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English

ЗАБОНИ АНГЛИСӢ 8

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ЗАБОНИ АНГЛИСӢ

КИТОБИ ДАРСӢ БАРОИ СИНФИ 8

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Introduction

The authors of the series of the English textbook for the 7-11 forms for Tajik schools consider that each of school teachers of the English language has individual peculiarities in their work as well as every class being taught has them. Bearing in mind that every form has its own level of knowledge, speech, habits and skills, teaching the English language should be carried on in a way of different individual approach. There is no need to compose unique lessons for every class and to make a teacher imply devices of work, which restricts his individual creative way of teaching. It is impossible to compose a Teacher's Guide, which could include those individual peculiarities of school teachers and pupils. Every teacher is a unique creature. The teacher must decide himself what methods and devices in teaching English are fit for this or for some other form.

That's why in the texts for 7-11 forms only methodical hints are given for the English teachers. If the teachers fulfill the instructions of exercises given in the textbooks, the teaching of the pupils the English language will be correct and effective.

The English textbook for the 8 form carries on the series of the English textbooks for the 5-7 forms for Tajik schools edited by the Ministry of Education of Tajikistan. The textbook offers techniques for the handling of many problems.

The language selection, its arrangement and presentation of the language material are worked out according to the latest achievements in theory and practice of foreign language teaching at schools. The main aim of the textbook is further mastering speech habits and skills of the pupils, namely, oral speech and reading texts with full comprehension of the gist being achieved by means of adequate translation or by putting questions.

The topics are given in accordance with the Foreign Language Programme for Tajik schools.

The textbook consists of 16 Units (66 Lessons), Irregular Verbs, Reference Grammar, Topical Vocabulary, Reader, English-Tajik Vocabulary and Contents.

The whole language material is presented in the following way:

- 1 TERM - UNITS 1-4
- 2 TERM - UNITS 5-7
- 3 TERM - UNITS 9-13
- 4 TERM - UNITS 14-16

Every UNIT consists of four LESSONS. One or two hours are allotted to the REVISION LESSONS of the language material covered at the end of every TERM. All LESSONS are similar in structure. The language material of every LESSON is centered round a definite topic. Though identical in structure the lessons of the textbook are different in contents.

In every LESSON much attention is given to the drill of the use of different language units and mastering oral speech skills. Almost every Lesson is devoted to the revision of the language material and speech topics covered, some new language topical units are added. All the exercises suggested by the textbook should be done in the sequence they are given in it. All the home exercises should be done in written form.

HOW TO TEACH PRONUNCIATION

The teacher should remember that the mastering of the pupils pronunciation of words is not only the matter of sounds, but also of stress or accent. At senior stage of teaching when pupils know the way of correct pronunciation of English sounds, imitation is used to a great extent. As to intonation it should be taught mainly through imitation, though some explanations and gestured in particular are helpful. In teaching English pronunciation the teacher should always bear in mind that the difficulties his pupils will meet with sounds, it is necessary, the teacher should compare specific features of pronunciation of both languages.

MIND THE RULE: first pupils should pronounce the sound, the word in unison, then individually, then do it in unison again until the teacher sees that they can pronounce the sound, the word with the sound and the whole sentence correctly.

Remember: pronunciation can be taught only by a patient and persistent effort through the whole course of study.

HOW TO TEACH VOCABULARY

There are two kinds of words in the textbook: productive ones which, are used by the pupils in their speech and receptive words given in the footnotes with translation. These words are not to be learnt.

Presentation and preliminary consolidation of new words are based on doing exercises with the instruction «Read, translate and learn the words».

The sequence and the ways of presentation and preliminary consolidation of new words are:

a) a new word (its transcription is written on the blackboard) is read by a pupil then by the teacher: (it is done for the sake of conscious comprehension);

b) the teacher explains the meaning of the word;

c) the pupils read the sentences with a new word of a paragraph, translate the sentence, then they either answer questions asked by the teacher or complete sentences suggested by the teacher. It is strongly recommended to do choral retranslation of all the sentences of the paragraph read by the pupils (while doing retranslation the textbooks should be shut);

d) after the presentation and consolidation of all the new words (6-7) the pupils read and translate all the presented words in unison after the teacher's reading;

e) in case of some spare time at the lesson, the pupils write down the words and their translation in their lesson vocabularies. The teacher must arrange the review of the words covered at every lesson as a phonetic drill: the words are read and translated in unison by the pupils after the teacher's reading.

HOW TO DEVELOP THE PUPIL'S ORAL SPEECH AND READING

The teacher must teach his pupils to understand the English language spoken and to teach them to speak the language, i. e. to carry on a conversation and to speak the English language within the topics and linguistic material the syllabus sets.

There are some new topics for reading and developing oral speech of the pupils.

They are:

a) Clothes

b) Cosmonaut's Day

c) Yuri Gagarin

d) Leningrad - A Hero City

e) Professions

f) W. Shakespeare

g) My Favourite Writer

The pupils are suggested to learn some English proverbs given in the textbook.

It is advisable to review them at every lesson for the sake of sound learning them and mastering the English pronunciation and intonation. There are some short texts, which teach the pupils to use the proverbs in necessary situations. The phrase units are given in the pattern dialogues

which, are to be learned by heart and acted by the pupils. After the reciting of the dialogue, the pupils make up their own dialogues in order to have practice in situational use of these phrase units. The teacher has to teach the pupils the ways of modifying the dialogue learned and of composing dialogues of their own.

If the pupils are given an instruction to make up a dialogue on a definite topic, the teacher has to write some necessary words on the blackboard in case if there are no words in the textbook.

Try to carry on simultaneous pair talk of the pupils as a preparatory kind of exercises, then listen to the dialogues made up by the pupils.

The pupil's talking and speaking are developed by means of different exercises in the textbook. Side by side with these exercises the teacher may use some other creative and situational ones. Some methods of developing the pupil's oral speech skills and technique of reading are written about in the textbook for the pupils of the 7 form.

Class reading aloud as a way of mastering the English pronunciation and the pupil's ability to aloud should take more time at the lesson than silent reading. Skill of silent reading as well as skill of reading aloud is developed on the texts for class reading. While reading a new text the teacher must devote 1,5-2 minutes to silent reading any paragraph of the text.

It is checked up by means of answering the teacher's questions or retelling the paragraph in Tajik and Russian languages. It is advisable to make the pupils read some lines of the text in unison. This helps to master the pupil's technique in reading. Translation of the text is permit able.

The teacher should arrange the pupil's questioning with the help of the quiz-table, trying to question as many pupils as possible.

There is a section «Reader». The teacher should ask his pupils to read a text of the section once every two weeks. At the fourth lesson of a UNIT the teacher must devote 10-15 minutes to the checking up of the pupil's comprehension of the text read by themselves at home. He either asks questions to the pupils on the text or arranges the talk about it. Some sentences from the text may be read out and translated by the pupils.

There is a section of EXTRA-CURRICULAR WORK. Some plays and songs are proposed for the pupils to learn for conducting out-of-class activities. Practice proves that extra-curricular work helps the teacher to promote greater interest in learning of the English language.

Dear Teachers! Be more creative and responsible for your teaching! Bear in mind individual peculiarities of every pupil and class! Compose specific approach to every pupil! Good Luck!

All the Units-Lessons (exercises, texts) and the Vocabulary are composed by SATSKAYA P.N. Grammar and translation of the Vocabulary are done by JAMSHEDOV P. D. Reader and the section of Extra-Curricular Work are compiled by ALIDODKHONOVA K.

The authors hope that the textbook will contribute to the teaching of the ENGLISH language at Tajik and Russian schools.

The authors will be greatly indebted for any critical remarks on the part of the school teachers.

Authors.

THE FIRST TERM

UNIT 1 - THE FIRST UNIT

LESSON 1 - THE FIRST LESSON

LET'S LEARN, READ AND SPEAK ENGLISH

1. Read after the teacher's reading:

- [ai] - tie, nice, my, high, night, light
- [ɜ] - girl, first, curl, turn, word, work
- [0:] - form, storm, board, autumn, all, wall

2. Read and translate the verbs:

- | | |
|------------------------|-----------------|
| take - took | give - gave |
| am, is, are, was, were | swim - swam |
| have - had | come - came |
| go - went | see - saw |
| leave - left | buy - bought |
| spend - spent | think - thought |

3. Read and translate the words: Make up sentences using the words:

to invite, to plan, to pick, to have a trip, to buy a ticket, by ship, by plane, by bus, by train, by bicycle, by motor-cycle, a seaport, an airport, by sea, by ocean.

4. A. The teacher tells the pupils about the way he (she) spent his (her) holidays.

B. The teacher asks the pupils about summer holidays.

There is an outline:

Where you went on the holidays -

When you went ... -

Whom you went with ... -

What you did ... -

When you came home ... -

Did you like your holiday ... -

5. A pupil at the blackboard tells the class about his (her) holidays, the rest of the pupils put him questions to get more information.

6. Complete the following sentences:

1. At the beginning of last summer ...
2. One of my friends invited me ...
3. Some of the boys (girls) ...
4. I was there from ... to...
5. It took ... to go from ... to ...
6. In the middle of July ...

7. Have a pair talk (at the desks) about your summer holidays.

Here is an outline:

- a) the place you visited in summer;
- b) a means of transport you took;
- c) the people you met during your trip;
- d) the way you spent the time;
- e) how you came home and when.

HOMework

Write 8-10 sentences about the way you spent your «Summer Holidays».

LESSON 2 - THE SECOND LESSON

To be memorized: during, to seem, a word, strange

LET'S LEARN, READ AND SPEAK ENGLISH

1. Read after the teacher's reading:

- [ei] - plate, hate, rain, main
[i:] - sea, tea, see, me
[oi] - boy, toy
[u] - book, took, look, hook
[u:] - spoon, room, noon, moon

2. Make up interrogative form of sentences and answer the questions using the following verbs:

- | | | |
|-------------|---------------|-------------|
| go - went | spend - spent | take - took |
| come - came | see - saw | have - had |
| give - gave | buy - bought | swim - swam |

(Pattern of interrogative sentences: Did ... or ...?
What did ... ? Where did ... ? When did ... ?
Why did ... ?)

3. Say some sentences about «My Summer Holidays».

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

- How can I get to Aini's avenue?
- You can go there by bus or trolleybus.

- Thank you ever so much.
- Don't mention it.

5. Read the pattern, translate it and make up sentences.

Pattern: It seems to me that...

6. Read, translate the sentences and learn the new words:

- during [ˈdʒuəriŋ]: during the lesson, during this month. During the month that I was in the hamlet in the mountains, it rained there very often. The teacher had to tell Ali to stop talking during the lesson.
- to seem: [si:m]: The film seems to be very interesting. She seemed to know everything. He did not seem to know his lesson in chemistry.
- strange [streɪndʒ]: This man is strange to me, I don't know him. What a strange boy! He seems to be very strange. We can see the strangest birds and animals in the Zoo.
- word [wɜ:d]: «Seem» is a short word. «Strange» is a longer word. «Interesting» is one of the longest words. There are some new words in the text. He looked at me and didn't say a word. I have written some new words.

7. a) Tell the class what you did during your summer holidays or what you are planning to do during the November holidays.
- b) Tell your deskmate what strange you saw during your summer holidays.
- c) Say what seemed strange to you and why.



8. Make up sentences using «In one word, ...».

9. Describe the picture.

HOMEWORK

1. Do exercise 5 on p. 10 (3 sentences) in writing.
2. Do exercise 8 on p. 11 (3 sentences) in writing.

LESSON 3 - THE THIRD LESSON

To be memorized: following, to finish, lunch

LET'S LEARN, READ AND SPEAK ENGLISH

1. Read after the teacher's reading:

- [au] - house, mouse, brown, town
- [tʃ] - bench, teacher, much
- [ŋ] - sing, song, stocking, interesting

2. Read and translate the words:

- | | |
|--------------------|-----------------------|
| beauty – beautiful | bright – brightness |
| fruit – fruitful | white – whiteness |
| help – helpful | ill – illness |
| work – worker | strange – strangeness |
| write – writer | ready – readiness |

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

- Ali played football yesterday, didn't he?
- Yes, he did.
- But he doesn't play football every day.
- No, he doesn't.

4. Read the verbs, translate them and make up different kinds of sentences:

get - got buy - bought give - gave bring - brought

- Pattern: - Where did you swim during your summer holidays?
- I swam in the river.
 - Did you swim every day?
 - No, I didn't. I didn't swim every day. (Yes, I did. I swam every day).

5. Read, translate the sentences and learn the words.

following ['fɒləʊɪŋ]: A following word, a following story. Answer the following questions. I don't know the following word.

to finish : [fi:niʃ]: to finish a story, to finish a lesson. We begin our lessons at half past eight (8.30) and finish at ten minutes to two (1.50). My parents finish their work at six.

lunch [lʌntʃ]:

My parents usually ([ˈjuːzuəli] - одатан) have breakfast at half past seven, lunch at twelve or one o'clock, dinner at five and supper at eight or nine o'clock in the evening. I have lunch at 1 o'clock. When do you have lunch?

6. Read the text and ask your classmates questions about the text.

AT SCHOOL AGAIN

It is autumn now. We are at school again. This year we are pupils of the 8th form. Our school year begins in September and it will finish in June. We are glad to see our friends. The teacher asked us to tell her something about our summer holidays. We told her the following. Some of us had a trip to the Black Sea. Some of us spent the summer holidays at the pioneer camp the others [ˈɒðəz] - (других) went to the hamlets in the mountains.

We swam, fished, played different games, read books and watched TV. During our summer holidays we had meals (хӯрӯк) three or four times a day. At 9 o'clock we had breakfast, at 1 or 2 o'clock we had dinner. Our summer holidays were very nice, and yours?

HOMEWORK

1. Make up sentences using the words: following, to finish, to have lunch, strange, during.
2. Do exercise 4 on p. 12 in writing.

LESSON 4 - THE FOURTH LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read after the teacher's reading:

- nk [ŋk] - thank, tank, sing, sank
- sh [ʃ] - shelf, she, shirt, shall
- th [θ] - thin, thick, thank, think
- th [ð] - this - these, that - those, then

2. Read and translate the verbs, make up sentences in different forms:

eat - ate

break - broke

begin - began

blow - blew

become - became

build - built

3. Read the dialogue, learn and act it.

- Hello, Lola! I haven't seen you for a long time.
- Hello, Salima! I haven't been in the town (country).
- When did you come home?
- Today. We came by train.

4. Tell the class when you (your father was) were ill and how many days you had to lie in bed.

Pattern: Two months ago, my mother was ill. She had to lie in bed during one week. We called the doctor many times. She had a headache ['hedeik] and a sorethroat.



5. Read the words, translate them and make up sentences:

one man - many men

one woman - many women ['wimin]

one tooth - many teeth

one child - many children

6. Read and describe the village (hamlet) you were in.

- A. Tell the classmates the name of the village with you were in, where it is, how you can get to it.

- B. Tell the classmates what collective farm there is in the village, what animals there are in the farm-yard, what machines work in the fields.
- C. Tell the classmates if there are gardens and what kind of fruits are grown by the collective-farmers, what fields you were in.

HOMEWORK

1. Do exercise 6 on p. 14 in writing.
2. Read the text «The Headless Horseman», part 1, p. 172

Remember: during, to seem, a word, strange, lunch, following, to finish, in one word.

UNIT 2 - THE SECOND UNIT

LESSON 1 - THE FIRST LESSON

To be memorized: sunny, windy, rainy, cloudy

LET'S READ, LEARN, SPEAK ENGLISH

1. Read after the teacher's reading:

air [eə] - chair, fair, hair, pair

ear, eer [iə] - near, hear, rear, fear, pioneer

igh [ai] - right, night, light, fight

2. Read and translate the words, remember these words.

-y

sun - sunny, wind - windy, cloud - cloudy, rain - rainy

-ly

quick - quickly, happy - happily, merry - merrily

3. Read and translate the sentences:

1. It was so windy out that we walked with difficulty.
2. My grandmother likes to sit in the garden on a sunny day.
3. It was cloudy yesterday and we didn't go on a trip to the country.
4. She was sleepy. She went to bed at nine o'clock.
5. It seems to me that he is a healthy boy.
6. In a word, he runs very quickly.

4. Read and translate the dialogue, act it. Make up your own dialogues (have a pair talk at the desks).

P¹ - Salim! I am looking for you. Do you want to go on a trip with us?

P² - A trip? Where?

P¹ - In a word, a camping trip in the mountains.

5. Read the verbs and make up your own dialogues using the verbs in the Present Perfect Tense. (Review the use of the Tense).

go - went - gone, spend - spent - spent, come - came - come,
give - gave - given, see - saw - seen, take - took - taken

6. Fill in the words: rainy, windy, sunny and cloudy.

1. We are having a lot of... weather this week.
2. A ... day isn't good for a walk in the forest.
3. I think it will be ... tomorrow for our walk in the fields.
4. One of the rooms in our flat is very...
5. ... weather is bad for a holiday in the mountains.
6. We shall not go to the mountains on a ... day.
7. The sky was too ... to go to the Zoo.

7. Speak about the text.

HOMEWORK

1. Do exercise 6 on p.16 in writing.
2. Complete the following sentences:
I haven't been here since...
I haven't seen him since...
He hasn't been to the cinema since...
It hasn't rained here since...

