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English

ЗАБОНИ
АНГЛИСӢ

КИТОБИ ДАРСӢ БАРОИ СИНФИ 6

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INTRODUCTION

The authors of the series of the English textbook for the 6-11 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 6-11 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 6 form carries on the series of the English textbooks for the 6 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 17 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 14-17

Every UNIT consists of four LESSONS. One or two hours are allotted to the REVIVED 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 stressor 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 5 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 permissible.

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!

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

[ə:] - girl, first, curl, turn, word, work

[o:] - form, storm, board, autumn, all,
wall

2. Read and translate the verbs:

have - had

come - came

take - took

go - went

see - saw

give - gave

leave - left

buy - bought-

am, is, are was, were

spend - spent

think - thought

swim - swam

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 Ainy's street?

- You can go there by bus or trolley bus.

- 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 ['djuəriŋ] during the lesson, during this month. Du-ring 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. 9 (3 sentences) in writing.
2. Do exercise 8 on p.10 (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 [ˈfɒləʊɪŋ]: A following word, a following story. Answer the following questions. I don't know the following word.

to finish : [fiːniʃ] 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 ([ˈjuː ʒʊəli] - ода-тан) 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 6th 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 youth camp the others [lʌðz] - (ди́грон) 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 (хѣпок) 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, to range, during.

2. Do exercise 4 on p. 11 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

begin - began

become - became

break - broke

blow - blew

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 had the doctor many times. She had a headache ['hedeik] and a sore throat



5. Read the words, translate them and make up sentences:
one man - many men, one tooth - many teeth,
one woman - many women ['wimin], one child - many children
6. Read and describe the village (hamlet) you were in.
- A. Tell the classmates the name of the village 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.13 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 [ɛə] - 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. 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. 14 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. 15 in writing.

2. Do exercise 1 on p. 15 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 raincoat.

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]

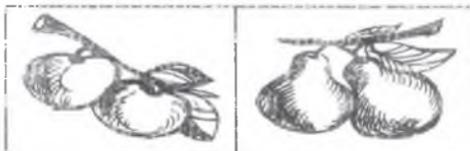


I like to hike in the fields. Hiking is the best rest. As to me (- аз бо́бати ма́н) I like to hike in the mountains. Hiking in the mountains is the best rest.

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 ['hɑi θð] 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 ([tɔgæ:θð] – якчоя, вместе).

1. Does it often rain in autumn?
2. What's the weather like in autumn?
3. What color 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. 18 (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] – фариштурук; 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.

4. 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

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

Pattern: He bought.

P₁ - What did he buy?

P₅ - When did he buy ...?

P₂ - He bought...

P₆ - He the book yesterday.

P₃ - Who bought...?

P₇ - Why did he buy this book?

P₄ - Akram bought ...

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 6 on p. 20 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
catch - caught - caught

build - built - built
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] – боварӣ 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:tɪst]

Repin is one of the best Russian artists. Khushvakhtov 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

health [helθ]:

I am not ill. I am healthy. My brother is not ill. healthy He is ill. 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
actress.

Burhonov is a Tajik actor, V. Tikhonov is an 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 cinema (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.**

Поёни шаби сиёх сафед аст.

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 Nick does every morning?

2. What Nick is doing now?

3. What Nick did yesterday?

4. What Nick has just done?



to get up to do morning exercises to wash
 to have breakfast to go to school 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 ([ˈpleʃə] - 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.

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

1. Do exercise 5 on p. 23 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 sweet¹.



This is the season,
When schoolchildren
meet.

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

become - became - become

do - did - done

beat - beat - beaten

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 [mista:] ?

P₂ - Yes, he has



¹ sweet - ширин; сладкий

4. Describe the family.

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

- Father: a name, 50, the principal of a school, black hair, eyes, a face, a moustache, fat, round, tall, a hobby.
- Mother: a name, 47, an actress of the Drama Theatre, hair, fair, a thin face, oval, beautiful, thin, a hobby.
- Daughter ['dɔ:tə]- a name, 20, a student of The Teacher's Training Institute, 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(r)] Institute, handsome, small, big, a hobby,
- Grandfather: a name, 75, a face, round, a moustache, fat, a turner, grey hair, small, big, eyes, the aluminum plant, round, tall, a pensioner ['penʃənə] - нафакаҳуър, пенсионер, a hobby,
- Grandmother: a name, 68, a pensioner, fat, thin, a dressmaker, eyes, a face, eyes, 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 ([ˈkʌzɪnz] – писар ё (духтар)-и амак (таро)?

5. 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. 28 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 fall - fell - fallen
drive - drove - driven forget - forgot - forgotten

3. Make up dialogues like this:

P₁ - Take the potatoes, please!
P₂ - I have taken potatoes.
P₃ - 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.

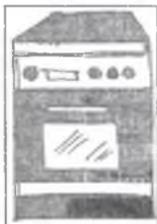
a looking-glass:



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:[ˈlævət(ə)ri] - 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]



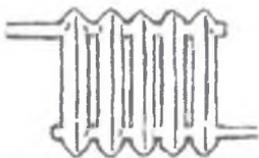
We have a gas-range in our new flat. The gas-range is in the corner of the kitchen. My mother cooks meals on the gas-range.

running water: [ˈrʌnɪŋ ˈwɔ: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:tiŋ]



We have central heating in our flat. The [ˈsentrəl ˈhi:tiŋ] central heating makes our flat warm during the cold days. Have you got central heating?

modern conviniences:
[ˈmɒd(ə)n kənˈvi:njəns]

We have got all modern conviniences: a gas-range, running water, central heating, a lavatory and a bathroom. It is very useful and comfortable to have modern conviniences in a flat. Are there modern conviniences 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. 31 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:niʃə] - 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 [ˈfiɡə:z]:

(рақамҳо, 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. 31 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:

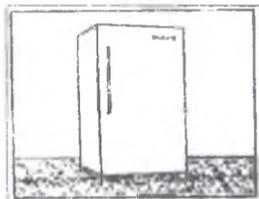
swim - swimming read - reading

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: freezer
[ə ri'fridʒəreɪtə]



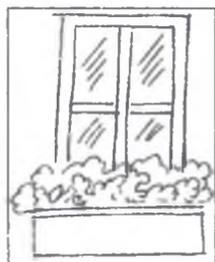
This is a refrigerator. We've bought a new refrigerator this month. The refrigerator is nice. The refrigerator is in the corner of the kitchen. Have you got a refrigerator?

a vacuum-cleaner:
[ə 'vækju:əm '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?

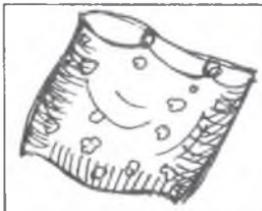
a window-sill
['wɪndəʊsɪl]



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

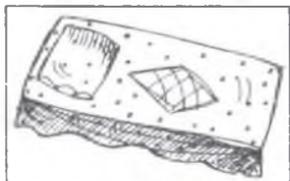
a pillow,

a pillow-case: [ˈpɪləukeɪs]



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 ˈblæŋkɪt]



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 and 7 on p. 34 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.

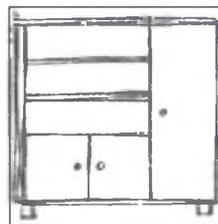
4. Complete the sentences using the Gerund.

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. 35 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.

* Scientific [saiŋ'tifik] - илмӣ, научный,

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- cut - cut - cut cut put - put - put
get - got - got send - sent - sent 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

- | |
|---|
| <ol style="list-style-type: none">1. Do exercise 1 on p. 37 in writing.2. Do exercise 6 on p. 38 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 ([ˈpɒpula:] – маіхып) 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).

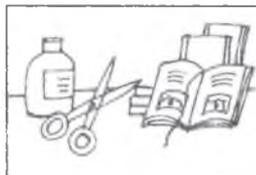
5. Read, translate and learn the words:

a monitor:

[ə ˈmɒnɪtə]

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): I am responsible for binding books.

(for): [rɪsˈpɒnsəbl]

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. 38 in writing.
2. Do exercise 6 on p. 40

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, I am not.

...she...cooking fish soup?

...she ... mending socks?

... he ... binding books?

... he ... sightseeing (тамошо кардани шахр;
осмогреть достопримечательности)

5. Read and translate the text.

AT A CLASS MEETING

(Part I)

The lessons were over (ба охир расид, закончились) 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 интихоб мекунем, выберем) the monitor of the class". Ali Rustamov was elected a monitor of the class. He went to the table. The form – mistress sat down at the desk. The monitor said: "Today we must decide [di'said] -қарор 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 (оҳаннора, 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. 40 in writing.
2. Do exercise 5 on p. 41 in writing.

LESSONS 4 - THE FOURTH LESSON

LET'S READ, LEARN AND SPEAK ENGLISH

1. 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.220

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?

UNIT 6 - THE SIXTH UNIT

LESSON1 - 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. make - made - made
drink - drank – drunk. read - read - read

* discuss – мухокима кардан, обсуждать

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
[ˌkɒmpriˈhensɪv] kompri'hensiv] English secondary school.
All the English children of 11 years old, after finishing the elementary school, can go to a comprehensive school. English comp-rehensive schools give pupils good education (маълумот, образование)

needlework
[ˈniːdlwɜːk]



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

a uniform
[ˈjuːnɪfɔːm]



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?

HOMWORK

- 1. Do exercise 5 on p. 44 in writing.**
- 2. Read the text "The Headless Horseman", IV, p. 175**

LESSON 2 - THE SECOND LESSON

LET'S LEARN, READ AND SPEAK ENGLISH

1. 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. 45 in writing.

* important things [imp'pɔ :i(ə)nt θiŋz] – чизҳои муҳим, ваҷибҳои

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...

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 dressmaker, a shoemaker, a bricklayer, a farmer.



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?

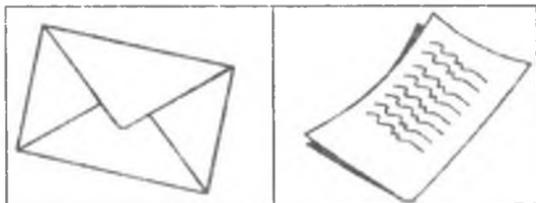
4. Read, translate and act the dialogue; make up your own dialogues.

- 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 (WRITTEN) PREPARED AND 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 on p. 47 in writing.

Do exercises 3 on p. 47 in writing.

LESSON 4 - THE FOURTH LESSON

LET'S LEARN, READ AND SPEAK ENGLISH

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.

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.

P₃ - 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:

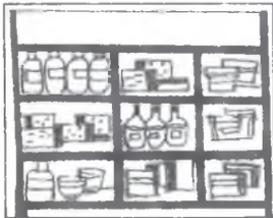
a butcher ['butʃə]

at the butcher's



Look, it is a butcher. My uncle is a butcher.. He works at the butcher's. We buy meat at thebutcher'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?

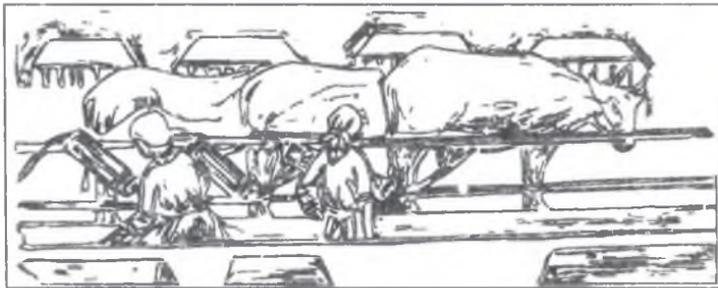
a baker [ə 'beɪkə]
at the baker's



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 'dæəri'wʊmən] :
a dairyman
[ə 'dæəri'mən]
a dairy-farm
[ə 'dæəri'fɑ:m]

Look, it is a dairy. We see a dairy-woman and a dairyman on the dairy-farm. There are some 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. 51 on writing.
2. Read the text "The Headless Horseman", part VIII, 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 ˈfeivə:z ðə: ˈbreɪv]

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 Peter 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 plant?

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.

HOMEWORK

Make up sentences in writing using the words in exercise 4 on p. 52.

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 [ig.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

- | |
|---|
| <ol style="list-style-type: none">1. Do exercise 3 on p. 53 in writing.2. Do exercise 5 on p. 55 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 ([ˈtə:niŋ] – гардиш, поворот) on the left.

5. Complete the sentences as follows:

Ali is fat.	Olim is fatter.	Karim is the fattest.
Tom is tall.	Peter is...	Davy is...
Tom is thin.	Peter is ...	Davy is...
Tom is clever.	Peter is ...	Davy is...
Tom is polite.	Peter is ...	Davy is...
Tom is handsome.	Peter 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.56 in writing.
2. Do exercise 6 on p.56 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 help-helpless
cold - coldness use – useless
ill – illness life-lifeless
white - whiteness 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" (пункуват, 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 (заруф, нужно) long arms or strong arms.

7. Tell in which games you must move fast ([**'mu:v fa:st**] - тез ҳаракат 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.58 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.59 in writing.
2. Do exercise 6 on p.59 in writing.

LESSON 2 - THE SECOND LESSON

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

think - thought - thought, take - took - taken,
sleep - slept - slept, bring - brought - brought,
give - gave - given. 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 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?

HOMWORK

Read the text "The Headless Horseman", part 10, 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'leʃən] 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 (['ɔ:lmeɪst] - 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 ([ɪn'dʒɔɪ] – лаззат бурдан, наслаждаться) it. In autumn, when the days get shorter and colder both children and grownups (['grəʊnpɜːz] – болиғон, взрослые) begin to watch for the first snow-flakes (заррачаҳои 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 (шикофи ях, проруб) in the ice and fish. Winter sports are interesting and pleasant kinds of sports. Aren't they?

HOMEWORK

- 1. Do exercise 2 on p.61.
- 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. - USA is one of- largest countries in - world.

6. - Dushanbe was - capital of- Tajikistan.

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 (либосҳо, одежда) were".

HOMEWORK

1. Do exercise 3 on p.63 in writing.
2. Do exercise 5 on p.63 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.

Latifa's face is as round as an apple.

I have as many books as you have.

I am as healthy as Khurshed 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. 65 in writing.

LESSON 4 - THE FOURTH LESSON

To be memorized: science fiction, to change, a space traveler, 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 traveler: 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 [ˈhæpɪn]:

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.66 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, win - won - won
wake - woke - woken, 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 Gulnor.

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 Gulnor?

Is Rustam so quick as Saddry?

Are these flowers so beautiful as those roses?

B. Is the traffic ['træfik]¹ in a town as heavy ['he:vi]² as in a village? Is a woolen ['wulən]³ 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?

¹ traffic - характер; движение

² heavy - вознин, гарон; тяжёлый

³ woolen - пашмин; шерстяной

Is John as handsome as his brother?
Are trees in autumn as green as in spring?
Is the Vakhsh as long as the Panj?

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

AT THE SCHOOL LIBRARY

Jovid 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 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.68 in writing.
2. Do exercise 6 on p.69 in writing.

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 Tajikistan 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".

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

- 1. In what library are you a subscriber?
- 2. How often⁴ 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?

¹ move [mu:v] – характер кардан; двигаться

² fast [fa:st] - тез; быстро

³ slow [slou] – охиста; медленно

⁴ How often - аксар вақт; как часто

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. 70 in writing.
Do exercises 6 on p. 70 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, hear - heard - heard,
 grow - grew - grown, 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 well¹. My brother doesn't like to talk about himself. Do you know the proverb "Actions speak louder than words?" This proverb is about him.

4. Read, translate and act the dialogue.

¹ as well – инчунин; тажже

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, Iskandar-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.71 in writing.
2. Do exercise 8 on p.73 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,
hold - held - held,

hang - hung - hung,
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'tɪmbə], natural gas, cooper ([¹'ku:pə] - мис, медь) lead ([li:d] - қалъағй, свинец), zinc (pūx, цинк), gold (тилло, золото), rock crystal²).
- d) What proves [pɹu:vz]³ 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. 74 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 - қангал, лес

² rock crystal - булури қуҳй; 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;

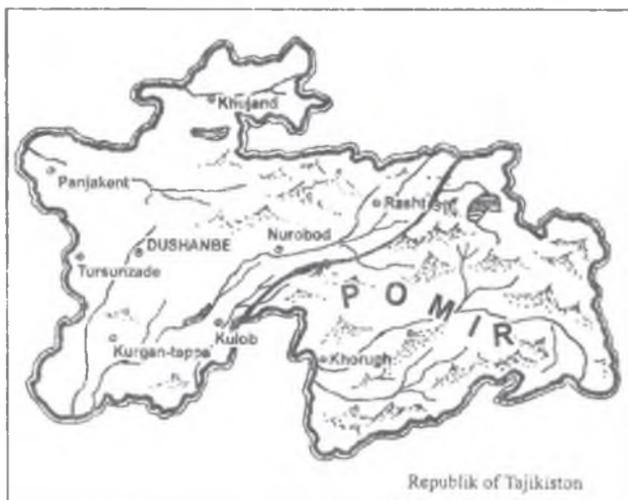
c) climate, rainy, cold, hot, weather, mild;

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).

HOMEWORK

Do exercise 6 on p.75 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] - гаѳвора, 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.77 in writing.
2. Do exercise 6 on p.78 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 [leŋθ]: The length of the corridor is small. The length of winter days is very short. Is the length of winter days in Tajikistan short?

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
'breɪkə]: An ice-breaker is a big ship. Ice-breakers [aɪs-sæl in cold seas and oceans. An ice breaker 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 ['sɔmɔtri]

**"NO ONE IS FORGOTTEN, NOTHING IS
FORGOTTEN**

HOMEWORK

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

P₁ - 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]¹. 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

¹ Venice - Венеция; Венеция

² gulf - халич; залив

³ entire length - дарозй, тул; протяженность

⁴ artistically decorated - рассомона зинат додашуда; оформлены художественно

Fortress, the St. Isaak Cathedral, the Dvortsovaya (Palace) Embankment, the Summer Garden, the Kirov islands libraries and museums are famous ['feiməs]¹ 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. 83 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.

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

¹ famous - **намоён; знатный**

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 lasted⁵ 900 days, more than 640 000 people perished. Not far from St. Petersburg there is the cemetery and a 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?

¹ magazine [ˌmæɡəˈziːn] - маҷалла; журнал

² manuscript [ˈmæŋjʊːskript] - дастнавис; рукопись

³ to perish [periʃ] - ҳалок шудан; умирати

⁴ siege [siːdʒ] - муҳосира; осада

⁵ last [laːst] - давом кардан; продолжаться (ся)

HOMEWORK

1. Do exercise 2 on p.83 in writing.
2. Do exercise 7 on p.84 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.

¹ military ['milit(ə)rɪ] - ҳарбӣ; военный

² German invaders [in'veɪdə] - истилогарони немис; немецкие захватчики

³ to liberate [tu: 'libəreit] - озод кардан; освобождать

⁴ a soldier ['səʊldʒə] - аскар; солдат

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 choose - chose - chosen
come - came - come cost - cost - cost

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

3. Read, translate and remember the suffixes'.

a) **- re (or):**
write - writer
speak - speaker
act - actor
read - reader

c) **- ness:**
cold - coldness
white - whiteness
dark - darkness

b) **- 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 Khujand.

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 5th 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 friend 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:

- The 8th of March is the International Women's Day.
- How we celebrate Women's Day at school.
- How we celebrate Women's Day at home.

HOMework

- Do exercise 9 on p. 87 in writing.
- 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

1. Do exercise 4 on p.88 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 Firuz?
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, Somoni Palace. The National park.
- 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] – боц, еицë) 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 Firdavs.
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 (мукофотонидан, 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:ʤipt] - Миср) four thousand years ago?

HOMEWORK

Do exercise 7 on p.92 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 space-ship, 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. Saodat 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. Sofiya was writing a letter when Saodat 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. Nekruz refused to answer this question.
2. She refused to leave for Khujand.
3. Mother refuses to give Firuz 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 ([so:sid3] - ними 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,
shut - shut - shut,

send - sent - sent,
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 Newyork?

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

P₃ - As for me I have never been there.

P₄ -Really ([ˈri:əli] – ҳақиқатан, дар ҳақиқат 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 favorite 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

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

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 [kloʊðz]

What do women wear?

What do men wear?



a skirt, a blouse and a scarf

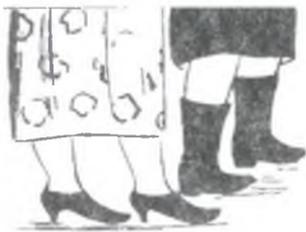
a skirt, trousers ['trauzəz]



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 somon.

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'pæ]¹ the use of the Present and the Past Perfect Tenses.

¹ compare - муқоиса қардан; сравнивать, сравнить

PRESENT PERFECT

PAST PERFECT

- | | |
|----------------------------|--|
| 1. I have read it today. | I had read it by last Monday. |
| 2. He had just come. | He had come by 5 o'clock. |
| 3. He hasn't returned yet. | 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.
- 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 ['ʌndəlaɪn]!. 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, anything). 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?
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?

¹ underline - хат кашидан, кайд кардан; отмечать, подчёркивать

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 your 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?

HOMWORK

1. Do exercise 4 on p. 102 in writing.
2. Do exercise 6 on p. 102 in writing.

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

² heroically [hi'gəiikli] – қахрамонона; героически

³ fascists – фашистон; фашисты

⁴ suffer heavy losses - бисёр талаф додан; понести большие потери

LESSON 4 - THE FOURTH LESSON

To be memorized: flight, on board, yet, still, Cosmonaut's Dav, the Earth

1. Read, translate and do retranslation of the sentences:

April month is the month of heavy spring rains,
April month is the month of the return of the birds,
April month is the month of new grass,
April month is the month of new leaves,
April month is the month of spring flowers.

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

A - Karim refused to come to the English speaking club.

B - What's the matter with him?

A - He said he was busy.

A - When did he promise to come?

B - He promised to come next Saturday.

3. Make up sentences using the words "still, yet" (до́лго, ещё).

A. Pattern: He is still asleep (to be at work, to be ill, to be busy, to be in the hamlet, to be in the village).

B. Pattern: She isn't back yet (to be free, to be tired, to be a student, to be a driver, to be a dressmaker).

4. Make up dialogues using "still, yet".

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

1. Will you get up early or late tomorrow?

2. When will you have your breakfast?

3. What will you have for your breakfast?

4. Whom will you see tomorrow?

5. What will you speak about?

6. Where will you go with your friend?

6. Say some sentences about "what you will do tomorrow".

7. Read and translate the text.

COSMONAUT'S DAY

Today is Cosmonaut's Day. On April 12, 1961 at seven minutes past nine in the morning, Moscow time, the sputnik-space-ship "Vostok" made the first flight¹ round the Earth. There was a man on board² whose name was Youri Gagarin. He stayed in space up for 108 minutes.

During his flight Yuri Gagarin ate and drank, and worked on board the spaceship. Then he wrote, he had to hold the notebook because it was weightless ['weitlis]³.

Y. Gagarin was the first man who could see with his own eyes that the Earth is round. The picture that he saw in space was beautiful. "The sun in space shines much brighter than here on the Earth. The stars are brighter and clear" said Y. Gagarin.

This flight opened a new page in the history of the conquest ['konkwest]⁴ of space.

