

4. He sent them a letter.
5. She gave him bread-and-butter.

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

Doctor - What's the matter¹?

Nor - I'm quite ill². I've got flu³.

Doctor - Very likely⁴. What are your symptoms⁵?

Nor - I feel very weak⁶ and dizzy⁷.

5. Read the text and translate it.

GREAT BRITAIN

Part I

Great Britain occupies a large island to the west of Europe. Great Britain includes four small countries. They are: England, Scotland, Wales and Northern Ireland. The climate of the country is mild⁸. The winters are warm, the summers are cool⁹. The weather is changeable¹⁰. There are many rivers and beautiful lakes. The rivers in Great Britain are not long. The longest river is the Thames. Many large towns are situated on the rivers.

6. Answer the questions.

1. What small countries does Great Britain include?
2. What does Great Britain occupy?
3. What is the climate in Great Britain?
4. What can you say about the rivers and lakes?

HOMEWORK

1. Do ex. 3 on p. 96 in written form.
2. Do ex. 6 on p. 97 in written form.
3. Home reading.

¹ What's the matter? - чей шуд?: что случилось?

² quite ill - тамоман касал; совершенно больной

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

⁴ very likely - монанд; оче похоже

⁵ symptoms - аломат; симптомы

⁶ weak - бемадор; слабый

⁷ dizzy - чарх задан; испытывающий головокружение

⁸ mild - нарм, мулоим; мягкий

⁹ cool - салкин; прохладный

¹⁰ changeable [tʃeɪndʒəbəl] - ҳавон тағйирёбанда; изменчивый

1. Read the verbs and make up sentences in the Past Indefinite, (Passive Voice) and Present Perfect Tenses

become-became-become

bring-brought-brought

begin-began-begun

buy-bought-bought

break-broke-broken

lose-lost-lost

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

- I wish you a pleasant trip!
- Thank you!

3. Answer the questions.

1. Are your meals cooked by your mother?
2. Are your stockings or socks washed by you?
3. Is your room put in order by you or by your mother?
4. Is your bed made by your mother?
5. Is your little brother washed by your mother or by you?
6. Is your little brother taken to school by your father?

4. Read and tell your classmates about your district you live in

A. 1. What is your district called?

2. Is your district large or small?
3. What is the heart of your district?
4. What villages in your region do you know?
5. What is the nearest collective-farm you know?
6. What do the collective-farmers grow?

B. 1. Is your town big or small?

2. How many districts are there in your town?
3. Is it an industrial centre?
4. What places of interest in your town do you know?

5. Read the text and translate it.

GREAT BRITAIN

Part II

London is situated on the river Thames, Stratford is on the Avon river, Cambridge is on the Cam river.

Great Britain is a monarchy¹, but the power of the Queen² is limited by Parliament. Great Britain is a highly developed industrial capitalist country. Many people of Great Britain work in industry, shipbuilding (киштинсозм), machine building, electronic engineering - they are the main branches³ of Great Britain industry.

6. Answer the questions.

1. Where are the towns in Great Britain situated?
2. What country is Great Britain?
3. In what kinds of industry do many English people work?

7. Tasks:

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

HOMEWORK

1. Do ex. 3 on p. 98 in written form.
2. Do ex. 6 on p. 99 in written form.

¹ monarchy [ˈmɒnəʃki] - ҳокимияти мутлақ; монархия

² Queen ['kwɪ:n] - малика; королева

³ branches [ˈbrɑ:nʃɪz] - соҳалон; отрасли

Let's read, speak, learn and do exercises

1. Read the sentences, put questions to get more information.
He built. She cut. They came. He has lost.

2. Read the sentences and translate them.

VERB - ФЕЪЛ

A. help + ful
beauty + ful
wonder + ful
success + ful

NOUN - ИСМ

B. eat + able
drink + able
enjoy + able
change + able

ADJECTIVE - СИФАТ

- helpful
- beautiful
- wonderful
- successful

ADJECTIVE - СИФАТ

- eatable
- drinkable
- enjoyable
- changeable

C. Thank you. You have been very helpful. This book is very helpful to the pupils. "I shall be answerable for this action" told the man. The weather is very changeable in spring. The food is eatable. This picture is very beautiful.

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

Nor - I have a cold in the head¹ and a sore throat².

Doctor - What is your temperature³?

Nor - I'm running a high temperature⁴.

Doctor - I must examine⁵ you.

4. Speak about the pictures "Places of interest".

IN MOSCOW



Moscow
University



The Luzhniki
Stadium



The Tretyakov
Gallery

¹ to have a cold in the head - зухом шудан, шамол хурдан; быть простуженным

² a sore throat [ə 'sɔ: θrəʊt] - дардан гулӯ; больное горло

³ a temperature [temprətʃə] - харорат; температура

⁴ I am running a high temperature - ман таби баланд дорам; у меня высокая температура

⁵ to examine [tu ik'zæmɪn] - муовина кидан; обследовать

IN DUSHANBE



The Agricultural
Institute

Central
Park

The Medical
Institute

The House of
Parliament

5. Situations

- a) an English pen-friend comes to your class and tells about Great Britain;
- b) an English pen-friend and one of your classmates have a talk about their countries.

HOMework

1. Write the words and translate them.

brotherless, badness, bigness, brightly, buyer, changeable, changeless, colourful, colourless, countable, dancer, dusty, friendly, gardener, helper, numberless.

2. Write about some places of interest in Dushanbe.

UNIT 15 - THE FIFTEENTH UNIT

LESSON 1 - THE FIRST LESSON

Let's read, speak, learn and do exercises

1. Read the verbs and make up a story.

eat - ate - eaten
drink - drank - drunk
find - found - found
lose - lost - lost

2. Read the dialogue, learn and act it.

Doctor - What's the matter?

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

Doctor - Get these tablets!

Nor - Thank you very much, doctor!

3. Read and make up dialogues as follows:

Pattern: - My granny is forgetful sometimes.

- Do you want to say that she forgets to do her duties?

- She often forgets where her clothes are.

1. I think this story is understandable.

2. No pupil in our form is forgetful of his duties.

3. This is a very colourful picture.

4. This fish is eatable.

5. The water in the lake is not drinkable.

4. Read the text, translate it and put questions on it.

LONDON

Part 1

London is the capital of Great Britain. It is situated on the Thames. It is a large industrial and cultural centre. It is one of the largest cities in the world. About 7 millions of people live in London. The Thames divides London into parts: the West End the East End; the City, where nobody lives, is a commercial and political part of London.

HOMEWORK

Do ex. 4 on p. 102: put questions on every sentence of the text in written form

tablets - таблет, хабба, таблетки

Let's read, speak, learn and do exercises

1. Read the sentences and put questions to get more information.

He has forgotten. I am going. She went. She will give.

2. Read, translate and make up sentences using the words:

agreeable, friendless, countless, thankful, peaceful, sweetness, helpful, darkness, changeable, greatness, understandable.

3. Translate from English into Tajik.

I was told that he has come to this town this week. She was given a plate of fish soup. They are brought some vegetables and fruit. My friend was told to go to hospital.

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

- Can I see all Moscow Monuments and places of interest in a week?

- I don't believe [b'i:l'i:v] you can. There are many monuments and places of interest.

5. Answer the questions using more than one sentence.

1. What is London?

2. Where is London situated?

3. How many parts are there in London?

6. Make up a pair talk on the situation:

You have come to see your pen-friend in London.

7. Read the text and translate it.

LONDON

Part II

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



The Houses of Parliament. They are among¹ the most beautiful buildings in Europe. This is the place where the English Government² sits.



Buckingham Palace³ is a home of Britain's kings and queens⁴.



The British Museum is a history museum. It is one of the most well-known museums in the world. Many famous people worked in its library.



Trafalgar Square. There is a monument to Admiral Nelson. It is a place of meetings.

8. Answer the questions using more than one sentence.

1. What are the Houses of Parliament?
2. What is Buckingham Palace?
3. What can you say about the British Museum?
4. What is Trafalgar Square?

¹ among - дар байни; между

² Government (Parliament) - ҳукумат, парламент

³ palace ['pælis] - қаср; дворец

⁴ kings and queens - шохон ва маликаҳо, королӣ и королеви

HOMEWORK

1. *Answer the questions in written form.*
 1. Have you ever been to London?
 2. Have you ever been to Moscow?
 3. Have you ever seen the Kremlin?
 4. Have you ever seen any places of interest?

2. *Do ex. 8 on p. 104 in written form.*

LESSON 3 - THE THIRD LESSON

Let's read, speak, learn and do exercises

1. **Read the verbs and make up questions (in all tenses) using them.**

know-knew-known

leave-left-left

lie-lay-lain

lose-lost-lost

make-made-made

meet-met-met

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

- How can I go to Samoni Square from here?

- You can go there by bus №3 or by trolley-bus №1?

3. **Answer the questions.**

By whom are these books written?

By whom are these books read?

By whom are books lost?

By whom are books bought?

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

a) the climate in Great Britain;

b) the towns in Great Britain.

c) London as the capital,

d) the places of interest in London.

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



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

a collective-farm (a barn, cows, sheep, hens, to feed¹, to milk²)

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

HOMEWORK

Put questions on every sentences in written form.

1. A new school plant was given to our school.
2. The children were taught to plant trees and flowers.
3. Every day the flowers and trees are watered.
4. In autumn many apples and cherries were picked.

LESSON 4 - THE FOURTH LESSON

Let's read, speak, learn and do exercises

1. Read, translate and remember.

LONG LIVE THE FIRST OF MAY!

2. Read the verbs and make up sentences in any tense.

pay-paid-paid
run-ran-ran
see-saw-seen

read-read-read
say-said-said
send-sent-sent

¹ to feed - хўронидиш; кормить

² to milk - дўнидан; доить

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

R - Have you ever seen the demonstration on the First of May in Moscow?

L - Yes, I have, I've seen it on TV.

R - Was the demonstration nice?

L - Yes, it was beautiful. There were many people, children, flowers, flags, balloons, songs.

4. Tasks:

1. Last week Oisha came from the village. What did she tell you?

2. Lola has moved to a new flat. You meet her. What does she tell you?

3. Karim went to ski on Sunday. What did he tell you?

4. Ali had a headache yesterday. What did you ask him?

5. Sadri went to see a skate figure dancing. What did you ask him?

5. Read the text, retell and complete the story.

Dick was very glad when he got a letter from his mother. His mother wrote him that she bought him a nice present. What did she buy him?

6. Read the text and translate it.

MAY DAY

The 1st of May is the great international workers' holiday. May Day was born¹ in the United States of America, in Chicago in 1889. From that year May Day is celebrated in Europe.

In Russia the workers began to celebrate May Day on the 1st of May in 1890. May Day is a holiday when big demonstrations of people take place to show their solidarity² with all the working people of the world.

¹ to be born - таваллуд шудан, родиться

² to show solidarity - якдний изхор кардан, быть солидарным

7. Answer the questions.

1. What kind of day is the 1st of May?
2. Where was the 1st of May born?
3. When did the workers of Russia begin to celebrate the 1st of May?
4. What do people show on this day?

HOMEWORK

1. Answer the questions in written form.

1. Have you got many friends?
2. Have you got many books?
3. Do you spend much time together with your friends?
4. Do you drink much milk?
5. Do you eat much bread?
6. Do you put much sugar in your tea?

2. Do ex. On p. 108 in written form.

UNIT 16 - THE SIXTEENTH UNIT

LESSON 1 - THE FIRST LESSON

1. Read the verbs and have a pair talk using the verbs.

shut-shut-shut

speak-spoke-spoken

do-did-done

sit-sat-sat

stand-stood-stood

take-took-taken

2. Review the proverbs.

THERE IS NO SMOKE WITHOUT FIRE

MANY A LITTLE MAKES A NICKLE

3. Read the dialogue, learn and act it.

Mother - Ali, why are you lying in bed? You must get up. It is a quarter past eight. You must go to school.

Ali - I can't get up, Mother. I am running a temperature. I have a headache.

Mother - Oh, Ali, you are ill. I must call the doctor.

4. Read and translate the sentences.

Remember: There is some pen on the table.

Is there any pen on the table?

There is no pen on the table.

A. Answer:

There are some stools in the kitchen, aren't there?

There are some maps at the lesson of Geography, aren't there?

There are some books on the bookstand, aren't there?

B. Answer:

Is there any little table in the kitchen?

Are there any vegetables on the kitchen table?

Are there any natural resources in your region?

C. Answer:

There are no bookshelves in the library, are there?

There is no coal in our region, is there?

He has no pictures on the wall, has he?

5. Describe the pictures and have a pair talk about them.

A. WHAT ARE YOU?

B. WHAT DO YOU WANT TO BE?



a dressmaker;

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

- a **baker**: to bake¹ bread, flat cakes, cakes, buns².
 a **nurse**, a **doctor**: to look after, a sick³ child. a medicine, to cure⁴.
 a **turner**, an **engineer**, a **radio-operator**, at a plant, **skillful**⁵.

6. Tasks:

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

HOMEWORK

1. Fill in: somebody, anybody, or nobody.

1. Is there ... in the dining -room?
2. There is no ... in the sitting-room?
3. Can ... answer this question?
4. There is ... in the bus?

2. Write the words and translate them.

redness, hairless, thankful, eatable, thinker, seventeen, seventy, speaker, hatless, forgetful, unready, uncountable.

LESSON 2 - THE SECOND LESSON

Let's read, speak, learn and do exercises

1. Review the proverbs:

NEITHER FISH NOR FLESH

NO PAINS, NO GAINS

2. Make up a story using the verbs in any tense.

take-took-taken
 tell-told-told
 think-thought-thought

win-won-won
 write-wrote-written

¹ to bake - пухтан; выпекать

² a bun - булка

³ sick - касал; больной

⁴ to cure - табобат кардан; лечить

⁵ skillful - мохир; искусный

3. Read the sentences and translate them.

Remember: must=have to ...

1. Lola must work at her reading.
Pupils must learn well.
Dick must learn this poem.
2. Lola has to buy bread and milk because her mother is out.
I have to cook dinner because my mother is ill.
Lola has to look after her mother because she is not well.

3. Fill in must or have to.

She ... do this exercise today. His mother is going to Chkalovsk and he ... to go there, too. We ... be sportsmen. She ... to wash her dress because it is dirty.

4. Read the sentences and ask questions to get more information.

She saw it. He stayed. He was born. They could help.

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

- Have you ever been to London?
- No, I haven't. I'm here for the first time. What building is this?
- This is the National Gallery. Let's come into!
- With great pleasure.

6. Read the text and translate it.

AN ENGLISH VILLAGE

An English village is an interesting place¹. There are no big or high houses. All the houses are one or two-storied. There are many trees, flowers and much grass. They are often situated not far from the rivers or lakes. The shop is the centre of village life. Women and children like to come there and have a talk about their life. There is a pub² where men come to speak about the weather and the harvest³, about football and their life.

¹ a place - цой; место

² a pub - майхона; забегаловка

³ harvest ('ha:vist) - хосна; урожай

There is a village school, but only little children go there. When the pupils are eleven years old, they go to secondary schools in the nearest town. A school bus takes them every morning and brings them back in the afternoon.

7. Speak about an English School.

Plan:

- a) what place is an English village,
- b) where it is situated,
- c) English village houses,
- d) the centre of an English village,
- e) what is a pub?
- f) Speak about a village school

HOMEWORK

Do ex. 4 on p. 111 in written form.

LESSON 3 - THE THIRD LESSON

1. Review the proverb, read and translate it.

ART IS LONG, LIFE IS SHORT

2. Answer the questions.

Pattern: Must you go to the textile combine now?
- No, I needn't.

1. Must he work at his reading?
2. Must she do her room now?
3. Must you wash your clothes now?
4. Must they go to the collective-farm now?

3. Look at the pictures, answer the questions and speak about them.

A.

1. What kinds of games do you know and like?
2. What kinds of sports do you know and like?
3. Is swimming a game or a sport?
4. Where do you swim?
5. What is swimming? Do you like to swim?
6. What is boxing? Is it a game or a sport?
7. Are you a boxer? Can you box? Does your friend like box?

B.

to play
table-tennis

to play
basket-ball

to play chess
a chess
tournament



to play
draughts

a boxing
match

cycling road
race cycling

swimming



speed
skating

figure
skating

a swimming
pool
water-polo

skiing
race

ski
jumping

4. Fill in: my, your, his, her, our, their.

Father and Mother like ... work. Father often says that ... work is very interesting. Ali says that ... sister is very beautiful. She works with ... friend. We love ... Granny and Grandfather. I often help ... parents. She spent ... holidays in the south of our republic.