LESSON 2 - THE SECOND LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read after the teacher's reading:

[a:] - class, glass, past, fast

[ai] - kind, child, mind, find

[kw] - question, square, quickly, quick

2. Read the sentences and have a pair talk, using the sentences:

Look here! Just a minute! It seems to me that ... In a word...

3. Read, translate and learn the verbs. Make up sentences using the verbs:

bring - brought - brought

buy - bought - bought

fight - fought - fought

think - thought - thought

4. Answer the questions, using the Present Perfect Tense.

1. My sister is out. Where has she gone?
2. A letter is on the table. Who has brought it?
3. Bread is on the plate. Who has bought it?
4. The dress is nice. Who has made it?
5. The poem is nice. Who has written it?

5. Read and translate the dialogue, act it and make up your own dialogues. Use the words: windy, sunny, cloudy, and rainy.

- Do you like the weather today?

- Yes, I do. It's cloudy, but nicely.

- I don't like it at all. I don't like such weather. Look here!

Thunderstorm [ˈθʌndəstɔ:m]

6. Read the text, answer the questions and have a pair talk on it.

THE WEATHER

The Englishmen like to speak about the weather. They often have rainy or cloudy weather during the whole year. We have rainy or cloudy weather only in spring, autumn or in winter. I like the weather in our republic. It is often very sunny. The wind doesn't blow very often. It doesn't rain very

often. We may go to the river to swim during spring, summer and autumn; from the 1st of May up to November. When a day is rainy, we stay at home to read books, watch TV and do other things. When our school begins, we must go to school. School is good in any weather.

- A.
1. Who likes to speak about the weather?
 2. Why do the Englishmen like to speak about the weather?
 3. When do we have rainy or cloudy weather?
 4. Do you like the weather in our republic?
 5. Why do you like the weather in our republic?
 6. What do you do when it is rainy?
 7. Do you go to school in any weather?
- B. Have a pair talks about the weather. First say a sentence then put a question.

HOMEWORK

1. Do exercise 4 on p. 17 in writing.
2. Do exercise 6 (A) on p. 18 in writing.

LESSON 3 - THE THIRD LESSON

To be memorized: I don't believe it

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read the verbs and make up different forms of sentences using the verbs:

fight – fought – fought

eat – ate – eaten

think – thought – thought

blow – blew - blown

2. Complete the sentences.

Just a minute...

In one word...

It seems to me that...

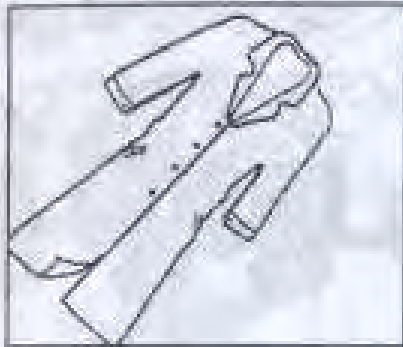
I don't believe...

3. Make up a chain story using the words: during, weather, sunny, rainy, windy, cloudy, hot, cold:

P₁ - P₂ - P₃ - P₄ - P₅ - P₆ - .. (tells the whole story)

4. Read the dialogues, act them and make up your own dialogues:

a raincoat [ə 'reɪnkəʊt]



A. P₁ - It seems to me that it looks like rain, but I have no raincoat.

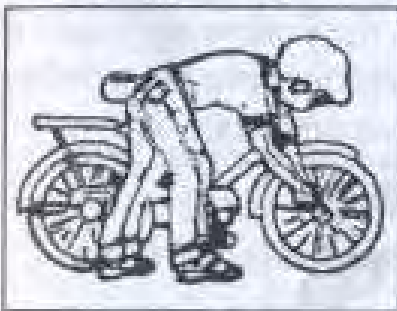
P₂ - Just a minute, I shall give you my rain coat.

B. P₁ - It is windy, but the wind is not cold.

P₂ - Yes, the wind is not cold. It seems to me that it will bring rain. Take your raincoat!

5. Read the words, translate and learn them.

to cycle [saɪkl]



I like to cycle. Do you like to cycle? Look at the children, they are cycling in the yard.

to hike, hiking [haɪk, haɪkɪŋ]



I like to hike in the fields. Hiking is the best rest. As to me (- аз хычыч маŋ) I like to hike in the mountains. Hiking in the mountains is the best rest.

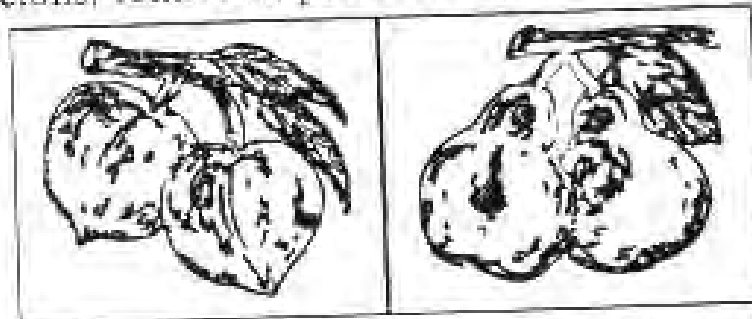
6. Read, translate the text, answer the questions and have a talk about the text.

AUTUMN

Look out of the window! Is it raining? Is the sky cloudy? It is neither ['naɪðə] raining nor cloudy. The sun is shining and the day is warm. It doesn't often rain in our republic. Autumn is a beautiful season. Everything



looks very beautiful on bright autumn days. The grass and trees are green, they become yellow at the end of October. There are many autumn flowers, different kinds of fruit and vegetables. We have the following kinds of fruit and vegetables: apples, cherries, grapes, pears, lemons, plums, peaches, melons, watermelons, tomatoes, potatoes, carrots, cucumbers.



I have a new bicycle. My parents bought the bicycle for me. I like to go cycling in the streets and in the fields. My friends and I go hiking by bicycles to the mountains every Sunday. My sister doesn't like to go hiking to the mountains. She has no bicycle. My Grandpa wants to buy her a new bicycle for her next birthday. Then we can go cycling together ([tə'geðə] – ячюя, вместе).

1. Does it often rain in autumn?
2. What's the weather like in autumn?
3. What colour are the trees and grass in autumn?
4. What fruits and vegetables do you have in autumn?
5. Have you a bicycle?
6. Do you like cycling?
7. Where do you go hiking?

HOMEWORK

Do exercise 6 on p. 19 (answer the questions) in writing.

LESSON 4 - THE FOURTH LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read the rhyme, translate and learn it (at home).



The autumn winds are blowing,
Blowing in the fields;
The yellow leaves are falling,
Falling from the trees.
The swallows are now leaving,
Leaving for the South.
We know that every autumn
They say «Good-bye» to us.

a swallow ['swɒləʊ] - фароштурук, ласточка.

2. Read and translate the dialogue, act it and make up your own dialogues.

A. P₁ - What's the weather like today?

P₂ - It's a fine day today, isn't it? Look out!

P₁ - Yes, it's beautiful, sunny, and warm. There are no clouds in the sky and there is no wind. I like such weather.

B. Use the following kinds of fruit: cherries, grapes, apples, pears, plums, lemons, a piece of melon, a piece of watermelon.

P₁ - Would you like an apple?

P₂ - No, thanks. I've just had one.

3. Read and translate the following words, and make up sentences, using them:

-tion

to dictate - dictation

to demonstrate - demonstration

to celebrate - celebration

to translate - translation

to invite - invitation

4. Read the sentences, put questions on them to get more information.

Pattern: He bought.

P₁ – What did he buy?

P₂ – He bought...

P₃ – Who bought...?

P₄ – Akram bought ...

P₅ – When did he buy ...?

P₆ – He bought the book yesterday.

P₇ – Why did he buy this book?

P₈ – He bought this book because he liked it.

She thought.

He brought.

They fought.

5. Answer the questions, using the Present Perfect Tense:

1. My sister is out. Where has she gone?
2. A letter is on the table. Who has written it?
3. The window is shut. Who has shut it?
4. The dress is nice. Who has made it?
5. The dinner is ready. Who has cooked it?

HOMEWORK

1. Do exercise 5 on p. 22 in writing.

2. Read the text «The Headless Horseman», part 2, p. 173.

Remember: sunny, windy, rainy, cloudy, fight - fought -fought, I don't believe, In a word, It seems to me, to seem, to cycle, to hike - hiking; After rain comes fair weather.

UNIT 3 - THE THIRD UNIT

LESSON 1 - THE FIRST LESSON

To be memorized: an artist, a pilot, an actor, an actress, health - healthy

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read the poem, translate and learn it (at home).

AUTUMN WIND

«Come, little leaves», said the wind one day.

«Come to the fields with me to play.

Put on your dresses of red and gold.

For summer is gone and the days are cold»*.

*For summer is gone - барои он ки тобистон ба охир расид, лето прошло

2. Read, translate and learn the verbs; make up different kinds of questions, using The Present Indefinite, Past Indefinite and Present Perfect Tenses.

break - broke - broken

build - built - built

catch - caught - caught

come - came - come

3. Answer the questions:

1. Are you eating anything now?

When do you usually have your dinner?

Have you already had your lunch?

2. Is Lola dancing now?

What is she doing now?

Did you dance yesterday?

Have you ever danced at the birthday party?

3. What are you doing here?

Do you teach English at school?

When do you read texts for Home Reading?

Have you already read this text?

4. Read, translate and learn the following words:

A.

- ful

colour - colourful

forget - forgetful

help - helpful

thank - thankful

beauty - beautiful

rest - restful

B. 1. She was very thankful for our help.

2. She likes colourful dresses.

3. The big central park is the most restful place in our town.

4. It is the most beautiful place in our town.

5. We are not sure [juə] – (бояры доштан, уверен) that our team will win, but we are hopeful.

6. She is a forgetful girl.

7. He was always helpful.

8. Alim is a healthy boy.

5. Read, translate and learn the words:

an artist: [a:tist]

Repin is one of the best Russian artists. Khushvakh-tov is one of the best Tajik artists. My brother is an artist. He is a good artist. Tell some names of artists you know.

a pilot [ə 'pailət]:



My friend's brother is a pilot. He is a good pilot. My little brother wants to be a pilot. Who wants to be a pilot?

health [helθ]:

I am not ill. I am healthy. My brother is not ill. He is healthy. My father and mother are not ill, they are healthy. I am glad to hear that everybody in your family is in good health. Do you know the rhyme? «- Healthy and strong with a merry song. We march and march and march».

an actor
an actress

Burhanov is a Tajik actor, V. Tikhonov is a Russian actor. They are very good actors. Kosimova D. is a Tajik actress. L. Gurchenko is a Russian actress. They are good actresses. Who wants to be an actor or an actress?

6. Read, translate and act the dialogue, make up your own dialogues.

P₁ - Hello, Rustam! I'm going to the pictures (to see a film).
Can you come with me?

P₂ - No, I can't. I'm going home. What's on?

P₁ - I don't know. It seems to me the film is about a pilot who was a good artist.

P₁ - What do you want to be?

P₂ - An artist.

HOMEWORK

Answer the questions in writing.

1. At what time does your school begin every day?
2. In what month does the school year begin in our country?
3. When do the autumn holidays begin?
4. What can you do during the autumn holidays?
5. What do you want to be?
6. What does your friend want to be?
7. Are you healthy?

LESSON 2 - THE SECOND LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read the proverbs, translate and learn them:

**AFTER RAIN COMES FAIR WEATHER
IT IS BETTER TO DO WELL THAN TO SAY WELL**

2. Put questions to get more information.

He has broken ...

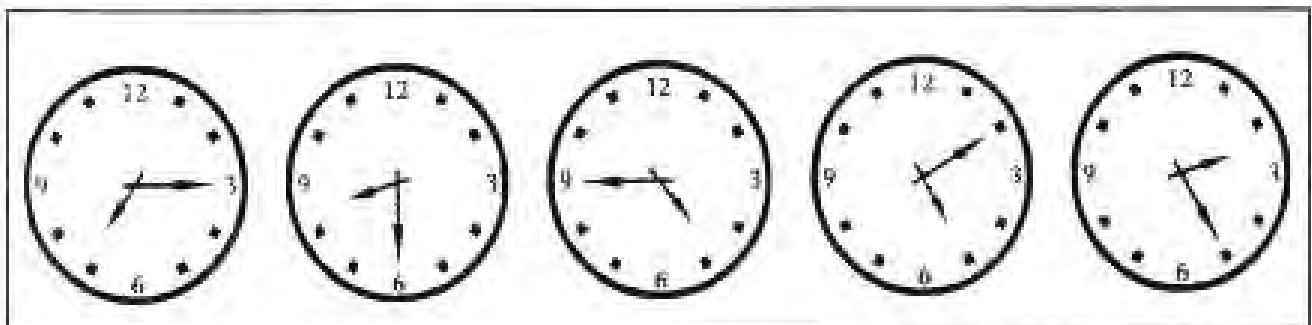
They have built...

She has caught ...

They have come ...

3. Say the time

What time is it?



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

Pattern:

P₁ - Excuse me. What time is it?

P₂ - It's nearly ten.

5. Read, translate, learn the verbs, and make up different types of interrogative sentences:

see - saw - seen

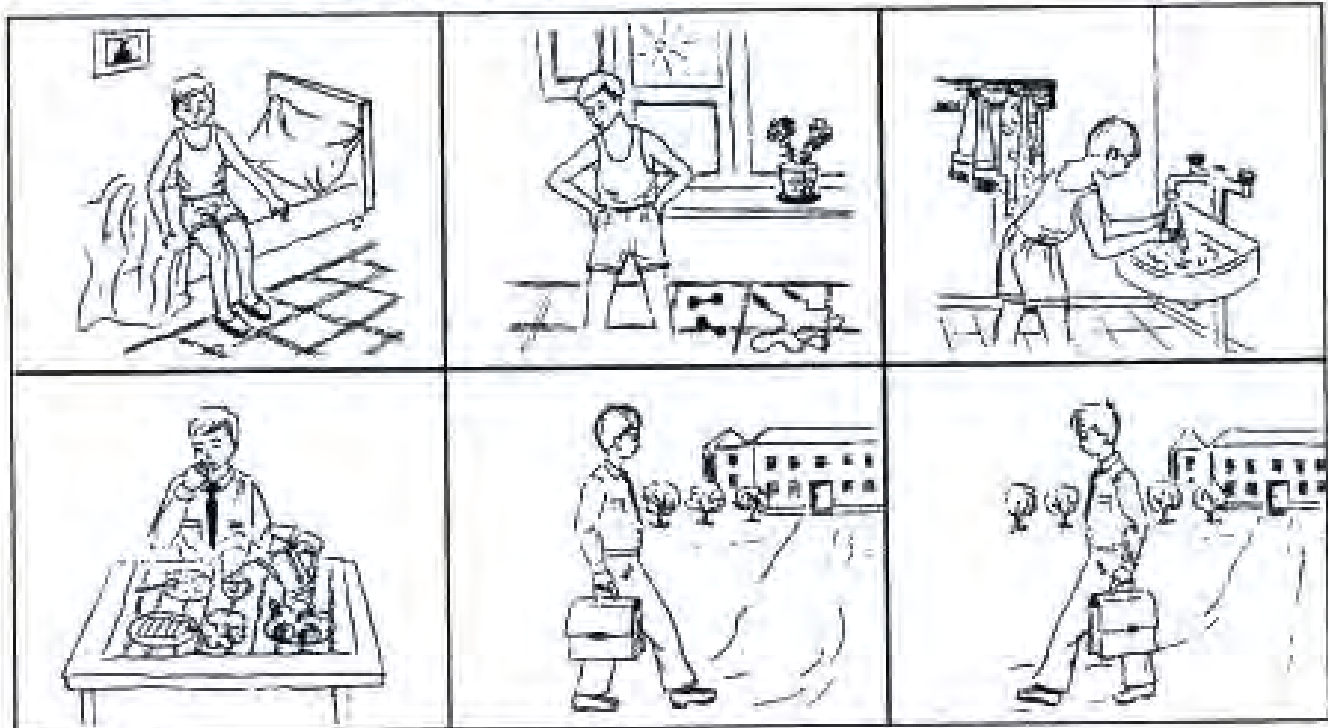
leave - left - left

begin - began - begun

become - became - become

6. Look at the pictures and say:

1. What does Nick do every morning?
2. What is Nick doing now?
3. What did Nick do yesterday?
4. What has Nick just done?



to get up

to have breakfast

to do morning exercises

to go to school

to wash

to come to school

7. Read the text, answer the questions and have a pair talk.

THE FAMILY

One English boy asked me to write him about my family.
I have written the letter today. Here it is:

14, Princess Street,
Edinburgh, S. E. 9
October 7, 1992

Dear Tom,

Thank you very much for your letter of September 18th. It was interesting to read about your family, professions and hobbies of your parents, sisters and brothers. Now I am going to write about my family. I do it with great pleasure ([⁺plezə] - бо хурсандӣ). My father is a good artist. Usually he paints trees, flowers, fruits, vegetables, seas, rivers, mountains. We have some pictures which are painted by him.

My father's hobby is playing chess and cycling. My mother is an actress. She has some hobby, too. Her hobby is collecting stamps. My older brother is a pilot. His hobby is radio-repairing. My hobby is hiking. Hiking is an interesting hobby. Many people in our country go hiking. They like it very much. What is your hobby? Please, write soon.