8. Answer the questions:

1. When do we celebrate Cosmonaut's Day?
2. Who was on board the space-ship?
3. What did Y. Gagarin do during his flight?
4. What did he say about the sun and stars?

HOMEWORK

1. Do exercise 3 on p.103 in writing.
2. Do exercise 8 on p.104 in writing.

LESSON 5 - THE FIFTH LESSON

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

Henry W. Longfellow
THE ARROW AND THE SONG

I

I shot an arrow⁵ into the air⁶,
It fell to earth, I knew not where;

¹ flight [flait] - парвоз; рейс, полет

² on board - дар сахни; на борту

³ weightless - бевазн; невесомый

⁴ conquest - кушодан, кашф кардан; покориение, откритие

⁵ an arrow ['ærgəu] - тир; стрела

⁶ air [eə] - ҳаво; воздух

For, so swiftly¹ it flew, the sight²,
Could not follow it in its flight.

(To be continued)

2. Let's play the word game "Say, repeat and add" using the words:
Cosmonaut's Day, flight, on board the spaceship.
3. Have a talk about Cosmonaut's Day.
4. Retell the text Cosmonaut's Day according to the outline:
 - a) The day and the year we celebrate the holiday.
 - b) Who was on board the spaceship.
 - c) What Y.Gagarin did during his flight.
 - d) What Y.Gagarin said about the sun and stars.
5. Read and translate the text.

YURI GAGARIN – A HERO (1934-1968)

Yuri Gagarin's name is known to everybody. He was the first cosmonaut in the world. Yuri Alekseevich Gagarin was born on the 9th of March, 1934, into the family of a collective-farmer. He was born in the village of Klushino in the Smolensk region.

In 1951 he finished a vocational school in the town of Lyubertsy, near Moscow. At the same time Yuri finished an evening school. He was a clever boy, he liked to learn. He liked to learn physics and mathematics. They were his favourite subjects.

In 1955 Yuri entered a flying school. He became a pilot. Soon he joined³ the first group of Soviet cosmonauts. As you know on April 12, 1961, Youri Gagarin flew into space for the first time in history. When he came back in his spaceship, he was made a Hero of the Soviet Union and awarded [ə'wɔ:d]⁴ the Order of Lenin⁵ and the Gold Star Medal⁶.

¹ swiftly ['swɪftli] -тез; быстро

² sight [saɪt] - назар, аз назар; взгляд, зрение

³ to join [dʒɔɪn] - ҳамроҳ шудан; присоединиться, вступить в

⁴ to award [ə'wɔ:d] - мукофотонидан; присвоить, награждать

⁵ Order of Lenin – ордени Ленин; орден Ленина

⁶ Gold Star Medal – ордени Ситораи Сурх; орден Красной Звезды

Yuri Gagarin visited many countries. Millions of people saw and listened to him. In 1968 Y. Gagarin tested some new plane. The plane crashed¹ in the sky and Yuri Alekseevich died². The people of our country will always remember him as the first cosmonaut, Hero.

6. Answer the questions using more than one sentence for each answer.

1. What was Y. Gagarin?
2. When and where was he born?
3. What school did Y. Gagarin finish?
4. What subjects did he like best of all?
5. When did Y. Gagarin become a pilot?
6. When was the first man's flight made the space?
7. When did Y. Gagarin die?

HOMEWORK

1. Learn the poem "The arrow and the song" on p. 106.
2. Do exercise 6 on p. 106 in writing.

Remember: to die, flight, on board a sputnik, a spaceship, yet, still, Cosmonaut's Day, on the Earth, a pair of gloves, a jacket, an umbrella, a blouse, a scarf, high (low) boots, clothes, wear - worn - worn, -less, -ness

UNIT 15 - THE FIFTEENTH UNIT

LESSON 1 - THE FIRST LESSON (Two hours)

To be memorized: to graduate from, radio, a radio-set, influence

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

Henry W. Longfellow
THE ARROW AND THE SONG

II

I breathed³ a song into the air.
It fell to earth, I knew not where;

¹ to crash [kræʃ] – нобуд шудан; разбиться

² to die – вафот кардан; умирать

³ breathe [bri:ð] – нафас; дышать

For who has sight¹ so keen² and strong,
That it can follow the flight of a song?
(To be continued)

2. Read, translate and act the dialogue:

A - I have a question to ask you.

B - Yes?

A - Must I tell a lie?

B - No, you needn't.

3. Complete the sentences:

Pattern: If the weather is bad, we shall stay at home.

1. If we have time, we...

2. If the driver comes, he...

3. If I finish my homework in time, I...

4. We shall know English, if we...

5. The doctor will come if he...

6. He will bring me some vegetables when he...

7. If it rains, they...

4. Make up sentences as follows:

A. Pattern: - Lola can dance well.

Oisha can't dance well. She can sing well.

1. Karim can drive a tractor.

2. The child can carry this box.

3. My friend can bind books.

4. This shoemaker can mend shoes and boots well.

B. Pattern: - May I come in?

Yes, you may. (No, you can't).

1. May I go to the post-office³ [poust'ofis] with Lola?

2. May I take Nor's pencil?

3. May I rest on the sofa?

4. May I invite Karim to our house?

¹ sight [sait] – назар; взгляд

² keen [ki:n] – бодикқат; внимательно

³ post-office – шуъбаи аюка; почта

5. Read, translate and learn the words:

- radio ['reɪdiəʊ]: We have radio throughout all the world. I listen to it
- a radio-set every morning. I like to hear music over the radio. We have a big radio-set in our sitting room. The radio-set is in the corner of the room.
- graduate ['grædʒuət]: We may say "to finish school or to graduate from school". This year my sister will graduate from the University. My younger sister will graduate from school in two years.
- influence ['ɪnfluəns]: My elder brother greatly influences me. My father greatly influences my brother and me, either. Who greatly influences you?

6. Make up your own sentences form the words given in ex. 5 on p.108.

7. Work in pairs using the words from ex. 5 on p.108.

HOMEWORK

1. Do exercise 3 on p.107 in writing.
2. Do exercise 6 on p.108 in writing.
3. Read the text "The Headless Horseman", part 15, p.186

LESSON 2 - THE SECOND LESSON

To be memorized: lively, to be self-disciplined. Struggle, comfortable, goal

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

Henry W. Longfellow
THE ARROW AND THE SONG
III

Long, long afterwords¹, in an oak²,
I found the arrow, still unbroke¹;

¹ afterword ['ɑ:ftəwəd] – баъд; после

² an oak [æŋ əʊk] - дарахти дуб; дуб

And the song, from beginning to end,
I found again in the heart of a friend.

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

A - Let's go for a walk, Ali.

N - I can't.

A - Why can't you?

B - Because I must help my mother.

A - Mother, may I watch TV now?

B - No, you can't.

A - Why?

B - Because father is sleeping.

3. Complete the sentences using: I am going to..., He (she) is going to

...

(to visit my grandfather, to bind old books. To wait for the beginning of

the football match, to become a cosmonaut, to win the game).

4. Read, translate and learn the words:

lively [laɪvli]

хушвақт, веселый:

This girl is full of life, she is a lively girl. Nor is a lively boy, too, he always smiles. We had a lively time in our trip to the village.

to be self-disciplined:
[ˈdisiplɪnd]

We like self-disciplined people. Self-disciplined people always do everything well and in time.

waste time:

Have you a lot of free time? I am always short of time. Don't waste time! As for me I never waste time.

goal [gəʊl]:

Our goal is to build a new happy life. Our goal is to graduate from school. What is your goal?

¹ unbroke [brəʊk] - ношикаста; неразбитый

struggle [ˈstrʌɡl]:

Our goal is to struggle for happy life. We struggled against fascism. Now we struggle for piece.

comfortable
[ˈkʌmf(ə)təbl]:

This sofa is nice and comfortable. Our is flat comfortable, it had all modern conveniences.

5. Say sentences from the words given in ex. 4 on p. 109.

HOMEWORK

1. Do exercise 3 on p.109 in writing.
2. Do exercise 5 on p.109 in writing.

LESSON 3 - THE THIRD LESSON

To be memorized: mine, yours, hers, ours, theirs, its.

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

leave - left - left

make - made - made

lose - lost - lost

meet - met - met

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

A - What are you doing this evening?

B - I'm going to watch TV, but my brother is going to learn English.

C - As for me I'm not going to watch TV. I am going to the cinema.

3. Let's play the word games "Say, repeat and add". Use the words:

A. a) lively, comfortable, struggle, goal;

b) self-disciplined, waste time, influence;

B. Make up sentences on completion using the words: radio, a radio-set, graduate from, struggle, goal, waste time.

Pattern: P₁ - I have ...

P₂ - I have a radio-set in the corner of the room.

4. Let's have a talk about Aini according to the outline:

- when and where Sadriddin Aini was born;
- Aini's mother, brothers and sisters;
- Sadriddin's school days;
- Aini and his life. Have a talk about Aini.

5. Read, translate and remember:

POSSESSIVE PRONOUNS

It is my apron.	The apron is mine.
Her blanket is brown.	This brown blanket is hers.
Your pillow-case is on the bed.	The pillow-case on the bed is yours.
Our refrigerator is in the kitchen.	The refrigerator in the kitchen - is ours.
Their vacuum-cleaner is in the corner of the bathroom.	The vacuum-cleaner in the corner of the bathroom is theirs.

6. Complete the sentences using the possessive pronouns:

my - mine, your - yours, her - hers
his - his, our - ours, their - theirs.

- I see ... raincoat on the chair and ... in the wardrobe.
- Modern conveniences in ... flat are very comfortable, but ... are very bad.
- ... garage is clean, but ... is dirty.
- ... furniture is modern, but ... is old.
- ... lavatory is clean, but ... is dirty.
- ... looking-glass stands in the sitting-room, but ... stands in the bed-room.

HOMEWORK

- Do exercise 4 on p. 111 in writing.
- Do exercise 6 on p. 111 in writing.

LESSON 4 - THE FOURTH LESSON

1. Get more information.

He paid. She had read. He had written it by ... They will retell.

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

A - Is this coat yours?

B - No, that's not mine.

A - Well, is this one yours?

B - No, mine is brown.

3. Make up sentences as follows:

A. Pattern: **I am pleased** to meet you. (To be pleased)
(to speak, to greet, to know, to help. To give a present)

B. Pattern: **It doesn't matter** whether he is free or busy.
(to live near the school or far from it, to do a part of work or the whole [houl] work, to have dinner at 2 o'clock or at 1.30, to go to bed at 10 o'clock or at 12 o'clock).

4. Make up dialogues using: "I am pleased" and "It doesn't matter".

5. Read and translate the text.

THE BRITISH MUSEUM

The British Museum is one of the largest libraries in the world. There are more than six million books there. Every day they get about two thousand books and papers. When he lived in London, he spent a lot of time in the British Museum Library. Another great man was Karl Marx often visited this library and worked there, too.

6. Have a talk on the British Museum Library.

7. Retell the text "The British Museum".

HOMEWORK

1. Do exercise 1 on p.112 in writing.
2. Read the text "Text Headless Horseman", part 16, p. 188

Remember: mine, yours, hers, his, its, ours, theirs, radio, radio-set, graduate from, struggle, goal, waste time, lively, to be self-disciplined, comfortable, influence, French, Italian

UNIT 16 - THE SIXTEENTH UNIT

LESSON 1 - THE FIRST LESSON

To be memorized: shake - shook - shaken, to marry, a play, to fight for piece, a festival of labour

1. Read and remember the verbs. Make up sentences in the Present and Past Perfect Tenses using the verbs:

say - said - said,
sell - sold - sold.

see - saw - seen
shake - shook - shaken

2. Have a talk about the 1st of May. Use the words: an International workers holiday, to show solidarity, to fight for piece, a festival of labour, 1899-Chicago.

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

N - Oh, it's a dog! Is it yours?

P - My sister has it. It is hers.

4. Read the English names after the teacher all together:

A. William Shakespeare ['wɪljəm ʃeɪkspiə] – Виллиам Шекспир. Stratford on Avon ['strætfd ɔn əvən] Стрэтфорд дар Ейван
The Globe Theatre – Театри Глобус
John Shakespeare – Чон Шекспир.

B. Names of plays:

Romeo and Juliet ['rəmiəʊ ənd 'dʒu:liət] – Ромео ва Чулета

Othello [ou'θeləʊ] – Отелло

Macbeth [mæk'beθ] – Макбет

King Lear ['kiŋ 'liə] – Шоҳ Лир

Twelfth Night – Шаби Дувоздахум.

5. Read, translate and learn the words:

- a play [plei]: We like to see plays in theatres. I know many English names of plays, as "Othello", "Hamlet", "King Lear" and others.
- to marry ['mæri]: My elder brother married a beautiful girl. He married a girl who is three years younger than he.

6. Read and translate the text.

WILLIAM SHAKESPEARE



(1564-1616)

(Part I)

William Shakespeare, the greatest English well-known writer of plays, was born on the 23 of April, 1564. He died on the 23 of April, 1616. W. Shakespeare was born in a small town of Stratford on Avon, not far from London.

His father, John Shakespeare, was a merchant ['mɜ:tʃənt]¹ and he had some houses in Stratford. John Shakespeare and his wife Mary Shakespeare had eight children. The third child that was born to them was a son. He was named William. William was a lively boy. He learned at Grammar School, where he was taught to read, write and his first Latin. On leaving Grammar school, W.

¹ a merchant – савдогар; купец, лавочник

Shakespeare began to learn foreign languages. When William was 18, he married a woman eight year older than himself. Three children were born to them. When William was about 21, he went to London.

(To be continued)

7. Answer the questions using two-three sentences in your answer:

1. What was William Shakespeare?
2. When and where was W. Shakespeare born?
3. To what family was W. Shakespeare born?
4. Where and what did he learn?
5. Whom and when did he marry?
6. At what age did W. Shakespeare go to London?

HOMEWORK

1. Answer the questions in writing.

Pattern: - Whose ball is this? - This ball is mine.

1. Whose book is this?
2. Whose pillow is this?
3. Whose looking-glass is this?
4. Whose boots are these?
5. Whose trousers are these?

2. Do exercise 7 on p. 115 in writing.

LESSON 2 - THE SECOND LESSON

1. Get more information.

He has married. He was a well-known writer.

2. Let's play a word game "Say, repeat and add" using:
a play, well-known, to marry

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

N - When were you born, Akram?

A - I was born on the 16th of April. 1985.

4. Read, translate and answer the questions. Pay attention to the use of "tail" questions.:

A. Pattern: - Lola is a dairywoman, isn't she?

- Yes, she is.

1. Lola is a good dairywoman, isn't she?
2. Akram is a baker, isn't he?
3. Akram is a good baker, isn't he?
4. John is a grocer, isn't he?
5. John is a good grocer, isn't he?

B. Pattern: - Tom is not a shoemaker, is he?

- No, he isn't.

1. Rustam is not a bricklayer, is he?
2. Rano is not a good nurse, is she?
3. Karim is not a joiner, is he?
4. Anvar is not a driver, is he?

5. Have a pair talk using "tail" questions.

6. Read and translate the text.

WILLIAM SHAKESPEARE

(Part II)

Nobody knows why W. Shakespeare left Stratford on Avon for London. Later W. Shakespeare became an actor at the theatre. Soon he began to write plays for the theatre and in a few years he became a well-known author. Then he and his friends had much money they built their own theatre - the Globe Theatre. W. Shakespeare wrote 37 plays. Among them there are: "Hamlet", "King Lear", "Othello", "Romeo and Juliet", "Macbeth", "Twelfth Night" and others. Many of these plays are staged at the Tajik Drama theatre.

W. Shakespeare spent the last years of his life at Stratford where he died in 1616. He was buried in the church of Stratford. A monument was made for him there. W. Shakespeare is one of the greatest writers and poets of the world. People in all countries know him for his beautiful plays and poems.

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

1. What did W. Shakespeare do in London?
2. Who built the Globe Theatre?
3. How many plays did W. Shakespeare write?
4. Where did W. Shakespeare spend his last years?
5. What plays by W. Shakespeare did you see?
6. Where and when did W. Shakespeare die?

HOMEWORK

1. Do exercise 7 on p.117 in writing

LESSON 3 - THE THIRD LESSON

To be memorized: cabbage, a peach, a nut, meat

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

K - Are you interested in sports?

B - Well, I don't like very much to watch other people play. I like to play myself.

K - Oh, what's your favorite sport?

B - Basket-ball.

2. Read, translate and answer the questions. Pay attention to the use of "tail" questions.

A. Pattern: - You are twelve-year-old, aren't you?

- Yes, I am.

- You have a dog, haven't you?

1. Nor was absent yesterday, wasn't he?

2. It was cold two days ago, wasn't it?

3. She had beautiful flowers in her garden, hadn't she?

B. Pattern: - Mother wasn't pleased with your work, was she?

- No, she wasn't.

1. He had no friends, has he?

2. They had no vacuum-cleaner, had they?

3. We are sorry, Mike is ill, isn't he?

3. Ask "tail" questions.

- A. 1. The boy is always late, ...?
2. Your flat is large, ...?
3. The doctor had a car, ...?
4. She can dance well, ...?
- B. 1. Our class-mistress wasn't at the theatre, ...?
2. You are not responsible for the trees, ...?
3. She mustn't go to hospital, ...?

4. Have a pair talk about W. Shakespeare using "tail" questions.

5. Ask each other questions.

Pattern: - What do you prefer to eat carrots or cucumbers?

- I prefer to eat cucumbers.

(tomatoes, potatoes, cabbage, fruit, plums, peaches, apples, grapes.

pears, cherries, lemons, nuts, soup, fish, meat, porridge [ˈpɒrɪdʒ])



6. Have a talk about "Victory Day". Use the words: The Great Patriotic War, to end, 1945, to celebrate, monuments, war heroes, to fight during the war, to defend peace, "Nobody is forgotten, nothing is forgotten".

HOMEWORK

1. Do exercise 3 on p. 118 in writing.
2. Do exercise 6 on p. 118 in writing.

LESSON 4 - THE FOURTH LESSON

To be memorized: rich, a priest

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

K - What was the score at yesterday's match?

L - Seven to two.

K - In whose favours?

L - In "The Pamirs" favour!

2. Answer the "tail" questions:

1. You can help me, can't you?

2. They could ski well, couldn't they?

3. She lives in our town, doesn't she?

4. He lived in Hissor, doesn't he?

5. You mustn't run on the road [roud]¹, must you?

6. He didn't travell in the spece-ship, did he?

7. He doesn't influence his brother well, does he?

3. Ask "tail" questions:

1. You must stay at home, ...?

2. She cooks well, ...?

3. They couldn't go to see him, ...?

4. The teacher doesn't live far from the school, ...?

5. You often go to the cinema, ...?

4. Answer the questions about D.Defoe. Use the following words: in 1661, London, a butcher, not very rich, to get a good education, to refuse, to be a priest, at age of 23 he began to write, "Robinson Crusoe", to die in 1731.

1. When was Daniel Defoe born?

2. Where was D. Defoe born?

3. What was his father?

4. Was his family rich?

5. What education did Daniel Defoe get?

6. Did Daniel Defoe become a priest?

¹ road [rəʊd] – дорога

7. Why did he refuse to become a priest?
8. What was Daniel Defoe's best novel?
9. When did Daniel Defoe die?
10. Have you read "Robinson Crusoe" by Daniel Defoe?

5. Say some sentences about Daniel Defoe.

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

1. Who is your favourite writer? Is he a Tajik, a Russian or an English writer?
2. When did he begin to write and what was written by him?
3. What book of this writer do you like best? What is this book about?
4. How many books written by this writer have you read? Why do you like his books?
5. Are his books read by many people?
6. Is this writer a novelist¹ or a short story writer?

HOMEWORK

- | |
|--|
| <ol style="list-style-type: none">1. Do exercise 6 on p. 120 in writing.2. Read the text "Headless Horseman", part 17, p. 189 |
|--|

Remember: to marry, to die, well-known, a play, meat, nuts, a peach, a festival of labour, to fight for piece, to show solidarity, to refuse, a good education, a novelist

LESSON 5 - THE FIFTH LESSON

REVISION

1. Read, translate and remember the proverbs:

After rain comes fair weather.
It's better to do well than to say well.
To know everything is to know nothing.
You know a man by his friends.
Promise little, but do much.

¹ novelist ['nɒ vəlɪst] - романист; романист (писатель)

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

1. When do people show their solidarity?
2. Why do people fight for piece?
3. When do people show festivals of labour?
4. Do you want to be rich?

3. Answer the questions about Jonathon Swift using the words:

1667, Dublin, Ireland, a priest, not rich, 13 children, at the age of 14, to enter Trinity College, to refuse to become a priest, to be fond of literature, history, politics, literary carrier ['kæriə]¹, 1697, "Gulliver's Travels", to die in 1745.

1. When was Jonathon Swift born?
2. Where was Jonathon Swift born?
3. What was his father?
4. How many children were there in the family?
5. At what age did Jonathon Swift enter Trinity College?
6. Did Jonathon Swift want to become a priest?
7. What subjects was he fond of?
8. What novels made his literary carrier?
9. When did Jonathon Swift die?
10. Did you read "Gulliver's Travels"?

6. Say some sentences about Jonathon Swift (Have a chain talk).

7. Have a talk with the librarian.

8. Read and have a talk.

CLOTHES

Can you tell us what women wear? It depends on the season of the year. Usually it is a skirt and a blouse or a dress. If it is a rainy weather they wear a rain coat. If it is a cold weather, the women wear warm coats and hats, they put on gloves. Of course, they wear high boots when it is a snowy weather.

The women wear stockings and tights¹ in early spring, in autumn and in winter.

¹ tights [taits] – чўроби нафис; колготки

What about men? They usually wear a shirt and trousers, a suit, a coat or a jacket, socks, and shoes. In winter they wear low boots, warm hats, gloves.

If it rains, the men and women carry umbrellas.

What do schoolchildren wear? Schoolchildren wear their uniforms. Boys usually wear dark blue suits. Girls wear brown dresses, white or black aprons. But lately the school children prefer to wear clothes they like.

HOMEWORK

Write what you (your friend, mother and father) wear.

LESSON 6 - THE SIXTH LESSON

REVISION

1. Make up any sentences using the following verbs:

swim - swam - swum

speaK - spoke - spoken,

sleep - slept - slept,

show - showed - shown,

shake - shook - shaken.

2. Read, translate and remember the proverbs:

No pains, no gains.

Lost time is never found again.

Actions speak louder than words.

Fortune favours the brave.

It's better to do well than to say well.

3. Read and translate the text.

DO YOU KNOW THAT...?

- A. The shortest man in the world was Walter Bochning ['wolta 'boeniŋ], a German (1907-1955). His height [haitj]¹ was little more than 50 centimetres.
- B. Among the Russian writers M. A. Sholokhov received the Noble Prize.

¹ height [haitj] – баландини қомат; рост.

4. Complete the sentence:

There are many people's writers and poets of Tajikistan. Among them the most well-known are ...

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

A - How can I get to Rudaki avenue?

B - You can go there by bus number 1 or trolley-bus number 11.

A - Thank you ever so much!

B - Don't mention it!

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

MY TRIP TO MY GRANDPARENTS

Our family lives in Dushanbe. My grandparents live in another place far from here. They live in Odessa. This summer my elder brother and I are going to leave Dushanbe for Odessa. Odessa is the Hero City. It is a nice place in the Ukraine. The city stands at the Black Sea. We shall go there either by plane or by train. I prefer to go there first by train then by ship. I want to see new towns, villages, fields, mountains, rivers and woods. Our trip will take three or four days. I think that weather will be fine all the time and our trip will be pleasant.

