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# **ЗАБОНИ АНГЛИСӢ**

Китоби дарсӣ барои синфи 9-уми  
муассисаҳои таҳсилоти умумӣ

**Вазорати маориф ва илми  
Ҷумҳурии Тоҷикистон  
тасдиқ кардааст**

**ДУШАНБЕ  
МАОРИФ  
2020**

УДК 373.167.1

ББК 81. 2. Анг-4+74.261.7 Англ

П-36

П-36 П. Чамшедов, С. Хочаева, С.Чаматов, К. Алидодхонова, С. Насруддинов, Ш Каримов, Ф. Баротзода. **Забони англисӣ.** Китоби дарсӣ барои синфи 9-уми муассисаҳои таҳсилоти умумӣ. – Душанбе: «Маориф», 2020. 200 сах.

### Хонандагони азиз!

Китоб манбаи донишу маърифат аст, аз он баҳравар шавед ва онро тоза нигоҳ доред. Кӯшиш кунед, ки соли таҳсили оянда ҳам ин китоб ҳамин гуна зебову орошта дастраси хонандагони дигар гардад ва онҳо низ аз он истифода баранд.

### Ҷадвали истифодаи китоб

№	Ному насаби хонанда	Синф	Соли таҳсил	Ҳолати китоб (бахои китобдор)	
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ISBN 978-99947-1-523-7

Моликияти давлат

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## INTRODUCTION

The English textbook for the 9th form ( for comprehensive schools) is the continues the series of English textbooks for forms 5-11 adopted by the Ministry of Education and Sciences of the Republic of Tajikistan. The main aim of this book to develop skills in reading and understanding a variety of texts, both fictions and nonfictions. This will be achieved by means of translation or answering questions on the text.

The development of reading and speaking skills is also an important element in this book. The speech topics are included in accordance with the Foreign Language Programm for secondary schools in Tajikistan.

The book consists of 72 lessons in total; a grammar reference section reading passages with comprehension tasks; unknown words list and the list of contents.

Within the lessons language material and topics are regularly reviewed and recalled. Grammar is revised and consolidated through creative exercises and tasks. The teacher should enable pupils to practice English using the topics and linguistic materials that set out in the are to be able. The textbook introduces some new topics by which pupils' reading and speech skills can be improved.

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

The syllabus for the English language puts reading as the leading language activity to be developed by the end of the course, pupils are to be able to read easy texts of social-content, general science and fiction.

Reading is one of the practical aims of teaching a foreign language in school.

But reading is not only an aim in itself, it also means the learning a foreign language. The more pupils read the better is their retention of linguistic material. Reading is a great

educational and cultural importance, too. Through reading texts in English, pupils acquire a substantial knowledge of the English speaking peoples, their social order history and culture. Therefore, the content of the texts in the book deals with one which informs pupils about people and their way of life in Great Britain, America and Canada.

As the course proceeds, reading in senior classes becomes increasingly intensive. This should not, however, entail an excessive decrease in the rate of progress. The progress of a class depends, among other factors, upon the ability of the pupils, the duration of the lesson, the interest of the pupils, their number of in the class and the teachers' methods. One of the best ways to develop the reading skills is to familiarise pupils with the text either during the lesson or by setting reading for homework. Prequestions may be helpful.

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

### **Developing of pupil's auding (listening)**

The teacher reads out the first paragraph of the text (8-10 sentences) using the new words. Their meaning should be written on the blackboard. The pupils' understanding is checked by the questions on the passage they heard. It would be better if the pupils listen to the teacher's short retelling of the text.

### **Developing of speech habits and skills**

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

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

**Pupil 2** translates this sentence.

**Pupil 3** puts the first question on the sentence.

**Pupil 4** answers the question.

**Pupil 5** puts the second question on the sentence.

**Pupil 6** answers the second question.

The class retranslates the sentence in chorus.

If it is a long one, it should be divided into parts.

In this way the pupils learn three or four sentences. The next passage (3-4 sentences) is learned by the pupils in the same way. After this kind of work on the text comes speaking in a chain around the class, pupils retell the text learned; talking in pairs, pupils talk about the text sitting at their desks.

The last passage (6-7) sentences are learned by silent reading after reading the passage the pupils answer the teacher's questions on it to check whether the pupils' understand the text.

At the next lesson the teacher should involve the pupils in doing some creative exercises, as follows: dramatizing the text, role playing, transferring the plot of the text, etc. This approach to the text assists the pupils to master habits and skills consciously and thoroughly. There are different kinds of exercises. They are: structural and information exercises and semantic-communicative ones, which must be practiced in the senior forms. Both kinds of the exercises should be used at the lessons with semantic-communicative exercises. Pupils carry out structural-information exercises by reading them aloud and silently to extract information from the text.

These are examples of structural-information exercises.

Read the following sentences and guess the meaning of the words you don't know.

Read the sentence ... and explain the use of...

Break some complex sentences into shorter ones.

Find the sentences which summarize the paragraph.

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

At senior level the following exercises are recommended.

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

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

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

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

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

**Retranslating of the most significant sentences for retelling.**

**Retelling the text based on the outline devised by the pupils.**

**Dramatizing the text.**

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

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

Moreover they are trained to retell the text in their own way. By summarizing pupils should acquire necessary skills in interpreting the text, that is, in evaluating its informative and educational content.

To assist in developing the pupils' speech skills, situations are set up in this book that are as natural and realistic as possible.

**Listening and speaking** activities are made meaningful by placing them in real environments, which will be familiar to the pupils.

Practical exercises are almost exclusively directed towards mastery of structure, phraseology and topical vocabulary. Close attention should be given to ensuring that every speech element which pupils will be required to speak, read and written and that

the teaching of English should occur in that order. The reason, of course, is clear. The speech elements being practiced are those, which pupils need as both producers and receivers of language. The speech elements and words introduced are included in the texts for extra reading and have been kept that to a minimum so that the pupils can focus on being producers of language themselves.

The content which is presented to pupils should be explained by the teacher whenever necessary. The Tajik language may be used widely in the listening-speaking activities to check the pupils' comprehension.

If the situation clearly defines the meaning, no explanation should be needed. Where this is not possible, the teacher may use translation to clarify the meaning.

It is essential to arrange the pupil's questioning bearing in mind that all the learners should be activated in learning and be appraised for it. For this purpose the teacher should use a mark' table. Here is an example.

Testing pupils demonstrates how much they have learned, but also not only the learners' instruction serves a diagnostic function showing where the pupils have difficulties. Tests reveal where teaching methods may need to evaluate and improve their own work.

Teachers should test pupils on different kinds of speech practice, including reading, speaking, asking questions, retelling, describing pictures, making dialogues, role-playing etc.

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

Level "a 5" is put to more than 80% correct answers

Level "a 4" is to put 60 to 79% correct answers

Level "a 3" is put to 40 to 59% correct answers

Level "a 2" is to put to the less than 39% correct answers

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

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

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

The authors believe that this textbook will contribute to English Language learning in the secondary schools of Tajikistan. The authors would be greatly indebted for any critical remarks from school teachers. The remark should be sent to the «Maorif» Publishing House, 50 Ahmad Donish street.

**P. Jamshedov**



## LESSON 1

**Competency:** The pupils should have a talk about thier summer holidays.

**Салоҳият:** Хонандагон бояд дар бораи таътили тобистона нақл карда тавонанд.

difficult ['difikəlt]

husband ['hʌzbənd]

marry ['mæri]

quietly ['kwaɪtli]

understand [ʌndə'stænd]

hopeless ['houpləs]

important [im'pɔ:tənt]

attention [ə'tenʃən]

parents ['peərənts]

again [ə'geɪn]

### A DIFFICULT DECISION

As Mrs. Bennet came into the room where her husband was sitting, she cried: “Mr. Bennet, I want you to speak to Lizzy and make her marry Mr. Collins”. Mr. Bennet looked up from his book and said quietly. “I am afraid I do not understand you. What are you talking about?”

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

Mrs. Bennet went to the door and called Lizzy. “Come here, child”, her father said, as she came in. “I have been sent for you because I want to speak to you on an important question.

Give me your full attention, please. I understand that Mr. Collins has said he wants to marry you. Is that right?” “It is”, Elisabeth answered. “Very well”, said Mr. Bennet. “And have you refused?” “I have, sir”.

“Very well. Now main thing to understand is that your mother wants you to agree. Is that right, Mrs. Bennet?” “Yes. If she doesn't agree, I shall never see or speak to her again”. “You see Lizzy”, said Mr. Bennet, “how difficult it will be to decide.

From this day, you must lose one of your parents. Your mother will never see you or speak to you if you do not marry Mr. Collins and I will never see you or speak to you again if you do”.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Who came into the room?
2. Who was sitting in the room?
3. What did she say to her husband?
4. What did Mr. Bannet want from his daughter Lizzy?
5. What was difficult for Lizzy to choose?

**2. Complete the sentences. Ҷумлаҳоро пурра намоед.**

Mrs. Bennet went to ..... and called Lizzy. And what do you want ..... to do? Give me your full ....., please. I ..... never see or speak to her again. From this day, you must ..... one of your parents. I understand that Mr. Collins has said he wants to ..... you. I will ..... see you or speak to you again if you do”.

**3. Tell about your summer holidays. Дар бораи таътили то-бистонаатон нақл намоед.**



**4. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. What are you going to do during your vacation?
2. What are your plans for summer holiday?



**5. Read the verbs and write down three forms of them. Феълхоро хонед ва се шакли онхоро нависед.**

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

**6. Get more information by means of putting questions. Савол гузошта, маълумоти бештар гиред.**



She is buying.  
 He was catching.  
 They are reading.  
 She is writing.

## LESSON 2

**Competency:** The pupils should make up a dialogue and use it in their speech.

**Салоҳият:** Хонандагон бояд муколама тартиб диҳанд ва онро дар нутқ истифода карда тавонанд.

popular ['pɒpjələ]  
 important ['ɪmpɔ:tənt]  
 secondary ['sekəndəri]  
 several ['sevrəl]  
 sunny ['sʌni]

favorite ['feivərit]  
 international [ɪntə'næʃənəl]  
 independence [ɪndə'pendəns]  
 hope ['həʊp]  
 learn ['lə:n]

## ENGLISH - THE WORLD LANGUAGE

English is one of the most widely used languages in the world. Over 337 million people speak English as their first language and over 350 million people speak English as their second language. America has the largest number of English speakers. 226 million people in the USA and Britain English is their first language for over. English is the official language in the USA, Great Britain, Australia, Canada and New Zealand.

The world's biggest business companies and airlines use English. If a person wants to be a businessman or a pilot, he must understand and speak English. It is also the language of modern technology and communication. Over eighty per cent (80 %) of the information in the world's computers is in English. Most of the telephone and computer messages sent and received are in English. This means that English is very important for people of different nationalities. For example, Italians, Spanish, British, Russians and Japanese use English to communicate. They speak English to each other and they send messages to each other in English. Tajiks do the same when they want to communicate with peoples of other nationalities. All this makes English to be the world language.

Many languages use English words. There are several English words in Tajik too. For example, the words like computer and internet have come into Tajik from English.

### **1. Complete the sentences according to the text. Вобаста ба матн ҷумлаҳоро ба охир расонед.**

1. English is the world language\_\_\_\_\_.
2. English is spoken in many\_\_\_\_\_.
3. In America more than 226 million \_\_\_\_\_ speak English.
4. If you want to be a pilot and a \_\_\_\_\_ you must learn English.
5. People of different nationalities send\_\_\_\_\_ in English and speak English to each other.

- Americans, Italians and British are people of different\_\_\_\_\_.
- There are several English \_\_\_\_\_ in the USA  
Many languages \_\_\_\_\_ English words.

**2. Read the verbs and write down the three forms of them.**  
**Феълхоро хонед ва се шакли онҳоро нависед.**

many, learn, teach, work, have, become and live.

**3. Get more information by means of putting questions. Са-  
волҳо гузошта маълумоти бештар гиред.**

He will learn English in foreign countries. She has an opportunity to learn three foreign languages.

**4. Have a talk about importance of learning English. Дар бо-  
раи зарурати омӯзиши забони англисӣ суҳбат намоед.**

**5. Read and make up your own dialogues. Work in pairs. Хо-  
нед ва дунафарӣ муколама тартиб диҳед.**

**Jahongir:** Would you like to learn English every day?

**Salim:** No, I prefer to study English three times a week. Do you want to join me?

**Jahongir:** Yes, I think three times a week is just on my test.

**6. Translate the following words phrases using the dictionary.**  
**Ибораҳоро бо истифодаи луғат тарҷума намоед.**

**Намуна:** an English teacher - омӯзгори забони англисӣ  
German language, twice a week, to study English, to go abroad

**7. Make up groups of 4 pupils and talk about English lesson.**  
**Аз 4 нафар гурӯҳ ташкил намуда, оид ба дарси забони  
англисӣ суҳбат кунед.**

- Speak about the first English lesson.
- What kind of discussions does your English teacher organize?
- What do you usually do during the English lessons?

## LESSON 3

**Competency:** The pupils should have a talk about their visiting the doctor.

**Салоҳият:** Хонандагон бояд дар бораи ба назди духтур рафтанишонро нақл карда тавонанд.

quiet ['kwaɪət]	light hair ['laɪt hɛə]
almost ['ɔ:lmeʊst]	only ['ounli]
pneumonia [nju:'mɒnjə]	together [tə'gæðə]
chance ['tʃa:ns]	strange ['streɪndʒ]
clothes ['klaʊðəz]	think ['θɪŋk]
leaf (leaves) [li:f] [li:vz]	

### THE LAST LEAF

(An extract from a story by O' Henry)

#### Part one

Sue often met Johnsy in a little cafe on the East Side of New York, where the two girls came for lunch almost every day. Johnsy was small, quiet, with big blue eyes, and light hair. Sue was dark, bigger, and stronger than Johnsy. They liked the same things in art and music, the same poems and salads, they became very good friends and decided to live together and paint pictures and try to become great artists. They did not have much money, but they were young and full of hope, and life seemed good to them. That was happened in May.

In November, a cold gentleman that the doctors called Mr. Pneumonia came to New York. He went into the houses in the streets and visited almost every family. He did not go near Sue, but he went to Johnsy and put his cold hands on her head. Now Johnsy lay in bed and looked out of the window at the Grey wall of the next house. She was not interested in anything.

One morning the doctor called Sue into the corridor and told her that Johnsy was worse and her life was in danger. She had only one chance to live. It was that she had to want to live. "I can't do anything without her help," said the doctor "if you make her speak about food, pictures, clothes, she'll have a chance to live"

The doctor went away and Sue stood in the corridor and cried. "I must not cry!" She thought at last, "She stopped crying and went into the room with a smile in her face". "The doctor says you must have some soup, drink warm milk and eat fruit", she began, but Johnsy was not listening. She was looking out of the window and was counting. Sue heard the numbers. "Twelve", then after a while "Eleven", and after another minute, "Ten, nine," together. Sue looked out of the window, but could see nothing to count there. She could see only the dirty yard and grey wall of the next house, with an old vine on it. There were only a few leaves on the vine now, and they were yellow and brown. "What are you counting, Johnsy dear?" Sue asked. "Eight", Johnsy said, "three days ago there were almost a hundred; I couldn't count them all. But now it's easy. "There are only eight." "Eight what, dear? Tell me." "Leaves. On that vine. When the last leaf falls, I must go, too". "Nonsense"! Sue said angrily. "Those old leaves are only old leaves. The vine loses all of its leaves every autumn. But you, the doctor says you have a good chance. The doctor is sure you will soon be well again. Try to rest, Johnsy, and do not think about those leaves. I must finish my picture. If I sell it. I'll buy you some nice fruit." "Don't buy any fruit. I don't want anything at all," Johnsy said and she seemed very tired. "I don't want to think, and I don't want to wait. I am very tired, and I only want to go down, down, down, where I can rest at last". "Don't be foolish!" Sue said. "These strange ideas come to you because you are ill. Please, Johnsy, sleep now, if you can. I must run to Behrman and ask him to be my model. I will be back in a few minutes. In addition, she ran out of the room.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Where did Sue often meet Johnsy?
2. Why did the girls come to a small cafe every day?
3. What kind of girl was Johnsy?
4. Did the girls like the same things or different things?
5. Why did the doctor go to Johnsy?
6. Why did Johnsy count the leaves?

**2. Read above text and discuss it in English. Матни болоро хонед ва мазмунашро ба забони англисӣ муҳокима намоед.**

**3. Complete the sentences. Ҷумлаҳоро ба охир расонед.**

Kamol was small and ....., with big blue ..... and light hair. They liked the same things in ... and music, the same ... and salads. They didn't have much money, but they were ... and full of ... When the last ... falls, I must ..., too. I don't want to ..., and I don't want to .....These strange ..... come to you because you are .....

**4. Tell about the story of «The last leaf». Ҳикояи «The last leaf»-ро нақл намоед.**

- a. About the two girls; their friendship.
- b. What happened to them.
- c. Why Johnsy lost her interest in everything.
- d. The doctor's visit.

## LESSON 4

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

archery [ˈɑ:tʃəri]

boxing [ˈbɒksɪŋ]

swimming [ˈswɪmɪŋ]

gymnastic [dʒɪmˈnæstɪk]

athletics [æθˈletɪks]

hockey [ˈhɒkeɪ]

basketball [ˈbɑːskɪtbɔːl]

cricket I [ˈkriki:t]

football [ˈfʊtbɔːl]

volleyball [ˈvɒlibɔːl]

golf [ˈgɔlf]

## SPORTS AND GAMES

People all over the world are very fond of sports and games. That is one thing in which people of every nationality and class are united.



The most popular outdoor winter sports are shooting, hunting, hockey and, in the countries where the weather is frosty and there is much snow – skating, skiing and tobogganing. Some people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interest; this game is played in all the countries of the world. The other games that have firmly established themselves in favour in different countries are golf, lawn-tennis, cricket, volley-ball, basket-ball, and so on. Badminton is also very popular.

All the year round many people indulge in boxing, wrestling, athletics, gymnastics and track and field events. Scores of young girls and women go in for callisthenics.

Among indoor games the most popular are billiards, table tennis, draughts and some others, but the great international game is chess, of course. The results of chess tournaments are studied and discussed by thousands of enthusiasts in different countries.

So we may say that sport is one of the things that makes all people kin.

**1. Speak about above the text using no less than two-three sentences in your speech. Дар бораи матни боло на кам аз ду-се чумла гап занед.**

**2. Say what do you usually have for breakfast. Бигӯед, ки одатан шумо дар нахорӣ чӣ мехӯред?**

**3. Ask your classmates what can they buy at the market in summer? Ҳамсинфонатонро пурсед, ки онҳо дар тобистон аз бозор чӣ мехаранд?**

Meat, potatoes, tomatoes, onions, rabbige, lemon.

We go shopping after school.

To go to the market on Sundays.

**4. Change the numerals according to the example. Рақамҳоро мувофиқи намуна тағйир диҳед.**

**Example:** Chapter 1 (one)- the first chapter.  
Chapter 3, Lesson 12, Part 2: page 371; Book 1,

**5. Try to remember. Write three sentences on every pattern.**  
**Кӯшиш намоед, то ки дар хотир нигоҳ доред. Барои ҳар як намуна сегоғӣ ҷумла нависед.**

**1. So...that...**

With adjectives.

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

With adverbs.

She ran so fast that she won the race.

**2. With “many”.**

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

**3. With “much”.**

1. He ate so much cake that he felt sick. 2. He drank so much that he felt sick.

**4. Such... that.**

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

It's such a fine weather that... Amina wants to go for a walk

## LESSON 5

**Competency:** The pupils should make up a dialogue and use it in their speech.

**Салоҳият.** Хонандагон бояд муқоламаро тартиб дода, онро дар нутқ истифода карда тавонанд.

nature ['neɪtʃə(r)]

hills ['hɪlz]

mountain ['maʊntɪn]

meadows ['medəʊz]

valley ['væli]

inspiration [ɪnspə'reɪʃn]

## COUNTRYSIDE

Nature has always been a favourite theme for poets. Storms and adventures on the sea have inspired them to write stirring verses. Great forests have led them to write solemn songs.

Mountains and valleys, hills and meadows, have given them inspiration. And, indeed, can you find anyone who would not be thrilled by the beauties of nature, who would not be stirred by the charms of shape, colour and motion?

I think everyone enjoys being out in the country. There is a great charm about gathering berries or looking for mushrooms in the silence wood. Perhaps you enjoy sauntering in the fields or rambling through the sweet-scented woods where as you move along you stop now and then to admire the white-stemmed birch trees or some blossoming shrubs. You may like climbing fulls of following strange trails or looking for unusual plants. At the top of each hill, at each turn in the trail you come upon something new, unexpected.

Perhaps you prefer watching insects, animals or birds. You may watch lines of busy animals as they carry bits of food to their hill-like home, or bees as they over flowers. The more you observe, the more you come to know about the beauty of the world around you, and you find a new interest in trees and flowers, fields and valleys and in the animals of the forest.

**1. Read and remember the above text. Make up your own sentences. Матрно хонед ва дар хотир нигоҳ доред. Ҷумлаҳои худро тартиб диҳед.**

**2. Read and act the dialogue, make up your own dialogues. Хонед, муколамаро иҷро намоед ва муколамаи худро тартиб диҳед.**

A (answering phone): 2907744.

B: Hullo. May I speak to Salim, please?

A: Who is it. please?

B: It's his mother.

A: Just a minute, please. (To C.): It's for you.

C: Who is it?

A: It's your mother.

D ... Oh. yes. my husband's wonderful!

S: Really? Is he?

D: Yes. he's big, strong and handsome  
 S: Well, my husband isn't very big, or very strong... but he's very intelligent.  
 D: Intelligent?  
 S: Yes, he can speak six languages.  
 D: Can he? What languages can he speak?  
 S: He can speak French, Spanish. Italian. German, Arabic and Japanese.  
 D: Oh? ... My husband's very athletic.  
 S: Athletic?  
 D: Yes. he can swim, ski, play football, cricket and rugby  
 S: Can he cook?  
 D: Pardon?  
 S: Can your husband cook? My husband can't play sports. but he's an excellent cook.

### A RHYME

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

### 3. Answer the questions. Ба саволҳо ҷавоб диҳед.

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

**4. Say that you (your friend, your sister) were going to do something else. Let your desk-mate ask why you changed your**

mind, and answer him. Гӯед, ки шумо (рафиқи шумо, хоҳари шумо) мехоҳед ягон амалеро иҷро намоед. Бигзор рафикатон пурсад, ки барои чӣ шумо фикратонро дигар кардед ва ба ӯ ҷавоб диҳед.

**Example:**

A. I was going to try to become a member of the football team, but instead of it I want to go in for basketball.

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

A. My best friend is in the basketball team.

## LESSON 6

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

great [greɪt]

strange [ˈstreɪndʒ]

pneumonia [nju:ˈmæʊnjə]

quickly [ˈkwɪkli]

masterpiece [ˈmɑ:stəpi:s]

angry [ˈæŋɡri]

## THE LAST LEAF

### Part two

When Behrman was a young man, he decided to become a great artist. For forty years he tried, but he did not even become a good artist. Now he was more than sixty. Sometimes he sold his paintings, but he never had any money, because he drank.

In the whole world, he loved only two people Johnsy and Sue, and he thought he had to take care of them. “I’ll paint a masterpiece”, he often told them. “and then will go away from these dirty little rooms!” When Sue told him about Johnsy, Behrman was very angry. “Why didn’t you take better care of her?” he shouted. “I’ll never be a model of your picture! Poor, poor Johnsy”. “She is so ill”, Sue said. “And her head is full of strange ideas. She counts the leaves on that old vine and she thinks that when the last leaf falls, she will go too. All right, Mr Behrman, if you don’t want to be my model”. “Who said I won’t

be your model?" Behrman shouted. "Women are so foolish! Come quickly! Johnsy is lying ill in bed, and you're standing here and talking!" Johnsy was sleeping when Sue came into the room with Behrman.

They went to the window and looked out. For five minutes Behrman looked at the vine, then he went away without a word. During the night, a cold rain began to fall and the wind became stronger and louder. She sat near Johnsy's bed, she did not sleep all night.

Very early in the morning, she saw that Johny's eyes were open, and she was looking out of the window. When Sue looked, she saw that there was only one leaf on the vine. "It's the last", Johnsy said. "I heard the wind all night and I can't understand why it did not fall. I'm sure it will fall today, and I'll die at the same time."

"Oh, Johnsy," Sue said, "think of me! What will I do without you? But Johnsy did not answer. Slowly the day passed. Every minute seemed an hour. At the end of the day, the north wind came again and it brought the cold autumn rain.

It rained all night, and in the morning two girls looked out of the window together. The leaf was there. For a time, Johnsy lay quiet. Then she said, "I heard the wind during the whole night, but that brave little leaf fought it. I've been a bad girl, Sue, and now I'm sorry.

That last leaf has taught me how to fight for my life, how bad it is to want to die. You may bring me some bread and butter and tea now, and later I'll drink a cup of milk. "An hour later, she said, "Sue, I'd like to paint a picture of a storm on the sea". The doctor came in the afternoon and said that Johnsy was out of danger. He said to Sue "Sue, her chances are much better. If you take good care of her, you'll win. And now I must go to other patient. His name is Behrman, an artist, I think pneumonia, too. We'll take him to the hospital, but he is old and his heart isn't strong. There is no hope for him, I'm afraid". A few days later, Sue came to Johnsy's bed and sat down. "I have something to tell

you, dear,” she said. “Mr Behrman died in the hospital today. Pneumonia.

They found some green and yellow paint in his room. Do you see that leaf? It isn't on the vine. Behrman painted it on the wall behind the vine. Look out of the window dear, Johnsy, at the last leaf on the wall. Why it never moved when the wind blew.” “Ah, darling, Mr Behrman painted it that terrible night when the last leaf fell, it is his masterpiece”.

**1. Read above text. Retell the main idea of it in English. Матни болоро хонед. Мазмуни асосии онро бо забони англисӣ нақл намоед.**

**2. Prove the following facts. Give as many facts as you can remember. Далелҳоро исбот намоед. Чӣ қадаре, ки далелҳо дар ёд дошта бошед, нақл намоед.**

1. Johnsy was not interested in anything. 2. Sue loved Johnsy very much. 3. The doctor couldn't do much for Johnsy. 4. Behrman was very good to the girls. 5. Behrman was a great artist.

**3. Act as if you are a) Sue, b) Johnsy, c) The doctor, d) Mr Behrman.**

### Vocabulary

to sell (sold, sold) – фурӯхтан;  
a masterpiece – шоҳасар;  
to take care of – ғамхорӣ кардан, нигоҳубин кардан;  
a strange idea – фикри аҷойиб (ғалатӣ);  
without a word – ягон сухан нагуфта;  
fight (fought) – мубориза бурдан;  
a patient – бемор, касал;  
a village – қишлоқ, деҳа;  
the leading part – нақши асосӣ;  
talented – болаёқат.

## LESSON 7

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда шумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

building [ˈbɪldɪŋ]

height [haɪt]

imagine [ɪˈmædʒɪn]

restaurant [ˈrestərɔːŋ]

according [əˈkɔːdɪŋ]

architect [ˈɑːkɪtekt]

Acropolis [əˈkrɒpəlɪs]

### LIVING IN THE SKIES



Imagine a building one third of the height of Mount Everest, built by robots, and containing a whole city. Imagine you can walk out of your front door in a T-shirt and shorts on a cold winter's day and take a lift down 500 floors to school.

Imagine you can see the sea a mile below you. Imagine you can never open a window.

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

Obayashi Gumi has designed a two-kilometre high building, acropolis, which will stand right in the middle of Tokyo Bay. Over 300.000 people will live in it. It will be 500 floors high and in special lifts it will take just 15 minutes to get from top to bottom. Restaurants, offices, flats, cinemas, schools, hospitals, and post offices will all be just a few lift stops away. According to the architects, acropolis will be the first "city to touch the skies".

**1. Read the verbs and write down the three forms of them.**  
**Феълҳоро хонед ва се шакли онҳоро нависед.**

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



**2. Get more information by means of putting questions. Бо гузоштани саволҳо маълумоти бештар гиред.**

It will fly.

He was fighting.

She has found.

People will live

**3. Read and act the dialogue. Make up your own dialogues. Work in pairs. Хонед ва муколамаи худро тартиб диҳед. Дунафарӣ кор кунед.**

– Did you have a good holiday in the mountains?

– Yes, I enjoyed it very much.

– What do you think about going to the mountains the next year?

– Oh, it will be fine.

**4. Finish the story. Хикояро ба охир расонед.**

Imagine you are at home alone. Imagine you are in the forest alone and you don't know the way. Imagine you can see the sea a mile below you. Imagine you can never open a window.

**5. Have a pair talk on this story. Бо рафиқатон оид ба матн суҳбат кунед.**

There are many animals in the forest. I and my friend went there for picnic.

**6. Answer the questions. Ба саволҳо ҷавоб диҳед.**

Would you like to live in Europe?

Why (why not)?

**7. Make up sentences using when, if (present) will (future). Бо истифодаи if (ҳозира) ва will (оянда) ҷумлаҳо соzed.**

**8. Put «when» or «if» into each gap. Ба ҷойҳои холӣ калимаҳои «When» ё «If»-ро гузоред.**

**Example:**

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

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

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

I get my next pay cheque....

We'll go skiing next winter....

We have enough money....

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

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

## LESSON 8

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

jungle ['dʒʌŋɡl]

numerous ['nju:mərəs]

destroy [dɪs'trɔɪ]

sense ['sens]

communicator [kə'mju:nɪkɪtə]

record ['rekɔ:d]

joke ['dʒəʊk]

powerful ['paʊəfʊl]

## HELLO, PEOPLE OF THE WORLD!

There are five billion people in the world and they live in all different corners of it. They live on the snow and ice of the Poles and in the tropical jungles on the equator [ɪ'kwɪtə]. They have climbed the highest mountains and walked on the seabed. Some of them have even left the earth and visited the moon. The human species is the most numerous and most powerful of all the animals on the earth. How did this happen? In many ways, animals can do things better than we can. Dogs can smell and hear better than we can. Cats can see in the dark. Birds can fly thousand of miles away and return to the same place every year. But we are different. No other animal builds cathedrals, plays footballs, tells jokes, gets married, has prisons, writes symphonic, elects presidents, or goes to the moon.

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

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

Fight for peace and friendship and be against air pollution.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. How many billion people are there in the world?
2. Where do people live?
3. What can people choose to do?
4. What is the biggest difference between people and animals?

**2. Work in pairs. Дунафарӣ кор кунед.**

1. Remember the names of animals and birds as many as you can.

What can they do that people can't?