Yours truly
Ali Rustamov

1. What is Ali's father?
2. What is his hobby?
3. What's Ali's mother?
4. What's her hobby?
5. What's Ali's older brother?
6. What's his hobby?
7. What are you going to be?

HOMEWORK

- | |
|---|
| <ol style="list-style-type: none">1. Do exercise 5 on p. 26 in writing.2. Write about professions of the members of your family. |
|---|

LESSON 3 - THE THIRD LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read, translate and learn the poem (at home).

AUTUMN

This is the season,
When fruit is sweet*



This is the season,
When schoolchildren
meet.

sweet* - ширин, сладкий

2. Read, translate and learn the verbs. Make up different types of sentences.

become - became - become
beat - beat - beaten

do - did - done
write - wrote - written

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

P₁ - What does Ali's uncle look like? Is he fat or thin?

P₂ - He is not fat, he is thin.

P₁ - Does he have a moustache [mə'stɑ:ʃ] ?

P₂ - Yes, he has



4. Describe the family.

These are the members of the family. Try to use: neither ... nor ...

Father: a name, 40, the principal of a school, black hair, eyes, a face, a moustache, fat, round, tall, a hobby.

Mother: a name, 37, an actress of the Drama Theatre, hair, fair, a face thin, oval, beautiful, thin, a hobby.

Daughter ['dɔ:tə]: a name, 20, a student of The Teacher's Training University, fair hair, face, oval, thin, beautiful, blue eyes, hair, a hobby.

Son [sʌn]: a name, 27, tall, an engineer, a moustache, black hair, a face, round, eyes, thin, The Agricultural [ægrɪ'kʌltʃə(ə)l] University, handsome, small, big, a hobby.

Grandfather: a name, 65, a face, round, a moustache, fat, a turner, grey hair, small, big, eyes, the aluminum plant, round, tall, a pensioner ['penʃənə] - (нафақахӯр, пенсияонер), a hobby,

Grandmother: a name, 58, a pensioner, fat, thin, a dressmaker, eyes, a face, black, grey hair, small, big, short, a hobby.

5. Answer the questions:

1. Is your family large or small?
2. Have you brothers and sisters?
3. How old are your parents, sisters and brothers?
4. Have you grandparents?
5. Are they pensioners?
6. What are your parents?
7. What were your parents?
8. What were your grandparents?
9. Have you aunts and uncles?
10. Have you any cousins (['kʌzn] – писар ё (духтари) амак (тағо)?)

6. Have a pair talk about:

- a) your parents,
- b) your grandparents,
- c) your brothers and sisters,
- d) your cousins,
- e) your aunts and uncles.

HOMEWORK
Write about your family.

LESSON 4 - THE FOURTH LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read, translate and learn the following proverbs.

- a) After rain comes fair weather.
- b) It is better to do well than to say well.
- c) To know everything is to know nothing.

2. Read the sentences, ask questions to get more information.

He has beaten. He has written. We have done. They have become.

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

- T - Can I say that a man or a boy is pretty or beautiful?
R - No! Never! English people never say that.
T - Well, what do they say?
R - Well, they say he is good-looking or handsome.
T - That's all right.

4. Use the Present Perfect Tense.

- Clean the chalkboard! -
- Put the book on the desk! -
- Put on your raincoat! -
- Give me your day book! -

5. Write the interrogative and negative forms of the following sentences:

A. Does he (she)...? - He (she) doesn't.

1. He always sleeps well.
2. Father watches TV every evening.
3. Grandpa listens to the radio every morning.
4. She always does her morning exercises.

B. Do you (they, we ...)? - No. I (we, they ...) don't.

1. I help my mother to clean the room.
2. The children like to listen to their Grandpa's stories.
3. On Sundays the family go on hiking.
4. We like to go cycling every day.

6. Fill in.

a) **something, somebody, nothing, nobody:**

There was ... in the lavatory.

There was ... on the floor.

There was ... in the corner of the kitchen.

There is ... in the dining room.

b) **anybody, anything:**

Is there ... in the bedroom?

Was there ... at the door?

Was there ... on the floor?

Was there ... in the refrigerator?

HOMEWORK

1. Do exercise 6 on p. 31 in writing.

2. Read the text «The Headless Horseman». part.3 , on p. 175 and have a talk on it.

Remember: beat - beat - beaten, it is better ..., to paint, to know everything is to know nothing; healthy, a pilot, health, an artist, an actor, an actress, cousins, a pensioner

UNIT 4 - THE FOURTH UNIT

LESSON 1 - THE FIRST LESSON

To be memorized: a lavatory, a gas-range, central heating, running water, modern conveniences, a looking-glass

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read the proverbs, translate and remember them:

After rain comes fair weather.

It is better to do well than to say well.

To know everything is to know nothing.

You know a man by his friends.

2. Read the verbs, translate and learn them:

give - gave - given
drive - drove - driven

fall - fell - fallen
forget - forgot - forgotten

3. Make up dialogues like this:

P₁ - Take the potatoes, please!

P₂ - I have taken potatoes.

P₁ - Don't take the potatoes! Take the tomatoes!

P₁ - I'm sorry. Take the tomatoes, please!

P₂ - With great pleasure, I'll take the tomatoes.

4. Read the words, translate and learn them.

a looking-glass:



Look, it is a looking-glass. Where is the looking-glass? There is the looking-glass in the corner of the room. You may look at the looking-glass.

a lavatory: ['lævət(ə)rɪ]

There is a lavatory in our flat. The lavatory is next to the bathroom. Is there a lavatory in your flat? Of course, there is.

a gas-range : [gæs- reɪndʒ]



We have a gas-range in our new flat. The gas-range is in the corner of the kitchen. My mother cooks meals on the gas-range.

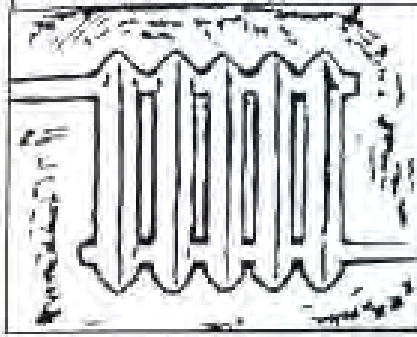
running water: ['rʌnɪŋ 'wɔ:tə]



Of course, we have running water in our house. There is running water in the kitchen. It is very nice to have running water in our flat.

central heating:

[ˈsentr(ə)l ˈhi:tɪŋ]



We have central heating in our flat. The central heating makes our flat warm during the cold days. Have you got central heating?

modern conveniences:

[ˈmɒd(ə)n kənˈvi:njəns]

We have got all modern conveniences: a gas-range, running water, central heating, a lavatory and a bathroom. It is very useful and comfortable to have modern conveniences in a flat. Are there modern conveniences in your flat?

5. Answer the questions using two-three sentences in your answers.

1. Is there a big looking glass in your flat (house)? Where is it?
2. Is there a lavatory in your flat (house)?
3. Where is the lavatory in your house?
4. Is there a gas-range in your flat (house)? Where is it?
5. Is there running water in your flat (house)? Where is it?
6. Is there central heating in your flat (house)?
7. Is it useful and comfortable to have modern conveniences in a flat (house)?

HOMEWORK

1. Do exercises 5 on p. 33 in writing

LESSON 2 - THE SECOND LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Review the proverbs covered.

2. Get more information.

She has given. She is driving.
He has fallen. They forgot.

3. Put in the following words: sleepy, sunny, rainy, windy, cloudy, tasty and flowery.

1. Autumn in our republic is often ...
2. The children are ..., they must go to bed.
3. It is warm today, but the sun is not shining, it is ...
4. I like this soup, it is very ...
5. November is usually a ... month in our republic.
6. The field is very ...
7. Today there is no wind but yesterday it was cold and ...

4. Ask some questions on the sentence:

There are some modern conveniences in our flat.

5. Read and translate the dialogues, act them and make up your own dialogues.

- A.** – It seems to me, that you've got a new flat.
– Oh, yes, We've got all modern conveniences, too.
– What modern conveniences are there in your flat?
– Modern conveniences? Oh, they are: a lavatory, a gas-range, central heating, running water, a radio-set, a TV-set.
- B.** – It's very nice to get all modern conveniences. But what about furniture (['fə:nitʃə] - мебель)?
– Oh, as a matter of fact, we've bought many pieces of furniture.

6. Count from 1 to 100, then read the following figures ['fi:gɜ:z]: ракамхо, числа

107, 2038, 142, 1992, 39640.

HOMEWORK
1. Write about modern conveniences you've got in your flat (house).
2. Do exercise 3 on p. 34 in writing.

LESSON 3 - THE THIRD LESSON

To be memorized: a refrigerator, a vacuum-cleaner, a pillow, a pillow-case, a window-sill, a blanket

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read, translate and learn the verbs and make up different sentences.

blow - blew - blown - blowing

grow- grew- grown - growing

fly - flew - flown - flying

speak - spoke - spoken - speaking

choose - chose - chosen - choosing

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

In a word, ...

I don't believe ...

I'm sure of ...

3. Complete the sentences according to the pattern, use the Gerund.

swim - swimming

read - reading

I like to swim - I like swimming.

I like to read - I like reading.

I like to skate - I like...

My friend likes to cycle - My friend likes...

We like to go to hike - We like to go...

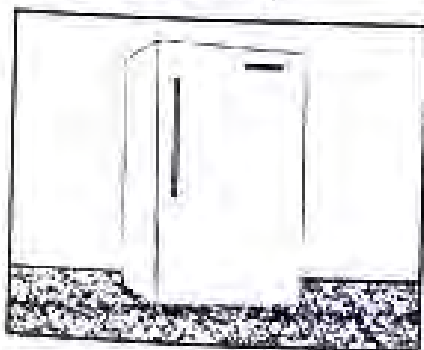
We like to go to the circus - We like...

4. Make up your own sentences using the Gerund.

5. Read, translate and learn the words.

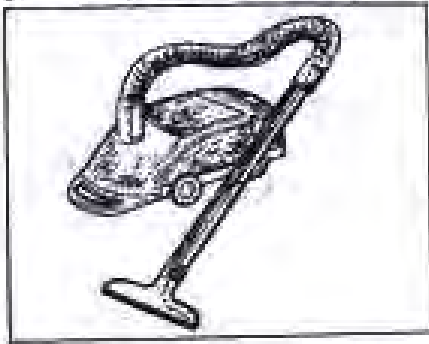
a refrigerator:

[ə rɪ'frɪdʒəreɪtə]



This is a refrigerator. We've bought a new refrigerator this month. The refrigerator is nice. The refrigerator is in the corner of the kitchen. Have you got a refrigerator?

a vacuum-cleaner;
[ə 'vækju:əni 'kli:nə]



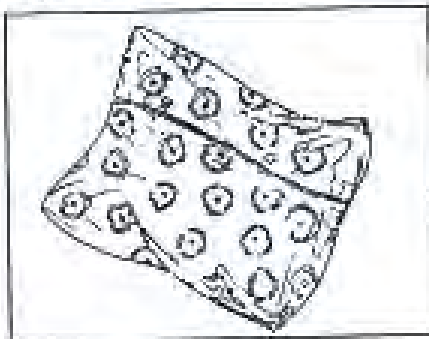
Look, it is a vacuum-cleaner. The vacuum-cleaner helps us to dust our flat. My friend's family had a vacuum-cleaner, too. Have you got a vacuum-cleaner?

a window-sill: ['windəusil]



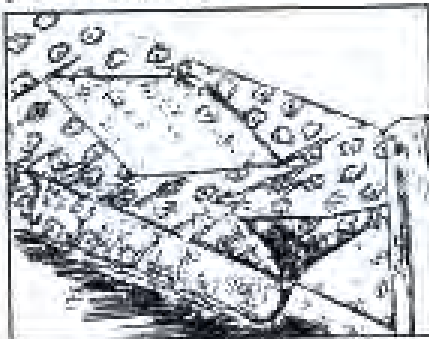
Every window has a window-sill. Sometimes we put flowers on the window-sill. There are three window-sills in our room.

a pillow,
a pillow-case: ['piləukeis]



I sleep in bed. My head lies on a pillow. My pillow is neither big nor small. There is a white pillow-case on my pillow. I like to sleep on a white pillow-case.

a blanket
[ə 'blæŋkit]:



Look, it is a blanket. When I sleep, I cover myself with a blanket. When it is cold, I cover myself with a warm blanket. My blanket is green.

6. Put in the following words: a refrigerator, a vacuum-cleaner, a pillow, a pillow-case, a window-sill, a blanket:

1. Look at my bed. You can see ... in a white ... and a green...
2. When I want to dust the floor, I usually use...

3. I always keep tomatoes, cucumbers, meat, butter in the...
4. Do you see those beautiful flowers on the...

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

1. Have you got a refrigerator?
2. When did you buy your refrigerator?
3. Have you got a vacuum - cleaner?
4. Where can a man buy a vacuum-cleaner?
5. What are there on your bed?

HOMEWORK
Do exercise 6 on p.36 in writing. Do exercise 7 on p.37 in writing.

LESSON 4 - THE FOURTH LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read, translate and remember the proverbs:

After rain comes fair weather.
It is better to do well than to say well.
You know a man by his friends.

2. Get more information.

It is blowing. He has chosen. It flew. It has grown. She knows.

3. Read the dialogue, translate and act it.

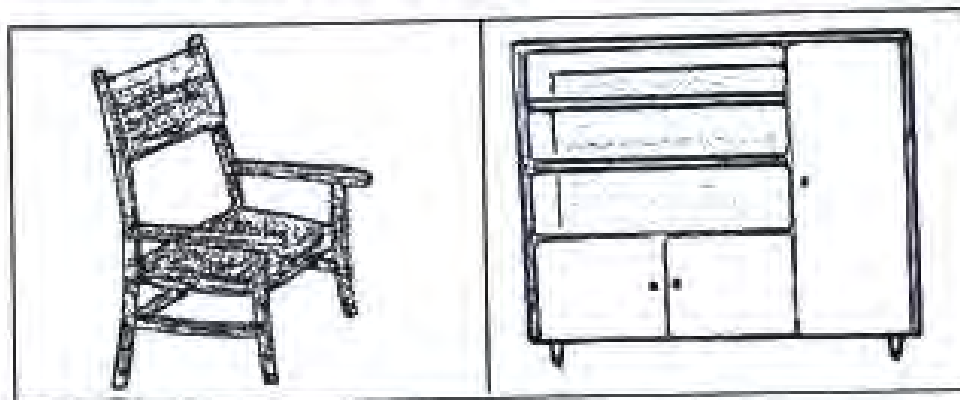
M - This room is very cold, the central heating doesn't work well.
N - Just a minute. I'll repair it.

4. Complete the sentences using the Gerund.

1. He began to repair the vacuum-cleaner.
2. I prefer to put food in the refrigerator.
3. She prefers to sleep on the white pillow-case.
4. We prefer to put flowers on the sunny window-sill.
5. My mother prefers to buy blue warm blankets.

5. Read, translate and act the dialogues. Make up your own dialogues.

- A. P₁ - I am sorry, what pieces of furniture have you bought?
P₂ - Pieces of furniture? Oh, we've bought a sofa, an armchair, a beautiful dish case, a refrigerator and a vacuum-cleaner.



- B. P₁ - Where did you get those pieces of furniture?
P₂ - Well, there is a furniture shop in the block where we live.
P₁ - How did you take it to your flat?
P₂ - We took a lorry. It carried all the pieces of furniture to our multistoried house.

6. Put in: was or were.

1. It ... very cold and the children stayed at home.
2. There ... very many men and women in the hall. The feet and the hands ... dirty.
The weather ... fine that day.
The children ... happy to go hiking with their parents.

HOMEWORK

1. Do exercise 4 on p.37 in writing.
2. Read the text «The Headless Horseman», part 4, p.175 and have a talk on it.

LESSON 5 - THE FIFTH LESSON

REVISION

1. Read the proverbs and make up sentences using them.

After rain comes fair weather.
It is better to do well than to say well.

To know everything is to know nothing.
You know a man by his friends.

2. Read the text and have a talk on it.

NOVEMBER

The name "November" comes from the Latin word "novem" which means "nine". So it is the ninth month of the year. November 6th is the day of Constitution of Tajikistan. We celebrate this day every year. The constitution gives the right for freedom of speech religion and education for all citizen of all our country.

Nowadays our country does its all best for making the better life of our people.

HOMework

Read the text «The Headless Horseman», part 5, p.176 and have a talk on it.

THE SECOND TERM

UNIT 5 - THE FIFTH UNIT

LESSON 1 - THE FIRST LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

To be memorized: cost - cost - cost, cut - cut - cut, myself, himself, herself, itself, yourself, ourselves, themselves. I'm not so sure.

1. Read the verbs, translate and learn them. Make up different types of interrogative sentences.

cost - cost - cost
get - got - got

cut - cut - cut
send - sent - sent

put - put - put
go - went - gone

2. Read the phrase, translate it and make up sentences using the phrase.

I'm not so sure ...