7. Say some sentences about your future summer holidays.

DEAR SCHOOLCHILDREN! HAPPY HOLIDAYS TO YOU!
READ ENGLISH BOOKS FOR YOUR PLEASURE!



IRREGULAR VERBS

1 Form Infinitive Do (does) ...+ ing ...? Will (shall) ... + inf ...?	2 Form Past Indefinite Did ... + 1 form ...?	3 Form Past Participle Have (has, had)... +3 form...?
---	---	--

be [bi:]	was [wɔz], were [wə:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten [bi:tn]
become [bi'kʌm]	began [bi'gæn]	begun [bi:gʌn]
blow [bləu]	blew [blu:]	blown [bləʊn]
break [breik]	broke [brəuk]	broken [brəuk(ə)n]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bild]	built [bilt]	built [bilt]
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]
buy [bai]	bought [bɔ:t]	bought [bɔ:t]
can [kæn]	could [kʊd]	could [kʊd]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [ʃəʊz]	chosen [ˈtʃəʊzn]
cut [kʌt]	cut [kʌt]	cut [kʌt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	dreamed, dreamt dreamt[dremt]	dreamed [dri:m], dreamt[dremt]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəʊv]	driven [ˈdrɪv(ə)n]
eat [i:t]	ate [et, eɪt]	eaten [i:tn]
fall [fɔ:l]	fell [fel]	fallen [fɔ:l(ə)n]
feed [fi:d]	fed [fed]	fed [fed]
feel [fi:l]	felt [felt]	felt [felt]
fight [fait]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flai]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɔt]	forgotten [fə'gɔtn]
get [get]	got [gɔt]	got [gɔt]
give [gɪv]	gave [geɪv]	given [gɪvn]
go [gəʊ]	went [went]	gone [gɔn]

grow [grəʊ]	grew [gru:]	grown [grəʊn]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hiə]	heard [hə:d]	heard [hə:d]
hide [haid]	hid [hid]	hidden [ˈhidn]
hold [həʊld]	held [held]	held [held]
keep [ki:p]	kept [kept]	kept [kept]
know [nəʊ]	knew [nju:]	known [noun]
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]
leave [li:v]	left [left]	left [left]
let [let]	let [let]	let [let]
lie [lai]	lay [lei]	lain [lein]
light [lait]	lit [lit]	lit, lighted [laitid]
lose [lu:z]	lost [lɒst]	lost [lɒst]
make [meik]	made [meid]	made [meid]
may [mei]	might [mait]	might [mait]
mean [mi:n]	meant [ment]	meant [mənt]
meet [mi:t]	met [met]	met [met]
pay [pei]	paid [peid]	paid [peid]
put [put]	put [put]	put [put]
read [ri:d]	read [red]	read [red]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
run [rʌn]	ran [ræn]	run [rʌn]
say [sei]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
sell [sel]	sold [sɒld]	sold [sɒld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [ʃain]	shone [ʃəʊəd]	shone [ʃəʊn]
show [ʃəʊ]	showed [ˈʃəʊəd]	shown [ʃəʊn]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ ^o]
sit [sit]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
smell [smel]	smelt [smelt]	smelt [smelt]
speak [spi:k]	spoke [spəʊk]	spoken [spoukn]
spend [spend]	spent [spent]	spent [spent]
stand [stænd]	stood [stu:d]	stood [stud]
strike [straik]	struck [strʌk]	struck [strʌk]
swim [swɪm]	swam [swæm]	swum [swʌm]

take [teik]	took [tuk]	taken [ˈteikən]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tell [tel]	told [tɔld]	told [tɔld]
think [θɪŋk]	thoughts [θɔ:t]	thought [θɔ:t]
understand	understood	understood
[,ʌndəˈstænd]	[,ʌndəˈstu:d]	[,ʌndəˈstu:d]
wake [weik]	woke [wəuk]	woken [wəukən]
wear [wɛə]	wore [wɔ:]	worn [wɔ:n]
weep [wi:p]	wept [wept]	wept [wept]
win [win]	won [wɒn]	won [wɒn]
write [raɪt]	wrote [rəʊt]	written [ˈrɪtɪn]

ҚОИДАҲОИ МУҲТАСАРИ ГРАММАТИКИ ИСМ

Исмҳо дар забони англисӣ дорои ду шумора мебошанд: танҳо ва ҷамъ:

There is a book on the table.

There are books on the table.

Исмҳои шакли ҷамъро ба воситаи ба шакли танҳо ҳамроҳ намудани анҷомаи -s ва ё -es месозанд.

Ин анҷома баъд аз ҳамсадоҳои беовоз [s], ҳамсадоҳои ҷарангдор ва садонокҳо [z] ва баъд аз овозҳои шавшувдор ва ҷарангдор [ɪz] хонда мешавад.

Истисно: man [mæn] - men [men]
 foot [fʊt] - feet [fi:t]
 child [tʃaɪld] - children [ˈtʃɪldrən]

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

Мисол: classes, book - books ва ғайра. Агар исмҳои шакли танҳо ба ҳарфи -o тамом шаванд низ -es ба он ҳамроҳ карда мешавад: potato - potatoes, hero - heroes.

Вале: piano - pianos.

- Ҳарфи -y дар исмҳои танҳо ба -i мубадал меёбад: city - cities, story - stories; Вале баъд аз садонокҳо дигар намешавад: boy - boys, day - days ва ғайра.

Исмҳои шакли ҷамъ бо анҷомаи -(e) s шакли соҳибиро бо ҳамроҳ кардани апостроф' сохта метавонанд:

The boys' hands were cold.

АРГИКЛ

Артикл нишондиҳандаи исмҳо буда, пеш аз исмҳо ва муайянкунандаи онҳо омада метавонад.

Дар забони англисӣ ду артикл вучуд дорад: артикли муайянӣ (the), номуайянӣ -а (an) ва сифрӣ (яъне набудани артикл).

Артикли муайянӣ the пеш аз калимаҳои, ки бо овозҳои ҳамсадо сар мешаванд, чун [ðə] талаффуз мешавад; пеш аз калимаҳои, ки бо садонок сар мешаванд [ði] хонда мешавад.

Муқоиса кунед: the book, the yard the author, the hour.

Артикли номуайяниро дар шакли а [eɪ] пеш аз калимаҳои, ки бо овозҳои ҳамсадо сар мешаванд, истифода мебаранд (a classroom, a union); дар шакли an [æn] пеш аз калимаҳои, ки бо садонокҳо оғоз меёбанд дар истифода аст: an hour, an umbrella ва ғайра.

Дар забони тоҷикӣ вазифаи артиклро анҷомаи -е ва пасоянди -ро иҷро мекунанд: Духтаре дар хона буд; китобро хондам; китобе хондам ва ғайра.

Артикли сифрӣ, ин исмҳоианд, ки артиклро (муайянӣ ва номуайянӣ) тамоман истифода намебаранд ва бештар дар исмҳои шумориданашаванда дида мешавад.

Мисол: There is snow on the ground.

Эзоҳ: Артикл бо исмҳои, ки баъди он шумораҳои микдорӣ меоянд, истифода бурда намешавад.

Мисол: Lesson 17; Look at page 48.

Бо исмҳои хос артикл истифода намегардад: Jane Brown, Lola, Munira, Shohin.

Аммо: the Pamirs, the Caucasus, the Crimea.

СИФАТ

Сифат дар забони англисӣ аз рӯи шахсу шумора дигар намешавад.

Сифат дорои дараҷаҳои одӣ, оӣ ва қиёсӣ мебошад.

My father is old.

My father is older than me.

My father is the oldest man in our village.

Сифатҳои бисёрҷисмӣ ва духҷисмӣ дараҷаи қиёсиро бо ёрии калимаи "more" ва дараҷаи олиро бо ёрии калимаи "most" месозанд ва ин калимаҳои номбаршуда пеш аз сифатҳои дараҷаи одӣ гузошта мешаванд:

active - more active - most - active
difficult - more difficult - most difficult

Истисно: good - better - the best
bad - worse - worst
little - less - least
many - more - most

Сифати забони тоҷикӣ низ се дараҷа дошта, бо ёрии пешвандҳои -тар ва -тарин, ки ба сифатҳои дараҷаи одӣ ҳамроҳ мешаванд, сохта мешавад:

Мисол:

Калон – калонтар – калонтарин
Хуб – хубтар – хубтарин

ШУМОРА

Шумораҳои миқдорӣ

Асоси тамоми шумораҳоро, шумораҳои хонаи даҳӣ ташкил медиҳанд ва шумораҳои дигар (бо истисноии чандтои онҳо) бо ёрии ҳамроҳ кардани пасвандҳои -teen ва -ty сохта мешаванд:

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

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

Шумораҳои тартибӣ

Ғайр аз шумораи аввал, шумораҳои дигар бо ёрии ҳамроҳ кардани суффикси -th сохта мешаванд:

Мисол: fourth, twentieth, twenty-ninth millionth

Се шумораи аввал аз қоида берун сохта мешаванд:
one - first, two - second, three - third.

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

Ба шумораҳои миқдорӣ адади даҳ ҳамроҳ мешавад: сенздаҳ, чордаҳ, ҳабдаҳ ва ғайра. Шумораҳои тартибӣ бошанд бо ҳамроҳ шудани пасванди -ум ташкил меёбанд: даҳум, чорум, панҷум, биступанҷум ва ғайра.

ЧОНИШИН

Чонишинҳои шахсӣ, соҳибӣ, нафсӣ-таъкидӣ дар забони англисӣ аз рӯи шахс, шумора ва чинсият тағйир меёбанд.

Мисол: шахсӣ I – me (дар шакли танҳо)
соҳибӣ my - mine
нафсӣ - таъкидӣ myself

Чамъ: шахсӣ we - us
соҳибӣ our – ours
нафсӣ – таъкидӣ ourselves

Чонишинҳои шахсӣ I, he, she, it, you, they - чун мубтадо ва қисми таркибии хабари номӣ ва чонишинҳои me, him, her, it, us, you, them чун пуркунанда дар ҷумла меоянд.

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

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

Мисол: I know nothing about him.
Is there anybody there?
I asked her for some milk.

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

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

Чонишини one (дар шакли чамъ - ones) ба ҷойи исми пештар зикршуда истифода мегардад.

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

ФЕЪЛ

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

Мисол:

Шахси I	Танҳо	to be
II	I	am
III	you	are
	he (she, it)	is
	чамъ	

I	we	are
II	you	are
III	they	are

Эзоҳ: Феълҳои модалии can, may, must аз рӯи шахс ва шумора тасриф намешаванд.

Феъл дар забони англисӣ чор шакли асосӣ дошта, барои сохтани дигар шаклҳои замони намудии феъл хизмат мекунанд. Ин шаклҳо инҳоянд:

- I. Масдар ё шакли номуайянӣ (infinitive).
- II. Замони гузаштаи номуайян (Past Indefinite).
- III. Сифати феълии замони гузашта (Participle II).
- IV. Сифати феълии замони ҳозира (Participle I).

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

- а) асоси замони ҳозира (хон-, рав-, дав-, бор- ва ғайра).
- б) асоси замони гузашта (афгид, гуфт, рафт, давид ва ғайра).

Аз рӯи ташкилҳои феълҳои забони англисӣ ба гурӯҳи феълҳои дуруст ва нодуруст ҷудо мешаванд.

Феълҳои дуруст асосҳои дююм ва сеюми шаклҳои феълиро бо ёрии ҳамроҳ кардани анҷомаи -ed ба шакли асосии феъл ташкил медиҳанд.

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

Феълҳои нодуруст асосҳои дююм ва сеюми шаклҳои феълиро на ин ки бо ёрии илова намудани -ed ба масдар, балки бо роҳи дигар месозад:

begin - began - begun

give - gave - given

go - went - gone

СИҒАИ АМРӢ

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

Масалан: Sit down please.

Don't close the book!

Don't open the window?

СИҒАИ ХАБАРӢ

Тарзи фоил (актив) (The Active Voice)

Шаклҳои номуайян (Indefinite Tense)

I. Замони ҳозираи номуайян (Present Indefinite Tense)

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

Мисол: My brother speaks English well.

I live in Dushanbe.

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

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

Масалан: Do you speak English?

What do you like?

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

Масалан: I don't work here (do not).

She does not speak English.

II. Замони гузаштаи номуайян (Past Indefinite Tense).

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

Масалан: The lessons finished at 10 o'clock.

Шакли хабарии замони гузашта бо ёрии шакли дуҷуми асосӣ, ки аз рӯи шахсу шумора тасриф намеёбад (истисно феъли to be (was, were) ташкил мешавад.

Масалан: He worked hard.

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

Did you like the game?
When did you come home?

Шакли инкорӣ бо ёрии феъли ёридиҳандаи to do дар замони гузашта (did), ҳиссаҷаи not ва феъли асосӣ дар шакли асосӣ сохта мешавад.

I did not know him well.

III. Замони ояндаи номуайян (Future Indefinite Tense).

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

Масалан: We shall go home tomorrow.
They will be glad to meet you.

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

Масалан: I shall (I'll) speak to you.
You will (you'll) go home after lessons.

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

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

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

Масалан: I shall not (shan't) speak to you.
He will not (won't) meet us tomorrow.

ЗАМОНҲОИ МУАЙЯН (ДАВОМДОР) (Continuous Tenses)

I. Замони ҳозираи муайян (давомдор) (Present Continuous Tenses).

Замони ҳозираи муайян (давомдор) амали давомнокро, ки дар лаҳзаи нутқи гуянда иҷро мешавад, мефаҳмонад. Шаклҳои замони ҳозираи муайян (давомдорӣ)-и англисӣ бо ёрии феъли ёридиҳандаи to be замони ҳозира (Present Indefinite) ва сифати феълии замони ҳозираи (Participle I) феъли асосӣ (ё шакли ҷоруми феъл) сохта мешавад.

Масалан: I am (I'm) reading a book.

He is (He's) having dinner.

Дар ҷумлаҳои саволи феъли ёридиҳанда пеш аз мубтадо ҷой мегирад:

Is she eating?

What are you doing?

Дар ҷумлаҳои инкорӣ ҳиссаҳои *not* пас аз феълҳои ёридиҳанда меояд:

I am not (I'm) eating.

She is (She's) not sleeping. They are not (aren't) talking.

II. Замони гузаштаи муайян (давомдор) (Past Continuous Tenses).

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

Масалан: I was sleeping when you rang me up.

They were having their breakfast at 10 o'clock.

Замони гузаштаи муайяни (давомдор) забони англисӣ бо ёрии феъли ёридиҳандаи to be замони гузашта (*was, were*) ва сифати феълии замони ҳозираи (Participle I) феъли таъкиди маънӣ ташкил меёбад.

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

Дар ҷумлаҳои саволи феъли ёридиҳанда пеш аз мубтадо меояд.

Масалан: Who was speaking to you?

Шакли инкорӣ бо ҳамроҳ кардани ҳиссаҷаи *not*, ки пеш аз феъли ёридиҳанда гузошта мешавад, сохта мешавад.

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

ЗАМОНҲОИ МУТЛАҚ (Perfect Tenses)

Феъли замони ҳозираи мутлақ - The Present Perfect Tense (ҳолат) амалеро мефаҳмонд, ки аллакай иҷро шуда, натиҷаи он маълум аст:

She has come. - Вай омад (ва ҳоло мо метавонам суҳбат кунем). All the pupils have done their exercises, (ҳоло метавонанд истироҳат кунанд).

Дар забони тоҷикӣ ин замон одатан бо феъли замони гузашта тарҷума мешавад.

Масалан: I have seen this film.

Ман ин филмро дидам. Present Perfect бо ёрии феъли ёридиҳандаи to have дар замони ҳозира ва шакли сеюми феъли асосӣ сохта мешавад.

Масалан: I have just got this letter. He had already come home. We have seen this film several times.

Дар ҷумлаҳои саволи феъли ёридиҳанда пеш аз мубтадо меояд.

Масалан: Have you finished your home work? Where had she gone?

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

Масалан: Who has been there?

Ҷумлаи инкорӣ бо ёрии ҳиссаҷаи инкории "not", ки пас аз феъли ёридиҳанда меояд, сохта мешавад.

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

ФЕЪЛИ ЗАМОНИ ГУЗАШТАИ МУТЛАҚ (Past Perfect)

Замони гузаштаи мутлақ (Past Perfect) амали дар гузашта воқеъшуда, ки то лаҳзаи муайян ва ё то воқеъ шудани амали дигар иҷрошударо мефаҳмонад.

Масалан: He had done his task by Monday.

Замони гузаштаи мутлақ, бо ёрии феъли ёридиҳандаи to have дар замони гузашта (had) ва шакли сеюми асосӣ сохта мешавад.

Масалан: The rain had stopped by that time.

We had done our home work before we went to the cinema.

Дар забони тоҷикӣ ин замон бо феъли замони гузаштаи дур ифода меёбад:

The meeting had been over by 6 o'clock. - Маҷлис то соати 6 ба охир расида буд.

Дар ҷумлаҳои саволӣ феъли ёридиҳанда пеш аз мубтадо гузошта мешавад.

Масалан: Had he finished his task?

Ҳангоми савол гузоштан ба мубтадо, тартиби ҷумла тағйир намеёбад.

Масалан: Who had gone there?

Дар ҷумлаҳои инкорӣ ҳиссаҳои "not" пас аз феъли ёридиҳанда меояд.

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

We had not come home before it began to rain.

ТАРЗИ МАФЪУЛ (Passive)

Агар дар ҷумла шахсро, ки амалро иҷро карда, номбар кардани он шарт нест ё худ ҳолате ки аз тарафи шахси дигар ба амал омадааст, феъл дар тарзи мафъул ба кор бурда мешавад.

Масалан: The cup is broken.

Тарзи мафъул бо ёрии феъли ёридиҳандаи to be ва шакли сеюми феъли асосӣ (маънодор) (Participle II) сохта мешавад. Замонҳои феълии тарзи мафъул мувофиқи қоидаи замонҳои феъли тарзи фоил истифода мешаванд.

Мисол: Olim is invited to the teacher's office (Present Indefinite Passive).

This room was built in 1985 (Past Indefinite Passive).

Дар чумлаи саволии тарзи мафъул феъли ёридоханда пеш аз мубтадо гузошта мешавад:

Whom was this book written by?

When was this newspaper published?

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

What was brought to you?

Дар чумлаи инкорӣ ҳиссаҷаи "not" пас аз феъли ёридоханда гузошта мешавад:

We were not told that he was ill.

ЗАРФ (The Adverb)

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

Шаклҳои сохтаи зарф бо ҳамроҳ кардани пасванди -ly бо сифат сохта мешаванд:

Масалан: cold - coldly, quick - quickly ва ғайра.

Дар мавриди сохтани зарф аз сифат, ки бо ҳарфи "y" ба охир мерасад пеш аз пасванди "-ly" ҳарфи "y" ба "i" мубаддал мешавад: ready - readily, happy - happily.

Як қатор зарфҳо шаклан аз сифатҳо фарқ надоранд. Ба онҳо first, long, far, much, late, little, инчунин daily, weekly, monthly, friendly ва ғайра, ки бо ёрии пасванди -ly аз исмҳо сохта шудаанд, медароянд. Зарфҳоро аз сифат фақат аз мавқеи он дар чумла фарқ кардан мумкин аст.

Зарфро дар чумла феъл ва сифат муайян карда, сифатро исм муайян месозад:

зарф
She didn't stay long.

сифат
She was wearing a long dress.

Як гурӯҳи зарфҳо, масалан late, neар ду шакл дошта, яке мувофик ба сифат буда, дигаре бо ёрии пасванди -ly сохта шуда, зимнан ҳар дуи ин шаклҳо маънои гуногун доранд:
near - тақрибан - наздик nearly - бевақт - ба наздикӣ

I went to bed late at night.

I have seen him lately.

Дараҷаи муқоисавии зарф ба монанди дараҷаи муқоисавии сифат сохта мешавад.

Дараҷаи муқоисавии зарфҳои яктаркиба ба монанди дараҷаи муқоисавии сифатҳо, яъне ба дараҷаи одӣ илова кардани пасванди -er ва барои дараҷаи муқоисавӣ ва пасванди -est инчунин барои дараҷаи оӣ, сохта мешавад.

strong	stronger	strongest
пурзур	пурзуртар	пурзуртарин
дароз	дарозтар	дарозтарин
long	longer	longest

Дараҷаи муқоисавии зарфҳои мураккаб бо пасванди -ly мисли дараҷаи муқоисавии сифат бо ёрии калимаи more ва most барои дараҷаи оӣ сохта мешавад.

bright	- more brightly	- most brightly
равшан	равшантар	равшантарин

Як қатор зарфҳо дараҷаи муқоисавии берун аз қоидаи умумӣ месозанд ва онро азёд бояд кард:

дараҷаи одӣ	дараҷаи муқоисавӣ	дараҷаи оӣ
well	better	best
badly	worse	worst
little	less	least
much	more	most

Масалан: I like autumn better than winter.

КАЛИМАСОЗӢ (Word formation)

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

We play and dance in the park.

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

book-shop
newspaper
schoolgirl
apple-tree

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

- **er (-or)** ичрокунандаи амалро мефаҳмонад.
- **ion (-ation)** - процесс, амал ва натиҷаи амалро нишон медиҳад.
- **ness** - сифат ва процессро мефаҳмонад.
- **ing** -у (dusty) - сифатро мефаҳмонад.
- **able** - understandable - бо маънои қобилиятнокӣ.
- **less - helpless** - бо маънои "чизе намерасад" ё чизе надоштан.
- **ful - peaceful** - маънои сифати пурра доштан.
- **ly – strongly** - зарфро бо ҳамон хусусияташ ифода мекунад.

Калимасозӣ бо ёрии пешванд. Дар ин ҳолат маънои калима дигар шуда, ҳиссаи нутқ тағйир намеёбад:

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

in – inactive

маънои инкорӣ дошта, нарасидани сифати ягон чизро мефаҳмонад: (пеш аз харфи l ба il пеш аз m, p, ба im, пеш аз r ба ir мубаддал мешавад).

re-rewrite, reopen - такрори амалро мефаҳмонад.

ГЕРУНДИЙ (The Gerund)

Герундий шакли номуайяни феъл буда, амали давомёфгаро ифода мекунад.

Герундий бо ёрии ба феъли асосӣ ҳамроҳ кардани пасванди **-ing** сохта шуда, шаклан ба сифати феълии замони ҳозира ва исми феълӣ мувофиқ меояд.

Герундий ҳам хусусиятҳои исм ва ҳам феълро дорад. Ҳамчун феъл, герундий метавонад ба худ пуркунандаро қабул кунад ва бо зарф муайян шавад.

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

Ҳамчун исм герундий дар ҷумла мубгадо, пуркунанда ва хабари номӣ бо пешоянд ва муайянкунанда истифода мешавад.

I like walking quickly. - Ман тез роҳ гаштанро дӯст медорам.

Reading is my hobby. - Хониш - кори дӯстдоштаи ман аст.

She is fond of reading books. - Вай китоб хонданро нағз мебинад.

