. You are talking. What does she tell you?

2. Ann is fond of the cinema. What did she tell your friend about the last film she saw?

3. Pete went skiing on Sunday. What did he tell you?

Read Riddles.

A. What is the difference between a cat and a frog? _____

B. How can you find last rabbit? _____

A JOKE

Professor — Oxygen is essential to all animal existence. There could be no life without it. It was discovered only a century ago.

Student — What did they do before it was discovered?

HOMEWORK:

Read the text and tell what animal you prefer to have and why.



CATS AND DOGS.



Some people like cats. Other people like dogs. People have strong ideas about cats. People have strong ideas about dogs. People often don't have both cats and dogs in the same house.

Cat owners talk about their past with love. Cats are quiet. Cats are clean. Cats are good in apartments. They don't need a lot of space. They don't run around a lot. The apartment has mice. Cats catch them. Cats are independent. They can stay at home alone, cats are pretty animals. They are fun to watch.

They are soft, caress and like their owner. Dog owners think dogs are nice. They don't want to have any other animals. Dogs are friendly, loyal and patient. They are good with children. They can learn to stay out of your food. Dogs protect the family and the house. They are sincere friends and never betrays their owners.

There are many people who like both cats and dogs. They have them at home together.

- 5. What would you say in the situations below? Use: may, must or will.**
1. Ask your boys for permission to leave the office early tomorrow.
 2. Advise your friend to study harder.
 3. You are a doctor. Tell a patient it is absolutely necessary to take all the medicine.
 4. Someone asks you the time. You haven't got a watch but you're sure it's ten o'clock.
 5. Someone asks you if it will rain tomorrow. You don't know but it is possible.
 6. Your phone is ringing. You're busy. Ask a friend politely to answer it.
 7. You are on a plane and want to know the arrival time in Paris. Ask the stewardess.
 8. You are the stewardess. Say the plane will almost certainly arrive at 12.10 if nothing goes wrong.

HOMEWORK:

AIR POLLUTION

Until very recently people used to think of cars and factories in their towns as signs of economic progress and modern technology. However, now we know that factories, mills and cars and buses are the two factories responsible for air pollution in large cities.

No one know how long the earth can support man and his technology. Many scientists believe that man cannot change his destructive habits. Some say that there won't be any life on the earth fifty-sixty years from now.

If man does not control his technology, he will do a lot of harm to nature. He has exploited nature, but now the time has come for him to protect. Some years ago scientists began writing and telling people about the dangers of pollution. But man did not stop exploiting nature. Since then carbon dioxide (CO₂) in the air has gone up to 25 percent by the year 2000 and may go up to some more percent.

People throw away thousands of kilos of trash every day. Much of this is left in our fields, parks and forest. This pollutes our land as well.

Can a man stop damaging the environment by the careless building of industry? Man must learn to live with nature and control his modern technology.

Our republic is one of the countries that want to protect their environment and control their modern technology.

Do the exercises in writing.

1. Answer the questions using not less than 2-3 sentences for each one.

1. What factors are responsible for air pollution in large cities?
2. Does man control his technology?
3. Do scientists tell the people about the dangerous of pollution?
4. Must a man control his technology?

LESSON FOURTEEN — THE FOURTEENTH LESSON

REVISION

1. Speak about the topics below in a chain talk around the class.

A. MY HOME TOWN.

- a) small town: green, quiet, clean, few big houses, last of one family cottages, modern conveniences, narrow streets, a river, be situated on both sides of a river, a lot of trees and flowers, much snow in winter, station in the heart of the river; a railway station in the heart of the town; be famous for, be different from; full of holiday-makers in summer, at the foot of big mountains.
- b) A big town: industrial, capital, noisy, heavy traffic, in the heart of.... several parks, a lot: of office buildings, high-storeyed buildings, full of people, hotels, shop, be famous for places of interest.

B. DISCUSSION ON CLOTHES AND FASHIONS.

1. What do man (woman, children) usually wear in winter (summer, spring, autumn) on a rainy day; in cold, damp, hot (cold) weather? What do you wear at home (at the office, at school, etc. When on vacation: to a party, the theatre, etc)? How do fashions change with the times? Why do fashions change every now and then? What can clothes tell of a person's character, his life style, etc? What are people's clothes made of? what clothes are made of wool (cotton, silk, leather, nylon, etc). What do the English mean when they say "We are not rich enough to buy cheap things?"

C. FEELING ILL.

You wake up, one day, you don't feel right. The next day is the same. There's nothing very wrong, nothing hurts, you have no aches or pains.

You just don't feel right. The third day it's just the same a bit like a fever. You take your temperature. It's slightly higher than normal. This goes on for another two days.

What do you do?

Ignore it but try to get some more sleep.

Drink a lot of liquids. Take some aspirin.

Take some aspirin and a glass of water

D. SPEAK ON A PERSON YOU LIKE.

1. Describe a person you like what does he (she) look like? Is he tall or short, what colour are his eyes (is his hair)? Is he well mannered? What attracts you most in him: his looks, manners or behaviour? What is your idea of a well-mannered person (a handsome young man, a pretty girl)?

E. Central Asia is the hottest and driest region of the country. Here there is no cloud for weeks on and because of the hot sun there is practically no vegetation. What about the climate there?

TOPICAL REFERENCE

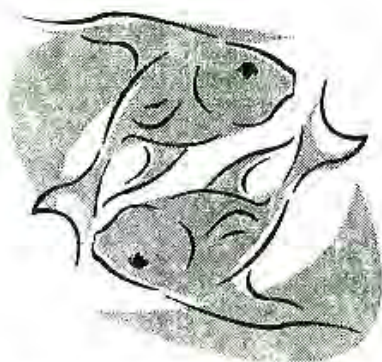
WHAT ARE YOU LIKE?



22 Dec - 20 Jan. Capricorn ['kæprɪkɔːn]
People are serious, and sociable, but shy. They work a lot, have got a lot of friends, and want to have a good job.



21 Jan - 19 Feb. Aquarius [ə'kwɛəriəs]
People are friendly and cheerful, they have a lot of brilliant and crazy ideas; like to be different.



20 Feb - 20 March. Pisces ['pɪskɪz]
People are quiet a bit lazy. They like helping other people. They are good at art.



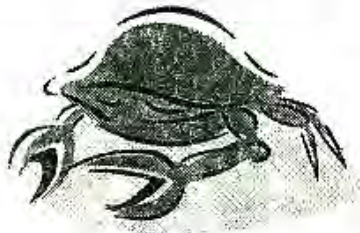
20 March - 20 April. Aries ['æri:z]
People are generous, bossy a bit selfish. They are often angry and bad-tempered. They like sport.



21 Apr. - 21 May. Taurus ['tɔ:rəs]
People are careful and helpful. They like working in the garden, like cooking food.



22 May - 21 June. Gemini ['dʒeminaɪ]
People are funny and clever. They are interested in books. They like travelling and chatting with friends. They talk a lot.



22 June - 23 July. Cancer ['kænsə]
People are confident, have a sense of humor. They are often interested in history.



24 July - 23 Aug. Leo ['li:əu]
People are honest, careless or careful about their clothes. They like buying presents for their friends.



24 Aug. - 23 Sept. Virgo ['væ:gəu]
People are critical, helpful and good friends.
Untidy people annoy them.



24 Sept. - 23 Oct. Libra ['li:brə]
People are friendly, energetic or lazy but pleasant. Clothes are important to them. They like dancing.



24 Oct. - 22 Nov. Scorpio [skɔ:piəu]
People are clever and brave, but not honest.
They always get what they want. They are good friends.



23 Nov. - 21 Dec. Sagittarius [sædʒi'təriəs]
People are confident and friendly. They always tell the truth. They love travelling and playing sports.

I am writing a letter

1. How to address an Envelope.	To Mr. James
Mr. John Smith	R. White 26
13 Regents	Winter Street
from London W.S. Black	Parkvill
England Portland, Maine.	New York

Shortened words: street = st; Avenue = Ave;
company = Co; and = *
in care of (барои додани) = C/O

Read and translate these addresses:

A. Mr. Robert L. Smith	2. Miss Mary Brown.	3. Mr. Henry Green
18 Summer St.	12 garden Ave.	c/o Black * Co
Buffalo №Y	Detroit Michigan	Columbus Ohio

B. Forms used in letters.

To a man: Mr. Games Smith.

To an unmarried lady: Miss. Mary White.

To a married lady: Mrs. Mary Green or Mrs. Lohn Green.

(The lady is married to John Green)

To a boy: Mister Fred Green.

To a physician: Dr. Henry Green.

You begin your letter:

To a man: Dear Sir - My dear Sir.

Dear Mr.- My dear Mr.

To a woman: Dear Madam - My dear Madam.

Dear Miss - My dear Miss.

Dear Mrs. - My dear Mrs.

To a friend: Dear George - My dear George - My dear friend.

You Close Your Letter.

Yours truly

Very truly,

Yours respectfully,

Yours sincerely (if you begin with "Dear MR, Smith)

Your friend.

Yours faithfully (if you begin with Dear Sir.)

2. Below is an outline of formal letter.

Look at it carefully. Is it the same as in your country?

The name and address of you are writing to	The greeting	Your address (not your name)	The date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

<input type="text"/>
The ending. Your signature.

3. The following are the contents of a letter.

Devide it correctly and fill the boxes in the above.

Rue lunis de Dens 18,3000 Coimbra, Portugal. 29th March 1991
the Principal. The Oxford English College, 234 Hilton Rd Eastbourne B
№434A.

Dear Sir or Madam! I saw your advertisement for English classes in this month's English Today magazine and I am interested in coming to your school this summer. I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my pronunciation. Please could you send me more information about your courses and an application form. I would also like some information about

accommodation. I look forward to hearing from you as soon as possible.
Yours faithfully, Anna Maria Fernandes.

4. Write a similar letter about yourself to:

The principal
The Word English school
47, Harrogate Rd
York YK38

Writing letter

Informal letter

5. Look at the organization of the following informal letter.

We all letters with Dear...	Your address and the date, but Not your name.
-----------------------------	---

38 Clifton Gardens
London N6
27 September

Dear Maria.