3. Have a pair talk with your deskmate about your and your friend's hobbies.

4. Read the suffixes and translate the words:

-self -

selves

my + self = myself
your + self = yourself
him + self = himself
her + self = herself
it + self = itself

our + selves = ourselves
your + selves = yourselves
them + selves = themselves

5. Read and translate the following sentences:

1. I had to do everything myself.
2. He always cleans his room himself.
3. She wanted to wash the dress herself.
4. At first we ourselves didn't know how great the danger was.
5. Don't be angry. Have you forgotten that you broke the cup?
6. You found that building yourselves, why don't you know the way there?
7. The story itself isn't the most interesting in the book?
8. There was too much work for so few people, and they couldn't do everything themselves.
9. She wanted her children to be like herself.

6. Put in: -self, -selves.

1. My little sister washes her stockings...
2. My little brother washes the plates...
3. We prepare the classroom...
4. They cooked the fish soup...
5. The dog took a piece of meat from the plate...
6. You wanted to go hiking...

7. Have a pair talk.

- a) what you usually do yourself and what you can't do yourself;
- b) what your brother (sister, friend) usually does himself and what he can't do himself.

HOMEWORK

1. Do exercise 1 on p. 39 in writing.
2. Do exercise 6 on p. 40 in writing.

LESSON 2 - LEARN AND SPEAK ENGLISH

LET'S READ, LEARN AND SPEAK ENGLISH

To be memorized: to be tired, to mend, to bind, to be responsible for, form-mistress, a monitor.

1. Read the sentences and get some more information.

He is cutting. She will put. He had gone. They got. It cost.

2. Read the dialogue, learn and act it. Make up your own dialogues.

P₁ - I'm very tired.

P₂ - Shall I make you a cup of tea?

P₁ - I prefer a glass of cold water.

3. Read and translate the sentences, then do choral retranslation of these sentences.

Cycling is his hobby.

Hiking is my hobby.

Skating is very popular ([ˈpɒpjulə] – маючы) in our country.

Swimming is one of my favourite sport.

4. Read, translate and learn the dialogue. Make up your own dialogues.

P₁ - What would you like to do?

P₂ - I'd like to have ice-cream.

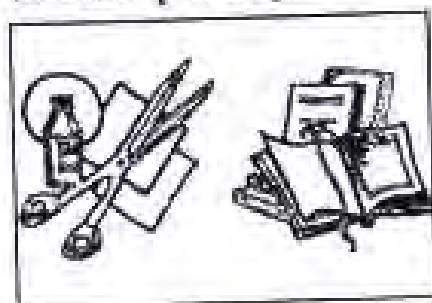
(breakfast, lunch, hiking, swimming, cycling, go for a walk, go to the museum, listen to some nice music, to return to the hotel).

5. Read, translate and learn the words:

a monitor:
[ə 'mɒnɪtə]

Ali Rustamov is the monitor of our class. Ali is a good monitor. Is there a monitor in your class? What is the name of your monitor? Do you like your monitor?

to bind [baɪnd]:



We can bind books. Last year we couldn't bind books. Our form-mistress taught us to bind books. Can you bind books?

to be responsible
(for): [rɪs'pɒnsəbl]

I am responsible for binding books. Our monitor is responsible for mending maps. What are you responsible for?

to mend:



To mend is to repair something. We can mend our maps. My granny likes to mend my stockings and socks. I like to mend my socks myself.

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

1. What is the name of your form-mistress?
2. What can you mend?
3. What can you bind?
4. What are you responsible for?

HOMEWORK

1. Do exercise 1 on p. 41 in writing.
2. Do exercise 6 on p. 42.

LESSON 3 – THE THIRD LESSON

To be memorized: I am fond of... , draw – drew – drawn

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read, translate and learn the verbs, make up different kinds of sentences.

draw – drew – drawn

drink - drank - drunk

feel – fell – felt

find – found – found

2. Read the phrases and use them in your own dialogues.

I don't think so, I'm sure of it, I believe it, I don't believe it, I'm not sure of it, certainly, I disagree...

3. Make up sentences as follows.

Pattern: I like swimming – I am fond of swimming.

I like skating –

He likes skiing –

She likes hiking –

They like cycling –

We like playing draughts –

4. Make up interrogative questions as follows:

A. Are you fond of swimming?

– Yes, I am.

– No, I am not.

... you ... reading novels?

... you ... playing the guitar?

B. Is he (she) fond of hiking?

– Yes, he is.

– No, he is not.

... she ... cooking fish soup?

... she ... mending socks?

... he ... binding books?

... he ... sightseeing (аз назар гузаронидани шахр – осмотреть достопримечательности)

5. Read and translate the text.

AT A CLASS MEETING

(Part 1)

The lessons were over (ба охир расидан, закончилиесь) but the children did not go home. They had a meeting that day. It was their first class meeting that year.

The form-mistress said: "Boys and girls, today we shall speak about the questions of our future class work. Let's elect (биёед интиҳоб мекунем, выберем) the monitor of the class". Ali Rustamov was elected a monitor of the class. He went to the table. The form mistress set down at the desk. The monitor said: "Today we must decide [di'said] -(карор додан, решить) what we shall do for our school this year. Who will speak now? You, Nor?" Nor said: "It seems to me that we must collect scrap metal (оҳанпора, металл) and paper.

I believe we can do it. I want to be responsible for collecting scrap metal and paper. I am sure of doing it well".

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

1. Why didn't the children go home after the lessons?
2. What did the form-mistress tell?
3. Whom did the class elect the monitor?
4. What did the monitor say to the pupils?
5. What did Nor say?

HOMEWORK

1. Do exercise 4 on p. 43 in writing.
2. Do exercise 6 on p. 44 in writing.

LESSONS 4 - THE FOURTH LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

I. Read the proverb, translate and learn it.

LOST TIME IS NEVER FOUND AGAIN

2. Put in the following words: walking, going, playing hockey, drawing, playing tennis:

- The boys prefer ... to...
- He prefers ... to ... by tram.
- Ali is fond of...
- I am fond of...

3. Put in: about, into, without, at, for, on, in, out of, by:

1. I like to think ... my first meeting ... school.
2. I have read many books ... Ainy.
3. The old woman opened the door and went out ... the street.
4. Our class is responsible ... this kind of work
5. The mother couldn't live ... her son.
6. London is ... the Thames.

4. Read the text "The Headless Horseman", part 6, p. 177.

AT A CLASS MEETING

(Part 2)

Lola stood up and said: "It seems to me that we must bind books for our library. I believe our pupils can do it. I shall be responsible for this kind of work. I am sure of doing binding well". Then Karim stood up and told, "We can mend our maps, desks and repair benches and chairs. We have not done that for two years now. I shall be responsible for mending maps and repairing desks, benches and chairs. I believe I shall do it well". Oisha stood up and said: "Many of our pupils are fond of reading. We must read books, too, and discuss* [dis'kʌs] them at our meetings. I think Akram can be responsible for such meetings. I believe that he will do it well". Then the form-mistress said: "I am glad that you have discussed the plan for your work. I believe that you will do everything well".

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

1. What did Lola say?
2. What did Karim prefer to do?
3. What did Oisha say?
4. What did the form-mistress say?
5. Are you responsible for anything?
6. When have you your class meetings?

* discuss – мухокима кардан, обсуждать

UNIT 6 - THE SIXTH UNIT

LESSON 1 - THE FIRST LESSON

To be memorized: a comprehensive school, needlework

LET'S LEARN, READ AND SPEAK ENGLISH

1. Read the verbs, translate and learn them, make up different types of sentences.

eat - ate - eaten,
drink - drank - drunk,

make - made - made
read - read - read

2. Put the sentences into the Past Indefinite in the Passive Voice.

Mind: I - me, you - you, he - him, she - her, we - us, they - them.

Pattern: I wrote the letter. - The letter was written by me.

He ate a piece of bread. -

She drank a glass of milk. -

They made a bench. -

We read this book yesterday. -

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

P₁ - Are you fond of playing tennis?

P₂ - Oh, yes. I am very fond of playing tennis.

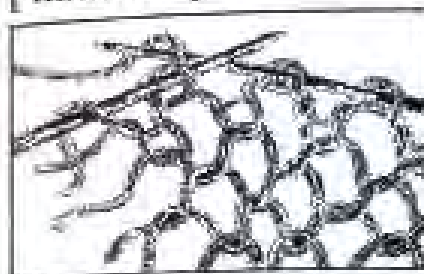
P₁ - Is playing tennis useful?

P₂ - Certainly. Playing tennis is useful and pleasant.

4. Read, translate and learn the words:

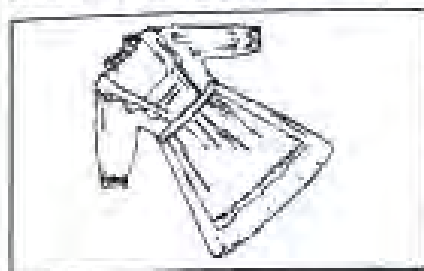
a comprehensive school: A comprehensive school is an English secondary school. All the English children of 11 years old, after finishing the elementary school, can go to a comprehensive school. English comprehensive schools give pupils good education (маълумот, образование)

needlework
[ˈni:dlwɜ:k]:



Needlework is a work of making dresses, shirts, socks, stockings... etc. Do you like needlework? All our school girls do needlework. Needlework is useful and pleasant.

a uniform [ˈju:nifɔ:m]:



Look, it is a nice uniform. I have a nice uniform. My uniform is new. Have you got a uniform?

a school badge [ˈbædʒ]:

It is a badge. My brother has a badge. English pupils have badges on their uniforms. Have you got any badge? - Yes, we have some.

5. Answer the questions:

1. What is an English comprehensive school?
2. How old is a pupil who wants to go to comprehensive school?
3. Do English pupils have needlework at the handicraft lessons?
4. Do Tajik pupils have needlework at the handicraft lessons?
5. What do English pupils have on their uniforms?
6. Do you have any badges on your uniforms?

HOMEWORK

1. Do exercise 5 on p. 47 in writing.
2. Read the text "The Headless Horseman", part VII, on p. 178.

LESSON 2 - THE SECOND LESSON

LET'S LEARN, READ AND SPEAK ENGLISH

I. Put in: was or were.

The monitor ... elected by us in our class.

A piece of melon ... placed by me on the table.

A cup of coffee ... drunk by him at the table.
These letters ... written by them.
This needlework ... done by the form-mistress.
A pupil ... called by the principle.

2. Make up dialogues using the following one as a pattern.

P₁ - What would you like to do?

P₂ - I'd like to have a piece of water-melon to eat it up.

3. Answer the questions.

1. Do you see one man or two men in the yard?
2. Are there many women or one woman in the field?
3. Are there many children in the schoolyard?
4. Such a good looking child! What is his name?
5. Look at this strange doll! Has it one foot or two feet?

4. Read, translate and make up sentences.

- A. a forgetful boy, a beautiful girl, useful work, a colourful picture;
- B. a useless book, a restless week, a helpless girl.

5. Read and translate the text.

A LETTER FROM ENGLAND

Form 8 "B"
School No 34
Rudaki street, 141
Dushanbe Tajikistan

Dear friends!

I was very glad to get a letter from Tajik children. I'll try to answer all your questions. My name is Lucy Grant. I live in London. I am fourteen years old. I have a brother who is two years older than I am. His name is Tom.

I go to a comprehensive school. Our teachers say this is the best kind of school in England because all children can go to it and learn the same subjects there.

We have lessons five days a week from Monday to Friday. On Saturday and Sunday we have no lessons. We learn English, French, mathematics,

physics, chemistry, geography, biology, music and many other important* things. I am sure we shall know a lot of things when we leave school. We have needlework too and the older girls learn how to look after small children. We have a lot of different kinds of sports and games, too.

All the best. Lucy Grant

6. Answer the questions:

1. Who wrote the letter?
2. Who had got the letter?
3. What is the girl's name?
4. What country does she live in?
5. What is her brother's name?
6. Who of the two is older?
7. What school does he go to?
8. What subjects of this school do the pupils learn?
9. Do they have lessons every day?
10. Do they have different kinds of sports and games?
11. Do English children get a practical education?

HOMEWORK

Do exercise 4 on p. 48 in writing.

LESSON 3 - THE THIRD LESSON

To be memorized: a school plant, an envelope

1. Read and translate the verbs; make up interrogative sentences in the Present, Future, Past Indefinite and Present Perfect Tenses. Answer the questions.

bind - bound - bound

mend - mended - mended

meet - met - met

pay - paid - paid

2. Complete the sentences:

Pattern:

P₁ - If I wrote the letter then the letter...

P₂ - Then the letter was written by you...

P₁ - If he mended that book then the book...

P₂ - Then the book...

P₃ - If we grew vegetables in the vegetable garden, then the vegetables...

P₄ - Then the vegetables...

* important things [im'pɔ:t(ə)nt θɪŋz] - вещей важных, важные вещи

P₅ – If she mended the dress then the dress...

P₆ – Then the dress...

P₇ – If I meet my friend every day, then my friend...

P₈ – Then your friend...

3. Answer the questions, using the following words: pupils, a shoemaker, a bricklayer, a carpenter.



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

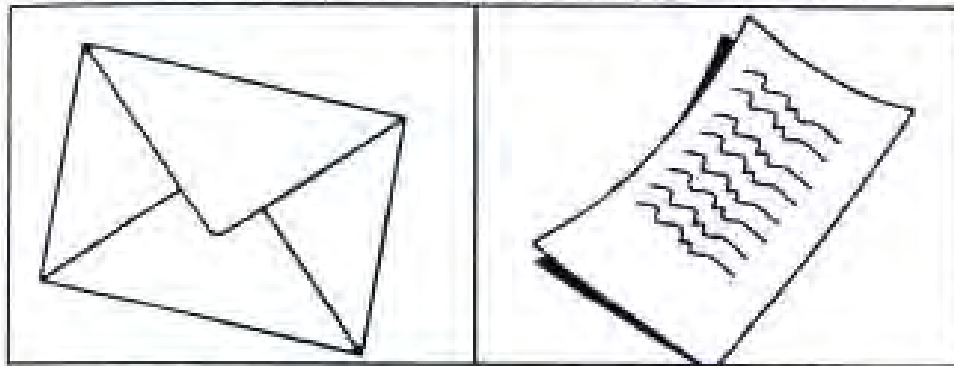
4. Read, translate and act the dialogue; make up your own dialogues.

- A. Mother – By whom are you taught to plant trees and flowers on your school plant?
Son – We are taught to plant trees and flowers on our school plant by our teachers.
Mother – Such a long answer! Say “by our teachers”.
Son – By our teachers.
- B. Mother – By whom are the plants taken care on your school plot?
Son – By us, pupils.
- C. P₁ – Karim, I want you to answer my questions.
P₂ – I’ll answer them with great pleasure.
P₁ – By whom are books written?
P₂ – Books are written by writers.

5. Read, translate and retell the text.

HOW A LETTER WAS SENT TO MY FRIEND

I sat down at my table, took a sheet of paper, a pen and an envelope. I wrote all that I had to say. When the letter was written, it was put into



the envelope. The address was written on the envelope. The letter was ready and I sent it to my friend.

HOMework

Do exercises 2-3 on p. 49 and
Do exercises 3 on p. 50 in writing.

LESSON 4 - THE FOURTH LESSON

To be memorized: a butcher – at the butcher's, a grocer - at the grocer's,
a baker – at the baker's, a dairy – at the dairy.

LET'S LEARN, READ AND SPEAK ENGLISH

1. Read, translate and learn the verbs; make up sentences in the Passive Voice.

sell - sold – sold,

see - saw - seen

send, - sent - sent

hear - heard – heard,

say - said - said

2. Read, translate and memorize the proverb:

ACTIONS SPEAK LOUDER THAN WORDS

3. Read the dialogue and act it.

P₁ - Have you brought me the book I asked for?

P₂ - I am sorry, I've left it at home.

P₁ - How bad of you! Yesterday you promised to bring it.

P₄ - Don't be angry with me! I'll bring it tomorrow.

P₅ - Do you think I believe you? Actions speak louder than words.

4. Read the poem, translate and learn it (at home).

WHOLE DUTY OF CHILDREN

by STEVENSON

A child should always say what's true,
And speak when he is spoken to,
And behave mannerly at table,
At least as far as he is able.