**Example:** Birds can fly.

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

**Example:** We can write poetry.

**3. Retell about Japan in a chair around the class. Дар мизи мудаввар дар бораи Ҷопон суҳбат кунед.**

**4. What do you think about above text? Шумо дар бораи матни боло чӣ фикр доред?**

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

**5. Fill in the blanks with the articles where it is necessary. Ба ҷойи нуқтаҳо дар ҷойҳои лозима артикл гузоред.**

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

**6. Make up dialogues. Муколама тартиб диҳед.**

**1. Karim:** How did you like the movie you saw last night?

**Kamola:** I cannot say it was the best I have ever seen.

**Karim:** Certainly not. Do not waste your time. Hadn't you read the reviews before you went to see it?

**Kamola:** Did you go alone or with a friend from work?

**2. Father:** What did you say son? What? You crashed the car again?

**Son:** Yes

**Father:** This is the third accident you have had this year.

**Son:** You're very angry now, dad. We had better talk about this later on.

**3. Caodat:** Why Gulnora doesn't want to talk with me?

**Salima:** Why do you think so?

**Caodat:** When ever we meet, she pretends not to see me.

**Salima:** I don't think it's because she hasn't got over her anger. She's having a bad time at work nowadays.

## LESSON 9

**Competency:** The pupils should have a talk about their future career.

**Салоҳият:** Хонандагон бояд дар бораи касби ояндаи худ нақл карда тавонанд.

foreign ['fɔrɪn]	profession [prə'feʃjən]
original [ə'ɹɪdʒənəl]	different ['dɪfrənt]
knowledge ['nɒlɪdʒ]	understanding [ʌndə'stændɪŋ]
modern ['mɒdən]	better ['betə]

### MY FUTURE PROFESSION

Let me introduce myself. My name is Saida. I have left school this year. It is my dream to become a student of the English department. I want to study English, German and French. Knowing of a foreign language opens a new world for us. If you know a foreign language, you can speak with foreigners and it is a way to better understanding. If you know a foreign language you can read books in the original, and it is a way to better understanding of other people's nature and culture. In our country, children study different foreign languages. At school, I took up English. I read stories by English, American and Australian writers. It has become my habit to read English books in adapted form every day. I learn poems and do many grammar exercises.

Now I know I must work hard to master English. Studying the English language under the guidance of the University teachers I want to learn much about the history of words, their origin and usage in ancient times. For example, the word "window" is made of two very old Anglo-Saxon words, such as "wind" and "eye". The word "window" means "the wind's eye". It tells us of the time when a window was only a hole in the wall, and the wind used to come through it.

When I finish my studies, I will begin teaching in a secondary school. I think I will enjoy the work greatly.

Teaching is a noble profession. In modern times all kinds of specialists need foreign languages in their work – teachers, doctors, engineers and people in many other professions. If a specialist does not know a foreign language, he cannot use all the foreign books, which he needs in his work. I want to teach my pupils to read English books in the original, so they will not depend on translations.

I hope I have chosen the right profession.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. What is your dream?
2. Does the knowledge of foreign language open a new world for us?
3. What can you do if you know a foreign language?
4. What is the origin of the word “window”?
5. Why is teaching a noble profession?

**2. Read the verbs and write down three forms of them. Феълҳоро ҳонед ва онҳоро дар се шакл нависед.**

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

**3. Do the sums and get more information. Мисолҳоро ҳал намоед ва маълумоти бештар гиред.**

**Model:**

14+3 fourteen and (plus) three is seventeen

30-8 eight from thirty is twenty-two

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

25x5 twenty-five multiplied by five is one hundred-twenty five

23+16=	100x3=
48-18=	25x4=
24-16=	40x5=
13+27=	963:3=

$50 \times 2 =$	$350 : 5 =$
$40 \times 4 =$	$280 + 2 =$
$8 \times 7 =$	$400 \times 25 =$

**4. Give short answers using «mine, yours, his, hers, ours, theirs, its.» Make a conclusion. Бо истифодаи «mine, yours, his, hers, ours, theirs, its» ҷавобҳои кутоҳ диҳед. Фикратонро гӯед.**

Whose book are you holding, yours or your friends?

Whose hair is darker, yours or your mother's?

Your bag is in your desk. Where is your desk? Where is your teacher's?

Whose family is bigger, yours or your friend's?

What colour are your eyes? And your father's?

Hissor is not a very big town. What about the town where you and your family live?

Whose desk is in the corner of the classroom, yours or your friends?

Your size is 22. Take a size bigger. What is my size?

**5. Read and act the dialogue. Make up your own dialogues. Муколамаро хонед, иҷро кунед ва муколамаи худро тартиб диҳед.**

A. That is our suitcase.

B. And that suitcase is ours, too.

C. Is this yours, madam?

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

B. Is this one?

C. Yes, that's mine.

D. Are these yours, sir?

E. No, mine are the same size, but they are different colour.

**6. Read above text and retell it. Матнро хонед ва онро нақл намоед.**

**7. Compare “by-with”. “By-with”-ро муқоиса намоед.**

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

A. This poem was written by Tursunzoda.

The door is opened by a student.

B. Open the door with this key.

I can write better with my own pen.

**2. Accompaniment-with**

He went with her to the shop

Have some of this sauce with your meat

**3. Purpose-for**

The door is for emergency exit (баромадгоҳи эҳтиётӣ).

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

**4. Possession-of**

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

**5. Measure of and by**

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

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

## LESSON 10

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

business [ˈbɪznɪs]

individual [ɪndɪˈvɪdʒʊəl]

production [prəˈdʌkʃn]

entrepreneur [ɒntrəˈprɒːnɜː]

sale [seɪl]

stock [stɒk]

profit [ˈprɒfɪt]

share [ʃeə]

exchange [ɪksˈtʃeɪndʒ]

stockholder [ˈstɒkhəʊldə]

## THE CONCEPT OF BUSINESS

Business is a word that is commonly used in many languages. Traditionally, business simply meant exchange or trade for



things people wanted or needed. Nowadays, the concept and activities of business have increased. One definition of business is production, distribution, and sale of goods or services for a profit. To examine this definition, let us look at its different parts.

First, production is the creation of services or processing of materials into products. Example is the conversion of iron ore into metal car parts. Next, these products need to be moved from the plant to the marketplace. This is known as distribution. A car might be moved from a plant in Germany to a car dealership in Poland. Third is the sale of goods and services. Sale is the exchange of a product or service for money. A car is sold to someone in exchange for money.

Goods are products that people either need or want; for example, cars can be classified as goods. Services, on the other hand, are activities that a person or group perform for another person or organization. For example, an auto mechanic performs a service when he repairs a car. A barber renders a service when he cuts your hair.

Business, then, is a combination of all these activities: production, distribution, and sale. However, there is another important factor, i.e., creation of profit or economic surplus. A major goal in the functioning of any business company is making a profit. Profit is the money that remains after all the expenses are paid. Creating an economic surplus or profit is, therefore, a primary goal of business activity.

The three traditional forms of business are the sole proprietorship, the partnership, and the corporation. The sole proprietorship means going into business for oneself. All one needs is some knowledge about the business, start-up capital and knowledge of regulations. The partnership is an association of two or more people involved in business under a written partnership agreement. The corporation is the legal entity having a right to issue stock certificates. The people who own such stock certificates (or shares) are called stockholders/ shareholders. They in fact own the corporation.

**1. Write down the sentences into negative and interrogative forms. Ҷумлаҳои зеринро дар шакли инкорӣ ва саволи инкорӣ нависед.**

1) A car is sold to someone in exchange for money. 2) A barber renders a service when he cuts your hair. 3) Business is a word that is commonly used in many languages. 4) The partnership is an association of two or more people involved in business under a written partnership agreement. 5) A major goal in the functioning of any business company is making a profit.

**2. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1) Where can we find the most important political, business and cultural news in our papers? 2) In which newspapers can you find advertisements? 3) Do you use newspaper for reading or just glancing on the article? 4) Do you read papers to catch up with the latest news or are you interested in some particular problems?

**3. Make up sentences from the following words. Бо калимаҳои зерин ҷумлаҳо соzed.**

Business, production, sales, profit, service, expenses, corporation, goods, distribution, sale.

**4. Make up dialogues. Муколама тартиб диҳед.**

Lola – Let's have tea, shall we?

Sobir – That's a good idea. Shall I take the table out?

Lola – Yes, please. And the chairs too.

Sobir – Right. Where shall I put them?

Lola – Oh, anywhere. I'll bring the tea.

Sobir – Bring it under the tree here. That's better.

Lola – Now perhaps we can have some tea.

## LESSON 11

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

computer [kəm'pjʊ:tə]

realize ['riəlaɪz]

twelfth [twelfθ]

damage ['dæmɪdʒ]

threatened [θretnd]

crazy ['kreɪzi]

### THE ROLE OF COMPUTER IN OUR LIFE

When Sobir was ten he seemed to be very interested in computers. His mother knew that he would love to have one, but she couldn't afford to buy him one. He learned how to use a friend's computer, but he couldn't wait to get one of his own. His mother decided to give him a computer for his twelfth birthday. At first she only let him use it for an hour a day. She didn't want it to damage his eyes.

By the time when Sobir was fifteen he had become very good at using his computer, but it was his only hobby. His mother wanted him to go out and do things, but he had very few friends. Nobody could persuade him to do anything and nothing could make him turn his computer off.

In the end, his mother threatened to turn off the electricity. Sobir went to bed and pretended to be asleep, but at midnight he got up to work at the computer again. He didn't want to sleep or to eat. He just couldn't bear to be away from his computer.

Sobir's mother didn't know what to do. Her fifteen-year-old son had become a computer addict. Not even the family doctor knew how to help. One morning Sobir's mother found him lying on the bedroom floor. He had collapsed with exhaustion. Two weeks in hospital finally made Sobir realize that his computer had become a dangerous obsession.

Now Sobir is eighteen. He has lots of friends and hobbies. He hopes to study computer science at University and would like to find a job in computer research.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Why didn't Sobir's mother buy him a computer when he was ten?
2. When did his mother decide to give him a computer?
3. How long did she let him use it?
4. Why didn't she let him use it for longer?
5. What made Sobir's mother realize that he had become a computer addict?

**2. Read and finish the sentences from the text. Матнро хонед ва ҷумлаҳои аз рӯйи он пурра намоед.**

- 1) When Sobir was ten, he ... very interested in computers.
- 2) His mother knew that he... one, but she couldn't... him one.
- 3) He learned ... a friend's computer, but he ... one of his own.
- 4) His mother... him a computer for his twelfth birthday.
- 5) At first she only... it for an hour a day.

**3. Make up dialogues. Муколама тартиб диҳед.**

Nasim: What's wrong, Amina? You look upset.

Amina: I want to go sailing, but my aunt won't let me go. She's too strict. She lets Bahrom do everything, and he's younger than me. Yesterday she let him watch TV until midnight. She makes me do the washing up every day, but she never makes Bahrom do anything. It isn't fair.

Later, Nasim tells Bahrom about Amina's problem.

Nasim: Amina says that she wants to go sailing, but her aunt won't let her go. She says her aunt makes her do the washing up every day but she never makes Bahrom do anything.

**4. Read and act the dialogue. Make up your own dialogues. Work in pairs. Хонед ва муколамаро иҷро кунед. Муколамаи худро тартиб диҳед. Дунафарӣ кор кунед.**

F. Where do you live, Tohir? Do you live near here?

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

F. What's your address?

D. I live at 86 Firdowsi street.

F. How long have you lived there?

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

**5. Read the words and translate them. Қалимаҳоро хонед ва тарҷума намоед.**

Success-succesful-succesfully

Employ-employment-unemployment

Strong-strongly-strength-strengthen

Realization-realize

Break-breaker-breakable-unbreakable

Relative-relatively-relation-relationship

Educate-education-educational

Member-membership

Practical-practically

Enthusiastic-enthusiastically

Establish-establishment

## LESSON 12

**Competency:** The pupils should give a brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

a director [di'rektər]

to be excited [ɪk'saɪtɪd]

a choice ['tʃɔɪs]

road ['rəʊd]

performance [pər'fɔ:məns]

extreme [ɪk'stri:m]

to find ['faɪnd]

## TOO WELL

Miss Carrington was a famous actress. She was born in Cranberry, a small beautiful village. When she was 17, she left Cranberry for New York. In New York she began working at

the drama theatre. She was very talented and some years later she became a famous actress.

Once the director of the theatre she was working at decided to put on a modern play about the country life. Miss Carrington was going to play the leading part, but they couldn't find an actor for the male part. One day a young man came to see the director and asked him to give him the part. But it was only Miss Carrington who could make a choice, because she knew the country life very well and wanted to have a partner, who could give a convincing performance of a country man.

The young actor wanted to have his part very much and he thought of a plan. He asked many people about Miss Carrington and found out everything about her. Two days later he went to Cranberry. He stayed there for a few days and then he came back to New York

Once when Miss Carrington was having lunch with her friends in a small restaurant, a young poor man came up to their table and said to Miss Carrington. "Good morning! Don't you remember me? I am Bill Summers from Cranberry".

Miss Carrington didn't remember anybody by this name, but when he began telling her the news about her old friends she was extremely interested. "You know! I saw your mother only a few days ago," - said the young poor man.

"Oh really. How is she?" asked the actress. "When I came she was sitting near the house and looking at the road. She said. "My daughter has gone this way and something tells me she will come back this way." Miss Carrington was very excited. She asked the young man to come and see her again. "Now I'd like to go as I am a bit tired," she said.

The next day the young actor came to the hotel where Miss Carrington was staying. He wanted to tell her everything and to ask her to give him the part. But the hotel clerk said. "Miss Carrington went to Cranberry, to her village". "Will she come back?" asked the actor. "I believe not" answered the clerk. The young actor realized that he acted too well.

**1. Say what is the story of «Too well» about. Гӯед, ки матни «Too well» дар бораи чӣ аст.**

- a. Miss Carrington and her work at the theatre;
- b. The young man who wanted to play the leading part;
- c. Miss Carrington's leaving for Cranberry.

**2. Think and answer. Фикр карда ҷавоб диҳед.**

Why was the young man's performance too well?

**3. Read, discuss and retell above story. Ҳикояи болоро хонед ва нақл кунед.**

**4. Make up sentences from the following words. Бо калимаҳои зерин ҷумлаҳо соzed.**

Famous, actress, was born, beautiful, drama theatre, talented, became, young, performance

**5. Read and finish the sentences from the text. Матро хонед ва ҷумлаҳоро аз рӯйи он пурра намоед.**

When she was 17..... In New York she began working..... She was very talented and .....The next day the young actor came..... He wanted .....and to ask her to give him the part..... his part very much and he thought of a plan. He asked .....and found out everything about her. Two days later..... He stayed there for a few days and .....

**6. Express your disagreement. Норозигии худро баён намоед.**

*e.g. – Halim finishes work at 5, doesn't he? (at 6)*

*No, he doesn't. He finishes work at 6.*

1. Lola likes tennis, doesn't she? (volley-ball) 2. He teaches Spanish, doesn't he? (Russian) 3. Halim works at a plant, doesn't he? (at an office) 4. Halim makes many mistakes in his dictations, doesn't he? (few) 5. You usually travel by car, don't you? (by train)

*e.g. – Halim doesn't know Italian, does he?*

*Yes he does. He knows Italian very well.*

2. Halim doesn't skate, does he? 2. Your friend doesn't speak English does he? 3. You don't work on Saturdays, do you? 4. Lola likes hockey, does she? 5. They don't play cards, do they? 6. He doesn't smoke, does he? 7. Ali doesn't read much, does he?

## LESSON 13

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

cycling ['saɪklɪŋ]

tennis ['tenɪs]

gymnastics [dʒɪmænæstɪks]

swimming ['swɪmɪŋ]

wrestling ['reslɪŋ]

rowing ['rəʊɪŋ]

field [fi:ld]

track [træk]

## SPORTS AT THE OLYMPICS

The first modern Olympic Games were held in Athens in 1896. There were nine sports: cycling, tennis, gymnastics and swimming, track and field, rowing, wrestling and shooting. Sailing was also to have taken place, but had to be cancelled because of bad weather at sea. At that time, as today, most people were interested in the track and field events in the main stadium.

In the first Olympics there were no real team sports. Then, slowly, a few team sports joined the program. Soccer and field hockey were the first team sports introduced into the Olympics in London in 1908. Then in 1936, at the Berlin Olympics, the Germans brought in handball and the Americans had basketball accepted as an Olympic sport.

It often happens that the country that introduces a new sport into the Olympics then goes on to win the gold medals. In 1904, at the Olympics in St. Louis, the Americans introduced



boxing and won all seven events. Five horseback-riding events were introduced into the 1912 Stockholm Olympics, and Swedish riders won four of them. And in 1964, at the Tokyo Olympics, two sports which are very popular in Japan were introduced: judo and volleyball. The Japanese won all three gold medals in judo, and also won the first women's volleyball competition.

Some new sports have recently been added to the Olympics. In Los Angeles, in 1984, baseball was introduced and windsurfing became an Olympic sport. In Seoul, Korea, in 1988, there was table tennis for the first time, and tennis returned as an Olympic sport. Unlike tennis, some sports, such as golf and rugby, have been tried in the Olympics but have never returned.

The Olympic Games continue to get bigger and bigger. They also get more and more expensive.

**Note:** net-ball: an English game, basically the same as basketball (played by women)

**1. Write down the sentences into negative and interrogative forms. Цумлаҳои зеринро дар шакли инкорӣ ва саволи нависед.**

1) This afternoon I'm taking my cousin and my uncle to a football match. 2) Simon's never seen a professional game. 3) Guy hasn't seen one for years. 4) I often go to football matches. 5) Their games are always good.

**2. Make up dialogues. Муколама тартиб диҳед.**

J: Oh, what a beautiful statue!

B: Thank you. It's a trophy I won years ago for running.

J: You must have been a good runner.

B: Yes, I was, if I do say so myself. I was champion in the half-mile at the Oregon State Track Meet for two years.

J: Did you ever lose a race?

B: I lost once or twice. But I usually beat my opponents.

J: It must have felt great to win.

B: You're right about that. Victory is always a good feeling.

J: Do you still run?

B: No, I haven't since I hurt my knee five years ago, but I still keep my old uniform hanging in the closet. Maybe you'd like to see it.

**3. Make up sentences from the following words. Бо калимаҳои зерин ҷумла тартиб диҳед.**

1. cry / babies / a lot
2. playing / children / games / like
3. money / who / this / gave / you / ?
4. my sandwich / to John / gave / I
5. pizzas / bought / three / we

**4. Make up dialogues. Муколама тартиб диҳед.**

I: Henry, do you do a lot of sports?

H: Yes, I exercise every day.

I: How many sports do you go in for?

H: Five.

I: And what are they?

H: Swimming, tennis, cycling, yoga and jogging.

**5. Read the dialogue and make up your own dialogues. Work in pair. Муколамаро хонед ва муколамаи худро тартиб диҳед. Дунафарӣ кор кунед.**

A. Are you a sports fan?

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

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

**6. a) Make up sentences which correspond to real situations. Ҷумлаҳои тартиб диҳед, ки ба вазъияти воқеӣ мувофиқат кунанд.**

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

**b) Make 5 sentences from this table. Аз рӯйи чадвал 5 ҷумла тартиб диҳед.**

## LESSON 14

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

global ['gləʊbl]	fee ['fi:]
computer [kəm'pjʊ:tə(r)]	electronic [,elek'trɒnɪk]
rapidly [rə'pɪdli]	popular ['pɒpjələ]
publication ['pʌblə'keɪʃən]	telecommunication
alternative [ɔ:l'tɜ:nətɪv]	[,telɪkə,mju:nɪ'keɪʃ(ə)n]
wire ['waɪə]	

## THE INTERNET

Many electronic network systems were created in 1989 and have continued to grow since then. They now offer access to information and the means to communicate with other individuals, businesses, or countries all over the world. A tremendous amount of pertinent information is available on what is termed the Internet. In fact, you do not even have to leave your computer to obtain information from the world famous libraries.

The Internet is a global computer network. It is developing very rapidly. You can read many publications (newspapers, magazines, journals) through the Internet. E-mail is the most popular service. A great many of people, who have access to

the Internet, use the network only for sending and receiving E-mail messages. In many countries the Internet provides businesspersons a reliable alternative to the more expensive and unreliable telecommunications systems. That is always cheaper, because you send E-mail messages, you only have to pay for phone calls to your local service providers, not for calls across your country or around the world. For these services you pay your service provider a monthly or an hourly fee. Part of this fee goes towards its costs to connect to a larger provider, another part received by the larger service provider goes to cover its costs of running a worldwide network of wires and wireless stations.

**1. Divide the text into notional parts and name them. Матнро ба қисмҳои маънодор таксим намуда, сарлавҳа гузоред.**

**2. Read the verbs and write down three forms of them. Феълҳоро ҳонед ва се шакли онҳоро нависед.**

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

**3. Read and make up your own dialogues. Work in pairs. Ҳонед ва муколамаи ҳудро тартиб диҳед. Дунафарӣ кор кунед.**

A. Did you enjoy the tennis game?

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

A. Yes, I enjoyed last week tennis game.

**4. Complete the following sentences. Ҷумлаҳои зеринро пурра кунед.**

**For example:**

... is a kind of summer sport. Boating is a kind of summer sport.

1...is a kind of winter sports. 2....is a kind of sports for men. 3....is a kind of summer sports. 4....is a kind of sports which is pleasant for everyone. 5....athletics comprises such kinds of sports... 6. Winter sports comprise such kind of sports as... 7. Say what kind of sports you are fond of, whether you go in for

any kind of sports and give the names of the famous sportsmen you know.

**5. Make up groups of 3 pupils and speak about any kind of sports.** Хонандагонро ба 3 гурӯҳ чудо кунед ва дар бораи ягон намуни варзиш гап занед.

a) winter sports b) summer sports c) sports at our school d) the last competition I matched e) the last competition I took part f) games I like to play

**6. Write a composition about «My favorite kind of sports» (no less than 10 sentences).** Дар мавзӯи «My favorite kind of sports» (на кам аз 10 ҷумла) иншо нависед.

## LESSON 15

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

whistle ['wɪsl]	highly ['haɪli]
jeer ['dʒiə]	duck[dʌk]
crowd ['kraʊd]	scores ['skɔ:z]
opera ['ɒpərə]	cricketer ['krɪkɪtər]
bullfight ['bʊlfart]	star ['stɑ:]

## CHARACTER OF THE ENGLISH PEOPLE

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

Do the British like to complain?

Read the article from the travel guide to check your prediction (reading for the main idea).

British people are said to be in different to complaint. As a rule they tend to avoid making a fuss and keep themselves in check.

All this helps to explain their reaction to bad plays, bad

performances or bad service in hotels or restaurants. Except on rare occasions, the British do not go to the theatre, they simply stay away. They do not whistle and jeer like an Italian crowd at the opera or Spanish crowd at a bullfight. If the star cricketer scores a duck, if the highly praised footballer misses a goal, the British allow them to leave the ground in heavy silence. When the British do complain, they generally do that in a rather apologetic manner in fact, they tend to give the impression of being unsure in order to be polite and diplomatic.

1. Read the text “Characteristics of the English people”. At first listen to the teacher’s retelling and answer the teacher’s questions on it. Матни “Characteristics of the English people” хонед. Аввал накли омӯзгорро гӯш кунед ва ба саволҳо ҷавоб диҳед.

2. Look at the humorous pictures. Have a talk on them, in pairs. Ба расми ҳаҷвӣ нигоҳ кунед ва дар бораи он бо рафика-тон суҳбат кунед.



3. Read and translate international words. Калимаҳои байналмилалиро хонед ва тарҷума кунед.

apparatus	chemical	leader
person	photographic	radio-active
uranium	radio-activity	radium.
apparatus	chemical	leader person

4. Use the necessary word in the sentence. Калимаҳои лозимаро дар ҷумла истифода баред.

1. Maria Curie discovered.... 2. Our school laboratories have necessary... for experiments in physics and chemistry. 3. I, A. Khlestakov was taken for a very important.... 4.... is a heavy, white, metallic element. It is...

**5. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Do American children enter school at the age of six or at the age of seven?

2. Do they attend Elementary school for four years or for six years?

3. Are they encouraged to leave High school at sixteen or stay on until eighteen?

4. Do pupils take examinations at the end of each year and final examinations at the end of the twelfth grade, too?

5. Do all the pupils take the same subjects or can they choose from a number of subjects?

6. Is a course in agriculture offered at all High School or at Rural school only?

## LESSON 16

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

severe [sɪ'viə]

electric [ɪ'lektrɪk]

shock ['ʃɒk]

housewife ['haʊswaɪf]

narrowly ['nærəʊli]

crash ['kræʃ]

roof ['ru:f]

completely [kəm'pli:tli]

destroying [dɪ'strɔɪɪŋ]

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



## **Tree Destroys House**

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

## **Man gets shock**

A man received a severe electric shock at his home in Solihull, Birmingham. Mr. Ian Jaylor, 42, spent the night at the “Birmingham Royal Hospital” and then went home. Suddenly there was a flash and an explosion. I don’t know how it happened”.

**1. Here are some pieces of advice about running. Some of them are good and some are not. Which sentences does give you a good advice? Инчо якчанд маслиҳат дар бораи давидан дода шудааст. Баъзеяшон хуб, аммо баъзеи дигарашон бад мебошад. Дар кадом шумлаҳо ба шумо маслиҳати хуб дода шудааст?**

1. Wear good running shoes.
2. Run early in the morning, it is better.
3. Wear comfortable clothing.
4. Always warm yourself before you run.
5. Always run with somebody never run alone.
6. Rest every 10 minutes or so.
7. Walk for a few minutes after you finish running.
8. Don’t run if you feel tired.
9. Never drink water while you are running.
10. Don’t run until two hours after eating.
11. Don’t run fast down hill.
12. Don’t run if you’ve got a cold.
13. Don’t run if you are over 50 years old.
14. Don’t run on roads in fog.

**2. Answer the questions. Ба саволҳо ҷавоб диҳед.**



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

**3. Practise the 3<sup>rd</sup> person singular in the Present Indefinite Tense. Шакли сеюми танхоро дар замони ҳозираи номуайян машқ намоед.**

**Example:**

You speak English and Mary speaks French.

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

**4. Review the new words and word combinations of all the lessons covered. Ибора ва калимаҳои мавзӯҳои гузаштара такрор кунед.**

## LESSON 17

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

modern ['mɒd(ə)n]

game [geɪm]

handball ['hændbɔ:l]

sport [spɔ:t]

professional [prə'feʃ(ə)n(ə)l]

stadium ['steɪdɪəm]

## SPORTS IN OUR LIFE

Thousands of people go in for sports, because sports help people to keep in good health. The most popular sports in our country are field – and – track athletics, football, volleyball, basketball, hockey, gymnastics, skiing and skating. There are lots of stadiums, sports clubs, and sports grounds in our country.

If you want to keep fit, you must go in for one kind of sport or another.

Sport is an essential part of my daily life. Every morning all the year round I do my morning exercises. Almost every day I do some training. In summer I go swimming and rowing. I usually spend my winter holidays in the country where I ski, skate or toboggan. In every school pupils spend much time going in for sports. First of all they have their physical training lessons. From time to time every school organizes competitions in different kinds of sport. All my friends go in for different kinds of sports, such as water sports, gymnastics with or without apparatus, fencing, wrestling, boxing. Of all outdoor games I prefer football. Sport makes people strong, healthy, and gay, I like it very much.

The Olympic Games have a very long history. It is a very old tradition in the world of sports. History tells us that the tradition began more than two thousand years ago, in Greece.

All the cities sent their best athletes to the city of Olympus to compete in the games. During the Olympic Games all wars between the cities stopped and the people lived in peace.

The Olympic Games are the favourite sports of all countries – running, high – jumping, gymnastics, football, basket – ball, swimming, skiing, skating and other sports that young people in all countries go in for.

The Olympic Games take place every four years. The Olympic Games Committee decides the place of the Olympic Games and the sports that the athletes will compete in.

**1. Read and translate above text. Матни болоро хонед ва тарчума намоед.**

**2. Make up sentences from the following words. Бо калимаҳои зерин ҷумлаҳо созад.**

Almost, every day, training, swimming, rowing, winter holidays, skate sport.

**3. Translate the sentences. Ҷумлаҳоро тарчума кунед.**

1. Soccer and field hockey were the first team sports introduced into the Olympics in London in 1908.

2. The Japanese won all three gold medals in judo, and also won the first women's volleyball competition.

3. Some new sports have recently been added to the Olympics.

4. In Los Angeles, in 1984, baseball was introduced and windsurfing became an Olympic sport.

**4. Read and translate the sentences. Чумлаҳоро хонед ва тарҷума намоед.**

1. Remember: to be going to - to plan doing something

2. They are going to build a club on the bank of the lake.

3. The collective farmers are going to sow this field with wheat.

4. Father is going to plant a few apple-trees behind the house.

5. The boys were going to enter a secondary technical school.

6. Nor was going to ride a horse.

**5. Write down the sentences into negative and interrogative forms. Чумлаҳои зеринро дар шакли инкорӣ ва саволи нави-сед.**

1. All my friends go in for different kinds of sports, such as water sports, gymnastics with or without apparatus, fencing, wrestling, boxing.

2. Of all outdoor games I prefer football.

3. Sport makes people strong, healthy, and gay, I like it very much.

4. The Olympic Games have a very long history.

5. It is a very old tradition in the world of sports.

6. History tells us that the tradition began more than two thousand years ago, in Greece.

7. The Olympic Games take place every four years.

## LESSON 18

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда шумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

people ['pi:pl]

use [ju:z]

radio ['reɪdiəu]

television ['telɪvɪʒ(ə)n]

leisure ['leɪʒə]

championship ['tʃæmpɪənʃɪp]

dancing ['dɑ:n(t)sɪŋ]

hockey ['hɒki]

### LEISURE!

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



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

museums, houses of culture and clubs in our country, where we can spend our free time.

Houses of Culture and clubs are the centres of cultural activities, which are carried out through different sections. Those who like to dance join a dancing section. Those who are interested in music join a musical section where they are taught to play different musical instruments.

People who are fond of sports can join sport sections such as football, boating, chess and others. The art section is one of the most popular with the people, because they can learn to create beautiful things there.

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

**1. Say what you usually do at leisure time. Бигӯед, ки шумо дар вақти холигиатон чӣ кор мекунад.**

**2. Speak about your plans for the next Sunday. Where do you go to see a new film or a play? Then retell your classmates when and where you will go to see them. Make up groups of 3-4 pupils. Дар бораи нақшаи якшанбеи ояндаатон гап занед. Шумо барои тамошои филм ё сахнача ба кучо меравед? Баъд ба ҳамсинфатон гӯед, ки шумо инро кай ва дар кучо дидани хастед. Гурӯҳе иборат аз 3-4 нафар ташкил кунед.**

**3. Make up your own sentences using “to be going to”. Бо истифодаи “to be going to” ҷумлаҳои худро тартиб диҳед.**

**4. Read and learn the dialogue. Make up your own dialogues as follows. Муколама ро хонед ва аз худ намоед. Аз рӯйи намуна муколамаи худро тартиб диҳед.**

A. Will you go to the theatre tonight?

B. What's on?

A. It is “The life of Rudaki”.

B. I've seen it.

## LESSON 19

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

bright [braɪt]

delighted [dɪ'laɪtɪd]

labyrinth ['læbərɪnθ]

king [kɪŋ]

**1. Read the text and retell it. Матнро хонед ва онро нақл намоед.**

### IN THE LABYRINTH

So Daedalus began working for King Minos, and he was happier than he had ever been.