Let's read, speak, learn and do exercises

1. Review the words and make up sentences using them.

grape-and-fruit growing, silkworm-rearing, crop-growing, cotton-cleaning plant, stock raising, hydro electric power station.

2. Read the numerals.

17, 182, 223, 1597, 1458, 1917, 1991, 1004

3. Read, translate and remember.

nice-nicely

beautiful-beautifully

splendid-splendidly

bad-badly

happy-happily

ready-readily

4. Read, speak and have a pair talk.

1. Some days ago you got a letter. Say what you read in it and what you wrote in answer.

2. When you came from school, your mother said: "There is a letter from your friend. I know that he will come from Isfara on Sunday. What else did he write in the letter?"

5. Read the text and have a talk on the text.

LIBRARIES

Our school library in which I am a subscriber is good. It is a large and light reading-room. There are a lot of shelves and book-stands. You can find novels, poems, books on literature, physics, history, zoology, biology, geography, chemistry and other subjects. There are books in English, too. There are libraries in every town and village. You can get any book in our libraries. Read the books and you will know the life better.

HOMEWORK

1. Fill in:

A. something, anything, nothing, everything.

There is ... black on the floor. Don't tell him ... about me, I can see ... there, it is so far. Is ... all right? You may go home.

B. somebody, anybody, nobody, everybody.

... is waiting for you, Mother. Is there ... in the room? No, there is ... in the room. I can see ... there. Is ... absent today?

No, ... is present.

LESSON 5 - THE FIFTH LESSON

1. Read and remember the proverbs.

**CLAW ME AND I'LL CLAW YOU
LOOK BEFORE YOU LEAP**

2. Read and translate the sentences.

1. She was very thankful for our help.
2. She likes colourful clothes.
3. The big central park is the most restful place in our town.
4. She is a very forgetful girl.
5. We are not sure that our team will win, but we are hopeful.
6. They lived a peaceful, happy life.

3. Answer using The Present Perfect Tense.

Pattern: I have=I've

I have not=I've not.

- It's a big republic, isn't it? (visit)
- Yes, it's the biggest republic, I've visited.

1. It's an interesting book, isn't it? (read)
2. It's an interesting TV programme, isn't it? (watch)
3. It's the longest river, isn't it? (see)
4. They are good animals, aren't they? (have)
5. They are the best sportsmen, aren't they? (know)

4. Speak about trips:

A. Read the dialogue and act it:

- I'm going to have a trip. What's the weather like?
- Oh, it's very hot. There is a lot of 'sunshine'.
- Fine. I shall have a trip.

B. Plan a trip with a friend, have a pair talk:

1. Where you want to go and when.
2. Whom you want to take with you.
3. What means of transport² you will take.

C. Tell the class about your trip you went on. Speak about:

1. Who thought of the idea.
2. Who was invited, what means of transport was taken.
3. Where you went.
4. Was it joyful?

5. Read the text, have a pair talk and retell the text.

LONDON



The Londoners are very fond of the National Gallery. Even if they never go inside³ to look at the pictures, they like to stand and look at the building and the Square. The British Museum is another beautiful monument in London. The British Museum is one of the largest in the world. Many famous people worked there.

HOMWORK

1. Complete the sentences using the words: *flowers, trees, cars, buses, books, notebooks.*

The room is full of The street is full of ...and The bag is full of... and.... The shelves are full of....

2. Write 4-5 questions on the text *LONDON* – ex. 5, p. 116 in written form.

¹ a lot of sunshine - офтоби аз ҳад зиёд; много солнца

² means of transport - воситаҳои нақлиёт; средства сообщения

³ go inside - ба дарун даромадан; войти вовнутрь

LESSON 1 - THE FIRST LESSON

Let's read, speak, learn and do exercises

1. Ask questions to get more information.

She wrote. They have brought.

2. Read the pronouns and remember them.

who- whose - (to) whom	who	-whose	- (to) whom
I-my - me	It	-its	- it
You-your - you	We	-our	- us
He-his - him	you	-your	- you
She-her - her	They	-their	- them

3. Fill in: me, you, her, him, us, them.

Kamol is my friend. Do you know ...? These little children are nice, but I don't know Ali is Lola's friend. Do you know...? Who are you? I don't know.... Oisha's brother is a driver. I know We know Lola's uncle, but he doesn't know

4. Disagree. Say more information about the subject you can:

Pattern: - The turner has come.
 - The turner has not come. He is still at the plant.

The train has stopped. They have watched TV. Nisso has bought a new skirt. The doctor has come home. The driver has waited for¹ the women near the house.

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

¹ to wait for - ожидать



to wash a blouse

to do the room

to cook dinner

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

1. You **have to do** a lot of work today.
You **will have to do** a lot of work tomorrow.
You **had to do** a lot of work yesterday.
2. He **has to go** to see Kamil's work every day.
He **will have to go** to see Kamil's work tomorrow.
He **had to go** to see Kamil's work yesterday.

HOMEWORK

1. *Fill in: about, for, in, to, with.*

Anvar wants to become the strongest boy ... the school. He sends a letter ... his pen-friend. Akram cannot go ... the stadium because he is ill. There was nothing new ... this letter. He wants to go to the mountains ... his friend. I want to tell you ... my region.

2. *Make up three sentences on the patterns given in ex. 5 on p. 117 in written form.*

LESSON 2 - THE SECOND LESSON

Let's read, speak, learn and do exercises

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

A - Have you bought a bicycle?

B - Yes, I have a very good bicycle.

A - When did you buy it?

B - I bought it last week.

2. Fill in the indefinite "a" or definite "the" article.

... seventh of November is ... very great holiday for ... Soviet people. It is ... day of ... October Revolution. In 1917 ... working people of ... Russia came to ... power. - October Revolution was

... Socialist revolution. Soviet people want to live in ... peace with all ... peoples of ... world. In ... morning there are ... big demonstrations in all ... towns of ... Soviet Union.

3. Look at the pictures, describe them and have a talk about them.



The State Library
in Moscow



The Firdousi Library
in Dushanbe

4. Have a pair talk, there is a plan:

- a) what Tajik towns (villages) you have been to.
- b) Where the towns (villages) are situated.
- c) What factories, plants you have seen.
- d) What places of interest you have seen.

5. Speak about the family.

Mother: 40, a doctor, black hair, black eyes, a straight nose, nicely dressed.

Father: 45, the principle of the school, short hair, an oval face, a grey suit.

Daughter: 20, a student, Medical Institute, fair hair, blue eyes, beautiful.

Son: 14, a schoolboy, thin, tall, long arms, long legs, handsome.
Granny: 65, a pensioner, grey hair, dark eyes.

HOMEWORK

1. Do ex. 2 on p. 118 in written form.

2. Make up interrogative and negative forms in written form.

I always sleep well. Father watches TV programme every evening.

We have coffee for breakfast. It often rains in June here.

LESSON 3 - THE THIRD LESSON

Let's read, speak, learn and do exercises

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

- Nor has never been to a museum.
- Never in his life?
- No, never.
- I don't believe!

2. Tell the class what you will do:

- a) at your English lesson,
- b) at the cinema,
- c) in the river,
- d) at breakfast.

3. Look at the picture and answer the questions, then describe the girl and your friends.

1. What colour is the girl's hair?
2. Is her hair long or short?
3. Is her nose straight or snub?
4. Are her eyes big or small?
5. Her lips are thin, aren't they?
6. Is her face oval or round?
7. Her neck is long, isn't it?
8. She is a nice girl, isn't she?
9. Has she long legs and arms?



4. Read the text, translate it, put questions on it and retell it.

* **believe** [bi'li:v] - бовар кардан; верить

TOM SAYS

We have gymnastics in our school gymnasium every week. We run and jump and play basket-ball and other games. In summer we have gymnastics in the play-ground. My favourite sport is swimming. If I swim well this year, I may become a member of the English boys' swimming team and take part in many competitions.

5. Tasks:

1. You and your friend are sitting in front of the TV set and watching a hockey match. Talk about what you can see on TV.
2. You meet a sportsman who took part in a big sports competition. Ask him questions about the competition.

HOMework

A. Answer the questions in written form.

Is the cabbage bigger than the tomato?

Is the tomato bigger or less?

Is the potato bigger or less?

B. Which is the largest country in the world?

Which is the longest river: the Lena or the Volga?

Where is the nearest bookshop?

Who is the best pupil in your class?

LESSON 4 - THE FOURTH LESSON

REVISION

Let's read, speak, learn and do exercises

1. Read and translate the words in unison:

an island, monarchy, capitalist, to believe, sugar, place, Wales, Scotland, England, Northern, Ireland, The Atlantic Ocean, The North Sea, The Thames, Great Britain.

2. Read and do.

1. Ask your friend to come to see you on Sunday.
2. Ask your friend not to be late.
3. Ask your classmate to buy two tickets.

3. Tell the class.

- a) if you have ever been on a state-farm.
- b) tell your classmates what machines you can see in the fields in autumn.
- c) tell your comrades if the harvest was good this year.

4. Read and correct.

1. You will take a bus to go home.
2. You will come to school again in the evening.
3. It will be very hot tomorrow.
4. We shall have the October holidays in a week.
5. If I see him, I ...
When I buy the book, I ...
If he comes home early, I ...

5. Speak about the pictures.



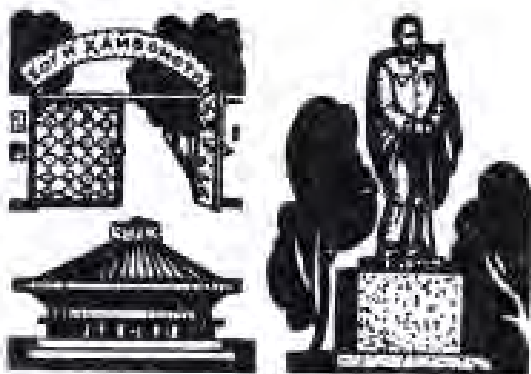
Your hobby, to play the guitar, a radio-repairing, to collect stamps, to cook

SPEAK ABOUT PLACES OF INTEREST

Moscow, places of interest



Dushanbe, places of interest



Great Britain, places of interest



DIALOGUES

PRESENT INDEFINITE

1. - Where do you live?
- I live in Tursun-Zade.
- How far is it from Dushanbe?
- About 60 kilometres.
2. - Do you want bread and butter?
- No, thanks. I'm not hungry.
3. - Excuse me, can you tell me where the pedagogical university is?
- I'm sorry, I don't know.

4. - What time do we arrive in Moscow?
- I'm sorry, I don't know. Just a moment. We arrive in Moscow at five o'clock.
5. - What do you want to do?
- I'd like to go out. I don't want to stay at home.
6. - What do you think of Hissor?
- I think, it's a wonderful place.
7. How do you like our weather?
- Oh, it's beautiful. There is a lot of sunshine.
8. - Do you speak English?
- Yes, a little.
- Do you understand me?
- Yes, certainly.
9. - What do you do?
- I'm a student.
- Where do you study?
- At the vocational school.
10. - What does your brother do?
- He is a student.
- Where does he study?
- He studies at Moscow University.

PRESENT CONTINUOUS

1. - I'm going to the theatre tonight.
- With whom?
- Alone.
2. - Are you waiting for Akram?
- No, I'm not.
- Then, who are you waiting for?
- I'm waiting for Said.
3. - Hello, Lola. What are you doing here?
- I'm looking for an English book.
- And what is Akram doing here?
- He is reading a Russian book.
4. - Where are you flying?
- I'm flying to Minsk.
- Happy landing.

5. - Are you getting off at the next stop?
- No, I'm not.
- May I pass, please?
6. - What are you doing now?
- Nothing special. I'm going to write a letter.
7. - Hello. Is that you, Oisha?
- Yes, it is me. Who's speaking?
- This is Karim, who is speaking.
8. - How long are you going to stay in Khujand?
- Only two or three days.
9. - How are you getting on?
- I'm very well, but very busy.
10. - When are you going to leave for Kulob?
- Tomorrow afternoon.

PRESENT INDEFINITE AND PRESENT CONTINUOUS

1. - I'm looking for a museum.
- I can show you where it is.
- That's very kind of you.
2. - Where are you going?
- I'm going to the Puppet Theatre.
3. - Hello, Lola. Where are you going?
- To the cinema.
- Do you go to the cinema very often?
- No, I don't. Only once a week. On Sunday.
4. - Does your friend learn English?
- Yes, he does.
- What is he doing now?
- He is reading an English book now.

PRESENT PERFECT

1. - What about going to the Zoo?
- That's a good idea. I've never been there.

2. - How long have you been in Moscow?
 - I've been here since May.
 - Have you seen any places of interest yet?
 - Yes, just a few.
 - Where have you been?
 - I've been to the Kremlin and the Tretyakov Gallery.
3. - Have you been to Khorog?
 - I've been there many times.
 - As for me, I've never been there.
4. - You're late at home.
 - Where have you been?
 - I've been to the grocer's shop.
5. - Haven't you seen the film "Rudaky"?
 - No, I haven't.
6. - What places have you seen so far?
 - I've been to almost all the museums.
 - Have you been to any theatres yet?
 - No, I haven't. I haven't had enough time for that.
7. - Have you had lunch?
 - I've been too busy to think about food.
8. - Would you like an apple?
 - No, thanks, I've just had one.
9. - Would you like a cup of coffee?
 - No, thanks. I've just had one.

PAST INDEFINITE

1. - Did you see the film on television last night?
 - Yes, I did.
 - Did you like it?
 - Not very much.
2. - What did you do on Sunday?
 - I went on a trip by bus.
3. - What did you do last night?
 - I went to see some friends and watched TV.

4. - When did you arrive?
- I arrived last week.

PAST INDEFINITE AND PRESENT PERFECT

1. - What do you think of the film you saw yesterday?
- It is the best film that I've seen lately.
2. - By the way, I forgot to tell you that I've been to the Tretyakov Gallery.
- Oh, when did you go there?
- I went there last Friday.
- I haven't been to the Tretyakov Gallery since last year.
3. - How do you do, Lola! Where have you been all this time?
- I've been to the Ukraine. I've just come back to Dushanbe.
4. - Did you have a good time there?
- Yes, I had a very good time.
- Did you go there alone?
- No, my mother went with me.
- When did you come back?
- Two days ago.
5. - I haven't seen you for about a month. You have been away, haven't you?
- I've been to Minsk. I returned yesterday.
6. - Were you at Mr. Smirnov's yesterday?
- No, I wasn't there yesterday, but I've seen him today.

A: What a terrible weather!

B: Yes, rather windy today, isn't it?

A: Where did you go last week?

B: To Kiev. Have you ever been to Kiev?

A: Yes, many times. A beautiful city, isn't it?

B: Very beautiful. Have you been to Tashkent?

A: Oh, yes. I've been there this year.

IRREGULAR VERBS

be [bi:]	was [wɒz] were [wə:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tɪn]
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken [brəʊkən]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bɪld]	built [bɪlt]	built [bɪlt]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəʊv]	driven [drɪvən]
eat [i:t]	ate [et]	eaten [i:tən]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtən]
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given ['gɪvən]
go [gəʊ]	went [went]	gone [gɒn]
grow [grəʊ]	grew [gru:]	grown [grəʊn]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]
hold [həʊld]	held [held]	held [held]
know [nəʊ]	knew [nju:]	known [nəʊn]
lay [lei]	laid [leɪd]	laid [leɪd]
lead [li:d]	led [led]	led [led]
leave [li:v]	left [left]	left [left]
let [let]	let [let]	let [let]
lie [lai]	lay [lei]	lain [leɪn]
light [laɪt]	lit [lɪt]	lit [lɪt]
lose [lu:z]	lost [lɒst]	lost [lɒst]

make [meik]
mean [mi:n]
meet [mi:t]
pay [pei]
put [put]
read [ri:d]
retell [ri'tel]
ring [riŋ]
rise [raiz]
run [rʌn]
say [sei]
see [si:]
sell [sel]
send [send]
shake [ʃeik]
shine [ʃain]
shoot [ʃu:t]
show [ʃou]
shut [ʃʌt]
sing [siŋ]
sit [sit]
sleep [sli:p]
speak [spi:k]
spell [spel]
spread [spred]
stand [stænd]
sweep [swi:p]
swim [swim]
take [teik]
teach [ti:t]
tell [tel]
think [θiŋk]
throw [θrou]
understand
[ˌʌndə'stænd]
wake [weik]
wear [weə]
win [win]
write [rait]

made [meid]
meant [ment]
met [met]
paid [peid]
put [put]
read [red]
retold [ri'tould]
rang [ræŋ]
rose [rouz]
ran [ræn]
said [sed]
saw [so:]
sold [sould]
sent [sent]
shook [ʃuk]
shone [ʃon]
shot [ʃot]
showed [ʃoud]
shut [ʃʌt]
sang [sæŋ]
sat [sæt]
slept [slept]
spoke [spouk]
spelt [spelt]
spread [spred]
stood [stud]
swept [swept]
swam [swæm]
took [tuk]
taught [to:t]
told [tould]
thought [θo:t]
threw [θru:]
understood
[ˌʌndə'stud]
woke [wouk]
wore [wɔ:]
won [wʌn]
wrote [rou]

made [meid]
meant [ment]
met [met]
paid [peid]
put [put]
read [red]
retold [ri'tould]
rang [rʌŋ]
risen ['rizn]
run [rʌn]
said [sed]
seen [si:n]
sold [sould]
sent [sent]
shaken [ʃeikn]
shone [ʃon]
shot [ʃot]
shown [ʃoun]
shut [ʃʌt]
sung [sʌŋ]
sat [sæt]
slept [slept]
spoken ['spoukn]
spelt [spelt]
spread [spred]
stood [stud]
swept [swept]
swum [swʌm]
taken ['teikn]
taught [to:t]
told [tould]
thought [θo:t]
thrown [θroun]
understood
[ˌʌndə'stud]
woken ['woukn]
worn [wɔ:n]
won [wʌn]
written ['ritn]

1. **Art is long, life is short.**
 Рӯз бину аз рӯзгор омӯз.
 Бирав зи таҷрибаи рӯзгор баҳра бигир.