I'm very pleased that we're penfriends. I'll tell you a letter about myself, and you can do the same when write to me.

going to be introduction

I live in an near of London called Maidevale. Is't quite near the center, but there are parks nearby where I take my dog, Mickey, for a walk. I live with my parents and my younger brother, Paul. My father works for the post office and my mother has a part time job as a nurse.

Where you live
Who you live with
What your family does

I go to the local comprehensive school, where have a lot of friends. I like most subjects, but not all of them. In the evenings I sometimes visit friends or stay at home and listen to music and at the weekends I like going swimming or horse-riding.

What you do
Where you like
Your hobbies and interests

At the moments I'm working very hard because I have exams soon. So I'm spending a bit of time in the library.

What you're doing at the moment

I'm looking forward to hearing from you.

Write soon!

Ending

Best wishes

Dzhamshed Ikromov

Your signature

You can end a letter to a friend with Best wishes or Regards, or Love, if you know them well

6. Write a similar letter to a penfriend in England (Your penfriend can be male or female)

Write information about you, where you live
What you do. Your family...

Read the following postcard and write your own.

<p>Thurs. (Thursday)</p> <p>Dear Laura.</p> <p>We're having a nice time here in Scotland, but the weather isn't very nice. We're staying in a nice hotel near a nice town called Aberfieldy. We have nice views of the mountains and forests from our bedroom. Yesterday we went to see Blair Castle. It was really nice. Today we are hoping to go for a nice walk by the lake (called a "loch" here!) Did you have a nice time in Italy? We'll ring you next week.</p> <p style="text-align: center;">Love Bill and Sue</p>	<p>Laura Green "White Gates" 8 Shire Lane. Chesswood Herts. WDZ 70L</p> <p>a postcard</p>
---	---

Fill in the following forms.

CROSSROADS HOTEL	
Registration form.	
Surname _____	First name (s) _____
Nationality _____	
Passport _____	Date and place of issue _____
Address _____	
Date of arrival _____	Date of departure _____
Signature _____	

<u>The Oak Tree School of English.</u>	
Enrolment form — PLEASE WRITE IN CAPITAL LETTERS	
Mr./ Mrs./ Ms./ _____ family name _____	First name _____
Nationality _____	Language (s). _____
Address in your country _____	
Occupation _____	

Reason for learning English: Business, pleasure, exam, (if other, please specify) _____
How many hours do you want to study? _____
How long are you going to study at school? _____
What date do you want to start? _____
Delete where not applicable _____

Fill-in.

QUESTIONNAIRE.

Please use block letters.

Your surname..... Mr. / Mrs. / Miss.

Your first name...

Nationality....

Date of birth...

Are you married? _____ Single? _____

Are you in good health?

Yes _____ No _____

Number of your family: 0, 1, 2, 3 over 3

Your full postal address _____

Postal code _____

Telephone number _____

How long have you lived there?

Your previous address if less than 3 years at present address _____

What educational institution do you study at? _____

Qualification (future) _____

Spare time interests (hobby), _____

Date _____ Signature _____

**ROEHAMPTON
INSTITUTE**

**Digby Stuart College
Froebel Institute College
Southland's College
Whitelands College
Affiliated to the University of Surrey**

**FORM OF APPLICATION
for the post of**

Please complete this form in block capitals (avoiding pale blue ink) or typescript and send it to the Assistant Secretary (Personnel) by the advertised closing date.

Additional information would be welcomed and may be given in a separate covering letter or on continuation sheets.

1 SURNAME	2 FORENAMES
3 TITLE (e.g. Mr, Mrs, Miss, Dr. Etc.)	4 DATE OF BIRTH
5 NATIONALITY _____ (Please note that, as a general rule, those who are not British or EEC nationals will need a Work Permi before any appointment can be made. This applies to foreign nationals and Commonwealth citizens who do not have a right of abode in the UK.)	
6 ADDRESS	7 TELEPHONE No
8 ADDRESS FOR CORRESPONDENCE (if different)	
_____ } if these alternatives	
_____ } ARE TEMPORARY	
_____ } please indicate	
No _____ } relevant dates below:	

Recd / Ackd:

Res. Notd:

The cooperative group Computer Service offers foreign firms its services in computer science:

- Servicing and quarantine maintenance of imported computer technology;
- Installation of equipment including local area networks;
- Hardware cyrillisation;
- Representation of the manufacturer's interests when technology is transferred to users;
- Our amalgamation has facilities to produce large volumes of wooden goods. We undertake to manufacture garden furniture and other articles.

Address: P.O.B. 3668, Rostov-on-Don, RUSSIA

Telephone: 53-27-33

HOMEWORK:				
Read the chart and translate it.				
There is Reference Material you have to know.				
Flag	Country	Capital	Nationality	Language
EUROPE				
	Russia	Moscow	Russian	Russian
	Great Britain	London	English	English
	France	Paris [pæris]	French	French
	Germany	Berlin [bɛ:ln]	German	German
	Spain	Madrid [mæ'drɪd]	Spaniard	Spanish
	Italy	Rome [rəʊm]	Italian	Italian
	Austria	Vienna [vi'enə]	German	German
ASIA				
	Tajikistan	Dushanbe	Tajik	Tajik
	Afghanistan	Kabul [kə:bl]	Afgan	Dari
	Iran	Tehran	Iranian	Persian
	Turkey	Stambul	Turkish	Turkish
	Indian	Delhi ['deli]	Indian	Hindi
	Vietnam	Hanoi [hæ'noi]	Vietnamese [vjɛtnə'mi:z]	English
	Canada	Ottawa ['ɒtəwə]	Canadian	French
	The United States of America	Washington	American	English-American
	Mexico	Mexico	Mexican	Mexican
	Egypt	Cairo	Egyptian	Arabic
	Australia	Canberra	Australian	English

1. Look through the Reference Material and write the names of:

1. European countries, Asian countries and American, countries,
2. their capitals
3. their nationality,
4. their language

First have a pair talk then have a chain talk around the class.

2. Imagine that you're at the international conference [konfərəns]. Say what your name, nationality, country and language.

Example: My name is Chan-Tong. I am from China. I'm a Chinese.

My language is Chinese.

Nickol / France

Carmen / Spain

Richard / Austria

Richard / England

George / Canada

Lola / Tajikistan

Ahmad / Egypt

Lisa / Italy

3. Write the names of the capital: 1) of Egypt, 2) of Canada, 3) of Australia, 4) of Germany, 5) of Turkey, 6) of Australia, 7) of Italy 8) of Spain.

4. Answer the questions.

- What English speaking countries do you know?
- Is English or French an international language nowadays?
- What foreign languages are studied in Tajikistan?

ИСМ

Исмҳо дар забони англисӣ дорон ду шумора ҳастанд: танҳо ва ҷамъ:

There is a book on the table.
There are books on the table.

Исмҳо шакли ҷамъро бо воситаи ба шакли танҳо ҳамроҳ намудани суффикси ҷамъбандии *-s* ва *-es* месозанд.

Ин суффикс баъд аз ҳамсадоҳои беовоз (*s*), ҳамсадоҳои ҷарангдор ва садонокҳо [*z*] ва баъд аз овозҳои шавушувдор ва ҷарангдор [*iz*] хонда мешавад.

Истисно:

man [mæn]	men [men]
foot [fʊt]	feet [fi:t]
child [tʃaɪld]	children [tʃɪldrən]

Эзоҳ: Агар исмҳои шакли танҳо бо ҳарфҳои *s*, *ss*, *x*, *sh*, *tch* ба охир расанд он гоҳ дар охир *-es* ҳамроҳ карда мешавад.

Мисол: *bus-buses, class-classes, box-boxes* ва ғайра.

Агар исмҳои шакли ба ҳарфи “*o*” тамом шаванд, низ *-es* ба он ҳамроҳ карда мешавад: *potato-potatoes, hero-heroes*. Вале: *piano-pianos*.

Ҳарфи “*y*” дар исмҳои ҷамъ ба *-i* бадал меёбад: *city-cities, story-stories*; вале баъд аз дигар садонокҳо тағйир намеёбад: *boy-boys, day-days* ва ғайра.

Исмҳои шакли ҷамъ шакли соҳибиро бо ҳамроҳ кардани апостроф (‘) сохта метавонад:

The boy’s hands were cold.

АРТИКЛ

Артикл нишондиҳандаи исмҳо буда, пеш аз исмҳо ва муайянкунандаи онҳо омада метавонад. Дар забони англисӣ ду артикл: номуайян *a (an)*, ва муайян «*the*» вуҷуд дорад. Артикли номуайян *a (an)* аз шумораи «*one*» «*як*» баромадааст ва аз ин сабаб фақат бо исмҳои шуморидашаванда дар шахси танҳо истифода бурда мешавад.

Артикли номуайяни ду шакл дорад: 1) *a*-пеш аз исмҳои, ки бо ҳамсадо сар мешаванд ва *the* пеш аз худ муайянкунандае, ки бо ҳамсадо сар мешавад, истифода мешавад.

Мисол: a book [ə' bu:k], a big apple [ə' big 'æpl]

2. an-пеш аз исмҳое, ки бо садонок ва ё пеш аз худ муайянкунандае бо садонок дошта оғоз мешавад.

Мисол: an egg [ən' eg], an old man [ən'ould'man].

Артикли а пеш аз исмҳое, ки бо ҳамсадоҳо оғоз меёбанд истифода мешавад.

Мисол: a bird [ə bɜ:d]

Артикли an пеш аз исмҳое, ки бо садонокҳо оғоз меёбанд истифода мешавад. **Мисол:** an animal. Агар шумо мехоҳед вазифаи шахсро ё корашро ном баред, фақат артикли номуайяни a/an-ро истифода намоед.

Мисол: He is a lawyer

She is an accountant

Номи касалиҳо одатан бидуни артикл истифода мешавад.

Мисол: appendicitis

AIDS

Вале дар ёд бояд дошт:

a cold, a broken leg (arm...) a headache,
a toothache, the flu.

Артикли муайяни аз ҷонишини that «вай» пайдо шуда, як шакл the-ро дорад, ки пеш аз исмҳое, ки бо ҳамсадо оғоз меёбанд [ð] талаффуз мешаванд. **Мисол:** the room, the big apple.

Пеш аз исмҳое, ки бо садонок оғоз меёбанд он [ði] талаффуз мешавад.