His first task was to rebuild the hall. To support the roof he used wooden beams and columns. He painted the walls with bright pictures of animals and sea creatures.

King Minos was so delighted that he told him to choose a wife from among the palace ladies. But Daedalus chose a slave girl who born him a son named Icarus.

As the years passed, Daedalus made the palace so splendid that it soon became known as one of the wonders of the world.

For all his achievements he was held in the highest honor, but then a day came when everything changed.

Under the palace was a labyrinth. At the king's command Daedalus had built it as a prison for the Minotaur, a monster, half-bull and half man. It refused to eat anything except human flesh and was fed with seven young men and seven girls sent annually from Athens as part of a tribute to King Minos.

When Theseus found his way through the labyrinth and killed the Minotaur, the king imprisoned Daedalus and his son Icarus in the labyrinth.

Again, Daedalus worked at the lock with his nails and fingers.

Even in darkness no lock could defeat him. It came apart in his fingers and he escaped.

**2. Complete the sentences. Цумлаҳоро пурра намоед.**

1. King Minos was so...
2. For all his achievements...
3. When Theseus found his...
4. Even in darkness...

**3. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Why did they decide to fly like a bird?
2. Why did Icarus go to the hills and the rocks?

**4. Read the text «A Funny thing that Happened to Nasim's Father» and say what is it about. Матни «A Funny thing that Happened to Nasim's Father»-ро хонед ва гӯед, ки дар бораи чӣ аст.**

**A FUNNY THING THAT HAPPENED  
TO NASIM'S FATHER**

Nasim remembered a very funny thing that had happened to his father once. He said his father was travelling with another fellow through Wales and one night they stopped at a little inn, where there were some other fellows and they joined the other fellows and spent the evening with them. They had a very jolly evening and sat up late. They (Nasim's father, and Nasim's father's friend) were to sleep in the room but in different beds, they took the candle and went up. When they got into the room, the candle went out, and they had to undress and get into bed in the dark. This they did, but instead of getting into separate beds as they thought they were doing, they both got into the same one without knowing it-one getting in from the opposite side, and lying with his feet on the pillow.

There was silence for a moment, and then Nasim's father said, "Salim!" "What's the matter, Karim?" replied the voice from the other end of the bed. "Why there's a man in my bed", said Nasim's father, "here are his feet on my pillow". "Well, it's an extraordinary thing", Karim answered "the other but there's a man in my bed, too". "What are you going to do?" asked Nasim's

father. “Well, I’m going to throw him out”, replied Salim. “So am I,” said Nasim’s father. There was a short struggle, followed by two heavy bumps on the floor and then Salim’s voice said. “I say, Nasim!” “Yes?”

“How have you got on?” “Well, to retell you the truth, my man’s thrown me out”. “So’s mine, I say. I don’t think much of this inn, do you?”

## LESSON 20

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

protest [ˈprəʊtɛst]

start [stɑ:t]

coffee [ˈkɒfi]

concert [ˈkɒnsɜ:t]

politics [ˈpɒlɪtɪks]

temperature [ˈtemprɪtʃə]

form [fɔ:m]

block [blɒk]

## PEACE

Peace is a form of love that one grows towards. It is something that cannot be ordered or commanded, but worked for it. To be at real peace you must stop your own selfishness and greed, and be ready, without any argument, to accept what life has to offer. Those who have suffered most are those who realise-peace, real peace, when they find it. We are often told “be peaceful”, “have peace” and such greetings like this, but we are never told how to achieve this. We have all had the quietly relaxed feeling that one is trying to let go, but we need peace forever and ever.

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

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



**Ўумлаҳоро ба таври хаттӣ нависед ва аз нақли айнаннақлшуда ба мазмунан нақлшуда гардонед.**

**Example:**

1. “Where did the money come from?” the officials asked him. The officials asked him where the money had come from.

“How much money have you put into the account?”

They asked him...

2. “I don’t know” he told them.

He told the officials...

3. “Then we know more about your money than you do” the officials said.

The officials said that...

4. “What do you mean?” he asked. He asked them ...

5. “You’ll find out later” they told him. They told him...

6. I have nothing to conceal”, he claimed. He claimed..

7. “Everything, I’ve told you, has been true”, he insisted.

He insisted that..

8. “But perhaps I’ve forgotten a few things”, he admitted.

He admitted that . . .

**2. Retell the text «A Funny thing that happened to Nasim’s father» in a chain around the class. Дар мизи мудаввар матни «A Funny thing that happened to Nasim’s father»-ро нақл кунед.**

**3. Change sentences into negative form. Ўумлаҳоро ба шакли инкорӣ гардонед.**

**For example:**

*These books were printed in London. These books were not printed in London. They were printed in Moscow.*

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

**4. Using «weren't, don't?» complete the sentences. Бо истифода аз «weren't, don't?» чумлаҳоро пурра кунед.**

**For example:**

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

B- Why wasn't it sent?

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

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

## LESSON 21

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда чумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

friend [frend]

scent [sent]

comfortable ['kʌmfətəbl]

everywhere ['evriweə]

favourite ['feivərit]

### MY FRIEND'S HOUSE

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

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

The kitchen, which was where the family spent most of its time, was heated by a large cast-iron store. The old wooden

table, comfortable chairs and red floor-tiles gave the kitchen a homely atmosphere.

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

**1. Read and translate compound verbs and make up sentences with them. Феълҳои мураккабро хонед, тарҷума кунед ва аз онҳо ҷумла соzed.**

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

**2. Read, translate and retell the text. Have a pair talk on every extract. Work in pairs. Матнро хонед ва мазмунашро нақл намоед. Бо рафиқатон дар бораи он гап занед.**

**3. Have a chain talk around the class on the text «My friend's house». Дар синф дар атрофи матни «My friend's house» суҳбат намоед.**

**4. Talk about the pictures. Az рӯйи расм нақл кунед.**

No Matter what...

**5. Try to remember the use of “No matter what”... .. Дар ёдатон истифодаи конструксияи “No matter what”...ро нигоҳ доред.**



- a) No matter how many times Kate asks, Tom not to go.
- b) No matter how many times Kate wants to visit the Art gallery?
- c) It doesn't matter how fast Kate runs, he will catch her.



- d) It doesn't matter how hard Tom kicks that computer, it never gets the results he wants.

**6. Read and translate a letter. Мактубро хонед ва тарчума намоед.**

Hello Timur!

Thank you very much for your letter. You want to know if I go in for sports. Yes, I do. I like to play tennis. I go to the stadium to play tennis. I can play tennis well.

We've got a nice sports ground at our school. My friends and I like to play football and basketball at our school sports ground.

I can swim well, too. I like to swim very much. I go to swimming pool with my father and my little sister. She is five. She can't swim well, but she likes to go to the swimming pool. My father can swim very well, of course.

What sports do you like? What sports games can you play?

Do you go to the stadium or to the swimming pool? I want to know about it too? Have you got a sports ground at you school

Love.  
Firuz

**Compare:**

1. It doesn't matter how hard he works.
2. He never catches up although he works hard.
3. He never catches up.

**A JOKE ABOUT JACK LONDON**

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

Dear Jack London,

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

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

## Vocabulary

It was late in delivering a story – ҳикояро сари вақт насупоридед;

Kick you out downstairs – туру ба поён мепартоям;

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

## LESSON 22

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

Newfoundland [nju: 'faundlənd]

wound [wu:nd]

wild [waɪld]

special [ 'speʃəl]

thing [θɪŋ]

kind [kaɪnd]

law [lə:]

as [æz]

way [weɪ]

animals [ 'æniməlz]

impress [ 'ɪmpres]

## JACK LONDON AS A WRITER

Here are some extracts from Jack London's story. They were three men and three dogs. The names of the men were Thornton, Hans and Pete. John Thornton was the chief of the party. Hans and Pete were his helpers. The names of the dogs were Buck, Skeet and Nig. It was early spring. They were all six waiting for the opening of the Yukon [ 'ju:kən]. Then the men could take a boat and go down the river.

They were all great friends the men and the dogs. Even the dogs were friends. Dogs often fight, but these three dogs never quarreled. Buck a big strong Newfoundland – from the south had a wound in his back. It was a very big wound. Most of the time he was lying on the river bank. And lying there through the long spring days, watching the running water, listening to the songs of birds, he felt that his strength was coming back to him. His friends helped him as much as they could.

Every day Thornton washed his wound, and Skeet washed his wound, too. Skeet was a little Irish setter, which had the doctor instinct. As a mother cat licks her little ones, so she licked Buck's wounds. Regularly, each morning after breakfast, she started her work and continued it for about twenty minutes. Nig was Buck's other great friend. He was a big black dog with a good nature and eyes that laughed. Thornton was an ideal master. He not only gave his dogs food when they were hungry, not only gave them water when they wanted to drink, not only made them a place to sleep in, at night he talked to them. In fact, he talked to them as he talked to men.

He often sat down with his three dogs round him and spoke kind words to them, putting his hand now on the head of one, now on the head of the other! But all of the three dogs, he loved Buck most. With Buck he had a special way of showing love; often took the dog's head between his hands, then put his own head on Buck's and at last shook him a little, calling him different kind names at the same time. Buck also liked to take Thornton's hand in his mouth and then close his mouth. He did not bite, but you could see the impress of his teeth for some time after. Buck was not a civilized dog, he was a wild dog. He never put his head on Thornton's knee as Nig did and never moved his nose under Thornton's hand like Skeet. Only sometimes he came up to Thornton and took Thornton's hand in his mouth. But he never comes to other people. He never comes to Hans and Pete. He loved a man, but he loved one man only.

And he liked to fight. Skeet and Nig were his friends and he never quarreled with them. But if he saw some other dog he started a fight immediately. And it was always a life or death fight. He knew only too well the law of the wild. kill, or to be killed, eat or to be eaten!

**1. Put «with» or «by». Ба чойи нуктаҳо «with» ё «by» гузored.**

1. These photos were taken... a very cheap camera. 2. These photos were taken... my sister. 3. My desk was covered... paper.

The garage was painted... a friend of mine. 5. The garage was painted... a new kind of paint. 6. The cake was made... dried fruit.

The cake was made... my aunt.

**2. Express your agreement with the following. Ризояти худро бо ҷумлаҳои зерин ифода намоед.**

**e.g. – You get up early, don't you? (at 7 a.m.)**

**Yes, I do. I get up at 7 a.m.**

1. Halim finishes work late, doesn't he? (at 9 p.m.)
2. Mr. Sobiri lives in Dangara, doesn't he? (in Markazi Street)
3. Your brother teaches German, doesn't he? (at the University)
4. You go to school by bus, don't you? (by the 8 o'clock, bus)
5. Your parents visit you, don't they? (every week).
6. You often watch TV, don't you? (every evening)

**3. Give true answers to the questions: Ба саволҳои ҷавоби дурӯст диҳед:**

**Example:** T: I do not like coffee. And you?

P<sub>1</sub>: I do. (in case you like coffee)

P<sub>2</sub>: Neither do I. (in case you don't like coffee)

T: I like tea. And you?

P<sub>1</sub>: I don't, (in case you don't like tea)

P<sub>2</sub>: So do I. (in case you like tea).

My husband doesn't smoke. And yours? 2. I walk to my office, and you? 3. I live on the top floor. And you? 4. I don't play tennis, and you? 5. I read a lot. And your wife? 6. I play the piano. And you? 7. My brother doesn't like chess. And you? 8. I don't know him. And you? 9. I collect records. And you? 10. I get up late. And you? 11. I go to work by the Underground. And you? I have dinner at 3 p. m. And you? 13. My mother doesn't work, and yours? 14. My friend often phones me. And yours?

## LESSON 23

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

archery ['ɑ:tʃəri]	gymnastic [dʒɪm'næstɪk]
cricket ['krɪkɪt]	golf [gɔlf]
boxing ['bɒksɪŋ]	athletics [æθ'letɪks]
football ['fʊtbɔ:l]	hockey ['hɒki]
swimming ['swɪmɪŋ]	badminton ['bædmɪntən]
volley-ball ['vɒli bɔ:l]	chess [tʃes]
basket-ball ['bɑ:skɪtbɔ:l]	

### SPORTS

Sport is probably as old as the humanity itself. It has been developing with the development and growth of the mankind. Sport is usually associated with play, physical exercise and competition. The word sport was derived from the word “disport” and first appeared in the literature in 1303 and meant sport, pastime, recreation and pleasure.

All over the world people of different ages are fond of sports and games. Sport unites people of different classes and nationalities. It helps people to become strong, to keep fit and to develop physically, makes them more organized and better disciplined in their daily activities. Regular exercises give you energy. That is why people who suffer from tiredness should do more exercises. Some people do morning exercises or jogging, some go in for aerobics, skiing, skating, shaping, swimming, tennis, football, hockey, etc.

All necessary facilities are provided for people: stadiums, sports grounds, swimming pools, skating rinks, skiing stations, football fields.

Sport is paid much attention to in our educational establishments. Physical culture is a compulsory subject at schools, colleges and universities.



Sport is also very popular among children. Many children are fond of ball games: basketball, volleyball, football. Besides they like to take part in competitions to see who is the quickest, the strongest, who can jump best, and who is the best swimmer or player.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. What is sport associated with?
2. When did the word sport first appear and what did it mean?
3. Why do people go in for sport?
4. What facilities are provided for people who go in for sport?
5. What attention is paid to sport in our educational establishments?
6. Why do children like to go in for sport?
7. What problems are there in the sport area nowadays?

**2. Translate and remember the compound verbs, make up your own sentences with them. Феълҳои мураккабро тарҷума намоед ва дар хотир нигоҳ доред. Бо онҳо ҷумла тартиб диҳед.**

look up, look over, put on, put away, take of, ask for, switch on(off).

**3. Answer the questions. Ба саволҳо ҷавоб диҳед.**

*What do you do when you are happy?*

1. you are unhappy?
2. you are tired?
3. you are ill?
4. you are hungry?
5. you are cold?
6. you are hot?

**4. Have a pair talk about «My Home Town» using the following words. Дар мавзӯи «My Home Town» бо истифодаи калима ва ибораҳои зерин дунафарӣ суҳбат кунед.**

a) a small town, green, quiet, clean, few, big houses, lots of one- family cottages, modern conveniences, narrow-streets, a river, be situated on both sides of a river, lots of trees and flowers, mountains, little (much) snow in winter, several bridges across the river, a railway station (an airport) is in the heart of the town, be famous for, be different from, full of holiday-makers in summer, at the foot (on the top) of a big mountain.

b) a big industrial center, capital, noisy, heavy traffic, in the heart of..., several parks (squares, theatres, cinemas) national Museum, Somoni square, exhibitions of Republic, achievements, lots of office buildings, full of people, hotels, big shops, tall houses, population, be empty, on Sundays, be famous for.

**5. Write a composition about your town. Дар бораи шаҳри худ иншо нависед.**

**6. Read, translate and retell the text in short. Матнро хонда, тарҷума карда, мухтасар нақл намоед.**

**7. Read and act the dialogue. Муколамаро хонед ва иҷро кунед.**

**F:** Hello Ted!

**T:** Hi!

**F:** Do you want to play tag?

**T:** Oh, I'd love to. I like to play tag very much.

**F:** Let's play then

**T:** Ok

## LESSON 24

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

sign [sain]

entrance ['entrəns]

distinguish [dɪs'tɪŋgwɪʃ]

lantern ['læntən]

peacock ['pi:kɒk]

## WHAT SHOULD A PERSON BE?

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

Today we know what we may do and what we are not allowed rules of conduct. They don't think about those what kind of person you will be is very important. It will depend on you alone whether you become a personality or not. Strong willed people could achieve a lot. So you should develop your will power. A person should be noble. Make it a rule to do good without talking about it, without waiting for any kind of payment. To become a personality isn't easy. You should be well-bred, honest, kind, hard working, benevolent and virtuous. You should be worthy of respect and have respect for other people.

Young people often speak about fashion. One of the questions, which interest them, is the relation between fashion on one hand and morality on the other. Fashion is not neutral. A person's character likes and dislikes and even his ideas may be revealed by his or her clothes, though most boys and girls today take a great deal of interest in clothes and enjoy looking attractive. You would find it easy to guess from their clothes the social background of the young people you see in the streets now.

Sometimes there is no real art in their way of dressing. They may even try to get such things in a dishonest way. But what do you think of really modern person, human being, and personality? One of the ways is serious reading and thinking. A modern man is a thinking man, firm, active and creative. Such traits of character as diligence, humanity, thrift, respectfulness, politeness, pride, truthfulness, faithfulness, sincerety, selfcommand, courage in people should be respected.

But if you are weak-willed, shameless, tactless, impudent, heartless, impolite, and insincere or mean you are not worth to be respected. We must always remember that besides written laws there are a lot of unwritten laws which we must follow. You shouldn't always complain or criticize someone, make fun of people of change your mind very often. Don't interrupt people.

Try to listen to other people's point of view. Don't cheat on people. Don't make a fuss of something without serious reasons. Don't smoke in the presence of a lady. Never go against your conscience. Be attentive to your parents. Treat your wife well, if you are married, though it is not easy to be a perfect husband. Don't forget that a woman has a lot of troubles that she can't avoid. When there is no love, it is best to divorce.

**1. Read, translate and remember the words. Калимаҳоро хонед, тарҷума кунед ва дар хотир нигоҳ доред.**

easy-easily	wind-windy
slow-slowly	frost-frosty
happy-happily	sun-sunny

**2. Read and translate the text «What should a person be». Матни «What should a person be»-ро хонед ва тарҷума намоед.**

**3. Have a pair talk on every extract, then retell the text «What should a person be» in a chain around the class. Бо рафиқатон дар атрофи матни «What should a person be» суҳбат намоед.**

### Telephoning

**4. Practise saying the following telephone numbers. Тарзи гуфтани рақамҳои телефонро машқ кунед.**

Мисол: 0719274863; 092784098; 633488 061; 44501277

– What is your phone number?

– My phone number is...

**5. Work in pairs. Дунафарӣ кор кунед.**

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

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

– Is that Malik?

– I'm afraid he's out.

– Can I take a message?

– I'll try again later.

– Hold on I'll connect you.

6. Write a composition about some decent man you like him.  
Дар бораи ягон инсонии хубе, ки ба шумо маъқул аст, иншо нависед.

## LESSON 25

**Competency:** The pupils should make up sentences and answer the questions.

**Салоҳият:** Хонандагон бояд чумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

spell [spel]

disappear [dɪsə'piə]

sound [saʊnd]

Angel ['eɪndʒəl]

Norman ['nɔ:mən]

Saxon [sæksn]

have [hæv]

Jutes [dʒu:t]

## ENGLISH SPELLING

### Part I

In England people often say that if the gods gave the art of writing to man, the devil probably gave the English people their terrible, illogical spelling.

What is the easiest way to spell? The answer is clean: when every letter has only one sound and every sound has only one letter. But in English ...

Where did the English language get such terrible spelling?

Let's take the difficult English spelling «gh», for example. These letters give the sound /f/ in “enough”; they do not give any sound in “right” and “night” but show that the vowel is pronounced /ai/ and they are quite useless in “through” and “though”. This spelling makes no sense in Modern English but it did a thousand years ago in Old English. The Anglo-Saxons had a sound like the Russian /kx/ which they spelled “h”. Wherever you see a “gh” in Modern English, you know that it was spelled<sup>1</sup> “h” by the Anglo-Saxons and represented to them a throat-clearing sound. The Normans who came to England in 1066 did not have the Old English /h/ sound in their language and had no spelling for it. So they spelled it in different ways, one of them

being “gh”. Just when they were trying to find a single way to spell it, the sound itself disappeared.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

**Teacher:** Do you ever study in the library? (always, usually)

**Pupil:** I often do (sometimes, rarely)

1. Do you ever spend your holidays abroad? 2. Does your brother ever play tennis? 3. Does Mehri ever go to the theatre? 4. Does Firuz ever study at night? 5. Do you ever miss your English classes? 6. Do you ever go on business by bus? 7. Does your wife go shopping on Sunday? 8. Does your father ever go fishing? Do you ever listen to the news in the morning?

**2. Complete the sentences. Ҷумлаҳоро пурра намоед.**

*e.g. Susan often plays chess ... (seldom, cards).*

*Susan often plays chess but she seldom plays cards. Lola is often late ... (Daler never). Daler is never late.*

1. She always speaks English ... (never Italian). My mother is usually at home in the evening ... (seldom, in the noon). 3. I don't often travel by air ... (usually, by train). They are always at work at 5 ... (seldom, at 7). 5. I don't often have coffee in the evening ... (always, in the morning). 6. Betty jays plays volleyball ... (never, basketball). 7. Jill is never late for work ... (Steve, sometimes). 8. We always have far classes on week days ... (never, on the weekend). 9. It is often hot here in July ... (seldom, in September). 10. Lola is always in time ... (Timur, never). 11. He usually gets up at 7 ... (sometimes, at 8). 12. Mehri often visits us... (her brother, seldom). 13. I never read in bed ... (my sister, always). 14. She is usually in the country in summer ... (her parents, in town) 15. Father doesn't often dine at home ... (always, have breakfast. 16. This shop is always closed on Sunday... (never, on Saturday) 17. We are usually free on Monday ... (busy, on Tuesday).

**3. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Many people tried to reform English spelling to make it not so difficult, dont they?

2. Had the Anglo-Saxons a very good alphabet?
3. What sound of Anglo-Saxons is like the Russian /kx/ ?
4. Talk about the differences between American and English spelling.

**4. Divide the text «English spelling» into notional parts and give the title to them. Матни «English spelling»-ро ба қисмҳои маънодор тақсим намуда, ба онҳо сарлавҳа гузоред.**

## LESSON 26

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

Valentine ['væləntaɪn]	sweetheart ['swi:tə:ta:t]
receive [ri'si:v]	sender ['sendə]
grownup ['grəʊnɪp]	person [pɜ:sn]
guess [ges]	card [kɑ:d]

### ST. VALENTINE'S DAY

In England and in the United States of America February 14 is St. Valentine's Day. Boys and girls as well as grownups sent valentine to their friends. A valentine is a little picture very often a funny one with a little poem or some kind words on it. I'll be your sweetheart, If you will be mine, All of my life, I'll be your Valentine. Schoolchildren enjoy buying cards and often they write on the valentine "From whom? Guess" and the person who receives it must guess the name of a sender. In schools boys and girls make a gaily decorated box with a slit on the top where they can "post" their valentines.

Usually each classroom has such a box and at the end of the school day they open the box, take out the valentines and the boy or girl who gets more valentines than the other children feels very happy.

**1. Read and act the dialogue. Make up your own dialogues. Work in pairs. Муколамаро хонед ва иҷро кунед. Муколамаи худро тартиб диҳед. Дунафарӣ кор кунед.**

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

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

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

**2. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Amina, open your book at page 12! What have you done?
2. Parviz, fetch me a piece of chalk. What has he brought?
3. Amina, go to the door. Where has she gone?
4. Amina, write your name on the blackboard! What is she doing, Parviz?
5. Parviz, give your pen to Madina! What has he given you?
6. Amina, read Lesson 5. What is she reading?

**3. Retel the text “St. Valentine’s Day” and answer the question. Матни “St. Valentine’s Day”-ро нақл кунед ва ба саволҳо ҷавоб диҳед..**

1. When is St. Valentine’s Day?
2. What is St. Valentine’s Day?
3. What do English girls and boys make on that day?
4. Why do English children feel themselves very happy on this day?

**4. Answer the question. Ба саволҳо ҷавоб диҳед.**

1. Have you seen our new teacher? When did you see him?
2. Have you taken my notes? When did you take them?
3. Have you done your work?
4. Have you read this book?
5. Have you seen a good film recently?
6. Have you ever been in Moscow?
7. Have you bought a new dress?
8. Have you had your dinner?



9. Have you lived here all your life?  
10. Have you washed up the dishes?

## LESSON 27

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаҳо тартиб дода, онро дар нутқ истифода карда тавонанд.

banana [bə'nɑ:nə]

ice cream [aɪs kri:m]

sauce [sɔ:s]

cream [kri:m]

nuts [nʌts]

cherry ['tʃeri]

### MAKING A BANANA SPLIT

First, take one whole banana. Peel the banana and cut it in half length wise. Put the banana in the bottom and of a long dessert dish. Set the dessert dish aside. Next, take out three different kinds of sauce. The most popular kinds of sauce are chocolate, caramel and pineapple. Heat the chocolate sauce until it boils. While the chocolate sauce is heating, take out three different kinds of ice cream from the freezers.

The most popular kinds of ice cream are vanilla, strawberry and chocolate. Use an ice cream scoop to make round balls of ice cream. Put the balls of vanilla, chocolate and strawberry ice cream on each banana. Pour the caramel sauce on the chocolate ice cream. Pour the pineapple sauce on the strawberry ice cream. When the chocolate sauce is hot, pour it on the vanilla ice cream. Next, whip some cream until it is stiff chop some nuts. When the cream is stiff, put some whipped cream on the ice cream. Put chopped nuts over everything. Finally, put a cherry on top. Enjoy your bannan split!

**1. Read the verbs and write down the three forms of them.**

**Феълҳоро хонед ва се шакли онҳоро нависед.**

mean, rise, run, sell, shoot, shut, sing.

**2. Read and retell the text «St. Valentine’s Day». Матни «St. Valentine’s Day»-ро хонед ва нақл кунед.**

**3. Read the situation and say what would you do? Ин воқеаро хонед ва гӯед, ки дар ин ҳолат чӣ кор мекардед?**

### **Situation**

You are a taxi-driver you find a bag in your cab with 5.000\$ in it. The name of the owner is on the bag, but there is no an address. What would you do?

**4. Read the text and have a talk on them at the lesson. Матро хонед ва дар бораи он дар дарс суҳбат кунед.**

Who knows what she wants to do?

Who isn’t sure?

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

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

**5. Write a composition about “My future profession”. Дар мавзӯи “My future profession” ишро нависед.**

## **LESSON 28**

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

statesman ['steɪtsmən]	historian [hɪs'tɔ:riən]
journalism ['dʒɜ:nəlɪzəm]	position [pə'zɪʃn]
academician [ækədə'mɪʃn]	township ['taʊnʃɪp]
postgraduate ['pəʊst'grædʒəɪt]	eventually [ɪ'ventʃəli]

### BOBOJON GHAFUROV

**Ghafurov Bobojon Gafurovich (b. 1908; d. 1977;)** Tajik statesman, academician, and historian. B. Gafurov was born in the Ispisar township near Khujand, Tajikistan, and studied law in Samarkand. From 1930 on, Gafurov worked as a government official in Dushanbe, Tajikistan, at the same time pursuing his interest in journalism. In 1931, he entered the Institute of Journalism in Moscow, graduating in 1935. In 1940-41, having completed postgraduate studies at the Institute of History, Soviet Academy of Sciences, Moscow, Gafurov defended his dissertation on theme “History of the Isma‘ili sect from the beginning of the 19<sup>th</sup> century to the First World War”. He returned to Dushanbe and served in a number of high administrative positions, becoming eventually second and then First Secretary of the Central Committee of the Communist Party of Tajikistan. His energy and administrative skills were instrumental in establishing Tajikistan’s first State University in 1948, and in inaugurating its national Academy of Sciences in 1951. During this period he published several historical works, and initiated the series “Materials on the history of the Tajiks and Tajikistan”.

From 1956 to 1977 he was the director of the Institute of Oriental Studies at the Soviet Academy of Sciences, Moscow, and during his tenure the Institute expanded in new directions. He was elected a corresponding member of the Soviet Academy of Sciences, and later became an academician. He was a founder of the Publishing House for Eastern Literatures, which printed scholarly works on the history, economics, philology, linguistics,

religion, and the culture of the countries in Asia and the Middle East. It also published critical texts and translations into Russian.

In spite of his many administrative duties, Gafurov published more than 500 works in Russian, Tajik, and other languages. His monumental study, “The Tajiks: Prehistory, Ancient, and Medieval History”, was edited by Boris A. Litvinski (Moscow, 1972, 2<sup>nd</sup> edition, Dushanbe, 1989). It was also translated into Tajik. It treats the history of the Tajiks in the wider context of Central Asian history, and highlights the achievements of the Central Asian civilizations without succumbing to the sociological clichés which dominated the scholarly discourse at the time. His other major historical works include “Alexander the Great and the East”, Moscow, 1980, with D. I. Tsibukidis). His selected works have also been published “Selected works”, Moscow, 1985).

Bobojon Gafurov died in 1977 and was buried in Dushanbe.

The town of Ghafurov and Ghafurov district (formally known as Bobojon Ghafurov district), in the Sughd Province of Tajikistan, are named after him.

### **1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

- 1) When and where was Bobojon Ghafurov born?
- 2) Where did he study?
- 3) What kind of his book made him very popular?
- 4) When was he awarded the Hero of Tajik Nation?

### **2. Retell the story. Матнро нақл кунед.**

Намуна: Bobojon Ghafurov was born in the Ispisar township near Khujaand of the Republic of Tajikistan. He studied law in Samarkand and began his activity as a government official from 1930.....

**3. Divide the text into notional parts and give the title to them. Матнро ба қисмҳои маънодор тақсим намуда, ба онҳо сарлавҳа гузоред.**

## LESSON 29

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

global ['gləʊbəl]

fee [fi:]

popular ['pɒpjələ]

wire ['waɪə]

computer [kəm'pjʊ:tə]

publication [pʌblɪ'keɪʃn]

electronic [ɪlek'trɒnɪk]

alternative [ɔ:l'tɜ:nətrɪv]

Internet ['ɪntɜ:nət]

reliable [rɪ'laɪəbl]

rapidly ['ræpɪdli]

### MY VISIT CARD

My name is Malik. My second name is Malikovich. My surname is Malikov. So, my full name is Malik Malikovich Malikov. I am 17 years old. I was born in 1991, in the Tajik town of Hisor. My family is rather small. I have a mother, a father and a sister. My mother is a teacher of biology. She works at a college. She likes her profession very much. She is a good-looking, slim woman with brown hair and green eyes. When my mother has free time she goes to sport club to train herself. She says that sport keeps our health.

My father is a computer programmer. He is very talented and experienced in this field. He is a broad-shouldered tall man with dark hair and blue eyes. His hobby is playing guitar. My sister is two years older than me. She is a third-year student of the Medical Academy. She dreams to become a children's doctor. She is very interested in learning foreign languages. At present time she is learning French and Italian. She says they have much in common.

I started school at the age of 6 and I finished it at the age of 17. After finishing school I decided to enter the Siberian State University of Physical Culture and Sport. My choice is not sudden: I have always wanted to study here. My uncle is a merited master of sport. He graduated from this university with honour. His specialization is swimming.