2. **Claw me and I'll claw you.**
 Аз як даст садо намебарояд.

3. **It is better to die standing than to live kneeling.**
 Марг беҳ аз гуломӣ.

4. **Be slow to promise and quick to perform.**
 Ваъда додӣ, вафо кун, кавл додӣ, иҷро кун.

5. **Look before you leap.**
 Ҳафт бор чен кун, як бор бур.

6. **Many a little makes a mickle.**
 Қатра-қатра чамъ шавад, даръё шавад.

7. **Neither fish, nor flesh.**
 На дузди бозор, на шайхи мазор.

8. **No pains, no gains.**
 Бе меҳнат роҳат нест.

9. **There is no smoke without fire.**
 Дуд бе оташ намешавад.
 То шамол набошад, шохи дарахт намечунбад.

TOPICAL VOCABULARY

SCHOOL

at the lesson
in the classroom
blackboard
chalkboard
class
to be absent
Form 7th "A"
Who is absent?
What day is it today?
What is the date
today?
Who is on duty today?
notebook
book
pen
pencil
chalk
day-book
ruler, India-rubber
pen-knife
to get a mark
botany
geography
history
literature
drawing
biology
zoology
physics
chemistry
gymnastics
gymnasium
singing
mathematics
to sing songs
Russian
Tajik
English
handicraft
do sums
how much...?
to draw [drew, drawn]
letter
holiday
time-table
pioneer meeting
Monday
Tuesday
Wednesday
Thursday
Friday

Saturday
Sunday
school-uniform
circles
chess-circle
Komsomol member
pioneer

FAMILY, PROFESSIONS AND HOBBY

mother
father
grandmother
granny
grandfather
brother
sister
aunt
uncle
son
daughter
teacher
doctor
engineer
nurse
worker
turner
dressmaker
collective-farmer
driver
librarian
to play chess
to play draughts
to play the guitar
to play the piano
to collect stamps
radiorepairing
writer
poet

MY DAY

to get up
to do morning exercises
to wash
to have breakfast
to have dinner
to have supper
to make a bed
to help about...

to clean
to do homework
to play games
to go to sleep
to watch TV
to switch on

BODY

face
oval
round
beautiful
handsome
ear
to smile from ear to ear
hair
fair
black
eyes
tall
mouth
lips
feet
long arms
long legs
small
large
little
nose
straight
snub-nosed

FOOD, FRUIT AND VEGETABLES

milk
eggs
tea
coffee
sugar
sweets
jam
bun
cake
bread
flat-cake
sausage
fish
soup
cheese
tasty

to cook
butter
fruit-trees
fruit
grapes
apple
cherries
apricots
melon
water-melon
cucumbers
potatoes
tomatoes
carrots

ANIMALS

cat
dog
kangaroo
fox
wolf
bear
crocodile
giraffe
monkey
cub
kitten
puppy
lion
turtle
rabbit
goat

CLOTHES

overcoat
raincoat
dress
blouse
suit
apron
tie
trousers
skirt
shirt
socks
stockings
scarf
skull-cap
hat
cap
boots
shoes

SEASONS

spring
autumn
summer
winter
sun
to shine (it shines)
to rain (it rains)
to snow (it snows)
to play snowballs
to play hockey
to play tennis
to play ball
to play football
to play basketball
climate
cold
hot
warm
mild
grass
flowers
trees
birds
to make bird-houses
sky
fly
to swim
December
January
February
March
April
May
June
July
August
September
October
November
field
forest
river
mountains

SPORTS

kinds of sports
to go in for sports
athletics
boxing
gymnasium
gymnastics
match

stadium
waterpolo
waterpool
score
to score
goal
fencing
wrestling
skiing
skating
speed skating
figure skating
fun
competition
to take place
sport team
Honoured Master of
Sports
to play draughts
to play chess
to win a cup
gold
silver
bronze
medal
to receive
coach

COLLECTIVE AND STATE FARMS

cotton
to pick
crop-growing
grain
stock raising
to breed
silkworm rearing
cotton-picking machine
combine
tractor
cow
sheep
hen
to milk
milk
to feed
agriculture

TOWN

street
road
Square
centre

heart
multistoried
building
shop
Grocer's shop
cinema
theatre
puppet theatre
Opera theatre
museum
library
institute
University
Agricultural Institute
Medical Institute
Teachers' Training
Institute
monument
fountain
Kremlin
places of interest
population
factory
plant
textile combine
cotton-cleaning plant
chemical plant
aluminum plant
capital
to be founded
to be situated
industry
light and heavy
industry
district
Zoo
river
bank
Komsomol Lake
park
trees
flowers
mountains
school
vocational school

HOLIDAYS

the 1st of May
October Revolution
Day
the 8th of March

Victory Day
to celebrate
summer holidays
pioneer camp
to spend
Military Forces

TRIP AND MEANS OF TRANSPORT

to have a trip
ticket
tram
bus
car
lorry
ship
by ship
train
by train
plane
by plane
bicycle
by bicycle
motor-cycle
by motor-cycle
river
sea
ocean
waterway
airway
railway
railway station
seaport
airport

COUNTRIES AND GEOGRAPHICAL NAMES

The USSR
Great Britain
Scotland
Wales
The Armenian
Republic
The Azerbaijan
Republic
The Byelorussian
Republic
The Georgian Republic
The Kazakh Republic

The Moldavian
Republic
The Tajik Republic
The Turkmen Republic
The Ukrainian Republic
The Uzbek Republic
Russia
canal
square kilometers
multinational
natural resources
oil
coal
iron

HEAVY AND LIGHT INDUSTRY

agriculture
region
hydropower station
to be rich in
to border
to occupy
to cover
to connect
climate
mild
hot
warm
cold
the capital
modern
monarchy
island
capitalist
socialist
south
southern
north
northern
west
western
part
world
London
Cambridge
Northern Ireland

Маълумотиномаи грамматикӣ

ИСМ

§ 1. Исмҳо дар забони англисӣ ду шакл доранд: танҳо ва чамъ.

There is a pen on the desk. There are pens on the desks.

Шакли чамъи исмҳо ба воситаи бандакҳои "s" ё "es", ки дар охири исмҳои шакли танҳо меоянд, сохта мешаванд. Ин бандакҳо пас аз овозҳои ҳамсадои бечаранг s, пас аз садонокҳо ва ҳамсадоҳои чарангдор z, пас аз овозҳои шавшувдор ва хуштакӣ iz хонда мешаванд.

[s] пас аз ҳамсадоҳои бечаранг	[z] пас аз садонокҳо ва ҳамсадоҳои чарангдор	[iz] пас аз овозҳои шавшувдор ва хуштакӣ
books [bʊks] cats [kæts] maps [mæps]	names [neɪmz] dogs [dɒgz] days [deɪz]	roses ['rəʊzɪz] dresses ['dresɪz] pages ['peɪdʒɪz]

Истисно:

танҳо (ед. ч.)

man [mæn]

woman ['wʊmæn]

foot [fu:t]

child [tʃaɪld]

чамъ (множ. ч.)

men [men]

women ['wɪmɪn]

feet [fi:t]

children ['tʃɪldrən]

Шарҳ 1. а) агар исмҳо дар шакли танҳо бо ҳарфҳои -s, -ss, -x, -ch, -sh, -tch ба охир расанд, он гоҳ шакли чамъ -es ҳамроҳ карда мешавад: bus - buses.

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

в) дар баъзе исмҳо ҳарфҳои f ва fe дар шакли чамъ ба ҳарфҳои ve мубаддал мешаванд: knife-knives.

г) агар исмҳо дар шакли танҳо бо ҳарфи -y ба охир расанд, он гоҳ дар шакли чамъ ҳарфи -y пас аз ҳамсадоҳо бо ҳарфи -i табдил меёбад: story-stories, army-armies пас аз садонокҳо бошад, тағйир намеёбад: toy-toys, day-days.

2. Исмҳои sheep ва fish чи дар шакли танҳо ва чи дар шакли чамъ якхела мебошанд: The old man got only one fish. There were fish in the shop.

Марди пир фақат як моҳӣ дошт. Дар дукон моҳӣ буд. Агар сухан дар хусуси намудҳои гуногуни моҳӣҳо равад, он гоҳ ба шакли fishes истифода мешавад.

3. Исми news ҳамеша дар шакли танҳо истифода мешавад, харчанд шакли ҷамъ дошта бошад ҳам: Have you heard the news today? What's the news?

4. Исмҳои money, hair, fruit дар шакли танҳо истифода мешаванд: Her hair is fair. The children have no money. We must eat fruit every day.

5. Калимаи family ва исмҳои ҷомеи монанди он шакли танҳо ро нигоҳ дошта бо хабари феълӣ дар шакли ҷамъ ифода мешаванд. Дар ин суръат ҳар як аъзои оила ва гурӯҳҳо дар назар дошта мешаванд:

The family went to town.

§ 2. Исми ҷинс ба шумурдашаванда ва шумурданашаванда тақсим мешаванд.

Исми шумурдашаванда чизро ифода мекунад, ки имконияти ҳисоб карданро дорад. Онҳо ҳам дар шакли ҷамъ ва ҳам дар шакли танҳо истифода мешаванд:

Rustam has five apples. I have two rooms.

Исми шумурданашаванда мафҳумро мефаҳмонанд, ки шумурданашавандаанд. Ин гуна исми дар шакли танҳо истифода мешаванд:

There is some water in the bottle.

§ 3. Барои ифода кардани соҳибияти ашё ба ягон шахс, дар забони англисӣ шакли махсусе, ки надежи соҳибӣ ном дорад, истифода мешавад. Исми шакли танҳо дар шакли соҳибият бандакӣ "s" қабул карда ба тариқи бандакҳои шакли ҷамъ талаффуз мешаванд.

s пас аз ҳамсадоҳои бечаранг	z пас аз садонокҳо ва ҳамсадоҳои چارангдор	iz пас аз овозҳои шавшувдор ва хуштакӣ
Malik's room	Munira's house	Mavge's dog

Исми шакли ҷамъ бо бандакӣ (s') шакли соҳибиятро бо апостроф (') қабул мекунад: My brothers' teacher.

Агар исми шакли ҷамъ бандакӣ (e) s надошта бошад, он гоҳ дар надежи соҳибият ба он бандакӣ s илова мешавад:

The children's room.

Шарҳ: 1. Шакли соҳибият баъзан бо исми ва зарфҳос, ки замон ва масофаро ифода мекунад, ба кор бурда мешавад:

an hour's walk - сайру гашти як соата
at one mile's distance - дар масофаи як мил

2. Шакли сохибият инчунин бо номҳои мамлакат, шаҳрҳо, киштиҳо ва бо калимаҳои world, country, city, ship, army, family ба кор бурда мешавад:

The world's champion.

3. Калимаҳои house, shop пас аз исмҳо дар шакли сохибият, ки ба хона, магазини шахси дахл доранд партофта мешаванд:

At my friend's (house).

А Р Т И К Л

§ 4. Артикҳои муайянкунаандаи исмҳо ба шумор рафта пеш аз исмҳо ва калимаҳои ба он тавалдуқдошта гузашта мешаванд:

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

Дар забони англисӣ артикли муайяни the, артикли номуайяни a (an) ва артикли нулӣ (ё худ наомадани он) вучуд доранд. Артикли муайяни the пеш аз калимаҳое, ки бо овозҳои ҳамсадо сар мешаванд [ðə], the book [ðə 'buk] ва пеш аз калимаҳое, ки бо овози садонок сар мешаванд, [ði] the apple [ði 'æpl] талаффуз мешаванд.

Артикли номуайяни a пеш аз калимаҳое, ки бо овозҳои ҳамсадо ва an пеш аз калимаҳое, ки бо овозҳои садонок сар мешаванд, ба кор бурда мешаванд:

a book [ə 'buk], an excursion [ən iks'kə:ʃn]

Вазифаи асосии артикл дар забони англисӣ аслан ба мафҳуми муайян, ки дар исмҳо ифода мешаванд, равона шудааст:

I like ice-cream.

I bought an ice-cream for my little brother.

The ice-cream was very good.

Артикли муайяни ба ашёҳои мушаххасе, ки бо исмҳо ифода ёфтаанд, ишора мекунад. Бо ифодаи дигар исмҳо бо артикли муайян он ашёро муайян мекунад, ки агар предмет ба ғоянда ва шунаванда маълум бошад, ё ин ки дар нутқи пештара истеъмом ёфта бошад: Put the book on the shelf. "Китобро ба рафи китобмонӣ гузор".

Артикҳои номуайяни ва нулӣ бар хилофи артикли муайяни объектҳои конкретиро нишон намедиханд: I saw a man and a boy in the garden. "Ман марде ва бачаеро дар боғ дидам".

There were magazines on the table.

"Дар болон миз журналҳо буданд".

Артикли номуайян ва нулӣ низ фарқ доранд. Артикли номуайяни ба он ишора мекунад, ки ин ё он ашё ба ғурӯҳи муайяни

ашёи ҳамчине мансуб аст. Масалан, истеъмоли артикли номуайяни бо калимаи "дарё" (a river) дар ҷумлаи Suddenly they saw a river. "Баногоҳ онҳо дарёро диданд" онро ифода мекунад, ки на дар бораи чизи дигар (хона, боғ, китоб), балки дар бораи дарё сухан рафтааст. Бо иборати дигар, артикли номуайяни ашёро аз маҷмӯи ҳамчинеонаш ҷудо намекунад, танҳо онро ифода мекунад, ки "фалон ашё" ба гурӯҳи "маҳз фалон ашёҳои ҳамчине" дохил мешавад.

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

Артикли нулӣ бо исмҳои шумурданашаванда, ки шакли ҷамъ надоранд, ба кор бурда мешавад:

There is water in the bottle.
Дар даруни шиша об ҳаст.

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

"Филмҳои нави Ҳиндӣ рафта истодаанд".

§ 5. Артикли муайяни, пеш аз ҳама, ба вазифаи ишора кардан ба ашёи мада бо исмҳои шакли танҳо ва ҷамъ истифода мешавад.

Артикли муайяни асосан дар мавридҳои зерин истеъмоли меёбад:

1. Агар ашё ба гӯянда ва шунаванда маълум бошад:

Give me **the bag**, please.
"Марҳамат ба ман сумкаро диҳед!"

2. Агар ашё ба гӯянда ва шунаванда аз нутқи пештара маълум бошад:

Was **the play** wonderful?
"Оё намоиш (песа) олайчаноб буд?"

3. Ишора ба ашёи фардии муайян ба мақсади ҷудо намудани он аз байни анбӯҳи ҳамчинеонаш:

Which book do you mean? **The smallest one**.
Кадом китобро дар назар дорӣ? – Аз ҳама хурдашро.

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

I have read **the book** "Духтари оташ" by Rahim Jalil
Ман китоби "Духтари оташ"-и Раҳим Ҷалилро хондам.

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

Karim plays **the piano** very well.
"Карим пианиноро хуб менавозад".

