

**П. ЧАМШЕДОВ, С. ХОЧАЕВА, С. ЧАМАТОВ,
К. АЛИДОДХОНОВА, С. НАСРУДДИНОВ,
Ш. КАРИМОВ, Ф. БАРОТЗОДА**

ЗАБОНИ АНГЛИСӢ

Китоби дарсӣ барои синфи 7-уми
муассисаҳои таҳсилоти умумӣ

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

**ДУШАНБЕ
МАОРИФ
2020**

УДК 373. 167. 1 (072)
ББК 81.2. Анг-4+74.261. 7 Англ.
С-34

С-34. Чамшедов П., Хоҷаева С., Чаматов С., Алидодхонова К., Насруддинов С., Каримов Ш., Баротзода Ф. **Забони англисӣ.** Китоби дарсӣ барои синфи 7-уми муассисаҳои таҳсилоти умумӣ Душанбе: “Маориф”. 2020, 184 саҳ.

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 ораста дастраси хонандагони дигар гардад ва онҳо низ аз он истифода баранд.

Ҷадвали истифодаи китоб

№	Ному насаби хонанда	Синф	Соли таҳсил	Ҳолати китоб (бахои китобдор)	
				аввали сол	охири сол
1					
2					
3					
4					
5					

ISBN 978-99947-1-522-0
Моликияти давлат

© МАОРИФ, 2020

INSTRUCTIONS IN TEACHING ENGLISH

The English text book for the 7th form carries on the series of the English textbooks for the 5-11 forms for Tajik schools accepted by the Ministry of Education and Science of the Republic of Tajikistan. It consists of 72 lessons and English-Tajik vocabulary. The whole language material is presented in the following way:

Lessons 1-18

Lessons 19-36

Lessons 37-54

Lessons 55-72

The main aim of the textbook is the steady continuation of further mastering of speech habits and skills of the pupils, namely reading and speaking.

It is necessary to pay the teacher's attention to the revision of that methods and devices used in the sixth form.

The teacher should remember that it is advisable to train pupil's ability in speaking.

Every lesson begins with the phonetic drill, which includes choral reading (after the teacher), the learned words and their translation. While reading the words, the teacher ought to teach the pupils to comprehend the meaning of the words by means of guessing through the pronunciation and the spelling of the words.

This way of introducing the international words helps to assimilate the passive vocabulary of the pupils. If the teacher is short of time, he may ask pupils to fulfill this exercise at home.

Some bits of advice of fulfillment the instruction of the exercise «Read the words and sentences. Get some more

information». This exercise helps to learn the words and drill the way of forming different types of questions. This exercise should be done as follows.

The pupils read: He saw.

P1 – Who saw?

P2 – Karim saw.

P3 – Whom did he see?

P4 – He saw Anvar

P5 – When did he see Anvar?

P6 – He saw him on Sunday

P7 – Where did he see him?

P8 – He saw him at the cinema

As to reading texts at the lessons, the teacher should conduct a choral reading of three-four sentences to master the pupils' technique of reading. While reading the text, use the following exercises: translation, putting questions, retranslation, a chain talk and a pair talk.

The teacher should try his best, to realize, all the didactic principles in his class activities, especially:

1) the principle of conscious approach. Conscious approach to foreign language teaching implies the use of the learner native language, we can not eliminate it. To master the English language pupils must have a lot of practice in hearing, speaking, reading and writing in it.

2) The principle of activity is utmost importance since learning a foreign language should result in mastering the target language which is possible, provided the pupil's active participation in the teaching process, he is involved in language activities throughout the whole course of instruction.

The main sources of activity are motivation, desire and interest. The teacher should remember that pupil's interest depends on their progress in the language learning. They need a lot of practice in the use of the language to master it. To solve this problem some ways should be recommended. They are as follows:

a) work in unison as much as possible (while pronouncing words and their translation, while retranslation or reading some texts);

b) work in small groups when pupils are divided into four-five groups and each group receives a special assignment either for reading or speaking;

c) work in pairs, when pupils sitting at the same desk have a pair talk simultaneously;

d) mass work, when pupils do the same work independently;

e) begin your lessons with the chorul review of the vocabulary covered;

g) make your pupils-on-duty report about those pupil's being absent (etc.) and tell some topics covered in a funny way;

f) do some topical projects in groups of three-four pupils.

The teacher should activate all the pupils speech activity and involve all the pupils in question and answer work. The teacher must bear in mind the other didactic principles as visualization, sequence, educational sound instruction...) and try his best to realize them at every lesson. Remember that the principle of individualization in foreign language teaching is important. The teacher should assess the progress of each individual in the class. Each pupil should acquire speech habits and skills of the syllabus. In order to apply the principle of individual approach in the foreign language

teaching, the teacher should be familiar with the class, with its individuals.

Regarding the ability of the language, the extent of the knowledge, speech habits and skills the English text-book for the 7th form helps to consolidate and extend the language content taught by the 6th form. A large amount of the words in the text-book are proposed for learning.