Мисол: the evening ['i:vnɪŋ]

СИФАТ

Сифат дар забони англисӣ ба мисли забони тоҷикӣ ба исм вобаста буда, сифати предметро мефаҳмонад. Аз рӯи сохташ сифат ба содда (red-сурх, large-калон, бузург, old-пир, кӯҳна), сохта (dangerous-хатарнок, unable-ноӯҳдабаро) ва таркибӣ (ice - ях, хунук) ҷудо мешавад.

Сифати забони англисӣ аз рӯи чинс, шумора ва падеж тасриф намеёбад. **Мисол:** This is a good book — Ин китоби хуб аст.

Сифат дорои дараҷаҳои оддӣ, муқоисавӣ ва олий мебошад. Дараҷаи муқоисавӣ сифат бо ёрии суффикси -er ва дараҷаи олий бо ёрии суффикси -est, ки ба сифати оддӣ ҳамроҳ мешаванд, сохта мешаванд.

Мисол: dark-darker (the) darkest
big-bigger (the) biggest

Баъзе сифатҳо дараҷаи муқоисавиро бо решаҳои гуногун месозанд. Онҳоро бояд дар ёд нигоҳ дошт:
good (хуб) — better (хубтар) — the best (хубтарин)
bad (бад) — worse (бадтар) — (the) worst (бадтарин)
little (хурд, кам) — less (хурдтар, камтар) — the least (хурдтарин, камтарин).

Сифатҳои бисёрҷиқоғӣ ва духиқоғӣ дараҷаи қиёсиро бо ёрии калимаи more, ва дараҷаи олиро бо ёрии калимаи most месозанд; ин калимаҳои номбаршуда пеш аз сифатҳои дараҷаи оддӣ гузошта мешаванд:

active-more active- most active
difficult- more difficult- most difficult
Истиқно: good-better-(the) best
bad-worse-the worst
little-less-the least

Сифати забони тоҷикӣ низ се дараҷа дошта, бо ёрии суффиксҳои –тар ва тарин, ки ба сифатҳои дараҷаи оддӣ ҳамроҳ мешаванд, сохта мешаванд.

Мисол: калон-калонтар-калонтарин
хуб-хубтар-хубтарин

ШУМОРА

Шумораҳои миқдорӣ

Асоси тамоми шумораҳоро, шумораҳои хонаи даҳӣ ташкил медиҳанд ва шумораҳои дигар (бо истисноии якҷандҳои онҳо) бо ёрии ҳамроҳ кардани суффиксҳои –teen ва –ty сохта мешаванд.

Мисол: seven-seventeen; nine-nineteen-ninety;

Аммо: one, two, ten, eleven, twelve, hundred, thousand, million.

Шумораҳои тартибӣ

Шумораҳо бо ёрии ҳамроҳ кардани суффикси –th

Мисол: fourth, twentieth, twenty-ninth, millionth.

Се шумораи аввал аз қоида берун сохта мешаванд:

one-first, two-second, three-third.

Шумораҳои забони тоҷикӣ низ ба ду гурӯҳ: шумораҳои миқдорӣ ва тартибӣ ҷудо мешаванд ва асоси онҳоро низ шумораҳои хонаи даҳӣ ташкил медиҳанд.

Ба шумораҳои миқдорӣ даҳ ҳамроҳ мешавад: сездаҳ, чордаҳ, ҳабдаҳ ва ғайра. Шумораҳои тартибӣ бошанд, бо ҳамроҳ шудани суффиксҳои –ум ташкил меёбанд: даҳум, чорум, панҷум ва ғайра.

ЗАРФ (THE ADVERB)

Зарф дар забони англисӣ ба содда (now, very) ва сохта (quickly, coldly) чудо мешавад.

Шаклҳои сохтаи зарф бо ҳамроҳ кардани суффикси -ly ба сифат сохта мешаванд.

Масалан: cold-coldly, quick-quickly

Дар мавриди сохтани зарф аз сифате, ки бо ҳарфи «y» ба охир мерасад, пеш аз суффикси «ly» ҳарфи «y» ба «i» мубаддал мешавад. Мисол: ready-readily, happy-happily

Як қатор зарфҳо масалан аз сифатҳо фарқ надоранд. Ба онҳо first, long, far, much, late, little, инчунин daily, weekly, monthly, freindly ва ғайра, ки бо ёрии суффикси -ly аз исмҳо сохта шудаанд, медароянд. Зарфро аз сифат фақат аз мавқеи он дар ҷумла фарқ кардан мумкин аст. Зарф дар ҷумла сифати феълро муайян карда, сифат бошад, исмро муайян мекунад:

зарф	сифат
She didn't stay long	She was wearing a long dress.

Як гурӯҳ зарфҳо масалан late, near ду шакл доранд, яке мувофиқ ба сифат буда, дигаре бо ёрии суффикси -ly сохта шудааст; зимнан ҳар дуи ин шаклҳо маънои гуногун доранд:

near – тақрибан, наздик	nearly – бевақт, ба наздикӣ
I went to bed late at night.	
I have seen him lately.	

Дараҷаи муқоисавии зарф бо мондани дараҷаи муқоисавии сифат сохта мешавад.

Дараҷаи муқоисавии зарфҳои яктаркиба ба ҳамроҳ кардани суффикси -er барои дараҷаи муқоисавӣ ва суффикси -est, дараҷаи оӣ сохта мешавад:

strong	stronger	strongest
пурзӯр	пурзӯртар	пурзӯртарин
long	longer	longest
дароз	дарозтар	дарозтарин

Дараҷаи муқоисавии зарфҳои мураккаб, аз он ҷумла бо суффикси -ly, монанди дараҷаи муқоисавии сифат бо ёрии калимаҳои more барои дараҷаи оӣ сохта мешавад:

bright	more brightly	most brightly
равшан	равшантар	равшантарин

Як қатор зарфҳо дараҷаи муқоисавии зарфҳоро берун аз қоидаи умумӣ месозанд ва онҳоро ҳифз бояд кард:

Дарачаи оддӣ	Дарачаи муқоисавӣ	Дарачаи олӣ
well	better	best
badly	worse	worst
little	less	least
much	more	most

Масалан: I like autumn better than winter.

ҶОНИШИН

Ҷонишинҳои шахсӣ, соҳибӣ, нафсӣ – таъкидӣ дар забони англисӣ аз рӯи шахс, шумора, ҷинсиат тағйир меёбанд:

	танҳо	ҷамъ
шахсӣ:	I-me	we-us
соҳибӣ:	my-mine	our-ours
нафсӣ-таъкидӣ:	myself	ourseleves

Дар ҷумла ҷонишинҳои шахсӣ, I, he, she, it, you, they ҷун мубтадо ва ҷонишинҳои me, him, her, it, us, you, them, ҷун пурқунанда меоянд.

Мисол: I saw him in the street.
He met me at the station.

Ҷонишинҳои some, any, no дар ҳелҳои гуногуни ҷумла (саволӣ, хитобӣ, инкорӣ) истифода бурда мешаванд.

Мисол: I know nothing about him.
Is there any book on the table?
I ask her for some milk.

Ҷумлаҳои инкорӣ дар забони англисӣ бояд як элементи инкор дошта бошад. Феъли асосӣ дар ин маврид дар шакли хабарӣ меазад.

Мисол: They have no children.
There is nobody in the room.

Ҷонишини one (дар шакли ҷамъ – ones) ба ҷои исми пештар зикршуда истифода карда мешавад.

Мисол: These shoes are too small. I need some bigger one.

КАЛИМАСОЗӢ (WORD FORMATION)

Аксари калимаҳои англисӣ дар як шакл метавонанд ба ҳиссаҳои гуногуни нутқ тааллуқ дошта бошанд. Маънои ин гуна калимаҳо аз мавқеъ ва ҷои онҳо дар ҷумла ва шакли грамматикӣ он вобастагӣ дорад.

We play and dance in the park

Қисми зиёди калимаҳо дар забони англисӣ бо якҷоя кардани ду калима сохта мешаванд. Як гурӯҳи онҳо бо ёрии тире ё худ якҷоя навишта мешаванд:

looking-glass
newspaper
schoolgirl
light-bulb

Калимасозӣ дар забони англисӣ бо суффиксҳо ба таври васеъ истифода мешавад, онҳо ба калима маънои нав медиҳанд:

- er (-or) ичроқунандаи амалро мефаҳмонад,
- ion (-ation) раванд, амал ва натиҷаи амалро нишон медиҳад,
- ness сифат ва ҳолатро мефаҳмонад,
- ing амал ва равандро мефаҳмонад,
- y (dusty) сифатро мефаҳмонад,
- able (ible) understandable бо маънои пасивӣ, мафъулӣ
- less (helpless) бо маънои “чизе намерасад” ё чизе надоштан,
- ful (peaceful) маънои сифати пурра доштан,
- ly (strongly) зарфро бо ҳамон хусусияташ ифода мекунад.

Дар мавриди қабули префикс маънои калима дигар шуда, ҳиссаи нутқ тағйир намеёбад:

- un-unreal — маънои инкорӣ дорад
- re-rewrite, геореп — такрори амалро мефаҳмонад.

ПЕШОЯНДҲО (PREPOSITIONS)

Аз сабаби мавҷуд набудани падеж дар забони англисӣ, пешояндҳо на фақат вазифаи муносибати байни исм ва дигар ҳиссаҳои нутқро ба ҷо меоранд, балки вазифаи анҷомаҳои падежиро низ иҷро мекунанд.

Пешояндҳои забони англисӣ:

of: Dushanbe is the capital of Tajikistan.

to: I gave the pen to my brother.

about: He told me about that party.

by: We write with a pen. The book is written by Rahim.

in: She was in the street.

at: She was at the lesson.

Пешояндҳои зеринро ҳифз намоед:

on - болои

above – дар болои, сари

under – дар зери
 into – дар даруни
 out of – аз даруни
 behind – аз пушт, қафо
 below – зер
 in – дарун
 near – назди
 before – пеш, то
 from – аз
 in front of – дар рӯ, ба рӯ, дар муқобили

ФЕЪЛ

Шаклҳои шахсии феъл дар забони англисӣ шахс, шумора, сига, замон ва тарзро ифода мекунад. Феълҳои шахсӣ се шахс ва ду шумора (танҳо ва чамъ) доранд.