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

1. Агар дар бораи ашё бори аввал сухан рафта бошад. Гуянда ҳангоми нутқи объектҳои навро дохил мекунад, ки он аз ҷумлаи ҳамон навъи объектҳо мебошад:

It was **a terrible** cry.
"Ин фарёди дахшатоваре буд".

2. Артикли номуайяни таърихан аз шумораи **one** "як" пайдо шуда чун қоида бо исми шумораи танҳо, ки ашёҳои шумурдашавандари ифода мекунад, истиёмол меёбад:

He was in Dushanbe **a year** ago.
"Вай як сол пеш дар Душанбе буд".

§ 7. Истеъмол ваёфтани артикҳои забони англисӣ дар мавридҳои зерини вазъияти нутқи:

1. Ном бурдани ашёҳо (мафҳумҳо) ё нисбат додани онҳо ба ин гурӯҳи ашёҳо. Дар ин маврид ашёҳо маънои мафҳумӣ (абстрактӣ) ё шумораи зиёди ашёҳо дар назар дорад:

Do you go there **by bus, trolley-bus** or **on foot**?
"Ту ба он ҷо бо автобус, троллейбус ё пиёда мерави?"

2. Гуянда на ашёи номбаршуда, балки фаъолияти ба он вобастаро дар назар дорад. Дар ин маврид исми барои нишон додани сифати ашё ё характери ҳаракат ба қор меоянд. Ин гуна исми одатан ба таркиби ибораҳои пешоянддор ва феълӣ дохил мешаванд:

The children go **to bed** at nine o'clock.
"Кӯдакон соати нӯҳ хоб мекунад".

Шарҳ: 1. Агар пеш аз исми шумораи миқдорӣ биёяд, артикли қор фармуда намешавад: Exercise 5, page 15

2. Исми хос одатан бе артикли меоянд:

Tow Sawyer, John, England.

Аммо дар таркиби баъзе номҳо артикли муайяни меояд:

The Caucasus [ˈkɑːkəsəs], the Ukraine [juːˈkreɪn]
The Crimea [kraɪˈmiə], the Pamirs [ˌpəˈmiəz]

3. Агар пеш аз номи хонаводагӣ (фамилия) дар шакли чамъ артикли муайян ояд, он гоҳ ҳамаи аъзоёни оила дар назар дошта мешаванд:

The Karimovs went to Moscow.
"Каримовҳо (оилаи Каримов) ба Москва рафтанд".

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

But Grandmother will go with us.
"Аммо модаркалонамон бо мо меравад".

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

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

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

ҶОНИШИН

Ҷонишинҳои шахсӣ, соҳибӣ ва нафсӣ-таъкидӣ дар забони англисӣ аз рӯи шахс, шумора ва ҷинс тағйир меёбанд:

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

I gave **him** a book.
They show **me** the way.

Ман ба ӯ китоб додам. Онҳо ба ман роҳ нишон доданд.
Шакли ҷонишинҳои соҳибии my, your, her ва ғайра фақат пеш аз исмҳо истифода шуда, пас аз шаклҳои mine, yours, hers ва дигар исмҳо ҳеч гоҳ истифода намешаванд.

Ҷонишинҳои нафсӣ аз ҷиҳати синтаксис ҳама вақт бо феълҳо алоқаманд мебошанд. Дар ҷумла онҳо (ҷонишинҳои нафсӣ) олатан ба

вазифаи пуркунанда меоянд. Ҷонишинҳои нафси ба шахсе ишора мекунад, ки иҷрокунандани амал мебошад ва дар забони тоҷикӣ ба калимаҳо "худ, хеш" ва "хештан" мувофиқ меоянд.

Do it yourself!

Худат иҷро кун!

шумора шакл	шахс	шахси		соҳибӣ		нафси-таъкидӣ
		i	me	my	mine	myself
шакли танҳо	якум	you	you	your	yours	yourself
	дуҷум	he	him	his	his	himself
		she	her	her	hers	herself
	сеҷум	it	it	its	its	itself
шакли ҷамъ	якум	we	us	our	ours	ourselves
	дуҷум	you	you	you	yours	yourselves
	сеҷум	they	them	their	theirs	themselves

Ҷонишинҳои таъкидӣ низ чунин шаклҳо дошта пас аз ҷонишинҳо ва исмҳо барои таъкид кардани маънои онҳо истифода бурда мешаванд. Аз ҷиҳати маънои худ онҳо дар забони тоҷикӣ бо ҷонишини "худ" мувофиқ меоянд:

He told her **himself**.

Вай худаш ба ӯ гуфт.

Ҷонишинҳои some, any, no ва гурӯҳҳои сохтан онҳо дар намудҳои гуногуни ҷумла истифода мешаванд:

Мисолҳо:

1. They have **nothing** to eat.
2. Is there **anybody** in the room?
3. Give me **something** to put on, please.
4. Azim asked me **some** paper, but I haven't **any**.
5. Will you ask **someone** to come?

Дар забони англисӣ дар ҷумлаи инкорӣ фақат як ҳиссаи инкорӣ шуда метавонад, аз ин сабаб агар дар ҷумла ҷонишини инкорӣ "no" бошад, он гоҳ феъл дар шакли хабарӣ меояд:

Salim has **no** warm clothes. - Salim hasn't any warm clothes.

Салим либоси гарм надорад. Салим ягон либоси гарм надорад.

чумлаҳои хабарӣ	some	something	somebody	someone
чумлаҳои инкорӣ	not any	not any- thing, no- thing	anybody nobody	not anyone no one
саволҳои умумӣ	any	anything	anybody	anyone
саволҳои махсус	some	something	somebody	someone
хошиш, пурсиш	some	something	somebody	someone

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

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

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

Ҳолатро (амал) мефаҳмонад, ки аллакай иҷро шуда, натиҷаи он маълум аст:

The train **has stopped**. (And people may get into it).

I **have cleaned** the room. (And it is clean now).

Поезд истод (ва одамон метавонанд дароянд).

Ман хонаро тоза кардам (хона ҳозир тоза аст).

Pr. Perfect бо ёрии феъли ёридиҳандаи to have дар замони ҳозира ва шакли сеюми феъли асосӣ сохта мешавад.

She **has taken** the book. (She's taken the book).

We **have been** there. (We've been there).

Вай китобро гирифт.

Мо дар он ҷо будем.

Дар ҷумлаи саволӣ феъли ёридиҳанда пеш аз мубтадо меояд:

What **has he taken**?

Have you seen this film?

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

Who **has come**?

Чумлаи инкорӣ бо ёрии ҳассачаи инкории **not**, ки пас аз феъли ёридиҳанда меояд, сохта мешавад:

They **have not come** yet. (They haven't come yet).
He **has not finished** breakfast. (He hasn't finished).

§ 9. Тарзи мафъул (The Passive Voice).

The cup **was broken**. Пиёла шикаст.

Дар чумлаҳое, ки шахси иҷрокунандаи амалро номбар кардан шарт нест, ё худ ҳолате, ки аз тарафи шахси дигар ба амал омадааст, феъл дар тарзи мафъул ба кор бурда мешавад.

The windows **are opened** by the pupil on duty.

Тирезаҳо аз тарафи навбатчӣ кушода шуданд.

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

Замонҳои феълҳои тарзи мафъул мувофиқи қоидаи замонҳои феъл истифода мешаванд.

Мисол:

Present Indefinite Passive.

Olim **is wanted** to the teacher's room.

Олимро ба хонаи муаллимон чег заданд.

Past Indefinite Passive.

This house **was built** in 1985.

Ин хона соли 1985 сохта шуда буд.

She **was left** alone.

ӯро танҳо монданд.

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

Whom **was this book written** by?

Ин китоб аз тарафи кӣ навишта шудааст?

When **was this newspaper published**?

Ин газета кай чоп шудааст?

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

Who was asked many questions?

Дар ҷумлаи инкорӣ ҳиссаҳои "not" пас аз феъли ёридоханда гузошта мешавад:

They were **not asked** to come.

§ 10. Зарф (The adverb).

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

Шаклҳои сохтаи зарф бо ҳамроҳ кардани суффикси -ly сохта мешаванд:

slow-slowly, cold-coldly, beautiful-beautifully.

Дар мавриди сохтани зарф аз сифат, ки бо ҳарфи "y" ба охири мерасад, пеш аз суффикси "-ly" ҳарфи "y" ба "i" мубаддал мешавад:

happy-happily, ready-readily

Як қатор зарфҳо шаклан аз сифатҳо фарқ надоранд. Ба онҳо fast, long, far, little, much, early, late инчунин daily, weekly, friendly, ки бо ёрии суффикси -ly аз исмҳо сохта шудаанд, дохил мешаванд. Зарфҳоро аз сифат фақат аз маъни он дар ҷумла фарқ кардан мумкин аст. Зарфҳо дар ҷумла феъл ва сифатро муайян карда сифат бошад, исмиро муайян мекунад:

зарф

They did not stay **long**.

сифат

She was waiting **a long** day.

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

near

наздик

nearly

- тақрибан

late

бевақт

lately

- ба наздикӣ

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

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

strong-
пурзӯр

stronger-
пурзӯртар

strongest
пурзӯртарин

long-
дароз

longer-
дарозтар

longest
дарозтарин

Дараҷаи муқоисавии зарфҳои мураккаб, аз он ҷумла бо суффикси -ly монанди дараҷаи муқоисавии сифат бо ёрии калимаҳои **more**, барои дараҷаи муқоисавӣ ва **most** барои дараҷаи олии сохта мешавад.

brightly-
равшан

more brightly-
равшантар

most brightly
равшантарин

Як қатор зарфҳо дараҷаи муқоисавиро берун аз кондаи умумӣ месозанд ва онро азбар бояд кард:

дараҷаи одӣ	дараҷаи муқоисавӣ	дараҷаи оӣ
well badly much little far	better worse more less farther further	best worst most least farthest furthest

Масалан:

Who reads **better**, Olim or Karim?
He is the **worst** pupil in the classroom.

§ 12. Калимасозӣ

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

We dance in the park.
Her dance was very good.

Мо дар боғ рақсу бозӣ мекунем.
Рақси ӯ зебо буд.

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

book-shop - дукони китоб
well-known - машҳур, намоён
newspaper - рӯзнома
schoolgirl - толиба

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

- er (-or) worker - иҷрокунандаи амалро мефаҳмонад;
- ion (-ation) - процесс, амал ва натиҷаи амалро нишон медиҳад;

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

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

§ 15. Калимасозӣ бо ёрии префикс. Дар ин ҳолат маънои калима лугат шуда, ҳиссаи нутқ тағйир намеёбад:

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

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

re - rewrite, reopen - такрори амалро нишон медиҳад.

VOCABULARY

- Academy** [ə'kædəmi] - академия
- Academy of Science** ['saɪəns] - Академияи улум; Академия наук
- Agriculture** ['ægrɪkəltʃə] - хоҷагии қишлоқ; сельское хозяйство
- aluminium** ['ælju'mɪnjəm] - арзиз; алюминий
- among** [ə'mʌŋ] - дар байни; среди
- announcer** [ə'naʊnsə] - диктор, баранда; диктор
- area** ['eəriə] - масоҳат; площадь
- athletics** [æθ'letɪks] - варзиши сабук; атлетика
- Atlantic Ocean** [ət'læntɪk 'Oʊʃən] - уқёнуси Атлантика; Атлантический океан
- attend (v)** [ə'tend] - иштирок кардан; посещать
- attention** [ə'tenʃn] - диққат; внимание
- author** ['ɔ:θə] - муаллиф; автор
- bake (v)** [beɪk] - пухтан; печь
- barn** [bɑ:n] - анбор; сарай
- be (was, were, been)** - будан, шудан; быть
- be born** [bɔ:n] - таваллуд шудан; родиться
- begin (began, begun)** - сар кардан; начинать
- believe** [bi'li:v] - бовар кардан; верить
- basin of broth** ['beɪsɪn əv 'brɒθ] - як коса шӯрбо; чашка супа
- bicycle** ['baɪsɪkl] - велосипед
- bookstand** ['bʊkstænd] - ҷевони китоб; книжный шкаф
- border on** ['bɔ:dəŋ'ən] - ҳамсарҳад будан; граничить с
- bound** ['baʊnd] - пайваст будан; связанный
- boxing** ['bɒksɪŋ] - бокс
- bread-baking** ['bred 'beɪkɪŋ] - заводи нонбарорӣ, нонвойхона; пекарня
- break (broke, broken)** [breɪk brəʊk brəʊkn] - шикастан; ломать
- bronze** [brɒnz] - биринҷӣ; бронзовый
- buy (bought, bought)** ['baɪ 'bɔ:t 'bɔ:t] - харидан; покупать
- canal** [kə'næl] - наҳр; канал
- capital** ['kæpɪtl] - пойтахт; столица
- capitalist** ['kæpɪtəlɪst] - сармоядор; капиталист
- catch (caught, caught)** ['kætʃ 'kɔ:t 'kɔ:t] - гирифтан; ловить
- care** [keə] - ғамхорӣ; забота
- changeable** ['tʃeɪndʒəbl] - тағйирёбанда; изменчивый
- cheese** [tʃi:z] - панир; сыр
- chemical** [kemɪkəl] - кимиёвӣ, химиявӣ; химический
- climate** ['klaɪmɪt] - иқлим; климат
- coach** [kəʊtʃ] - муаллими варзиш; тренер
- coal** [kəʊl] - ангишт; уголь
- collect** [kə'lekt] - ҷамъ кардан; собирать
- competition** [kəmpe'tɪʃn] - мусобиқа; соревнование
- cool** [ku:l] - салқин, серун; прохладный
- connect** [kə'nekt] - пайвастан; соединять
- cotton-cleaning plant** ['kɒtn kli:nɪŋ 'plɑ:nt] - заводи пахтадозакунӣ; хлопкозавод
- cotton-picking machine** ['kɒtn pɪkɪŋmə'ʃɪn] - мошини пахтачинӣ; хлопкоуборочная машина
- cover** ['kʌvə] - пушидан, пушондан; покрывать
- cow** [kaʊ] - гов; корова
- crop-growing** ['krɒp 'grəʊɪŋ] - ғаллакорӣ; выращивание зерна
- cure** [kjʊə] - табобат кардан, дору; лекарство, лечить
- dark** [dɑ:k] - торик; темный
- develop (v)** [dɪ'veləp] - таракқи додан; развивать
- distance** ['dɪstəns] - масофа; расстояние
- different** ['dɪfərənt] - гуногун; различный

district ['distrikt] - нохия, махалла; район
dizzy ['dizi] - сар
чархзани; головокружение
do (did, done) [dʌn] - ичро кардан; делать
dressmaker ['dres,meikə] - дузанда, либосдӯз; портной
drink (drank, drunk) ['drɪŋk 'dræŋk 'drʌŋk] - нӯшидан; пить
drive (drove, driven) [draɪv drouv drivn] - рондан; ехать
east [i:st] - шарк; восток
eastern ['i:stən] - шаркӣ; восточный
eat (ate, eaten) [i:t et 'i:tən] - хӯрдан; есть
either ['aɪðə] - хам (ин ё дигар); каждый из
end in a draw [drɔ:] - мусовӣ тамом шудан; закончить вничью
educational [,edju:'keɪʃənəl] - таълимӣ; образовательный
England ['ɪŋɡlənd] - Англия
electrical engineering [i'lektrikl, ,endʒi'niəriŋ] - электротехника
even [i:vən] - хатто; даже
examine [ɪg'zæmɪn] - имтихон; экзамен
ex-champion [eks'tʃæmpiən] - чемпиони собик; экс-чемпион
fair [feə] - зебо; красивый
fall (fell, fallen) ['fɔ:l 'fel 'fɔ:lən] - афтидан; падать
favourite ['feɪvərɪt] - дӯстдошта; любимый
feed (v) [fi:d] - хӯронидан; кормить
(to be) founded ['faundɪd] - бунёд кардан; быть обоснованным
fencing ['fensɪŋ] - шамшербозӣ; фехтование
fight (fought, fought) ['faɪt 'fɔ:t 'fɔ:t] - мубориза бурдан; бороться
figure skating ['fɪɡə 'skeɪtɪŋ] - ракси рӯи ях; фигурное катание
find (found, found) [faɪnd 'faund 'faund] - ёфтан; находить
forget (forgot, forgotten) [fə'get fə'gɒt