The words written at the end should be read and translated by the pupils in chorus in order to recall their meaning.

The authors hope that the textbook will contribute to the teaching of the English language at schools. The authors will be greatly indebted for any critical remarks should be sent to the Editorial office of the Publishing house “Maorif”, Dushanbe, 50 Ahmad Donish street,

P. Jamshedov

LESSON 1

Competency: Pupils should have the ability to read, to write and to understand the meaning of the text and tell on the topic «Summer holidays».

Салоҳият: Хонандагон бояд маҳорати хондан, навиштан ва фаҳмидани мазмуни матнро дошта, оид ба мавзӯи «Истироҳати тобистона» нақл карда тавонанд.

Vocabulary:

true ['tru:]	district ['dɪstrɪkt]
season ['si:zən]	pure [pjʊə]
because [bi'kɔ:z]	weather ['weðə]
holiday ['hɔɪdeɪ]	month [mʌnθ]
usually ['ju:zʊəli]	grandparents ['græn'peərənts]

SUMMER IS THE BEST SEASON FOR US

It is really true that summer is the best season for schoolchildren. Because we have summer holidays and we don't go to school in this season.

June, July and August are the summer months. Usually in these months we go to Camps with our friends and after that we go to the village to visit our grandparents.

My grandparents live in Kamodon village of Mountainous Mastchoh district of Sughd region. In summer the weather is not so hot there, like Dushanbe City. Kamodon village is situated on the bank of the Zarafshan river. The wind blows through Zarafshan river and make the weather cool and it is very pleasant in hot weather. My grandparents are pensioners and they live with my uncle. He is our father's elder brother. He has two cows, many sheep, two goats and a donkey.

Every morning, grandmother feeds us with fresh milk, which is very useful for the body. Besides, they have a big apricot and apple garden. Unfortunately, the fruits are still raw in this period of time, fruits become ripe only in October. In Mastchoh

Mountainous district because of highlands the weather is cool in November.

We always stay there for 20 or 30 days in summer together with our parents. Our grandparents love all us very much and we love them too. They do all their best to make us happy by hiking in mountains or riding a horse. But mostly we like fresh air, natural pure water and cool weather of Mastchoh in summer season.



1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What is the best season for schoolchildren?
2. Why is summer season the best one?
3. What are summer months?
4. Where do usually pupils go in summer?

5. Whom do they visit in the village?
6. What village do they always go?
7. Where is the Kamodon village situated?
8. What is the weather like there?
9. What kind of domestic animals do their grandparents have?
10. Do children like the village and grandparents?
11. Do you also want to visit your grandparents next summer?

2. Speak about your summer holidays.

Дар бораи таътили тобистонаатон нақл кунед.

Say where were you last summer, when you went there and with whom?

Listen to your teacher's story about "Summer Holidays" and have a talk with the teacher on the topic.

3. Complete the following sentences. Ҷумлаҳои додашударо пурра кунед.

The beginning of last summer I spent.....

It was in July when my parents and I....

We went there by....

We were there from....to...

It was very interesting.....

The weather was.....

Every day I went to the mountains (river, forest)...

We returned...

4. Read the verbs and the sentences. Get more information.

Феълҳо ва ҷумлаҳоро хонед ва бештар маълумот гиред.

go-went-gone. He has gone.....

spend-spent-spent. She spent.....

wrote-wrote-written. He wrote.....

5. Read, translate and act the dialogue. Make up your own dialogues. Have a pair talk.

Муколамаро хонед, тарчума ва ичро кунед. Мукола-маҳои худро тартиб диҳед. Дунафарӣ кор кунед.

A. -Hello, Karim! I haven't seen you for ages. Where have you been all the time?

K. -I've just come from Dushanbe.

A. -Oh, I see. Have you seen Ismoil Somoni monument and Freedom Square?

K. -Both

A. -How interesting!

LESSON 2

Competency: Pupils should have the ability to read, to write and to understand the meaning of the text.

Салоҳият: Хонандагон бояд маҳорати хондан, навиштан ва фаҳмидани мазмуни матнро дошта бошанд.

Vocabulary:

Englishman ['ɪŋɡlɪʃmæn]	languages ['læŋɡwɪdʒ]
German ['dʒɜ:mən]	spoken ['spəʊkən]
France ['fra:ns]	here ['hɪə]
arrive [ə'raɪv]	servant ['sɜ:vənt]
hotel [həʊtel]	therefore ['ðeə'fɔ:]

ALL LANGUAGES ARE SPOKEN HERE

An Englishman arrived at a hotel in France and read the following words on the door: «All languages are spoken here».

He spoke to the servant in English, German and Russian, even Tajik, but received no answer. Therefore not knowing what to do, he asked in French: «Who is it that speaks all languages here?»

«The hotel guests» was the answer.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Who arrived at a hotel in France?
2. What did he read?