I began to go in for sport early. During all my childhood I attended swimming pool where I trained hard. Besides, my uncle taught me to train properly. Now, I don't mean to boast, I am a very good swimmer. I am a candidate to the Master of sports. Before entering the Siberian State University of Physical Culture and Sport I wrote an application. Then I had to pass my entrance examinations and then I was admitted! Now I am a first year student and my specialization is swimming. After graduating from the university I would like to become a very good coach. I am planning to do sport all my future life and I wish my children to take it up. I have already taken part in a lot of swimming competitions where I took the first, second and third places. Now my aim is to get higher education and to become a good specialist in my field.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

- 1) What is the name of the speaker?
- 2) How old is he?
- 3) When and where was he born?
- 4) Is his family small?
- 5) Who lives with Malik?
- 6) What is his mother's profession? Does she like it?
- 7) Can you describe the appearance of Malik's mother?
- 8) What does his mother do when she has free time?
- 9) What does she think about sport?
- 10) What is Malik's father profession?
- 11) Can you describe the appearance of Malik's father?
- 12) What is his hobby?
- 13) Is Malik's sister younger than he?
- 14) Is she a student? Where does she study?

**2. Divide the text into notional parts and give the title to them.**  
**Матнро ба қисмҳои маънодор тақсим намуда, ба онҳо сарлавҳа гузоред.**

**3. Answer the question. Ба саволҳо ҷавоб диҳед.**

1. When were many electronic network systems created?

2. What do a great many of people use for sending and receiving E-mail messages?

3. What is World-Wide Web?

4. Internet services combine the use of audio, video, graphics, and text for procuring information, don't it?

**4. Read and act the dialogue. Make up your own dialogues. Work in pairs. Муколамаро хонед ва ичро кунед. Муколамаи худро тартиб диҳед. Дунафарӣ кор кунед.**

Hallo, Sobir!

Lola: Hallo!

Sobir: Oh, you've just left college, haven't you?

Lola: Yes.

Sobir: What are you going to do?

Lola: Er... well, it looks like a choice between teaching or going into an office and... I think I'd much prefer to go in for teaching, because... well you get long holidays.

Sobir: But Lola: wouldn't you get bored with the same routine year after year teaching... teaching the same material to the children. And... a sense of! responsibility you need – all those children, all those parents.

Lola: Oh, look, it wouldn't be as boring as... as working in an office. Teaching is terribly stimulating. It's ... new every day – I'm sure I'd enjoy it.

Sobir: But I mean, there's so much variety in office work! Look at my job: I'm dealing with people and their problems, there're new situations to cope with all the time.

Lola: Yes, that's quite true, but I think there are a number of differences between teaching and office work and, well, I think I'll go in for teaching because... it really attracts me.

## LESSON 30

**Competency:** The pupils should make up dialogues according to the text and use them in their speech.

**Салоҳият:** Хонандагон бояд аз рӯйи матн муколамаи тартибодаро дар нутқ истифода карда тавонанд.

Zeus [zju:s]	Demeter [di'mi:tə]
ancient ['eɪnfənt]	himation [hɪ'meɪʃn]
Hera ['hɪərə].	legend ['ledʒənd]

## THE ANCIENT OLYMPIC GAMES

The Olympic Games have a very long history. They began in 776 BC and took place for nearly 1200 years in Olympia, Greece. The citizens of all the Greek states were invited to take part in the games. The Greeks emphasized physical fitness and strength in their education of youth. Therefore contests in running, jumping, discus and javelin throwing, boxing, horse and chariot racing were held in individual cities, and the winners competed every four years at Mount Olympus. Winners were greatly honoured by having olive wreaths placed on their heads and having poems sung about their deeds. Originally these competitions were held as games of friendship and any wars were halted to allow the contests to take place.

There are a lot of myths and legends about the origin of the Olympic Games. However, all of them are closely connected with ancient Greek Gods and heroes. Actually, the games were held in honour of the supreme God of the ancient Greeks – Zeus. During ten or twelve months before the beginning of the Games the athletes trained hard to take a peculiar physical fitness examination. After it the selected participants of the Olympic Games trained according to the special Olympic programme. The athletes took an oath to compete honestly and to keep the rules of the sacred Olympic Games. Those, who didn't follow this principle were fined or exposed to corporal punishment.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty. Disobeyers were cruelly punished: they were thrown off a high mountain. Only the priestess of the



ancient Greek goddess Demeter had right to be present at the competitions: a marble throne was constructed specially for her at the most honourable place at the stadium. According to some other sources this rule affected only married women. But still, the history of the ancient Olympics mentions a fact, when a woman was present at the competitions. In 404 BC a Greek woman who taught her own son fisticuffs came to the stadium dressed in a man's clothes – himation. Her son gained a victory in the competitions and in a burst of joy she gave herself away: the himation slipped from her body and everybody recognized the woman. So, the deception was revealed. But since the woman's father, her three brothers and her nephew were all the Olympic winners she was forgiven.

**1. Find the root in the given words and underline them. Решите задачи калимаро ёфта, дар зерашон хат кашед.**

wonderful, excitement, favourite, cycling, swimming, rowing, wrestling, shooting.

**2. Answer the questions. Ба саволҳо ҷавоб диҳед.**

Do you think the Olympics should continue?

Did you watch the last Olympics on TV?

Who showed the best results at the Olympic Games?

Do you know where the next Olympic Games will be held?

**3. Make up sentences with following words. Бо калимаҳои зерин ҷумла созед.**

communicate, reference, message, provider, to access, to afford, procure, search

**4. Make up dialogues. Муколама тартиб диҳед.**

Sobir: Oh, what a beautiful statue!

Lola: Thank you. It's a trophy I won years ago for running.

Sobir: You must have been a good runner.

Lola: Yes, I was, if I do say so myself. I was two years.

Sobir: Did you ever lose a race?

Lola: I lost once or twice. But I usually beat my opponents.

Sobir: It must have felt great to win.

Lola: You're right about that. Victory is always a good feeling.

Sobir: Do you still run?

Lola: No, I haven't since I hurt my knee five years ago, but I still keep my old uniform hanging in the closet. May be you'd like to see it.

### LESSON 31

**Competency:** The pupils should make up dialogues according to the text and use them in their speech.

**Салоҳият:** Хонандагон бояд аз рӯйи матн муколамаи тартибодаро дар нутқ истифода карда тавонанд.

fashion [fæʃn]	usually ['ju:zʊəli]
discuss [dis'kʌs]	associated [ə'səʊʃieɪtɪd]
month [mʌnθ]	

### DO YOU KNOW THAT...

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

**1. Read and translate the text. Work in pairs. Матро хонед ва тарҷума намоед. Дунафарӣ кор кунед.**

**2. Try to remember the change from direct speech into indirect speech. Тағйирёбии «direct speech» -ро ба «indirect speech» дар хотир нигоҳ доред.**

1. Jack said, "I always wash in cold water" (Past-Present)  
– Jack said he always washed in cold water (Past-Past)
2. Ann asked "Has Kate fallen ill" (Past-Present)

– Ann asked if Kate had fallen ill (Past-Past Perfect)

3. Ann asked, “When did Kate take her temperature” (Past-Past)

Ann asked, when Kate had taken her temperature (Past-Past Perfect)

**3. Change the following sentences into Indirect Questions.**

**Чумлаҳои зеринро ба шакли Indirect Questions гардонед.**

1. Mary asked me, “Where did your classmates go?” Mary asked me where my classmates had gone.

2. Mr. Smith said to us, “Why does Amir pretend to like ice tea?” Mr. Smith asked us why Amir pretended to like ice tea.

3. His grandmother said, “Isn’t John ashamed of what he did? His grandmother asked if (whether) John wasn’t ashamed of what he had done.

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

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

**4. Change the following sentences into indirect speech in written form. Чумлаҳои додашударо дар шакли мазмунаи нақлшуда нависед.**

1. He always asks me “What time is it?”

2. Mary asked the teacher, “How old is that building?”

3. I sometimes say, “Shouldn’t he be ashamed of himself?”

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

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

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

7. The pupils asked, “Where will the football matches be held?”

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

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

## LESSON 32

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

restaurant ['restərɔːn]	marmalade ['mɑːməleɪd]
custard ['kʌstəd]	porridge ['pɒrɪdʒ]
pudding ['pʊdɪŋ]	

### AN ENGLISH MAN'S MEALS

An Englishman's day begins when he sits down to breakfast with his morning newspaper that he likes better than his favourite breakfast of cornflakes with milk and sugar (porridge if he lives in the North), fried bacon and eggs, marmalade on toast and tea (with milk of course) or coffee. Englishmen are fond of good plain food, and they usually want to know what they eat. They like beefsteaks, chops, roast beef and Yorkshire pudding, fried fish and chipped potatoes. There are usually two courses in the midday meal—a meat course with a lot of vegetables, a sweet dish, perhaps fruit pudding and custard with tea or coffee to finish. Then back to work again with another break in the middle of the afternoon, once again for tea or coffee, sometimes with a cake or biscuits.

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

#### 1. Answer the questions. Ба саволҳо ҷавоб диҳед.

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

**2. Let's review and memorize the following sentences. Биёед чумлаҳои зеринро такрор ва азёд кунем.**

*What shouldn't you do at table?*

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

**3. Answer the following questions using more than two sentences in your answer. Ба саволҳои зерин бо истифодаи на камтар аз ду ҷумла ҷавоб диҳед**

1. What types of food do you enjoy eating?
2. Do you enjoy cooking?
3. What is a healthy diet?
4. What are the famous dishes of your country?
5. What are the supermarkets like near you?
6. Do you use internet shopping to buy food?

**4. Read the text and make up a dialogue. Матни зеринро хонда, он муколама тартиб диҳед.**

Englishmen are fond of good food, and they usually want to know what they eat. They like beefsteaks, chops, roast beet and Yorkshire pudding, fried fish and chipped potatoes. There are usually two courses in the midday meal-a meat course with a lot of vegetables, a sweet dish, perhaps fruit pudding and custard with tea or coffee to finish. Then back to work again with another break in the middle of the afternoon, once again for tea or coffee, sometimes with a cake or biscuits.

### LESSON 33

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

advantage [əd'vɑ:ntɪdʒ]

obvious. ['ɒvɪʊəs]

surrounded [sə'reʊndɪd]

possible ['pɒsəbl]

enough [ɪ'nʌf]

## ENGLISH LANGUAGE

Today, millions of people want to learn or improve their English but it is difficult to find the best method. Is it better to study in Britain or America or to study in your own country?

The advantages of going to Britain seem obvious. Firstly, you will be able to listen to the language all the time you are in the country. You will be surrounded completely by the language wherever you go. Another advantage is that you have to speak the language if you are with other people. In Italy, it is always possible, in the class, to speak Italian if you want to and the learning is slower.

On the other hand, there are also advantages of staying at home to study. You don't have to make big changes in your life. As well as this, it is also a lot cheaper than going to Britain but it is never possible to achieve the results of living in the UK. If you have a good teacher in Italy, I think you can learn in a more concentrated way than being in Britain without going to a school.

So, in conclusion, I think that if you have enough time and enough money, the best choice is to spend some time in the UK. This is simply not possible for most people, so being here in Italy is the only viable option. The most important thing to do in this situation is to maximise your opportunities: to speak only English in class and to try to use English whenever possible outside the class.

### **1. Answer the questions: Ба саволҳо ҷавоб диҳед.**

1. What is the article about?
2. What is one of the advantages of going to the UK to learn English?
3. What is one of the advantages of staying in your country to learn English?
4. People who don't have a lot of time and money should...

**2. Make up sentences the following words. Бо калимаҳои зерин ҷумла созад.**

advantages, going to Britain, obvious, be able to, language, in the country, surrounded, completely, wherever, possible, in the class, to speak Italian.

**3. Complete the sentences. Ҷумлаҳои ба охир расонед.**

1. On the other hand, there are also advantages ... 2. ... make big changes to your life. 3. As well as this, ... than going to Britain but it is never possible to achieve the results of living in the UK. 4. ... I think you can learn in a more concentrated way than being in Britain without going to a school. 5. Is it better to study in Britain or America or ...?

**4. Divide the text into notional parts and give the title to them. Матнро ба қисмҳои маънодор тақсим намуда, сарлавҳа гузоред.**

**5. Put questions to following sentences. Ба ҷумлаҳои зерин савол гузоред.**

**For example:** *What ought you to remember if you don't want to catch cold?*

1. You ought to air the room. 2. You ought to do morning exercises. 3. You ought to wash in cold water. 4. You ought to go in for sports. 5. You ought to walk every day too warmly

## LESSON 34

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

Washington ['wɒʃɪŋtən]	second ['sekənd]
special ['speʃəl]	serious ['sɪəriəs]
regular ['regjʊlə]	dollar ['dɒlə(r)]
together [tə'geðə(r)]	

## FOOD IN TAJIKISTAN

Tajik food is influenced by food from Russia, Afghanistan, Iran and the other Central Asian countries. The staples of the Tajik diet, and the diets of most of the people in Central Asia are mutton, flat, crusty round bread, rice and tea. In accordance with Islamic beliefs pork is not eaten. Alcohol is consumed less than in other Muslim Central Asia countries. Common seasonings are onions, greens and sour milk (katyk). Widely-used spices including red pepper, zira, barberry, anise and saffron. Spicy greens such as coriander, fennel, parsley, mint, raikhon, green onions, and used to make salads and added to dishes.

The diet and preparation methods reflect economic conditions, everyday needs and ethnic features. In grazing areas, the foods are mainly dairy products and meat, with some bread and grain-based food. While in farming areas, bread and grain-based foods are featured more prominently, with some dairy products and meat and depending on the region some vegetables and fruit. The most valued foods are finger meat (meat eaten directly using the hands), rice or bread boiled with milk, and bread.

Many people subsist on flat loafs of coarse brown bread, dried white mulberries, homemade pats of butter, sour cream, a ground mulberry confectionary similar to marzipan and little else. In some poor areas people subsist on flat, brown bread and little else. Mutton, other sheep products and goat are the main source of meat, followed by chicken and beef. Many people are so poor they can't afford meat and instead eat lots of beans.

Restaurants usually offer Western and Russian food. Chohonas (teahouses) serve traditional foods. Dishes found at restaurants include things like shashlyk (kebabs), pilav, dumplings, and noodle soup. Russian dishes such as boiled chicken and Russian Salisbury steak continue to endure in hotel restaurants. A few European, Turkish, Iranian, Afghan, Chinese and Korean restaurants are present in Dushanbe. There is a good selection of fruits, vegetables, dried fruits and nuts in



the markets in the cities. The best Tajik food is generally served in homes, not restaurants, and these includes simple, working-class, unpretentious dishes. Some guesthouses and homestays serve these kinds of meals.

The world's first pears, apples and apricots evolved from wild plants found in Central Asia. Melons are very popular in Central Asia. They are sweet and delicious and are full of water and act as natural canteens. Melons are often served as a dessert or snack with tea. Markets are often filled with huge piles of them. Melons are often given as a gift and a gesture of welcome and farewell.

### Tajik Eating Habits

Tajik-style round bread has traditionally been served at all meals: breakfast, lunch and dinner. A meal without it is regarded as incomplete. Tajiks drink tea before and after lunch and dinner and drink water or nothing with their meals. Sweets and dessert are not necessarily a final dish. Sweets, drinks and fruit are often served twice, and sometimes even three times, before, after and during meals.

Tajik start their day with a light breakfast between 7:30am and 8:30am that usually consists of tea and bread. A wealthy family may eat butter and jam and perhaps eggs or porridge. Some Western-style hotels offer Continental breakfast often include boiled eggs, orange juice, different kinds of bread, marmalade, jams, butter and sliced meats. Lunch is served between 1:00pm and 2:00pm and usually consists, of bread, pilav, soup and/or mutton. The meal is usually accompanied by water or a soft drink and followed by tea. Meals on Sunday tend to be bigger and have more dishes.

Dinner is usually served between 6:30pm and 8:00pm, and typically consists of boiled mutton, chicken, beef, soup, stew or Russian-style Salisbury steak served with pilav, potatoes, rice, vegetables and/or salad. A light dinner is based around leftovers from the midday meal. According to Everyculture.com: "Soup often is served for dinner; it may contain a soup bone with meat,

carrots, onions, and potatoes. Osh, a rice dish made with carrots, onions and meat, is served two or three times a week. At other times pasta, meat- and onion-filled pastries, and tomato and cucumber salads may be served. All meals are accompanied with large rounds of flat bread. [Source:Everyculture.com]

Traditional Tajik meals begin with sweet dishes such as halwa and tea, and then progress to soups and meat, before finishing with a pilav. A larger, more formal dinner usually begins with appetizers, followed by a main meat course, accompanied by bread, pilav, boiled or creamed potatoes, and salad or winter vegetables such as cabbage or carrots. The meal ends with fruit or a sweet dessert followed by tea and, in the case of more Russified Tajiks, maybe vodka.

**1. Answer the following questions (then sum up your answers in writing at home). Ба саволҳои зерин ҷавоб диҳед (ҷавобҳоро ба таври хаттӣ дар хона нависед).**

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

**2. Read the dialogue and answer the questions. Муколамаро ҳонед ва ба саволҳо ҷавоб диҳед.**

Ali: Hello, everybody.

What are we having for supper?

Mother: We are having fish.

Ali: And chips?

Mother: No, we have boiled potatoes,

Ali: I'll do chips myself.

Mother: Do it, I shall set the table.

Ali: O'key, Mum.

### 3. Answer the questions. Ба саволҳо ҷавоб диҳед.

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

## LESSON 35

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

mechanical [mi'kænikəl]

architecture ['ɑ:kitektʃə]

historian [his'tɔ:riən]

programmable ['prəʊgræməbl]

financial [faɪ'nænʃəl]

## THE FIRST COMPUTER PROGRAMMER

Ada Lovelace was the daughter of the poet Lord Byron. She was taught by Mary Somerville, a well-known researcher and scientific author, who introduced her to Charles Babbage in June 1833. Babbage was an English mathematician, who first had the idea for a programmable computer.

In 1842 and 1843, Ada translated the work of an Italian mathematician, Luigi Menabrea, on Babbage's Analytical Engine. Though mechanical, this machine was an important step in the history of computers; it was the design of a mechanical general-purpose computer. Babbage worked on it for many years until his death in 1871. However, because of financial, political, and legal issues, the engine was never built. The design of the

machine was very modern; it anticipated the first completed general-purpose computers by about 100 years.

When Ada translated the article, she added a set of notes which specified in complete detail a method for calculating certain numbers with the Analytical Engine, which have since been recognized by historians as the world's first computer program. She also saw possibilities in it that Babbage hadn't: she realised that the machine could compose pieces of music. The computer programming language 'Ada', used in some aviation and military programs, is named after her.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. What are the main sources of information nowadays?
2. What are advantages of using the computer?
3. Name what is necessary to begin computer based information search.
4. When were the first network electronic systems introduced?

**2. Read the text and give your advice. Матнро хонед ва маслиҳати худро пешниҳод намоед.**

**A JOKE**

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

**A JOKE**

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

**3. Divide the text into notional parts and name them. Матнро ба қисмҳои маънодор тақсим намуда сарлавҳа гузоред.**

I want to become a computer programmer. I am interested in computers. It is a whole new world. Many people continue careers of their parents or grand parents but it is not the case with me.

My mother is a teacher and my father is a doctor. But I don't want to be neither a teacher nor a doctor. My favourite subjects in school are mathematics, physics, and, of course, computer science.

I am not interested in such subjects as geography, biology or chemistry. My hobby is computer games and computer programming. I have a computer at home and can spend hours working at it. It is much easier to do things on computer, for example to write a composition. You can change the text as many times as you want and you don't need to rewrite everything if you changed something. I think that the profession of programmer can give many opportunities.

Computers are the most rapidly changing sphere of modern technology. We are living in the age of information. And I think that the future is just filled with computers. So after I finish school I want to enter the University and study computer science.

#### **4. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Are you going to continue your parents' careers?
2. What are your favourite subjects in school?
3. What subjects don't you like?
4. What is your hobby?
5. Why do you think your job will give you many opportunities?
6. Are you going to continue your education after school?

#### **Vocabulary**

programmer – барномасоз

to go shopping – барои харидкунӣ рафтан

modern – ҳозиразамон

technology – технология

## LESSON 36

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

Portuguese [pɔ:tʃʊ'gi:z]	Caucasian [kə:'keɪzjən]
Spanish ['spæniʃ]	Hungarian [hʌŋ'gɛəriən]
Chinese ['ʃaɪ'ni:z]	pronunciation [prəˌnʌnsi'eɪʃn]

### THE DIFFICULT LANGUAGES OF THE WORLD

People often ask which is the most difficult language to learn, and it is not easy to answer because there are many factors to take into consideration. Firstly, in a first language the differences are unimportant as people learn their mother tongue naturally, so the question of how hard a language is to learn is only relevant when learning a second language.

A native speaker of Spanish, for example, will find Portuguese much easier to learn than a native speaker of Chinese, for example, because Portuguese is very similar to Spanish, while Chinese is very different, so first language can affect learning a second language. The greater the differences between the second language and our first, the harder it will be for most people to learn. Many people answer that Chinese is the hardest language to learn, possibly influenced by the thought of learning the Chinese writing system, and the pronunciation of Chinese does appear to be very difficult for many foreign learners. However, for Japanese speakers, who already use Chinese characters in their own language, learning writing will be less difficult than for speakers of languages using the Roman alphabet.

No language is easy to learn well, though languages which are related to our first language are easier. Learning a completely different writing system is a huge challenge, but that does not necessarily make a language more difficult than another. In the end, it is impossible to say that there is one language that is the most difficult language in the world.

**1. Read, translate and discuss above text. Матни болоро хо-  
нед, тарҷума ва муҳокима намоед.**

**2. Put the questions to the following sentences. Ба ҷумлаҳои  
зерин савол гузоред.**

*A. What did Malik have to do on Sunday?*

1. Malik had to do a lot of work on last Sunday.
2. Malik had to visit a friend of his brother.
3. Malik had to take the bus to the country.
4. Malik had to write a letter to his elder brother.
5. Malik had to exchange his book at the library.

**3. Answer the following questions (then sum up your answers in  
writing at home). Ба саволҳои зерин ҷавоб диҳед, (ҷавобҳоро  
ба таври хаттӣ дар хона нависед).**

### Free Time

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

**4. Write a composition on “My Free time”. Дар мавзӯи “My  
Free time” иншо нависед.**

### LESSON 37

**Competency:** The students should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

rich ['ri:tʃ]	dinner ['di:nə]
singer ['siŋə]	kitchen [ki:tʃən]
guest ['gest]	middle [mi:dl]

### MRS. JOHNSON

Once a rich Englishwoman called Mrs Johnson decided to have a birthday party. She invited a lot of guests and a singer. The singer was poor, but he had a very good voice. The singer got to Mrs. Johnson's house at exactly six o'clock as he had been asked to do, but when he went in, he saw through a door that the dining-room was already full of guests, who were sitting round a big table in the middle of the room. The guests were eating, joking, laughing, and talking loudly. Mrs. Johnson came out to him, and he thought she was going to ask him to join them, when she said, «We're glad, sir, that you have come. You will be singing after dinner, I'll call you as soon as we're ready to listen to you. Now will you go into the kitchen and have dinner, too, please?»

The singer was very angry, but said nothing. At first he wanted to leave Mrs. Johnson's house at once, but then he changed his mind and decided to stay and teach her and her rich guests a good lesson. When the singer went into the kitchen, the servants were having dinner, too. He joined them. After dinner, the singer thanked everybody and said, «Well, now I'm going to sing to you, my good friends.» And he sang them some beautiful songs. Soon Mrs. Johnson called the singer.

«Well, sir, we're ready.»

«Ready?» asked the singer.

«What are you ready for?»

«To listen to you,» said Mrs. Johnson in an angry voice. «Listen to me? But I have already sung, and I'm afraid I shan't be able to sing any more tonight.»

«Where did you sing?»

«In the kitchen. I always sing for those I have dinner with.»



**1. Divide the text into logical parts and name them. Матнро ба қисмҳои маънодор тақсим намуда, сарлавҳа гузоред.**

**2. Read the sentences and make up your own sentences. Ҷумлаҳои хонед ва ҷумлаҳои худро тартиб диҳед.**

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

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

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

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

### **ROSES ARE RED**

I am in love with a girl who is very attractive. A friend introduced us, but I don't know what to feel. I have her address and telephone number but I don't know what to do. Should I call her? I could send her some roses or chocolates, but I can't decide which is better if I sent something, what should I write on card?  
Andrew, 18.

**3. Read a text and answer the question. Матнро хонед ва ба савол ҷавоб диҳед.**

*Why did every joke laugh louder than ever?*

### **A JOKE**

William Thompson was very deaf but he did not like people to know this. One evening he had invited several friends to

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

### LESSON 38

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

favourite [ˈfeɪvərɪt]

outlook [ˈaʊtlʊk]

important [ɪmˈpɔːtənt]

choice [tʃɔɪs]

subject [ˈsʌbdʒɪkt]

personality [ˌpɜːsəˈnæləti]

### TEACHER OF ENGLISH

It is not easy to decide what profession to choose. Usually, pupils’ plans for the future change many times during the school years. There are so many people who influence you in choosing your occupation. Parents and friends play a very important role in your choice. Teachers’ influence on pupils’ minds is also great. My favourite subject is English. And I think this is my teacher who made it so. I understand the importance of knowledge of a foreign language. It enables people from different countries to communicate with each other, to read foreign literature in the original, to broaden their outlooks.

So I decided for myself to become a teacher of English. Of course, I know that it is not easy and takes much patience and effort. A teacher has to know how to teach, how to make difficult things understandable, how to get pupils interested in the subject.

And of course a teacher ought to have perfect knowledge of his subject. I think the ideal teacher is the one who can combine all these. My present teacher is just like this. She is a great specialist and also a nice personality. I hope in future I can become as good teacher as she is.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Is it easy to choose a profession?
2. Does anyone influence a person in choosing a profession?
3. Why is knowledge of a foreign language important?
4. What kind of person can be a teacher?
5. What should a good teacher know?

**Vocabulary:**

to decide – қарор додан

future – оянда

to influence – таъсир расонидан

to choose – интихоб намудан

knowledge – дониш

**2. Read the sentences and learn them by heart. Ҷумлаҳоро хонед ва аз ёд кунед.**

Daler and Lola are fond of sports. Daler can play tennis, Lola ball and golf. Lola can't play golf, but she can play cricket.

Can Daler play volley-ball? – Yes, he can.

Can Lola play golf? - No. she can't, special: What games can the boys play? Which of the boy can play golf? Who can play cricket?

Daler can play golf, can't he? – Yes, he can.

Lola can't play golf, can she? – No. she can

Can Lola play golf or cricket?

Daler can't play tennis, can he? – Yes. he can.

There is nobody in room 35. You can work there, (possibility)

It's too dark. I can't see anything.

- Can I use your typewriter?
- Yes, certainly. Of course, you can. (can – permission)
- Can I take your textbook?
- I’m afraid you can’t. I’m going to do some exercises.
- Can I park here? – I’m not sure.
- Can I stop here? – Certainly not. /Of course, not.
- May I ask you a question? – Yes, you may. (may - permission)
- May I take your pen? – Do, please.
- May I come in? – Yes, of course/certainly.
- May I smoke here? – I’m afraid not.
- May I cross the street now? – No, you mustn’t. There is red light shining.
- Must I come on Monday morning?
- Yes, you must, (must – obligation)
- Must I do this exercise in writing?
- No, you needn’t. You may do it orally.
- I think Mary is a clever girl.

### 3. Retell about yourself. Дар бораи худатон накл кунед.

1. What do you do? Where do you work? 2. How many days a week do you work? 3. What time do you usually get up? 4. Which do you prefer for breakfast: tea or coffee? 5. How do you get to work? Where do you have lunch? 6. What time do you come home from work? 7. What do you do in the evening? 8. Does your mother (brother) work? 9. What does she (he) do? 10. What is her (his) working day like? 11. What does your mother (brother) like to do in her (his) spare time?

## LESSON 39

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳои тартиб дода тавонанд ва ба саволҳои ҷавоб диҳанд.

bathroom ['bɑ:θru:m]

rubbish ['rʌbɪʃ]

appliances [ə'plaiənsɪz]

kitchen ['kɪʃɪn]

otherwise ['ʌðəwaɪz]

consist [kən'sɪst]

anything ['eniθɪŋ]

conditioning [kən'dɪʃnɪŋ]

## A SCHOOLBOY'S STORY

A few weeks ago our family moved to a new flat. A gasrange gave a house warming. Our new flat is fine and we all like it.

The flat consists of three rooms, a kitchen, a bathroom and a toilet. There are all modern conveniences in our flat-running water, gas rubbish chute, air conditioning, to say nothing of electricity and central heating.

Before I enter the room, I wipe my feet carefully on the mat, otherwise I'll mess up the floor and get it hot other day. Immediately on arriving home I have a bite, and our grandmother, as my mother, works in an office. But I help granny and even cook. They say I'm great.

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

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

**1. Answer the following questions. Ба саволҳои зерин ҷавоб диҳед.**

What do you do when you are happy?

What do you do when you are unhappy?

What do you do when you are tired?

What do you do when you are hungry?

**Example:**

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

**2. Use the following words and phrases and write down a topic about “At Home”. Калима ва ибораҳои зеринро истифода на-  
муда, дар бораи мавзӯи “At Home” иншо нависед.**

A. to make the bed, to sweep and polish the floor, to dust the room, to shake the mats, to beat the carpets, to tidy the room, to air the room.

B. to turn on (off) the light, the radio, the top, to switch on (off), he goes, the TV, the radiator.

C. to wipe one’s feet on the mat, to mess up the floor, to change the fuse (build) if it burns out, to help about the house, to repair an electric stove, to give a house warming (party), to heat the stove.

D. lock, fridge (refrigerator), lift, vacuum cleaner, valve set iron, firewood, washing machine, conveniences, brush, fan (ventilator), electrical appliances, rubbish chute, gas range.

E. You’ll get it hot, it must be Alec, it’s so annoying, the TV is out of order, the door won’t open, be so kind as to turn off the radio.

**3. Answer the questions using no less than 2-3 sentences. Ба саволҳо бо 2-3 ҷумла ҷавоб диҳед.**

1. Did you give a house warming when you moved to your new flat?

2. Does your family like the new flat?

3. Do you help your mother about the house?

4. Do you keep all your things in order?

5. Can you repair an electric stove (an iron)?

6. Little children must keep away from radio and television sets, mustn’t they?

7. Does your father send you for the repairing man to repair the TV set and the fridge (refrigerator)?

8. People must put the light out when they leave the house (office), mustn’t they?

**4. Memorise these patterns of the lesson. Намунаҳои ин дарсро дар хотир нигоҳ доред.**

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

### LESSON 40

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

remain [rɪ'meɪn]

humble [hʌmbl]

distinguish [dɪs'tɪŋgwɪʃ]

workplace ['wɜ:kpleɪs]

approximately [ə'prɒksɪmɪtli]

equipment [ɪ'kwɪpmənt]

### THE USE OF TEA FOR HEALTH

There was a time in the 1960's and 1970's when some people believed that coffee would replace tea as Britain's favourite beverage.