Мисол:

Шахс	танҳо	to be
1	I	am
2	you	are
3	he (she, it)	is
Чамъ		
1	we	are
2	you	are
3	they	are

Эзоҳ: феълҳои модалӣ can, may, must аз рӯи шахс ва шумора таъриф намешаванд.

Феъл дар забони англисӣ чор шакли асосӣ дошта, барои сохтани дигар шаклҳои замонӣ-намудии феъл хизмат мекунад.

Ин шаклҳо инҳоянд:

1. Масдар ё шакли номуайян (infinitive).
2. Замони гузаштаи номуайян (past indefinite).
3. Сифати феъли замони гузашта (participle I).
4. Сифати феъли замони ҳозира (participle II).

Феълҳои забони тоҷикӣ ду асос дошта, ҳамаи шаклҳои феълии боқимонда аз ҳамин ду асос сохта мешаванд:

а) асоси замони ҳозира (хон, дав, рав, бар ва ғайра)

б) асоси замони гузашта (афтид, гуфт, рафт, давид ва ғайра).

Аз рӯи ташкилбӣ, феълҳои забони англисӣ ба гурӯҳҳои феълҳои дуруст ва нодуруст ҷудо мешаванд.

Феълҳои дуруст асосҳои дуйум ва сеюми шаклҳои феълиро бо ёрии ҳамроҳ кардани суффикси –ed ба шакли асосии феъл ташкил медиҳанд.

Масалан: work-worked-worked
want-wanted-wanted

Феълҳои нодуруст асосҳои дуйум ва сеюми шаклҳои феълиро на ин ки бо ёрии илова намудани –ed ба масдар, балки бо роҳи дигар месозанд:

Масалан: begin-began-begun
give-gave-given
go-went-gone

СИҒА

СИҒАИ АМРӢ

Сиғаи амрӣ дар забони англисӣ ду шаклро дорад: шакли хабарӣ ва инкорӣ. Шакли инкории сиғаи амрӣ бо ёрии феъли ёридиҳандаи do ва ҳиссаҷаи инкории not сохта мешавад:

Масалан: Sit down, please. Come here. Stop shouting!

СИҒАИ ХАБАРӢ

Тарзи фоил (актив) (active voice)

Шаклҳои номуайян (indefinite tenses)

1. Замони ҳозираи номуайян (present Indefinite tense)

Замони ҳозираи номуайян амали доимӣ ва такроршавандаро, ки ба мубтадо ҳос аст, ифода мекунад.

Масалан: My brother speaks English well.
I live in Dushanbe.

Шакли хабарии Present Indefinite Tense ба асоси феълии (бе ҳиссаҷаи to) шахси I-ум ва II-ум феъли асосӣ мувофиқат мекунад, шахси 3-уми танҳо суффикси “s” ва “es”-ро қабул мекунад.

Шакли саволии Present Indefinite Tense бо ёрии феъли ёридиҳандаи to do дар замони ҳозира ва феъли асосӣ сохта мешавад.

Масалан: I don't speak English
What do you like?

Шакли инкорӣ бо ёрии феъли ёридихандаи **to do** дар шахс ва шумораи матлуб ва ҳиссаҷаи **not**, ки дар байни мубтадо ва феъли асосӣ ҷой мегирад, сохта мешавад.

Масалан: I don't (do not) work here
She does not speak English.

2. Замони гузаштаи номуайяни (past indefinite tense)

Замони гузаштаи номуайян амал ва ҳолати дар ягон вақти дар гузашта воқеъшударо, ки ба лаҳзаи нутқ вобастагӣ надорад, нишон медиҳад. Замони гузаштаи номуайяни забони англисӣ амали воқеъшударо мефаҳмонад

Масалан: The lessons finished at 10 o'clock.

Шакли хабарии замони гузашта бо ёрии шакли дуёми асосӣ, ки аз рӯи шахсу шумора тасриф намёбад, сохта мешавад.

Масалан: He worked hard.

Шакли саволии замони гузаштаи забони англисӣ бо ёрии феъли ёридихандаи **to do** дар замони гузашта (**did**), ки пеш аз мубтадо гузошта мешавад, сохта мешавад.

Did you like the game?

When did you come home?

Шакли инкорӣ бо ёрии феъли ёридихандаи **did** ҳиссаҷаи **not** ва феъли асосӣ дар шакли масдар сохта мешавад:

I did not know him well.

3. Замони ояндаи номуайяни (future indefinite tense)

Замони ояндаи номуайяни амали яккарата ва такроршавандаро, ки дар оянда воқеъ мегардад, мефаҳмонад.

Масалан: We shall go home tomorrow.

They will be glad to meet you.

Замони ояндаи номуайяни забони англисӣ бо ёрии феълҳои ёридихандаи **shall** (барои шахси якуми танҳо ва шахси дуйуми ҷамъ), **will** (барои шахсҳои боқимонда) ва шакли асосии феъли маънодор сохта мешавад.

Масалан: I shall (I'll) speak to you.

You will (you'll) go home after lessons.

Феълҳои **shall** ва **will** дар ҷумлаҳои саволий пеш аз ҳама мубтадо гузошта мешаванд.

Масалан: Shall I speak? When will you come to see us?

Шакли инкории Future Indefinite бо ёрии ҳиссаҷаи not, ки баъд аз феълҳои ёридиҳандаи shall ва will гузошта мешаванд, ташкил меёбад.

Масалан: I shall not (shan't) speak to you.

He will not (won't) meet us tomorrow.

Замони ҳозираи муайян (давомдор) (present continuous tense).

Замони ҳозираи муайян (давомдор) амали давомдорро, ки дар лаҳзаи нутқи гӯянда иҷро мешаванд, мефаҳмонад. Шаклҳои замони ҳозираи муайян (давомдор)-и англисӣ бо ёрии феъли ёридиҳандаи to be дар замони ҳозира (Present Indefinite) ва сифати феълии замони ҳозираи (Participle) сохта мешавад.

Масалан: I am (I'm) reading a book.

He is (He's) having dinner.

Масалан: I am (I'm) not eating.

What are you doing?

Дар ҷумлаҳои инкорӣ ҳиссаҷаи not пас аз феълҳои ёридиҳанда меоянд:

Масалан: I am (I'm) not eating.

She is (She's) not sleeping.

They are not(aren't) talking.

Замони гузаштаи муайян (давомдор) (past continuous tense)

Замони гузаштаи муайян амали давомдорро, ки дар лаҳзаи муайян дар гузашта рӯй додааст, нишон медиҳад.

Масалан: I was sleeping when you rang me up.

They were having their breakfast at 10 o' clock.

Замони гузаштаи муайяни (давомдор) забони англисӣ бо ёрии феъли ёридиҳандаи to be дар замони гузашта (was, were) ва сифати феълии замони ҳозираи (participle II) феъли маънодор ташкил меёбанд.

Масалан: I was walking along the street when I met my friend.

Дар ҷумлаҳои саволӣ феъли ёридиҳанда пеш аз мубтадо меояд.

Масалан: He was not (wasn't) writing, when his mother entered the room.

Замонҳои мутлақ (perfect tenses)

Замони ҳозираи мутлақ ҳолатро (амал) мефаҳмонад, ки аллақай иҷро шуда, натиҷаи он маълум аст.

Масалан: She has come. All the pupils have done their exercises

Ин замон бо ёрии феъли ёридиҳандаи **to have** дар замони ҳозира ва шакли сеюми феъли асосӣ, сохта мешавад.

Масалан: We have been there. He has got a book.

Дар ҷумлаи саволӣ феъли ёридиҳанда пеш аз мубтадо меояд.

Агар савол ба мубтадо гузошта шавад, тартиби ҷумла дигар намешавад.

Масалан: Who has finished his homework

Ҷумлаи инкорӣ бо ёрии ҳиссачаи инкории **not**, ки пас аз феъли ёридиҳанда меояд, сохта мешавад

Масалан: She has not (hasn't) come yet.

Феъли замони гузаштаи мутлақ (past perfect tense)

Замони гузаштаи мутлақ амали дар гузашта воқеъшударо, ки то лаҳзаи муайян ва ё то воқеъ шудани амали дигар иҷро шудааст, мефаҳмонад.

Масалан: He had done his task by Monday.

Замони гузаштаи мутлақ бо ёрии феъли ёридиҳандаи **to have** дар замони гузашта **had** ва шакли сеюми феъли маънодор сохта мешавад.

Масалан: The rain had stopped by that time.

Дар ҷумлаҳои саволӣ феъли ёридиҳанда пеш аз мубтадо меояд.

Масалан: Had we finished our task?

Дар ҷумлаҳои инкорӣ ҳиссачаи **not** пас аз феъли ёридиҳанда меояд.

Масалан: He had not (hadn't) done his task by that time.

Тарзи мафъул

Агар дар ҷумла иҷрокунандаи амал номбар шуда бошад ё, ки амалро шахси дигар иҷро карда бошад, пас шакли феъли мафъул ба кор бурда мешавад.

Тарзи мафъул бо ёрии феъли ёридиҳандаи **to be** ва шакли сеюми феъли асосӣ сохта мешавад.

Масалан: The cup is broken.

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

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

Мисол: Olim is invited to the teacher's office (present indefinite passive)

This room was built in 1985. (past indefinite passive)

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

When was this newspaper published?

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

Масалан: What was brought to you?

Дар ҷумлаи инкорӣ ҳиссаҷаи **not** пас аз феъли ёридиҳанда гузошта мешавад: We were not told that he was ill.

ГЕРУНДИЙ (THE GERUND)

Герундий шакли номуайяни феълӣ буда, амали давомёфтаре ифода мекунад.

Герундий бо ёри ба феъли асосӣ ҳамроҳ кардани суффикси -ing сохта шуда, шаклан ба сифати феъли замони ҳозира ва исми феъли феълӣ мувофиқ меояд.

Герундий ҳам хусусияти исм ва ҳам феълро дорад. Ҳамчун феъл, герундий метавонад ба худ пурқунандаро қабул кунад ва бо зарф муайян мешавад.

I don't like reading aloud. –Ман бо овози баланд хонданро нағз намебинам.