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

Аз сифати феълии замони ҳозира герундий бо он фарқ мекунад, ки пеш аз он пешоянд омада ва герундий метавонад бо ҷонишинҳои соҳибӣ ва исм дар надежи соҳибияг муайян шавад.

Аз рӯи шакл ва мавқеи худ дар ҷумла герундий ба масдар хело ҳам монандӣ дорад. Азбаски, герундий дар забони тоҷикӣ вучуд надорад, тарҷумаи он дар ҷумла аз кадом аъзои ҷумла, кадом пешоянд ва кадом калима онро муайян мекунад, вобастагӣ дорад.

Герундий ба забони тоҷикӣ чун масдар, исм. феъл, сифати феъли ва ҷумлаи пайрав (пурқунанда, муайянқунанда, ҳол, шарҳқунанда) тарҷума мешавад.

Герундий дар ҷумла чунин вазифаҳоро иҷро мекунад:

1. Мубтадо.

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

2. Хабар номӣ.

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

3. Пурқунанда.

I don't like getting up early. - Ман барвақт хестанро нағз намебинам.

4. Муайянқунанда.

I'm sorry for coming late. - Аз бевақт омаданам узр мепурсам.

5. Ҳол.

The hall was used for dancing. - Зал барои рақс истифода шуд.

PHRASES

1. In one word	1. Бо як сухан ...	1. Одним словом
2. It seems to me	2. Ба фикри ман	2. Мне кажется
3. I don't believe	3. Ман бовар надорам	3. Я не верю
4. Thank you ever so much	4. Гашаккури зиёд	4. Большое спасибо
5. Don't mention it	5. Аҳаммият надорад	5. Не стоит благодарности
6. Excuse me	6. Маъзарат меҳоҳам	6. Извините меня
7. I am sure of it	7. Ман ба ин боварӣ дорам	7. Я в этом уверен
8. As a matter of fact	8. Хулиас	8. Дело в том, что
9. I am not so sure	9. Ман он қадар бовар надорам	9. Я не совсем уверен в этом
10. I have no idea	10. Намедонам	10. Понятия не имею
11. Don't you know...?	11. Оё намедонед ки ...?	11. Разве вы не знаете ...?
12. Doesn't he know...?	12. Оё вай намедонад ки...?	12. Разве он не знает ...?
13. I'm afraid, I can't	13. Метарсам, ки наметавонам	13. Боюсь, что я не смогу
14. No one is forgotten, nothing is forgotten	14. Ҳеч кас ва ҳеч чиз фаромуш нашудааст.	14. Никто не забыт, ничто не забыто
15. I'm busy	15. Ман банд ҳастам	15. Я занят
16. It doesn't matter	16. Аҳаммияте надорад	16. Ничего не значит
17. Nothing at all	17. Муҳим нест	17. Ничего не стоит

NUMERALS

CARDINAL

1 - one
2 - two
20 - twenty
3 - three
13 - thirteen
30 - thirty
4 - four
14 - fourteen
40 - forty
5 - five
15 - fifteen
50 - fifty
6 - six
16 - sixteen
60 - sixty
7 - seven
17 - seventeen
70 - seventy
8 - eight
18 - eighteen
80 - eighty
9 - nine
19 - nineteen
10 - ten
11 - eleven
12 - twelve
100 - a (one) hundred
1000 - a (one) thousand
23 - twenty-three
223 - two hundred and
twenty-three
2223 - two thousand and
two hundred and twenty-three

ORDINAL

1st - first
2nd - second
20th - twentieth
3rd - third
13th - thirteenth
30th - thirtieth
4th - fourth
14th - fourteenth
40th - fortieth [ˈfɔːtɪiθ]
5th - fifth
15th - fifteenth
50th - fiftieth [ˈfɪftɪiθ]
6th - sixth
16th - sixteenth
60th - sixtieth [ˈsɪkstɪiθ]
7th - seventh
17th - seventeenth
70th - seventieth [ˈsevntɪiθ]
8th - eighth
18th - eighteenth
80th - eightieth [ˈeɪtɪiθ]
9th - ninth
19th - nineteenth
10th - tenth
11th - eleventh
12th - twelfth
100th - hundredth
1000th - thousandth
23rd - twenty-third
223rd - two hundred and
twenty-third
2223rd - two thousand and
two hundred and twenty-third

DATES

1st September, 1991 - the first of September (September the first), nineteen (hundred and) ninety one;

5th January, 1992 - the fifth of January, (January the fifth) eighteen hundred and seven.

PROVERBS

1. Art is long, life is short. Санъат абадист, умр кӯтоҳ. Искусство вечно, жизнь коротка.
2. Claw me and I'll claw you. Аз як даст садо намебарояд. Рука руку моет.
3. Don't make a mountain out of a molehill. Аз пашша фил масоз. Не делай из мухи слона.
4. It is better to die standing than to live kneeling. Марг бех аз расвой. Лучше умереть стоя, чем жить на коленях.
5. Be slow to promise and quick to perform. Promise little but do much. Ваъда додӣ вафо кун, қавл додӣ иҷро кун. Дал слово, сдержи его.
6. Look before you leap. Аввал бубин чойи худ, баъд бимон пойи худ. Не говори гоп, пока не перепрыгнешь.
7. Many a little makes a nickel. Қатра - қатра чамъ шавад, дарё шавад. Из капель собирается море. Мал золотник да дорог
8. Neither fish, nor flash. На каҳ, на дон. Ни рыба, ни мясо.
9. No rains, no gains. Нобурда ранҷ ганҷ муяссар намешавад. Кто не работает, тот не ест.
10. There is no smoke without fire. Дуд бе оташ намешавад. Нет дыма без огня.
11. After rain comes fair weather. Поёни шаби сиёҳ сафед аст. После долгой ночи-светлое утро.
12. It's better to do well than to say well. Меҳнатро бисёр кун, гапро кам. Больше дела, меньше слов.
13. To know everything is to know nothing. Дониستاني бисёр ин ҳоло ҳам нодонист. Знать все - значит не знать ничего.
14. Fortune favours the brave. Майдон аз далер аст. Смелость города берет.
15. Better late than never. Дер ояду шпер ояд. Лучше поздно, чем никогда.
16. Actions speak louder than words. Гови бешир овози баланд дорад. Судят не по словам, а по делам.

17. Never put off till tomorrow what can be done to day.
Кори имрӯзаро ба фардо магузор. Никогда не откладывай на завтра то, что можно сделать сегодня.
18. Nothing venture, nothing have. Гар шиновар нестӣ по бар лаби дарё манех. Волков бояться - в лес не ходить.
19. A tree is known by its fruit. Зи чав чав рӯяду гандум зи гандум. Что посеешь, то и пожнешь.
20. Everything is good in its season. Ҳар кор вақту соат дорад. Осиё бо навбат. Всеу свое время.
21. Strike while the iron is hot. Оханро дар гармияш мекӯбанд. Куй железо, пока горячо.
22. Cut your coat according to your cloth. Ба андозаи гилеми худ по дароз кун. По одежке протягивай ножки.
23. Hunger is the best sauce. Гуруснагӣ беҳтарин габобат аст. Голод лучший лекарь.
24. Live and learn. Хонед, хонед, боз хонед. Век живи, век учись.
25. There is no place like home. Хоки ватан аз мулки Сулаймон беҳтар. В гостях хорошо, а дома лучше.
26. Always in a hurry, always behind. Аз пайи ину он шуд, дасти холи равон шуд. Поспешишь - людей насмешись.
27. A good deed is never lost. Меҳнат кунӣ, роҳат мсёбӣ. Кто работает, тот ест. Лучшее действие – это не терять.
28. An hour in the morning is worth two in the evening. Кори шаб – хандаи рӯз. Утро вечера мудренее.
29. That's another pair of shoes. Ин дигар гап. Это другое дело.
30. Good health is above wealth. Тани сихат гавҳари ноёб. Мое здоровье - мое богатство.
31. He laughs best who laughs last. Охири ханда - гиря. Хорошо смеется тот, кто смеется последним.
32. Never say die. Ҳамеша зиндадил бош. Надежда умирает последней.
33. Hear much, speak little. Сухан бисёр дону андаке гӯй, якеро сад магу, садро яке гӯй. Больше дела, меньше слов.
34. Four eyes see more than two. Аз як сар ду сар беҳтар. Одна голова хорошо, а две лучше.
35. When two Sundays come together. Кай думи уштур ба замин мерасад. После дождичка в четверг.
36. Better short of sense than short of sense. Ақли солим беҳ аз пули бисёр. Лучше быть умным, чем богатым.
37. When angry, count a hundred. Қаҳрат биёяд, биниатро газ. Гнев плохой советчик.

TOPICAL VOCABULARY (5-8 form)

SCHOOL

- attend [ə'tend] - иштирок кардан; посещать
biology [bai'ɒlədʒi] - биология; биология
be absent [bi: 'æbs(ə)nt] - иштирок накардан, гойиб будан;
отсутствовать
blackboard ['blækbɔ:d] - тахтаи синф; доска
book [buk] - китоб; книга
botany ['bɒtəni] - ботаника; ботаника
chalk [tʃɔ:k] - бӯр; мел
chalkboard ['tʃɔ:kɒ:d] - тахтаи синф; доска
chemistry ['kemistri] - химия; химия
chess-circle [tʃes 'sə:kl] - маҳфили шоҳмотбозӣ; шахматный
кружок
circle ['sə:kl] - маҳфил; кружок
class [klɑ:s] - синф; класс
classroom ['klɑ:sru:m] - синфхона; классная комната
day-book ['deibuk] - рӯзнома; дневник,
do sums ['du'sʌmz] - ҳалли мисолҳо; решать примеры
draw (drew, drawn) [drɔ:] - расм кашидан; рисовать
drawing ['drɔ:ɪŋ] - расмкашӣ; рисование
examination [ɪgzæmi'neɪʃ(ə)n] - имтиҳон; экзамен
take an examination - имтиҳон супурдан; сдать экзамен
finish ['fi:niʃ] - ба охир расидан; заканчивать
form-master ['fɔ:m,mɑ:stə] - роҳбари синф (мард); классный
руководитель
form-mistress ['fɔ:m,mistris] - роҳбари синф (зан); классная
руководительница
Form eight (Form Eight A) [eit] - синфи ҳаштум;
восьмой класс
Friday ['fraɪdi] - чумъа; пятница
geography [dʒi'ɒgrəfi] - ҷуғрофия; география
get marks - баҳо гирифтан; получить оценку
gymnastics [dʒim'næstiks] - гимнастика; гимнастика
gymnasium [dʒim'neɪzjəm] - толори (зал) варзишӣ (тарбияи
ҷисмонӣ); гимнастический зал
handicraft ['hændikrɑ:ft] - меҳнати дастӣ; ручное дело
head-master ['hed'mɑ:stə] - директор (мард); директор
head mistress [,hed'mistris] - директор (зан); директриса
history ['hɪstəri] - таърих ; история
Komsomol member - аъзои комсомол; член комсомола,

['kɒmsəməl 'membə] - комсомолец
literature ['litərɪtʃə] - адабиёт ; литература
mathematics [ˌmæθɪ'mætɪks] - математика; математика
Monday ['mʌndi] - душанбе; понедельник
monitor ['mɒnɪtə] - сардор; руководитель, староста
notebook ['nəʊtbʊk] - дафтар; тетрадь
pen - ручка; ручка
pencil ['pensl] - қалам; карандаш
pen-knife ['pennaɪf] - кордча, қаламтарош; нож
physics ['fɪzɪks] - физика; физика
pioneer meeting [ˌpaɪə'niə 'mi:tiŋ] - маҷлиси пионерӣ, собрание пионеров

Russian ['rʌʃən] - русӣ; русский
ruler ['ru:lə] - хаткашак; линейка
rubber ['rʌbə] - поккунак; резинка
India-rubber ['ɪndjə'rʌbə] - поккунак; резинка
Saturday ['sætədi] - шанбе; суббота
school [sku:l] - мактаб; школа
scholl badge [sku:l bædʒ] - нишонкаи мактаб; школьный значок
comprehensive school - мактаби таҳсилоти ҳамагонӣ;
[ˌkɒmpri'hensɪv] - среднесобразовательная школа
grammar school ['græmə sku:l] - мактаби грамматикӣ;
грамматическая школа
primary school ['praɪməri sku:l] - мактаби ибтидоӣ;
начальная школа
vocational school [vəʊ'keɪʃən] - омӯзишгоҳи касбу ҳунар,
среднеспециальная школа

sing a song [sɪŋ eɪ sɒŋ] - суруд хондан; петь
singing ['sɪŋɪŋ] - сурудхонӣ; пение
subject ['sʌbdʒɪkt] - предмет; фан, предмет
Sunday ['sʌndi] - якшанбе; воскресенье
Tajik ['tɑ:ʒɪk] - тоҷик; таҷик
time—table ('taɪm,teɪbl] - чадвали дарс; расписание
Thursday ['θə:zdi] - панҷшанбе; четверг
University [ˌju:ni'vɜ:sɪti] - университет; университет
Wednesday ['wenzdi] - чоршанбе; среда
What day is it today? - имрӯз кадом рӯз аст? ; какой день
сегодня?

What is the date today? - имрӯз чандум аст?; какое сегодня
число?

Who is absent - кӣ нест? Кӣ иштирок намекунад?; Кто
отсутствует?

SCHOOL HOLIDAYS

- bicycle [ˈbaɪsɪkl] - велосипед; велосипед
by bicycle - бо велосипед; велосипедом
cycle [ˈsaɪkl] - чарх; колесо
cook [kʊk] - ошпаз; повар
have a trip - саёҳат кардан; путешествовать
fish [fɪʃ] - моҳӣ; рыба
fishing—rod [ˈfɪʃɪŋrɒd] - шасти мохигирӣ; удочка
lunch-basket [lʌntʃ ˈbɑːskɪt] - сабад барои хӯрок; корзина для
пищи
make a fire [meɪk eɪ ˈfaɪə] - гулхан афрӯхтан; зажечь огонь
motor-cycle [ˈməʊtə ˈsaɪkl] - мототсикл; мотоцикл
plane [pleɪn] - тайёра; ҳавопаймо, самолет
by plane - бо тайёра; самолетом
ship [ʃɪp] - киштӣ; корабль
by ship - бо киштӣ; кораблем
tent - хайма; тент
train [treɪn] - поезд; поезд
by train - бо поезд; поездом
week-end trip [ˈwi:k ˈend trɪp] - саёҳат дар охири ҳафта; (уик-
енд)

CLOTHES

- apron [ˈeɪprən] - пешдоман; юбка
blouse [blaʊz] - кофта; куртаи нимтанаи занона; блуза
boot [bu:t] - бутсей; ботинка, ботинок
high boots [haɪ] - мӯза; сапоги
low boots [ləʊ] - ботинка; ботинки
cap [ˈkæp] - кепка
dress [dres] - курта, платьё
gloves [glʌvz] - дастпӯшак; рукавицы
pair of gloves [peə əv glʌvz] - чуфти дастпӯшакҳо; пара
рукавиц
hat [hæt] - кулоҳ; шляпа
pillow [ˈpɪləʊ] - болишт; подушка
pillow-case [keɪs] - чилди болишт; наволочка

SEASONS AND WEATHER

- April [ˈeɪprəl] - апрел; апрель
August [ˈɔːgəst] - август; август
autumn [ˈɔːtəm] - тирамох; осень
climate [ˈklaɪmɪt] - иқлим; климат
cold [kəʊld] - хунук; холодный
coldness [ˈkəʊldnɪs] - хунукӣ; холод
cloudy [ˈklaʊdɪ] - абрнок; пасмурный
December [dɪˈsembə] - декабр; декабрь
grass [grɑːs] - алаф; трава
hot - гарм; жара
January [ˈdʒænjuəri] - январ; январь
July [dʒuːˈlaɪ] - июл; июль
June [dʒuːn] - июн; июнь
February [ˈfebruəri] - феврал; февраль
field [fiːld] - сахро; поле
flowers [ˈflaʊəz] - гулҳо; цветы
fly [flaɪ] - паридан; летать
make a bird-house [bɜːd haʊs] - лона сохтан, строить
сквадечник
March [mɑːtʃ] - март; март
May [meɪ] - май; май
mild [maɪld] - муътадил; мягкий
November [nəʊˈvembə] - ноябр; ноябрь
October [ɒkˈtəʊbə] - октябр; октябрь
September [sepˈtembə] - сентябр; сентябрь
shine [ʃaɪn] - дурахшонидан; блестеть
it shines - медурахшид; блестел
sky [skaɪ] - осмон; небо
snow [snəʊ] - барф; снег
it snows - барф меборад; идет снег
spring [sprɪŋ] - баҳор; весна
sun [sʌn] - офтоб; солнце
sunny day [ˈsʌni deɪ] - рӯзи офтоб; солнечный день
summer [ˈsʌmə] - тобистон; лето
swim [swɪm] - оббозӣ кардан; плавать, bathing - купаться
thunderstorm [ˈθʌndəstɔːm] - раъду барк; гром и молния
trees [triːz] - дарахтон; деревья
warm [wɜːm] - гарм; тепло
warmness [wɜːmnɪs] - гармӣ; теплота
weather [ˈweðə] - хаво; погода
winter [ˈwɪntə] - зимистон; зима

SPORTS

- athletics [æθ'letiks] - варзиши сабук; легкая атлетика
boxing ['bɒksɪŋ] - бокс
bridge [brɪdʒ] - кўпрук; мост
bronze [brɒnz] - биринчй; бронзовый
bicycle ['baɪsɪkl] - велосипед; велосипед
champion ['tʃæmpjən] - чемпион;
coach [kəʊtʃ] - мураббй, муаллими варзиш ; тренер
competition [,kɒmpɪ'tɪʃən] - мусобика; соревнование
dance to music [dɑ:ns tu 'mju:zɪk] бо мусикй раксидан;
танцевать под музыку
end in a draw [drɔ:] - дуранг анчом ёфт, бозй дуранг анчом
ёфт; ничья
fencing ['fensɪŋ] - шамшербозй; фехтование
figure skating ['fɪgə.skeɪtɪŋ] - бозии руйи ях; фигурное катание
fun [fʌn] - шухй, хурсандй; развлечение, шутка
go in for sports - бо спорт машгул шудан: заниматься
спортом
goal [gəʊl] - хол; гол
Honoured Master of Sports ['ɒnəd 'mɑ:stə əv spɔ:ts] - ходими
хизматнишондодаи варзиш; заслуженный мастер
спорта
ice hockey match [aɪs 'hɒki mætʃ] - мусобикаи хоккей;
хоккейный матч
jumper ['dʒʌmpə] - чаханда; прыгун
kinds of sports [kaɪndz əv spɔ:ts] - намуди варзиш, вид спорта
match [mætʃ] - мусобика; матч
medal ['medl] - медал; медаль
pillow ['pɪləʊ] - болишт; подушка
pillow case ['keɪs] - чилди болишт; наволочка
overcoat ['əʊvəkəʊt] - пальто
play ball [pleɪ bɔ:l] - тўббозй кардан; играть с мячом
play basketball [pleɪ 'bɑ:skɪtbɔ:l] - баскетболбозй кардан;
баскетбольная игра
play chess [pleɪ tʃes] - шохмотбозй кардан; играть в шахматы
play draughts [dræ:ftz] - шашкабозй кардан; играть в шашки
play hockey ['hɒki] - хоккейбозй кардан; играть в хоккей
play football ['fʊtbɔ:l] - футболбозй кардан; играть в футбол
play snowballs ['snəʊbɔ:l] - барфбозй кардан; играть в снежки
play tennis ['tenɪs] - теннисбозй кардан; играть в теннис
rain [reɪn] - борон; дождь

it rains - борон меборад; идет дождь
 receive [ri'si:v] - гирифтан; получать
 silver ['silvə] - нукра; серебро
 stadium ['steɪdjəm] - стадион; майдон, стадион
 score [skɔ:] - хол, гол; очко, гол
 score a goal [gəʊl] - гол задан, забивать гол
 score a victory ['vɪktəri] - галаба кардан, голиб омадан;
 побеждать
 skate [skeɪt] - конки; коньки
 skating ['skeɪtɪŋ] - яхмолакбозӣ; кататься на коньках
 ski [ski:] - лижа; лыжа
 skiing [ski:ɪŋ] - лыжаронӣ; кататься на лыжах
 speed skating [spi:d] - суръати тези конкиронӣ; скоростное
 катанье
 sport team [ti:m] - даста (командаи) варзиш; спортивная
 команда
 water pool ['wɔ:tə pu:l] - хавз; бассейн
 wrestling ['reslɪŋ] - гӯштин, гӯштингирӣ; борьба
 water polo ['wɔ:tə' rəlu:] - бозӣ бо туб дар хавз; вотерполо,
 водное поло

COLLECTIVE AND STATE FARMS

agriculture ['ægrɪkʌltʃə] - кишоварзӣ; сельское хозяйство
 barn [bɑ:n] - анбор; склад, сарай
 breed [bri:d] - парвариш кардан; выращивать
 cock [kɒk] - хурӯс; петух
 cotton ['kɒtn] - пахта; хлопок
 cotton-picking machine ['kɒtn 'pɪkɪŋ mə' ʃi:n] - машинаи
 пахтачинӣ; хлопкоуборочный комбайн
 combine ['kɒmbaɪn] - комбайн
 cow [kau] - гов; корова
 crop-growing [krɒp 'grəʊɪŋ] - галлакорӣ; выращивание
 пшеницы
 feed [fi:d] - хӯрондан; накормить
 grain [greɪn] - галла; пшеница
 hen -мурғ; курица
 milk [mɪlk] - шир; молоко
 sheep [ʃi:p] - гӯсфанд; овца
 silkworm rearing ['sɪlkwɜ:m riəriŋ] - пиллакорӣ; выращивание
 шелкопряда
 dairy-farm ['deəri:fɑ:m] - фермаи ширӣ; ферма (молочная)

dairywoman [ˈdeəri ˈwʊmən] - говчӯш, говдӯш; доярка
pick [pɪk] - чидан, чамъ кардан; собирать
pick cotton [ˈkɒtn] - чидани пахта; сбор хлопка
stock raising [ˈstɒk, reɪzɪŋ] - чорводорӣ; животноводство,
разведение скота
tractor [ˈtræktə] - трактор