fə'gɒt] - фаромӯш кардан; забывать
fountain ['fauntɪn] - фаввора; фонтан
(to be) full of - пур будан; быть полным
gallery - нигористон; галерея
get (got, got) - ба даст овардан, гирифтан; получать
give (gave, given) - додан; давать
go (went, gone) - рафтан; идти
go in for sports - ба спорт машғул шудан; заниматься спортом
go inside - ба дарун даромадан; войти
gold - тилло; золото
great - бузург; великий
Great Britain - Британияи кабир; Великобритания
grain - дона, тухм, дон; зерно
grocer's shop - магазини (дукони) хӯрокворӣ; продуктовый магазин
grow (grew, grown) - рустан; расти
harvest ['hɑ:vɪst] - ҳосил; урожай
have a cold in the head - шамол хӯрдан; простудиться
heart [hɑ:t] - дил; сердце
hobby ['hɒbi] - кори дӯстдошта; хобби, увлечение
hook [hʊk] - шаст; крючок
Honoured Master of Sports - устои шостваи спорт; заслуженный мастер спорта
hope - умед; надежда
hydropower station - стансияи барқии (электрикии) обӣ; гидроэлектростанция (ГЭС)
ice cream - яхмос; мороженое
I am running a high temperature - ман харорати баланд дорам; у меня высокая температура
important - муҳим; важный
include - дар бар гирифтан; включать
industry - саноат; индустрия
light and heavy industry - саноати сабук ва вазнин; легкая и тяжелая промышленность
interfere - даҳолат кардан; вмешиваться

irrigation system - шабакаи обёрӣ;
орошительная система
island - ҷазира; остров
kind of sports - намудҳои варзиш;
виды спорта
king - шох; король
library ['laɪbrəri] - китобхона;
библиотека
librarian [laɪ'brerɪən] - китобдор;
библиотекарь
lie (lay, lain) [laɪ leɪ leɪn] - воқеъ
будан; лежать
long ago ['lɔŋ ə'gəʊ] - қайҳо, қим-қай,
қайҳо боз; давно
lose (lost, lost) ['lu:z 'lɔst 'lɔst] - гум
кардан; терять
lot of sunshine ['sʌnʃaɪn] - офтоби аз
ҳад зиёд; много солнца
main branches ['meɪn 'brɑ:ntʃɪz] -
соҳаҳои асосӣ; основные отделы
mark [mɑ:k] - баҳо; оценка
match [mætʃ] - вохурӣ, мусобиқа;
матч
means of transport ['mi:nz əv
'trænspɔ:t] - воситаҳои нақлиёт;
средства транспорта
metal-working ['metəl 'wɜ:kɪŋ] -
оҳангарӣ; работа по металлу
milk (v) [mɪlk] - шир; молоко
mild [maɪld] - нарм; мягкий
modern ['mɔ:ðən] - ҳозиразамон;
современный
monarchy ['mɔ:nɑ:kɪ] - ҳокимияти
мутлақ; монархия
monument ['mɒnjumənt] - ҳайкал,
ёдгори; памятник
motor-cycle ['məʊtə,sɑɪkl] - мотосикл
multinational ['mʌlti'næʃənl] -
сермишлат; многонациональный
nature ['neɪtʃə] - табиат; природа
natural resources ['nætʃrəl rɪ'sɔ:sɪz] -
сарватҳои табиӣ; природные
богатства
noiseless ['nɔɪzlis] - бесадо, беовоз;
бесшумно
north [nɔ:θ] - шимол; север
northern ['nɔ:ðən] - шимолӣ; северный

Northern Ireland ['nɔ:ðən 'aɪələnd] -
Ирландияи Шимолӣ; Северная
Ирландия
novel ['nɒvəl] - роман
nowadays ['naʊədeɪz] - ҳозир; сейчас
nurse [nɜ:s] - доя; няня
Opera House ['ɒrəgə 'haʊs] - театри
опера; театр оперы
others ['ʌðəz] - дигарон; другие
palace ['pælɪs] - қаср; дворец
parts of the world ['pɑ:tsəvðə 'wɜ:ld] -
тарафҳои олам; части света
pay [peɪ] - пардохтан; платить
Passive Voice ['pæsɪv 'voɪs] - тарзи
мафъул; страдательный залог
place [pleɪs] - ҷой; место
places of interest ['pleɪsɪz əv 'ɪntrɪst] -
ҷойҳои тамошубоб;
достопримечательности
plane [pleɪn] - ҳавопаймо; самолет
play (n) - намоиш, бозӣ кардан;
играть
play the guitar ['pleɪ ðə ɡɪ'tɑ:] - гитара
навоختан; играть на гитаре
play the piano ['pleɪ ðə 'pjænəʊ] -
пианино навоختан; играть на
пианино
poem [pəʊɪm] - достон; поэма
poet [pəʊɪt] - шоир; поэт
politechnical ['pɒli'teknɪkl] -
политехникӣ; политехнический
population [ˌpɒpju'leɪʃən] - халқ; народ
power is limited ['paʊəɪz 'lɪmɪtɪd] -
ҳокимият маҳдуд аст; власть
ограничена
price [praɪs] - арзиш; цена
profession [prə'feɪʃn] - касб; профессия
pub [pʌb] - майхона; пивная, кабачок
puppet theatre ['pʌpɪt 'θiətə] - театри
лӯхтак; театр кукол
queen [kwɪ:n] - малика; королева
quite ill [kwaɪt ɪl] - тамоман қасал
бемор; совершенно больной
radio repairing ['reɪdɪəʊ rɪ'reərɪŋ] -
таъмири радио; ремонт радио
railway ['reɪlweɪ] - роҳи оҳан;
железная дорога

region ['ridʒən] - минтақа; регион
rich ['ritʃ] - бой, бадавлат; богатый
to be rich in - (аз) бой будан; быть богатым
run (ran, run) ['rʌn 'rʌn] - давидан; бежать
sausage ['sɔ:sidʒ] - хасиб; колбаса
save (v) [seiv] - начот додан, халос кардан; спасать
seaport [si:pɔ:t] - бандари бахрӣ; морской порт
see (saw, seen) [si: 'sɔ: 'si:n] - дидан; видеть
score (n) ['skɔ:] - хисоб; очко
score (v) ['skɔ:] - гол задан; забить гол
ship [ʃip] - киштя; корабль
by ship [baɪ 'ʃip] - бо киштя; на корабле
show solidarity [ʃou'soli'dæriti] - якдилӣ изхор кардан; быть солидарным
Siberia [saɪ'biəriə] - Сибирь
sick [sik] - касал; больной
silk-spinning combine ['silk 'spiniŋ kəm'beɪn] - корхонаи абрешимресӣ; шелкокомбинат
silkworm rearing ['silkwɔ:m 'riəriŋ] - пидлапарварӣ; разведение шелкопряда
silver ['silvə] - нукра; серебро
since [sɪns] - то хол; с тех пор
snub [snʌb] - пучукбинӣ; вздернутый (о носе)
skating ['skeitiŋ] - конкибозӣ, яхмолакпарӣ; катание на коньках
skiing ['skiɪŋ] - лыжабозӣ, лыжатошӣ; катание на лыжах
skilful ['skilful] - бомахорат; мохир; искусный
sometimes ['sʌmtaɪmz] - баъзан, гоҳ-гоҳ; иногда
south [sauθ] - чануб; юг
sothern ['sʌðən] - чанубӣ; южный
speak (spoke, spoken) [spi:k 'spouk 'spoukn] - гап задан; говорить
speed skating ['spi:d 'skeitiŋ] -

конкитозин босурьат; скоростной бег на коньках
sport team ['spɔ:t 'ti:m] - дастан спортӣ, дастан варзиш; спортивная команда
square ['skweə] - майдон; площадь
stadium ['steɪdiəm] - стадион
still [stil] - холо; все еще
surround [sə'raʊnd] - иҳота кардан; окружать
tablet ['tæblit] - дору; таблетка
take (took, taken) [teɪk tuk teɪkn] - гирифтан; брать
take place [teɪk pleɪs] - гузаронидан, воқеъ шудан; иметь место
Teacher's Training Institute - Донишгоҳи омӯзгорӣ; педагогический институт
tasty ['teɪsti] - бомаза; вкусный
temperature ['temprɪtʃə] - ҳарорат; температура
Thames [temz] - дарён Темза; река Темза
textile combine ['tekstail kəm'beɪn] - комбинати бофандагӣ; текстилькомбинат
throat [θrəʊt] - гулӯ; горло
tinned fish ['tɪnd 'fiʃ] - гӯшти моҳии консервшуда; рыбные консервы
together [tə'geðə] - якҷоя; вместе
train [treɪn] - қатор; поезд
trip [trip] - саёҳат; поездка
union ['ju:njən] - иттифок; союз
valley ['væli] - водӣ; долина
very likely ['veri 'laikli] - монанд; подобно
Wales [weɪlz] - Уэлс
wait for ['weɪt fə] - интизорӣ кашидан; ждать
watch ['wɔ:tʃ] - тамошо кардан; наблюдать
waterpolo ['wɔ:tə 'pɔ:ləʊ] - ватерпол; водное поло
waterpool ['wɔ:tə'pu:l] - хавз; бассейн
waterway ['wɔ:tə'wei] - роҳи обӣ; водный путь

weak [wɪk] - суст, занф, камқувват;
слабый
welcome ['welkʌm] - хуш омадел;
добро пожаловать
west [west] - гарб; запад
western ['westən] - гарбӣ; западный
win a cup [wɪn ə'kʌp] - соҳибӣ кубок

шудан; выиграть кубок
wrestling ['reslɪŋ] - гуштингирӣ;
борьба
write (wrote, written) [raɪt raʊt rɪtɪn] -
навиштан; писать
(by) yourself [baɪ jɔ:'self] - худат;
самой, вами

READER

A SAD STORY¹

Three men arrived in New York for a holiday. They went to a very large hotel and took a room there. Their room was on the forty-fifth floor.

In the evening the three men went to the theatre and came back to the hotel very late.

"I am sorry", said the man on duty at the hotel, "but our lifts are not working tonight. If you do not want to walk up to your room, you will have to sleep in the hall²".

"No, no," said one of the three men, "no, thank you! We do not want to sleep in the hall. We shall walk up to our room".

Then he turned to his two friends and said, "It is not easy³ to walk up to the forty-fifth floor, but I think I know how to make it easier. I shall tell you some jokes⁴, then you, Andy, will sing us songs⁵, then you, Peter, will tell us an interesting story".

So they began to walk up to their room. Tom told them many jokes, Andy sang some songs. At last they came to the thirty-fourth floor. They were very tired.

"Well," said Tom, "now it is your turn, Peter. Tell us a long and interesting story with a sad ending". "I shall tell you a story," said Peter. "It is not long, but it is sad enough⁶. We have left the key to our room in the hall".

¹ A sad story - ҳикояи гамангез; печальная история

² hall - кабулгоҳ; приёмная

³ to be easy - осон будан; доступный

⁴ jokes - ҳаҷв, ҳазл, юмор

⁵ sing a song - суруд хондан; петь

⁶ to be enough - ба қадри қофӣ; достаточный

Answer the questions.

1. Why did the three men arrive in New York?
2. On what floor was their room?
3. What did they find when they came back to the hotel?
4. Did they sleep in the hall?
5. What did one of them say?
6. What did Peter tell them?
7. Where have they left the key? _____

NOW IT'S YOUR TURN TO WHISTLE

One day Jack and his father went to see Jack's grandfather. In the train Jack put his head out of the window every minute. His father said, "Jack, don't put your head out of the window".

But Jack went on putting his head out of the window. Then the father took Jack's cap, put it behind his back and said, "You see, your cap has blown¹ away". Jack began to cry. He wanted to have his cap back. His father said, "Well, whistle², your cap will come back". Jack went to the window and whistled. The father put quickly the cap on Jack's head.

"Oh! How interesting!" Jack said, very pleased. He quickly took his father's hat and threw³ it out of the window.

"Now it's your turn⁴ to whistle, Dad!" he said.

Answer the questions.

1. Where did Jack and his father go one day?
2. What did Jack do every minute?
3. Did he listen to his father?
4. What has happened to Jack's cap?
5. Why did Jack say "Now it's your turn to whistle"? _____

¹ has blown - паридя рафт; влететь

² to whistle - хуштак кашидан; свистеть

³ to throw (thrown, threw) - партофтан; бросать

⁴ turn [tɜ:n] - навбат; очередь

SHE WANTED TO BUY THE ZOO

A rich¹ woman came to London one day. She had three children - two boys and a girl. They ran and jumped and shouted all day. They never² did what their mother wanted them to do. Then they were in London, the children said to their mother.

"Take us to the Zoo! Take us to the Zoo!" The mother took them to the Zoo. They looked at the animals³, and they had a nice time. They liked the Zoo. In the evening they said to their mother: "You are rich. Buy the Zoo for us".

"All right", the woman said.

In the morning they all went to the Zoo again and mother asked the Zoo people:

"How much does it cost?" "My children like it. I want to buy it for them".

The Zoo people did not like the woman. They did not like her children.

And they said:

"We can't sell the Zoo. We can't sell the animals. But we can buy your children for the Zoo!"

Answer the questions.

1. Where did the rich woman come with her children?
2. Did her children listen to her?
3. Where were they in London?
4. What did they want?
5. What did the Zoo people say to them? _____

THE FIVE LOAVES OF BREAD

Once¹ there was a man who went to the bazaar⁴ every day. He always went there at the same time, and he always bought five loaves of bread. One of his friends saw him every day with his five loaves of bread. At last he stopped the man and said, "I meet you

¹ rich - бой, бадавлат; богатый

² never - ҳеч гоҳ; никогда

³ animals - ҳавонот; животные

⁴ How much does the Zoo cost? - боғи ҳавонот чанд пул менстад?; сколько стоит билет в зоопарк?

¹ once - рӯзе, замоне; однажды

⁴ the bazaar - бозор; рынок

every day, and I always see you with five loaves of bread. Why do you always buy five loaves and not six or four?" "My wife and I eat one loaf", answered the man, I lend two and with the other two I pay my debt¹.

"I'm sorry, I don't understand," said the friend.

"Well, in other words my wife and I eat one loaf, I give two to my sons and daughters, and two to my parents".

Answer the questions.

1. What did the man do at the bazaar every day?
2. What did his friend say to him?
3. Why did he buy five loaves of bread every day?
4. Whom did he give bread?
5. Do you like the man's idea? _____

MR. BROWN AND BLACKIE

Mr. Brown had a dog. The dog's name was Blackie. Mr. Brown wanted his dog to learn to do tricks². He took a stick³ and threw⁴ it. Blackie ran for the stick and brought it back⁵ to Mr. Brown. Mr. Brown threw the stick into the river and said:

"Blackie, run and bring me the stick!"

But Blackie did not run for the stick. He stopped at the river. Then he looked at Mr. Brown.

Mr. Brown said again:

"Run, Blackie, run! Bring the stick!"

But Blackie did not run. Mr. Brown could not understand why his dog did not jump into the water. Blackie was not afraid of water. He liked to swim in the river.

Then Mr. Brown saw another dog, a big white dog in the water. He had Mr. Brown's stick in his mouth. The white dog came out of the water and ran to a boy near the river.

The boy said:

¹ debt - карз; долг

² to do tricks - найрангбозй кардан; проделывать трюки

³ stick - чуб, хичча; палка

⁴ to throw [θrou] - партофтан; бросать

⁵ back [bæk] - ба қафо; назад

"No, Whitey, that's not your stick." He took it from the dog.

"Now go back into the water and bring your stick. Go, Whitey, go!" The boy went up to Mr. Brown and said:

"I am sorry, my dog took your stick. Here it is".

Answer the questions.

1. What did Mr. Brown want his dog to learn?
2. What did he do? How did he teach his dog?
3. Where did he throw his stick?
4. Why didn't Blackie jump into the river?
5. What did the other dog do?

FOOTMARKS

Part one (by H. G. Wells)

I ran along the street. It was a bright day in January, but very cold. The streets were dirty and wet². I was cold and unhappy now. The people could not see me, they did not know where I was. I was an invisible man³ without clothes, boots or over a hat. Clothes were visible to I could not put on clothes. And I was afraid of crowd⁴. So, of course, they stood on my feet and pushed⁵ me with their hands or the things which they had in their hands. They knew that something which they could not see, was near them, and they tries to find it. Once they almost caught⁶ me.

Suddenly a little white dog ran out of a house and came almost up to me. It could not see me, but it knew that somebody was there. It began to jump and bark at me, I could see and I was afraid of it. So I turned round the corner into another street and the dog ran after me. But there were so many people in the street that I didn't know what to do. The crowd was in front of me, and behind me was the dog. Then at last I saw where to go. I ran up to the white steps⁷ of a house and stood there. "I shall wait here, the people will soon pass" I thought.