In the event, that did not occur, and today, tea remains firmly anchored as Britain's favourite drink, accounting for over two fifths of all the drink consumed in Britain with the exception of water.

To say that the British are fond of tea is something of an understatement. From the Royal Family down to the humblest of the homeless and the out-of-work, tea is more than just a pleasure; it is an essential part of life! It is one of those things that distinguish life in Britain from life anywhere else. The average Briton over the age of 10 drinks three and a half cups of tea per day, or 1,355 cups per year – mostly tea with milk in it – which puts Britain miles ahead of any other country in the international

league of tea-drinking nations! Second and third in the league are the New Zealanders (889 cups) and the Australians (642 cups); in Europe, the nearest rival to Britain is Russia, where people only consume on average 325 cups of tea per year.

The popularity of tea in the United Kingdom has a long history, reflecting the nation's development since the seventeenth century. It was in 1657 that Thomas Garway, the owner of a coffee house, sold the first tea in London. The drink soon became popular as an alternative to coffee, and by the year 1700, there were over 500 coffee houses in the British capital selling the new drink. In those days however, it was not something for anyone; the cost of a pound of tea in the year 1700 (up to 36 shillings a pound) was almost the same as it was in 1985 (average: £1.80 a pound)... but in 1700, a working man earned one shilling a week, compared to £140 in 1985.

For a century and a half, tea remained an expensive drink; many employers served a cup of it to their workers in the middle of the morning, thus inventing a lasting British institution, the "tea break"; but as a social drink outside the workplace, tea was reserved for the nobility and for the growing middle classes. Among those who had the means, it became very popular as a drink to be enjoyed in cafes and "tea gardens".

It was the 7th Duchess of Bedford who, in around 1800, started the popular fashion of "afternoon tea", a ceremony taking place at about four o'clock. Until then, people did not usually eat or drink anything between lunch and dinner. At approximately the same time, the Earl of Sandwich popularised a new way of eating bread – in thin slices, with something (e.g. jam or cucumbers) between them, and before long, a small meal at the end of the afternoon, involving tea and sandwiches had become part of a way of life.

As tea became much cheaper during the nineteenth century, its popularity spread right through British society, and before long, it had become Britain's favourite drink – promoted by the Victorians as an economical, warming, stimulating non-



alcoholic drink. In working-class households, it was served with the main meal of the day, eaten when workers returned home after a day's labour. This meal has become known as "high tea".

Today, tea can be drunk at any time of day. The large majority of people in Britain drink tea for breakfast: the mid-morning "tea break" is an institution in British offices and factories (though some people prefer coffee at this time of day); and for anyone working outdoors, a thermos of tea is almost an essential part of the day's equipment. Later in the day, "afternoon tea" is still a way of life in the south of England and among the middle classes, whereas "high tea" has remained a tradition in the north of Britain.

**1. Read the dialogue and act it, then make up your own dialogues. Have a pair talk. Муколамаро хонед, ичро кунед ва худатон низ муколама тартиб дихед. Дунафарӣ кор кунед.**

– Excuse me, but can you retell me how to get to the Art Museum?

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

– Thank you so much.

– Not at all.

**2. Read and memorize the dialogue. Муколамаро хонед ва дар хотир нигоҳ доред.**

– Excuse me. Will you tell me the way to the Zoo?

– With pleasure, my boy. Go straight for two blocks and then turn to the right.

– Is it far from there?

– No, it's only three blocks from there.

## LESSON 41

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

respectable [rɪs'pektəbl]	particularly [pə'tɪkjʊləli]
decades ['dekeɪdz]	conscious ['kɒnʃəs]
especially [ɪs'peʃəli]	wonderful ['wʌndəfʊl]

### MY FAVORITE SPORT

I love many sports, but best of all – skiing. I first skied when I was six years old, and lived in Canada, and then for many years, in fact decades, I wasn't able to ski again because I was living in hot places. But since I've been living in England, I've resumed skiing and it's even better than it was. For me now the place to ski is the Alps, and particularly France. I live in England and the winters are gloomy, and there's not much sun, so one of the wonderful things about skiing for me is the light and the brilliant sunshine that you find high, high up in the mountains. A lot of other people like it, too, and it can be rather crowded, especially around the lifts because you now have mechanical lifts that take you zooming up, flying up the mountains like a god, whereas in Canada I had to walk up if I wanted to ski down.

The equipment you need... skis, and boots, and poles. Many people own their own equipment but I hire mine in the resort. I do have my own clothes though, and clothes are very important because skiing is quite a fashion-conscious sport. Also, it's necessary to have clothes that will protect you because the weather can be very severe. You need a ski-suit, a hat, goggles to protect your eyes, socks, mittens, and a rucksack is useful to carry around your bits and pieces. Now at this point, I have to confess that I am not the world's greatest skier. I would say I am a respectable skier, I'm a safe skier, but that doesn't stop you having a wonderful time. Also, there is the social life that is such an important part of skiing. You can eat and drink as much as you want because you know you're burning it all off. And then at the end of the day there's the evening, food and wine with friends and everybody talking about their excitements during the day. I love it!

**1. Read the text and put 2-3 questions. Матнро хонед ва аз рӯйи мазмунашон 2-3 савол гузored.**

### Vocabulary

particularly - хеле

goggles - айнаки муҳофизатӣ

burn ['bɜ:n] - сӯзондан

boots – мӯза

bits - қисм

safe – безарар

**2. Read and finish the sentences from the text. Матнро хонед ва ҷумлаҳоро аз рӯйи матн ба охир расонед.**

1) Many people own their own equipment but ..... 2) I would say I am a respectable skier, I'm a safe skier, but ..... 3) A lot of other people like it, too, and it can be rather crowded, especially..... 4) You can eat and drink as much as you want because.....5) I love many sports, but.....

**3. Divide the above text into logical parts and name them. Матнро ба қисмҳои маънодор тақсим намуда, сарлавҳа гузored.**

**4. Put questions that the following sentences must be their answers. Саволҳое гузored, ки ҷумлаҳои зерин ҷавоби онҳо бошанд.**

1) This afternoon I'm taking my cousin and my uncle to a football match. 2) Simon's never seen a professional game. 3) Uncle Guy hasn't seen one for years. 4) They are often one of the best in the first division. 5) I often go to football matches. 6) Some new sports have recently been added to the Olympics.

**5. Read the text «My favorite sport». Make up your own dialogues. Work in pairs. Матни «My favorite sport»-ро хонед ва муколамаи худро тартиб диҳед. Дунафарӣ кор кунед.**

**6. Make up dialogues. Муколама тартиб диҳед.**

I: So Martin, what sports do you play?

M: I play football, volleyball, tennis, and table tennis but volleyball is my favorite game as it's a team game and you can play it with your friends, and enjoy it as a team.

I: Is it quite a fast game as well?

M: Yeah. It is a fast game and that's another reason why I enjoy it.

**7. Read the proverbs and learn them by heart. Зарбулма-салхоро хонед ва азёд кунед.**

*1. Art is long, life is short.*

Рӯз бину аз рӯзгор омӯз.

*2. Claw me and I'll claw you.*

Аз як даст садо намебарояд.

*3. It is better to die standing than to live kneeling.*

Марг беҳ аз расвой.

*4. Be slow to promise and quick to perform.*

Ваъда додӣ, вафо кун, қавл додӣ, иҷро кун.

*5. Look before you leap.*

Ҳафт бор чен кун, як бор бур.

*6. Neither fish, nor flesh.*

На дузди бозор, на шайхи мазор.

*7. No pains, no gains.*

Бе меҳнат роҳат нест.

*8. There is no smoke without fire.*

Дуд бе оташ намешавад.

То шамол набошад, шохи дарахт намечунбад.

## LESSON 42

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаро тартиб дода дар нутқ истифода карда тавонанд.

spaghetti [spə'geti]

grandfather ['græn, fɑ:ðə(r)]

hobby ['hɒbi]

pizza ['pi:tə]

vegetables ['vedʒɪtəblz]

### THE WEEKEND COOK

My dad works in a Bank. He works there from Monday to Friday. He helps people. He counts money and he uses the computer. His job is important. He is an important man at the bank. Dad also works at home. On weekends he cooks dinner. Usually he cooks Italian food.

On Saturdays he makes spaghetti. On Sundays he makes pizza, Sometimes he fries chicken or fixes Chinese food. My mother watches and helps. She cuts vegetables. She tosses the salad. I wash the dishes. Some people say it is strange for a man to cook. My dad enjoys his hobby. Cooking relaxes him. His father, my grandfather, was a weekend cook, too. What about your father?

**1. Read the text and say, what should you advise the boy to do? Матнро хонед ва гӯед, ки шумо ба бачагон чӣ маслиҳат медиҳед?**

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

**2. Read and memorize the dialogue. Муколамаро хонед ва дар хотир нигоҳ доред.**

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

**3. Answer the following questions using more than two sentences in your answer. Ба саволҳои зерин бо истифодаи на камтар аз ду ҷумла ҷавоб диҳед.**

*I met my friend Lola. She was going home.*

1. What did she tell you about?
2. What did your friend tell you about doing shopping?

**4. Read, translate and retell the dialogue «Shopping». Муко-ламаи «Shopping»-ро хонед ва тарҷума ва нақл кунед.**

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

Ann: No, I don't think so. Oh, we haven't got any sugar.

Peter: It's all right. It is on the list. I am going to buy some. What about bread?

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

Look at the shopping list.

*What else is Peter going to buy?*

*What are you going to buy?*

*What will your mother buy?*

**Shopping list:** sugar, bread, coffee, cheese, biscuits, fruits, yogurt, sausage, ham,

**5. Answer the following questions using more than two sentences in your answer. Ба саволҳои зерин бо истифодаи на камтар аз ду ҷумла ҷавоб диҳед.**

**A. What is sold at the butcher's?**

1. What is sold at the grocer's?
2. What is sold at the baker's?
3. What is sold at the dairy's?
4. What is sold at the bookshop?

***B. Are your meals prepared by your mother?***

1. Are your stockings mended by your mother?
2. Is your bed made by your mother?
3. Is your little brother washed by your mother?
4. Is your brother taken to school by your mother?

**6. Read the proverbs and learn them by heart. Зарбулма-салхоро хонед ва азёд кунед.**

*1. A friend in need is a friend indeed.*

Дӯст он бошад, ки гирад дасти дӯст  
Дар парешонхолию дармондагӣ. (Саъдӣ)

*2. A good deed is never lost.*

Ба некӣ- некӣ, ба бадӣ - бадӣ.

*3. A sound mind in a sound body.*

Беҳи давлат – тани сиҳат.  
Тани сиҳат – боигарии миллат.

*4. Don't cross the bridges before you come to them.*

Кори шаб – хандаи рӯз.

*5. All that glitters is not gold.*

На ҳар чӣ зард аст, тиллоост.

### LESSON 43

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

autobiographical  
['ɔ:təʊbaɪəʊ'græfɪkəl]  
charcoal ['tʃɑ:kəʊl]  
childhood ['tʃaɪldhʊd]

pregnant ['pregnənt]  
suffering ['sʌfərɪŋ]  
pregnant ['pregnənt]

## ALL YOU NEED IS LOVE

Angela's Ashes, the autobiographical novel by Irish writer Frank McCourt, was a runaway bestseller; McCourt told of the terrible misery and suffering of his childhood in the poor district of Limerick; but was it really as bad as that?

Here writer Leanne Meyer tells the true story of another large Irish family, and how they coped with life.

The first thing you notice is the fire. And then you realise that this has more to do with the family than the outside temperature. Their father used to stoke the fire each morning to warm them up before school, and this was also where he would toast the bread which would blacken their faces and taste like charcoal.

Sadly, their father died a year ago. But as we speak «Mammy», at sixty-five, is walking to town to buy the goodies her boys need for the weekend.

What makes their mother remarkable is that she bore six boys, four of whom still live at home, along with 12 girls, two of whom are also still at home. Yes, Mammy was pregnant for 18 years of her life and almost produced a child a year. All the babies arrived naturally with the smallest weighing a good seven pounds and Owen, the biggest, registering a whopping 13 pounds on the scales.

After the birth of Susie (the youngest) however, Mammy moved out of the marital bed into the "girls room." As committed Catholics, who ensured that their family went to confession every Saturday and mass each Sunday, this was the right and only way.

**1. Answer the questions and learn them by heart. Ба саволҳо ҷавоб гардонед ва онҳоро аз ёд намоед.**

1. When are you going to celebrate your birthday (your brother, sister...)?
2. Will you (he, she) invite your (his, her) friends?
3. What was by the butcher's sold?



**2. Answer the following questions using the words in brackets.**  
**Аз калимаҳои дар қавс додашуда истифода карда ба саволҳо ҷавоб диҳед.**

(pupils, a joiner, a bricklayer a shoemaker, a farmer, a dressmaker).

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

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

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

**3. Using prompt make up sentences. Бо калимаҳои зерин ҷумла созед.**

***Speak about cold weather.***

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

***Speak about warm weather.***

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

***Your taste in clothes***

## LESSON 44

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда шумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

disease [di'zi:z]	medicine ['medəsən, 'medsən,
headache ['hedeɪk]	'medəsən]
thermometer [θə'məmitə(r)]	prescription [pri'skripʃn]
yourself [jɔ:'self]	

### WE HATE DISEASES!

All the people hate disease. When you wake up in the morning, and suddenly find out: you can't get up as usual; you have a splitting headache; you feel a little dizzy and cough; you can't recognize your voice because your nose is clogged, it means that you are ill. You look for the thermometer. At last the temperature is taken 39,2. that means you are running a high temperature. You are ill, that's certain. You must stay at home.

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

**1. Read and translate the sentences, then work in pairs and make up a dialogue. Шумлаҳоро хонед, тарҷума намоед ва муколама тартиб диҳед.**

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

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

He takes his temperature.

He got a terrible (splitting) headache.

I've got a flu.

His leg hurts.  
My eyes hurt.  
My arm hurts.

**2. Read the text and put questions on it. Work in pairs and make up a dialogue. Матнро хонед, савол гузORED ва муколама тартиб диҳед.**

**3. Answer the following questions. Ба саволҳои зерин ҷавоб диҳед.**

1. What is your recipe for a long life?
2. What is your opinion about looking through the text?

**4. Make up a story about “We hate diseases”. Дар мавзӯи “We hate diseases” ҳикоя тартиб диҳед.**

**5. Translate the sentences using a dictionary. Бо ёрии луғат ҷумлаҳои тарҷума намоед.**

The lungs are the main organs of the respiratory system. There are two lungs in the human body located in the lateral cavities of the chest. The lungs are separated from each other by the mediastinum. The lungs are covered with the pleura. The weight of the lungs varies according to many conditions. In the adult male the weight of the lungs, is about 1,350 gr. The right lung is about 15% heavier than the left one. The vital capacity of the lungs is 3.5-4 liters in the male and it is 3-3.5 liters in the female.

### Vocabulary

respiratory [rɪ'spiɹət(ə)rɪ] – на-  
фастирӣ,  
mediastinum [ˌmiːdiə'staɪnəm]  
– миёндвор

pleura ['pluərə] – пардаи шуш  
cover ['kʌvə] – пӯшидан

**6. Complete the sentences. Ҷумлаҳои пурра намоед.**

1. Now the doctor..

2. He'll be here ...
3. He'll take your hand...
4. Breathe, please...
5. But you, will ...
6. Take the medicine...
7. The lungs are separated from...
8. The weight of the lungs ...

## LESSON 45

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салохият:** Хонандагон бояд бо калимаҳои додашуда шумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

thanksgiving [θæŋks'gɪvɪŋ]	early ['ɜ:lɪ]
protestant ['prɒtɪstənt]	Plymouth ['plɪməθ]
european [ˌjʊərə'piən]	proclamation ['prɔ:klə'meɪʃən]
thursday ['θɜ:zdeɪ]	

## THANKSGIVING

The last weeks of the year are a festive time in most countries; but while Europeans just celebrate Christmas and the New Year, Americans begin their festive season about a month earlier. The feast of Thanksgiving, celebrated on the fourth Thursday in November, is second only in importance to Christmas in the American calendar of feast days.

Thanksgiving is the oldest non-Indian tradition in the United States, and was first celebrated in the year 1621. It was in this year that the men and women in Plymouth, one of the first New England colonies, decided to establish a feast day to mark the end of the farming year. And they called their feast day “Thanksgiving”, a day on which people could celebrate and give thanks to God for the crops that they had managed to grow and harvest. This was not in fact an original idea, but was based on the English “Harvest Festival”, an old custom whereby people gave thanks to God once the crops were all in.

In America however, a successful harvest was more significant than in England, for any failure to bring in an adequate supply of crops could be fatal for a new colony, struggling to set itself up in an alien continent. Several early North American colonies failed because the colonists were killed off by disease or fighting, and others perished because they did not have time to prepare enough land and grow enough food for their needs during the long cold winter months. The year 1621 was a particularly bountiful one for the Plymouth colonists, so they “gave thanks” for their good fortunes.

In the years that followed, other colonies introduced their own Thanksgiving festivals, each one at first choosing its own date, and many varying the date according to the state of the harvests. In 1789, President George Washington gave an official Thanksgiving Day address in honor of the new Constitution; and Thanksgiving Day, like Independence Day (July 4th) became one of America’s great days.

Nevertheless, at first the date was not fixed nationally; indeed, it was not until 1863 that President Abraham Lincoln declared that Thanksgiving Day should be celebrated on the last Thursday of November. Other presidents made similar proclamations, and the date of Thanksgiving day tended to move around until the year 1941, when Congress and the President jointly declared that it should henceforth be fixed on the fourth Thursday of November. Since then, Thanksgiving Day has remained fixed.

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. Is Thanksgiving day the oldest non-Indian tradition in the United States.
2. When was it celebrated for the first time?
3. When did the President George Washington give an official Thanksgiving day?
4. Why was successful harvest more significant in America than in England?

**2. Read the dialogue, act them and make up your own dialogues. Work in pairs. Муколамаро хонед, ичро кунед ва худатон низ муколама тартиб дихед. Дунафарӣ кор кунед.**

R – What is Malik down with?

T – They say it's quinsy.

R – If I knew where he lives, I should call on him.

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

R – Quinsy?

T – I was down with quinsy last week!

R – Terrible headache?

T – I had an awful headache.

**Prompts:**

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

**3. Read and learn the dialogue by heart. Муколамаро хонед ва азёд кунед.**

– Will you try to enter the University when you have your matriculation?

– To tell the truth, I am not sure I shall.

– But you pay so much attention to your English.

– Yes, I do. I believe a foreign language will be useful for me.

**4. Answer the questions in writing. Ба саволҳо хаттӣ ҷавоб дихед.**

1. Have you ever suffered from bronchitis?

2. Do you often run a high temperature?

3. Have you got a pain in the chest?

4. Do you follow the doctor's instructions?

5. Do you feel any difficulty in breathing?

6. Do you take these pills every day?

7. Do you cough much in the morning?

8. Must you keep to a diet?

9. Have you got any stomach – trouble?
10. Have you ever been operated on?
11. Were you down with quinsy?

**5. Read the dialogue and make up your own dialogue. Муко-  
ламаро хонед ва худатон низ муколама тартиб диҳед.**

**1. A:** Oh, what a fine afternoon!

**B:** Yes, very fine, isn't?

**A:** Wonderful!

**2. A:** What a nasty day!

**B:** Why? Drizzling again?

**A:** Pouring!

## LESSON 46

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

## WALL STREET CULTURE – THE HEART OF AMERICA

Say “the streets of New York” to a non-American, and he’ll probably think of Times Square, Madison Avenue or Broadway; but mention the subject to an American and for many the first name that comes to mind will be Wall Street.

For many, Wall Street is indeed just “the street”, probably the most important street in the USA or even in the world; for what goes on on Wall Street, more perhaps than what goes on in Congress, can have a direct influence on the lives of everyone in the USA, if not most of the people in the world.

Wall Street is of course the home of the New York Stock Exchange, the financial heart of the American business world. Each day, billions of dollars of shares are traded on the floor of the stock exchange on behalf of companies, pension funds and

private individuals wanting to protect their investments or their life's savings, and make sure that they too are on the bandwagon of prosperity.

Wall Street's ups and downs affect the lives of most Americans

The New York Stock Exchange is the biggest and most active stock exchange in the world; over half of all adult Americans have some, if not all, of their savings invested directly on Wall Street, so it is not surprising that the fluctuations of the Street's famous indexes, the Dow Jones and the Nasdaq, are followed daily by millions of ordinary Americans. When the Dow and the Nasdaq are on a rise, millions of Americans feel more prosperous; when they are falling, millions start feeling worried about their financial security and their retirement years. Yet more importantly, when Wall Street booms it is a sign that the American economy is booming, creating jobs and prosperity for people throughout the nation; when Wall Street slumps for more than a short period, it is because the American economy is slowing down, putting investment and jobs at risk.

Nevertheless, in spite of its periodic crashes and downturns, most Americans know very well that by investing directly in the stock market, they are probably ensuring the best possible long term return on their investments.

Over time, direct investments on Wall Street have always done better than most other forms of long-term placement, and logically speaking this is inevitable. Ultimately, most forms of investment depend on the performance of the US economy in general, and by investing directly on Wall Street, American investors are simply ensuring that they personally take full advantage of the growth of the stock market, rather than share their gains with banks, investment trusts or other intermediaries offering investment services.

**1. Read the dialogue and make up your own dialogues. Миколамаро хонед ва худатон низ муколама тартиб диҳед.**

- Do you like the weather today?
- Yes, I do. It's cool but nice.



- I don't like such weather.
- What's this?
- I think it's a thunderstorm

**2. Make up a story “Health care in Tajikistan”. Дар мавзӯи “Health care in Tajikistan” ҳикоя тартиб диҳед.**

*What can you say about the health care service in Tajikistan from your own experience? Use the prompts:*

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

**3. Review all the new words learned at the lessons. Қалимаҳои нави мавзӯро тақрир намоед.**

**4. Read the rhyme, translate and learn it by heart. Шеърро ҳонед, тарҷума ва азёд кунед.**

### THE RAINY DAY

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

## LESSON 47

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

nowadays ['naʊədeɪz]	invention [in'venʃən]
human ['hju:mən]	experience [ɪk'spɪəriəns]
knowledge ['nɒlɪdʒ]	detective [dɪ'tektɪv]
valued ['vælju:d]	impossible [ɪm'pɒsɪbl]

### BOOKS IN OUR LIFE

Nowadays it's almost impossible to imagine our life without books. Perhaps, there are more books on our planet than men alive. Long before the invention of printing people valued books as treasure troves of the human knowledge and experience.

Hand – written manuscripts took months of writing and were collected by and kept in monasteries with utmost care. We can distinguish books between three classes of them. Firstly, books on different branches of knowledge, works by brilliant minds of mankind.

Many people indulge in reading science fiction, fantasy or detective stories. Of course, there are some advantages and disadvantages of this kind of literature, often referred to as “easy reading”.

As for me, good science fiction and fantasy develop imagination, logical thinking, broad one's outlook. The same could be said in favour of detective stories. They reveal such minute details of everyday life in this or that particular country that are of greatest interest for a curious reader.

As an old saying goes, man cannot live on bread alone. Books are the source of knowledge and the means of self – perfection. Sometimes it is difficult to solve some problems in life. I think that books can help us. Books must be our friends during all our life.

**1. Answer the following questions. Ба саволҳои зерин ҷавоб диҳед.**

1. What kind of books do you prefer to read?
2. Do you like to read English or Russian books?
3. Is it possible to live without books?
4. Books are our friends, aren't they?
5. How many books have you read?

**2. Read and translate the text, then work in pairs and make up a dialogue. Матнро хонед, тарҷума намоед ва муқолама тартиб диҳед. Дунафарӣ кор кунед.**

**3. Divide the text into notional parts and name them. Матнро ба қисмҳои маънодор тақсим намуда сарлавҳа гузоред.**

**4. Put questions. Саволҳо гузоред.**

1. As an old saying goes, man cannot live on bread alone.
2. Nowadays it's almost impossible to imagine our life without books.
3. As for me, good science fiction and fantasy develop imagination, logical thinking, will broaden one's outlook.
4. They reveal such minute details of everyday life in this or that particular country that are of greatest interest for a curious reader.
5. Books must be our friends during all our life.

**5. Write on the theme «Books in our life». Дар мавзӯи «Books in our life» иншо нависед.**

## LESSON 48

**Competency:** Pupils should read, write and understand the text and answer the questions.

**Салоҳият:** Хонандагон бояд мазмуни матнро фаҳмида, хондан, навиштан ва ба саволҳо ҷавоб дода тавонанд.

## THE SEVEN WELLS

Long-long ago in the Crimean village there were problems with water. So, the men dug seven wells that started to give some water to the local people.

Once, a German man was chosen as the head of the village. He was a wise man and he offered the people to take water free. So everybody was happy to get as much water as they needed.

That man had seven sons. The youngest, whose name was Fritz was the healthiest and strongest in the family. In his childhood he noticed that when some water was taken from the wells, it splashed on the ground. So he didn't like that and once said to his father, "When I grow up, I'll ask the village dwellers to pay for the water from the wells. They splash too much water on the ground". "On, no!" said his father, "water is the most precious thing in this land. It should be free."

A few years passed. The old German died. Then his six sons died of some disease one by one, and Fritz was made head of the village. He immediately made his wish come true. He said to the villagers that from that day they should pay for the water from the wells. All the wells were locked and Fritz kept the keys to the wells.

One day the village dwellers decided to rebel against Fritz because he told them they wouldn't have any water for one day.

An old soldier came to the village. He was tired and thirsty and asked for some pure water. Fritz didn't let him drink because the soldier had no money to pay for it. The soldier begged Fritz to help him. But it was all in vain. When the soldier was dying, he cursed Fritz.

After his death one of the wells was open but the water disappeared from it. When Fritz's servant opened the other six wells and found no water there, he told it to his master. Fritz was furious. Thus he was punished for his cruelty.

**1. Translate this text using a dictionary. Бо ёрии луғат ин матнро тарҷума намоед.**

The old German died. Then his six sons died of some disease

one by one, and Fritz was made head of the village. He immediately made his wish come true. He said to the villagers that from that day they should pay for the water from the wells. All the wells were locked and Fritz kept the keys to the wells.

One day the village dwellers decided to rebel against Fritz because he told them they wouldn't have any water for one day.

An old soldier came to the village. He was tired and thirsty and asked for some pure water. Fritz didn't let him drink because the soldier had no money to pay for it. The soldier begged Fritz to help him. But it was all in vain.

**2. Answer the questions. Ба саволҳо ҷавоб гардонед.**

- 1) Why did the men dig seven wells?
- 2) Who was the head of the village chosen?
- 3) How many sons did the German have?
- 4) What did Fritz dislike in childhood?
- 5) When did Fritz make his wish come true?
- 6) What did Fritz do with the wells?
- 7) Why couldn't the old soldier drink any water from the well?
- 8) What happened to the wells after the soldier's death?

**3. Make up sentences about your family and school. Дар бо-  
раи оила ва мактаби худ ҷумла тартиб диҳед.**

1. What does your Mam/Dad/sister/brother/Granny make you do and let you do at home?

2. What does your English/Math/Russian teacher make you do and let you do at the lessons?

**4. Retell the story. Ҳикояро нақл намоед.**

1) Where are there great problems with water in the world? Show these places on the map.

2) How can people solve these problems?

**5. Complete the sentences. Ҷумлаҳоро ба охир расонед.**

1. I woke up late...

2. I only got up at a quarter to eight and I haven't got enough time to do my morning exercises or.....

3. I washed my face and hands and.....

4. I had a light meal and gave my son some money for his school lunch.

5. "Can I have some money for an ice-cream, too,...

6. "Don't ask silly questions", I said angrily.

7. "Why did I say that?" I thought as I drove to the office, I went through the red light, and a policeman stopped....

8. I was five minutes late to work and met my..... He saw me but didn't....

9. I didn't have much to do, but I was very tired..... When I got home I spoke angrily to my wife.... I had supper, watched a football match on the telly....

**6. Make up sentences using the following words and phrases.**  
**Бо истифода аз калимаҳо ва ибораҳои зерин ҷумла тартиб диҳед.**

My son, some money, an ice-cream, got up late, yesterday, watched TV, after supper, the policeman.

**7. Complete the sentences. Ҷумлаҳои нопурра намоед.**

1) The text tells about ... .

- a) a bad father
- b) a brave policeman
- c) an angry chief
- d) an unlucky day

2) The man in the story told about ... .

- a) a bad dream
- b) his great talents
- c) a day in his life
- d) his son and chief

3) The day was not good that's why....

- a) he broke his leg
- b) fell ill

- c) his chief punished him
- d) at home he was not kind to his wife and son
- 4) The man drove to his office... .
- a) five minutes earlier
- b) just in time
- c) at the wrong time
- d) and was stopped by his chief

## LESSON 49

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаи тартибодаро дар нутқ истифода карда тавонанд.

### THE INTERNATIONAL LANGUAGE SCHOOL

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

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

**1. Read and translate the text then work in pairs and make up a dialogue. Матнро хонед, тарҷума намоед ва муколама тартиб диҳед.**

**2. Read the dialogue and act it. Муколамаро хонед ва онро иҷро намоед.**

P – How did you find your last test in English?

R – Rather difficult. I made a lot of mistakes

P – That’s natural. You miss so many lessons.

R – Yes, I do. But can I hope for your help?

**3. Answer the following questions using more than two sentences in your answer. Ба саволҳои зерин бо истифодаи на камтар аз ду ҷумла ҷавоб диҳед.**

1. What does the international language school (ILS) mean?
2. What is English now?
3. Where is the London Centre situated?
4. How long do courses run?
5. What are group courses?
6. What is accommodation?
7. Do you want to enter the ILS?

**4. Read and translate. Хонед ва тарҷума кунед.**

### **THE CHESHIRE SCHOOL OF ENGLISH**

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

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

1. No more than 6 pupils in each group.
2. Courses are designed for adults (over 18).

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

3. Programmes are available at Elementary or Intermediate level.

Each programme aims to enable pupils to communicate with greater skills by the end of the course. Accommodation with host family: single, \*40 per week; shared \*35 per week, guest-house, accommodation can be arranged on request.



## LESSON 50

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

follow ['fɒləʊ]	breakfast ['brekfəst]
nothing ['nʌθɪŋ]	member ['membər]
yoghurt ['jɒgz:t]	

### MY FAMILY'S MEALS

My family isn't large. It consists of four members. But each member of our family has his own tastes and interests. For example, my brother is fond of sports. So early in the morning he goes jogging. That's why he has nothing to eat before it, because it would be bad for him to eat before exercises. But when he comes back, he has a shower and is more than ready for breakfast. He always needs a cup of coffee to really wake him up. His breakfast usually consists of a bowl of cereal with milk and sugar. This he follows by toasts and juice. My father eats the same as my brother. My mother has a lighter breakfast of just yoghurt and a grapefruit. As for me, a cup of tea is enough for breakfast. And my mother sometimes scolds me for it, because it's important to have a really good breakfast. We don't have our main meal at lunch time. My father takes sandwiches with him to work. To be healthy, he also eats fruit.