TOWN ШАҲР ГОРОД

academy [əˈkædəmi] - академия; академия
academy of sciences [əˈkædəmi ɒv ˈsaɪənsɪz] - Академияи фанҳо;
Академия наук
agricultural [ˌægrɪˈkʌltʃərəl] - кишоварзӣ; сельское хозяйство
Agricultural Institute [ˈɪnstɪtju:t] - донишкадаи кишоварзӣ;
сельхозинститут
aluminium plant - [ˌæljʊˈmɪnjəm plɑ:nt] заводи алюминий
алюминиевый завод
avenue [ˈævɪnju:] - хиёбон; проспект
bicycle [ˈbaɪsɪkl] - велосипед
to bicycle - велосипед рондан, сздить на велосипеде
bridge [brɪdʒ] - кӯпрук, мост
bus [bʌs] - автобус
bus-stop - истоғохи автобус, остановка автобуса
take bus № - ба автобуси № ... савор шудан; садиться на
автобус №
capital [ˈkæpɪtəl] - пойтахт; столица
cathedral [kəˈθi:drəl] - калисо; собор
St. Isaak's Cathedral - калисои Исҳоки Муқаддас; Собор
Святого Исаака
cemetery [ˈsemitri] - қабристон; қладбище
center [sentə] - марказ; центр
chemical plant [ˈkemɪkəlz ˈplɑ:nt] - заводи химиявӣ,
химический завод
cinema - [ˈsɪnəmə] - кино
cotton-cleaning plant [ˈkɒtn ˈkli:nɪŋ ˈplɑ:nt] - заводи
пахтатозакунӣ, хлопкоочистительный завод
district [ˈdɪstrɪkt] - район, маҳал; район
Drama Theatre [ˈdra:mə ˈθi:ətə] - театри драмавӣ; драмтеатр
Embankment [ɪmˈbæŋkmənt] - обанбор; дамба, плотина
electric engineering [ɪˈlektɪk, ɛndʒɪˈnɪərɪŋ] электротехника

factory ['fæktəri] - фабрика
 flower-bed ['flaʊəbed] - гулзор; клумба
 flowers - гулҳо; цветы
 fortress ['fɔ:tris] - калъа; замок, крепость
 The Peter and Paul Fortress - калъаи Петропавловск;
 Петропавловская крепость
 found [faʊnd] - бунёд.(барпо. таъсис) кардан, асос
 гузоштан; основать, создать
 be found - бунёд ёфтан; создаваться
 fountain ['faʊntin] - фаввора; фонтан
 gallery ['gæləri] - галерея
 Picture Gallery - галереяи расмҳо; картинная галерея
 garden [gɑ:dn] - боғ; сад
 The Summer Garden - боғи тобистона; летний сад
 government ['gʌvənmənt] - ҳукумат; правительство
 Government Parliment Sits - парламент; парламент
 grocer's shop ['grəʊsəz' ʃɒp] - мағозаи озуқа; гастрономия
 heart [hɑ:t] - дил, қалб; сердце
 heart of - марказӣ; центральный
 heavy ['hevi] - вазнин; тяжелый
 heavy industry ['ɪndəstri] - саноати вазнин; тяжелая индустрия
 light and heavy industry - саноати сабук ва вазнин; легкая и
 тяжелая индустрия
 hospital ('hɒspɪtl] - касалхона; больница
 how to get to - чӣ тавр расида тавонистан; как
 добратся до ...
 hydro power station ['haɪdrəʊ 'paʊə 'steɪ] - нерӯтохи
 (электрикӣ)
 баркӣ; гидроэлектростанция
 king [kɪŋ] - шох; король
 Komsomol Lake ['kɒmsəmɒl leɪk] - қӯли комсомол;
 комсомольское озеро
 Kremlin - Кремл; Кремль
 lake - қӯл; озеро
 market ['mɑ:kɪt] - бозор; базар
 Medical Institute ['medɪk(ə)l 'ɪnstɪtju:t] - донишкадаи тиббӣ;
 медицинский институт
 monument ['mɒnjumənt] - хайкал, монумент
 mountain ['maʊntɪn] - қӯҳ, гора
 multictoried ['mʌlti'stɔ:ri] - бисёррошәна: многоэтажный
 multistoried houses - хоиаи бисёррошәна; многоэтажный дом

museum [mju:ziəm] - музей
 Opera House ['ɔp(ə)rə haus] - бинои театри опера; оперный театр
 palace ['pælɪs] - қаср; дворец
 park [pɑ:k] - боғ; парк
 park of rest and culture ['kʌltʃə] - боғи фарханг ва фароғат; парк культуры и отдыха
 pavement [peɪvmənt] - тротуар
 places of interest [pleɪs əv 'ɪntrɪst] - ҷойҳои шоғни диққат; достопримечательности
 population [,pɒpju'leɪʃən] - аҳоли; население
 queen [kwɪ:n] - малика; королева
 river ['rɪvə] - дарё; река
 road [rəʊd] - роҳ; дорога
 school [sku:l] - мактаб; школа
 secondary school [sekəndəri sku:l] - мактаби миёна; средняя школа
 vocational school [vəʊ'keɪʃənəl sku:l] - омузишгоҳи касбӣ; спецшкола
 sea [si:] - баҳр; море
 sea shore ['si:ʃɔ:] - соҳили баҳр; побережье
 silk worm rearing [sɪlk wɜ:m riəŋ] - кирмакпарварӣ; коконоводство
 situate [sɪtju'eɪt] - ҷойгир (воқеъ) будан; находиться, располагаться
 situation [ˌsɪtju'eɪʃən] - вазъият; ситиуация
 be situated - воқеъ будан; находиться, быть расположенным
 square [skweə] - майдон; площадь
 Red Square [red skweə] - Майдони сурх; Красная площадь
 street [stri:t] - кӯча; улица
 Teacher's Training Institute ['ti:tʃəz 'treɪnɪŋ 'ɪnstɪtju:t] - донишқадаи омузгорӣ (муаллимтайёркунӣ); педагогический институт
 theatre ['θiətə] - театр
 textile combine ['tekstail 'kɒmbaɪn] - комбинати шоҳибофӣ; текстильный комбинат
 trees [tri:z] - дарахтҳо; деревья
 university [ˌju:ni'vɜ:sɪti] - университет
 valley ['væli] - водӣ; долина
 Hissor Valley - водии Ҳисор; Гиссарская долина
 zoo [zu:] - боғи ҳайвонот; зоопарк

HOLIDAYS

- arms [ɑ:mz] - бозу; руки
award [ə'wɔ:d] - мукофотонидан; награждать
celebrate ['selibreit] - чашн гирифтан; праздновать
celebration [ˌseli'breifən] - чашн; праздник
defeat [di'fi:t] - голиб баромадан; победить
demonstrate ['demənstreit] - намойиш додан; показать
demonstration [ˌdeməns'treifən] - намойиш; демонстрация
hero ['hiərəu] - қахрамон; герой
heroically [hi'gəuikali] - қахрамонона; героический
flag [flæg] - байрак; флаг
fascist ['fæfist] - фашист
festival ['festəvəl] - фестивал, ид; фестиваль
Festival of Labour ['leibə] - иди Мехнат; праздник Труда
fight [fait] - мубориза; борьба
fight for peace [pi:s] - мубориза барои сулҳ; борьба за мир
invader [in'veid] - торочгар, истилогар, забткунанда;
завоеватель
International Women's Day [intə:'næʃənl] - Рӯзи байналхалкии
занон; Международный Женский день
March [mɑ:tʃ] - март
The 8th of March - 8-март; 8-ое марта
May [mei] - май
The 1st of May - Якуми май; Первое мая
May Day [dei] - рӯзи Якуми май; день Первого мая
October [ək'təubə] - октябр
October Revolution Day - Рӯзи революцияи октябр; День
Октябрьской революции
office ['ɒfis] - идора; кабинет
pioneer camp [ˌpraɪə'niə kæmp] - лагери пионерӣ; пионерский
лагерь
show solidarity [ˌsɒli'dærɪti ʃəu] - ҳамраъӣ баён намудан;
показать солидарность
soldier ['səuldʒə] - аскар. аскарбача; сарбоз; солдат
struggle ['strʌgl] - мубориза; борьба
Victory Day ['viktəri dei] - рӯзи Ғалаба; день Победы

TRIP AND MEANS OF TRANSPORT

bus [bʌs] - автобус
by bus - бо автобус; автобусом
bus stop - истоғоҳи автобус; остановка автобуса
board a ship [bɔ:d ei ʃɪp] - ба киштӣ савор шудан; подняться на корабль
on board a ship - дар киштӣ; на корабле
board a plane - ба тайёра савор шудан; сесть на самолёт
on board a plane - дар самолёт; на самолёте
car [kɑ:r] - автомобили сабукрав; легковой автомобиль
by car - бо автомобил; автомобилем
have a trip - саёхат кардан; путешествовать
lorry [ˈlɒri] - мошини боркаш; грузовая машина
ship [ʃɪp] - киштӣ; корабль
by ship - бо киштӣ; кораблём
trolley-bus [ˈtrɒlibʌs] - троллейбус
taxi [ˈtæksi] - таксӣ
by taxi - бо таксӣ; на такси
ticket [ˈtɪkɪt] - чипта; билет
tram [træm] - трамвай
by tram - бо трамвай; трамваем

FAMILY, PROFESSIONS AND HOBBIES

actor [ˈæktə] - актёр, хунарманд; актёр
actress [ˈæktrɪs] - актриса, хунарпеша; актриса
artist [ˈɑ:tɪst] - рассом, наққош; художник
aunt [ɑ:nt] - хола, амма; тётя
baker [ˈbeɪkə] - нонвой, нонпаз; булочник
at the baker's - нонвойхона; булочная
bind [baɪnd] - бастан; завязывать
bricklayer [ˈbrɪk.leɪə] - гилкор, устои хишткор; каменщик
brother [ˈbrʌðə] - бародар; брат
butcher [ˈbʊtʃə] - қассоб, гӯштфурӯш; мясник
at the butcher's - дар мағозаи гӯшт; в мясном магазине
collect stamps [kəˈlekt stæmpz] - чамъ овардани маркаҳо;
коллекционировать марки
collective-farmer [kəˈlektɪv, fɑ:mə] - колхозчӣ; колхозник
cosmonaut [ˈkɒzməno:t] - кайҳоннавард; космонавт
cousin [ˈkʌzn] - чиян; двоюродный брат (сестра)

dairy-woman ['dɛəri'wʊmən] - говдүш; доярка
 dairy-man ['dɛərimən] - говчүшзан; доярка
 doctor ['dɔktə] - духтур; врач
 daughter [dɔ:tə] - духтар; дочка
 dressmaker ['dres,meikə] - либосдүз; мастер-швея
 engineer [.endʒi'niə] - инженер
 driver ['draivə] - ронанда; водитель
 grandfather ['grænd,fɑ:ðə] - бобо, бобокалон; дедушка
 grandmother ['græn,mldə] - модаркалон, бабушка
 granny ['græni] - бибй; бабуля
 grandparents ['græn.pɛərənts] - бибй ва бобо; бабушка и дедушка
 green [gri:n] - сабз; зеленый
 grown-ups - ба балогат расида; болигон, взрослые
 green grocer [gri:n 'grəʊsə] - магозаи сабзавотфурушй; овощной магазин
 at the grocer's - дүкони баққолий; бакалейный
 jumper ['dʒʌmpə] - чаҳанда; прыгун
 father ['fɑ:ðə] - падар; отец
 librarian [laɪ'brɛəriən] - китобдор; библиотекарь
 needlework ['ni:dlwɜ:k] - чокдүзй, либосдүзй; вышивание
 nurse [nɜ:s] - доя; няня
 paint [peɪnt] - расм кашидан, ранг кардан; рисовать, красить
 painter ['peɪntə] - рассом. художник
 pensioner ['penʃənə] - нафақағир. нафақахүр; пенсионер
 pilot ['pailət] - ҳавопаймо; лётчик
 play chess [tʃes] - шоҳмотбозй кардан. играть в шахматы
 play draughts [dra:ft] - шашкабозй кардан: играть в шашки
 play the guitar [gi'ta:] - гитара навохтан; играть на гитаре
 play the piano [pi'ænpəʊ] - пианино навохтан; играть на пианино
 player ['pleɪə] - навозанда; игрок
 poet ['pəʊt] - шоир; поэт
 priest [pri:st] - поп; священник
 radio ['reɪdiəʊ] - радио
 radio repairing ['reɪdiəʊ ri'reɪŋ] - таъмири радио; ремонт радио
 radio set - радиоприемник
 singer ['siŋə] - хофиз, сароянда; певец
 sister ['sɪstə] - хохар; сестра
 speaker ['spi:kə] - нагтоқ; диктор
 son [sʌn] - писар; сын
 teacher ['ti:tʃə] - омүзгор; учитель
 turn [tɜ:n] - баргардондан; поворачивать

uncle [ˈʌŋkl] - таго, амак; дядя
writer [ˈraɪtə] - нависанда; писатель
worker [ˈwɜ:kə] - коргар; рабочий

MY DAY

clean [kli:n] - тоза кардан; чистить
do homework [du:ˈhəʊmwɜ:k] - вазифаи хонагӣ ичро кардан;
выполнять домашнее задание
do morning exercises [du:ˈmɔ:niŋ ˈeksəsaɪzɪz] - машқи
пагоҳирузӣ кардан; физзарядка
to get up - аз хоб хестан; вставать с постели
go to sleep [gəʊ tu: sli:p] - хоб рафтан; ложиться спать
have breakfast [hæv ˈbrekfəst] - нахорӣ кардан; завтракать
have dinner [hæv ˈdɪnə] - хӯроки нисфирузӣ хӯрдан; обедать
have supper [hæv ˈsʌpə] - хӯроки пешин хӯрдан; ужинать
help about [help ə ˈbaʊt] - ёрдам кардан, ёрӣ расондан;
помогать
make a bed [meɪk ə bed] - чойгах андохтан; постелить постель
play games [pleɪ geɪmz] - бозӣ кардан; играть
straight [streɪt] - рост, мустақим; прямо
tall [tɔ:l] - дароз; длинный

FOOD, FRUIT AND VEGETABLES

apple [ˈapl] - себ; яблоко
apricots [ˈeɪprɪkɔt] - зардолу; абрикос
bake [beɪk] - пухтан; печь
basin of broth [ˈbeɪsɪn əv brɔθ] - косаи шӯрбо; тарелка супа
bread [bred] - нон; хлеб
bun [bʌn] - булка
butter [ˈbʌtə] - равган; масло
cabbage [ˈkæbɪdʒ] - карам; капуста
cake [keɪk] - торт
carrots [ˈkærət] - сабзӣ; морковь
cherries [ˈtʃeri] - олуболу; вишня
cheese [tʃi:z] - панир; сыр
cheese tasty [tʃi:z ˈteɪsti] - панири бомазза; вкусный сыр
coffee [ˈkɔfi] - кофе, қаҳва; кофе
cook [kʊk] - ошпаз; повар
cucumbers [ˈkju:kʌmbə] - бодиринг; огурцы
eggs [egz] - тухм; яйцо

fish [fiʃ] - моҳӣ; рыба
 flat-cake [flæt keɪk] - нон; лепёшка
 fruit trees [fru:t 'tri:z] - дарахтони мевалор; фруктовые деревья
 jam [dʒæm] - мураббо; джем
 grapes [greɪp] - ангур; виноград
 laudable cook ['lɔ:dəbl kʊk] - ошпази лоиқи таъриф; отличный повар
 meat [mi:t] - гӯшт; мясо
 melon ['melən] - харбуза; дыня
 milk [mɪlk] - ийр; молоко
 nut [nʌt] - чормағз; орех
 plum [plʌm] - олу; слива
 porridge ['pɒrɪdʒ] - шӯла, шавла, ширбиринҷ; каша
 potatoes [pə'teɪtəʊ] - картошка
 tasty ['teɪsti] - болазат; вкусный
 tinned fish [tɪnd fiʃ] - консервҳои моҳигӣ; рыбные консервы
 sugar ['ʃʊgə] - қанд; сахар
 sweets [swi:ts] - қанд; конфеты
 water-melon ['wɔ:tə.melən] - тарбуз; арбуз
 switch on - даргирондан; включить
 wash [wɒʃ] - шустан, шустушӯ кардан; мыть
 watch TV [wɒtʃ 'ti ,vi:] - ойнаи нилгун тамошо кардан; смотреть ТВ

BODY

arm [ɑ:m] - бозу; рука
 beauty [bju:ti] - зебой; красота
 beautiful ['bju:tɪfʊl] - зебо; красивый (ая)
 black [blæk] - сиёҳ; чёрный
 ear [ɪə] - гӯш; ухо
 eyes [aɪz] - чашм; глаза
 face [feɪs] - рӯй; лицо
 foot [fʊt] - пой; нога
 hair [heə] - мӯй; волосы
 handsome ['hænsəm] - зебо (мард); красивый
 large [lɑ:dʒ] - калон; большой
 legs [legz] - по, пой; ноги
 lips ['lɪps] - лаб; губа
 little ['lɪtl] - майда, хурд; маленький
 lively ['laɪvli] - хандонрӯй, зиндадил; веселый, живой
 long arms [lɒŋ ɑ:mz] - дастони дароз; длинные руки
 long legs [lɒŋ legz] - пойҳои дароз; длинные ноги

moustache [məʊs'tɑ:ʃ] - муйлаб, бурут; усы
mouth [mauθ] - дахон; рот
nose [nəʊz] - биний; нос
oval ['əʊvəl] - тухмшакл, овальный
round [raʊnd] - гирд; круглый
short [ʃɔ:t] - кутох; короткий
small [smɔ:l] - хурд, майда; маленький
smile from ear to ear [smaɪl frɒm iə tu: iə] табассуми бозавқ (то баногӯш); улыбка до ушей

ANIMALS

bear [beə] - хирс; медведь
cat [kæt] - гурба; кошка
crocodile [ˈkrɒkədail] - тимсох; крокодил
cub [kʌb] - сагбача; собачка
dog [dɒg] - саг; собака
goat [gəʊt] - буз; коза
giraffe [dʒi'ra:f] - заррофа. жираф
fox [fɒks] - рубоҳ; лиса
kangaroo [ˌkæŋgə'ru:] - кенгуру; кенгуру
kitten ['kɪtn] - гурбача; котёнок
lion ['laɪən] - шер; лев
monkey ['mʌŋki] - маймун; обезьяна
puppy ['rʌpi] - сагча; щенок
turtle ['tɜ:tl] - сангнушт; черепаха
rabbit ['ræbit] - заргӯш; кролик
sheep [ʃi:p] - гусфанд; баран
wolf [wʊlf] - гург; волк

NAMES OF COUNTRIES, GEOGRAPHY AND NATURE

- area [ˈɛəriə] - майдон, соҳа, ҳудуд; территория
bank [bæŋk] - соҳил; берег
be rich in [bi: rɪtʃ in] - бой будан, быть богатым
be situated [ˈsɪtʃueɪt] - воқеъ будан; находиться
border [ˈbɔ:də] - сарҳад; граница
canal [kəˈnæl] - канал
capital [ˈkæpɪtəl] - пойтахт; столица
capitalist [ˈkæpɪtəlɪst] - капиталист
climate [ˈklaɪmɪt] - иқлим; климат
coal [kəʊl] - ангиштсанг; уголь
connect [kəˈnekt] - пайваст кардан; соединить
copper [ˈkɒpə] - мис; медь
cover [ˈkʌvə] - пӯшондан. фаро гирифтан; покрывать
district [ˈdɪstrɪkt] - ноҳия, маҳал, район; район, область
heavy and light industry - саноати сабук ва вазнин; лёгкая и тяжёлая промышленность
hills [hɪlz] - тенпа; холм
hot [hɒt] - гарм, тафсон; жара
iron [ˈaɪən] - сҳан, железо
irrigation [ˌɪrɪˈgeɪʃən] - обёрӣ; ирригации
irrigation system [ˌɪrɪˈgeɪʃn ˈsɪstɪm] - сисгемаи обёркунӣ; ирригационная система
island [ˈaɪlənd] - қазира; остров
mild [maɪld] - муътадил; мягкий
millions of people [ˈmɪljən əv ˈpi:pl] - миллионҳо одамон; миллион людей
modern [ˈmɒdən] - ҳозиразамон; современный
monarchy [ˈmɒnəki] - монархия
mountains [ˈmaʊntɪnz] - кӯҳҳо; горы
multinational [ˈmʌltɪˈnæʃənəl] - сермишлат; многонациональный
natural resources [ˈnætʃrəl rɪˈsɔ: sɪz] бойигариҳои табиат; природные богатства
nature [ˈneɪtʃə] - табиат; природа
north [nɔ:θ] - шимол; север
northern [ˈnɔ:ðən] - шимолӣ; северный
the Northern Venice [ˈnɔ:ðən ˈvenɪs] - Венетсияи Шимолӣ; Северная Венеция
occupy [ˈɒkjʊraɪ] - иҳота кардан; окружать

oil [ɔil] - нафт; нефть
 parats [pɑ:ts] - қисмҳо; части
 poputaion [ˌpɒpjʊˈleɪʃən] - аҳоли; население
 region [ˈrɪdʒən] - минтақа; городок
 seashore [ˈsi:ʃɔ:] - соҳили баҳр; побережье
 Siberia [saɪˈbiəriə] - Сибир; Сибирь
 socialist [ˈsəʊʃəlɪst] - сотсиалист; социалист
 square kilometres [skwɛə ˈkɪləu.mi:tə] - километри мураббаъ;
 квадратные километры
 south [sauθ] - ҷануб; юг
 southern [ˈsʌðən] - ҷанубӣ; южный
 timber [ˈtɪmbə] - ҷӯбу тахта; строительный лес
 valley [ˈvæli] - водӣ; долина
 warm [wɔ:m] - гарм; теплый
 west [west] - ғарб; запад
 western [ˈwestən] - ғарбӣ; западный
 world [wɔ:ld] - ҷаҳон; олам; мир
 America [əˈmerɪkə] - Амрико; Америка
 Afghanistan [æfˈɡænistæn] - Афғонистон; Афғанистан
 Asia [ˈeɪʃə] - Осиё; Азия
 Germany [ˈdʒɛ:məni] - Олмон; Германия
 Great Britain [ˈɡreɪt ˈbrɪtn] - Британияи Кабир; Велико-
 британия
 England [ˈɪŋɡlənd] - Англия
 France [frɑ:ns] - Фаронса; Франция
 Iran [ɪˈrɑ:n] - Эрон; Иран
 Irak [ɪˈrɑ:k] - Ирок; Ирак
 Ireland [ˈaɪələnd] - Ирландия
 India [ˈɪndiə] - Ҳиндустон; Индия
 Italy [ˈɪtəli] - Италия
 Northern Ireland [ˌnɔ:ðənˈaɪələnd] - Ирландияи Шимолӣ;
 Северная Ирландия
 Russia [ˈrʌʃə] - Русия; Россия
 Armenia [ɑ:ˈmi:njə] - Арманистон; Армения
 Azerbaijan [ˌæzəbaɪˈdʒɑ:n] - Озарбойҷон; Азербайджан
 Estonia [esˈtəʊnjə] - Эстония
 Georgia [ˈdʒɔ:dʒjə] - Грузия
 Kazakhstan [ˌkɑ:zəkˈstɑ:n] - Қазоқистон; Казахстан
 Latvia [ˈlætviə] - Латвия
 Moldova [mɒlˈdeɪvjə] - Молдавия
 Tadjikistan [tɑ:ˈdʒɪkiˈstɑ:n] - Тоҷикистон; Таджикистан

Turkmenistan [tə:kmeni'stɑ:n] - Туркменистон; Туркменистан
Ukraine [ju:'krein] - Украина
Uzbekistan [ˌuzbeki'stɑ:n] - Ўзбекистон; Узбекистан
Khudzhand [hu'ɟʌnt] - Хучанд; Ходжент
Kiev ['ki:jef] - Киев
London ['lʌndən] - Лондон
Moscow ['mɒskəʊ] - Москва
St-Petersburg [sənt 'pi:təz.bə:g] - Санкт-Петербург
CIS - Иттиҳоди Давлатҳои Мустақил, СНГ