¹ footmarks - изи пої; следи

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

³ invisible man - одами ноаён; невидимка

⁴ crowd [kraud] - гўди; толпа

⁵ push - тела додан; толкнуть

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

⁷ steps - зинапоя; ступеньки

I turned and looked at the dog. It stopped and ran home. I looked at the people as they passed. Nobody could see me, of course, I was invisible. I was not so unhappy now, but I was very cold and I wanted to go home, where it was warm and dry.

Suddenly I saw two small boys near the steps.

"Do you see them?" said one.

"See what?" said the other.

"Those footmarks. You make footmarks like that when you walk on wet ground without shoes or stockings".

I looked down and saw my footmarks on the clean white steps.

"Somebody without shoes or stockings has gone up those steps", said the first boy, "and he hasn't come down".

"Look, Ted", said the smaller boy suddenly. "What's that?"

"Is it a foot?"

I looked down. My feet were wet and dirty, and because they were wet and dirty, they were almost visible.

Answer the questions.

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

FOOTMARKS

Part two

"What shall I do?" I thought. "They will find me now!" "It's like a foot", said the bigger boy, "but it's not a foot". And he put out his hand and began to walk up the steps. A man stopped: "What are you trying to catch?" he asked. Then a girl stopped; then a woman with a child then two more women and two men.

The boy's hand was almost at my foot. At last I saw what to do. I jumped over the wall to the steps of the next house. But the smaller boy saw my feet.

'bark [bɑ:k] - лаять; лаять

"The feet have gone over the wall", he said. The boys ran round to the steps of the next house and saw my new footmarks as I ran down the steps into the streets. "What's the matter?" somebody asked. "What has happened?" "Feet! Feet! Look! They are running", said the boys. "They have gone to the other side of the street".

There were not many people in the street now. Only two or three of them heard the boys and turned round to look.

The next moment I was off¹ down the street with six or seven people after me. I was very much afraid of them. I ran from one street to another: three times I crossed² to the other side.

Soon my feet became hot and dry. I cleaned them with my hands, and they were invisible again. This was a lesson to me. I must never be wet or dirty. "If I am wet and dirty", I thought, "I shall be visible". Soon after that I found that I was visible when I ate³ something or when I drank tea or milk. I had to drink only water and eat nothing if, I wanted to stay invisible.

Answer the questions.

1. What did the bigger boy do when he saw something like a foot?
2. How did the invisible man get to the steps of the next house?
3. How did he run away from the people?
4. What did he do when his feet became hot and dry?
5. What did he understand after that?
6. Do you like the story? Why? _____

A LACONIC ANSWER

The city of Sparta was in Laconia, so people sometimes gave the Spartans the name Lacons. The Lacons never spoke much, and they taught their children not to use more words than they needed. "If you listen more and speak less", they said, "you will learn many things. People that talk too much are usually not very clever!" So, it became a tradition in Laconia to try to use less words. And even now we say that an answer in not many words is a laconic answer.

¹ I was off - давида мегурехтам; я убежал

² cross - аз куча гузаштан; переходить

³ eat (ate, eaten) - хурдан; есть, кушать

Philip, the king of Macedonia, hoped to become the king of all Greece. He took city after city, until he came to Laconia. When he was already near Sparta, he sent a letter to the Spartans. "My army is the biggest, and my soldiers are the strongest in the world", he wrote. "And the highest city walls cannot stop them. You must open your doors to me. If you refuse, there will be a war, and if I win, all of you will die. Send your answer to me before I come to Sparta!"

After some days the brave Spartans sent Philip an answer. When Philip opened the letter, he found only one word in it. That word was "If".

- 1 **Laconic** [lə'kɒnik]
- 2 **Spartans** ['spɑ:tənz]
- 3 **Lacons** ['leikənz]

- Laconia** [lə'kɒniə]
Philip ['fɪlɪp]
Macedonia [mækə'dɒniə]

Answer the questions.

1. What did the Lacons teach their children?
2. What did Philip write in his letter to the Spartans?
3. What was the answer to his letter?
4. Do you like the answer? _____

HE MUST SWIM FOR HIS CLOTHES

One day a teacher read an interesting story to his class. It was a story of a man who swam a river three times¹ before breakfast. All the pupils listened to the story, but nobody asked any questions and nobody said anything about it.

But Johnny, one of the pupils, thought a little and smiled. The teacher thought to himself, "Something is wrong with my story". Then he decided² to ask Johnny a question.

"Do you think that a good swimmer could not do that?" asked the teacher.

"No", answered Johnny. "I think that many people could do that. But why didn't he make it four times? Why didn't he get back³ to the side where his clothes were? He swam away from his clothes, didn't he?"

¹ **swam a river three times** - се маротиба шинно карда гузаштан; перешлыл реку три раза

² **decide** - қарор додан, ба як қарор омадан; решить, принимать решение

³ **get back** - бардоштан; вернуться

"Well," answered the teacher. "The story tells only about a man who swam a river three times. It doesn't say anything about his clothes".

Then the teacher said to class. "You see, children, Johnny showed us that sometimes it is very good to think about what you have read or heard".

Answer the questions.

1. What was the teacher's story about?
2. Why did Johnny smile?
3. What was his answer to the teacher's question? _____

HOW TO BECOME STRONG

One morning Aram sees in a newspaper the picture of a big man whose name is Strongford. Under the picture there are the words: "I can teach you how to become the strongest man in the world".

Aram always wanted to become the strongest boy in the town. So he cuts out the picture. He sends a letter with his address and name to Mr. Strongford on New York.

Soon an answer comes. It is a nice friendly letter. Mr. Strongford says that he will tell Aram how to become so strong. But his secrets cost twenty dollars.

Aram has no money. It is true that he sells newspapers every day after school, but the money he gets is for food and clothes. He does not answer the letter because he does not know how to explain to Mr. Strongford that he has no money. Friendly letters from New York arrive every week all through the winter and wpring. In his letters Mr. Strongford calls Aram a clever boy. This makes Aram happy. But in every letter Mr. Strongford also asks for money. The sum is smaller now, but it is still too big for Aram.

In the end Mr. Strongford writes that he has decided to teach all his secrets to a clever boy like Aram for only three dollars. Aram tells his uncle about Mr. Strongford. His uncle is sure that the man does not know any secrets. He says that Aram is a foolish boy. Still he gives Aram three dollars. He sends them to Mr. Strongford at once.

A few days pass and Aram gets a letter with Mr. Strongford's secrets. But there is nothing new in them. He tells Aram to get up early in the morning, to go in for sports, to go for long walks and to eat lots of fruit and vegetables.

to cut - буридан
to cost - арзидан
true - дуруст, рост

explain - фаҳмонда додан
sum - пул, маблағ
foolish - ахмак, нодон

Answer the questions.

1. What does Aram see in the newspaper?
2. What does he do with the picture?
3. How much do the secrets cost?
4. What are the secrets?

THE GOLDEN ARROW

Legends about Robin Hood have been well known in England for centuries. He was the hero of the poor people and he always helped them. When the sheriffs took the poor people's money, and the king's soldiers took their food, Robin Hood took money and food from the rich and gave it to the poor. When any poor man was in danger, he could run to the great forest where Robin Hood lived. And the soldiers were afraid to follow anybody into the forest.

At last the sheriff of Morthampton, Robin Hood's greatest enemy¹, thought of a plan to make Robin Hood come out of the forest. "We'll have a competition²", he said. "Whoever can shoot an arrow farthest and best will receive a golden arrow³ as a prize⁴. I am sure Robin Hood will come to the competition. And though we never have seen him, we know that he has a bright green coat".

On the day of the competition, hundreds of people came to Northampton from all the little towns near the city. The sheriff and his men looked everywhere, but there was nobody there in a bright green coat. At the end of the competition, the sheriff gave the golden arrow to the winner - a strong young man in a red coat.

That night somebody shot an arrow into the sheriff's window. There was a paper round the head of the arrow, with these words on it: "Robin Hood thanks the sheriff for the golden arrow".

Answer the questions.

1. Who was Robin Hood?

¹ enemy [ˈeniːmi] - душман; враг

² a competition [ˌkɒmpɪˈtɪʃn] - мусобиқа; соревнование

³ golden arrow [ˈɡoʊldən ˈæroʊ] - пайкони заррин; золотая середина

⁴ prize [praɪz] - мукофот; приз

2. Why were the soldiers afraid of him?
3. What was the sheriff's plan?
4. Whom did the sheriff give the golden arrow? _____

JANE EYRE

(by Charlotte Bronte)

Part I

(Jane Eyre was an English girl. She was ten. She had no father or mother and she lived with her uncle Mr. Reed's family. She was a very nice girl, but Mrs. Reed and her children did not like her. Mrs. Reed asked Mr. Brocklehurst to take Jane at his school. Here are some stories about her life).

"John Reed is my cousin", says Jane Eyre. "He lives with his mother and his two sister in a very large house. I have neither parents nor sisters or brothers and I live in Mrs. Reed's family. John is a schoolboy. He is fourteen years old and I am ten. I am not a schoolgirl and I have no idea what school is. John is large and plump and I am small and thin. He eats a lot of meat and bread, many cakes and sweets. But his cheeks are very pale. He does not like to go for walks and he looks ill. He does not love either his mamma or his sister. He only loves himself. John beats me many times a day. John wears nice clothes: a white shirt, dark trousers, a jacket and a scarf. My dresses and stockings are of dark colour, I have no nice dresses at all. John is very happy and I am not happy at all.

Part II

Mrs. Reed always ways that I'm a bad girl and she does not want to see me. One day she tells me to go to the Red Room. The Red Room is a very large room with high ceilings and two large windows in it. There are dark red curtains on the windows. The bed is made of red wood. It stands in the middle of the room. The carpets on the floor and on the walls are red, too.

There is a table by the bed with a red table-cloth on it. The wardrobe, the dressing-table, the piano, the chairs, and the arm-chairs are made of red wood, too. There is a clock on the wall and a large picture of my dear uncle hangs on the wall. Only the pillows on the bed are white.

Part III

It is autumn. The day is grey and cold. It is twelve o'clock in the afternoon. Mrs. Reed says again that she does not want to see me. Then she tells the servant to take me to the Red Room. The woman takes me by my hand and we go along the corridor to that room. It is far from the other rooms and from the kitchen. The woman opens the door and takes me into a very large cold room. She tells me to sit down on the chair and sit still. Then she goes out and leaves me in the dark room. I sit down on the chair by the cold fireplace and look to the left and then to the right. In front of me is the bed. To the left there are two windows, to the right there is a high dark red wardrobe. A very large mirror stands between them. I am cold. I stand up and go to the door, but it is shut. I am afraid. I come back to my chair and sit down. I think of my good uncle, Mr. Reed, who is dead now. I begin to cry. It is half past four. The afternoon is grey. It is raining. My head is hot. I am cold and ill.

Answer the questions.

1. Why does Jane live with Mrs. Reed?
2. Do they love her?
3. Where does Mrs. Reed always send Jane? _____

WHAT IS WINTER?

One day Radj, an Indian boy of four, went up to his father and asked, "Father, what is winter?"

"Winter... Winter... It is winter when everything is white with snow: the trees, the houses, the streets, the fields and meadows and the woods. In winter the rivers, lakes and seas become ice and..." Here Radj stopped his father and said, "And what is snow? And what is ice?"

Radj's father did not know how to answer.

"Well, my boy, snow, ice... Snow is white and cold. Ice is white-blue and cold too".

Radj did not understand his father and asked again.

"Father, but what is cold? I don't know what cold is".

Again Radj's father had to think how to answer.

He said, "Cold is... cold is cold".

Radj's father did not know how to explain to his little son what winter is, because it is never cold in India, it is always hot there, and even in winter it is very warm.

Answer the questions.

1. What did Radj ask his father one day?
2. Could his father answer Radj's question?
3. Why couldn't he answer? _____

MEDICINE FOR A HEADACHE

People go to the chemist's shop to buy medicine. They bring the medicine home and take it when they or other members of the family are ill. This story is about an Englishman who looked for some medicine but could not explain well that he wanted.

One day a man went into a chemist's shop. He saw the chemist and asked him, "Have you anything for a headache?" The chemist said, "I have a very good medicine". Then he took a small bottle from a shelf. He held it under the man's nose and opened it. The man did not like it because tears came to his eyes and ran down his face. He could not speak and he did not like the medicine. "What did you do?" he said when he could speak again. "Well, I didn't do anything bad", said the chemist. "You wanted something for your headache, didn't you? That medicine has helped you, hasn't it?" "No, it hasn't", said the man. "It's my wife that has the headache, not me!"

"Oh, I'm so sorry!" said the chemist. "Next time please tell more about the medicine you want. And I'll ask you more questions before giving you something".

Answer the questions.

1. Why do people go to the chemist's shop?
2. What did the Englishman want to buy?
3. What did the chemist do?
4. Whom did the Englishman want to buy the medicine for? _____

A STORY ABOUT JOSEPH TURNER

Joseph Turner was a great English painter. He has a dog and liked him very much. One day the dog fell down and broke his leg. Turner sent for a doctor. He didn't want a veterinary and sent for the best surgeon¹ in London.

When the doctor came, Turner said: "Doctor, I am glad you come. My dog has broken a leg. I know that you are too great a doctor for this work, but, please, do it. It is so important for me". The doctor was angry² but didn't show it. Next day the surgeon asked Turner to come to his house. "It must be about my dog that the doctor wants me to see", thought Turner. When Turner came to the doctor's house, the doctor said, "Mr. Turner, I'm so glad to see you. I want to ask you to paint my door, I know you are too great a painter for this work, but, please, do it. It is so important for me".

Answer the questions.

1. Why did Joseph Turner send for a doctor?
2. What did he say to the surgeon?
3. Was the surgeon angry? Why?
4. What did the surgeon ask Turner to do when he came to his house?

THE POOR CAT

An Englishman had a cat which he loved very much. He ordered the cook to give the cat a pound of meat every day, but the cat grew thinner and thinner³.

One morning the man noticed that the poor cat was a shadow of its former self. He called the cook and asked: "Do you give the cat its pound of meat every day?" "Of course I did", the cook answered. The cat's owner didn't believe him. "You are lying", he said, "you put the money in your own pocket or you eat the meat yourself, you, greedy dog. Bring me the scales⁴ and we shall see!" They weighed⁵ the cat. It was just one pound.

¹ surgeon - чаррох; хирург

² to be angry - какр кардан, дар ғазиб шудан; сердиться

³ thinner - доғартар мешуд; худеть

⁴ scales - тарозу; весы

⁵ to weigh - бар кашидан; взвешивать

"There" said the cook, "you can see now that I gave him his pound of meat". "Well", said the man, "if that is the pound of meat where is the cat then?"

Answer the questions.

1. What did the Englishman order the cook?
2. What happened to the cat?
3. Did the cook eat the meat himself? _____

MIDAS¹

Once there lived a king whose name was Midas. He was very fond of² gold, he loved it better than anything else in the world, except his daughter. Once when he was engaged³ in counting his money a stranger⁴ came into the room and said: "Midas, you are the richest man in the world. And are you happy?" "No, I am not", answered Midas, "I shall never be happy until everything I touch becomes gold". "You will have what you wish!" said the stranger. The next morning when Midas was dressing⁵, his clothes turned into gold. He sat down to have breakfast. His daughter was besides him. Midas put his cup to his mouth, the coffee became hard and yellow. He was afraid of it. "What's the matter with you, Father?" asked his daughter and ran to her father and took his hand, but she also turned to gold. "Now I have lost my daughter", cried Midas. Suddenly he heard the stranger's voice: "Midas, what do you want now: gold or your daughter?" "Give me back my child! I shall never want gold again", answered Midas. "Go to the river and bring some water and pour it over your daughter". Midas did everything the stranger told him and his daughter returned to life. Midas understood that gold was not the most important thing in the world.

Answer the questions.

1. What was Midas fond of?

¹ **Midas** - подшохи Осиён Хурди кадим; царь древней Малой Азии

² **to be fond of** - дӯст доштан; любить

³ **to be engaged in** - банд будан; заниматься

⁴ **stranger** - ношинос; незнакомец, посторонний человек

⁵ **was dressing** - либос мепӯнид; был одет, оделся

2. What did the stranger tell him?
3. What happened to Midas one morning?
4. Did he want more gold? _____

ELIZA RUNS AWAY WITH HER SON

By Harriet Beecher Stowe

Part One

Mr. Shelby had a large plantation and many slaves*, but he never had enough money. So he had to ask people to lend him some. A man whose name was Haley often lent him money. Year after year passed, but Mr. Shelby could not pay his money back.

One day Haley came to Mr. Shelby's house and said, "If you don't pay back my money, I will take your house and slaves from you and sell them".