My mother is able to be more varied in her lunches, because she is a housewife. It means that she can prepare what she likes. Her favourite dish is roast meat. As she likes to bake, there is always something tasty at home.

Our evening meal is usually eaten at 7 o'clock. The main course is often meat with vegetables. Sometimes we eat pizza or pasta with delicious sauce. We try to eat our main meal together. In our busy lives it is the one time of day when we sit down and have a good talk.

**1. Answer the questions. Ба саволҳо ҷавоб гардонед.**

1. Is your family large?
2. What does your family have for breakfast?
3. Do you have your main meal together?
4. When do you have your main meal?
5. What do you have for supper?

**2. Divide the text «My family's meals» into notional parts and name them. Матни «My family's meals»-ро ба қисмҳои маънодор тақсим намуда сарлавҳа гузоред.**

**3. Put questions. Саволҳо гузоред.**

1. My mother has a lighter breakfast of just youghurt and a grapefruit.
2. As for me, a cup of tea is enough for breakfast.
3. And my mother sometimes scolds me for it, because it's important to have a really good breakfast.
4. We don't have our main meal at lunch time.
5. My father takes sandwiches with him to work.
6. To be healthy, he also eats fruit.
7. My mother is able to be more varied in her lunches, because she is a housewife.

## LESSON 51

**Competency:** The pupils should make up sentences with the given words and answer the questions.

**Салоҳият:** Хонандагон бояд бо калимаҳои додашуда ҷумлаҳо тартиб дода тавонанд ва ба саволҳо ҷавоб диҳанд.

**1. Read the dialogue and make up your own. Муколамаро хонед ва ба ҳамин монанд муколамаи худро тартиб диҳед.**

A – Can I get to London by train?

L – Why, certainly.

A – Do you know when a train will start for there?

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

A. – Oh, Mr. Thomson! Hi! Are you going to London?

B – Yes, I am.

A – What’s the number of your flight?

B – It is 204 due out at 17.35

A – Splendid, it’s mine too.

### **Prompts:**

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

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

### **2. Read and translate. Хонед ва тарчума кунед.**

What should you advise the boy to do?

Food for thought I live on a farm, and I have started thinking about animal rights. Now I am a vegetarian. My Mum doesn’t cook anything different for me, so every night all I eat vegetables and bread and cheese. I don’t think this is fair. Why can’t she cook me something tasty? What’s your opinion about it?

### **3. Complete the dialogues. Муколамаро ба охир расонед.**

A: I like to travel by train

B: I like it too. (I also like it.)

A: My mother always cooks the dinner well.

B: My mother...

A: My father can drive any car.

B: And my father...

A – What’s the number of your flight?

B – It is 204 due out at 17.35

A– Splendid, it’s mine too.

#### 4. Put questions. Саволҳо гузored.

1. I live on a farm, and I have started thinking about animal rights.
2. My Mum doesn't cook anything different for me, so every night all I eat vegetables and bread and cheese. I don't think this is fair.

### LESSON 52

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

bargain ['bɑ:ɡɪn]	speedometer [spi'dɒmɪtə]
burger ['bɜ:ɡər]	vehicle ['vi:k(ə)l]
insurance [ɪn'ʃʊərəns]	longingly ['lɒŋŋli]

### THE CAR

“It's a really good bargain,” said the man in the show room; and as far as Shafi could tell, he was telling the truth.

“It's yours for just £5,000!” he continued. “You won't find a better buy anywhere else in the North; and what's more, we'll give you a year's insurance with it. Free!”

Shafi eyed the vehicle longingly; it was bright red, and just over a year old - and inside it had that smell of polish that comes with a new car. There was just the matter of the price - it was more than he had planned to spend on his first car, and more than he actually had available.

“Five thousand?” he asked, hoping rather hopelessly that he had somehow misheard.

“Five grand! That's it. But you can 'ave it for three in cash now, and the rest in three months. You can get a loan from the bank!”

Ever since he'd taken his first job at the burger bar at the age of 17, he'd been saving up for a nice car; of course, he could have made do with a cheap wreck years ago - but that was not what

he wanted. Shafi wanted a good car, a nice car, one that would make him feel as if he had achieved something better in life than serving in a restaurant.

He handed over the crisp fifty pound notes. Even if the insurance was only third-party, he reckoned it was a good buy at the price.

Settling in to the driving seat, he adjusted it for position, and turned the key. Within minutes, he had passed the outskirts of Leeds, and was headed for Gemma's house in Frampton. After all, she'd been badgering him to get a car, ever since he'd first mentioned the idea to her a month or so earlier

He knew that she'd be impressed.

"So you bought it at last!" she exclaimed. "Great!" Now we can go places!"

"Yes. And it goes like a dream!"

"Let's take it over to Sawby tonight," she suggested. "Jess is on the door, he'll let us in free."

"Good idea."

Sawby was only sixteen miles away, but the quickest way to get there was to take the motorway; and besides Shafi was keen to see how fast he could get the new car up to.

"Hey, take it easy," said Gemma, as the speedometer edged up towards the 100 m.p.h. mark. "You don't want to get done for speeding on the very first day!"

Shafi slowed down; the exit for Sawby was coming up fast.

As luck would have it, there was a space just opposite the club as Shafi proudly arrived in the shining new car. A group of young men watched from the pavement opposite as he carefully parked by the kerbside.

**1. Read and translate the text «The car». Матни «The car»-ро хонед ва тарҷума кунед.**

**2. Read and act the dialogue. Make up your own dialogues using the below prompts. Муколамаро хонед ва иҷро кунед. Аз**

**калимаҳои зерин истифода намуда муколамаи худро тартиб диҳед.**

R – When did you have a sea voyage last?

S – About three years ago on the “Admiral Nakhimov”.

P – Oh, it’s a huge motor-ship! Did you get sick?

S – How could? I didn’t feel any rolling or pitching at all.

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

**3. Make up sentences with the following words. Бо калимаҳои зерин ҷумлаҳо соzed.**

Khorog, by air, to go, London, possible, Japan, Odessa, sea travelled, Tashkent, bus, car.

## LESSON 53

**Competency:** The pupils should make up dialogues and answer the questions.

**Салоҳият:** Хонандагон бояд муколама тартиб дода та-вонанд ва ба саволҳо ҷавоб диҳанд.

pleura [ˈplʊərə]

lobe [ləʊb]

cover [ˈkʌvə]

shape [ʃeɪp]

lateral [ˈlætərəl]

cavities [ˈkævətɪ]

chest [tʃest]

pleura [ˈplʊərə]

tissue [ˈtɪʃuː]

parenchyma [pəˈreŋkɪmə]

Joseph knocked and entered.

“Morning, doctor.”

“Good morning.”

The doctor got up behind his desk and they shook hands.

“Well, what’s the trouble?”

The doctor flicked through the cards in the index cabinet and pulled one out.

“I’ve got a pain.” Sometimes he would complain of backache, sometimes of headaches, at other times of pains in the chest. Today he chose a pain in the stomach, just above the navel.

“Right, take your shirt off and let’s have a look at you.”

Joseph stripped and lay stretched out on the couch.

“How’s your appetite?”

“I never refuse a good meal.”

“Any discomfort afterwards?”

“No.”

“Are you ever troubled by constipation?”

“I’m as regular as clockwork.”

“I see,” the doctor said.

“Perhaps I’d better give you a general check-up.”

He got out his stethoscope and sounded Joseph’s chest.

“Do you sleep well?”

“Like a dog.”

**1. Read and translate the dialogue, then work in pairs and make up your own dialogue. Муколамаро хонед, тарчума намоед ва муколамаи худро тартиб диҳед.**

Have a pair talk (at the desks).

– Is the film worth seeing, Rustamov?

– To tell the truth, I expected more from it. It seems rather dull and dragged out.

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

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

**2. Make up dialogues. Муколама тартиб диҳед.**

Father: You should go to bed at once.

Son: Why should I? I’m all right.

Father: But you aren’t. You’re shivering and your face is white.

Son: Well, I just feel a bit cold, I’ll sit down by the fire.

Father: You are ill and you have a fever.

Son: How do you know?

Father: I knew it just when I put my hand on your forehead.

### **3.Translate the text. Матро тарчума намоед.**

This organ is the largest gland in the human body. It is in the upper part of the abdominal cavity under the diaphragm in the right side of the abdomen. Its upper surface is convex. This organ consists of small lobules connected together by connective tissue, different vessels and nerves.

This organ is pyriform in shape. It is a dilated portion of the alimentary canal. It is in the upper part of the abdomen under the diaphragm. The liver is above this organ, and the colon is below it, the pancreas is behind this organ.

### **4. Make up sentences with the following words. Бо истифода аз калимаҳои зерин ҷумла тартиб диҳед.**

organ, human body, diaphragm, vessels, pancreas.

### **ADMINISTRATOR POSITION OPEN.**

#### **Translate. Тарҷума намоед.**

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

The following skills are required:

**FLUENT ENGLISH (WRITTEN, SPOKEN).  
COMPUTER LITERATE STRONG ORGANIZATIONAL  
SKILLS, ABLE TO TAKE INITIATIVES**

The candidate will work closely in cooperation with the Delegate in charge of the Logistics department.

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

120, Omar Kliyam Street. Tel 224-85-20.



## LESSONS,54-55

**Competency:** The pupils should make up dialogues and answer the questions.

**Салоҳият:** Хонандагон бояд муколама тартиб дода та-  
вонанд ва ба саволҳо ҷавоб диҳанд.

Spring House Property Reference DY8745

Lower Dicker, Sussex

Spring House is located in one of the most beautiful parts of Sussex, close to the Sussex Downs and the Seven Sisters Country Park. This detached house has spacious accommodation with comfortable furniture in a traditional style. The house is set in beautiful gardens, bordered by a river, perfect for fishing. A boat is available for visitors to use.

Ground floor: living room and dining room. Step to kitchen, with electric cooker, dishwasher and microwave. Laundry room with fridge freezer and washing machine/tumble dryer. Shower room with toilet. Steep steps to first floor: 2 double bedrooms, one with en-suite bathroom, 1 single bedroom, 2 twin bedrooms, bathroom with separate shower and a toilet. Second floor: 1 single, 1 twin bedroom with en-suite bathroom and a toilet.

Open fire in the living room (1 basket of wood included).  
TV and DVD player. Central heating. Because of steep steps, the house is not suitable for people with disabilities.

No smoking please.

Bookings 7 days minimum, Friday to Friday.

**1. Read and act the dialogue. Make up your own dialogue.**  
**Муколамаро хонед ва иҷро кунед. Муколамаи худро тартиб диҳед.**

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

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

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

**2. Read and translate the text. Матнро хонед ва тарҷума намоед.**

## **READ ABOUT A WOMAN'S JOB AS A CHRISTMAS**

A few years ago, I worked as an elf at a holiday resort in Lapland, in the north of Sweden. The resort was in a forest. Visitors and workers stayed in small wooden cabins all around the forest. There was one large cabin where people ate meals. I started work there in mid November and stayed until just after Christmas.

Tourists used to stay at the resort for four days. On the first day, they arrived at the airport and travelled to the resort by coach. I didn't have to work until the evening. Sometimes I went skiing. Then, while the guests had their evening meal, I worked behind the desk in reception. I helped people find their cabins, told them about the itinerary and sold tickets for extra tours. I didn't dress as an elf at that time; I wore the hotel uniform.

On day 2, I and three other elves got up at about eight o'clock. Of course, it was still dark at that time. In Lapland it gets light at about half past ten during the winter, and it gets dark again soon after two o'clock. We dressed in our elf costumes and drove across the snow on skidoos to a cabin in the forest. Inside the cabin, there were huge presents and huge tools. We had to wrap the presents and pretend to make toys with the tools. There were mirrors in the cabin windows. These made us look very small. When tourists looked through the windows, they saw tiny elves using normal-sized tools! On the third day, we went to a different cabin – Santa's cabin! This was the day when the children finally met Father Christmas. The children would meet Santa and get a toy. Then they came into the elves' workshop to meet us. This room was full of toys and beautifully decorated with a Christmas tree. I and the other elves pretended to make toys and chatted to the children in our own elf language. The next day, the tourists went home and the next group arrived. I worked on reception again.

**3. Complete the sentences. Цумлахоро ба охир расонед.**

This was the day ....

The children would meet.....

Then they came into .....

This room was .....

I and the other elves.....

The next day...

Tourists used to stay....

On the first day, they arrived....

**4. Form sentences using the comparative degree. Цумлахоро дар дараҷаи қиёси нависед.**

**Example:** Boys and girls (strong). Boys are stronger than girls.

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

**5. Read and translate the song. Сурудро хонед ва тарҷума намоед.**

**PIE IN THE SKY**

**Words by Joe Hill**

Long-haired preachers come out every night,  
Try to tell you what's wrong and what's right,  
but when asked about something to eat,

**Chorus**

They will answer in voices so sweet.  
You will eat bye-and-bye,  
In that glorious land above the sky.  
Work and pray, live or hay.  
You'll get (Way up high!)  
fly in the sky when you die.

## LESSONS 56-57

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

television ['telɪvɪʒən]

interesting ['ɪntrəstɪŋ]

entertainment

[entə'teɪnmənt]

dominate ['dɒmɪneɪt]

often['ɔ:fn]

disadvantages

[dɪsəd'vɑ:ntɪdʒɪz]

argument ['ɑ:gjʊmənt]

against [ə'genst]

programme ['prəʊgræm]

expensive [ɪk'spensɪv]

### TELEVISION IN OUR LIFE

Television now plays an important role in our life. It is difficult to say if it is good or bad for us. It is clear, that television has advantages and disadvantages.

But are there more advantages than disadvantages? In the first place, television is an entertainment. But it is not only a convenient entertainment. For a family of three, four or five, for example, it is more convenient and less expensive to sit comfortably at home than to go out to find entertainment in other places. They don't have to pay for expensive seats at the theatre or cinema. They turn on the TV-set and can see interesting films, concerts, football matches.

But some people think that it's bad to watch TV. Those who watch TV need do nothing. We are passive when we watch TV. Television shows us many interesting programmes. But again there is a disadvantage here: we watch TV every evening, and it begins to dominate our lives.

My friend told me that when his TV-set broke down, he and his family found that they had more time to do things and to talk to each other. There are other arguments for and against television. Very often the programmes are bad. There is also too much pop music and ads. Ads on the whole are convenient for grown-ups. But is it good for children to watch all those ads?

**1. Answer the questions. Ба саволҳо ҷавоб диҳед.**

1. What advantages does television have?
2. What disadvantages does television have?
3. What did my friend find when his TV-set broke down?
4. What do they sometimes show?

**2. Write down the sentences into interrogative forms. Ҷумлаҳои зеринро дар шакли саволӣ нависед.**

1. But some people think that it's bad to watch TV.
2. Those who watch TV need do nothing.
3. We are passive when we watch TV.
4. Television shows us many interesting programmes.
5. But again there is a disadvantage here: we watch TV every evening, and it begins to dominate our lives.

**3. Write down the sentences into negative forms. Ҷумлаҳои зеринро дар шакли инкорӣ нависед.**

1. There are other arguments for and against television.
2. Very often the programmes are bad.
3. There is also too much pop music and ads.
4. Ads on the whole are convenient for grown-ups.
5. But is it good for children to watch all those ads?

**4. Make up sentences with the following words. Бо истифода аз калимаҳои зерин ҷумлаҳо тартиб диҳед.**

advantages, television, entertainment, convenient, family, expensive, comfortably, at home, seats, theatre, cinema, interesting films, concerts, football matches.

**5. Divide the text «Television in our life» into notional parts and name them. Матни «Television in our life»-ро ба қисмҳои маънодор тақсим намуда, сарлавҳа гузоред.**

## LESSONS 58-59

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд бо калимаҳои додасуда муколама тартиб дода, дар нутқи худ истифода бурда тавонанд.

Daedalus ['di:dələs]	ceremoniously [seri'məʊniəsli]
amazement [ə'meɪzmənt]	guard [gɑ:d]
palace ['pælɪs]	devotion [dr'vəʊʃn]
himself [hɪm'self]	

### THE PALACE OF THE KING

Daedalus reached Crete in less than a week. At the port of Heracleon he was put under guard and led up the hill through olive trees to the palace where King Minos lived.

When Daedalus first saw the palace he gasped with amazement.

It was built of stone, not of wood like the palace on the Acropolis.

It looked more like a city than a palace. But as he came closer, he saw that some of the walls were ruined; the main hall was roofless, and the building looked more like a splendid shell than a royal palace.

When he was told that a man who called himself Daedalus the craftsman had arrived, King Minos received him ceremoniously in his throne room.

'I know of your fame, Daedalus,' he said. 'There is no man in the world I'd like to see more than you. We have had an earthquake and I need your help.'

'Sir, it is I who can learn from you,' said Daedalus. 'Your palace is wonderful. Even in Athens there is nothing to compare with it. Your builders can teach me much.'

There are many problems that they have failed to solve,' said King Minos. 'Ten years have passed since the earthquake. The main hall is still in ruins because the secret of the roof has been

lost. No light reaches the inner rooms. When the rains are heavy, we have a swamp here. If you can solve these problems, you may live in the palace and I will reward you well.’ He added darkly, ‘I know why you left Athens.

I know what happened to Talos. Serve me with devotion and I will forget your past. But if you fail me, I will destroy you.’

**1. Complete the sentences. Ҷумлаҳоро ба охир расонед.**

1. When Daedalus first saw the palace ...
2. It looked more ...
3. The main hall is still...
4. If you can solve...

**2. Answer the questions. Ба саволҳо ҷавоб гардонед.**

1. How was Daedalus received by King Minos?
2. What did King Minos tell Daedalus when he saw him?

**3. Write down the sentences into negative and interrogative forms. Ҷумлаҳои зеринро дар шакли инкорӣ ва саволӣ нави-сед.**

1. Ten years have passed since the earthquake.
2. The main hall is still in ruins because the secret of the roof has been lost.
3. When the rains are heavy, we have a swamp here.
4. It was built of stone, not of wood like the palace on the Acropolis.
5. It looked more like a city than a palace.

**4. Translate the following phrases. Ибораҳои зеринро тарҷума кунед.**

there are, many problems, have failed to solve, ten years have passed, the secret of the roof, has been lost, reaches the inner rooms, rains are heavy, we have a swamp, to solve the problems, in the palace.

**5. Make up dialogues. Ба ҳамин монанд муколама тартиб диҳед.**

A: Mike doesn't interrupt much, does he?

B: Oh yes, he does. He's always interrupting!

A: He didn't interrupt much, did he?

B: Oh yes, he did. He was always interrupting!

(a) He doesn't... does he? (b) He didn't... did he?

## LESSON 60

**Competency:** The pupils should read the text and put questions to it.

**Салоҳият:** Хонандагон бояд матро хонда ба он саволҳо гузоранд.

### CANADA

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

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

The houses along the road look similar, at least according to Canadian Standards, and they all had large verandahs around them. Canada is the land of the maple and the mountains.

**1. Make up stories according to the situations. Ба монанди ҳамин воқеа ҳикояро тартиб диҳед.**

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

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



What had happened to her?

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

What did he tell me?

**2. Make up sentences with each group of words. Бо ҳар як гурӯҳи калимаҳои зерин ҷумлаҳо тартиб диҳед.**

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

**3. Rewrite each of the following sentences, putting the adverb phrase first. Ибораҳои зарфиро дар аввал гузошта, ҷумлаҳоро аз нав нависед.**

**Pattern:**

*There is a lot of rain near the ocean.*

*Near the ocean there is a lot of rain.*

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

**4. Read and translate the text «Canada». Матни «Canada»-ро хонед ва тарҷума намоед.**

**5. Answer the following questions using more than two sentences in your answer. Ба саволҳои зерин бо истифодаи на камтар аз ду ҷумла ҷавоб диҳед.**

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

**6. Divide the text «Canada» into notional parts and name them. Матни «Canada»-ро ба қисмҳои маънодор тақсим намуда, сарлавҳа гузоред.**

## LESSONS 61-62

**Competency:** The pupils should answer the questions and give the brief summary of the text.

**Салоҳият:** Хонандагон бояд ба саволҳо ҷавоб дода, мазмуни мухтасари матнро нақл карда тавонанд.

society [sə'saɪəti]	theory ['θiəri]
allocates ['æləkeɪt]	macroeconomics [ˌmækrəʊi:kə'nɒmɪks]
scarce [skeəs]	aggregate ['ægrɪgət]
resource [rɪ'zɔ:s]	microeconomics [ˌmaɪkrəʊi:kə'nɒmɪks]

## ECONOMICS

Economics is the study of how society allocates scarce resources and goods. Resources are the inputs that society uses to produce output, called goods. Resources include inputs such as labor, capital, and land. Goods include products such as food, clothing, and housing as well as services such as those provided by doctors, repairmen, and police offices. These resources and goods are considered scarce because of society's tendency to demand more resources and goods than are available.

Most resources are scarce, but some are not – for example, the air we breathe. Its price is zero. It is called a free resource or good. Economics, however, is mainly concerned with scarce resources and goods, as scarcity motivated the study of how society allocates resources and goods.

The term market refers to any arrangement that allows people to trade with each other. The term market system refers to the collection of all markets, also to the relationships among

these markets. The study of the market system, which is the subject of economics, is divided into two main theories; they are macroeconomics and microeconomics.

The prefix macro means large, indicating that macroeconomics is concerned with the study of the market system on a large scale. Macroeconomics considers the aggregate performance of all markets in the market system and is concerned with the choices made by the large subsectors of the economy – the household sector, which includes all consumers; the business sector, which includes all firms; and the government sector, which includes all government agencies

The prefix micro means small, indicating that microeconomics is concerned with the study of the market system on a small scale. Microeconomics considers the individual markets that make up the market system and is concerned with the choices made by small economic units such as individual consumers, individual firms, or individual government agencies.

### Vocabulary

economics – иқтисодёт

resources – захираҳо

service – хизмат, ёрӣ, мадад,

scarce – камчин, камёб

free – озод

scarcity – маҳдудият, танқисӣ, камӣ, норасоӣ

market system – системаи бозорӣ

macroeconomics – макроэкономика

aggregate – муштарақ, муттафиқона;

individual market – бозори шахсӣ

economic policy – иқтисодиёти сиёсӣ

economic growth – афзоиши иқтисодӣ

full employment – шуғли пурра

economic analysis – таҳлили иқтисодӣ

**1. Answer the following questions using more than two sentences in your answer. Ба саволҳои зерин бо истифодаи на камтар аз ду ҷумла ҷавоб диҳед.**

What is one modern definition of economics?

What does economy study?

What is macroeconomics?

What is microeconomics.?

What do goods include?

What does the term market mean?

What do resources include?

What does the prefix micro mean?

**2. Divide the text into logical parts and retell them. Матнро ба қисмҳои маънодор тақсим карда, онро нақл намоед.**

**3. Complete the sentences. Ҷумлаҳоро ба охир расонед.**

1. Goods include products such as...
2. The term market refers...
3. The prefix micro means...

## LESSON 63

**Competency:** The pupils should make up dialogues and use them in their speech.

**Салоҳият:** Хонандагон бояд муколамаи тартибодаро дар нутқ истифода карда тавонанд.

### A LETTER TO THE EDITOR

Dear Editor,

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

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

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

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

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

**1. Answer the questions using indirect speech. Ба саволҳо бо истифодаи нутқи мазмунан нақлшуда ҷавоб диҳед.**

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

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

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

#### **A JOKE**

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

P – What did they do before it was discovered?

**2. What would you say in the situations below? Use may, must or will. Дар вазъиятҳои зерин шумо чӣ гуфта метавонед? Феълҳои модалии may, must ё will-ро истифода кунед.**

1. Ask your boys for permission to leave the office early tomorrow.

2. Advise your friend to study harder.

3. You are a doctor. Tell a patient it is absolutely necessary to take all the medicine.

4. Someone asks you the time. You haven't got a watch but you're sure it's ten o'clock.

5. Someone asks you if it will rain tomorrow. You don't know but it is possible.

6. Your phone is ringing. You're busy. Ask a friend politely to answer it.

7. You are on a plane and want to know the arrival time in Paris. Ask the stewardess.

8. You are the stewardess. Say «the plane will almost certainly arrive at 12.10 if nothing goes wrong».

**3. Read the text and retell what animal you prefer to have and why. Матнро хонед ва гӯед, ки кадом хайвонро мехоҳед дошта бошед ва барои чӣ?**

### CATS AND DOGS

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

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

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

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

### LESSON 64

**Competency:** The pupils should give the brief summary of the text.

**Салоҳият:** Хонандагон бояд мазмуни мухтасари матнро нақл карда тавонанд.

destructive [dis'trʌktɪv]

pollution [pə'lu:ʃn]

thousand ['θaʊzənd]

technology [tek'nɒlədʒɪ]

scientist ['saɪəntɪst]

## 1. Read and translate. Хонед ва тарчума кунед.

### AIR POLLUTION

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

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

If man does not control his technology, he will do a lot of harm to nature. He has exploited nature, but now the time has come for him to protect. Some years ago scientists began writing and telling people about the dangers of pollution. But man did not stop exploiting nature. Since then carbon dioxide (CO<sub>2</sub>) in the air has gone up to 25 percent by the year 2000 and may go up to some more percent.

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

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

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

## 2. Make up dialogues using the below prompts. Калимаҳои зеринро истифода намуда муколама тартиб диҳед.

### MY HOME TOWN

a) **small town:** green, quiet, clean, few big houses, last of one family cottages, modern conveniences, narrow streets, a river, be

situated on both sides of a river, a lot of trees and flowers, much snow in winter, station in the heart of the river; a railway station in the heart of the town; be famous for, be different from; full of holidaymakers in summer, at the foot of big mountains.

**b) A big town:** industrial, capital, noisy, heavy traffic, in the heart of.... several parks, a lot of office buildings, high-storied buildings, full of people, hotels, shop, be famous for places of interest.

**3. Do the exercise in writing. Answer the questions using no less than 2-3 sentences for each one. Ба саволҳо бо истифодаи на камтар аз 2-3 ҷумла ҷавоб гардонед. Машқро хаттӣ иҷро кунед.**

### **DISCUSSION ON CLOTHES AND FASHIONS**

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

**4. Answer the following question using more than two sentences in your answer. Ба саволи зерин бо истифодаи на камтар аз ду ҷумла хаттӣ ҷавоб диҳед.**

1. Do scientists tell the people about the dangerous of pollution?

### **LESSON 65**

**Competency:** The pupils must read the text, answer the questions according to the text and retell it.

**Салоҳият:** Хонандагон бояд матнро хонда ба саволҳо ҷавоб диҳанд ва мазмуни матнро нақл карда тавонанд.



## 1. Read and translate. Хонед ва тарчума кунед.

Scotland ['skɒtlənd]	area ['eəriə]
character ['kærɪktə]	romance [rəʊ'mæns]
Queen [kwi:n]	King [kɪŋ]

### SCOTLAND

Although Scotland forms a part of the United Kingdom, it has a distinct character of its own. In area it is more than half as big as England. Its population is, however, only one-eighth as great – about 5 200 000.

Scotland is a land of romance and it has had a most eventful history. The Picts and Celts lived there before the coming of the Romans to Britain. Those Northern tribes worried the Romans so much that the Great Wall was built to protect the Roman camps in the Northern part of England.

It was in the 11th century that the Normans began to settle in Scotland. Almost all of Scotland's history is associated with and reflected in many castles and forts that are to be seen all over the country. They are very picturesque, having retained their medieval features: stern, proud, impressive, perched high on a rock or at a hillside. Mary, Queen of Scots, the beautiful Mary Stuart was married in one of them, her son James (who was to become James I of England) was born in another.

And now some words about the Highlands. For centuries the Highlands were a strange land, where the king's law common to all the rest of the country, wasn't even known, where wild people spoke a language no one could understand. Long after the rest of Britain adopted modern ways they kept to the old life.

In 1603 King James VI of Scotland became King James I of England too, and from then onwards the countries were under the same monarch, though the Act of Union was not passed until 1707. This Act incorporated Scotland with England in the United Kingdom, but the Scots kept their own legal system, religion and administration, centered in Edinburgh.

Edinburgh – the capital of Scotland has always been admired as one of the most beautiful cities. Glasgow – its second city – always had a bad reputation. It was too often seen as a dirty, run-down urban area. But no longer. The buildings have been cleaned up, the streets are tidy and the people now take an obvious pride in their city. Glasgow was chosen to be the cultural capital of Europe 1890.

Not far from Glasgow there is one of the most famous of Scotland's many lakes (called «lochs»), Loch Lomond. Scottish numerous valleys are known as «glens». Scotland is a country with an intense and living national tradition of a kind only too rare in the modern world. It has its distinctive national dress, the kilt, worn only by men. It also has its own typical musical instruments (the pipes, sometimes called «the bagpipes»), its own national form of dancing, its own songs, language, traditions and education. Scotland has even its own national drink, a fact so widely known that one need only ask for «Scotch».

**2. Complete the sentences. Цумлахоро ба охир расонед.**

*1. Scotland forms...*

- a) a part of England;
- b) a part of the United States;
- c) a part of the United Kingdom.

*2. The Northern tribes...*

- a) began to settle in Scotland in the 11th century;
- b) lived in Scotland before the coming of the Romans;
- c) came to Scotland together with the Normans.

*3. Mary Stuart...*

- a) was a Queen of the United Kingdom;
- b) was the Queen of Scots;
- c) was not a queen.

*4. The kilt...*

- a) is a musical instrument;
- b) is a form of national dancing;
- c) is a type of national dress.

**3. Answer the questions. Ба саволҳо ҷавоб гардонед.**

1. Why was the Great Wall built?
2. Why are there so many castles in the country?
3. What have you learnt about the Highlands?
4. When was the Act of Union passed?
5. What's the country's second city?
6. What do they call Scottish valleys and lakes?
7. Are national traditions still alive in Scotland?

**4. Complete the sentences. Ҷумлаҳоро ба охир расонед.**

1. Long after the rest of ..... adopted modern ways they kept to the old life.
2. In 1603 King James VI of Scotland became .... I of England too, and from then onwards the countries were under the same monarch, though the Act of Union was not passed until 1707.
3. This Act incorporated Scotland with ...in the United Kingdom, but the Scots kept their own legal system, religion and administration, centered in Edinburgh.
4. ... was chosen to be the cultural capital of Europe 1890.
5. ... has even its own national drink, a fact so widely known that one need only ask for «Scotch».

**LESSON 66**

**Competency:** The pupils must read the text, answer the questions according the text and retell it.

**Салоҳият:** Хонандагон бояд матнро хонда ба саволҳои матни зерин ҷавоб диҳанд ва нақл карда тавонанд.

lights [laɪts]

happy ['hæpi]

busy ['bɪzi]

relative ['relətɪv]

children ['tʃɪldrən]

card [kɑ:d]

## THE NEW YEAR

The 1st of January is the New Year. It's a happy holiday for many people in different countries.