A FLAT AND A HOUSE

armchair ['ɑ:mtʃeə] - курсии роҳат; кресло
balcony ['bælkəni] - пешайвон; балкон
bathroom ['bɑ:θru:m] - Ҳаммом; баня, ванна
bedroom [bedru:m] - хонаи хоб; спальня
block of flats [blɒk əv flæts] - қатори хонаҳо;
многokвартирный дом
bookshelf ['bʊkʃelf] - рафи китобмонӣ; книжный шкаф
building ['bɪldɪŋ] - бино; здание
carpet ['kɑ:pɪt] - қолин; ковер
central ['sentrəl] - марказӣ; центральный
central heating ['sentrəl 'hi:tiŋ] - иншооти марказонидашудаи
гармунандаи бино; центральное отопление
chair [tʃeə] - стул, курсӣ; стул
child's room [tʃaɪldz ru:m] - хонаи бачагон; детская комната
cradle ['kreɪdl] - гаҳвора; колыбель
cupboard ['kʌbəd] - ҷевон; шкаф
dining-room ['daɪnɪŋru:m] - ошхона; столовая
help about the house [help ə'baʊt ði: haʊs] - ба кори хона ёрӣ
расондан; помогать по дому
home [həʊm] - хона; дом
homeless [həʊmlɪs] - бехона; бездомный
house [haʊs] - хона, ҳавлӣ; дом
dish case [dɪʃ keɪs] - таҳмон; шкаф для посуды
furniture ['fɜ:nɪtʃə] - мебел; мебель
gas-range [gæs reɪndʒ] - плитаи газ; газовая плита
kitchen ['kɪtʃɪn] - ошхона; кухня
lamp [læmp] - чароғ; лампа
lavatory ['lævətəri] - хочатхона; туалет
living room ['lɪvɪŋru:m] - меҳмонхона; гостиная

looking glass ['lʊkɪŋ glɑ:s] - оина; зеркало
 mat [mæt] - қолинча; половики
 modern conveniences ['mɒdən kən'vi:njənsɪz] - шароитҳои
 ҳозиразамон, современин условия
 multistoried building ['mʌlti'stɔ:ri:d 'bɪldɪŋ] - бинои серошѐна;
 многоэтажное здание
 onestoried house [wʌn'stɔ:ri:d haʊs] - хонаи якошѐна;
 одноэтажное здание
 portrait ['pɔ:trɪt] - сурат, расм, тасвир, акс; портрет
 radio set ['reɪdiəʊ set] - радиоприѐмник
 refrigerator [ri'frɪdʒəreɪtə] - яхдон; холодильник
 shelf [ʃel] - раф; шкаф
 sitting-room ['sɪtɪŋru:m] - меҳмонхона; гостиния
 table ['teɪbl] - миз; стол
 TV set ['ti:'vi:'set] - оинаи нилгун, ҷаҳоннамо; ТВ (телевидения)
 vacuum cleaner ['vækjuəm 'kli:nə] - гардкашак; пылесос
 verandah [və'rændə] - айвон. пешайвон; веранда
 wardrobe ['wɔ:drəʊb] - ҷевон; гардероб
 yard [jɑ:d] - ҳавлӣ; двор
 be full of [bi: ful əv] - пур будан; быть полным
 be born [bi bɔ:n] - таваллуд шудан; родиться
 die [daɪ] - вафот кардан; умереть
 famous ['feɪməs] - намоён, машхур; знаменитый
 fiction ['fɪkʃən] - афсона, чизи хаёлӣ; сказка
 library ['laɪbrəri] - китобхона; библиотека
 librarian [laɪ'brɛrɪən] - китобдор, китобхоначи; библиотекарь
 novel ['nɒvəl] - роман
 novelist ['nɒvəlɪst] - романнывис; романист
 poet ['pəʊɪt] - шоир; поэт
 popular ['pɒpjulə] - машхур; известный
 shelves [ʃelvz] - рафҳо; шкафы
 scientific fiction [saɪən'tɪfɪk 'fɪkʃən] - фантастикаи илмӣ;
 научная фантастика
 story ['stɔ:ri] - ҳикоя; рассказ
 subscriber [səb'skraɪbə] - обунашаванда; подписчик
 well-known ['wel'nəʊn] - намоён, знаменитый; хорошо
 известный
 writer ['raɪtə] - нависанда; писатель

VOCABULARY

- across [əkrɒs] - аз байни, дар он тараф; через
actor ['æktə] - актёр, хунарманд, хунарпеша; актёр
actress ['æktɹɪs] - актриса, хунарпеша; актриса
admiralty ['ædmərəlti] - адмиралтейство
agricultural [ˌægrɪ'kʌltʃərəl] - хочагии кишлоқ; сельское хозяйство
afraid [ə'freɪd] - тарс; боязнь
be afraid - тарсидан; бояться
almost ['ɔ:lməʊst] - ҳатто; почти
anywhere ['eniwɛə] - дар ким-кучо; где-то
armchair ['ɑ:m'tʃeə] - курсей; кресло
arrow ['ærəʊ] - тир; стрела
artist ['ɑ:tɪst] - расом, хунарманд; художник
artistically [ɑ:'tɪstɪkəli] - хунармандона; художественно
avenue ['ævɪnju:] - хиёбон; проспект
award [ə'wɔ:d] - мукофотонидан; награждать
badge [bædʒ] - нишонӣ; значок
baker ['beɪkə] - нонпаз; пекарь
at the baker's - дар нонвойхона; в пекарне
beat (beat, beaten) [bi:t] - задан; ударить
beauty ['bju:ti] - зебой; красота
beautiful ['bju:tɪfʊl] - зебо, шинам; красивый
bind (bound, bound) [baɪnd] - бастан; завязать
bound [baʊnd] [baʊnd] - баст; завязал
blanket ['blæŋkɪt] - болопуш; одеяло
blouse [blaʊz] - куртаи нимтанаи занона; блузка
on board a ship - дар киштӣ; на борту корабля
on board a plane - дар тайёра; в самолёте, на борту самолёта
boot [bu:t] - пойафзол; обувь, сапог
high boots [haɪ bu:ts] - пойафзоли баландсоқ; сапоги
low boots ['ləʊ'bu:ts] - пойафзоли пастсоқ; полусапожки
breathe [bri:ð] - нафас кашидан; дышать
bricklayer ['brɪk,leɪə] - хиштчин; каменщик
bridge [brɪdʒ] - купрук, пул; мост
bring (brought, brought) - овардан; приносить
brought [brɔ:t] - овард; принёс
bun [bʌn] - кулча (бо кишмиш); булка
busy ['bɪzi] - банд будан; быть занятым

I am busy [ai 'æm 'bizi] - ман ба кор банд хастам; я занят
 работой
 butcher ['butʃə] - кассоб; мясник
 at the butcher's - дар дукони гуштфурӯшӣ; у мясника
 cabbage ['kæbiʃ] - карам; капуста
 cathedral [kə'tiðrəl] - калисо: церковь, собор
 The St. Isaac's Cathedral - калисои Исоҳи Мукаддас; церковь
 Святого Исаака
 celebration [ˌseli'breiʃən] - ид; праздник
 cemetery ['semɪtri] - гуристон; қабристон, кладбище
 central heating [sentrəl 'hi:tiŋ] - иншооти бо буг гармкунандаи
 бино; центральное отопление
 change [tʃeɪndʒ] - дигаргунӣ; изменение
 clothes [kləʊðz] - пушокҳо; одежда
 cloudy ['klaʊdi] - абрнок; пасмурный
 coldness ['kouldnis] - хунукӣ; холод
 colourful ['kɒləfʊl] - рангоранг; цветной
 colourless ['kɒlələs] - беранг; бесцветный
 comfortable ['kɒmf(ə)təbl] - бахузур, мувофиқ; удобно
 compare [kəm'preɪ] - муқоиса; сравнение
 comprehensive [ˌkɒmpri'hensɪv] фаҳмо, ҳамаҷониба: понятный
 comprehensive school - мактаби умумӣ; общеобразовательная
 школа
 content ['kɒntent] - мазмун; содержание
 copper ['kɒpə] - мис; медь
 cosmonaut [ˌkɒsmənɔ:t] - қайҳоннавард, космонавт
 cost (cost, cost) [kɒst] - нарх; арзиш, цена
 cousin [kʌzn] - бачаи амак (тағо, хола); двоюродный брат
 (сестры)
 cow [kau] - гов; корова
 cradle ['kreɪdl] - гахвора; колыбель
 crash [kræʃ] - фалокат; кагастрофа
 cut (cut, cut) [kʌt] - буридан; резать
 cycle ['saɪkl] - велосипед; велосипед, цикл, круг
 darkness ['dɔ:knis] - торикӣ; темнота
 dairy-farm ['deəri:fɔ:m] - фермаи молӣ; молочная ферма
 dairyman ['deəri:mən] - соҳиби ферма; хозяин фермы
 dairymaid ['deəri'weɪmən] - говдӯшзан, доярка
 daughter ['dɔ:tɔ] - духтар; дочь
 decide [di'saɪd] - ният (азм) кардан; решать
 decorate ['dekəreɪt] - оройиш. (оро) додан; оформлять

defeat [di'fi:t] - мағлуб шудан; проиграть
 demonstration [,deməns'treɪʃən] - намоиш; демонстрация
 dictation [dik'teɪʃən] - диктант
 die [daɪ] - мурдан; умереть
 discuss [dis'kʌs] - муҳокима кардан; обсуждать
 draughts ['dra:fts] - донаҳои шашка; шашки
 to play draughts - шашкабозӣ кардан, играць в шашки
 draw (drew, drawn) [drɔ:] - кашидан (расм); рисовать
 drawn [drɔ:n] - гарқ шудан; утонуть
 drew [dru:] - кашид; рисовал, нарисованный
 during ['djuəriŋ] - дар вақти, мавриди; во время
 earth [ə:θ] - замин; земля
 education [ˌedju:'keɪʃən] - омӯзиш (маориф), маълумот;
 образование
 either ... or ['aɪðə...ɔ:] - ҳам ...; или ... или
 enjoy [ɪn'dʒɔɪ] - хуш будан; наслаждаться
 envelope ['envələʊp] - лифофа; конверт
 examination [ɪg,zæmi'neɪʃən] - имтиҳон; экзамен
 take an examination - имтиҳон гирифтн, супурдан; сдавать
 экзамен
 exist [ɪg'zɪst] - вучуд доштан; существовать
 everything ['evriθɪŋ] - ҳама чиз; всё
 gas-range [gæs reɪndʒ] - плитаи газ; газовая плита
 German ['dʒə:mən] - Олмон; Германия
 gloves [glʌvz] - дастпӯшакҳо; перчатки
 pair of gloves [peə əv glʌvz] - чуфти дастпӯшакҳо; пара
 перчаток
 goal [gəʊl] - мақсад; цель
 gold [gəʊld] - тилло; золото
 gold medal ['gəʊld 'medəl] - медали тилло; золотая медаль
 good luck [gʊd lʌk] - барори кор; удача
 graduate from ['grædjuət frɒm] - хатм кардан (мактаби олий);
 оканчивать
 grammar school ['græmə sku:l] - мактаби умумӣ; обще-
 образовательная школа
 grocer ['grəʊsə] - фурушандаи молҳои баққолий; торговец
 бакалейными товарами
 at the grocer's - дар мағозаи хӯрокворӣ; в гастрономе
 hang (hung, hung) [hæŋ] - овехтан; вешать
 happen ['hæpən] - овехт; случаться
 headache ['hedeɪk] - дарди сар; головная боль

health [helθ] - саломатӣ; здоровье
 healthy ['helθi] - саломат; здоровый
 heavy ['hevi] - вазнин; тяжелый
 help [help] - ёрӣ; помощь
 help about the house - дар кори хона ёрӣ додан; помогать по
 дому
 helpful ['helpful] - аҳамиятнок; полезный
 helpless ['helplis] - бенатича; бефоида; бесполезный
 heroically [hi'gəuikəli] - қахрамонона; героический
 hers [hə:z] - аз они вай (чинси занона); её
 herself [hə:'self] - худи вай; сам
 hike [haik] - пиёдагардӣ (сайру гашт); ходить пешком
 hiking [haikin] - сайру гашт кардан; прогулка
 hill [hil] - теппа; холм
 himself [him'self] - худаш; сам
 hold (held, hold) [həuld] - доштан, капидан; держать
 homeless ['həumlis] - бехона, гариб; бездомный
 honor ['ɔ:nə] - шараф, виҷдон; честь
 hopeful ['həʊpful] - умедворӣ; обнадётивать
 ice-breaker ['ais,breikə] - яхшикан; ледакол
 illness ['ilnis] - дард, маризӣ; болезнь
 important [im'pɔ:tənt] - муҳим; важный
 influence ['influəns] - таъсир (расондан); влияние
 invaders [in'veidə] - таҷовузкор; захватчики
 invitation [,invɪ'teɪʃən] - даъватнома; приглашение
 its [its] - аз они; его, её, свой, своя, свое
 itself [it'self] - аз они вай, худаш; себя, самого себя
 jacket ['dʒækɪt] - камзӯлча; жакет
 join [dʒɔin] - муттаҳид (якчоя) кардан; объединять, соединять
 keen [ki:n] - тез, гӯшхарош; грубый, резкий
 last [lɑ:st] - охирин; последний
 lavatory ['lævətəri] - хочатхона; туалет
 lead [led] - сурб, қалъагӣ; свинец
 league [li:g] - иттиҳод; союз, лига
 length [lenθ] - дарозӣ; длина, отрезок
 liberate ['libəreit] - озод кардан; освободить
 lifeless ['laɪflis] - бечон; безжизненный
 lively ['laɪvli] - зинда, фаъол; живой, приятный
 long [lɔŋ] - дароз; длинный
 looking glass ['lʊkɪŋ glɑ:s] - оина; зеркало
 lunch [lʌntʃ] - хуроки байни нахорӣ ва нисфироӯзӣ; ланч

magazine [ˌmæɡəˈziːn] - маҷалла; журнал
 manuscript [ˈmænjuskript] - дастхат, дастнавис; манускрипт
 marry [ˈmæri] – издивоҷ кардан; вступать в брак с ...
 meat [mi:t] - гӯшт; мясо
 mend [mend] - таъмир (ислоҳ) кардан; ремонтировать
 mine [main] - аз они ман; мой
 modern conviniences [ˈmɒdɪn kənˈviːnjən]- шароити
 ҳозиразамон; современные условия
 monitor [ˈmɒnitə] - сардор, руководитель; староста
 moustache [məsˈtɑːʃ] - мӯйлаб; усы
 move [mu:v] - амал (кардан); движение
 myself [maɪˈself] – худам, худамо; сам
 need [ni:d] - эҳтиёҷ; нужда
 needlework [niːdlwɜ:k] - духту дӯз; шитье
 neither ... nor - на ... на; не ... не
 novelist [ˈnɒvəlist] - новеллнавис, романнывис; новеллист,
 романист
 nowhere [ˈnəʊwɛə] - дар ҳеч кучо не; нигде
 nut [nʌt] - чормағз, сар; орех
 opposite [ˈɒpəzɪt] - муқобил; напротив
 over [ˈɒvə] - охир, он тарафе; конец, над
 to be over - охир шудан, ба охир расидан; закончить
 organization [ˌɔːɡənəɪˈzeɪʃən] - ташкилот; организация
 ours [ˈaʊəz] – аз они мо; наш
 to paint [tuː peɪnt] - ранг кардан; красить
 palace [ˈpælɪs] - қаср, коҳ; замок, дворец
 The Winter palace - Қасри Зимистона; Зимний дворец
 pour [pɜː] - пошидан, рехтан; поливать, выливать; разливать
 peach [pi:tʃ] - шафтолу; персик
 pensioner [ˈpenʃənə] - нафақахӯр; пенсионер
 pilot [ˈpaɪlət] - лётчик, сарнишин; пилот
 pillow [ˈpɪləʊ] - таксарӣ, болинт; подушка
 pillow case [ˈpɪləʊ keɪs] - болопӯш; наволочка
 plant [plɑːnt] - корхона; завод
 school plant [sku:l plɑːnt] - корхонаи мактаб; шкoльная
 мастерская, школьный участок
 play [pleɪ] - намоиш; пьеса
 popular [ˈpɒpjələ] - маъмул, машхур; известный
 priest [priːst] - рӯхонӣ; священник
 primary school [ˈpraɪməri] - мактаби ибтидоӣ; начальная
 школа

space ship ['speɪs ʃɪp] - киштии кайхонӣ; космический корабль
 space traveller [speɪs 'trævlə] - кайхоннавард; космонавт
 speaker ['spi:kə] - маърузачӣ; докладчик
 still ['stɪl] - холаги оромӣ; спокойно, все ещё
 stony ['stəʊni] - сангин; каменный
 straight ['streɪt] - рост; прямо
 strange [streɪndʒ] - бегона; незнакомый
 strong [strɒŋ] - сахт, зур; сильный
 struggle ['strʌɡl] - мубориза; борьба
 subordinate [sə'bdəʊnɪt] - тобеъ; подчинительный
 suffer ['sʌfə] - озор дидан; страдать
 suffer heavy losses ['sʌfə 'hevi lu:z] - зарари калон дидан;
 большие потери
 summer garden ['sʌmə 'gɑ:dn] - боги тобистона;
 летний сад
 sunny [sʌni] - офгобӣ; солнечный
 sure [ʃuə] - мугмаин; уверен
 be sure [bi:ʃuə] - мутмаин будан; быть уверенным
 swallow ['swɒləʊ] - фуру бурдан; глотать
 sweet [swi:t] - ширин; сладкий
 swiftly [swi:tli] - зуд, тез; быстро
 theirs [ðeəz] - аз они онҳо; их
 themselves [ðəm'selvz] - худи онҳо; сами
 things [θɪŋz] - чизҳо; вещи
 thunderstorm ['θʌndəstɔ:m] - раъду барқ; гром
 timber ['tɪmbə] - масоили чӯбу тахта; строительный лес
 tired ['taɪəd] - монда шудан, хаста шудан; уставший
 be tired [bi 'taɪəd] - монда (хаста) шудан; уставать
 together [tə'geðə] - якчоя, ҳамроҳ; вместе
 traffic ['træfɪk] - нақлиёт; транспорт (движение)
 translation [træns'leɪʃən] - тарҷума; перевод
 underline ['ʌndəleɪn] - хат кашидан (зер); подчеркнуть
 uniform ['ju:nɪfɔ:m] - либос, форма; одежда, униформа
 useful ['ju:sfʊl] - фоиданок; полезный
 useless ['ju:slɪs] - бефоида; бесполезный
 the northern Venice - Венетсияи шимолӣ, северная Венеция
 warmth [wɔ:mnɪs] - гармӣ; теплота
 wear (wore, worn) [weə] - пӯшидан; носить
 whiteness ['waɪtnɪs] - сафедӣ; белизна
 window—sill ['wɪndəʊsɪl] - пештоқ; подоконник
 windy ['wɪndi] - боднок; ветренный

woolen [ˈwʊ:lən] - пашмин; шерстяной
writer [ˈraɪtə] - нависанда; писатель
yourself [jɔːˈself] - худ; сам
yourselves [jɔːselvz] - худатон; сами
yours [jɔːz] - аз они шумо; Ваш
zink [zɪŋk] -) рух; цинк

READER

THOMAS MAYNE REID

Thomas Mayne Reid (1818-1883) was born in Ireland in the family of a clergyman. He was a great master of adventure stories. The Headless Horseman is one of his famous books.

THE HEADLESS HORSEMAN

Part I

On the great prairie of Texas the hot sun is shining in the blue sky. Under the golden light appears a group of wagons. There are ten of them. In the wagons there are provisions, clothes, furniture; colored women and children are sitting in them; the men are walking by the wagons or behind them. In front there is a carriage. This caravan belongs to a rich planter who has bought some land in the west and now is travelling to his new estate which is called Casa del Corvo. The planter - Woodley Poindexter - is riding at the head of the caravan. He is a tall, thin man of fifty, with a proud face.

Two horsemen are riding with him. One is his son and the other is his nephew. His son Henry a youth of about twenty has an open cheerful face. His nephew Cassius Calhoun young man six or seven years older is an officer in the army. His face is proud and sinister. In the carriage there are two passengers: Louise, Woodley Poindexter's daughter, and her maid.

The caravan moves on slowly. There is no road. There are only the tracks of some waggons that have passed before. The planter hopes to reach the end of his journey before night. Suddenly the caravan stops. Far as the eye can reach - the country is of one colour-black. There has been a fire in the prairie and all the grass is burnt. The travellers began to cross the burnt place and lost their way. They stopped because they did not know in what direction to move. As they were standing and thinking what to do, they saw a man on horseback that was riding towards them.

Thomas Mayne Reid - Томас Майн Рид

Mexico [ˈmeksikəʊ] - Мексико; Мексика

The Headless Horseman - Савораи бесар:

[ˈhedlis ˈhɔ:smən] - Всадник без головы

Texas [ˈteksəs] - Техас

Casa del Corvo [ˈkasiəs del ˈkɔ:vou] - Каса дел Корво

Woodley Poindexter - Вудли Поиндестер

[ˈwudli ˈpɔ:indekstə]

Henry ['henri] – Хенри; Генри
Cassius Calhoun - Касей Колхоун; Кассей Калхоун
[ˈkasiʊs kalˈhoun]



Answer the following questions:

1. Whom does the caravan belong to and where is it traveling to?
2. Who was with Woodley Poindexter?
3. Why does the caravan move slowly?
4. Why does the caravan stop?

Part II

The stranger soon came up to the planter. "I see you have lost your way", he said. "Yes, sir", answered the planter. "My name is Woodley Poindexter. I have bought some land on the Leona river, near Fort Inge.

We hoped to reach the place before night. Can we do so?"

"Of course, if you do what I tell you".

The stranger was sitting on a good horse. He was a young man not more than twenty-five, with a pleasant face. He was dressed in Mexican style. He had a large sombrero on his head and a serape on his shoulders.

"I am sorry. Mr. Poindexter, I cannot go with you. I am in a hurry. You follow the track of my lasso".

With these words he threw one of his long lassoes on the ground, said good-bye and rode forward. The track was easily seen on the black ground, and the caravan moved slowly on.

"What is that?" said Henry suddenly.

They looked back and saw great black columns behind them.

They were moving towards the waggons. The sky was dark. Suddenly they saw the stranger in front of them. He had come back. "Drive faster!" he cried.

But the horses were tired.

"What is it?" asked the planter. "Is there a danger?"

"Yes, there is", said the young man. "It is the northern great storm".

"I have never heard that the northern is dangerous", interrupted Calhoun, who did not like the young man.

"You will soon see it, sir. Mr. Poindexter, I tell you that you are in danger.

Quick, sir, order your men to muffle the houses' heads or the dust will get in their eyes, they will be blinded and go mad. All the men must get inside the waggons". "Madam", he said to the planter's daughter, "you must close all the curtains. You, gentlemen", he said to Henry and Calhoun, "and you, sir", to Poindexter, "must get inside. Lose no time. Soon the storm will be here".

Then he took off his scarf tied his sombrero to his head and tied his horse's eyes. In another moment the northern was around them. Nothing more was seen, nothing more was heard, except the noise of the wind.

Leona [li'ounə] - дарёи Лион; река Лион

Fort Inge [fo:t 'indʒ] - қалъаи Инч; Форт Инч

serape [se'ra:pi] - болопӯши васеи мексикой, мексиканская накидка

lasso [læ'su] - каманд; лассо, аркан

the northern [ði: 'nɔ:ðən]- боди шадиди шимолӣ; сильный северный ветер

to muffle- [tu 'mʌfl] - бастан, печондан; закутывать

to go mad - девона шудан; сходить с ума.