Ҳамчун исм, герундий дар ҷумла мубтадо, пурқунанда ва хабари номӣ шуда, бо пешоянд ва муайянкунанда истифода мешавад.

I like walking quickly. –Ман тез роҳ гаштанро дӯст медорам. Reading is my hobby. Хониш — кори дӯстдоштаи ман аст. She is fond of reading books — Вай китоб хонданро нағз мебинад.

Фарқи герундий аз исми феълӣ бо суффикси -ing дар он аст, ки герундий бе артикл ба кор бурда мешавад, шакли ҷамъ надорад, метавонад пурқунандаи бевосита дошта, бо зарф муайян шавад.

Аз сифати феъли замони ҳозира герундий бо он фарқ мекунад, ки пеш аз он пешоянд меояд ва герундий метавонад бо ҷонишинҳои соҳибӣ ва исм дар падежи соҳибият муайян шавад.

Аз рӯи шакл ва мавқеи худ дар ҷумла, герундий ба «хело ҳам» монандӣ дорад. Азбаски герундий дар забони тоҷикӣ вучуд надорад, тарҷумаи он дар ҷумла ба пешоянд ва калимаи онро муайянкунанда, вобаста мебошад.

Герундий ба забони тоҷикӣ чун масдар, исми феълӣ, сифати феълӣ ва ҷумлаи пайрав (пурқунанда, муайянкунанда, ҳолшарҳкунанда) тарҷума мешавад:

1. Мубтадо.

Drawing is his favourite hobby. — Расмкашӣ - кори дӯстдоштаи ӯ аст.

2. Хабарн номӣ.

My favourite subject is singing. — Фанни дӯстдоштаи ман сурудхонӣ мебошад.

НУТҚИ АЙНАН ВА МАЗМУНАН НАҚЛШУДА

Нутқи шахс бо роҳҳои зерин амалӣ шуда метавонад:

- а) дар шакли нутқи айнан нақлшуда, бе тағйири нутқи гӯянда;
- б) дар шакли нутқи мазмунан нақлшуда: бо додани мазмуни асосии он ба шунаванда ё хонанда аз номи шахси дигар.

Нутқи айнан нақлшуда ҳамчунин ҷумлаи мустақил буда метавонад, дар таркиби худ сухани муаллиф дошта бошад.

Нутқи мазмунан нақлшуда ба сифати ҷумлаи пайрав ва сухани муаллиф чун сарҷумла меояд. Дар ин ҳолат ҷонишинҳои шахсӣ дар ҳар ду забон дигар мешаванд.

Масалан: Нутқи айнан нақлшуда.

My father says: "I have brought you toys" — Падарам гуфт: "Ман ба ту бозичаҳо овардам".

Нутқи мазмунан нақлшуда

My father says he has brought me toys. — Падарам гуфт, ки вай барои ман бозичаҳо овардам".

Дар ҳар ду забон, агар нутқи айнан нақлшуда дар шакли амрӣ омада бошад, дар мавриди ба нутқи мазмунан нақлшуда гардонидан сӯғи амрӣ ба масдар бадал мешавад.

Масалан: нутқи айнан нақлшуда:

Shodi says: "Savri come home at 6 o'clock" — Шодӣ ба Саврӣ гуфт: "Соати 6 ба хона биё".

Нутқи мазмунан нақлшуда:

Shodi asked Savri to come home at 6 o'clock. — Шодӣ аз Саврӣ соати 6 ба хона омадани ӯро хоҳиш намуд.

Агар нутқи айнан нақлшуда дар шакли ҷумлаи ҳикоягӣ ояд, ҳангоми нутқи мазмунан нақлшуда баргардонидани он дар забони англисӣ пайвандаки **that** (дар забони тоҷикӣ пайвандаки «ки») истифода мешавад (пайвандакхоро истифода накардан ҳам мумкин).

Rahim says: "you may go home after the lessons". Раҳим гуфт: "Ту метавонӣ пас аз дарсҳо ба хона равӣ".

Масалан: Нутқи мазмунан нақлшуда

Rahim says (that) I may go home after the lessons. — Раҳим гуфт: (ки) ман пас аз дарс ба хона рафта метавонам.

Дар ҷумлаи саволӣ бошад, дар мавриди ба нутқи мазмунан нақлшуда гардонидан, саволҳои умумӣ ба сарҷумла бо ёрии пайвандакҳои *if* ва *whether* (дар забони англисӣ) ва “агар” ва “оё” (дар забони тоҷикӣ) пайваст мешаванд.

Масалан: нутқи айнан нақлшуда

The teacher says to the pupils: “Who has finished the exercise?”
- Омӯзгор аз талабагон пурсид: “Кӣ иҷрои машқоро ба охир расонд?”.

Нутқи мазмунан нақлшуда

The teacher asks the pupils if anybody has finished the exercise.
- Омӯзгор аз талабагон пурсид, ки оё касе аз онҳо иҷрои машқоро ба охир расонд.

МУТОБИҚАТИ ЗАМОНҲО SEQUENCE OF TENSES

Шаклҳои замони феъл дар ҷумлаи хабарӣ дар забони англисӣ ва тоҷикӣ аз замони дар сарҷумла истифодашуда вобастааст ва аз рӯи қоидаи зерини мутобиқати замонҳо амалӣ мегардад:

- а) агар феъли сарҷумла дар шакли замони ҳозира ё оянда омада бошад, ҷумлаи пайрав метавонад замони аз рӯи мазмуни ҷумла талаб дошта истифода намояд.

Масалан: She says that she is leaving Dushanbe in June.- Вай гуфт, ки (ӯ) дар моҳи июн Душанберо тарк мекунад.

- б) агар феъли сарҷумла дар шакли яке аз замонҳои гузашта ояд, ҷумлаи пайрав метавонад фақат дар яке аз замонҳои гузашта истифода шавад.

Масалан: He asked me where I lived. — Ӯ аз ман пурсид, ки ман дар кучо зиндагӣ кардам.

Дар аснои бадал кардани нутқи айнан нақлшуда ба мазмунан нақлшуда, дар ҷумлаи пайрав замонҳо аз рӯи нақшаи зерин дар забони англисӣ дигар мешаванд:

Замоне, ки мазмуну шароит талаб мекунад (нутқи бевосита, айнан)	Present indefinite Tense	Present Continuous tense	Present Perfect	Past indefinite	Past perfect	Future Indefin past
	Замони ҳозираи номуайян	Замони ҳозираи давомдор	Замони гузаштаи мутлақ	Замони гузаштаи номуайян	Замони гузаштаи мутлақ	Замони ояндаи номуайян

Замоне, ки одаган дар чумлаи пайрав истифода мешавад	Present indefinite Tense Замони гузаштаи нормуайян	Present Continuous tense Замони гузаштаи давомдор	Present Perfect Замони гузаштаи мутлак	Past indefinite Замони гузаштаи мутлак	Past perfect Замони гузаштаи мутлак	Future Indefin past Замони оянда дар гузашти воқеъбуда
---	---	--	--	--	---	--

Дар мавриди тарҷумаи нутқи бевосита ба нутқи бавосита, ҳамлаҳза бо дигар шудани шакли феъл, ҷонишинҳо, зарф ва калимаҳои дигар, ки вақти амалро ифода мекунанд, низ, дигар вақти амалро ифода мекунанд ва дигар мешаванд:

Нутқи бевосита (айнан)		Нутқи бавосита (мазмун)	
This, these	ин, инҳо	that, those	он, онҳо
Now	ҳоло	then	баъд
Here	инҷо	there	он ҷо
Today	имрӯз	that day	он рӯз
Tomorrow	фардо	the next day	рӯзи дигар
		two days later	баъди ду рӯз
The day after tomorrow	пасфардо		
Yesterday	дирӯз	the day before	як рӯз пеш
The day before	парерӯз	two days before	ду рӯз пеш
Ago	пеш	before	пеш

СИФАТИ ФЕЪЛИИ ЗАМОНИ ҲОЗИРА

(Past participle and participle I)

Сифати феълии замони ҳозира метавонад аз ҳар феъл (ғайр аз феълҳои модалӣ ва феълҳои ёридиҳандаи shall ва will) бо ёрии ҳамроҳ кардани анҷоми *-ing* сохта шавад.

Мисол: stand-standing
burn-burning

Дар ҷумла сифати феълии замони ҳозира (PI) метавонад ба вазифаи:

1. Муайянкунандаи исм

Мисол: I like to see a smiling face.

2. Ҳол

Мисол: She went out smiling.

СИФАТИ ФЕЪЛИИ ЗАМОНИ ГУЗАШТА

(Past participle and participle II)

Шакли past participle-и феълҳои дуруст бо ёрии ҳамроҳ кардани суффикси -ed ба решаи феъл сохта мешавад.

Мисол: decide-decided

Шакли PII бо феълҳои нодуруст бо шаклҳои махсус сохта мешаванд.

Мисол: write-written

Сифати феълии замони гузашта (participle) дар сохтани замони perfect (мутлақ) тарзи мафъулро истифода мекунад. Мисол: I have just got tickets to the cinema.- Ман навакак чиптаи (билети) киноро харидам.

Past Participle дар ҷумла вазифаи муайянкунандаи исмро иҷро мекунад.

Мисол: The broken cup was on the floor. — Косаи шикастагӣ дар рӯи фарши хона буд.

ФЕЪЛҲОИ МОДАЛӢ

MODAL VERBS

Дар забони англисӣ гурӯҳи феълҳои мавҷуданд, ки феълҳои модалӣ номида мешаванд.

Ба ин гурӯҳ феълҳои зерин дохил мешаванд:

can [cæn] — тавоништан

may [mei] — метавонам, ба ман иҷозат аст.

must [mʌst] — бояд

Ин гуна феълҳоро нопурра низ ном мебаранд. Сабабаш он аст, ки ин феълҳо фақат дорои баъзе шаклҳои шахсӣ буда, шаклҳои гайришахсӣ (масдар, сифати феълий, герундий) надоранд. Ҳеҷ кадоми онҳо дар шахси сеюми танҳо анҷоми -s-ро надоранд (замони ҳозираи номуайян).

CAN

Феъли модалии can ду шакл дорад:

1. Шакли замони ҳозира: I can, he can

2. Шакли замони гузашта: I could, he could

Барои ифодаи замони оянда can истифода намешавад ва ба ҷои be able to истифода мешавад.