Some week before The New Year people are busy. They send greeting cards to all their relatives and friends. You can buy The New Year cards or you can make them. Many children make their cards at school.

People buy a New Year tree and decorate it with toys, colored balls and little colored lights.

Every year there is a very big tree in the centre of the city. In the evening before The New Year people like to come to the centre to look at the tree. On The New Year streets are decorated, too.

The shops are very busy at New Year. People want to buy presents for their family and friends (for their nearest and dearest). And they buy a lot of food and drink for all the The New Year parties.

People open their presents on The New Year morning and they all are happy with what they get.

On The New Year people wish their nearest and dearest a merry The New Year. People usually visit their relatives and friends. They do not work on that day.

### 1. Answer the questions. Ба саволҳо ҷавоб гардонед.

- 1) Why are people busy some weeks before The New Year?
- 2) Where can people get The New Year cards?
- 3) What are the traditional The New Year dishes?
- 4) Do English people like The New Year?

### 2. Complete the sentences. Ҷумлаҳоро ба охир расонед.

1. Many children make their cards at .....
2. There is a very big New Year tree in the centre of .....
3. On The New Year people wish their nearest and dearest a .....
4. They do not..... on that day.

**3. Make up sentences with the following words. Бо калимаҳои зерин ҷумлаҳо созад.**

New Year, greeting cards, children, a tree, to decorate, toys, colored

**LESSON 67**

**Competency:** The pupils must read the text, answer the questions according to the text and retell it.

**Салоҳият:** Хонандагон бояд матнро хонда, оид ба матн-и зерин ба саволҳо ҷавоб диҳанд ва онро нақл карда та-вонанд.

**1. Read and translate. Хонед ва тарҷума кунед.**

strong [strɒŋ]

strength [streŋθ]

compete [kəm'pi:t]

system ['sɪstəm]

quick [kwɪk]

floor [flɔ:(r)]

muscle ['mʌsl]

strong [strɒŋ]

**ADVICE OF THE OLYMPIC CHAMPION  
DILSHOD NAZAROV**

A champion must be strong and very quick. I will tell you about myself. I grew up tall and thin with no great strength in my arms. I decided to build up my muscles. I developed a system of exercises, which helped me to become stronger. I spent much time weight lifting. I lifted a bar equal to my own weight, which is up to 100 kg. However, that happened after two years of regular exercising. At first, the weight was only 30-40 kg. In general, I advise to choose the weight, which is twice as small as your own.

Push-ups were also of great help to me. At first, I could push up only 3 or 4 times, so weak were my arms! Then 30 times. Interesting enough, if you strengthen your legs, you feel as if your body has become much lighter. It is a very useful exercise. I also worked with dumb-bells and weights and threw heavy stones into air. You must combine muscle-building exercises with long distance running. It is a good relaxation for the arms and back muscles.

I was considered the strongest heavy weight wrestler in the world. However, I have never been the biggest among my rivals. If you are strong, you do not fear any rivals! My advice to you is if you want to be strong, take up physical exercises at once.

**2. Read the text about «Advice of the olympic champion Dilshod Nazarov» and choose right. Матни «Advice of the olympic champion Dilshod Nazarov»-ро хонед ва ҷавоби дурустро интихоб кунед.**

The sportsman is...

*a) boxer; b) a wrestler, c) a runner*

He began to do sports when he was...

*a) 17; b) 18. c) 19.*

If you strengthen your legs, you feel as if your body has become...

*a) much lighter; b) heavier; c) smaller*

Long distance running is a good relaxation for...

Your mind; b) the arms and back muscles; c) the leg muscles.

**3. Read the following sentences and say if they are true or false. Ҷумлаҳои зеринро хонед ва дуруст ё нодуруст буданашонро гӯед.**

1. Dilshod Nazarov grew up tall and thin with no great strength in his arms.
2. When he was 18, he could easily compete with his rivals in strength.
3. At first, he lifted a bar equal to only 30-40 kg.
4. After a year of regular exercising, he lifted a bar equal to 100 kg.
5. Push-ups were not of great help to him.

**4. Insert the words according to the text. Калимаҳоро мувофиқи матн гузоред.**

A wrestler must have many qualities to \_\_\_\_\_ his rivals.  
\_\_\_\_\_ came into my life when I was 18.

Then I decided to build up my \_\_\_\_\_.

At first, I could push up only 3 or 4 times, so weak were my

\_\_\_\_\_ I weighed a little over 100 kg but \_\_\_\_\_ even those who weighed 120, 150 and 180 kg

## LESSON 68

**Competence:** The pupils should have the skills of reading, writing, understand the content of the text, to answer the questions and retell the text.

**Салоҳият:** Хонандагон бояд маҳорати хондан, навиштан, фаҳмидани мазмуни матнро дошта, оид ба мавзӯ ба саволҳо ҷавоб дода тавонанд ва матнро нақл намоянд.

### LANGUAGES OF THE WORLD

language ['læŋgwɪdʒ]

Virginia [və'dʒɪniə]

change [tʃeɪndʒ]

descendant [dɪ'sendənt]

Indo-European [ɪndəʊjʊ(ə)rə'piən]

although [ɔ:l'dəʊ]

Nobody knows what the first language was. But scientists feel sure that nobody speaks it today because all languages change and keep on changing as long as people use them. One language may change in different ways in different places and grow into several languages.

If we could meet the people who spoke English five hundred years ago, we probably couldn't understand much what they said.

English itself is a mixture of several languages. Scientists believe that these languages and many others all grew out of the same language which they call Indo-European. Nobody speaks it now. But some of its descendants are Latin, German, English, French, Greek, Russian and many of the different languages spoken in India.

Britain and America were once described as nations divided by a common language. Just what is the difference between the English spoken in Britain and America?

The first English settlers to reach America arrived in Virginia in 1607 and in Massachusetts in 1620. They all spoke English of the early seventeenth century – the language of Shakespeare and Milton. Most of them came originally from the south and south-east of England. Although some of them had spent some years of exile in Holland they spoke with the accents of the southern part of their home country. To a large extent they kept that form of speech, but they soon learned to give old words new uses. They also took words from the local Indian languages for plants and animals that were new to them.

Until the Declaration of Independence in 1776 over two-thirds of the settlers in what later became the U.S. came from England. After that date many other people came to make a new life for themselves in the New World. These included Irish, French, Germans, Dutch, Italians, Slavs, and Scandinavians. All these people gave new words to the language of North America. The Negroes who had been taken from Africa as slaves to work on the rice and cotton plantations added words and structures from their own native languages. Some people today think that the very American expression O.K. comes from a similar expression which was brought to America by the Negroes.

All these people contributed in various ways to the language which was to become American English. Most civilizations and cultures – in their writings, traditions, folk stories – have traces of the old language.

**1. Find antonyms to the following words in the text. Антоними калимаҳои зеринро ёбед.**

different, last, leave, nobody, north, small, new, give, dependence, few, exclude, therefore.

**2. Answer the questions. Ба саволҳо ҷавоб гардонед.**

1. Do people in Britain and America speak the same language?
2. What words did the first English settlers take from local Indian languages?



3. What peoples gave new words to the language of North America after 1776?

**3. Using a dictionary, translate the text «Languages of the world» in writing. Бо истифодаи луғат матни «Languages of the world»-ро хаттӣ тарҷума намоед.**

### Vocabulary

feel sure that ... – пурра боварӣ доранд, ки

keep on changing – то ҳол тағйир ёфта истодаанд.

in what later became the U.S. – ки баъдтар ба ИМА ҳамроҳ шуданд

change – тағйирот

bring (brought) – овардан

use – истифода бурдан

scientist – олим

several – якчанд

language – забон

probably – эҳтимол

grow (grew, grown) – сабзи-

describe – тасвир намудан

дан

difference – фарқият

way – роҳ

**4. Read the following statements and determine if they are true or false according to the text. Матнро хонед ва гӯед, ки оё ҷумлаҳои зерин вобаста ба матн дурустанд ё не.**

1. English as well as many other languages grew out of the same language.

2. If you met the people who spoke English five hundred years ago, undoubtedly you could understand what they said.

3. Britain and America were once described as nations divided by a common language.

4. The Egyptian king Psammetichos decided to learn which of the world's languages was the oldest.

**5. Arrange the following sentences in such order to get a summary of the text. Ҷумлаҳои зеринро тавре ба тартиб гузоред, ки мазмуни асосии матнро ташкил кунанд.**

1. Scientists believe that English as well as some other languages all grew out of the same language.

2. American English, for example, differ in various ways from the English language spoken in Britain.

3. But all languages kept on changing as long as people used them.

4. It may be explained by the fact that a number of nations contributed to the language which was to become American English.

**6. Complete the following sentences. Чумлаҳои зеринро ба охир расонед.**

Most of them came originally from ..... They also took words from the local Indian languages ..... After that date many other people came to make a new life..... These included Irish ..... All these people gave new words to the language ..... The Negroes who had been taken from Africa as slaves to work on the rice and cotton plantations added words and ..... Some people today think that the very American expression O.K. comes from a similar expression which .....

**7. Write a summary of the text. Мазмуни мухтасари матнро нависед.**

## LESSON 69

**Competence:** The pupils should have the skills of reading, writing, understand the content of the text, to answer the questions and retell the text.

**Салоҳият:** Хонандагон бояд маҳорати хондан, навиштан, фаҳмидани мазмуни матнро дошта, оид ба мавзӯ ба саволҳо ҷавоб дода тавонанд ва матнро нақл намоянд.

superstition [sju:pə'stɪʃn]	health [helθ]
scarce [skeəs]	know [nou]
exhaustion [ɪg'zɔ:stʃən]	other [ 'ʌðə]
thousand [ 'θaʊzənd]	because [bi'kɔz]

church [tʃɜːtʃ]	large [laːdʒ]
customs [ˈkʌstəmz]	third [θɜːd]
amount [əˈmaʊnt]	learn [lɜːn]

## YOU CAN'T LIVE WITHOUT IT

It is in our bodies. It is in living things around us. It is used in some church services and in social customs. We have superstitions and sayings about it. It has thousands of uses in the world today. One of these is to flavour the egg you have for breakfast. Can you guess what it is? Common table salt.

Salt is necessary for the life and health of people, plants and animals. Blood, sweat and tears are all salt. Body cells must have just the right amount of salt to function properly. Too much salt can be dangerous for your heart and blood vessels. But if you work or play hard enough to respire heavily, you must replace the salt lost from your system or you could suffer from heat exhaustion.

Salt is made up of two elements, sodium and chlorine, its chemical name is “sodium chloride”. Ordinarily these two work together in proper balance in the body.

Today we take salt for granted, but many years ago salt was scarce, it was used as money. African traders exchanged it for twice its weight in gold. The soldiers in Julius Caesar’s army received common salt, called solarium, as part of their pay. From this came the word salary.

From the earliest times, salt has been a symbol of lasting friendship and honor. When the Arabs say, “There is salt between us,” they mean, “We have eaten together and are friends.”

When salt was scarce, it was considered bad luck to spill any of it. Many people still believe this. To prevent bad luck, they say, you must take a pinch of the spilled salt between the thumb and first finger of your right hand and throw it over left shoulder.

Today, almost 40 000 000 tons of salt are produced in the United States alone, taken from mines, wells, and the sea. Some salt deposits are thousands of years. In Poland, 900 feet underground, miners have cut out whole rooms and have carved

statues out of pure salt crystals. In another old mine in Columbia, 345 feet down, there is an excavation large enough to hold 10 000 people.

Only a small amount of all the salt produced seasons our food. The rest of it is used in other ways – to preserve food, to cool refrigerated railroad cars, to cure animal hides, to melt winter snow and ice. Chemical compounds made from table salt are also used in manufactured things like glass, soap, paper, and rayon, in heat-treating, smelting, and refining metals, and in water-softening. Common table salt is necessary in many ways we take for granted – our very lives depend upon it.

**1. Find in the text synonyms to the following words, remember their meanings. Синонимҳои калимаҳои зеринро аз матн ёбед ва маънои онҳоро дар хотир нигоҳ доред.**

application, usual, essential, common rule, quality, proper, substitute, constitute, deficient, merchant, get, think

**2. Make up sentences from the following phrases. Бо ибораҳои зерин ҷумлаҳо соzed.**

living things, the salt lost from your system, spilled salt, lasting friendship, salt taken from mines, all the salt produced, refrigerated railroad cars, chemicals made from table salt

**3. Translate in the following sentences. Ҷумлаҳои зеринро тарҷума намоед.**

1. One of the salt uses today is to flavour the egg you have for breakfast.
2. Body cells must have just the right amount of salt to function properly.
3. If you work hard enough to perspire heavily, you must replace the salt lost from your system.
4. When salt was scarce, it was considered bad luck to spill any of it.

To prevent bad luck you must take a pinch of spilled salt and throw it over your left shoulder.

**4. Answer the questions. Ба саволҳо ҷавоб гардонед.**

1. Why must body cells have just the right amount of salt?
2. Can too little salt be dangerous for our body? Why?
3. What is the chemical name of common table salt? Why is it called so?
4. When and why was salt used as money?
5. Where is salt taken from nowadays?
6. What are the ways of using salt in the modern world?

**Vocabulary**

to use - истифода бурдан	health - саломатӣ
to preserve - нигоҳ доштан	blood - хун
a service - хизмат	amount - миқдор

**5. Read the following statements and determine if they are true or false according to the text. Матнро хонед ва гӯед, ки оё ҷумлаҳои зерин вобаста ба матн дурустанд ё не.**

1. Wild animals replace the salt in their systems by licking natural salt deposits.
2. Salt is made of three elements.
3. Today we take salt for granted, but many years ago salt was scarce.

**6. Arrange the following sentences in such order to denote a summary of the text. Ҷумлаҳои зеринро тавре ба тартиб гузоред, ки мазмунӣ асосии матнро ифода кунанд.**

1. At the same time we have many superstitions and sayings about it.
2. In the modern world salt has thousands of uses, our very lives depend upon it.

3. Many people still believe them.
4. We take salt for granted today.
5. It is due to salt's role in the earliest times.
6. Then it was scarce and cost more than gold.

**7. Complete the following sentences. Чумлаҳои зеринро ба охир расонед.**

1. Salt is made up of two elements, sodium and chlorine, its chemical .....
2. Ordinarily these two work together.....
3. Today we take salt for granted, but .....
4. African traders exchanged it .....
5. The soldiers in Julius Caesar's army received common salt, called.....
6. From this came the word .....
7. Only a small amount of all the salt produced.....
8. The rest of it is used in other ways – to preserve food, to cool refrigerated railroad cars, to cure animal hides.....
9. Chemical compounds made from table salt are also used in manufactured things like glass, soap, paper, and rayon, in heat-treating, smelting,.....
10. Common table salt is necessary in many ways we .....

## LESSON 70

**Competence:** The pupils should have the skills of reading, writing, understand the content of the text, to answer the questions and retell the text.

**Салоҳият:** Хонандагон бояд маҳорати хондан, навиштан, фаҳмидани мазмуни матнро дошта, оид ба мавзӯ ба саволҳо ҷавоб дода тавонанд ва матнро нақл намоянд.

health [helθ]

fisherman [ˈfɪʃəmən]

dangerous [ˈdeɪndʒərəs]

phenomenon [fɪˈnɑːmənɑːn]

quota [ˈkwɒtə]

admission [ədˈmɪʃən]

jeer [ji(ə)r]

consecutive [kənˈsekjʊtɪv]

versatility [ˌvɜːsəˈtɪlətɪ]

## MICHAIL LOMONOSOV

Michail Lomonosov was born in 1711 in the family of a fisherman in the northern coastal village of Denisovka not far from Archangelsk. When he was ten years of age his father began to take him sea fishing. The dangerous life of a fisherman taught him to observe the natural phenomena more closely. During long winter nights young Lomonosov studied his letters, grammar and arithmetic diligently.

Being the son of a peasant, he was refused admission to the local school. After some years, through concealing his peasant origin, he gained admission to the Slavonic-Greek-Latin Academy and for five years lived a hand-to-mouth existence on three kopecks a day. The noblemen's sons studying with him made fun of the twenty-year-old giant who, in spite of the jeers and his own poverty, made rapid progress.

After five years came the chance of entering the Academy of Sciences, as there were not enough noble-born students to fill the quota. His ability and diligence attracted the attention of the professors and as one of three best students he was sent abroad. He spent all the time there studying the works of leading European scientists in chemistry, metallurgy, mining and mathematics. On his return to Russia in 1745 he was made a professor and was the first Russian scientist to become a member of the Academy of Sciences.

Soon, largely thanks to Lomonosov's efforts, a chemistry laboratory was built, in which he was to work for nearly 10 years. He was instrumental in the founding of a mosaic and stained-glass factory.

In addition to his research, Lomonosov made a major contribution to the organization of science in Russia, particularly in the last decade of his life. He also elaborated a consecutive system of education which consisted of three stages: gymnasia (secondary school), university and academy. He divided students into those who studied at the state's expense and those who paid for their tuition.

For versatility Lomonosov has no equal in Russian science. Many of his ideas and discoveries only won recognition in the nineteenth century. He was the first to discover the vegetable origin of coal, for instance, and as a poet and scientist he played a great role in the formation of the Russian literary language. His living memorial is the Moscow University, which he founded in 1755.

The scientist and poet died in April 1765. Despite his numerous achievements in the field of science, Lomonosov did not leave a fortune to his family. His widow was forced to request the government to write off her husband's debts and could not even afford to put a tombstone on his grave.

Lomonosov's private library was bought by Count Orlov but subsequently disappeared. It was rediscovered in the library of Helsinki University 30 years ago and was returned to the library of the Russian Academy of Sciences.

### Vocabulary

to make fun of smb – ба ҳоли касе хандидан  
in spite of jeers and poverty – ба камбағаливу масхаракунӣ  
нигоҳ накарда  
in addition to ... – ба ғайр аз ин, илова бар ин  
for instance = for example – масалан  
she couldn't afford ... – ӯ имконият нашошт

**1. Find in the text synonyms to the following words, remember their meanings. Синонимҳои калимаҳои зеринро аз матн ёфта, маъноҳои онҳоро дар хотир нигоҳ доред.**

Distant, countryside, to start, to learn, to watch, quick, success, to ask, to hide, plant.

**2. Make up sentences from the following words. Аз калимаҳои зерин ҷумлаҳо соzed.**

1. Lomonosov, diligently, during, young, the, letters, long, his, nights, winter, studied, and, arithmetic, grammar.



2. Ideas, recognition, 19th century, his, and, many, won, of, only, discoveries, the, in.

3. Scientist, 1765, the, died, April, in , poet, and.

**3. Answer the questions. Ба саволҳо ҷавоб гардонед.**

1. When and where was Michail Lomonosov born?
2. Why was he refused admission to the local school?
3. How did he spend all his time abroad?
4. What else is Michail Lomonosov famous for except his major contribution to the organization of science in Russia?
5. Why couldn't his widow put up a tombstone on his grave?

**4. Read the following statements and determine if they are true or false according to the text. Матнро хонед ва муайян намоед, ки оё ҷумлаҳои зерин вобаста ба матн дурустанд ё не**

1. M. Lomonosov was born in the village of Denisovka not far from Archangelsk.

2. Lomonosov made a major contribution to the organization of science particularly in the first decade of his life.

3. Many of his ideas won recognition in the 20th century.

4. The Moscow University founded in 1755 was named in honour of M. Lomonosov.

**5. Arrange the following sentences in such order to denote a summary of the text. Ҷумлаҳои зеринро тавре ба тартиб гузоред, ки мазмуни асосии матнро ифода кунанд.**

1. He spent all the time abroad studying works of leading European scientists.

2. For versatility Lomonosov has no equal in Russian science.

3. Lomonosov did not leave a fortune to his family.

4. Concealing his peasant origin Lomonosov gained admission to the Slavonic-Greek-Latin Academy.

5. Lomonosov was the first Russian scientist to become a member of the Academy of Sciences.

**6. Complete the following sentences. Ҷумлаҳои зеринро ба охир расонед.**

1. In addition to his research, Lomonosov made a major.....
2. He also elaborated a consecutive system of education which consisted of three stages: gymnasia.....
3. He divided students into those who studied at the state's expense and.....
4. Many of his ideas and discoveries only won recognition .....
5. He was the first to discover the vegetable origin of coal, for instance, and as a poet and scientist he played a great role..... His living memorial is the Moscow University, which .....
6. The scientist and poet died.....
7. Despite his numerous achievements in the field of science, Lomonosov did not leave.....
8. His widow was forced to request the government to write off her husband's debts and could .....

**7. Write a summary of the text. Мазмуни мухтасари матро нависед.**

**LESSON 71**

**Competency:** The pupils must read the text, answer the questions according to the text and retell it.

**Салоҳият:** Хонандагон бояд матро хонда ба саволҳои матни зерин ҷавоб диҳанд ва онро нақл карда тавонанд.

hieroglyph ['haɪ(ə)rəɡlɪf]	traveler ['trav(ə)lɜr]
otherwise ['ʌðəwaɪz]	poorly ['pɔːli]
strange [streɪndʒ]	strange [streɪndʒ]
behind I [bɪ'haɪnd]	idea [aɪ'diə]

**1. Read and translate the text. Матро хонед ва тарҷума кунед.**

## FOUR MISTAKES (Chinese Legend)

Long-long ago there lived an old man with his wife, and their married son. They lived poorly. Once an old man told his son:

– Let’s go behind the Great Wall and start trading, otherwise we can’t make both ends meet. That’s a good idea, – his son said. After they’d made a decision, they told it to the old woman and her daughter-in-law. They were both glad, and soon the old man and his son gathered some money and went behind the Great Wall. They stayed in the town called Guchine and started trading. Their business was really good, and the profit was big enough. Once they decided to send a letter to their relatives, but neither could write and so they asked one man to do it. But he didn’t know the hieroglyphs well and instead of writing, “The trade is good, we hired one man”, he wrote, “The trade is good, one man died”. They gave the letter to one traveler who was going to their native town and asked him, “When you go back, please, bring us an answer”. The traveler came to their relatives, gave them this letter and said, “Your relatives asked you to write an answer. I’m going back to Guchine in a couple of days, and I’ll come to you to get your answer”. When the traveler was returning, he came for an answer, but he saw a funeral sign on the gate and decided not to bother them. On arriving to Guchine, he told the old man and his son that somebody had died. So they were sad and tried to guess who had died. Then they decided to return back home. The next day they left the town. Soon they reached the junction. One road led to the uncle (who was his mother’s brother) and the other led to their own house. The old man told his son, “Will you, please, go to your uncle and find out who had died”. So the son went to his uncle and the old man went to the village. The old man entered the yard and saw his daughter-in-law, but didn’t see his wife. The daughter-in-law saw her father-in-law, but didn’t see her husband. An old man thought that his wife had died, and his daughter-in-law thought that her husband had died. But they didn’t say a word, and just started crying. The

son went to his uncle and saw his mother. The mother thought that her husband had died and the son thought that his wife had died. They were crying loudly for a long time. Soon his uncle said, “You can’t help your grief with tears. Let’s go home, and I’ll go with you”. When they arrived home they heard someone crying there. When they entered the hall, they saw that everyone was alive. The uncle was surprised and asked: ”Who are you mourning?” So they began to find out why that strange thing had happened and realized that one hieroglyph had been mixed up in the letter. Well, you see what might happen if a person who doesn’t know how to write, starts writing a letter.

**2. Answer the questions. Ба саволҳо ҷавоб гардонед.**

1. Where did the old man and his son want to go?
2. What did they tell their relatives?
3. Their relatives liked the idea of going behind the Great Wall, didn’t they?
4. What was their trade like?
5. What did the man who was writing the letter mix up?
6. Who gave an answer to the relatives?
7. Why didn’t the traveler enter their house when he came for the answer?
8. Who actually died?
9. Where did the son and his father go after they’d known about their relatives?
10. Why did the son think his wife had died?
11. Why is it necessary not to mix up any hieroglyphs or words?
12. What is the moral of the story?

**3. Complete the following sentences. Ҷумлаҳои зеринро ба охир расонед.**

1. When the traveler was returning, he came for an answer, but he saw .....
2. On arriving to Guchine, he told the old man and his son that.....

3. Then they decided.....
4. The next day they left.....
5. Soon they reached.....
6. “Will you, please, go.....”
7. So the son went to his uncle and.....
8. The old man entered the yard and saw.....

## LESSON 72

**Competency:** The pupils must read the text, answer the questions according the text and retell it.

**Салоҳият:** Хонандагон бояд матнро хонда ба саволҳои матни зерин ҷавоб диҳанд ва онро нақл карда тавонанд.

mice [maɪs]	corn [kɔ:n]
village [vɪlɪdʒ]	cheese [tʃi:z]

## TWO FRIENDS

Once upon a time there lived two mice. One of them lived in a big city. Her name was Madina. Madina’s friend lived in a village. Her name was Malika. One day Malika decided to visit Madina. She went to the city by train. She saw many beautiful houses, shops, parks and squares, there were a lot of buses, cars, trams and trolley-buses in the streets. She got to Madina’s house by bus. Malika was glad to see her friend. “Do you like to live in the city?” Malika asked Madina. Madina said, “Oh, of course, I like the city. There is a lot of to eat corn and cheese but there’s a big black cat in the Kitchen of every day. the house where I live”. Then Malika had an idea, “Let’s buy a TV-set for the cat. He likes to watch TV”. Madina liked the idea. They went to the shop and bought a TV-set.

Every day the cat sat down to watch TV and the mice came to the kitchen to eat corn and cheese.

### 1. Complete the sentences. Ҷумлаҳоро пурра намоед.

1. Once upon a time there lived...

- a) two cats; b) three mice; c) two dogs; d) two mice;  
 2. One of them lived...  
 a) in a big village; b) in a small city; c) in a big city; d) in a small village.  
 3. One day Malika decided to visit...  
 a) her mother; b) her friend; c) her teacher; d) her sister.  
 4. She went to the city...  
 a) by train; b) by plain; c) by car; d) by ship.  
 5. Malika got to Madina's house...  
 a) by car; b) by trolley-bus; c) by tram; d) by bus.  
 6. Madina said it was nice to live...  
 a) in the village; b) in the house; c) in the flat; d) in the city.  
 7. There was...  
 a) a little black cat in the house; b) a big black dog in the house;  
 c) a big black cat in the house; d) a big white cat in the house.  
 8. They decided to buy...  
 a) a radio-set; b) an arm-chair; c) a TV-set; d) a sofa.  
 9. They went...  
 a) to the shop; b) to the hospital; c) to school; d) to the library.

**2. Complete the sentences. Ҷумлаҳоро пурра намоед.**

1. Madina lived in \_\_\_\_\_
2. Malika decided to visit \_\_\_\_\_
3. Malika got to her friend by \_\_\_\_\_
4. \_\_\_\_\_ liked to live in the city
5. The only problem is a big \_\_\_\_\_
6. The cat liked to watch \_\_\_\_\_
7. Two mice went to \_\_\_\_\_ and bought TV
8. Every day \_\_\_\_\_ sat down to watch TV
9. Every day \_\_\_\_\_ came to the kitchen to eat food

**3. Make up sentences with the following words. Бо калимаҳои зерин ҷумлаҳо созад.**

to visit, city, by train, beautiful houses, shops, parks, squares, there, lot of buses, cars, trams, trolley-buses, in the streets, house by bus, to see, friend, an idea, TV-set, to watch TV, kitchen, to eat, cheese.

**4. Make up sentences with the following antonyms. Бо антонимҳои зерин ҷумлаҳо созед.**

Example: *fast – slow*

The bus goes fast.

The turtle is slow.

*tall – short*

The dinosaur is tall.

The boy is short.

*noise – silence*

The tractor's noise hurt our ears.

The silence was relaxing.

*feeble – strong*

The old dog is feeble.

The giant insect is strong.

*rich – poor*

The rich king gave to the needy.

The poor people had no home.

*wild – tame*

The wild bull is angry.

The bird is tame.

*hard – soft*

The hard rocks were by the beach.

The pillow was soft.

*light – dark*

He entered the dark building.

Sue enjoyed the early morning light.

**5. Write 5 words and their antonyms. Use each correctly in a sentence. Панҷ калимаро бо антонимашон нависед. Ба воситаи онҳо ҷумла созед.**

## ҚОИДАҲОИ МУХТАСАРИ ГРАММАТИКӢ

### NOUN – ИСМ

Исмҳо дар забони англисӣ дорои ду шумора ҳастанд: танҳо ва чамъ:

*There is a book on the table.*

*There are books on the table.*

Исмҳои шакли чамъро бо воситаи ҳамроҳ намудани суффикси чамъбандии *-s* ва *ë -es* месозанд.

Ин суффикс баъд аз ҳамсадоҳои бечаранг (*s*), ҳамсадоҳои чарангдор ва садонокҳо [*z*] ва баъд аз овозҳои шавшувдор ва чарангдор [*iz*] хонда мешавад.

**Истисно:**

*man [men] men [men]*

*foot [fut] feet [fi:t]*

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

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

Агар исмҳои шакли танҳо ба ҳарфи “*o*” ба охир расанд, пасванди *-es* ба онҳо низ ҳамроҳ карда мешавад:

*potato-potatoes, hero-heroes.*

*Вале: piano-pianos.*

Ҳарфи “*y*” дар исмҳои чамъ ба *-i* бадал меёбад:

*city – cities,*

*story – stories;*

вале баъд аз дигар садонокҳо тағйир намеёбад:

*boy – boys,*

*day – days* ва ғайра.

Исмҳои шакли чамъ шакли сохибиро бо ҳамроҳ кардани апостроф (‘) сохта метавонанд:

*The boy’s hands were cold.*

### ARTICLE – АРТИКЛ

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



ду артикл: номуайян *a (an)* ва муайян «*the*» мавчуд аст. Артикли номуайяни *a (an)* аз шумораи «*one*» «як» баромадааст ва аз ин сабаб фақат бо исмҳои шуморидашаванда дар шахси танҳо истифода бурда мешавад.

Артикли номуайяни ду шакл дорад:

**1. a** (пеш аз исмҳое, ки бо ҳамсадо сар мешаванд ва ё пеш аз худ муайянкунандае, ки бо ҳамсадо сар мешавад, истифода мешавад).

**Мисол:** *a book [ə'bu:k], a big house [ə'big 'haus]*

**2. an** (пеш аз исмҳое, ки бо садонок оғоз ва ё пеш аз худ муайянкунандае, ки бо садонок сар мешавад, истифода мешавад).

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

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

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

**Мисол:** *the evening [ði'vniq]*

### ADJECTIVE – СИФАТ

Сифат дар забони англисӣ ба мисли забони тоҷикӣ ба исм вобаста буда, аломати ашёро мефаҳмонад. Аз рӯйи сохт сифат ба сода (*red – сурх, large – калон, бузург, old – нур, кӯҳна*), сохта (*dangerous – хатарнок, unable – ноуҳдабаро*) ва мураккаб (*snow – white, deaf-mute*) ҷудо мешавад.