Mr. Shelby sold everything he could, but even then there was not enough money, so he had to give Haley some slaves. Haley wanted to take a slave whose name was Uncle Tom and a little slave boy whose name was Harry. Harry was the child of Eliza, a slave who worked for Mrs. Shelby in the house. Mr. Shelby did not want to give Uncle Tom and Harry to Haley, but he had to as he was in Haley's hands.

Part Two

In the evening Mr. Shelby told his wife about it. Eliza who was in the next room, heard him. She did not know what to do. She loves her little son very much, and she was afraid to lose him.

Then she thought of a plan. Her husband George, was not one of Mr. Shelby's slaves. He had another master, a very bad man. So George wanted to run away* to the North where he could be a free* man. Eliza knew this, and her plan was to run away with her child.

"If I can cross the Ohio River*, Haley will not catch me", she thought. "There are good people there who will help me, I am sure".

So she took a pen and wrote quickly: "Oh, Mistress, my Mistress, I know what Master is going to do tomorrow. I am going to run away with my boy".

Then she went to get Harry, who was asleep. The child began to cry, but Eliza said to him, "Listen, dear! A bad man is coming to take little Harry away from his mother. But Mother doesn't want to lose her little boy. She is going to run away with her dear little Harry. If we run quickly, he won't catch us". The boy stopped crying, and Eliza dressed him. She put his warmest clothes on him and good boots and stockings.

Part Three

Then she took him in her arms and went out into the cold night.

Eliza walked all night and all the next day. She stopped only for a moment in the middle of the day at a farm. A woman gave her and her child something to eat. It was late, but not dark, when she came to a small town not far from the Ohio River. She hoped to cross the river at this place.

"Is there a boat which takes people to the other side of the river now?" she asked a woman. "Oh, no", said the woman. "There are no boats now. The ice is going down the river now". Eliza was unhappy. Harry was very tired and he began to cry.

"Take him into the room" said the woman. She opened the door into a small room. Eliza put the child on the bed and soon he was asleep. Then she went to the window and looked at the river. There were great pieces of ice in it. "How can I get to other side?" she said again and again. "I must get over that river with my child before tomorrow morning comes".

(To be continued)

Harriet Beecher Stowe ['hæriət 'bi:tjər 'stou]

a slave [sleiv] - гулом

to run away - гурехтан

free - озод

Ohio River - дарёи Огайо

Answer the questions.

1. Why did Mr. Shelby ask people to lend him money?
2. Whom did Haley want to take?

3. What was Eliza's plan?
 4. Where did she run away?
-

ELIZA RUNS AWAY WITH HER SON

Part Four

(To be continued)

Mr. Haley was very angry when he heard about Eliza. Mr. Shelby was angry too, because Haley said to him, "You told the girl to run away, Shelby, you didn't want to sell the boy".

So Mr. Shelby had to tell two of his slaves, Sam and Andy, to help Mr. Haley to find Eliza. He sent them to the fields to catch three horses. But Sam and Andy wanted to give Eliza more time to run away: so they ran after the horses and shouted¹. After that, of course, it was difficult to catch them. When at last everything was ready, Haley said, "She went to the Ohio, I'm sure. There are people there who help slaves to run away from their masters. We shall go there as quickly as we can".

Part Five

It was almost dark when they got to the small town near the Ohio River, where Haley hoped to find Eliza.

"She can't cross the river", said Haley. "Look at the ice, We'll find her here". Suddenly Sam, who was in front of Haley and Andy, saw Eliza at one of the windows of the little house near the river. He shouted¹ and Eliza heard him. "Oh, they have found me", she thought. She didn't know what to do, and there was no time to think. The poor woman took up² the child, and ran out of the room to the river. Then Haley saw her. He jumped off³ his horse, shouted to Sam and Andy and ran after her. Eliza jumped on a great piece of ice. But she did not stay on that piece of ice for a moment. She jumped to another piece, to another and another. She fell, but got up on her feet again. She lost her shoes, and the ice cut her feet. But she didn't stop jumping and at last she got to the other side. There a man helped her to get out of the water.

¹ shout - гавго бардоштан; кричать

² take up - бардоштан, поднимать

³ jump off - чакхидан; прыгать

Answer the questions.

1. Why was Mr. Shelby angry?
2. What did Sam and Andy do?
3. Why did Sam shout when he saw Eliza?
4. How did Eliza get to the other side?
5. Do you like this story?

NO WONDER HE WAS AFRAID

Mr. Brown lived in a very quiet place. One day when it was very late he was on his way home. He was alone on the dark road. Suddenly he heard somebody behind him and he thought the man was following¹ him. He began to walk faster². The man behind him walked faster too. Mr. Brown walked slower³ and the man walked slower, too. He began to run and the man ran after him too. Now Mr. Brown was sure the man was following him. There was a wall on one side of the road and Mr. Brown climbed up on it and jumped on the other side. "If he passes and doesn't stop", he thought, "everything will be all right". But the man didn't pass. Then Mr. Brown stood up and shouted. "What do you want, why are you following me?" The man was so tired that it was difficult for him to speak. Then he said "I have to go to Mr. White's house, but I don't know the way". A man at the station told me that you live next door⁴ to Mr. White, and he told me to follow you. Please tell me, do you always have some sort of jumping exercises at night or do you always go home like this?

Answer the questions.

1. Where did Mr. Brown live?
2. What did he suddenly hear?
3. What did the man behind him do?
4. Why did Mr. Brown shout at the man?
5. What did the man answer?

¹ the man was following - пайгир шудан; последовать

² faster - тезтар; скорый

³ slower - охисгатар; медленно

⁴ next door - дари хамшифат; рядом, по соседству

NO TIME TO WASTE

Persons

Doctor Vine - a busy doctor.

Mr. Lester - one of his friends.

Place: Doctor Vine's room in his own house.

(Doctor Vine is sitting at a table with some papers. Lester runs into the room. He has black marks¹ on his face and hands).

Vine: This is the wrong time of the day to come to see me.

Lester: I just wanted to...

Vine: Everyone always "just wants" something or other. I am going out. What have you done to your face and hands? Have you had a fight with someone? At your age? You musn't do that kind of thing. How's your heart? I'll just listen to it. Take your coat off, please.

Lester: But you don't need to do that.

Vine: Oh, yes, I do. Are you trying to teach me my business? Take your coat off at once.

Lester: I won't.

Vine: Oh, yes you will. Take your coat off when I tell you. I know my own business² best, and I've no time to waste.

Lester: I won't take it off. I only want...

Vine: If you don't take it off, I will, I'm a busy man. (He pulls Lester's coat off). Now sit down there on that chair.

Lester: You don't understand. I just want.

Vine: Sit down and don't talk. (He pulls Lester down on the chair). That's better. Now don't move.

Lester: But...

Vine: And don't talk. (Listens). Hm! Hm. Does your heart always go so fast? You must take a rest, my dear.

Lester (putting his coat on): I am sorry to hear that. I came here to ask you to come to my house next week. And when I came to your house I found that it was on fire³. I just wanted to tell you...

¹ black marks - дотхон снѣх; чёрное пятно

² my own business - кори худам; моѣ дело

³ it was on a fire - дар оташ; огонь, пламя

TOM SAWYER

After Mark Twain

Scene 1

Tom whitewashes the fence

Persons

Aunt Polly

Tom Sawyer - Aunt Polly's nephew.

Ben Rogers Tom's friends

Jim Hollis

Place: The street in front of Aunt Polly's garden.

(Tom begins to whitewash a long fence. Then Jim with a tin pail, comes out of the gate singing a song).

Tom: Jim, will you whitewash a little while I'll fetch the water.

Jim: I can't, Master Tom. Old Missis told me to bring the water and not to stop. She said if Tom asked you to whitewash, go along and mind your own bussiness.

Tom: Oh, never mind, that's the way she always talks. Put the bucket here. I'll come in a minute. She doesn't even know.

Jim: Oh, don't, master Tom. Don't pull the bucket. Please don't Tom. (Tom pulls the bucket and Jim pulls it back). The old missis will take my head off.

Tom: She! She never touches anybody. She talks awful, but talk doesn't hurt. Jim, I'll give you a white marble¹. (Jim begins to hesitate).

White marble, Jim!

Jim: Me! That's a wonderful marble! But, Master Tom, I am awfully afraid of the old missis...

(Jim takes the brush to whitewash. Aunt Polly enters).

Aunt Polly: Well, what are you doing here, Jim?

(She strikes Jim with the slipper. Jim takes his bucket and runs away. Tom begins to whitewash. Aunt Polly goes away smiling. Ben Rogers enters eating an apple. Tom pays no attention to Ben).

Ben: Hello, old chap, you got to work.

Tom: Oh, it's you, Ben! I am not noticing² you.

¹ a white marble - мрамарн сафед; белый мрамор

² to notice - дида мондан; замечать, обращать внимание

Ben: I am going for a swim. Don't you want to go? But of course, you have a work to do.

(Tom looks at the boy).

Tom: What do you call work?

Ben: Isn't that work?

Tom: Well, may be it is, and may be it isn't. All I know, it suits Tom Sawyer.

Ben: Oh, you don't mean to say that you like it?

Tom: Well, I don't see why I shouldn't like it. Does a boy whitewash a fence every day!

(Ben stops eating his apple, watches Tom and gets more interested).

Ben: Tom, let me whitewash a little.

Tom: No, no, I think it won't do Ben. You see Aunt Polly is very particular about this fence it must me done very careful. I think there is one boy in a thousand. May be two thousand, that can do it the way it must be done.

Ben: No - is that so? Oh, let me just try. Only just a little. I'd let you, if you were me, Tom.

Tom: Ben, I'd like to, but Aunt Polly... Well, Jim wanted to do it, but she didn't let him. Sid wanted to do it, and she didn't let him. Now you see how I'm fixed? If anything happens to it ...

Ben: Oh, Tom, let me try. I'll be careful. I'll give you my apple.

Tom: Well, Ben. But I'm afraid.

(Tom gives up the brush and takes the apple. Ben begins to whitewash).

MONDAY MORNING

Scene II

Persons

Aunt Polly

Mary, her niece

Sid, Tom Sawyer, her nephews

Place: A room in Aunt Polly's house.

(Tom is sitting in his bed. Monday morning Tom as usual is trying to find some excuse for staying home from school. He begins to

inspect his sore toe and then starts groaning¹. Sid sleeps in another bed, but he does not hear. Tom groans louder and louder).

Tom: Oh, Sid, Sid! (Sid yawns² and stares at Tom).

Sid: Tom! Say, Tom! (No answer). What's the matter, Tom? (Sid shakes him and looks at his face).

Tom: Oh, don't, Sid, don't touch me!

Sid: Why, what's the matter, Tom? I must call auntie.

Tom: No, never mind. It will be over by and by, may be. Don't call anybody.

Sid: But, I must. Don't groan so, Tom, it's awful. How long have you been this way?

Tom: Hours. Ah, Ah, Ah! Oh, don't shake me so, Sid, you'll kill me.

Sid: Tom, why didn't you wake me sooner? Oh, Tom, don't! Tom, what is the matter?

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

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

Tom: A forgive everybody, Sid (Groans). Tell them so and give my cat with one eye to that new girl that comes to town, and tell her...

(Sid runs away. In a minute Sid, Aunt Polly, and Mary enter).

Sid: Oh, Aunt Polly, come! Tom is dying!

Aunt Polly: Dying!

Sid: Yes.

Aunt Polly: Nonsense! I don't believe it! (to Tom) Tom, Tom! What's the matter with you?

Tom: Oh, auntie, I am ...

Aunt Polly: What's the matter with you, my child?

Tom: Oh, auntie, my sore toe is mortified!

Mary: Poor Tom!

(Aunt Polly sinks down into a chair and laughs a little, then cries a little, then does both together).

Aunt Polly: Now, Tom, you shut up that nonsense.

(Tom stops groaning. He feels a little foolish).

¹ to groan [graʊn] - пола кардан; тяжело вздыхать, стонать

² to yawn [jɔ:n] - хамёш кашндан; зевать

³ to forgive [fə'gɪv] - бахшидан; прощать

⁴ when I am gone - вакте ки мзи мсмурам, когда я умру

TOM GETS ACQUAINTED WITH BECKY

Scene III

Persons

Mr. DOBBINS, a school teacher

Becky Thatcher

Tom Sawyer

Tom's Classmates

Place: classroom

(Mr. Dobbins conducts a lesson. The pupils sit at their desks. There is only one vacant place on the girl's side. There a knock at the door. The door opens and Tom comes in).

Mr. Dobbins: Thomas Sawyer!

Tom: Sir!

Mr. Dobbins: Come up here. Now, sir, why are you late again, as usual.

Tom: Stopped to talk with Huckleberry Finn.

(The teacher stares at him helplessly).

Mr. Dobbins: You - you did what?

Tom: Stopped to talk with Huckleberry Finn.

Mr. Dobbins: This is the most astounding confession. I have listened to. Take off your jacket. (The teacher gives him a hard whipping). Now, sir, go and sit with the girl and this be a warning to you.

(Tom sits with the girl and she turns away from him. Tom puts a peach in front of her but she throws it away. Tom begins to draw hiding his work with his hand. She tries to see the picture).

Becky (in whisper): Let me see it. I like this house. It's nice - make a man.

Tom: I'll try. (Draws and gives the picture to the girl).

Becky: It's a beautiful man - now make me coming along.

(Tom continues to draw. Then he gives the picture to the girl).

Tom: Do you like it?

Becky: It's ever so nice. - I wish I could draw.

Tom: It's easy. I'll teach you.

Becky: Oh, will you? When?

Tom: At noon. Do you go home to dinner?

Becky: I'll stay if you will.

Tom: Good. What's your name?

Becky: Becky Thatcher. What's your name? Oh, I know. It's Thomas Sawyer.

Tom: But you may call me Tom, will you?

Becky: Yes.

(Now Tom begins to write something hiding the words from the girl. But this time she begs to see).

Becky: Tom, let me see what you have written.

Tom: Oh, it is not anything.

Becky: Yes, it is.

Tom: No, it isn't. You don't want to see.

Becky: Yes, I do, indeed I do. Please, let me.

Tom: You'll tell.

Becky: I won't. I won't tell anybody.

Tom: Oh, you don't want to see!

Becky: Now, I'll see.

(She puts her hand upon his. Then Tom lets his hand slip by degrees till these words are seen: "I love you").

Tom (reads): I love you.

Becky: Oh, you bad thing! (She hits his hand, but she looks pleased).

DAN'S BIRTHDAY

Scene I

Persons

Dan - the host

Ann, his little sister

Nick, Dick, Sue, El, Pete - guests.

Place - Dan's room.

(A table is laid for tea. Dan and his sister are dresses in their best and waiting for the guests to come).

Enter guests.

Guests (in chorus): Happy birthday! Hello, Dan! Glad to see you, little Ann.

(They all turn to little Ann. One of the guests pats her on head).

Dan: Come right in, friends! Hello, Nick! El and Sue and Pete and Dick!

El: Here's a present, Dan, a hare.

Sue: And a little grizzly bear.

Nick: Hope you like shining star.

Dick and Pete: And our stylish little car.

Dan: Thanks! I'm as happy as can be! Let's all have a cup of tea. Take your sets, friends, El with Nick,

Sue with Pete and Ann with Dick.

Scene II

(All the children are sitting at the table. They are all eating and drinking tea).

- Nick:** May I try these pretty cakes,
I know how well your sister bakes.
- Dan:** Help yourself, Sue, El, and Pete,
Try this apple-pie, thank you!
- El:** I have tried the pie, thank you,
The cream cake is delicious too!
- Dan:** Try these cookies, girls and boys,
After tea we'll play with toys.
- Pete:** Let us first all sing a song.
And wish Dannie to live long.
- Guests:** Yes, we all shall sing a song
Wishing Dannie to live long!

Scene III

(The guests encircle Dan and begin to sing).

- Happy birthday to you,
Happy birthday to you,
Happy birthday, dear Dannie,
Happy birthday to you!
 May your birthday be bright
 From morning till night.
 May your birthday be bright,
 From morning till night.
- Dan:** Thank you for this pretty song,
I'm sure I will live long!
- Guests:** Let us dance and let us sing.
Join your hands in a merry ring.
- (Everybody joins hands, dances and sings in a ring).
- For he's a jolly good fellow,
For he's a jolly good fellow,
For he's a jolly good fellow,
And so say all of us,
And so say all of us,
And so say all of us.