MAY

Феъли модалии may низ ду шакл дорад:

1. Шакли замони ҳозира: I may, he may.

2. Шакли замони гузашта: I might, he might.

Барои ифодаи замони оянда ибораи **be allowed to**. Феъли **may** маънои имконияти қорӣ шудани амалро вобаста ба иҷозат ва шубханокӣ мефаҳмонад.

Мисол: We must do our lessons.- Мо бояд дарси худро тайёр кунем.

Must we go there?- Оё мо бояд ба онҷо равем?

Барои ифодаи шакли замони гузашта ва оянда феъли **to have to** истифода мешавад.

Мисол: She had to do this work.- Вай мебоист ин корро мекард

Мисол: I heard her say these words.

Ман шунидам, ки ӯ ин суханонро гуфт.

We saw her run into the house

Мо дидем, ки ӯ ба хона давида даромад.

Пурқунандаи мураккаб бо сифати феълии замони ҳозира раванди қорӣ шудани амалро таъкид мекунад:

Мисол: I saw him crossing the street

Ман дар гузаргоҳ ӯро дидам.

СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)

Существительные в английском языке, как и в русском языке, обозначают предметы и вещества (a table — стол; a house — дом; water — вода), живые существа (a girl — девочка; a cat — кошка), явления и отвлечённые понятия (rain — дождь; peace — мир; beauty — красота; work — работа; darkness — темнота).

Существительные в английском языке имеют ряд свойств, которые отличают их от существительных в русском языке. Основные из них следующие:

1. Перед существительным обычно ставятся особые служебные слова — артикли **a, an, the**:

I am a student.

Я студент.

Open the door, please.

Откройте дверь, пожалуйста.

2. Большинство существительных не изменяются по падежам, и только одушевлённые существительные имеют два падежа: общий (a boy, boys) и притяжательный (boy's, boys')

What is the boy's name?

Как имя мальчика?

Where are the girl's hats?

Где шляпы девочек?

3. Существительные могут употребляться в качестве беспредложного определения к другим существительным. В этом случае они часто соответствуют по значению прилагательным в русском языке:

You must wear your school uniform.

Вы должны носить школьную форму.

Which do you like best: winter or summer sports?

Какие виды спорта вы любите больше: зимние или летние?

МНОЖЕСТВЕННОЕ ЧИСЛО ИМЁН СУЩЕСТВИТЕЛЬНЫХ

Множественное число имён существительных в английском языке образуется путём прибавления окончания **-s**, например:

a pen [ə' pen] ручка

pens [penz] ручки

a desk [ə' desk] парта

desks [desks] парты

a boy [ə' bɔɪ] мальчик

boys [bɔɪz] мальчики

Существительные, оканчивающиеся на **-s, -ch, -x, -sh, -ss, -o**, во множественном числе принимают окончание **-es**, например:

a bush [ə'buʃ] куст	bushes ['buʃiz] кусты
a glass [ə'glɑ:s] стакан	glasses ['glɑ:siz] стаканы
a dress [ə'dres] платье	dresses ['dresiz] платья
a box [ə'bɒks] коробка	boxes ['bɒksɪz] коробки
a match [ə'mætʃ] матч	matches ['mætʃɪz] матчи
a hero [ə'hjərəu] герой	heroes ['hjerouz] герои

Существительные, оканчивающиеся на **-f, -fe**, обычно меняют во множественном числе **-f, -fe** на **-v** и принимают окончание **-es** например:

a knife [ə'naɪf] нож	knives [naɪvz] ножи
a wolf [ə'wʊlf] волк	wolves [wʊlvz] волки

Существительные, оканчивающиеся на **-y** с предшествующей согласной, меняют во множественном числе букву **y** на **i** и принимают окончание **-es**, например:

a factory [ə'fæktəri] завод; фабрика
factories ['fæktərɪz] заводы, фабрики

Некоторые существительные образуют множественное число путём изменения корневой гласной буквы, не принимая никаких окончаний, например:

a man [ə'mæn] мужчина	men [men] мужчины
a woman [ə'wʊmən] женщина	women ['wɪmɪn] женщины
a tooth [ə'tu:θ] зуб	teeth [ti:θ] зубы
a foot [ə'fʊt] ступня, нога	feet [fi:t] ноги

Некоторые существительные в английском языке употребляются только в единственном числе, например:

advise [əd'vaɪs] совет, советы
permission [pə'mɪʃən] разрешение
information [ˌɪnfə'meɪʃən] сведение, сведения
progress ['prɒgrəs] успех, успехи
iron ['aɪən] железо
water ['wɔ:tə] вода
money ['mʌni] деньги
weather ['weðə] погода
news [nju:z] новость, новости
work [wɜ:k] работа

ПАДЕЖИ ИМЁН СУЩЕСТВИТЕЛЬНЫХ

Существительные в английском языке имеют только два падежа: общий падеж (**the Common Case**) и притяжательный падеж (**the Possessive Case**).

Притяжательный падеж выражает принадлежность и таким образом соответствует в русском языке родительному падежу. В форме притяжательного падежа употребляются в основном существительные, обозначающие одушевлённые предметы.

Притяжательный падеж существительных в единственном числе образуется прибавлением апострофа и буквы s(-'s) к форме существительного в общем падеже. Окончание -'s произносится [s] после глухих согласных, [z] после звонких согласных и гласных и [ɪz] после шипящих и свистящих, т.е. так же, как и окончание -s при образовании множественного числа существительных.

Единственное число

Общий падеж

aunt [a:nt] тётя

Притяжательный падеж

aunt's house

Артикль (THE ARTICLE)

В английском языке существует два артикля: неопределённый **a (an)** и определённый **the**.

Неопределённый артикль **a(an)** произошёл от числительного *one* — «один» и поэтому употребляется только с исчисляемыми существительными в единственном числе.

Неопределённый артикль имеет две формы: 1) **a**, стоящую перед существительными, начинающимися с согласного звука или имеющими впереди себя определение, начинающееся с гласного звука, например: **a book** [ə'buk] книга, **a big apple** [ə'big'æpl] большое яблоко; 2) **an**, стоящую перед существительными, начинающимися с гласного звука или имеющими впереди себя определение, начинающееся с гласного звука, например: **an egg** [ən'eg] яйцо, **an old man** [ən'ould 'mæn] старик.

Неопределённый артикль на русский язык не переводится и передает лишь указание на принадлежность предмета к какому-либо классу однородных предметов. Например: **a book** значит какая-то, одна из, любая, какая-нибудь книга. Если мы говорим **Give me a book** ['gɪvmi:ə 'buk], то мы хотим подчеркнуть, что нам нужна книга, а не тетрадь, ручка, карандаш и т. д.

Определённый артикль происходит от указательного местоимения **that** [ðæt] «тот» и имеет одну форму **the**, которая произносится [ðə] перед существительными, начинающимися с согласного звука, например: **the room** [ðə'ru:m] (эта) комната, **the big apple** [ðə'big'æpl] (это) большое яблоко, и [ði:] перед существительными, начинающимися с гласного звука, или перед определением, начинающимся с гласного звука, например: **the evening** [ði:'i:vnɪŋ] (этот) вечер, **the old house** [ði:'ould 'haus] (этот) старый дом.

Определённый артикль может употребляться как с исчисляемыми, так и с неисчисляемыми существительными в единственном и множественном числе.

Определённый артикль употребляется, когда нужно выделить какой-либо предмет, лицо или явление из класса ему подобных, например: **Give me the book** ['gɪv mi: ði:'buk]. Дайте мне эту книгу (ту, которая лежит на столе).

Употребление неопределённого артикля

Неопределённый артикль употребляется:

- 1) с существительным — именным членом составного сказуемого:

Mike is a student.

Миша студент.

- 2) с существительным-подлежащим после оборота **there is (there was, there will be)**:

There's a good library in our school. В нашей школе есть
хорошая библиотека.

- 3) с дополнением после глагола **have**:

I have a sister.

У меня есть сестра.

Употребление определённого артикля с исчисляемыми существительными

Определённый артикль употребляется, когда собеседникам (или пишущему и читателю) известно из окружающей обстановки (ситуации), предшествующего опыта или словесного окружения (контекста), о каком или каких именно предметах (лицах, явлениях) идёт речь.

1. Определённый артикль обычно употребляется, когда перед существительным стоит:

а) порядковое числительное:

Gagarin was the first man to fly into space. Гагарин был первым человеком, который полетел в космос.

б) прилагательное в превосходной степени:

This is the shortest way to the town. Это кратчайший путь к городу.

Jack is the best runner in our school. Джек — лучший бегун в нашей школе.

в) одно из прилагательных — **following, last, next, same**:

Copy the following sentences. Спишите следующие предложения.

You've made the same mistake. Вы сделали ту же самую ошибку.

The next stop is our. Следующая остановка наша.

Примечание: Существительные с прилагательными **next** и **last** употребляются без артикля в сочетаниях **next door** (в соседнем доме), **next week** (на будущей неделе), **next month**, **next summer**, **next year**, **next Sunday** (в будущее воскресенье), **next time** (в следующий раз), **last week** (на прошлой неделе), **last month**, **last year**, **last Saturday** и т.п.:

Tom lives next door to me. Том живет рядом со мной.

I'll be on duty next week. Я буду дежурить на следующей неделе.

I was there last night. Я был там вчера.

2. Определённый артикль употребляется, когда за существительным следует определение:

Here is the book I bought yesterday. Вот книга, которую я вчера купил.

Can you show me the way to the station? Вы можете мне показать дорогу на станцию?

The trees planted by us have taken root. Деревья, посаженные нами, прижились.

This is the house where I was born. Вот дом, где я родился.

3. **Определённый артикль употребляется в тех случаях, когда из предшествующего контекста ясно, о каком предмете (лице, явлении) или каких предметах (лицах, явлениях) идёт речь:**

We've received a letter from an English schoolgirl. The girl writes in the letter that she wants to correspond with Soviet schoolchildren.

Petrov mis-spelt a word in his sentence. Who has noticed the mistake?

В данных примерах из первых предложений ясно, о каких именно предметах (лицах, явлениях) идёт речь (the letter, the girl, the mistake).