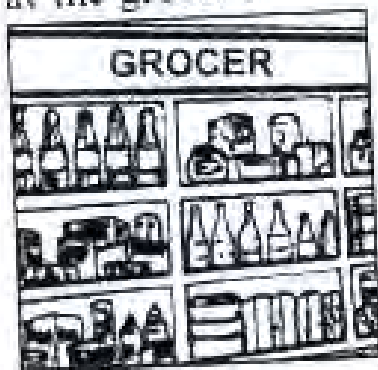
5. Read, translate and learn the words:

a butcher ['butʃə]
at the butcher's:



Look, it is a butcher. My uncle is a butcher. He works at the butcher's. We buy meat at the butcher's. Where does your mother buy meat?

a grocer [ə 'grəʊsə]
at the grocer's:



Look, it is a grocer. My aunt is a grocer. She works at the grocer's. We buy sugar, sweets, cakes at the grocer's. Where do you buy sugar, sweets and cakes?

a green grocer –
at the green grocer's:



Look, it is a green grocer. My older sister is a green grocer. She works at the green grocer's. We buy vegetables at the green grocer. What vegetables can you buy at the green grocer's?

a baker [ə 'beɪkə]
at the baker's:



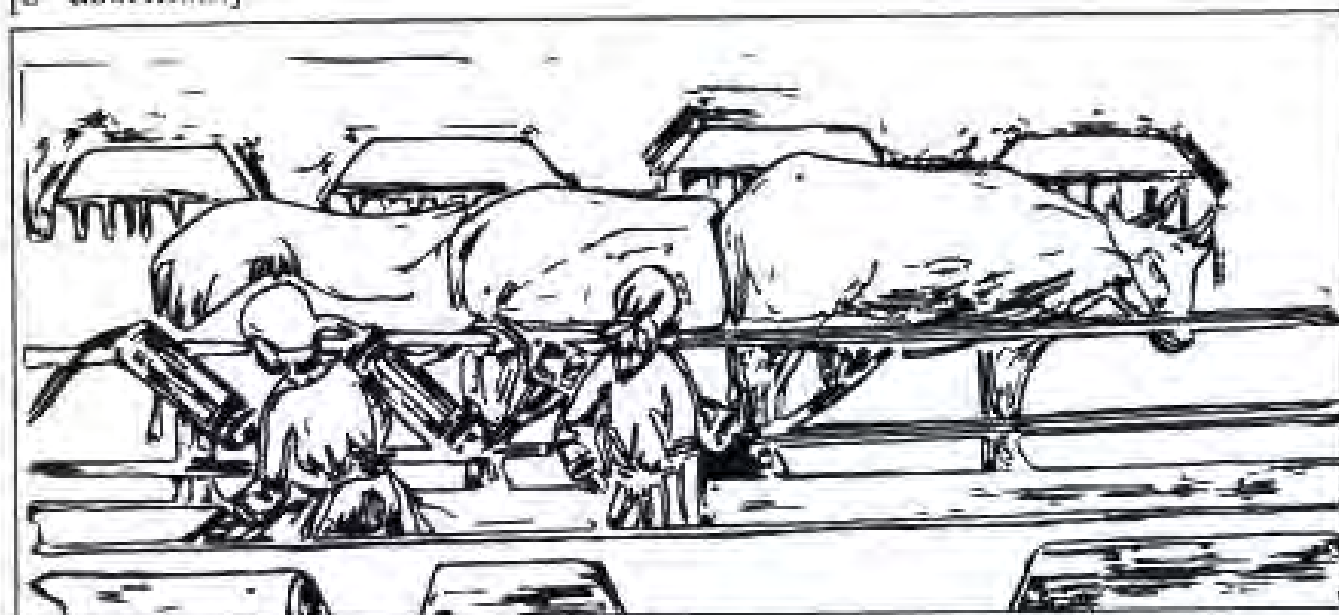
Look, it is a baker. My grandpa is a baker. He works at the baker's. We buy bread, buns, flat-cakes at the baker's. Do you want to be a baker?

a dairywoman
[ə 'deəri'wʊmən]:

a dairyman
[ə 'deəri:mən]

a dairy-farm
[ə 'deəri:fɑ:m]

Look, it is a dairy. We see a dairywoman and a dairyman on the dairy-farm. There are some a dairyman cows on the dairy-farm.



A dairywoman and a dairyman milk the cows. We may buy milk at the dairy. Do you want to work on the dairy-farm? What can you buy at the dairy?

6. Put the sentences into the Passive Voice.

1. The butcher sells meat.
2. The baker sells bread and buns.
3. The grocer sells sugar.
4. The dairywoman sells butter and milk.
5. The green grocer sells vegetables.

7. Answer the questions:

- A. Is meat sold at the butcher's ?
Are sweets and sugar sold at the grocer's?
Is butter sold at the dairy?
Are vegetables sold at the green grocer's?
Are books sold at the bookshop?
- B. What is sold at the butcher's?
What are sold at the green grocer's?
What are sold at the grocer's?
What are sold at the dairy?
What are sold at the bookshop?

HOMework

1. Do exercise 7 on p. 54 on writing.
2. Read the text "The Headless Horseman", part 8, p. 179.

UNIT 7 - THE SEVENTH UNIT

LESSON 1 - THE FIRST LESSON

LET'S LEARN, READ AND SPEAK ENGLISH

1. Read, translate and learn the proverb.

FORTUNE FAVOURS THE BRAVE

[ˈfɔ:tʃ(ə)n 'feivə:z ðə 'breiv]

2. Read the text and answer the questions.

Akram went in for swimming. He was a good swimmer. One day he was walking along by the river when he saw a small dog in the water. It was a very cold day, but Akram was not afraid of it. He jumped into the cold water and saved the dog. The dog grew up to be a good friend of the family. Akram's mother was proud of her son and told everybody that fortune favoured the brave.

What was Akram?

What did he save one day?

What did Akram's mother say to everybody?

3. Make up your own dialogues using the following verbs:

sell - sold - sold,

see - saw - seen,

say - said - said,

send - sent - sent,

hear - heard - heard,

buy - bought - bought,

bring - brought - brought.

4. Make up 2-3 sentences using the following words:

a refrigerator, a gas-range, central heating, a grocer, at the green grocer's, a baker, at the baker's, a dairywoman, at the dairy-farm, health -healthy.

5. Read the dialogue, translate it and have a talk on the topic.

THE SCHOOL PLOT

P - Has your school a school plot?

S - Yes, we have. We have a large school plot.

P - What do you do on the school plot?

S - We grow different vegetables, fruit, grapes, cherries and flowers there.

P - What vegetables do you prefer to grow on your school plot?

S - I prefer to grow cucumbers, tomatoes, potatoes, carrots and cabbage.

P - When do you begin to plant your flowers?

S - We begin to plant flowers in April.

P - Do you look after the plants every day?

S - Yes, we do. We water them every evening or morning.

HOMWORK

Make up sentences in writing using the words in exercise 4 on p. 55.

LESSON 2 - THE SECOND LESSON

To be memorized: a primary school, a grammar school, to take an examination.

LET'S LEARN, READ, SPEAK ENGLISH

1. Read the verbs, translate and learn them. Make up interrogative sentences using these verbs:

shoot - shot - shot show - showed - shown
shut - shut - shut take - took - taken

2. Make up a chain talk first, then have a pair talk using the following words:

modern conveniences, to buy pieces of furniture, a blanket, a looking glass, a refrigerator, a vacuum cleaner, a pillow, a gas-range, central heating, running water, a lavatory.

3. Read and translate the dialogue and make up your own dialogues as follows:

P₁ - Lola can't come to school.

P₂ - What is the matter with her?

P₁ - She is ill. She had a sorethroat.

P₁ - My pen doesn't write.

P₂ - ...

P₁ - ...

P₁ - Her little brother is crying.

P₂ - ...

P₁ - ...

P₁ - Her little sister is crying.

P₂ - ...

P₁ - ...

P₁ - He can't answer the teacher's question.

P₂ - ...

P₁ - ...

P₁ - We can't go swimming now.

P₂ - ...

P₁ - ...

4. Read the text and translate it.

AT THE ENGLISH SPEAKING CLUB

DEAR FRIENDS!

WELCOME TO OUR ENGLISH SPEAKING CLUB

TODAY AT 5 o'clock.

1. Talk: English schools

2. Games, songs, jokes

SPEAK ENGLISH IF YOU SPEAK AT ALL!

Nisso Rasulova is a young teacher. She recently had been to England and now she is going to tell about it to her pupils.

"English children begin going to a primary school when they are five years old. They study there for six years. When they are eleven, they may take an examination [ɪg.zæmi'neɪʃən]. The examination is very difficult. Every child has to write answers to many questions. Those who answer well go to a grammar school. Those who don't go to another kind of school go to a secondary modern school.

There are different kinds of schools in England. The subjects, which they study in one kind of school are different from those which they study in another. The grammar school is one from which it is easier to go to University. In modern secondary schools children get a more education. In all schools children learn handicraft. They find it very useful, because many of them go to work when they leave school".

The pupils put many questions to the teacher. Then they played different kinds of games, sang songs, told jokes and danced.

5. Answer the questions:

1. What is the text about?
2. Who had been to England?
3. What kinds of schools are there in England?
4. What education did they get in the modern secondary schools?

HOMEWORK

1. Do exercise 3 on p. 56 in writing.
2. Do exercise 5 on p. 57 in writing.

LESSON 3 - THE THIRD LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read and translate the verbs, make up interrogative sentences beginning with: where, when, what.

stand - stood - stood,
speak - spoke - spoken,

sit - sat - sat,
sleep - slept - slept

2. Read, translate and remember the proverb:

BETTER LATE THAN NEVER

3. Read the text, have a talk on it and retell it.

During our summer holidays I went to Moscow. After my returning home I promised my friends to tell them about everything I saw there. But I could do it yesterday. My friend smiled and said, "Better late than never".

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

P₁ - Could you tell me how to get to the post-office?

P₂ - It's the next turning ([ˈtəniŋ] - разгиб, поворот) on the left.

5. Complete the sentences as follows:

Ali is fat.

Tom is tall.

Tom is thin.

Tom is clever.

Tom is polite.

Tom is handsome.

Olim is fatter.

Peter is...

Peter is ...

Peter is ...

Peter is ...

Peter is...

Karim is the fattest.

Davy is...

Davy is...

Davy is...

Davy is...

Davy is...

What can you say about Tom, Peter and Davy?

6. Answer the questions:

1. What river is the longest in Europe?
2. Which day is the longest in the year?
3. Who is the best sportsman in your school?
4. What is the most important city of England?
5. What mountain is the highest in the world?
6. What country is the largest in the world?

7. Answer the questions using 2-3 sentences in your answer:

1. Have you an English-speaking club at your school?
2. Does it help you to know English better?
3. Do your friends like to go to the club?

HOMEWORK

1. Do exercise 5 on p. 58 in writing.
2. Do exercise 6 on p. 58 in writing.

LESSON 4 - THE FOURTH LESSON

To be memorized: strong

LET'S READ, LEARN AND SPEAK ENGLISH

1. Read, translate and remember the words.

- ness

- A. happy - happiness
cold - coldness
ill - illness
white - whiteness

- less

- help - helpless
use - useless
life - lifeless
colour - colourless

- B. hopeless, happiness, homeless, darkness, brightness, nameless, greatness, blackness.

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

P - I've made this cake.

S - Have you made it yourself?

P - Yes, I've made it myself.

3. Complete the sentences using: myself, himself, herself, yourself, yourselves, itself, themselves, ourselves.

1. I had to do everything ...
2. He always cleans his room ...
3. She wanted to wash the dress ...
4. At first we ... didn't know that strange man.
5. Are you ... fond of binding books?

6. The story ... isn't the most interesting in the book.
7. There was too much work for so few people and they couldn't do everything ...

4. Read, translate the text and retell it. Mind the word «strong» (бузур, сильный.)

OUR HANDS

Everybody knows that people have two hands. One of our hands – the right hand - is stronger than our left hand. Why is it so? It is so because we use our right hand more than our left hand. The left hand of the left-handed people is stronger than their right hand. The people who use the right and the left hands have two strong hands.

5. Tell in which games you use your hands and feet, and games in which you use only hands or only feet.
6. Tell in which games you need (зарур, нужны) long arms or strong arms.
7. Tell in which games you must move fast (['mu:v fa:st] - тез харакат кардан, быстро двигаться).

8 Answer the questions as follows:

Pattern: Steve is a good jumper (['dʒʌmpə] - прыгун).
He goes in for jumping.

- A.
 1. Why is Nick a good runner?
 2. Why is Nor a good skater?
 3. Why is Lola a good swimmer?
 4. Why is Ali a good skier?
- B.
 1. What sports do you go in for?
 2. What sports do you go in for in summer?
 3. What sports do you go in for in winter?
 4. What games do you know that you can play in the house?
 5. When do we use skates (skis, a ball)?

HOMEWORK

1. Do exercise 8 on p. 60 in writing.
2. Read the text "The Headless Horseman", part 9, p. 180.

REVISION

UNIT 8 - THE EIGHTH UNIT

LESSON 1 - THE FIRST LESSON

1. Read, translate and learn the verbs; make up interrogative sentences using «why».

shoot - shot - shot
sleep - sleep - slept

sell - sold - sold
show - showed - shown

2. Make up words with suffixes, translate them and make up sentences using the words:

ful: rest, hand, beauty, watch, strange;
less: friend, thought, hat, name, fruit;
ness: happy, cold, great, white.

3. Make up interrogative and negative forms.

1. The room was cleaned by my sister in the evening.
2. This book was bound by him last week.
3. The stockings were mended by her yesterday.
4. These trees were planted by us last autumn.

4. Read, translate and act the dialogue.

T - Hello, Salim!

S - What did you say?

T - What's the matter with you?

S - I'm thinking about the meeting of our English speaking club. Our monitor will speak about "Today and yesterday".

T - Are you responsible for this meeting?

S - No, I am not. Our monitor is responsible.

5. Read and translate the text.

DIFFERENT KINDS OF CALENDAR

(Part 1)

The 31st of December is the last day of the year. On this day we see the old year out and the new year in. At night, when the clock in the Kremlin tower strikes twelve, all the people raise their glasses and say to one another. "A Happy New Year to you!"

More than two centuries ago friends did not meet on the last night of December to see the New Year in. The 31st day of the month was spent by the Russian people in the same way as any other winter day. The 1st of January was not a holiday at that time. The first day of the year was the 1st of September.

So it went on till 1699, when Peter the Great put an end to the old tradition. In 1699, the 31st of December was named the last day of the year. It was the last day of the year in Europe. The first day of January, seventeen hundred (1700), was the beginning of the new Russian calendar.

6. Answer the questions:

1. What can you say about the 31st of December?
2. What do the people say to one another at 12 o'clock?
3. Who put an end to the old tradition?
4. When was the 31st of December named the last day of the year?

HOMEWORK
1. Do exercise 3 on p. 61 in writing.
2. Do exercise 6 on p. 62 in writing.

LESSON 2 - THE SECOND LESSON

1. Make up different interrogative sentences using the following verbs:

think - thought - thought

sleep - slept - slept

give - gave - given

take - took - taken

bring - brought - brought

see - saw - seen

2. Get more information.

He was sent. He has broken.

3. Read, translate and act the dialogue.

N - Excuse me, you are wanted on the phone.

S - O. K., I'm coming.

4. Read, translate and act the dialogue. Make up your own dialogues using the following words: to dance, to cycle, to play chess, to play draughts, to drink tea (coffee, milk, water).

Pattern: - Would you like to go for a walk?
 - I'd like to go for a walk with great pleasure.

5. Ask "What time is it?" and answer it.

6; 5.15; 3.12; 10.05; 11.35; 4.45; 8.20.

6. Read the text, translate it and answer the questions.

DIFFERENT KINDS OF CALENDAR

(Part 2)

In different countries, at different times, we can see different kinds of calendar. About fifty centuries ago in Egypt, the first night of the year was the night in July when the brightest star Sirius was seen in the sky again after two months' interval. In old China, the calendar had both years and cycles of years. Sixty years make one cycle, and every year had its name.

Today in almost all countries the 1st of January is the beginning of the year. This day is a holiday.

On the 31st of December people get together to wish one another a happy New Year. Of course every man has different hopes and wishes. But there is one hope which is dear to all the people of our country, and this is the hope for peace and friendship among all the people on the earth. When we hear the Kremlin clock strikes twelve, we say to one another: - I wish you a Happy New Year!

- Same to you!

7. Answer the questions:

1. When was the first night of the year in July in Egypt?
2. In what country did the calendar have both years and cycles of the years?
3. What do people do on the 31st of December at 12 o'clock?
4. When is the New Year in Tajikistan?

HOMework

Read the text "The Headless Horseman", part 10 on p.181

THE THIRD TERM

UNIT 9 - THE NINTH UNIT

LESSON1 - THE FIRST LESSON

1. Make up sentences using the verbs:

speak - spoke - spoken
 shoot - shot - shot
 meet - met - met

sleep - slept - slept
 give - gave - given
 take - took - taken

2. Get more information.

He shot. She met.

3. Read the dialogue, translate it and learn it at home.

P - I want a good selection [si'lekʃən] from the works of the best English authors. Can you recommend me?

I - Oh, yes. We have several selections of the best English authors.

4. Read the sentences, name the Tenses used in them and make up as many questions on the sentences as possible.

a) Lola is playing the guitar.

b) She always plays the guitar in the evening.

5. Play the game "Say, repeat and add" using the following words:

A. a monitor, to be responsible for, to discuss

B. a uniform, to prefer a school badge

C. a form-mistress, a school plant, to be tired

6. Read, translate and have a talk on the text.

WINTER SPORTS

Nowadays almost ([ˈɔːlməʊst] - тақрибан, почти) all people, both ([bəʊθ] - ҳар ду, оба) young and old, are fond of some sports, not only because they understand that one must take physical exercises to keep fit. (тансиҳат бошад, быть здоровым) but also because they enjoy ([ɪnˈɔːʒɪ] - лаззат бурдан, наслаждаться) it. In autumn, when the days get shorter and colder

both children and grownups ([ˈgrəʊnlɜː] – болѣе, взрослые) begin to watch for the first snow-flakes (заррахои барф; снежинки). When the snow comes and covers the earth, they are ready with their skis. Skating is another favourite winter sport. Figure skating is the most beautiful kind of sports and I like it best of all.