AUTUMN

This is the season
When fruit is sweet.
This is the season
When school friends meet,
When noisy and gay
And browned by the sun,

With their books and bags
To school they run.
The summer is over,
The trees are all bare,
There is mist in the garden
And frost in the air.

OFF TO SCHOOL

by Rosemary Garland

Up and away leaves flutter today,
And fly away, and fly away,
While all the children hurry away
Off to school today!
Leaves fall dancing on the ground,
And fly around, and fly around,
While all the children hurry away
Off to school today!

WORK WHILE YOU WORK

by A. D. Stoddart

Work while you work,
Play while you play;
This is the way
To be cheerful and gay.

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

One thing each time,
And that done well,
Is a very good rule,
As many can tell!

Moments are useless,
When trifled away;
So work while you work,
And play while you play.

YOUR ARM IS STRONG ENOUGH

by Joe Wallace

Your arm is long enough To reach the stars, Your arm is strong enough To break all bars.	Your arm has skill enough To set all wheels in motion, To skim the sky with ships, To mine beneath the ocean.
---	--

DON'T GIVE UP

by Phoebe Cary

If you've tried and have not won, Never stop for crying; All that's great and good is done Just by patient trying.	If by easy work you beat, Who the more will prize you? Gaining victory from defeat, That's the test that tries you.
---	--

THREE WISHES

I want to be a pilot, I want to learn to fly To be a Soviet flier High in the blue, blue sky. And pilot, soldier, sailor In air, on sea, or land,	I want to be a soldier, To guard my people free Or a sailor, strong and worthy To guard them on the sea. I'll always serve my people And serve my Native Land
--	--

TO LONDON TOWN

by Kate Greenaway

I saw a ship that sailed the sea,
It left me as the sun went down;
The white birds flew, and followed it
To town - to LONDON town.
Right, sad were we to stand alone,
And see it pass so far away,
And yet we knew some ship would come -
Some other ship - some other day.

WHEN THE SHOW IS ON THE GROUND

When the snow is on the ground,
Little Robin Redbreast grieves;
For no berries can be found
And on the trees there are no leaves.
The air is cold the worms are hid,
For this poor bird what can be done?
We'll strew him here some crumbs of bread,
And then he'll live till the snow is gone.

CALENDAR RHYME

In JANUARY falls the snow,
In FEBRUARY cold winds blow,
In MARCH peep out the early flowers,
And APRIL comes with sunny showers.

In MAY the roses bloom so gay,
In JUNE the farmer mows his hay,
In JULY brightly shines the sun,
In AUGUST harvest is begun.

SEPTEMBER turns the green leaves brown,
OCTOBER winds then shake them down,
NOVEMBER days are bleak and drear,
DECEMBER comes and ends the year.

WHAT SEASON IS IT?

This is the season
When mornings are dark
And birds do not sing
In the wood and in the park.

This is the season
When children ski
And Father Frost
Brings the New Year tree.

SPRING IS COMING

Spring is coming, spring is coming,
Birdies, build your nest;
Weave together straw and feather,
Doing each your best.

Spring is coming, spring is coming,
Flowers are coming too;
Pansies, lilies, daffodilies,
Now are coming through.

Spring is coming, spring is coming,
All around is fair;
Shimmer and quiver on the river,
Joy is everywhere.

ONLY ONE MOTHER

by G. COOPER

Hundreds of stars in the pretty sky;
Hundreds of shells on the shore together;
Hundreds of birds that go singing by;
Hundreds of bees in the sunny weather.

Hundreds of dewdrops to greet the dawn;
Hundreds of lambs in the purple clover;
Hundreds of butterflies on the lawn,
But only one mother the wide world over.

MORE SACRED THAN ALL OTHER

by Samuel Lover

The noblest thoughts we can claim,
The noblest words we can frame,
Unworthy are to praise the name,
More sacred than all other -
The blessed name of "MOTHER "

THE MORTH OF MAY

Spring is dancing without rest	On the workers' First of May
In a beautiful green dress.	Spring will make our banner gay,
Flowers grow under her feet,	Warm breezes are blowing,
Singing birds her coming greet.	And May's here at last,

Pleasant, sunny month of May,
Hurry quickly, don't delay,
Grow red flowers and green grass
And make us happy, all of us!

YURI GAGARIN

by Marion Doyle, English Schoolgirl

Yuri Gagarin!
The word is like a song
Of bold dreams
And space themes,
That always come along.

Yuri Gagarin!
This is the name that shines
Like a glorious flame
In the dark where no one sees.

Yuri Gagarin!
This the name that has wings
And flies like a bird
Over mountains, towns and seas.

Yuri Gagarin!
This is the name that fills
The eyes with tears
And the heart with joy and pride.

Yuri Gagarin!
This the name that shines
For our spacemen
Like a beacon and good guide.

OUR SPUTNIKS

by TOM Botting

Our sputniks are flying above,
And they see great secrets unfurled
As they scan the land we love,
Rolling and rolling round the world.

MISTER SUN

When Mister Sun lights up the skies,
I sit right up and rub my eyes;
I dress myself with greatest care,
I brush my teeth and comb my hair;
Then, walking, off to school I go
To learn the things that I must know.

When Mister Sun lights up the skies, I sit right up and
rub my eyes; I dress myself with greatest care, I
brush my teeth and comb my hair; then, walking, off to
school I go to learn the things that I must know.

When Mister Sun lights up the skies, I
sit right up and rub my eyes; I dress my-
self with greatest care, I brush my teeth and
comb my hair; then, walking, off to
school I go to learn the things that I must know.

The musical score consists of two systems of four staves each. The first system contains the first verse of the song, and the second system contains the second verse. Each staff includes a treble clef, a key signature of one flat (Bb), and a 2/4 time signature. Chords are indicated by letters above the notes: F, Bb, C7, and F. The lyrics are written below the notes, with some words split across lines.

I LOVE LITTLE PUSSY

The image shows a musical score for the song 'I Love Little Pussy'. It consists of four systems of music, each with a vocal line and a piano accompaniment. The lyrics are written below the vocal line. The music is in a simple, child-friendly style with a clear melody and accompaniment.

I love lit - tle Pus - sy Her coat is so warm. And
if I don't hurt her, She'll do me no harm I'll
sit by the fi - re and give her some food. And
Pus - sy will love me be - cause I am good

EVERYBODY HAS A HOBBY

Words and music by J. Jamroz

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

Eve - ry - bo - dy has a hob - by
 and we've got a com - mon one
 Eng - lish does at - tract us more than stamps
 and actors. And, it is great fun!
 Learn - ing Eng - lish, learn - ing Eng - lish,
 That's the hob - by that we share.
 We are fond of learn - ing Eng - lish.
 Which is spo - ken e - very - where.

SCHOOL IS OVER

Compiled by A. P. BURLAKOVA

Vivo
mf
 School is o - ver, oh, what fun, oh, what fun,
 oh, what fun! School is o - ver, play be - gun;
 fun and play be - gun. Who'll run fast - est,
 you or I? Who'll laugh lou - dest?
 We shall try. Oh, what fun! Play be - gun.

school is o - ver, we shall run! Play be - gun.
play be - gun, now we shall have fun.

PIONEER SPACESHIP

music by Yu. Chichov, words by T. Valchuk,
translated by L. Shturman

Let it be so far unreal
Our spaceship new and bright,
With bold dreams inviting starward
We'll set out for a flight.

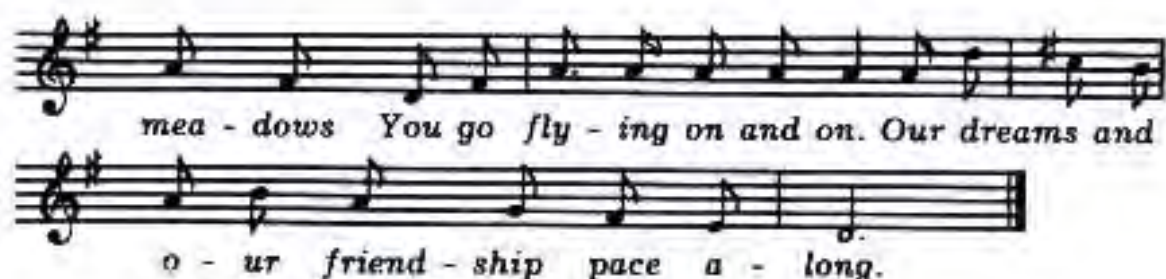
Refrain:

Pioneer spaceship flight!
Pioneer flight!
Pioneer flight!
Over fields and over meadows
You go flying on and on.

Our dreams and our friendship pace along,
Above all the world we've speeding,
Leaving sound, light behind,
Our country's proud of us
And the hardships we don't mind.

Refrain:

Brio mf
Let it be so far un-re-al Our space - ship new and bright,
With bold dreams in - vit - ing star - ward We'll set
o - ut for a flight. *Refrain* Pi-o-neer space - ship flight! Pi-o
-neer flight! Pi-o-neer flight! O - ver fields and o - ver



mea - dows You go fly - ing on and on. Our dreams and
o - ur friend - ship pace a - long.

THE MERRY MARCH

Children go, to and fro,
In a merry pretty row;
Footsteps light, faces bright,
'Tis a happy, happy sight.
Swiftly turning found and round,
Do not look upon the ground.
Follow me, full of glee,
Singing merrily.
Singing merrily, singing merrily. (twice)
Follow me, full of glee
Singing merrily.



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

LITTLE KEYS

Hearts like doors
Will open with ease
To very, very little keys,
Little keys.

And don't forget
That two of these
Are "I thank you"
And "If you please",
If you please.

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

The image shows three staves of musical notation in G major (one sharp). The first staff begins with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody is written on a single staff. The second and third staves continue the melody, with the second staff featuring first and second endings. The lyrics are written below the notes.

FRIENDSHIP

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

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

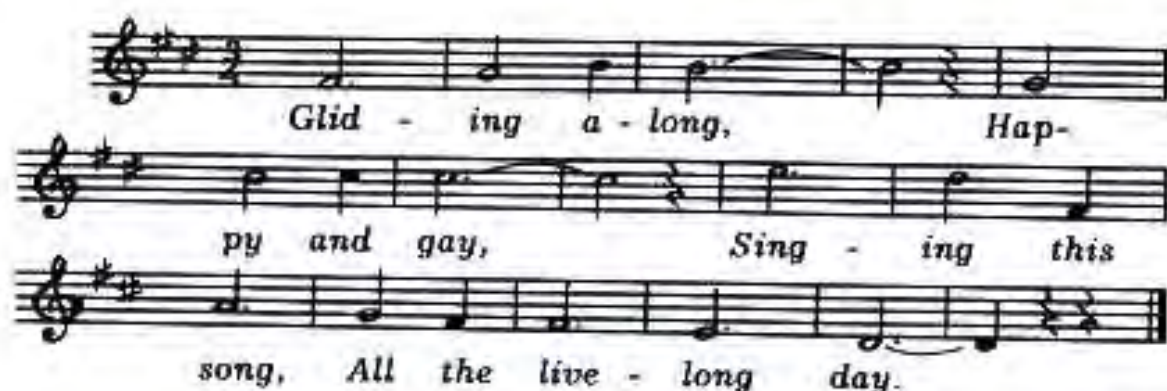
The one who friendship holds most dear, Who feels a helping shoulder
near, Will ne - ver fall through - out the fight, Is never lost in any
plight. But if he stum - bles on the way, A friend will help him any
way, A trus - ty friend u - pon the way, Will lend the help - ing shoulder.

The image shows four staves of musical notation in G major (one sharp). The first staff begins with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody is written on a single staff. The second, third, and fourth staves continue the melody. The lyrics are written below the notes.

SKATERS' WALTZ

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

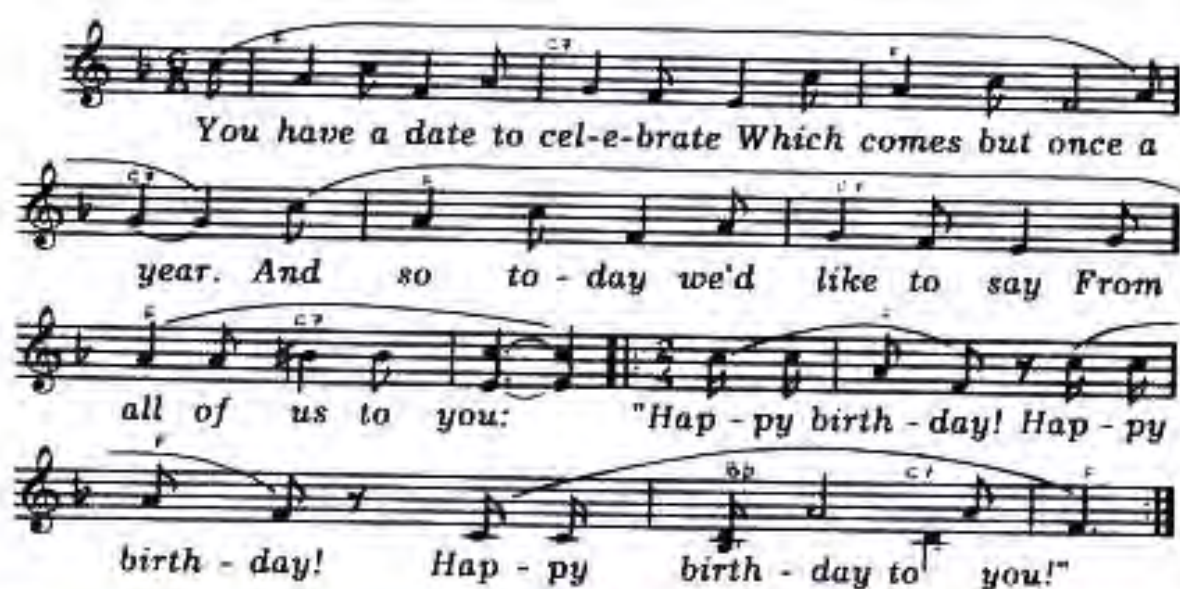
Gliding along,
Free as above,
Singing this song,
To the sky above.



Glid - ing a - long, Hap -
py and gay, Sing - ing this
song, All the live - long day.

HAPPY BIRTHDAY TO YOU!

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



You have a date to cel-e-brate Which comes but once a
year. And so to-day we'd like to say From
all of us to you: "Hap - py birth - day! Hap - py
birth - day! Hap - py birth - day to you!"

MY MOTHER'S DAY BASKET

Words and music by C. Strathmoore

Amidst the thorns upon a vine,
A delicate rose was there entwined.
I saw this rose and swiftly knew
I was just the one to give you,
I gathered leaves and flowers too,
Then made this basket just for you
For each bright flower's here to say
My wish for you: Happy Mother's Day!

A - midst the thorns u - pon a vine,
A de - li - cate rose was there ent - wined.
I saw this rose and swift - ly knew
I was just the one to give you.

The musical notation consists of four staves of music in treble clef, with a key signature of one sharp (F#) and a 3/4 time signature. The melody is simple and suitable for a children's song.

THE DANCING BLUEBELLS

In and out the dancing bluebells;
In and out the dancing bluebells;
In and out the dancing bluebells;
Who will be our partner?
Tippy, tippy tapper on my shoulder;
Tippy, tippy tapper on my shoulder;
Tippy, tippy tapper on my shoulder;
You will be my partner.

In and out the danc-ing blue-bells; In and out the
danc-ing bluebells; In and out the danc-ing blue-bells;

The musical notation consists of two staves of music in treble clef, with a key signature of one sharp (F#) and a 2/4 time signature. The melody is simple and suitable for a children's song.

Who will be our partner? Tip - py, tip - py tap - per
 on my shoulder; Tip - py, tip - py tap - per
 on my shoulder; Tip - py, tip - py tap - per
 on my shoulder; You will be my part - ner.

PRETTY ROSES

Shaded and cool is flowering garden;
 Dusty and hot is the neighbouring street
 And over the wall climb the pretty roses,
 Giving the passers a pleasant sweet.

Shad - ed and cool is flow - er - ing garden;
 Dus - ty and hot is the neigh - bour - ing street And
 o - ver the wall climb the pret - ty ros - es,
 Giv - ing the pas - sers a pleas - ant sweet.

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П. Сатская, П. Цамшедов, К. Алидодхонова

Забони англисӣ

китоби дарсӣ барои синфи 7-ум

Мухаррир	Фарзона Раҳматова
Мусаххех	Солиҳа Ҳамроева
Мухаррири техники	Диловар Қурбонов
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To Be



(Am, Is, Are)+V+Ing

**To have (has) + III f.of verb
(today, this week...,
just, ever)...**



HELLO

**To Have (Has) + III f.of verb
(today, this week...,
just, ever)...**