Complete the following sentences and translate them into Tajik.

I have bought some ...;

He was a young man ...;

The track was easily ...;

They looked back ...;

I have never heard that ...;

Quick, sir, ...;

Part III

Woodley Poindexter and his men got inside the carriage. In another moment the northern was around them. One of the black columns approached the caravan and broke. A shower of black dust came down.

Nothing more was seen, nothing more was heard, except the noise of the wind. The travellers remained in the carriage more than an hour. At last they were allowed to come out.

"Sir", said the planter, "we must thank you for..." "Our lives, Father!" cried Henry. "I hope, sir, you will tell us your name".

"Maurice Gerald", said the stranger, "but at the Fort they know me better as Maurice the mustanger. Now I must say good-bye, but you will find your way by the track of my lasso".

except [ik'sept] – ба гайр аз; кроме

Maurice Gerald [mɔːrɪs'dʒərəld] - Морис Чералд; Морис Джеральд

mustanger ['mʌstəŋə] - ромкунандаи аспҳо; мустангер.

Find sentences from the text to prove that the northern storm was really dangerous.

Part IV

On the bank of a little river, there was a little hut with a roof of grass and a door of horse-skin. Near the hut was a "corral" for wild horses. The furniture consisted of a bed, two stools and a table. A man not the mustanger, was sitting on the stool and talking to a big dog which was lying on a horseskin. "Oh, Tara, wouldn't you be back in Ireland. I myself would like to be there and who knows when the young master will go back and take us with him! Never mind. Tara! He says he will go there as soon as he catches that spotted mustang. Hush! What's that?"

"Phelim!" came a voice from the outside. The dog ran to the door. It was the voice of his master, Maurice Gerald. He was not alone. A mustang of dark colour with white spots was at the end of the lasso.

"You have caught the spotted mustang at last" cried Phelim. They put the mustang into the shed. Maurice went into and threw himself on the bed. He was tired.

Suddenly Tara began to bark. Phelim looked out and said, "It's Zeb Stump".

hut - хучра; хижина

corral [ka'rɒl] - подачо; загон (для скота)

Tara - Тара (номи сар); Тара (собака)

Phelim - Фелим

Zeb Stump - Зеб Стамп.

**Speak on the following points: A little hut on the bank of the river;
Phelim's talk to Tara (the dog); Maurice Gerald was not alone.**

Part V

Zeb Stump was a tall man of about fifty, big and strong. He was a hunter and a great friend of the mustanger.

"Good evening, Mr. Stump", said Maurice. "Come and take a seat.

Will you have something to eat? Phelim will make supper. I'm sorry I can't offer you anything very good - I haven't hunted for time. I was very busy. I was trying to catch a very curious mustang".

"What kind of mustang?" asked the hunter with interest.

"A mustang of dark chocolate colour with white spots".

"Why, young man! That's why I have come to you".

"I have seen that mustang, and I wanted to tell you to catch it. I'll tell you why. I've been to the Fort. There is a man there. I knew him before.

His name is Poindexter".

"Poindexter?"

"Yes. He is a rich planter. He has come from the Mississippi with his nephew, Calhoun, who is also rich and he gives money to his uncle, and he has his reason for it. They have a big estate near the Leona river. That planter has a daughter who is fond of horses. She heard about the spotted mustang and wanted to have it. Her father promised to give two hundred dollars for the animal. So I come to you. Catch that mustang and you will get the money".

The young man took the hunter to the shed and showed him the mustang.

"Why you have caught it already! Miss Poindexter will be pleased!

And you'll have your two hundred dollars".

to offer [ɔ'fə] - пешниход кардан; предлагать

Mississippi - дарёи Миссиссипи; река Миссиссипи

to promise - ваъда додан; обещать

Answer the following questions.

1. What was Zeb Stump?
2. Did Maurice offer him a very good supper?
3. What did Zeb Stump want to tell Maurice?

Part VI

The next day Gerald and Zeb Stump went to the Fort with the spotted mustang and showed it to Woodley Poindexter and his daughter.

Louise Poindexter liked the mustang very much, but Maurice refused to sell it. He gave it to Louise as a present. Louise and Maurice fell in love with each other. By and by they began to meet secretly. One day Maurice showed Louise his hut, which she liked very much.

Captain Calhoun, who was a very unpleasant man, loved Louise and wanted to marry her, but she did not love him. Calhoun disliked Maurice from their first meeting, but when he saw that the young people loved each other, he began to hate the mustanger. One evening Calhoun met Maurice at the Fort and insulted him. They had a duel.

Maurice took the upper hand, and the captain had to apologize. After that Captain Calhoun hated Maurice still more. And he decided to kill the young man.

The proud planter had no idea of their love and did not suspect that his own daughter - his only daughter - was in love with a horse-hunter.

He did not suspect it and slept quietly that dark night, when his daughter and the mustanger were talking in the garden of Casa del Corvo.

to refuse [ri: 'fju:z] - рад кардан; отказывать, отказать

fell in love with each other - якдигарро дуст доштан;

влюбились друг в друга

to hate - бад дидан; ненавидеть

took the upper hand - голиб баромад; победил

Agree or disagree with the followings:

Maurice Gerald sold the spotted mustang for two hundred dollars to Louise Poindexter; they fell in love with each other; Captain Cassius Calhoun wanted to marry Louise, but she did not love him; Calhoun liked Maurice and they became good friends; Woodley Poinszter knew everything and was very happy.

Part VII

The young people were talking and were sure that they were alone in the garden.

"We shall meet again tomorrow night, dear Maurice?"

"No, my dear Louise".

"And why not?"

"Tomorrow I must leave. We must part for a short time". I am called to my native country - Ireland. I received the letter only yesterday. But I am glad to go because the letter tells me that I shall be able to return soon and prove to your proud father that the poor horse-hunter-". But here they were suddenly interrupted. They were mistaken. Somebody was standing behind the trees and listening to them. It was Cassius Calhoun.

He turned away and went to Louise's brother's bedroom.

"Wake up, Henry, wake up!" he said.

"Oh! Is that your Cousin Cassius? What is it"

"Get up and you will see. Quick, or it will be too late".

Henry quickly put on his clothes and followed his cousin.

"What does all this mean, Cassius?"

"See for yourself! Look through this opening in the trees.

Do you see anything there?"

"Something white. It looks like a woman's dress. It is a woman. And who is she?"

"There is another figure near her. Who do you think he is?"

"Now, do I know, Cassius? Do you know?"

"Yes, I do. That man is Maurice, the mustanger. And the woman is Louise - your sister!"

Without a word the brother jumped forward. But Calhoun stopped him and gave him his own knife and pistols.

"Scoundrel!" cried Henry. "Don't touch my sister! Step aside Louise and let me kill him!"

Louise quickly caught her brother by the hands. "Go, go!" she shouted to Maurice. "My brother is deceived. I'll explain to him. Away, Maurice! Away!" "Henry Poindexter," said the young man. "Give me time and I'll prove to your proud father, your cousin and you that I am worthy of your sister's love".

Maurice disappeared.

"Brother! You don't know him!" said Louise. "Oh, Henry, you don't know how noble he is! He is a gentleman, and I love him. Why did you insult him?"

"Have I insulted him? Then I shall go and apologize. I liked him from the first – you know I did! Sister! Go back and go to bed I'll go at once".

deceive [di'si:v] - фиреб додан; обманывать

scoundrel ['skaundrel] - нокас, разил; негодяй, подлец

Prove that...

the young people were not alone in the garden; Cassius Calhoun was a very unpleasant man; Henry insulted Maurice; Henry was sorry.

Part VIII

On the same night three solitary travellers on horseback crossed the prairie to the south of the Leona river.

The first was riding on a good strong horse. He had a scrape on his shoulders. He was not in a hurry.

At the same moment a second horseman appeared. He was riding in the same direction. He had a dark cloak on his shoulders. It was clear that he was in a hurry. He disappeared at the same point as the first horseman.

It is very strange, but just as the second horseman entered the forest, a third one appeared. He was wearing a red cloak and carried a gun. He often looked behind him. Perhaps he was afraid that someone would see him. Like the first two, he crossed the prairie in the same direction and disappeared in the forest.

An hour passed, and the silence on the night was interrupted by the sound of a gun-shot.

solitary ['sɒlɪtəri] - якка; одинокий

gun-shot ['gʌnʃɒt] - садои тир; звук выстрела

Answer the following questions.

1. How did the travellers look like?
2. Where were they going?
3. What was heard passed an hour?

Part IX

In the morning Henry did not come to breakfast. He was not in his bedroom and his horse was not in the stable. Soon the horse came, but without a rider. It was clear that something had happened to Henry. His father, Captain Calhoun and some officers went to look for him. In the forest they found a pool of blood, but there was nobody.

As they moved back, a jaguar appeared from among the trees.

Cassius Calhoun and one of the officers fired at the same time. The animal fell down. The officer said it was his bullet. Calhoun said it was his.

"I shall show you", said Calhoun. And he took his knife and took out the bullet from the animal's body.

"If it is mine, you'll find my initials on it - C. C. I. always mark bullets".

Everybody examined it and found the letters C. C. on it.

They rode on but suddenly stopped in horror.

If you see a rider on horseback and it seems to you that there is something strange about him; if you look attentively and see that the rider has no head - you will be frightened to death.

And this was just what they saw. All the eyes turned to the same direction.

Was it a stuffed figure? If not what was it? Was it a ghost?

"It's a devil himself cried one of the officer loudly.

The Headless Horseman turned and galloped away.

a stable [ə 'steɪbl] - саясхона; конюшня

a pool of blood [blʌd] - кӯли хунин; лужа крови

jaguar ['dʒæɡjuə] - юзи ало; ягуар

bullet ['bulɪt] - тир; пуля

a stuffed figure [ə stʌft 'fɪɡə] - хӯса; чучело

a ghost [ə ɡəʊst] - рӯҳ; дух, привидение.

Agree or disagree with the following;

Henry was not in his bedroom.

Henry's father found him in the forest near a pool of blood.

Calhoun killed the jaguar. They met nobody on their way and went home.

Part X

On the morning after the night, half a mile from the pool of blood, lay a man, with a pleasant face. He was lying on his back with his face turned to the sky. He did not move. A lot of black vultures were flying over him. The birds believed that the man was dead. But they were mistaken. The man opened his eyes, raised himself and looked around.

"Am I dead or alive" he said to himself. "Where am I? Trees around me. How did I come here." He thought a little. "Now I remember. My head struck a tree I fell out of the saddle. My left leg is broken". He tried to stand up but could not. "Where is the horse? It will be in the stable of Casa del Corvo by now. What shall I do? I can't walk".

He heard the sound of a stream and with much difficulty began to move in the direction of the water. Ten minutes later he lay on the bank of a little stream and spent the whole day and night near the stream.

More than once he tried to move, but every movement gave him great pain. It was clear that he could not leave the place without help. He began to shout but nobody came.

The next morning he heard the sound of little feet and saw a lot of coyotes. He was not afraid of these animals. They never attack man.

But when they see that a man cannot move, they become dangerous.

The man was not dying, but he was very weak and the coyotes saw this. Besides, they smelt blood. And finally they jumped upon the young man.

He had only a knife with him. With his knife he struck the coyotes and wounded some, but the others jumped upon him again.

He was afraid for his life. No wonder - death was looking at him in the face.

Suddenly a dog came running and attacked the coyotes. It killed one, then another; the others ran away. The man put his arms round the dog's neck and the next moment was asleep.

vultures ['vʌltʃə] - карчий ай; гриф (птица)

saddle ['sædl] - зин; седло

coyotes ['kɔɪəʊt] - гурги америкой; койот (волк)

to smell - буй кардан; чувствовать запах

death [deθ] - марг; смерть

wounded [waʊndɪd] - ярадор кардан; ранить

Answer the following questions.

1. Why were a lot of black vultures flying over the young man?
2. What did he remember?
3. What did he hear the next morning?
4. How did he fight the coyotes?
5. Who saved him?

Part XI

Phelim was waiting for Maurice in the hut. When he heard the sound of hooves, he went outside and saw a horseman who was approaching the hut. Phelim recognized the horse and the scrape of his master. But when the horse came nearer, Phelim saw that the rider had no head. The dog ran up to the horse, which turned and galloped away. The dog followed it.

Zeb Stump came to the hut of Maurice, and Phelim told him that he saw the Headless Horseman. Zeb Stump was very worried. Some people in the Fort were beginning to think that Maurice had killed Henry Poindexter. Zeb did not believe it. But what had happened to Maurice himself? People said that he was riding about the prairie without his head, or that he was carrying it in his hands.

Zeb Stump was thinking hard when Phelim cried from outside: "Oh, Mr. Stump. Tara has come! Look at the dog! Something is tied around his neck!"

Indeed, a piece of paper was tied around the animal's neck. Zeb Stump took it, read the words and gave a shout of joy.

"Thank God!" he said. "He is alive, Phelim! He is alive".

"Who? Master Maurice? Thank God -"

"Wait! There is no time to thank him now. Get on your horse quick! If we lose half an hour, it may be too late".

hooves [huvz] - сум; копыто

to recognize ['rekəgnəiz] - шинохтан; узнавъ

to worry [tu 'wəri] - ташвиш кашидан; беспокоиться

a shout of joy [ei ʃaʊt əv dʒɔi] - дод аз хурсандӣ; возглас радости.

Complete the following sentences from the text and translate them into Tajik.

Phelim recognized the horse and ...

Zeb Stump came to the hut of ...

Some people said the ..., Zeb Stump was thinking.

Part XII

Now you have already understood that the young man who was sleeping with his hands around the dog's neck was Maurice Gerald. And the dog was Tara who saved his life.

When he woke up, he felt much better but still could not move. Then an idea came to him. He wrote some words on a paper, tied it around the dog's neck and told him to run home.

"And now, I must protect myself from the coyotes. I am sure they will come soon as they see that I am alone. A big tree with two thick branches stood near him. Maurice took off the clock and tied it to these branches.

Then with much difficulty, he climbed up the tree. Coyotes could not climb trees, he knew it. So he was quite safe now.

Soon the coyotes came. They tried to jump and climb the tree but could not reach the man. So they sat under the tree and began to wait.

A long time passed, and Maurice felt thirsty. The stream was near, but he could not get down.

Suddenly all the coyotes jumped to their feet and ran away.

Maurice looked all around, but saw nobody. He listened. No sound. He climbed down. He reached the stream and drank. Still he could not understand why the coyotes had run away. He felt that there was a danger.

And he saw it. Through the leaves he saw the spotted yellow skin of a tiger - a dangerous jaguar. That's why the coyotes ran away. It was too late to climb the tree. Besides, the jaguar can climb like a cat. The mustanger knew it.

The jaguar jumped. Maurice shouted. At the same moment a gunshot was heard - and the jaguar fell dead into the water.

Tara jumped out and ran to his master. Zeb and Phelim followed the dog. But Maurice didn't recognize them. The young man struggled the danger too long. His reason left him.

to protect [prə'tekt] – муҳофизат кардан; захишар

branches [brɑ:ntʃ] – шохаҳо; ветви

to be safe – дар амон будан; быт в безопасности

to reach [tu: ri:tʃ] - расидан; достигать

thirsty ['θ:sti] - ташна; томимый жаждой

stream [stri:m] – чараёни об; течь, поток

his reason left him [hiz 'ri:zn left him] – ӯ беҳуш гафта буд; он потерял сознание.

Speak on the following points.

An idea came to Maurice; The coyotes could reach him on the tree:

Maurice was thirsty; A new danger followed him; He knew danger followed him; He was saved.

Part XIII

Cassius Calhoun told the people that he overheard a quarrel between Maurice Gerald and Henry, after which both men went to the prairie and Henry didn't return. He said that he was sure that Henry was killed by the mustanger.

Maurice was arrested and put into prison. He could not be questioned because his reason had not returned to him yet.

There were two mysteries: where was Henry's body and who was "The Headless Horseman". Many people met the Headless Horseman and some of them saw his head which was tied to his belt. But nobody could come near enough to see the face of the dead man until one day Zeb Stump saw the Headless Horseman quite near and recognized the face of Henry. Now it was clear that the poor young man was killed.

Only two people didn't believe that Maurice killed Henry. They were Louise Poindexter and Zeb Stump. Zeb knew that Cassius was a wicked man, and suspected that he himself killed his cousin. But the old hunter could not understand why. He went secretly to the stable of Casa del Corvo and examined the hoots of Captain Calhoun's house and saw that one of its horseshoes was broken. He followed the tracks of the broken horseshoe and came to the place where Woodley Poindexter's men found the pool of blood.

At last reason came to Maurice. The next day was appointed for the trial.

The day before a man came to FortInge, to act as a legal adviser for Maurice. He came from Ireland. He did not know that the young man was in prison, and he was greatly surprised when he heard it.

"What! The son of a nobleman accused of murder! The heir of Castle Ballagh! I have the papers in my bag here. Show me the way to him!"

He was allowed to see the prisoner. Everybody was waiting for the trial.

Meanwhile two men were trying to catch the Headless Horseman. One was Zeb Stump and the other was Captain Cassius.

overheard a quarrel [ˌəʊvə ˈɛ:d eɪ ˈkwɔrəl] чанчолро шунид;
услынала спор

put into prison [put intu ˈprɪzn] - ба хабе гирифтаи; заключать
в тюрьму

mysteries [ˈmɪstəriːz] - сир; тайна

wicked [ˈwɪkɪd] - бад; злой

suspect [ˈsʌspekt] - гумон кардан; подозревать

appoint [əˈpɔɪnt] - таъин кардан; назначать

trial [ˈtraɪəl] - суд

legal adviser [ˈliːgəl ədˈvaɪzə] - машваратчии хукукӣ; юрист-
консултант

papers [ˈpeɪpəz] – хуччагҳо; документы, бумага

Answer the following questions.

1. What did Cassius Calhoun tell the people?
2. Who was the Headless Horseman?
3. What did Zeb Stump find out?
4. Why was the man who came from Ireland surprised?
5. Who was trying to catch the Headless Horseman?

Part XIV

It is the morning of the trial day. The sun has not risen. But it is already clear that something very interesting is expected. Even at this early hour of the morning you can see men on horseback coming to the Fort. They are planters, officers, traders and people of other professions.

Many of them are not alone; they have brought their wives, sisters, and daughters. They have all come to see a trial. The people do not go into any house. The day will be hot and the trial will take place outside, under a tree.

It is ten o'clock and the trial begins. The prisoner is asked, according to the law - "Guilty, or not guilty?"

Then the judge begins to call the witnesses. The first witnesses do not say anything important.

When Cassius Calhoun is called, he tells all: that he saw the scene in the garden; that he heard the quarrel; that Gera!d left the garden; that Henry followed him. But he does not say why Henry

followed Gerald. He also does not say what he himself did. He keeps these two facts to himself.

The next witness is Louise Poindexter.

"Where were you, Miss Poindexter, on that night when your brother was last seen?"

"At home - in my father's house".

"Did you go into the garden?"

"I did".

"Were you alone?"

"Not all the time".

"Who was with you? You will not refuse to tell the name of the person?"

"Of course not. The gentleman who was with me was Mr. Gerald".

"He was there because I love him".

"Is it true that your brother and the prisoner quarreled?"

"Quite true. But my brother went after him to apologize".

Louise went to the carriage and the next witness is called. It is Zeb Stump.

But he asks the judge to listen to Maurice first. The judge agrees and calls Maurice.

expect [iks`pekt] - мунгазир будан; ожидать

according to the law [ə`kɔ:diŋ tu di: lɔ:] - мувофиқи қонун;
соғласно закону

guilty [ˈgilti] - айбдор, гунаҳкор; виновник

judge[ˈdʒʌdʒ] - қозӣ; судья

witness [ˈwɪtnɪs] - шохид; свидетель.

Correct the following sentences.

Nobody was seen in the Fort on the trial's day; though Cassius knew everything he said nothing in the trial; Louise didn't answer the judge's questions.

Part XV

The prisoner steps forward and begins to speak.

"Judge and gentlemen of the jury!" - he begins, "I shall not take much of your time. My story is simple enough. It is true that I met Miss Poindexter.

It is also true that our talk was interrupted by the man who is not here and cannot tell you what happened after. It is true that he said some angry words to me".

"Our next meeting with him was friendly. He apologized for his angry words and I was very glad".

"So you had another meeting, then?" asks the judge.

"Where did it take place?"

"About four hundred yards from the place where the murder was committed".

The judge jumps up. The jury does the same. Everybody shows great surprise.

"You mean the place where some blood was found?" asks the judge.

"I mean the place where Henry Poindexter was killed".

"Go on with your story", says the judge.

"We were both glad. We talked a little and parted. But before that I gave him my Mexican sombrero and scrope, and took his hat and cloak as a sign of friendship. Henry rode away. I was standing in the same place. In a few minutes I heard a gunshot. It came from the direction where Henry Poindexter had gone".

"I rode back to see what had happened. Oh, Heavens!

What did I see?

I saw ..."

"The Headless Horseman!" cried a voice from the public.

"The Headless Horseman!" repeated other voices. "He is coming here!"

Indeed, they see the Headless Horseman not far away. But the horse turns and gallops away. A lot of men jump on their horses and ride after it.

gentlemen of the jury ['dʒɛntl̩mən əv di: 'dʒuəri] - чанобони.

вакилони долгох; господа присяжные

apologize [ə'pɒlədʒaɪz] - авф пурсидан; извиняться

the murder was committed ['mɜ:də] - одамро куштанд;

человска убили.

Speak on the points:

Maurice and Henry's meeting; Maurice Gerald's speech was interrupted.

Part XVI

The trial goes on.

"You wanted to tell us what you saw", says the judge.

"A man who was lying on the grass with his face to the ground".

"Dead?"

"More than dead. When I bent over him, I saw that his head was cut off.

"Did you know the man?"

"Yes".

"How did you know who he was when you didn't see his face?"

"To see his clothes was enough for me".

"What clothes?"

"The serape and the sombrero. They were my own. The dead man was

Henry Poindexter".

"Go on".

"I examined the body. On the breast I found a hole in the serape: all around the hole there was blood. It was the place where the bullet had entered the body. But there was no wound on the back, which showed that the bullet was still in the body".

"What did you do?"

"For some time I did not know what to do. I could not carry the body to Casa del Corvo alone. I could not leave the body: the coyotes were near, and the vultures were already flying over the place. Then I remembered how the Indians of South America carry their dead. They put them in the saddle in the sitting position and tie them to it".

"I tried to do it with Henry's body, but his horse was afraid and did not stand still. Then I put the body on my own horse and ties it to the saddle. After that I tied the head to the saddle too".

"I got on Henry's horse and started to ride. My own horse with the body followed me".

"In five minutes I had an accident. My head struck a tree. I fell and broke my leg".

The prisoner has finished his story. Many people are on his side now. Still his innocence must be proved.

more than dead [mɔː dæn ded] - бадтар аз мурдан; более чем мертвый

cut off - буридан; отсекать

breast [brest] - сина; грудь

a hole [ə həʊl] - сурохъ; отверстие, дыра
in a sitting position - дар холати нипастагъ; в сидячем
положении
an accident [æn 'æksɪdənt] - воқсаи нохуш; несчастный случай
innocence ['ɪnəsəns] - бегуғохъ; невиновность.