Сифати забони англисӣ аз рӯйи ҷинс, шумора ва падеж тасриф намешавад.

**Мисол:** *This is a good book* – Ин китоби хуб аст.

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

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

Баъзе сифатҳо дараҷаи муқоисавиро бо решаҳои гуногун месозанд. Онҳоро бояд дар ёд нигоҳ дошт:

*good* (хуб) – *better* (хубтар) – *the best* (хубтарин)  
*bad* (бад) – *worse* (бадтар) – *(the) worst* (бадтарин)  
*little* (хурд, кам) – *less* (хурдтар, камтар) – *the least* (хурдтарин, камтарин).

Сифатҳои духичой ва бисёрхичой дараҷаи қиёсиро бо ёрии калимаи **more** ва дараҷаи олиро бо ёрии калимаи **most** месозанд.

*active* – *more active* – *the most active*  
*difficulty* – *more difficult* – *the most difficult*

**Истисно:** *good* – *better* – *(the) best*  
*bad* – *worse* – *(the) worst*  
*little* – *less* *(the) least*

Сифати забони тоҷикӣ низ се дараҷа дошта, дараҷаи қиёсии он бо ёрии суффикси – «*тар*» ва дараҷаи олий бо суффикси «*тарин*» сохта мешаванд.

**Мисол:** калон – калонтар – калонтарин  
хуб – хубтар – хубтарин

## NUMERAL – ШУМОРА

### Шумораҳои микдорӣ

Асоси тамоми шумораҳоро шумораҳои хонаи даҳӣ ташкил медиҳанд ва шумораҳои дигар (ба истиснои якчандтои онҳо) бо ёрии ҳамроҳ кардани суффиксҳои **-teen** ва **-ty** сохта мешаванд.

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

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

### Шумораҳои тартибӣ

Шумораҳои тартибӣ 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 низ ба ду гурӯҳ: шумораҳои микдорӣ ва тартибӣ чун мешаванд ва асоси онҳоро низ шумораҳои даҳӣ ташкил медиҳанд.

Шумораҳои микдорӣ микдори предметро ифода мекунад: як, ду, сездар, чордар, ҳабадар ва ғайра. Шумораҳои тартибӣ бошанд, бо ҳамроҳ шудани суффикси -ум ва -юм сохта мешавад: сеюм, даҳум, чорум, панҷум ва ғайра.

### THE ADVERB – ЗАРФ

Зарф дар забони англисӣ аз рӯи сохт ба навҳои зерин чун мешавад:

- сода (*now, very, here*);
- сохта (*quickly, coldly, easily, firstly, daily*);
- мураккаб (*sometimes, everywhere*);
- таркибӣ (*till now, so far*).

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

**Масалан:** *cold – coldly, quick – quickly*

Дар мавриди сохтани зарф аз сифате, ки бо ҳарфи «у» ба охир мерасад, пеш аз суффикси «ly» ҳарфи «у» ба «i» мубаддал мешавад.

**Мисол:** *ready – readily. happy – happily.*

Як қатор зарфҳо аз сифатҳо фарқ надоранд. Масалан ба онҳо **first, long, far, much, late, little**, инчунин **daily, weekly, monthly, freindly** ва ғайра, ки бо ёрии суффикси -ly аз исмҳо сохта шудаанд, дохил мешаванд. Зарфро аз сифат фақат аз мавқеи он дар ҷумла фарқ кардан мумкин аст. Агар зарф дар ҷумла сифати феълро муайян кунад, сифат исмро муайян мекунад:

**зарф**

**сифат**

*She didn't stay long. She was wearing a long dress.*

Як гурӯҳ зарфҳо, масалан **late, near** ду шакл доранд, яке мувофиқ ба сифат буда, дигаре бо ёрии суффикси -ly сохта мешавад; 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 мондани дараҷаи муқоисавии сифат сохта мешавад.

Дараҷаи муқоисавӣ ва олии зарфҳои яктаркиба бо ҳамроҳ кардани суффикси –*er*-ба дараҷаи муқоисавӣ ва суффикси –*est*, ба дараҷаи олӣ сохта мешавад:

<b>strong</b>	<b>stronger</b>	<b>strongest</b>
пурзӯр	пурзӯртар	пурзӯртарин
<b>long</b>	<b>longer</b>	<b>longest</b>
дароз	дарозтар	дарозтарин

Дараҷаи муқоисавӣ ва олии зарфҳои мураккаб, аз он чумла бо суффикси –*ly*, монанди дараҷаи муқоисавии сифат бо ёрии калимаҳои **more** барои дараҷаи муқоисавӣ ва **most** ба дараҷаи олӣ сохта мешавад:

*brightly – more brightly – most brightly*  
*равшан – равшантар – равшантарин*

Дараҷаи муқоисавии як қатор зарфҳои забони англисӣ берун аз қоида сохта мешаванд.

дараҷаи одӣ	дараҷаи қиёсӣ	дараҷаи олӣ
well	better	best
badly	worse	worst
little	less	least
much	more	most

**Масалан:** *I like autumn better than winter.*

## PRONOUN ҶОНИШИН

Ҷонишинҳои шахсӣ, соҳибӣ, нафсӣ-таъкидӣ дар забони англисӣ аз рӯйи шахс, шумора, ҷинсият тағйир меёбанд:

	танҳо	ҷамъ
<b>шахсӣ</b>	I, me	we, us
<b>соҳибӣ:</b>	my, mine	our, ours
<b>нафсӣ-таъкидӣ:</b>	myself	ourseleves

Дар чумла чонишинҳои шахсии **I, he, she, it, you, they** чун мубтадо ва чонишинҳои **me, him, her, it, us, you, them** чун пуркунанда меоянд.

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

Чонишинҳои *some, any, no* дар хелҳои гуногуни чумла (саволӣ, хитобӣ, инкорӣ) истифода бурда мешаванд.

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

Чумлаҳои инкорӣ дар забони англисӣ бояд як унсури инкор дошта бошанд. 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 зикр шуда, истифода карда мешавад.

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

## WORD FORMATION – КАЛИМАСОЗӢ

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

*We play and dance in the park*

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

*looking-glass, newspaper, schoolgirl, light – bulb*

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

**-er (-or)** иҷрокундаи амалро мефаҳмонад;

**-ion (-ation)** раванд, амал ва натиҷаи амалро нишон медиҳад;

**ness** сифат ва ҳолатро мефаҳмонад;  
**ing** амал ва чараёнро мефаҳмонад;  
**y (dusty)** сифатро мефаҳмонад;  
**able (ible) (understandable)** бо маънои фоил ва мафъул;  
**less (helpless)** бо маънои “чизе намерасад” ё чизе надоштан;  
**ful (peaceful)** маънои сифати пурра доштан;  
**ly (strongly)** зарфро бо ҳамон хусусияташ ифода мекунад;  
 Дар мавриди қабули префикс маънои калима дигар  
 шуда, ҳиссаи нутқ тағйир намеёбад:  
**un (unreal)** – маънои инкорӣ дорад  
**re (rewrite, reopen)** – такрори амалро мефаҳмонад.

### PREPOSITIONS – ПЕШОЯНДҲО

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

#### Пешояндҳои забони англисӣ:

**of:** Dushanbe is the capital of Tajikistan.

**to:** I gave the pen to my brother.

**about:** He told me about that party.

**by:** The book is written by Rahim.

**in:** She was in the street.

**at:** She was at the lesson.

#### Пешояндҳои зеринро дар хотир нигоҳ доред:

**on** – дар болои, ба болои, дар

**above** – дар болои, сари

**under** – дар зери

**into** – дар даруни

**out of** – аз даруни

**behind** – аз пушт, аз қафо

**below** – зер

**in** – дарун

**near** – назди

**before** – пеш, то

**from** – аз

**in front of** – дар рӯ ба рӯ, дар муқобили

### VERB – ФЕЪЛ

Феъл дар забони англисӣ дорои категорияҳои шахс, шумора, сиға, замон ва тарз мебошад. Феъл се шахс ва ду шумора (танҳо ва ҷамъ) доранд.

Шахс	танҳо	to be
1	I	am
2	you	are
3	he (she, it)	is
<b>Ҷамъ</b>		
1	we	are
2	are	are
3	they	are

**Эзоҳ:** феълҳои модалӣ can, may, must аз рӯйи шахс ва шумора тасриф намешаванд.

Феъл дар забони англисӣ чор шакли асосӣ дошта, баъзе сохтани дигар шаклҳои замонӣ хизмат мекунад: *do-did-done-doing*

Ин шаклҳо инҳоянд:

*Масдар ё шакли номуайян (infinitive)*

*Замони гузаштаи номуайян (past indefinite)*

*Сифати феълии замони гузашта (participle II)*

*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, дав, рав, бар ва ғайра)

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

Аз рӯйи ташкилҳои феълҳои забони англисӣ ба феълҳои дуруст ва нодуруст чудо мешаванд.

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

**Масалан:** *work – worked – worked*  
*want – wanted – wanted*

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

**Масалан:** *begin – began – begun*  
*give – gave – given*  
*go – went – gone*

## MOOD – СИҒА СИҒАИ АМРӢ

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

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

## СИҒАИ ХАБАРӢ

Тарзи фоил (актив) (active voice)

Шаклҳои номуайян (Indefinite Tenses)

### 1. Замони ҳозираи номуайян (Present Indefinite Tense)

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

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

Шакли хабарии The Present Indefinite Tense ба асоси феълии (бе ҳиссаҷаи to) шахси яқум ва дуҷуми феъли асосӣ мувофиқат мекунад, шахси сеюми танҳо суффикси “s” ё “es”-ро қабул мекунад.

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

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



Шакли инкорӣ бо ёрии феъли 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 (do not) work here.*  
*She does not speak English.*

## **2. Замони гузаштаи номуайяни (The Past Indefinite Tense)**

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

**Масалан:** *The lessons finished at 10 o'clock.*

Шакли хабарии замони гузашта бо ёрии шакли дуюми асосӣ, ки аз рӯи шахсу шумора тасриф намёбад, сохта 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 *did*, ҳиссаҷаи *not* ва феъли асосӣ дар шакли масдар бе ҳиссаҷаи *to* сохта мешавад:

*I did not know him well.*

## **3. Замони ояндаи номуайяни (The Future Indefinite Tense)**

Замони ояндаи номуайяни амали яккарата ва такроршавандаро, ки дар оянда ба вуқӯъ меояд, ифода мекунад.

**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 асосӣ сохта мешавад.

**Масалан:** *I shall (I'll) speak to you.*

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

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

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

Шакли инкории The Future Indefinite Tense бо ёрии ҳиссаҳои икорӣ **not**, ки баъд аз феълҳои ёридиҳандаи **shall** ва **will** гузошта мешаванд, сохта мешавад.

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

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

#### **4. Замони ҳозираи муайян (давомдор) (The Present Continuous Tense)**

Замони ҳозираи муайян (давомдор) амали давомдорро, ки дар лаҳзаи нутқи гӯянда иҷро мешаванд, мефаҳмонад. Шаклҳои замони ҳозираи муайян (давомдор)-и англисӣ бо ёрии феъли ёридиҳандаи **to be** дар замони ҳозира (Present Indefinite) ва сифати феълии замони ҳозира (Participle 1) сохта мешавад.

**Масалан:** *I am (I'm) reading a book.*

*He is (He's) having dinner.*

**Масалан:** *I am (I'm) not eating.*

*What are you doing?*

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

**Масалан:** *I am (I'm) not eating.*

*She is (She's) not sleeping.*

*They are not (aren't) talking.*

#### **5. Замони гузаштаи муайян (давомдор) (The Past Continuous Tense)**

Замони гузаштаи муайян амали давомдорро, ки дар лаҳзаи муайян дар гузашта рӯй додааст, ифода мекунад.

**Масалан:** *I was sleeping when you rang me up.*

*They were having their breakfast at 10 o'clock.*

Замони гузаштаи муайян (давомдор) дар забони англисӣ бо ёрии феъли ёридиҳандаи *to be* дар замони гузашта (*was, were*) ва сифати феълии замони ҳозираи (*participle I*) феъли маънодор сохта мешавад.

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

Дар чумлаҳои саволи феъли ёридиҳанда пеш аз мубтадо меояд.

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

### **6. Замони ҳозираи мутлақ (The Present Perfect Tense)**

Замони ҳозираи мутлақ ҳолате (амале)-ро мефаҳмонад, ки аллақай иҷро шуда, натиҷаи он маълум аст.

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

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

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

Дар чумлаи саволи феъли ёридиҳанда пеш аз мубтадо меояд.

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

**Масалан:** *Who has finished his homework*

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

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

### **7. Феъли замони гузаштаи мутлақ (The Past Perfect Tense)**

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

**Масалан:** *He had done his task by Monday.*

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

**Масалан:** *The rain had stopped by that time.*

Дар чумлаҳои саволи феъли ёридиҳанда пеш аз мубтадо меояд.

**Масалан:** *Had we finished our task?*

Дар чумлаҳои инкорӣ ҳиссаҳои **not** пас аз феъли ёри-  
диханда меояд.

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

### Тарзи мафъул( passive)

Агар дар чумла иҷрокунандаи амал номбар шуда бо-  
шад ё ки амалро шахси дигар иҷро карда бошад, пас тарзи  
мафъул ба қор бурда мешавад.

Тарзи мафъул бо ёрии феъли ёридихандаи «**to be**» ва  
шакли сеюми феъли асосӣ сохта мешавад.

**Масалан:** *The cup is broken.*

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

Замонҳои феъли тарзи мафъул мувофиқи қоидаи за-  
монҳои феъли тарзи фоил истифода мешаванд.

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

*This room was built in 1985. (The Past Indefinite passive)*

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

*When was this newspaper published?*

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

**Масалан:** *What was brought to you?*

Дар чумлаи инкорӣ ҳиссаҳои «not» пас аз феъли ёри-  
диханда гузошта мешавад: *We were not told that he was ill.*

## THE GERUND – ГЕРУНДИЙ

Герундий бо ёрии ба феъли асосӣ ҳамроҳ кардани суф-  
фикси **-ing** сохта шуда, шаклан ба сифати феъли замони ҳо-  
зира ва исми феъли монандӣ дорад.

Герундий ҳам хусусияти исм ва ҳам феълро дорад. Ҳам-  
чун феъл, герундий метавонад ба худ пуркунандаро қабул  
кунад ва бо зарф муайян шавад.

*I don't like reading a loud.* Ман бо овози баланд хонданро  
нағз намебинам.

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

***I like walking quickly.*** Ман тез роҳ гаштанро дӯст медроам.

***Reading is my hobby.*** Хониш – кори дӯстдоштаи ман аст.

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

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

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

Герундий дар забони тоҷикӣ вучуд надорад, тарҷумаи он дар чумла ба пешоянд ва калимаи онро муайянкунанда вобаста мебошад.

Герундий ба забони тоҷикӣ чун масдар, исми феълӣ, сифати феълӣ ва чумлаи пайрав (пуркунанда, муайянкунанда, ҳол тарҷума мешавад:

**Мубтадо.**

*Drawing is his favourite hobby.*

Расмкашӣ кори дӯстдоштаи ӯ аст.

**Хабари номӣ.**

*My favourite subject is singing.*

Фанни дӯстдоштаи ман сурудхонӣ мебошад.

### **(Present participle (participle I)**

#### **Сифати феълии замони ҳозира**

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

**Мисол:** *stand – standing*

*burn – burning*

Дар чумла сифати феълии замони ҳозира метавонад ба вазифаи:

Муайянкунандаи исм

**Мисол:** *I like to see a smiling face.*

Ҳол

**Мисол:** *She went out smiling.*

### Сифати феълии замони гузашта Past participle (participle II)

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

**Мисол:** *decide – decided*

Сифати феълии замони гузашта бо тарзи махсус сохта мешавад.

**Мисол:** *write – written*

Сифати феълии замони гузаштаре (participle II) дар сохтани замонҳои perfect (мутлақ) ва тарзи мафъул истифода мекунад.

**Мисол:** *I have just got tickets to the cinema.* Ман навакак билети киноро харидам.

Past Participle дар чумла вазифаи муайянкунандаи исмро иҷро мекунад.

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

### MODAL VERBS – ФЕЪЛҲОИ МОДАЛӢ

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

Ба ин гурӯҳ феълҳои зерин дохил мешаванд:

**can** [сән] – тавонистан;

**may** [ме] – метавонам, ба ман иҷозат аст;

**must** [мласт] – бояд.

Ин гуна феълҳоро нопурра низ ном мебаранд. Сабабаш он аст, ки ин феълҳо фақат дорои баъзе шаклҳои шахсӣ буда, шаклҳои ғайришахсӣ (масдар, сифати феълӣ, герундий) на-

доранд. Ҳеч кадоми онҳо дар шахси сеюми танҳо пасоянди -s-ро надоранд (замони ҳозираи номуайян).

### CAN

Феъли модалии **can** ду шакл дорад:

1. Шакли замони ҳозира: *I can, he can*
2. Шакли замони гузашта: *I could, he could*

Барои ифодаи замони оянда **can** истифода намешавад ва ба ҷойи он **be able to** истифода мешавад.

### MAY

Феъли модалии **may** низ ду шакл дорад:

1. Шакли замони ҳозира: *I may, he may.*
2. Шакли замони гузашта: *I might, he might.*

Барои ифодаи замони оянда ибораи **be allowed to** истифода мешавад. Феъли **may** маънои имконияти ҷорӣ шудани амалро вобаста ба иҷозат ва шубҳанокӣ ифода мекунад.

Феъли дигари модалӣ **must** заруратро ифода карда, танҳо як шакл дорад.

Шакли замони ҳозира: *I must, he must.*

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

*Must we go there? Оё мо бояд ба он ҷо равем?*

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

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

Феълҳои модалӣ хусусиятҳои зеринро соҳибанд:

1. Пеш аз онҳо **to** гузошта намешавад.
2. Баъд аз онҳо **to** гузошта намешавад.
3. Шакли сеюми танҳо **s, es**-ро намегирад.
4. Шакли саволӣ, инкорӣ феъли ёридиханда надорад.
5. Сиғаи амрӣ надоранд
6. Суффикси **ing** намегиранд

## VOCABULARY

### A

accent ['æksənt] – гүйиш  
acrobat ['ækrəbæt] – дорбоз  
admiral ['ædmərəl] – адмирал  
aggression [ə'greʃn] – хучум, тацовуз  
aggressor [ə'gresə] – тацовузкор  
airport ['ɛəpɔ:t] – фурудгох  
album ['ælbəm] – албом  
alligator ['aligeita] – тимсох  
anatomy [ə'nætəmi] – анатомия  
anecdote ['ænikdəʊt] – латифа  
antonym ['æntənim] – муқобилмаъно  
appetite ['æpitait] – иштиҳо  
architecture ['ɑ:kitektʃə] – меъморӣ  
aristocratic [æristə'krætɪk] – ашрофона  
artillery [ɑ:'tɪləri] – артиллерия  
autograph ['ɔ:təgrɑ:f] – имзо, дастхат

### B

bank [bæŋk] – бонк  
baron ['bærən] – барон  
barricade [bæri'keid] – сангар  
baseball ['beɪsbɔ:l] – бейсбол  
battalion [bə'tæljən] – баталион  
battery ['bætəri] – батарея  
bazaar [bə'zɑ:] – бозор  
biology [baɪ'ɒləʒi] – биология

### C

cabin ['kæbɪn] – хонача, кулба  
canal [kə'næl] – канал  
captain ['kæptɪn] – капитан  
caravan ['kærəvæn] – корвон  
catalogue ['kætələg] – феҳрист  
categorical [kæti'gɔrɪkəl] – қатъӣ  
cavalry ['kævəlri] – қушунӣ савора  
ceremony ['serɪməni] – маросим  
certificate [sə'tɪfɪkət] – шаҳодатнома  
character ['kærɪktə] – хулқу хӯй, феъл  
characteristic [kærɪktə'ɪstɪk] – тавсифнома  
cigar [sɪ'gɑ:] – сигор



civilization [sɪvɪlaɪ'zeɪʃn] – тамаддун  
classic ['klæsɪk] – классикӣ  
collectivization [kəlektɪvaɪ'zeɪʃn] – коллективонидан  
colony ['kɒləni] – колония, цомеа  
combination [kəmbrɪ'neɪʃn] – якҷоякунӣ  
commercial [kə'mɜ:ʃəl] – тичоратӣ  
committee [kə'mɪti] – қумита  
communication [kəmju:nɪ'keɪʃn] – алоқа, робита  
company ['kʌmpəni] – ҷамоат, ширкат  
composer [kəm'pəʊzə] – оҳангсоз  
computer [kəm'pjʊ:tə] – компьютер  
concentration [kənsən'treɪʃn] – ғункунӣ  
conference ['kɒnfərəns] – ҷаласа, конфронс  
congress ['kɒŋgres] – анҷуман  
construction [kən'strʌkʃn] – таркиб, сохт, тартиб  
constructive [kən'strʌktɪv] – созанда  
contact ['kɒntækt] – алоқа, робита, тамос  
control [kən'trəʊl] – назорат  
cooperate [kəʊ'ɒpəreɪt] – ҳамкорӣ (кардан)  
cooperation [kəʊɒpə'reɪʃn] – ҳамкорӣ  
coronation [kɒrə'neɪʃn] – тоҷгузорӣ, тоҷмонӣ  
correspondent [kɒrɪs'pɒndənt] – мухбир  
cottage ['kɒtɪdʒ] – хонаи дуқабата барои як оила  
critic ['krɪtɪk] – мунаққид  
critical ['krɪtɪkəl] – танқидӣ

## **D**

debate [dɪ'beɪt] – мубоҳиса, муҳокима  
delegation [delɪ'geɪʃn] – вакил, намоянда  
demonstrate ['demənstreɪt] – намоиш додан  
detective [dɪ'tektɪv] – детектив  
diagnose ['daɪəgnəʊz] – муайян кардани беморӣ, ташхис  
discipline ['dɪsɪplɪn] – фан  
dock [dɒk] – бандаргоҳ

## **E**

echo ['ekəʊ] – акси садо  
electric [ɪ'lektrɪk] – барқӣ  
electronic [ɪlek'trɒnɪk] – электронӣ  
element ['elɪmənt] – қисм, таркиб, ҷузъ  
emigration [emɪ'greɪʃn] – муҳоҷират  
emotion [ɪ'məʊʃn] – ҳаяҷон  
encyclopedia [en'saɪkləʊ'pi:dʒə] – донишнома, дорулмаориф,

energy ['enədʒɪ] – қувва  
ensemble [ɑ:n'sɑ:mbəl] – ансамбл, дастаи хунари  
enthusiasm [ɪn'θju:ziæzəm] – шавқу завқ  
epidemic [epɪ'demɪk] – паҳншавӣ  
episode ['epɪsəʊd] – лаҳза  
expedition [eksprɪ'dɪʃn] – ҳайат  
experiment [ɪks'perɪmənt] – таҷриба, озмоиш  
exploitation [eksplɔɪ'teɪʃn] – истисмор намудан  
export ['eksɒr:t] – содирот  
extra ['ekstrə] – зиёдати, изофӣ (зарф) хусусӣ

## **F**

fact [fækt] – далел  
federation [fedə'reɪʃn] – заминдор  
feudal [fju:dl] – феодал  
figure ['fɪgə] – ҳайкал, пайкар, рақам  
financial [faɪ'nænʃəl] – молиявӣ  
firm [fɜ:m] – фирма, ширкат  
form [fo:m] – шаклсозӣ  
formal ['fɔ:məl] – формалӣ  
front [frʌnt] – ҷабҳа, майдони ҷанг

## **G**

garage ['gærɑ:ʒ] – гараж;  
general ['dʒenərəl] – генерал  
giraffe [dʒɪ'ra:f] – заррофа  
guarantee [gærən'ti:] – кафолат

## **H**

hallo [hə'ləʊ] – салом  
heroic [hɪ'rəʊɪk] – қаҳрамонона  
heroine ['herəʊɪn] – қаҳрамонзан  
heroism ['herəʊɪzəm] – қаҳрамонӣ  
historical [hɪs'tɔɪkəl] – таърихӣ  
hobby ['hɒbi] – саргармӣ, шавқу рағбати хусусӣ

## **I**

ideal [aɪ'diəl] – намуна, намунавӣ  
ideological [aɪdɪə'lɔʒɪkəl] – идеология, ғоявӣ  
imperialism [ɪm'pɪəriəlɪzəm] – империализм  
imperialist [ɪm'pɪəriəlɪst] – империалист  
industrialization [ɪndʌstriəlaɪ'zeɪʃn] – саноатӣ қардан  
international [ɪntə'næʃənl] – байналмилалӣ  
invalid ['ɪnvəlɪd] – маҷруҳ

**J**

joke [dʒəʊk] – шўҳй  
 journalist [ˈdʒɜːnəlɪst] – хабарнигор

**L**

lady [ˈleɪdɪ] – хонум, зан  
 latin [ˈlætɪn] – лотинй  
 lecture [ˈlektʃə] – дарс гуфтан  
 legend [ˈledʒənd] – ривоят, афсона  
 legendary [ˈledʒəndəri] – ривоят, афсона, достон  
 licence [ˈlaɪsəns] – ривоят, афсона, достон  
 local [ˈləʊkəl] – маҳаллй  
 lord [lɔːd] – лорд

**M**

madam [ˈmædəm] – хонум  
 material [məˈtɪəriəl] – моддй  
 mechanic [mɪˈkænɪk] – механик  
 medal [medl] – орден, медал  
 medical [ˈmedɪkəl] – тиббй  
 metal [ˈmetl] – оҳан, филиз  
 method [ˈmeθəd] – тарз, усул; метод  
 musical [ˈmjuzɪkəl] – мусиқй

**N**

natural [ˈnætʃrəl] – табиё  
 nature [ˈneɪtʃə] – табиат

**O**

officer [ˈɔːfɪsə] – афсар  
 official [əˈfɪʃəl] – расмй  
 operation [ɔːpəˈreɪʃn] – чарроҳй; амалиёт  
 opposition [ɔːpəˈzɪʃn] – зиддият, мухолифат  
 organ [ˈɔːgən] – қисм, узв; орган  
 oval [ˈəʊvəl] – байзашакл, тухмшакл,

**P**

panic [ˈpænɪk] – бесарусомонй  
 parliamentary [pɑːləˈmentəri] – парлумонй.  
 partner [ˈpɑːtnə] – шарик, ҳамкор  
 patriot [ˈpeɪtriət] – ватандўст  
 peak [piːk] – қулла, пик  
 pedestal [ˈpedɪstl] – минбар  
 period [ˈpɪəriəd] – давра, марҳала  
 person [ˈpɜːsn] – фард, шахс  
 personal [ˈpɜːsnl] – шахсй, хусусй

philosophy [fi'ləsəfi] – фалсафа  
photo ['fəʊtəʊ] – акс, сурат  
photograph ['fəʊtəgrɑ:f] – аккос, суратгир  
pirate ['paɪət] – роҳзани баҳрӣ  
police [pə'li:s] – полис  
popularity [pɒpjə'læptɪ] – шуҳрат, номдорӣ  
position [pə'zɪʃn] – мавқеъ  
practical ['præktɪkəl] – амалӣ  
president ['prezɪdənt] – президент  
press ['pres] – матбуот  
prize ['praɪz] – мукофот  
princess ['prɪn'ses] – шоҳдухтар  
problem ['prɒbləm] – мушкилот  
process ['prəʊses] – раванд, чараён  
professional [prə'feʃənl] – касбӣ  
professor [prə'fesə] – профессор  
progressive [prəʊ'gresɪv] – пешқадам  
project ['prɒdʒekt] – лоиҳа, нақша  
propaganda [prɒpə'gændə] – тарғибот, ташвиқот  
propagandist [prɒpə'gændɪst] – таблиғотчӣ

## **R**

raid [reɪd] – тафтишоти ногаҳонӣ  
realism ['riəlɪzəm] – воқеъбинӣ  
realize ['riəlaɪz] – амалӣ кардан  
recommend [rekə'mend] – тавсия кардан  
rector ['rektə] – ректор  
regular ['regjʊlə] – доимӣ  
religious [rɪ'lɪdʒəs] – динӣ  
reporter [rɪ'pɔ:tə] – мухбир, хабарнигор  
republican [rɪ'pʌblɪkən] – ҷумҳуриявӣ  
resident ['rezɪdənt] – резидент  
restaurant ['restərɔ:nt] – тарабхона  
risk [rɪsk] – хавф  
role [rəʊl] – нақш  
ruin [ruɪn] – хароб кардан

## **S**

sculptor ['skʌlptə] – ҳайкалтарош  
second ['sekənd] – дуюм  
secret ['si:krit] – махфӣ  
secretary ['sekrətɪ] – котиб  
sector ['sektə] – бахш, қисм

sergeant ['sɑ:dʒənt] – сержант  
serious ['sɪəriəs] – чиддй  
session [seʃn] – чаласа  
signal [sɪgnl] – садо додан  
social ['səʊʃəl] – ичтимой  
solidarity [sɒlɪ'dærtɪ] – хамдилй, хамбастагй  
sort [sɔ:t] – навъ  
souvenir ['su:vənɪə] – тухфа  
special ['speʃəl] – махсус  
specialist ['speʃəlɪst] – мутахассис  
statue ['stætju:] – муҷассама  
storm [stɔ:m] – тўфон  
symbol ['sɪmbəl] – нишон  
symphonic [sɪm'fɒnɪk] – симфонй  
system ['sɪstɪm] – тартиб

### **T**

tank [tæŋk] – танк  
telegraph ['telɪgrɑ:f] – телеграф  
textile ['tekstaɪl] – бофандагй  
theme [θi:m] – мавзў  
tourism ['tʊərɪzəm] – саёҳат  
tourist ['tʊərɪst] – сайёҳ  
tradition [trə'dɪʃn] – анъана  
tragic [trædʒɪkəl] – фоҷиавй, фоҷианок  
transport ['trænspɔ:t] – нақлиёт  
tropical ['trɒpɪkəl] – тропикй  
tuberculosis [tju:bɜ:kju'leʊsɪs] – бемории сил  
tunnel [tʌnl] – нақб  
type [taɪp] – навъ, хел

### **U**

uniform ['ju:nɪfɔ:m] – либоси низомй

### **V**

vanguard ['væŋgɑ:d] – пешқадам  
veteran ['vetərən] – собиқадор  
vice – president [vaɪs 'prezɪdənt] – ноиби президент  
visitor ['vɪzɪtə] – меҳмон, тамошобин

### **Z**

zone ['zəʊn] – минтақа; зона

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Ба чоп 12.03.2020 иҷозат дода шуд. Андозаи 60x90 1/16.  
Қоғази офсет. Чопи офсет. Қузъи чопӣ 12,5.  
Адади нашр 150000 нусха. Супориши № 07/2019

Муассисаи нашриявии «Маориф»-и  
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