Of course you know about winter fishing. Fishermen go to rivers, lakes. They make a hole (сурохи, прорубь) in the ice and fish. Winter sports are interesting and pleasant kinds of sports. Aren't they?

HOMEWORK

1. Do exercise 2 on p. 64.
2. Put 5 questions on the text "Winter Sports" in writing.

LESSON 2 - THE SECOND LESSON

To be memorized: I have no idea. Don't you know? Doesn't he know?

1. Make up the sentences in the Present Indefinite, Present Perfect and Future Indefinite Tenses.

He swam across the river three times.
I made this cake myself.

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

P₁ - Have you seen the selection from the works of Dickens?
P₂ - No, but I've heard of it. Will you show it to me?
P₁ - With pleasure.

3. Put in definite or indefinite article where it is necessary.

1. - Dnieper runs into - Black Sea.
2. - British Isles lie north west of-France.
3. - London is - capital of- Great Britain.
4. - Here is - map. Show - Atlantic Ocean, please.
5. - Soviet Union was one of- largest countries in - world.
6. - Moscow was - capital of- Soviet Union.
7. - Now Moscow is - capital of Russia.

4. Read and translate.

1. Look at the dancing girl. She is my sister.
2. My sister is fond of dancing.
3. Look at the singing little boy. He is my brother. My brother is fond of singing.
4. Dancing is pleasant. I am fond of it.
5. Look at the children dancing and singing under the trees. They are fond of singing and dancing.
6. The members of the English speaking club are singing a new English song. They are fond of singing this song.

5. Read, translate and act the dialogues. Make up your own dialogues using "As for me I have no idea".

- A. Pattern: P₁ - Don't you know where he is?
P₂ - Of course, I do.
P₃ - As for me I have no idea.
- B. Pattern: P₁ - Doesn't he know how to read this word?
P₂ - Of course, he does.
P₃ - As for me I have no idea.

6. Read the text and have a talk on it.

A JOKE

Jim laughed when his teacher told his pupils the story about a man who always swam across the river three times before breakfast. "Don't you think that a good swimmer could do that?" the teacher asked him. "Yes, I do", answered Jim, "but I don't understand why the man didn't do it four times and return to the side of the river where his clothes (любоего, одежда) were".

HOMEWORK

1. Do exercise 3 on p. 65 in writing.
2. Do exercise 5 on p. 66 in writing. Make up your own dialogues.

LESSON 3 - THE THIRD LESSON

To be memorized: set - set - set, Would you like...?

1. Read, translate and learn the verbs. Make up sentences using the verbs in the Present Continuous and Future Indefinite Tenses.

set - set - set

tell - told - told

write - wrote - written

shine - shone - shone

2. Read, translate and act the dialogue. Make up your own dialogues using "Would you like...?"

P₁ - Which do you prefer swimming or skating?

P₂ - I prefer swimming.

P₁ - Would you like to go swimming tomorrow?

P₂ - Yes, with great pleasure.

3. Read, translate, make up your own sentences using "as ... as".

Jane's eyes are as blue as the sky.

Jane's face is as round as an apple.

I have as many books as you have.

I am as healthy as Tom is.

I know as many songs as you do.

4. Answer the questions:

Are your eyes as blue as the sky?

Is Lola's face as round as an apple?

Has your friend as many books as you have?

Are you as healthy as your friend is?

Do you know as many songs as your friend does?

ENGLISH GRAMMAR IS EASY THE PAST CONTINUOUS TENSE

I was writing.

We were writing.

He was writing.

You were writing.

She was writing.

They were writing.

5. Read, translate and remember.

A. I was writing a letter at 6 o'clock in the evening.

He was reading the book at that time.

They were preparing for exams at the end of May.

- B. The children were making a fire when it began to rain.
The pupils were planting trees at the school plot when their form-mistress came up.
Ali was writing on the chalkboard when the teacher came into.
- C. Ali was writing a letter and Lola was reading a book.
Akram was planting trees and Lola was watering them.
They were watching TV and we were singing songs.

6. Answer the questions:

- A. What were you doing at 5 o'clock yesterday?
What was your sister doing when you came into the room?
What was your brother doing when you were washing the floor?
What was your mother doing when you were washing the door?
- B. When were you making a fire?
When was Jim writing a letter?
When was Lola watering the flowers?

7. Read, retell and complete the story.

I was standing on the hill. The sun was setting. It was growing dark. I was looking at the mountains. My father was standing next to me. He was telling me about ...

HOMEWORK

Do exercise 6 on p. 68 in writing.

LESSON 4 - THE FOURTH LESSON

To be memorized: science fiction, to change, a space traveller, a space ship, to happen, to bring back.

1. Get more information.

- A. It was setting. It was shining.
B. It was written. He has just told.

2. Read the sentences and ask questions and answer them.

Pattern: Ann was smiling when he saw her.
P₁ - Was Ann smiling when he saw her?

P₂ - Yes, she was. She was smiling when he saw her.

P₃ - What was Ann doing when he saw her?

P₄ - Ann was smiling when he saw her?

1. The children were singing when mother came in.
2. We were sitting in the bus when it was raining.
3. The boys were driving when we saw them.
4. Mother was cooking fish soup at that moment.

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

P₁ - What were you doing yesterday afternoon?

P₂ - I was reading a book.

P₁ - Was your sister reading a book, too?

P₂ - No, she wasn't. She wasn't reading a book.

P₁ - What was she doing?

P₂ - She was learning an English poem?

4. Read, translate and learn the words:

to change [tʃeɪndʒ]: I want to change my book. We change books at the library. I change books at the library every ten days. When do you change books at the library?

to bring back: I bring back books to the library every week. Bring back my book tomorrow. When do you bring back books to the library?

a space traveller: Have you read "The First Men of the Moon" by H.G. Wells? It is about space travellers. I like to read books about space travellers. Do you like to read books about space travellers? Who wants to be a space traveller?

a space ship:



There are a lot of space ships in the sky. This week I have seen a strange space ship. There were some strange people in the space ships. Who were in the space ship?

science fiction
[ˈsaɪəns ˈfɪkʃən]:

I like to read science fiction. "The Time Machine" and "The First Men on the Moon" are science fiction. Do you like to read science fiction?

to happen ['hæpən]: It happened to him that he got to the moon. It happened to her that she lived in the mountains. I happened to be in the yard when he phoned to me.

HOMEWORK

1. Do exercise 2 on p. 68 in writing.
2. Read the text "The Headless Horseman", part 11, p. 182.

Remember: as for me I have no idea; Don't you know? Doesn't he know ...?
set - set - set, science fiction, to change, to happen, to bring back, a space ship, a space traveler.

UNIT 10 - THE TENTH UNIT

LESSON 1 - THE FIRST LESSON

1. Read, translate and learn the verbs. Make up interrogative sentences in the Past Continuous and Present Perfect Tenses

teach - taught - taught
wake - woke - woken

win - won - won
understand - understood - understood

2. Read, translate and act the dialogue, make up your own dialogues.

P₁ - When are you going to speak to Rustam?
P₂ - When he comes to see me.
P₁ - When will he come?
P₂ - I have no idea.

3. Read, translate the sentences and remember the use of "so ... as".

Lola is not so strong as Karim.
Oisha is not so tall as Onor.
Rustam is not so quick as Saddry.
The days in winter are not so long as in autumn.

4. Answer the questions:

A. Is Lola so strong as Karim?
Is Oisha so tall as Onor?

Is Rustam so quick as Saddry?

Are these flowers so beautiful as those roses?

B. Is the traffic [¹'træfik]¹³ in a town as heavy [²'he:vi]²⁴ as in a village?

Is a woolen [³'wulən]³⁸ dress more expensive than a silk dress?

Are the houses in the East End of London as beautiful as the houses in the West End of London?

Is John as handsome as his brother?

Are trees in autumn as green as in spring?

Is the Oka as long as the Volga?

5. Read the text, translate it and answer the questions.

AT THE SCHOOL LIBRARY

Mike came up to the librarian and asked her to give him a book about space travellers, about people who travel to the moon, the stars in great space ships. Interesting and strange things always happen to them. Ali asked for some science fiction, too. The librarian found an interesting selection from science fiction written by an English writer H.G. Wells. Mike changed his book for "The Time Machine" and Ali changed his book for "The First Men on the Moon". These books are science fiction written by one of the best English writers H.G.Wells. These books are about space travellers in space ships.

Pupils, read these books and you will get a great pleasure!

6. Answer the questions:

1. What kind of books did the boys ask the librarian to give them?
2. In what ships do the space travellers travel?
3. What usually happens to the space travellers?
4. What books did the boys get?
5. Have you ever read science fiction?

HOMEWORK

1. Do exercise 4 on p. 70 in writing.
2. Do exercise 6 on p. 71 in writing.

¹ traffic – харвакат, движение

² heavy – вазнин, тез, тяжёлый

³ woolen – пашмин, шерстяной

LESSON 2 - THE SECOND LESSON

1. Make up sentences in the Future and Past Indefinite Tenses using the verbs:

win - won - won

understand - understood - understood

teach - taught - taught

wake - woke - woken

2. Get more information.

He was changing. She was bringing back.

3. Play the game "Say, repeat and add" using the following words.

A. a space traveller, a space ship, science fiction.

B. to happen, don't you know? Doesn't he know?

C. What's the matter with him? I don't think so. As for me I have no idea.

4. Read the following sentences and answer the questions:

1. Tom is taller than Dick. Dick is taller than Fred. Who of them is the tallest? Who of them is the shortest?

2. The climate of Rome is warmer than that of London. The climate of Oslo is not so warm as that of London. Which climate is the warmest and which is the coldest?

3. A train moves ['mu:vz]¹ faster² than a ship, but not so fast as a plane. Which is the fastest? Which is the slowest³?

5. Read the sentences, put the questions "What has happened to ...?" and answer it.

1. The girl has lost her letter.

2. Look! A man has fallen into the water.

3. I have just broken my hand.

4. My dog has run away.

5. Kate said, "Mother, the cat has eaten my meal".

¹ move [mu:v] - حرکت کردن, двигаться

² fast [fa:st] - тез, быстро

³ slow [slou] - охиста, медленно

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

1. In what library are you a subscriber?
2. How often¹ do you change your books? Every week, every ten days or every month?
3. Have you ever read any books about space ships and space travellers?
4. What are the names of the books?
5. Do you like science fiction?
6. Who was the first spaceman?
7. What country made the first ship in which a man travelled round the Earth?
8. What books by English writers have you read in Tajik or in Russian?
9. Which Russian and Tajik science fiction do you like best?

7. Have a pair talk about "At the library".

HOMEWORK

Do exercises 5 on p. 72 in writing.

Do exercises 6 on p. 75 in writing.

LESSON 3 - THE THIRD LESSON

1. Read and translate the verbs and make up interrogative and negative sentences in the Present Perfect Tense.

understand - understood - understood

grow - grew - grown

hear - heard - heard

retell - retold - retold

2. Read, translate and learn the proverb.

ACTIONS SPEAK LOUDER THAN WORDS

3. Read, translate and retell the text.

ACTIONS SPEAK LOUDER THAN WORDS

Many people like my old brother. He works in the daytime and goes to a night-school. He is a good driver and a good pupil. He goes in for sports as well² My brother doesn't like to talk about himself. Do you know the proverb "Actions speak louder than words?" This proverb is about him.

¹How often - чанд маротиба, как часто

²as well - также, инчунин

4. Read, translate and act the dialogue.

AUNT ALICE AND THE KITTEN

- Aunt Alice - When I was here last time, I saw a kitten. What has happened to it?
- Mary - Oh, don't you know, Aunt Alice?
- Aunt Alice - I haven't heard anything. Has it run away?
- Mary - Oh, no. It hasn't.
- Aunt Alice - Well, have you given it to one of your friends?
- Mary - No, we haven't.
- Aunt Alice - Well, I don't understand. What has happened to it, Mary?
- Mary - It has grown into a cat.

5. Look at the pictures and answer the question "What has happened to ...?"



6. Have a chain talk about "The Library", then have a pair talk about it.

7. Read the words, translate and learn them:

- a territory: The territory of Tajikistan is not very large, it is small and mountainous. (143,1 thousand square km)
- a hill: Look, it is not a mountain, it is a hill. Hills are smaller than mountains. There are many hills and mountains around Dushanbe.
- a lake: A lake is not a river. Usually there are lakes among mountains in Tajikistan. We know Baikal Lake, Issykkul lake, Iscandyr-kul lake. Name lakes you know.

8. Answer the questions:

1. Is the territory of our country large?
2. Is the territory of our republic mountainous?
3. Are hills smaller than mountains?
4. Are there many hills around Dushanbe?
5. Is there any lake in your town (village) or not far from your town?
6. What lakes do you know?

9. Read, translate and remember:

- er

to write - a writer, to build - a builder, to work - a worker,
to fight - a fighter, to speak - a speaker, to dance - a dancer,
to swim - a swimmer, to read - a reader, to sing - a singer.

HOMEWORK

1. Do exercise 1 on p. 73 in writing.
2. Do exercise 8 on p. 75 in writing.

LESSON 4 - THE FOURTH LESSON

To be memorized: hang - hung - hung, fly - flew - flown, hold - held - held, opposite, across

1. Read and translate the verbs, learn them and make up sentences in the Present Perfect and Past Indefinite Tenses.

run - ran - run hang - hung - hung
hold - held - held fly - flew - flown

2. Read and translate the dialogue, act it and make up your own dialogues.

M - Can you tell me the way to the nearest central shop?

P - Yes, it is in Rudaki Street. I can show it to you. It is across the street, opposite you.

M - Thank you very much.

P - Not at all.

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

1. Who will go shopping if your mother is ill?
2. Will you put on your raincoat if it rains?
3. What will your parents do when they have their holidays?
4. Where will you spend next Sunday if the weather is snowy?
5. What book will you bring back at the library when you go there next time?

4. Play the game "Say, repeat and add" using the words: a lake, a hill, opposite, across, a territory.

5. Speak about "Our country - Tajikistan" according to the outline:

- a) its area and territory (mountains, hills, rivers, lakes, 143, 100 square kilometers, to occupy);
- b) how many countries it borders, what connects cities and towns of our country from the North to the South and from the East to the West;
- c) in what natural resources is our country rich? (oil, coal, iron, timber [¹'timbə], natural gas, copper ([¹'kɒpə] - мис, медь) lead ([¹li:d] - кальяй, свинец) zinc (рӯх, цинк), gold (тилло, золото), (rock crystal²).
- d) What proves [³pru:vz] that our country is highly developed (new factories, modern machinery ...)
- e) Tajikistan is a multinational state. Name all the regions of our country and show them on the map.

HOMEWORK

Do exercise 5 on p. 76 in writing.

Remember: hang hung - hung, hold - held - held, fly - flew flown, a territory, a hill, a lake, opposite, across, win - won - won;

Actions speak louder than words.

¹ timber - чағалпарварӣ, лесо материал

² rock crystal - булӯри кӯҳӣ, горный хрусталь

³ to prove - исбот кардан, доказать, доказывать

UNIT 11 - THE ELEVENTH UNIT

LESSON 1 - THE FIRST LESSON

1. Get more information:

It has won. He took and went.

2. Read, translate the sentence and use it in situation.

THAT'S A GOOD IDEA

3. Read, translate the proverb and remember it:

A FRIEND IN NEED IS A FRIEND INDEED

4. Read, translate and act the dialogue.

P - Lola was with Oisha during her illness and she helped her to get well. Lola was a good friend to Oisha.

S - Oh, yes. Don't you know the proverb "A friend in need is a friend indeed"?

5. Make up your own dialogues using:

- Would you like to...?

-I'll like to ...