Answer the questions.

1. Whom did Maurice see on the ground?
2. How did he know that he was Henry?
3. What did Maurice do with the body?
4. What had happened to Maurice?
5. What do you think: Who could prove his innocence?

Part XVII

It is evening now. The trial is coming to an end. Maurice Gerald is not a prisoner any more. He is now one of the witnesses.

In his place there is another. It is Cassius Calhoun.

There is no doubt that he is guilty.

There is only one question - why did he kill Henry Poindexter?

Why did he cut off his head?

He stands up to make his final speech.

"It is true", he says, "that I killed Henry Poindexter - shot him dead.

I know that I must die. You want to know why I killed my own cousin. I killed him by mistake."

"It is true that I wanted to kill some one. I can tell you who it was. It was that scoundrel who is now standing before me".

The speaker looks with hatred at Gerald.

"Yes, I wanted to kill him. And I thought I had killed him. But the Irish dog had changed cloaks with my cousin.

You know the rest. I fired, and poor Henry fell from his horse face down.

I still thought it was the mustanger. I was not sure that he was dead and cut his head off.

"Now you know all that has been: but you don't know what will come. You see that I am standing on my grave: but I don't go into it before I send him to his!"

He quickly pulls out his pistol. Two shots are heard with a little interval between them. Two men fell down, with in the same interval.

One is Maurice Gerald. - the other Cassius Calhoun.

But Cassius Calhoun killed only himself. The bullet which he had sent into Maurice Gerald, hit the talisman, a present from Louise, which the young man wore on his heart.

extract ['ekstrækt] - баровардан; извлекать (пулю)

doubt [daʊt] - гумон; сомнение

by mistake [baɪ mɪs'teɪk] - сахван; по ошибке

to change [tu: tʃeɪndʒ] - иваз шудан; меняться

hatred [heɪtrɪd] - нафрат; ненависть

talisman ['tælɪzmən] - тилисм, тумор; талисман

Prove the following facts.

That Cassius Calhoun killed Henry Poindexter; cut off his head; Cassius shot Maurice Gerald; he was mistaken again.

SCENES FROM "THE HEADLESS HORSEMAN"

Characters

Maurice Gerald - the mustanger, a young man not more than twenty-five;

Louise Poindexter - a daughter of a rich planter;

Henry Poindexter - her brother;

Captain Cassius Calhoun - their cousin;

The judge and jury;

People of different professions.

(Louise and Maurice love each other. By and by they begin to meet secretly. Cassius Calhoun wants to marry Louise, but she does not love him. So he dislikes Maurice from their first meeting, but when he sees that the young people love each other, he begins to hate the mustanger. One day they have a duel and Maurice takes the upper hand and the captain had to apologize. After that Captain Calhoun hates Maurice still more and he decides to kill the young man).

Scene I

Place: the garden in Casa del Corvo.

(Maurice and Louise are talking in the garden. Cassius is standing behind the trees and listening to them).

Louise: "We shall meet again tomorrow night, dear Maurice?"

Maurice: "No, my dear Louise".

Louise: "And why not?"

Maurice: "Tomorrow I must leave. We must part for a short time".

Louise: "And why so?"

Maurice: "I am called to my native country - Ireland. I received the letter only yesterday. But I am glad to go because the letter tells me that I shall be able to return soon and prove to your proud father that the poor horse-hunter --".

(Someone interrupted them).

(Curtains (Henry's bedroom).

Cassius: "Wake up, Henry, wake up!"

(He shakes the young man by the shoulder.)

Henry: "Oh! Is that you, cousin Cassius? What is this?"

Cassius: "Get up and you'll see. Quick, or it will be too late".

(Henry quickly gets up and follows his cousin into the garden).

Henry: "What is it, Cassius? What does all this mean?"

Cassius: "See for yourself! Look though this opening in the trees. Do you see anything there?"

Henry: "Something white. It looks like a woman's dress. Yes, it is a woman".

Cassius: "Yes. who do you think she is?"

Henry: "I can't tell. And who is she?"

Cassius: "There is another figure near her".

Henry: "Yes, I see. It is a man".

Cassius: "And who do you think he is?"

Henry: "How do I know, cousin Cassius? Do you know?"

Cassius: "Yes, I do. That man is Maurice the mustanger".

Henry: "And the woman?"

Cassius: "Louise - your sister!"

(Without a word Henry jumped forward).

Cassius: "Stop! You forget that you are unarmed!"

(and he gives his knife and his pistols to him and in a few minutes. Henry stands face to face with the mustanger).

Henry: "Scoundrel! Don't touch my sister! Louise! Step aside and let me kill him! Aside I say!" (Louise catches her brother by the hand and shouts to Maurice).

Louise: "Go, go! My brother is deceived. I shall explain to him. Away. Maurice! Away!"

Maurice: "Henry Poindexter, I am not a scoundrel as you have called me.

Give me time and I shall prove to your father, your cousin and to you that I am worthy your sister's love".

(Maurice disappears).

Louise: "Brother! You don't know him! Oh! Henry, you don't know how noble he is! He is a gentleman and - I love him. Why, oh! Brother! Why did you insult him?"

Henry: "Have I insulted him?"

Louise: "Yes, Henry".

Henry: "Then I shall go and apologize. I liked him from the first - you know I did! Sister! Go back into the house and go to bed. And I shall take my horse and go after him. I'll go at once".

Scene II

(Henry Poindexter does not come to breakfast in the morning. His father, Cassius Calhoun and some officers go to look for him. They find a pool of blood in the forest, but there is nobody. Cassius tells the people that he overhears a quarrel between Maurice and Henry, after which Henry doesn't return. Maurice is arrested. The next day is appointed for the trial).

Place: Under a big tree outside a house.

(Many people of different professions come to see the trial. The judge calls the prisoner).

The judge: "Maurice Gerald, do you consider yourself guilty?"

Maurice: "No, I don't".

(Then the judge begins to call the witnesses. The next is Louise Poindexter).

The judge: "Miss Poindexter, where were you on the night when your brother was last seen?"

Louise: "At home - in my father's house".

The judge: "Did you go into the garden?"

Louise: "I did".

The judge: "At what time?"

Louise: "At midnight".

The judge: "Were you alone?"

Louise: "Not all the time".

The judge: "Who was with you? You will not refuse to tell us the name of the person?"

Louise: "Of course not. The gentleman who was with me was Mr. Maurice Gerald".

The judge: "Can you tell us why Maurice Gerald was with you?"

Louise: "Yes, I can tell you that. He was there because I love him".

The judge: "One more question, Miss Poindexter. Is it true that your brother and the prisoner quarreled?"

Louise: "Quite true. But when my brother went after Mr. Gerald, he wanted to apologize".

(Louise Poindexter goes back to the carriage in which she has come. The next witness is Zeb Stump. Zeb Stump is a hunter and a great friend of the mustanger. Zeb Stump asks the judge to listen to Maurice first, because he wants to speak after the mustanger. The judge agrees and calls Maurice Gerald).

Scene III

Maurice: "Judge and gentlemen of the jury! I shall not take much of your time. My story is simple enough.

It is true that I met Miss Poindexter. It is also true that our talk was interrupted by the man who is not here and cannot tell you what happened after.

It is true that he said some angry words to me.

Our next meeting with him was friendly. He apologized for his words and I was very glad".

The judge: "So you had another meeting, then? Where did it take place?"

Maurice: "About four hundred yards from the place where the murder was committed".

(The judge jumps up. Everybody shows great surprise).

The judge: "You mean the place where some blood was found?"

Maurice: "I mean the place where Henry Poindexter was killed".

The judge: "Then are you sure that he is dead?"

Maurice: "Quite sure".

The judge: "Go on with your story".

Maurice: "We were both glad. We talked a little and parted. But before that I gave him my Mexican sombrero and serape, and took his hat and cloak - as a sign of friendship.

Henry rode away. I was standing in the same place. In a few minutes I heard a gun-shot. It came from the direction in which Henry Poindexter had gone.

I rode back to see what had happened.

I did not have to go far! Oh, Heavens! What did I see?

I saw..."

A voice from the public: "The Headless Horseman!"

(Everybody turns in the direction of the voice).

Other voices: "The Headless Horseman! He is coming here!"

(Indeed they see the Headless Horseman not far away. But the horse evidently frightened by the noise and gallops away. A lot of men jump and run after the horse).

Scene IV

(The trial goes on).

The judge: "You wanted to tell us what you saw".

Maurice: "A man who was lying on the grass with his face to the ground".

The judge: "Asleep?"

Maurice: "Yes, in the sleep of death".

The judge: "Dead?"

Maurice: "More than dead, if that is possible. When I bent over him. I saw that his head was cut off.

The judge: "Did you know the man?"

Maurice: "Yes".

The judge: "But you say that he was lying with his face to the ground. How did you know who he was when you did not see his face?"

Maurice: "To see his clothes was enough for me".

The judge: "What clothes?"

Maurice: "The serape and the sombrero. They were my own. The dead man was Henry Poindexter".

The judge: "Go on".

Maurice: "I examined the body. I found a hole on the breast in the serape, all around the hole there was blood. But there was no wound on the back, which showed that the bullet was still in the body".

The judge: "What did you do?"

Maurice: "For some time I did not know what to do. I could not carry the body to Casa del Corvo alone. I could not leave the body: the coyotes were near, and the vultures were already flying over the place.

Then I remembered what I had read about how the Indians of South America carry their dead! They put them in the saddle in sitting position and tie them to it.

I tried to do it with Henry's body, but his horse was afraid and did not stand still. Then I put the body on my own horse and tied it to the saddle. After that I tied the head to the saddle top.

I got on Henry's horse and started to ride. My own horse with the body followed me.

In five minutes I had an accident. My head struck a tree, I fell out of the saddle and broke my leg".

(The prisoner has finished his story. Many people are now on his side. Still his innocence must be proved).

Scene V

(The trial is coming to an end. Zeb Stump brought the Headless Horseman with him. He told the jury how he had followed the track of Calhoun's house. He said that the bullet of the murderer was still inside the dead body. When the bullet was stracted, the judge and the jury saw the letters C.C. on it. It was the marked bullet of Catain Cassius Calhoun). Maurice is not a prisoner any more. In his place there is another.

It is Cassius Calhoun.

The judge: "Cassius Calhoun, why did you kill Henry Poindexter? Why did you cut off his head?"

Cassius: "It is true, that I killed Henry Poindexter - shot him dead.

I know that I must die. You want to know why I killed my own cousin. I killed him by mistake.

It is true that I wanted to kill some one. I can tell you who it was. It was that scoundrel who is now standing before me".

(He looks with hatred at Gerald).

"Yes, I wanted to kill him. And I thought I had killed him, but the Irish dog had changed cloaks with my cousin.

You know the rest. I fired, and poor Henry fell from his horse, face down. I still thought it was the mustanger. I was not sure that he was dead and cut off his head.

Now you know all that has been; but you don't know what will come. You see that I am standing on my grave; but I don't go into it before I send him to his!"

(He quickly pulls his pistol and two shots are heard with a little interval between them. Two men fall down, with the same interval. One is Maurice Gerald, - the other Cassius Calhoun.

But Cassius killed only himself. Maurice has a talisman, a present from Louise, and the bullet only hit it).

WORDS AND EXPRESSIONS

sinister ['sɪnɪstə] - газабнок; злой
to insult ['ɪnsʌlt] - таҳқир кардан; оскорблять, обидеть
to hate [heit] - бад дидан; ненавидеть
to suspect ['sʌspekt] - гумон кардан; подозревать
to be worthy ['wɜ:ði] - меарзад; арзишнок; ценный
horror ['hɒrə] - тарсу ваҳм; страх
no wonder ['wʌndə] - бешубҳа; вне сомнения
approach [ə'prəʊtʃ] - наздик шудан; приблизиться
heir [eə] - меросхӯр; наследник
step forward [step 'fɔ:wəd] - ба пеш қадам мондан; шаг вперед
to part [pɑ:t] - чудо шудан; расставаться
bend - хам шудан; сгибаться
his head was cut off - сарашро аз тан чудо карда буданд; ему
отрезали голову
wound [waʊnd] - яра; рана
carry ['kæri] - кашол карда будан; нести
remember [rɪ'membə] - ба хотир овардан; вспоминать
stand still - ором шудан; успокоиться
return [rɪ'tə:n] - баргаштан; вернуться
final speech ['faɪnl spi:tʃ] - нутқи охирын; последнее слово
shot him dead [ded] - зада куштан; убивать
grave [greɪv] - қабр, гӯр; могила
he pulls out his pistols [hi: pulz aʊt hiz 'pɪstl] - вай
тапшончаашро баровард; он вытащил свой пистолет
a present ['preznt] - тухфа; подарок
what will come - чӣ руй медихад; что случится

SONGS AND POEMS "A Cowboy Song"

Roll along, covered wagon, roll along,
To the turn of your wheels I'll sing a song,
City ladies may be fine,
But give me that girl of mine.

Roll along, covered wagon,
Roll along.

Going home, covered wagon, going home;
For this cowboy was never born to roam,
Long the road that doesn't change,
To that old Buckwankee ranch.

Roll along, covered wagon.

Roll along.

Roll along, covered wagon, roll along,
"Cause you're taking me right where I belong,
City ladies may be fine,
But give me that girl of mine".

Roll along, covered wagon,
Roll along.

Cowboy - ковбой (чўпони савора дар Амрикои Шимолї);
ковбой

ranch - фермаи чорводорї; ранчо

Buckwankee - Банкванки (номи чой)

"The Erie Canal"

I've got a mule, her name is Sal.
Fifteen years on the Erie Canal.
She's a good old worker and a good old pal.
Fifteen years on the Erie Canal.
We've mauled some barges in our day.
Filled with lumber, cod and hay.
And every inch of the way.
I know from Albany to Buffalo.

WHAT HAVE YOU DONE TO THE RAIN?

Just a little rain falling all around,
The grass lifts its head to the heavenly sound,
Just a little rain, just a little rain.
What have they done to the rain?

Just a little breeze out of the sky,
The leaves nod their heads as the breeze blow by,
Just a little breeze with some smoke in its eye.
What have they done to the rain?

Just a little boy standing in the rain.
The gentle rain that falls for years,
And the grass is gone, the boy disappears,
And rain keeps falling like helpless tears,
And what have they done to the rain?

A Hard Day's Night

It's been A Hard Day's Night, and I've been working
like a dog,
It's been A Hard Day's Night. I should be sleeping
like a log,
But when I get home to you I find the things that you do
will make me feel all right.

You know I work all day to get you money to
buy you things,
And it's worth it just to hear you say, you're honna give
me ev'rything
So why I love to come home, 'cos when I get you alone you know
I feel o'kay.

When I'm home ev'rything seems to be right,
When I'm home feeling you holding me tight, tight Yeah.
You know I feel all right, You know I feel all right.

I CAN SEE A NEW DAY

I can see a new day,
A new day soon to be.
When the storm clouds are all past,
And the sun shines on a world that is free.

I can see a new world,
A new world coming fast,
When all men are brothers,
And hatred forgotten at last.

I can see a new man,
A new man standing tall,
With his head high and his heart proud,
And afraid of nothing at all.

I can see a new day,
A new day soon to be,
When the storm clouds are all past,
And the sun shines on a world that is free.

I KNOW WAY AND SO DO YOU

Why do robins sing in December,
Long before the spring time is due?
And even though it's snowing, violets are growing?
I know why and so do you.

Who do breezes sigh ev'ry ev'ning,
Whispering your name as they do?
And why have I the feeling, stars are
on my ceiling?

I know why and so do you.

When you smile at me,
I hear gypsy violins,
When you dance with me,

I'm in heaven when the music begins.

I can see the sun when It's raining,
Hiding every cloud from my view.
And why do I see rainbows, when
you're in my arms?

I know why and so do you.

DETROIT CITY

Words and music by Danny Dill and Mel Tillis

Last night I went to sleep in Detroit City,
and I dreamed about the cotton fields and home;
I dreamed about my mother, dear old papa,
sister and brother and I dreamed about the girl,
who's been waiting for so long.

Chorus

I wanna go home, I wanna go home;
Oh, how I wanna go home.

Home folks think I'm b'ig in Detroit City.
from the letters that I write think I'm fine.
But by day I make the cars, by night I make the bars;
If only they could read between the lines.

Chorus

RECITATION (ШЕЪРХОЊИ, ДЕКЛАМАЦИЈА)

Cause you know I rode a straight train north
to Detroit City.

And after all these years I find I've just been wasting time,
So I just think I'll take my foolish pride and put
the south - bound freight and ride it on.
And go on back to the loved ones, the ones that,
lift waiting so far behind.

LET'S GO TO SAN FRANCISCO

Words and music by Carter-Lewis

Lct's go to San Francisco
where the flowers grow so very high.
Sunshine in San Francisco
makes your mind grow up to the sky.
Lots of sunny people
walking hand in hand;

they're not funny people
they have found their land

Let's go, let's go,
Let's go to San Francisco.

LADIES IN GOLD

Words by M.E.Holdsworth
Music by Kenneth Gange

They grow near my window,
So lovely to see,
Bending and bowing,
Beneath a tall tree.
Swaying and dancing,
My ladies in gold,
Daffadowndillies,
Their petals unfold.

GOLDEN SLUMBERS

Words and Music by John Lennon and Paul McCartney

Once there was a way to get back homeward
Once there was a way to get back home
Sleep, pretty darling, do not cry
And I will sing a lullaby.

Golden Slumbers fill your eyes
Smiles awake you when you rise
Sleep, pretty darling/lo not cry
And I will sing a lullaby.

POEMS

SUMMER

by Percy Bysshe Shelley

It was a bright and cheerful afternoon,
Towards the end of the sunny month of June
When the north wind congregates in crowds,
The floating mountains of the silver clouds.

From the horizon - and the stainless sky
Opens beyond them like eternity.
All things rejoiced beneath the sun; the weeds,
The river, and the corn-fields, and the reeds;
The willow leaves that glanced in the light breeze,
And the firm foliage of the larger trees.

SYMPHONY IN YELLOW

by Oscar Wilde

An omnibus across the bridge,
Crawls like a yellow butterfly.
And, here and there, a passer by,
Shows like a little restless midge.

Big barges full of yellow hay,
Are moved against the shadowy wharf,
And, like a yellow silken scarf,
The thick fog hangs along the quay.

The yellow leaves begin to fade,
And flutter from the Temple elms.
And at my feet the pale green Thames,
Lies like a rod of rippled jade.

A POEM

by John Mansefield

One road leads to London,
One road runs to Wales,
My road leads me seawards,
To the white dipping sails.

One road leads to the river,
As it goes singing slow,
My road leads to shipping,
Where the bronzed sailors go.

My road calls me, lures me.
West, east, south and north.
Most roads lead men homewards,
My road leads me forth.

AFTERNOON IN FEBRUARY

by Henry W. Longfellow

The day is ending.
The night is descending:
The marsh is frozen,
The river is dead.

Through clouds like ashes.
The red sun flashes,
On village windows,
That glimmer red.

The snow;
The buries fences
Mark no longer
The road o'er the plain.

descending - наздик шуда истодааст; приближается.
ashes - хокистар, пепел

A RED, RED ROSE

by Robert Burns

O my Love's like a red, red rose
That's newly sprung in June:
O my Love's like the melody
That's sweetly played in tune.

As fain art thou, my bonny lass,
So deep in love am I:
And I will love thee still, my dear,
While the sands of life shall run.

And fare thee well, my only Love!
And fare thee well a while!
And I will come again, my Love,
Though it were ten thousand mile.

A POEM (extract)

by William Shakespeare

He that is thy friend indeed,
He will help thee in the need:
It thou sorrow, he will weep;
It thou wake, he cannot sleep.

Thee of every greif in heart
He with thee does bear a part.
These are certain signs to know
Faithful friends from flattering foe.

LAZY COUNTRYSIDE

Bobby Worth

I love to hang around the lazy countryside
(mm-mm mm-mm mm mm)
With nature's gang around the lazy countryside
(mm-mm mm-mm mm mm)
Where the crickets you don't hear in the city
Keep a hummin' in your ear, oh, so pretty
And it's just too much for words.
List'nin' to the chorus of the birds
I like to stay around the lazy countryside
(mm-mm mm-mm mm mm)
Just kinda play around the lazy countryside
(mm-mm mm-mm mm mm)
Oh! what fun in takin' the sun in
And to roam the spaces wide.
It's the place for me, gee, it's great to be
'round the lazy countryside.

SUMMER'S GONE

Paul Anka

Summer's gone and no song-birds are singins 'cause
you're gone,
Gone from my arms, gone from my lips.
But still in my heart.
What to do?
Oh, I'm left here just crying over you.
Oh, I'm so blue!
What can I do
Now that you've gone?

The days, they grow long now that you've gone;
My nights, they leave me blue.
I don't know why there are tears in my eyes.
Can it mean i'm still in love with you?
Summer's gone and no song-birds are singsin 'cause
you're gone,
Gone from my arms, gone from my lips,
But still in my heart.

YOU'RE DRIVING ME CRAZY

Walter Donaldson

You left me sad and lonely,
Why did you leave me lonely?
"Cause here's a heart that's only for nobody but you!
I'm burning like a flame, dear,
I'll never be the same, dear.
I'll always place the blame, dear.
on nobody but you YES!
You! you're driving me crazy! What did I do?
What did I do?
My tears for you make ev'rything crazy,
clouding the skies of blue.
How true were the friends who were near me, to cheer me,
believe me they knew.
But you were the kind who would hurt me, desert me,
when I needed you YES!
You! you're driving me crazy! What did I do to you?
From "Children's Newspaper"

RODDLE-ME-REE

My first is in easy but never in hard,
My second's in palace but never in guard;
My third is in empty but never in full;
My fourth is in pushing as well as in pull;
My fifth is in hilly but never in flat;
My sixth is in tabby and also in cat;
My seventh is in ankle as well as in knee,
My last is in twenty and also in three.
I live in the jungle, my movements are slow,
And I take my trunk with me wherever I go.
Answer: Elephant

From "Child Education"

THE ENGLISH LANGUAGE

Some words have different meanings,
and yet they're spelt the same.
A cricket is an insect,
to play it - it's a game.
On every hand, in every land,
it's thoroughly agreed.
The English language to explain
is very hard indeed.

Some people say that you're a dear,
yet dear is far from cheap.
A jumper is a thing you wear,
yet a jumper had to leap.
It's very clear, it's very queer,
and pray who is to blame
for different meanings to some words,
pronounced and spelt the same?

A little journey is a trip,
a trip is when you fall.
It doesn't mean you have to dance
where'er you hold a ball.
Now here's a thing that puzzles me:
musicians of good taste
will very often form a hand -
I've one around my waist!

You spin a top" go for a spin,
or spin a yarn maybe -
yet every spin's a different spin, as you can plainly see.
Now here's a most peculiar thing -
'twas told me as a joke -
a dumb man couldn't speak a word,
yet seized a wheel and spoke.

A door may often be a jar.
but give the door a slam.
and then your nerves receive a jar -
and then there's jar of jam.
You've heard, of course, of traffic jams,
and jams you give your thumbs.
And adders, too, one is a snake,
the other adds up sums. (...)

Harry Hemsley

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