4. **Определённый артикль употребляется с существительными, обозначающими предметы, единственные в своём роде: the sun, the moon, the earth, the ground, the world, the sky, the air и некоторые другие:**

The Soviet scientists were the first to photograph the far side of the Moon.

Советские учёные были первыми, кто сфотографировал обратную сторону Луны.

Our sportsmen are the best in the world.

Наши спортсмены лучшие в мире.

5. **Определённый артикль может употребляться с исчисляемыми существительными в единственном числе, не выделяя предмет из ряда ему подобных, а обозначая весь класс однородных предметов:**

The rose is a beautiful flower.

Роза — красивый цветок.

The dog is the friend of man.

Собака — друг человека.

Отсутствие артиклей перед исчисляемыми существительными

Артикли не употребляются с исчисляемыми существительными в следующих случаях:

1) если существительное является обращением:

Children, be quiet!

Дети, тише.

2) перед словами *father, mother* в высказываниях членов семьи:

Ann, hasn't father come yet? Аня, папа еще не пришёл?

3) перед названиями дней недели, месяцев и времён года
 Spring has come at last! Весна наконец пришла.
 July is a summer month. Июль — летний месяц.
 We do not go to school on Sunday. Мы не ходим в школу в воскресенье.

4) перед существительными breakfast, dinner, lunch, supper:
 I have breakfast at seven. Я завтракаю в семь часов.
 Will you stay to dinner? Вы останетесь обедать?

Употребление артиклей с неисчисляемыми существительными
Неисчисляемые существительные (отвлечённые и вещественные)
 употребляются, как правило, без артиклей:

I like music. Я люблю музыку.
 Mathematics and physics are my favourite subjects. — мои любимые предметы.
 Give me a glass of water, please. Дайте мне стакан воды, пожалуйста.
 We struggle for peace. Мы боремся за мир.

Если отвлечённые и вещественные существительные имеют при себе ограничительные определения или уточняются ситуацией, они употребляются с определённым артиклем:

Pass me the bread, please. Передайте мне хлеб, пожалуйста.

Артикли с именами собственными

Имена собственные употребляются, как правило, без артиклей:
 Ann, Moscow, England, Africa, Gorky Street:

London is the capital of Great Britain. Лондон — столица Великобритании.
 I live in Lenin Street. Я живу на улице Ленина.

С определённым артиклем употребляются следующие имена собственные:

1) названия морей, океанов, рек, каналов, проливов, горных цепей, пустынь, групп островов: the Black Sea, the Atlantic Ocean, the Volga, the Thames, the English Channel, the Urals, the Sahara:

London stands on the Thames. Лондон стоит на Темзе,

2) названия стран света: the North, the South, the East, the West:
He lives in the Far East. Он живет на Дальнем Востоке.

3) фамилии во множественном числе для обозначения семьи в целом — всех членов семьи:

Last month the Petrovs moved to a new flat. В прошлом месяце Петровы переехали в новую квартиру.

ПРИЛАГАТЕЛЬНОЕ (THE ADJECTIVE)

В английском языке, как и в русском, прилагательные обозначают признаки, качества или свойства предметов.

По значению прилагательные делятся на две группы: **качественные и относительные.**

Качественные прилагательные обозначают признаки и качества предметов, а следовательно, имеют степени сравнения.

Степени сравнения имён прилагательных и наречий

Односложные и двусложные прилагательные образуют степени сравнения путём прибавления суффиксов:

- er в сравнительной степени,
- est в превосходной степени.

Положительная степень	Сравнительная степень	Превосходная степень
short [ʃɔ:t] короткий	shorter [ˈʃɔ:tə] короче	shortest [ˈʃɔ:tɪst] самый короткий
big [bɪg] большой	bigger [ˈbɪgə] больше	biggest [ˈbɪgɪst] самый большой
long [lɒŋ] длинный	longer [ˈlɒŋgə] длиннее	longest [ˈlɒŋɪst] самый длинный
easy [ˈi:zi] лёгкий	easier [ˈi:ziə] легче	easiest [ˈi:zi:st] самый лёгкий

При образовании простых форм сравнительной и превосходной степеней необходимо соблюдать следующие правила:

1) удваивать в написании конечную согласную в сравнительной и превосходной степенях односложных прилагательных, оканчивающихся на одну согласную с предшествующим кратким гласным звуком:

hot — hotter — hottest
big — bigger — biggest

2) изменять букву *y* на *i* в сравнительной и превосходной степенях прилагательных, оканчивающихся на *-y* с предшествующей согласной:

lazy — lazier — laziest
happy — happier — happiest

3) опускать немое *e* в сравнительной и превосходной степенях:

large — larger — largest
simple — simpler — simplest

Некоторые прилагательные (наречия) образуют формы степеней сравнения от других корней:

good — хороший
better ['betə] — лучше,
best [best] — самый лучший, лучше всего
well — хорошо
bad — плохой
worse [wə:s] — хуже,
worst [wə:st] — самый худший, хуже всего
badly — плохо
many — много
more [mɔ:] — большой,
most [mou:st] — наибольший, больше всего
little — маленький, мало
less [les] — меньше,
least [li:st] — наименьший, меньше всего
much — много

Прилагательные, состоящие более чем из двух слогов, образуют степени сравнения путём постановки перед ними слов *more* [mɔ:] (в сравнительной степени) и *most* [mou:st] (в превосходной степени).

Положительная степень	Сравнительная степень	Превосходная степень
interesting интересный	more interesting более интересный	most interesting самый интересный
beautiful красивый	more beautiful более красивый	most beautiful самый красивый

Русскому обороту «такой же ... как» соответствует английский оборот *as ... as*, обороту «не такой ... как» — оборот *not so ... as*, оборотам «более ... чем», «менее ... чем» — конструкция с *than*:

This flower is as beautiful as that one. Этот цветок такой же красивый, как и тот.

(Слово *one* заменяет слово «цветок».)

This story is not so interesting as that one. Этот рассказ не такой интересный, как тот (рассказ).

This exercise is easier than that one. Это упражнение легче, чем то (упражнение).

Относительные прилагательные обозначают признаки и качества предметов через отношение к другим предметам, например: *golden hair* золотистые волосы, *political economy* политическая экономия.

В значении относительных прилагательных в английском языке выступают существительные-определители:

a school library	школьная библиотека
a gold watch	золотые часы
the autumn sky	осеннее небо
a London street	лондонская улица

ЧИСЛИТЕЛЬНЫЕ (NUMERALS)

В английском языке, как и в русском, различаются количественные числительные (*Cardinal Numerals*) и порядковые (*Ordinal Numerals*).

Количественные числительные обозначают число предметов и отвечают на вопрос: **How many?** (Сколько?)

I have **two** pens and **three** pencils.

Порядковые числительные обозначают порядок при счёте и отвечают на вопрос: **Which?** (Который по порядку?)

The school year begins on **the first** of September.

July **the twenty-second** is my mother's birthday.

Образование количественных и порядковых числительных

1. Присоединяя суффикс **-teen** к соответствующим простым числительным, можно образовать числительные от 13 (*thirteen*) до 19 (*nineteen*):

four + **teen** = fourteen

six + **teen** = sixteen

seven + **teen** = seventeen

Примечание: Числительные **thirteen** и **fifteen** имеют изменения в основе (сравните: **three**, **five**).

2. Суффикс **-ty**, присоединяясь к простым числительным, образует десятки: от 20 (**twenty**) до 90 (**ninety**):

seven + ty = seventy

six + ty = sixty

nine + ty = ninety

Примечание: Числительные **twenty**, **thirty** и **fifty** имеют изменения в основе (сравните: **two**, **three**, **five**), а в числительном **forty** выпадает буква **u**.

3. В составных числительных единицы непосредственно присоединяются к десяткам и пишутся через дефис, а между десятками и сотнями стоит союз **and**: **thirty-seven**, **eight hundred and fifty-four**.

4. Перед числительными **hundred**, **thousand**, **million** ставится неопределённый артикль **a** или числительное **one**: **a (one) hundred**, **a (one) thousand**, **a (one) million**.

5. Числительные **hundred**, **thousand** и **million** не принимают окончания **-s**, когда перед ними стоят числительные **two**, **three**, **four** и т. д.: **two hundred**, **three thousand**, **four million**.

Hundred, **thousand** и **million** могут, однако, принимать окончание **-s**, когда они выражают неопределённое количество сотен, тысяч, миллионов. В этом случае они превращаются в существительные и после них употребляется существительное с предлогом **of**:

Hundreds of students were present at the meeting.

Сотни студентов присутствовали на собрании.

Thousands of people met the Soviet delegation.

Тысячи людей встречали советскую делегацию.

6. Порядковые числительные, кроме **first**, **second**, **third**, образуются от соответствующих количественных числительных путём прибавления суффикса **-th** или **-eth**.

Суффикс **-eth** прибавляется к числительным, оканчивающимся на **-ty**, причём буква **y** при этом заменяется на **i**: **thirty — thirtieth**, **sixty — sixtieth**, etc.

В остальных случаях прибавляется суффикс **-th**: **six — sixth**, **seven — seventh**, **hundred — hundredth**, etc.

Составные порядковые числительные образуются от соответствующих количественных числительных путём замены

последнего количественного числительного порядковым: twenty-one — twenty-first, thirty-seven — thirty-seventh.