6. Play the word game "Say, repeat and add" and have a chain talk:

a) industrial, highly developed, agricultural;

b) area, territory, to cover;

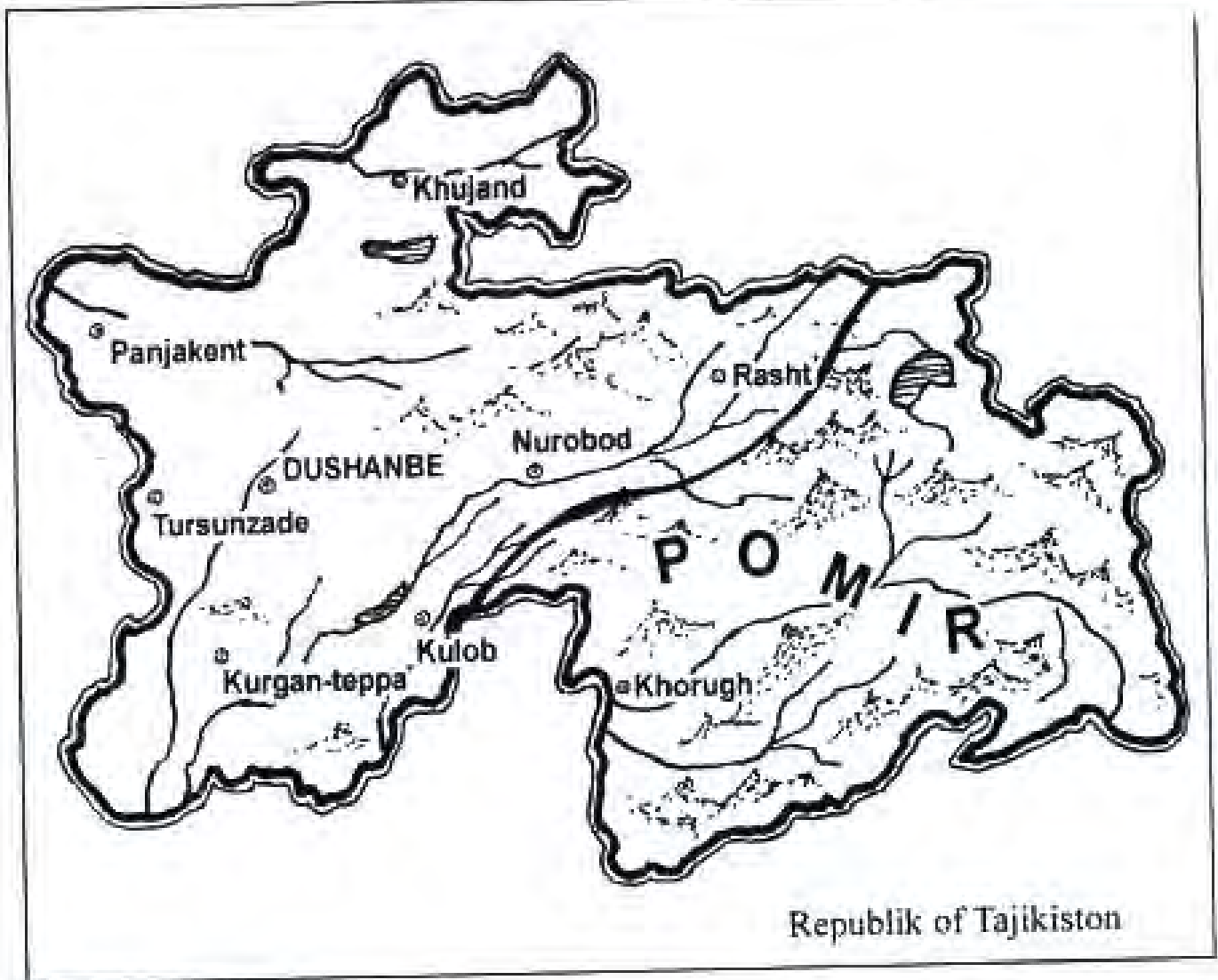
c) climate, rainy, cold, hot, weather, mild;

7. Speak about our country according to the outline:

a) show on the map towns where industry is highly developed, there are places of interest;

b) show on the map the largest (longest, highest) lakes (rivers, mountains);

c) speak about climate (different regions, western, southern, northern and eastern parts).



8. Answer the questions:

- A. Have you got many friends?
Have they got many books?
Have you got science fiction?
Have you got different kinds of fruit in your basket?
- B. Are there few forks on the table?
Are there few people in the street?
Are there a few stamps on the desk?
Are there a few envelopes on the table?

9. Answer the questions using the Past Continuous Tense.

What were the pupils doing on the school plot when the teacher came up to them?

Some of them were...

(to dig potatoes, to plant trees, to water flowers,
to pick up fruit, to gather tomatoes).

HOMWORK

Do exercise 6 on p. 77 in written form.

LESSON 2 - THE SECOND LESSON

1. Read, translate and remember.

- A. good - better - the best
bad - worse - the worst
little - less - the least
many - more - the most
much - more - the most

B. Use correctly the words written above:

1. Hot weather is bad, rainy weather is ..., windy weather is...
2. This book is interesting, the book on the table is..., the book on the bookshelf is ...
3. This dress is good, that dress is..., the dress in the wardrobe is...
4. This dog is little, that grey dog is..., and the white dog is...

2. Say two things that you can do better (worse) than your friend can do and what he can do better (worse) than you do.

Pattern: I can read English better than my friend can, but he can read Russian better than I can.

3. Read, translate and remember the suffix -re.

- re

write - rewrite

tell - retell

name - rename

read - reread

built - rebuilt

named - renamed

4. Answer the questions using 2 sentences in your answer:

1. When do you rewrite your home exercises?
2. When do you reread the text?
3. When do you retell the text?
4. What do we rename?
5. What was renamed in your town (hamlet, village)?

5. Read and translate the text.

ST. PETERSBURG (LENINGRAD) - THE HERO CITY

(Part 1)

St. Petersburg (Leningrad) is the second largest city in the CIS - the greatest (after Moscow) industrial, cultural and scientific center. There are a lot of historical places in the city. The city was founded in 1703; up till 1914 was called St. Petersburg, Petrograd, and after Lenin's death in 1924 the city was renamed Leningrad. Till 1918 the city was the capital of the Soviet state. Leningrad is a city of three revolutions, the cradle ([kreidl] - гавора, колыбель) of the October Revolution. Nowadays it is called St. Petersburg.

6. Answer the questions using 2-3 sentences in your answer:

1. What is Leningrad?
2. When was Leningrad founded?
3. What was the first name of Leningrad?
4. When was the city renamed?

7. Agree or disagree; use "You are wrong" or "You are right".

Till 1918 the city was the capital of the Soviet State.
Leningrad is not the cradle of the October Revolution.

HOMEWORK

1. Do exercise 4 on p. 79 in writing.
2. Do exercise 6 on p. 80 in writing.

LESSON 3 - THE THIRD LESSON

To be memorized: either ... or, an ice-breaker, length, a bridge, a straight avenue, I'm afraid, I can't.

1. Read the word combinations, translate them and:

- A. make up sentences using: to prefer, swimming (skiing ...), to plant fruit trees and vegetables on the school plant, to be aired, to be responsible for ..., a school uniform;

- B. make up short dialogues: using melon, water-melon, apples, grapes, tomatoes, potatoes, carrots, cabbage;
- C. play the word game "Say, repeat and add" using: a space ship, a space traveller, a new selection from science fiction.

2. Read, translate and act the dialogue. Make up your own dialogues:

P₁ - Would you like to come to see us?

P₂ - Oh, dear [dia]. I'm afraid, I can't. I'm busy this evening.

3. Read, translate and remember:

1. One of you may go there, either you or your sister.
2. Either Pete or Kate must dust the room.
3. Either your brother or your friend must come to see my brother.
4. Either some fruit or some vegetables must be bought by you.

4. Fill in: either ... or.

1. You must do ... this exercise ... that one.
2. She must rewrite ... this letter ... that one.
3. They must reread ... this text ... that one.
4. We must come to see them ... at 5 o'clock ... at 6 o'clock.

5. Read, translate and learn the words:

a bridge [brɪdʒ]: Look, it's a bridge. It is a long bridge. There is a long bridge over the river.

length [lɛŋθ]: The length of the corridor is small. The length of winter days is very small. Is the length of winter days in Tajikistan small?

a straight avenue
[streɪt 'ævɪnju:]: Rudaki street in our town is a straight avenue, I like straight avenues. Do you like straight avenues?

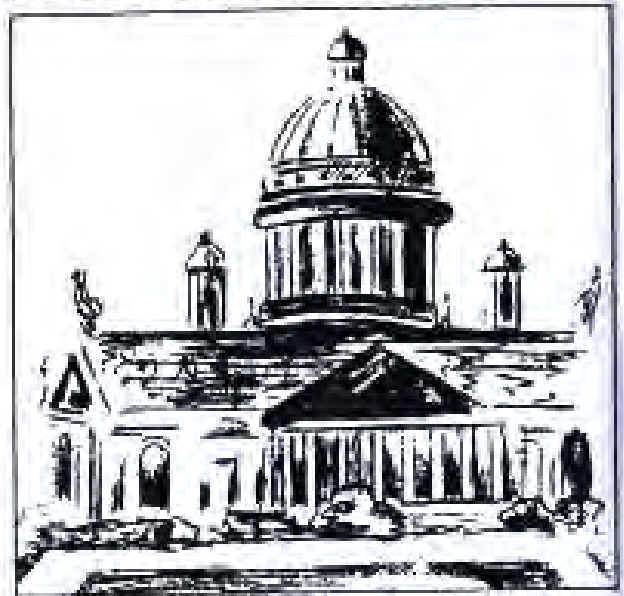
an ice-breaker
[aɪs-'breɪkə]: An ice-breaker is a big ship. Ice-breakers sail in cold seas and oceans. An icebreaker breaks ice and makes water free of ice.

6. Read, translate and make up sentences about every picture.

PLACES OF INTEREST IN ST. PETERSBURG



The Winter Palace



The St. Isaac's Cathedral



The Admiralty



The Peter and Paul Fortress



The Dvortsovaya (Palace)
Embankment



The Summer Garden



The Cemetery

“NO ONE IS FORGOTTEN, NOTHING IS FORGOTTEN”

HOMEWORK

1. Do exercise 4 on p. 81 in writing.
2. Do exercise 6 on p. 82 in writing.

LESSON 4 - THE FOURTH LESSON

To be memorized: I am busy, neither ... nor ...

1. Read, translate and remember:

be - was (were) – been

run - ran - run

go - went – gone

fly - flew - flown

2. Get more information:

They are running. He went. He has been. They were flying.

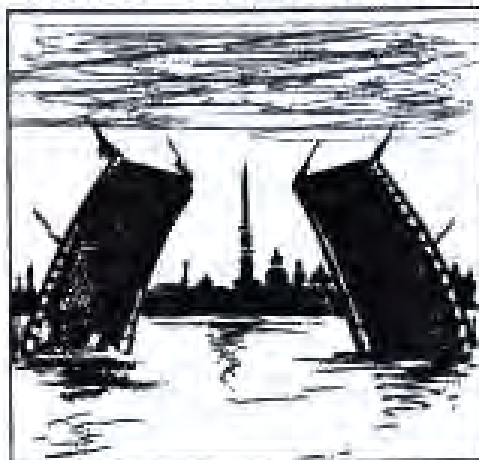
3. Read, translate and act the dialogue and make up your own dialogues using “I was very busy”.

P₁ - What were you doing between 7 and 9 o'clock last night?

P₂ - I was very busy I was doing my English homework.

4. Let's play, the word game “Say, repeat and add”. Use the following words: a bridge, length, a straight avenue, an ice-breaker.

5. Read, translate and remember "Neither ... nor ...".



P₁ - Is it the Winter Palace or St. Isaak Cathedral?

P₂ - It is neither the Winter Palace nor St. Isaak Cathedral. It is a bridge over the river.



P₁ - Is it the Peter and Paul or the Dvortsovaya Embankment.

P₂ - It is the Admiralty.



P₁ - Is it the Peter and Paul Fortress or the Admiralty?

P₂ - It is neither the Peter and Paul Fortress nor the Admiralty. It is the Summer Garden.

6. Read and translate the text.

ST. PETERSBURG (LENINGRAD) - THE HERO CITY

(Part 2)

St. Petersburg is situated on many islands which are connected by bridges (their number is over 600). The city is called the Northern Venice [¹venis]. There are 65 rivers, gulf² and canals in the city and their entire length³ is 165 kilometers.

The climate of St. Petersburg is of the sea type. The length of winter days is very small. In spring and in summer white nights come to the city.

St. Petersburg is one of the most beautiful cities in the world. There are a lot of beautiful places of interest, green squares, parks, straight avenues, artistically decorated⁴ bridges, the Peter and Paul Fortress, the St. Isaak Cathedral, the Dvortsovaya (Palace) Embankment, the Summer Garden, the Kirov islands libraries and museums are famous [⁵feiməs]⁵ all over the world.

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

1. Where is St. Petersburg situated?
2. What is the entire length of rivers, arms and canals in St. Petersburg?
3. What is the type of climate in St. Petersburg?
4. What can you say about winter days and white nights?
5. Why is St. Petersburg the most beautiful city of the world?

HOMEWORK

1. Do exercise 7 on p. 85 in writing.
2. Read the text "The Headless Horseman", part 12, p. 183

Remember: Winter Palace, The Admiralty, The Summer Garden, the Cemetery, St. Isaak's Cathedral, The Peter and Paul Fortress, The Dvortsovaya Embankment, a straight avenue, an ice-breaker, a bridge, length.

¹ Venice - Венеция, Венеция

² gulf - халич; залив (дл.)

³ entire length - дарозй гул; протяженность

⁴ artistically decorated - рассомона зиннат долашуда, оформлены художественно

⁵ famous - намоен, знатный

UNIT 12 - THE TWELFTH UNIT

LESSON 1 - THE FIRST LESSON

1. Read and remember the verbs, make up sentences using the verbs:

beat - beat - beaten

become - became - become

begin - began - begun

blow - blew - blown

2. Get more information.

It was beaten. He became. She has begun. It will blow off.

3. Read, translate and learn the proverb:

NO PAINS, NO GAINS

4. Answer the questions using neither ... nor...

Is the Dostoevskaya Embankment in Dushanbe or in Khujand?
Is the Admiralty in Kiev or in Kharkhov?

5. Say some sentences about St. Petersburg

6. Read and translate the text.

ST. PETERSBURG (LENINGRAD) - THE HERO CITY

(Part 3)

The state Hermitage Museum is one of the most beautiful, oldest and richest places in the CIS.

The St. Petersburg Public Library named after N.E.Saltikov-Shedrin keeps over 117 million books, magazines¹ and manuscripts² in all languages of the world. There are 29 reading halls, over two thousand people can seat there.

During World War II more than 27 million Soviet people perished³.

During the siege⁴ of Leningrad which lasted 900 days, more than 640 000 people perished. Not far from St. Petersburg there is the cemetery and a

¹ magazine [ˌmæɡəˈziːn] - маҷалла, журнал

² manuscript [ˈmænjʊːskript] - дастнавис, рукопись

³ to perish [ˈperɪʃ] - ҳалок шудан, умирати

⁴ siege [siːʒ] - муҳосира, осода

⁵ last [lɑːst] - давом кардан, продолжаться(ся)

monument to the people. Here you can read some words on the monument. "No one is forgotten, nothing is forgotten".

7. Answer the questions using more than one sentence in each sentence.

1. What can you say about the State Hermitage Museum?
2. What can you say about the St. Petersburg Public Library named after N.E.Saltykov-Shedrin?
3. How many Soviet people were perished during World War II?
4. How many days was the siege of Leningrad lasted?
5. How many people in Leningrad were perished during the siege?
6. What can one read on the monument in the cemetery?

HOMEWORK

1. Do exercise 2 on p. 86 in writing.
2. Do exercise 7 on p. 87 in writing.

LESSON 2 - THE SECOND LESSON

1. Remember the verbs and make up some sentences:

break - broke - broken

bring - brought - brought

build - built - built

buy - bought - bought

2. Get more information.

He has bought. They will bring. He broke. He is building.

3. Read the dialogue, act it and make up your own dialogues using: myself, himself, herself, yourself, themselves, ourselves, yourselves.

P₁ - She has made this hat.

P₂ - Has she made this hat herself?

P₁ - Yes. She has made it herself.

4. Have a pair talk about St. Petersburg.

5. Have a chain talk about St. Petersburg around the class.

6. Read and translate the text.

THE NATIONAL ARMY

The Red Army was organized in 1918. The 23rd of February in 1918 was the day of the first victory won by the young Red Army. This day became its birthday. This day is celebrated by all military¹ people. During the Great Patriotic War of the 1941-1945 the Red Army was renamed the Soviet Army. It defeated the German invaders² and liberated³ the peoples of many countries. The Tajik Constitution reads that all young men must defend their country - Tajikistan. Many young "army men" become good soldiers⁴ when they join the Armed Forces after finishing school.

7. Answer the questions:

1. When is the birthday of the Red Army and Tajik Army?
2. Is this day celebrated by all military people?
3. When did the Soviet Army defeat the German invaders?
4. What does the Tajik Constitution read?
5. When do "army men" join the Armed Forces?

LESSON 3 - THE THIRD LESSON

1. Read and remember the verbs, make up some sentences using the verbs:

catch - caught - caught
come - came - come

choose - chose - chosen
cost - cost - cost

2. She is catching. He has chosen. He was coming. It costs. It cost.

3. Read, translate and remember the suffixes¹.

a) - re (or);

write - writer
speak - speaker
act - actor
read - reader

b) - ness;

cold - coldness
white - whiteness
dark - darkness

¹ military [ˈmilit(ə)rɪ] – харбӣ, военный

² German invaders [inˈvɛɪdə] – истилогарони немис, немецкие захватчики

³ to liberate [tuː ˈlɪbəreɪt] – озод кардан, освобождать

⁴ a soldier [ˈsəʊldjə] – аскар, солдат

c) **- ion (ation):**

dictate – dictation
organize - organization
translate - translation
form - formation

d) **-y:**

wind - windy
stone - stony
sun - sunny

4. Have a pair talk about your visit to St. Petersburg.
5. Have a chain talk about the People's Armed Forces around the class.
6. Read, translate and retell:

NO PAINS, NO GAINS

When I studied in the 7th form, I fell ill. I was taken to hospital and stayed there for two months. When I returned to school, I was very much afraid to get bad marks. But my friends helped me a lot to catch up with the class. I worked very much. I remembered the proverb, "No pains, no gains".

Soon I got only good marks.

7. Look at the picture and tell the story using the proverb "No pains, no gains".



8. Put questions to each other about your town (village) you live in.
9. Have a talk about "The 8th of March" according to the outline:
 - a) The 8th of March is the International Women's Day.

- b) How we celebrate Women's Day at school.
- c) How we celebrate Women's Day at home.

HOMework

1. Do exercise 9 on p. 89 in writing.
2. Write four sentences using words with the suffixes: -er, or, tion, action.

LESSON 4 - THE FOURTH LESSON

1. Say 3 forms of the verbs and make up sentences using the verbs:

get, leave, know, go, come, make,
take, put, keep, loose, tell, set,
sing, cost, break, write, have, forget

2. Make up sentences in the Future Indefinite Tense.

He works as a tailor.
I go for a walk after supper.
Nick gets up very early.
There is a fine garden in front of the hospital.
There are three kilograms of apples in the basket.
There are pupils at the school plant.

3. Read, translate and make up your own sentences as follows:

- a) I know him to work well.
They thought the lesson to be finished in 10 minutes.
He wishes me to come to see him at home.
I should like her to sing.
- b) We saw her run across the street.
The pupils heard the teacher speak about World War II.
I feel him be angry.
He watched them read that poem.

Mind: No "to" comes after the verbs: make feel see hear watch

4. Answer the questions.

1. What do you want to give me?
2. Do you know him to work well?

3. Do you think her to come in time?
4. Does he wish me to come to see him at home?
5. Would you like me to give you a cup of tea?
6. Have you heard him play the guitar?
7. Have you heard her play the piano?

5. Make up dialogues of your own as follows:

Pattern: P₁ - Did you hear him sing this song?
 P₂ - Oh, yes, I did. I heard him sing this song very nicely.

6. Fill in: either ... or..., neither ... nor ...

You must give him ... this book ... that one.

I want him neither read ... write.

... he ... his friends will come.

... we ... you must do it.

Is she 15 or 16 years old? No, she is ... 15 ... 16. She is 17.

7. Read, translate and learn the meaning of the word "time" and word-combinations with it:

It is time to have tea. We have tea many times a day. I prefer to have "green tea". We eat four or five times every day. So we drink four or five times a day, too. Two times a week we have English lessons at school. Four times a year we have school holidays.

HOMEWORK
<ol style="list-style-type: none"> 1. Do exercise 4 on p. 90 in writing. 2. Read the text "The Headless Horseman", part 13, p. 184

UNIT 13 - THE THIRTEENTH UNIT

LESSON 1 - THE FIRST LESSON

To be memorized: somewhere, anywhere, nowhere, good luck. It doesn't matter.

1. Read and remember the verbs, make up any types of sentences using the verbs:

do - did - done

drive - drove - driven

draw - drew - drawn

eat - ate - eaten

2. Get more information.

He drove. She has drawn. He is eating. They will drink.

3. Read, translate and learn the dialogues:

K - I wish you good luck.

C - Thank you.

K - Is everything all right with you?

C - It doesn't matter.

4. Read, translate and learn the words: anywhere, somewhere, nowhere. Make up sentences as follows:

1. He left for Moscow, you can't meet him anywhere in our town.

2. Look for a pen, it is somewhere under the table.

3. I can't find it, it is nowhere.

5. Make up dialogues as follows:

A. K - I heard somebody in the room.

L - Is there anybody in the room?

N - No, there is nobody in the room.

B. K - There is something in the refrigerator.

K - Is there anything in the refrigerator?

N - There is nothing in the refrigerator.

6. Read, translate and make up sentences as follows:

1. You can see the trees everywhere in our town.

2. Everybody in the class must know this poem.

7. Read, translate and make up your own dialogues as follows:

T – Does anybody know anything about Dick?

K – May be somebody knows something about him.

K – Nobody knows nothing about him.

8. Read and translate the dialogue.

DO YOU KNOW?

T – Do you know that an apple-tree is one of the oldest fruit-trees?

K – Oh, no. I don't know.

L – It is more than four thousand years old.

HOMework

1. Make up interrogative and negative sentences in writing.

1. He sees something on the bookshelf.

2. We shall go out somewhere at the weekend.

3. There was somebody in the room five minutes ago.

2. Answer the questions in writing.

1. Did you go out anywhere last night?

2. Did you meet any of your friends there?

3. Did your friend tell you anything about his life?

4. Did you make friends with anybody at school?

5. Will you go out anywhere tonight?

LESSON 2 - THE SECOND LESSON

To be memorized: to promise; Promise little, but do much.

1. Read, remember and make up sentences:

fight - fought - fought

bring - brought - brought

think - thought - thought

buy - bought - bought

2. Play the word game "Say, repeat and add". Use the following words:

a) the length of the bridge, The Admiralty. The Summer Garden.

b) windy: it doesn't matter, no pains no gains.

3. Answer the questions:

Can you read anything on monuments at the town cemetery?
Is there any long bridge over the river in your town?

4. Complete the sentences:

1. An ice-breaker ...
2. There is a straight...

5. Read the dialogues and act them:

- A.** - What do you want me to do?
- I want you to make me older!
- B.** - Is there anything else ([els] – ёоз, ештё) I can do for you?
- Nothing, nothing at all.
- C.** - Shall I make you a cup of tea?
- No, thank you. I don't want anything.

6. Read, translate and learn.

PROMISE LITTLE, BUT DO MUCH

7. Ask "When" and "What" questions for your classmates to answer.

1. Father promised to buy a bicycle for Karim.
2. Salim promised the teacher to work hard (бисъёр - усердно).
3. Lola promised to invite all her friends.
4. Tom's grandfather promised to present (мукофотондан, подарить) him with a watch.
5. Mother promised her son to buy a new raincoat for him.

8. Make up sentences using the word "promise".

9. Read and translate the text.

DO YOU KNOW?

Do you know that people had onion ([ˈʌnjən] - пиёз, лук) in Egypt ([ˈi:ʒi:pt] - Миср) four thousand years ago?

HOMEWORK
Do exercise 7 on p. 94 in writing.

LESSON 3 - THE THIRD LESSON

To be memorized: to refuse, to help about the house.

1. Read the verbs and make up sentences using the verbs:

forget - forgot - forgotten

get - got - got

give - gave - given

go - went - gone

grow - grew - grown

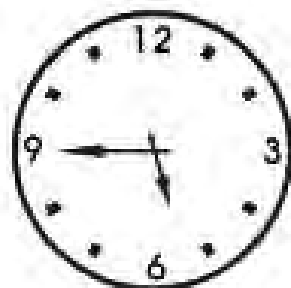
2. Answer: What's the time by your watch?



It's 10 minutes to 8



It's half past 1



It's a quarter to 6



It's 5 minutes past 9

3. Let's play the word game "Say, repeat and add". Use: a space traveller, a spaceship, bring back.

4. Make up questions as follows:

Pattern: It was raining when we looked out of the window
Was it raining when we looked out of the window?

1. Ann was mending her stockings when he saw her.
2. She was talking to someone when they came up to her.
3. The children were singing when mother returned home.

4. We were waiting for a bus when it began to rain.
5. The men were learning to drive, when we saw them.

5. Ask "What" and "When" questions.

1. Kate was writing a letter when Ann came from school.
2. Nick was carrying a box when we met him.
3. The boys were moving the table when the teacher came into the class room.
4. The baby was crying for 5 minutes.
5. The children were planting trees all day long.

6. Read, translate and remember the word "refuse". Ask "Why" questions for your classmates to answer as follows:

- Pattern: P₁ - She refused to come to see us.
 P₂ - Why did she refuse to come to see us.
 P₃ - I think, she refused to come to see us because she was busy.

1. Nick refused to answer this question.
2. She refused to leave for Moscow.
3. Mother refuses to give Bob money.
4. The driver refused to take children with him.

7. Read and translate "to help about the house". Make up your own dialogues as follows:

- P₁ - I usually help my mother about the house.
 P₂ - When do you usually help your mother about the house?
 P₁ - I usually help my mother about the house every day.

8. First have a pair talk about "My Working Day" then tell it.

- A. My Morning.
(usually, get up, morning exercises, to wash, to make a bed);
- B. My Breakfast.
(tea, coffee, a piece of flat-cake, bread and butter, eggs, a piece of sausage (['sɔsɪdʒ] - нини ҳасиб, сосиска), a cup of milk);
- C. At School;
(a time-table, subjects: History, Language: Russian, English, Tajik, Mathematics, Literature, Geography, Chemistry, Physics, a form-mistress, a monitor);
- D. At Home
(to have dinner, to play ..., to help mother about the house, to do home-exercises);

- E. In the Evening
(to read a fiction, a favourite writer, to watch TV, to go to bed).

HOMEWORK

Write about "My Working Day".

LESSON 4 - THE FOURTH LESSON

REVISION

To be memorized: strength, feed – fed- fed

1. Read, translate and remember the verbs, make up sentences using the verbs:

feed - fed - fed

send - sent - sent

shut - shut - shut

find - found - found

2. Read, translate and learn the dialogue:

N - Were you busy last night?

L - Yes, I was. I was writing a letter to England. Were you busy, too?

N - Yes, I was. I was watching TV.

Please, answer: Was Nor busy?

3. Ask, if it is so.

Pattern: The pen was left on the table some minutes ago.

Was the pen left on the table some minutes ago?

1. Ann was invited to the cinema last night.
2. A doctor was needed on the collective-farm last year.
3. The table was cleaned by my mother.
4. The books were put in order by my older sister.
5. A bicycle was bought for Karim as a present.
6. The dog was fed by my brother.

4. Say that the action was done some time ago.

Pattern: Send the letter, please. - The letter was sent an hour ago.

1. Translate this text, please.
2. Invite him to have dinner.

3. Feed the dog, please.
4. Feed the cat, please.
5. Feed the hens, please.

5. Read the words, translate and use them in the sentences of your own:

long - length strong - strength

1. The straight avenue is 10 kilometers (long, length).
2. The (long, length) of this bridge is one hundred metres.
3. Nor was a (strong, strength) boy.
4. The (strong, strength) of the wind was great.

6. Read, translate and act the dialogue:

P₁ - Have you ever been to Moscow?

P₂ - Yes, I've been there several times.

P₁ - As for me I have never been there.

P₂ - Really ([ˈrɪəli] – ҳақиқатан, действительно)? It's the most beautiful city I have ever seen.

7. Answer the questions using more than two sentences in your answer.

1. How many seasons are there in the year and what are they?
2. What is your favourite season? Why do you like it?
3. What is the coldest winter month and what is the hottest summer month?
4. When does it rain? When does it often rain?
5. What is the best season for holidays? What do you do during your holidays?
6. Name the holidays in autumn, in winter and in spring.
7. What kinds of summer and winter sports do you go in for?
8. Does it often snow in winter in Tajikistan?
9. When do you put on winter coats or raincoats?

HOMEWORK
Read the text "The Headless Horseman", part 14, p. 185

<p>Remember: feed – fed – fed, refuse, promise, Promise little but do much, strength, length, to help about the house, Good luck! Anyone, someone, anywhere, somewhere, nowhere</p>
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THE FOURTH TERM

UNIT 14 - THE FOURTEENTH UNIT

LESSON 1 - THE FIRST LESSON

To be memorized: a pair of gloves, an umbrella, wear - wore - worn, a jacket, a blouse, a scarf, high (low) boots, clothes

1. Read the verbs, remember them and make up sentences using the verbs:

wear - wore - worn, win - won - won, write - wrote - written.

2. Read, translate and remember:

- less

help - helpless

use - useless

cloud - cloudless

home - homeless

friend - friendless

- ness

cold - coldness

warm - warmth

dark - darkness

ready - readiness

white - whiteness

3. Read, translate and answer the questions:

CLOTHES [kləʊðz]

What do women wear?

What do men wear?



a skirt, a blouse and a scarf

a shirt, trousers [ˈtraʊzəz] and a tie



a dress and jacket ['dʒækɪt]

a jacket

boots



stocking ['stɒkɪŋ]

shoes and low (high) boots



a pair of gloves

a coat and a raincoat

an umbrella

4. Give it a name:

1. We wear it if it is cold.
2. We wear it when it is raining.

3. When it is raining, we have it over our heads.
4. We put them on our hands when weather is rainy or cold.
5. Women and men put them on when they go out.
6. Women and men put them on their feet.

5. First have a pair talk then tell according to the outline:

- a) What women wear,
- b) What men wear,
- c) What schoolchildren wear.

6. Read, translate and act the dialogue, make up your own dialogues.

SHOPPING

Shop-assistant - What can I do for you?

Customer - I'd like some high boots.

Shop-assistant - What size, please?

Customer - 23, please.

Shop-assistant - Here you are.

Customer - How much is it?

Shop-assistant - 55 roubles.

Customer - I'll buy them.

Shop-assistant - Thank you.

HOMEWORK
Write what your mother, father and you like to wear and what size.

LESSON 2 - THE SECOND LESSON

1. Get more information.

She wears. He had written. They have won.

2. Complete the sentences using the words of "Clothes".

P₁ - This man prefers to wear ...

P₂ - This man prefers to wear a brown jacket and black trousers.

3. Answer the question.

What can both men and women wear?

4. Look at your desk mate's clothes and say what he or she prefers to wear.

ENGLISH GRAMMAR IS EASY THE PAST PERFECT TENSE

had + III form of the verb
I had read. He (she) had read.

5. Read, translate and remember. Compare [kəm'peə]' the use of the Present and the Past Perfect Tenses.

PRESENT PERFECT

1. I have read it today.
2. He had just come.
3. He hasn't returned yet.

PAST PERFECT

1. I had read it by last Monday.
2. He had come by 5 o'clock.
3. We had dusted the room before he came.

6. Read and translate the sentences, name the tenses.

1. When we came to the island Spot had been there.
2. The teacher said that she had brought our exercise-books.
3. The rain had stopped when we left home.
4. Father returned from the fields when it began raining.

7. Read, translate the sentences and compare the use of the tenses.

1. Mother was cooking dinner when I came.
Mother had cooked dinner when I came.
2. They were dancing when we came in.
They had danced when we came in.
3. Karim was doing his homework when Father returned from his work.
Karim had done his homework when Father returned from his work.
4. It was raining when they left home.
It had rained when they left home.
5. Mary was sending letters when I saw her in the post-office.
Mary had sent letters when I saw her in the post-office.

8. Read, translate and act the dialogues:

- A. A - I met Lola yesterday. We had a long talk.
B - What did she tell you?
A - She told me that she had been ill.

¹ compare - муконса кардан, сравнивать, сравнить

- B. A - I met Karim yesterday. We had a long talk.
B - What did he tell you?
A - He told me that he had been to Khujand.

HOMEWORK

1. Write the sentences and underline [ʼʌndəlaɪn]!. The Past Perfect Tense.

1. The teacher said that he had got a letter from his pen-friend who lives in England.
2. I knew that Karim had lived not far from our town.
3. He forgot that he had supper in the evening.
4. Mary remembered that she had put the book on the bookshelf.
5. We thought that they had invited you on Lola's birthday.
6. He said that he planted an apple-tree near the window.

2. Fill in the blanks.

1. I didn't see (anybody, nobody) in the street when I went out.
2. We didn't play (no, any) games in the yard because it rained.
3. There is (anybody, nobody) at home.
4. How much did you pay for these shoes? I didn't pay (nothing, any thing). My Granny presented them to me.
5. Have you lost (anything, nothing)?
6. No, nobody here had lost (anything, nothing).

LESSON 3 - THE THIRD LESSON

1. Read and remember the verbs and make up your own sentences using them:

hold - held - held, fly - flew - flown, know - knew - known.

2. Get more information.

It had flown. She had known. He was holding.

3. Answer the questions:

1. Did you go home after you had finished your classes?
2. Had you done your homework by 5 o'clock yesterday?
3. What film had you seen when I met you at the cinema?

underline – хат кашидан, кайд кардан, отличать, подчеркивать

4. Why hadn't you invited me to the cinema?
5. Had you taken your seat by the time the teacher came into the class room?
6. Had your friend finished to play table-tennis before you came to see him?

4. Make up 6 sentences using "to be sorry", as follows: I am sorry to be late.

5. Read and translate the text.

HERO CITIES

Dear children! I want to tell you about Hero Cities. Do you know what Hero Cities are? Hero Cities are cities where the fascists were defeated¹, because not only Soviet Army but the Soviet people of these cities heroically² fought against the fascists³.

The fascists were defeated by the Soviet people near Moscow and near Leningrad, near Tula and Stalingrad which later was, renamed Volgograd. The fascists suffered heavy losses⁴ at the walls of Kiev, Odessa, Sevastopol, Kerch, Novorossiysk. And our people suffered heavy losses in these towns and cities either. That's why all these towns and cities were named Hero Cities. If you go to these cities, in the cemeteries you will see big monuments on which you can read the sentence: "Nobody is forgotten, nothing is forgotten".

Dear children! Love our country, learn to fight for the happiness of our people!

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

1. What are Hero Cities?
2. Where did the fascists suffer heavy losses?
3. What is written on the monument in the cemeteries of these cities?

HOMEWORK
<ol style="list-style-type: none"> 1. Do exercise 4 on p. 104 in writing. 2. Do exercise 6 on p. 104 in writing.

¹ defeat [di'fi:t] - мағлуб шудан, потерпеть поражение

² heroically [hi'əuɪkli] – қахрамонона, героически

³ fascists - фашистон, фашисты

⁴ suffer heavy losses - биеёр талаф додан, понести большие потери