ЧИСЛИТЕЛЬНЫЕ (NUMERALS)

Количественные (Cardinal Numerals)	Порядковые (Ordinal Numerals)
1. one [wʌn]	the first [ðə 'fɜ:st]
2. two [tu:]	the second [ðə 'sekənd]
3. three [θri:]	the third [ðə 'θɜ:d]
4. four [fɔ:]	the fourth [ðə 'fɔ:θ]
5. five [faɪv]	the fifth [ðə 'fɪfθ]
6. six [sɪks]	the sixth [ðə 'sɪksθ]
7. seven ['sevn]	the seventh [ðə 'sevnθ]
8. eight [eɪt]	the eighth [ðə 'eɪtθ]
9. nine [naɪn]	the ninth [ðə 'naɪnθ]
10. ten [ten]	the tenth [ðə 'tenθ]
11. eleven [i'levn]	the eleventh [ðə i'levnθ]
12. twelve [twelv]	the twelfth [ðə 'twelfθ]
13. thirteen ['θɜ:'ti:n]	the thirteenth [ðə 'θɜ:'ti:nθ]
14. fourteen ['fɔ:'ti:n]	the fourteenth [ðə 'fɔ:'ti:nθ]
15. fifteen ['fɪf'ti:n]	the fifteenth [ðə 'fɪf'ti:nθ]
16. sixteen ['sɪks'ti:n]	the sixteenth [ðə 'sɪks'ti:nθ]
17. seventeen ['sevn'ti:n]	the seventeenth [ðə 'sevn'ti:nθ]
18. eighteen ['ei'ti:n]	the eighteenth [ðə 'ei'ti:nθ]
19. nineteen ['nain'ti:n]	the nineteenth [ðə 'nain'ti:nθ]
20. twenty ['twentɪ]	the twentieth [ðə 'twentɪθ]
21. twenty-one ['twentɪ'wʌn]	the twenty-first [ðə 'twentɪ'fɜ:st]
30. thirty ['θɜ:ti]	the thirtieth [ðə 'θɜ:tɪθ]
40. forty ['fɔ:ti]	the fortieth [ðə 'fɔ:tɪθ]
50. fifty ['fɪftɪ]	the fiftieth [ðə 'fɪftɪθ]
60. sixty ['sɪkstɪ]	the sixtieth [ðə 'sɪkstɪθ]
70. seventy ['sevntɪ]	the seventieth [ðə 'sevntɪθ]
80. eighty [eɪtɪ]	the eightieth [ðə 'eɪtɪθ]
90. ninety [naintɪ]	the ninetieth [ðə 'naintɪθ]
100. one hundred [wʌn hundred]	the one hundredth [ðə wʌn hundredθ]

МЕСТОИМЕНИЕ (PRONOUNS)

Из древней системы склонений местоимений в современном английском языке сохранились только некоторые грамматические формы.

ЛИЧНЫЕ МЕСТОИМЕНИЯ (PERSONAL PRONOUNS)

Именительный и объектный падежи (Nominative and Objective Cases)

В личных местоимениях существуют две разные формы: одна для именительного падежа, отвечающего на вопросы who?, what? — кто?, что? — I, he, she, it и т. д., и другая — для объектного падежа — падежа косвенного и прямого дополнения, отвечающего на вопрос whom? — кому?, кого? и what? — что? — me, him, her, it, us, you, them.

Лицо и число (Person and Number)

Личные местоимения различаются и по лицу и по числу —

Singular			Plural		
Person	Nominative case	Objective case	Person	Nominative case	Objective case
1st person	Who?	Whom?	1st Person	Who?	Whom?
	What?	What?		we	us
2nd person	I	me	2nd Person	you	you
	—	—			
3rd Person	he	him	3rd Person	they	them
	she	her			
	it	it			

РОД (GENDER)

В английском языке совсем нет категории грамматического рода, -т. е. различия существительных по грамматическим окончаниям для мужского, женского и среднего родов. В русском языке мальчик и стол — мужского рода, девочка и книга — женского рода, дитя и перо — среднего рода. Мы видим это по характерным для каждого рода окончаниям. -

В английском языке различается только биологический род. Для существ мужского рода и женского рода имеются разные существительные, как и в русском языке —

a man — a woman	a boy — a girl	a brother — a sister
мужчина женщина	мальчик девочка	брат сестра

Но есть существительные, обозначающие одинаково как мужчин, так и женщин —

a teacher	a friend	a student
учитель,	друг,	студент,
учительница,	подруга	студентка.

И в русском языке есть существительные, обозначающие как мужчин, так и женщин —

доктор	директор	профессор	товарищ
a doctor	a director	a professor	a comrade.

Только местоимения he — он или she — она, his — его или her — её показывают, о ком идёт речь — о мужчине или о женщине —

Доктор — дома, но она очень занята.

The doctor is at home, but she is very busy.

Примечания. 1. Существительное baby — ребёнок, дитя, младенец, как и по-русски, относится и к мальчикам и к девочкам. Для различия употребляются существительные boy и girl —

She has a baby boy. У неё маленький мальчик.

Her baby girl is ill. Её маленькая девочка больна.

2. Существительные boy и girl ставятся также для различия перед существительным friend — друг, обозначающим как мужской, так и женский род —

My boy friend is in the army.

Мой друг в армии.

She is writing to her girl friend.

Она пишет своему другу (подруге).

Местоимение he — он заменяет существительные, обозначающие существа мужского пола, а местоимение she — она — существительные, обозначающие существа женского пола.

Все остальные существительные — неодушевлённые предметы — считаются принадлежащими к среднему роду. Заменяющее их местоимение it на русский язык переводится в зависимости от русского грамматического рода этих существительных местоимениями он, она или оно —

The room is large. There are three windows in it.

Комната большая. В ней три окна.

The table was in the middle of the room. It was round.

Стол стоял посредине комнаты. Он был круглый.

My pen is bad. It is very dirty.

У меня скверное перо. Оно очень грязное.

Примечание. Местоимение *it* заменяет и существительные, обозначающие животных, за исключением (1) тех случаев, когда речь идет о домашних животных, пол которых известен (2), а также басен и сказок, так как в них животные уподобляются людям.

ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕННИЯ **(POSSESSIVE PRONOUNS)**

Притяжательные местоимения *my, his, her, its, our, your, their*, выражая принадлежность лиц (и предметов), согласуются в лице с существительными (и местоимениями), обозначающими эти лица (и предметы) —

I have a nice tie. My tie is red. Мой галстук красный.

He has a dog. His dog is in the garden. Его собака в саду.

They have no books. Their books are at home. Их книги дома.

В этих предложениях русские и английские притяжательные местоимения совпадают. Следующие предложения показывают особенность русского языка в употреблении притяжательного местоимения *свой*, не имеющего соответствия в английском языке —

I put my hat on the table. Я положил (свою) шляпу на стол.

They put on their caps. Они надели (свои) фуражки.

Местоимение *свой* в таких случаях при переводе на русский язык выпускается, так как ясно, к кому относится существительное, перед которым стоит притяжательное местоимение.

Но предложение *The girl gave me her book* имеет два смысла и может быть переведено по-разному —

Девочка дала мне свою книгу (т. е. книгу, принадлежащую этой девочке).

Девочка дала мне её книгу (т. е. книгу, принадлежащую другой девочке).

ДЕТЕРМИНАТИВЫ И АБСОЛЮТНЫЕ **МЕСТОИМЕННИЯ** **(DETERMINATIVES AND ABSOLUTE PRONOUNS)**

Для английского языка характерно, что притяжательные местоимения имеют две формы. Притяжательные местоимения *my, his,*

her и т. д.—детерминативы, т. е. определители существительного. Они стоят перед существительным (или его определением) и отвечают на вопрос whose?—чей?, играя роль определения и заменяя определённый артикль.

Другая форма — mine, his, hers, ours, yours, theirs, заменяя существительное, носит чисто местоименный характер, т. е. употребляется как абсолютное местоимение (absolute pronoun). В этой форме притяжательное местоимение может заменять существительное в роли подлежащего, дополнения и предикативного члена —

Take my pen, please. Mine is better than yours.

Возьмите, пожалуйста, мою ручку. Моя лучше, чем ваша.

This is my newspaper. This newspaper is mine.

Это моя газета. Эта газета моя.

“You have no pen. Take mine, please.”

“У вас нет ручки. Возьмите мою, пожалуйста”.

ВОПРОСИТЕЛЬНЫЕ И ОТНОСИТЕЛЬНЫЕ МЕСТОИМЕННИЯ

(INTERROGATIVE AND RELATIVE PRONOUNS)

Вопросительных местоимений три — what? — что? какой? — для неодушевлённых предметов, who? — кто? — для одушевлённых существ и which — какой? который? — для одушевлённых и неодушевлённых предметов, когда оно означает который из . . . —

What can you see? What present did you receive?

Что вы видите? Какой подарок вы получили?

Who came into the room? Кто вошёл в комнату?

Which of the boys is stronger, Leo or Peter?

Какой из мальчиков сильнее, Лёва или Петя?

Which of these apples do you want?

Какое из этих яблок вы хотите?

Из вопросительных местоимений только местоимение who? имеет форму объектного падежа — whom?—кому? кого? — и форму притяжательного падежа — whose — чей? —

Whom can you see behind the tree? Кого вы видите за деревом?

Whom did you help there? Кому вы там помогали?

To whom did you give the book? Кому дали вы книгу?

Whose pencil is this? Чей это карандаш?

Местоимения *who* (*whom, whose*), *which* играют роль относительных местоимений, служа союзными словами, соединяющими придаточное предложение с главным предложением. Как относительные местоимения, они переводятся следующим образом —

who — кто, который

which — который

whom — кому, кого, которому, которого

whose — чей

The woman who is sitting at the window is our director.

Женщина, которая сидит у окна, наш директор.

The pencil (which) he brought me is very good.

Карандаш, который он принёс мне, очень хороший.

Местоимение *who* заменяет существительные, обозначающие одушевлённые существа, а местоимение *which* — существительные, обозначающие неодушевлённые предметы.

Примечание. Относительные местоимения *whom, which* и *that* обычно опускаются если они являются дополнением в придаточном предложении.

Есть ещё относительное местоимение *that* — который (имеющее ту же форму, что и указательное местоимение *that* — тот и подчинительный союз *that* — что). Местоимение *that* употребляется с существительными, обозначающими как одушевлённые, так и неодушевлённые предметы—

I liked the boy, that came yesterday.

Мне нравится мальчик, который приходил вчера.

I should like to see the book (that) you brought yesterday.

Мне хотелось бы посмотреть книгу, которую вы принесли вчера.

ВОЗВРАТНЫЕ И ЭМФАТИЧЕСКИЕ МЕСТОИМЕНИЯ

(REFLEXIVE AND EMPHATIC PRONOUNS)

К группе личных и притяжательных местоимений по своему образованию примыкают возвратные местоимения — *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*. Они образуются из соответствующих личных и притяжательных местоимений в сочетании со словом *self* — себя. Они так же, как притяжательные местоимения, согласуются в лице и числе с существительными (или личными местоимениями), к которым они относятся. Возвратным