3. What languages did he speak to the servant?
4. What question did he ask in French?
5. What was the answer?

2. Read and translate the following words.

Калимаҳоро хонед ва тарҷума кунед.

antonym ['æntənim], appetite ['æpɪtaɪt], architecture ['ɑ:kɪtektʃə], atomic [ə'tɒmɪk], autograph ['ɔ:təgrɑ:f].

3. Read the verbs and make up sentences. Феълҳоро хонед ва ҷумла тартиб диҳед.

become-became-become

begin-began-begun

blow-blew-blown

She became

They have begun

It is blowing

4. Read the dialogue and act it. Work in pairs.

Муколамаро хонед ва онро иҷро намоед. Дукаса кор кунед.

A: How hot it is!

B: Terribly hot.

5. Use the antonyms instead of the italicised words.

Ба ҷойи калимаҳои ба зерашон хаткашида антонимҳои додашударо истифода баред:

strong, difficult, small, remember, top (big, easy, forget, weak, down)

He is a very *strong* boy. This exercise is very *difficult*. She has *small* black eyes. I *remembered* the story. The sheep were feeding at the top of the *hill*.

Tell the class that something seemed difficult to you at first, but that it became easier after some time.

Example: Skating seemed difficult to me at first, but after three or four times of practicing it became easier. I wasn't afraid and I didn't fall so often.

LESSON 3

Competency: Pupils should have the ability to read, to write and to understand the meaning of the text.

Салоҳият: Хонандагон бояд маҳорати хондан, навиштан ва фаҳмидани мазмуни матнро дошта бошанд.

Vocabulary:

member ['membə]

helicopter ['helɪkɒptə]

circle ['sə:kɪ]

plane ['pleɪn]

hamlet ['hæmlɪt]

luggage ['lʌɡɪdʒ]

traveling ['trævəlɪŋ]

enjoyed [ɪn'dʒɔɪd]

TRAVELLING

Karim and Nor are members of the Know-Your-Native-Land (excursive) circle¹. This summer they made a trip to the Pamirs. They visited many regions², towns and hamlets.

There are many means of travelling. They are: by plane, by helicopter, by train, by boat, by car, on foot.

First the boys travelled by plane. They bought tickets for the plane and went straight to Khorugh without changing tickets. They did not have much luggage along with them. Their plane arrived in Khorugh on time. They spent some days in Khorugh travelling on foot. They climbed mountains and bathed near the river. Then they went to Murghob and Ishkoshim by car. The boys enjoyed their stay in the Pamirs very much. On the 1st of August they took a plane and came back to Dushanbe.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What circle members are Karim and Nor?

2. Where did they make a trip this summer?

3. Did they visit many regions, towns and hamlets?

¹ The know your native land – маҳфили шинохти кишвари худ; маҳфили кишваршиносӣ;

² region [ri:dʒən] – вилоят;

4. What are the means of travelling?
5. Where did they go straight to?
6. How did they travel to Khorugh?
7. How did they go to Murghob and Ishkoshim?
8. When did they come back to Dushanbe?

2. Read the verbs and get some information.

Феълҳоро хонед ва ҳар чӣ бештар маълумот гиред.

bring-brought-brought	She brought.....
buy-bought-bought	They have bought.....
think-thought-thought	He has thought
teach-taught-taught	She is teaching

3. Read and translate the dialogue and act it.

Муколамаро хонед, тарҷума кунед ва иҷро намоед.

A. - I am looking for you? Do you want to go on trip with us?

B. - A trip? Where?

A. - Camping trip in the mountains

A. - How long are you planning to stay?

B. - Three days or more if the weather is good.

A. - If the weather is bad, we'll stay less

4. Read, translate the following words and make up sentences with them.

Калимаҳои додашударо хонед, тарҷума кунед ва бо онҳо ҷумла тартиб диҳед.

pleasant-unpleasant

happy-unhappy

real-unreal

forgettable-unforgettable

5. Retell the text «Travelling». Матни «Travelling»-ро нақл кунед.

LESSON 4

Competency: Pupils should be able to understand and retell the meaning of the text.

Салоҳият: Хонандагон бояд маҳорати фаҳмидан ва нақл кардани мазмуни матнро дошта бошанд.

Vocabulary:

culture ['kʌltʃə]

Achaemenid [əkeɪnəˈmɪd]

Persian ['pɜːʃən]

empires ['empaɪəs]

bought [bɔːt]

century [ˈsentʃəri]

inhabited [ˈɪnhæbɪtɪd]

around [əˈraʊnd]

different [ˈdɪfrənt]

tribe [ˈtraɪb]

distinguish [dɪsˈtɪŋɡwɪʃ]

HISTORY OF TAJIK CULTURE

(Part 1)

People have inhabited the area now known as Tajikistan since around 4000 BC, when different tribes, distinguished by language, settled the region. The various kingdoms were absorbed into the Persian Achaemenid Empire around the 5th or 6th century BC, which began a long process of Tajikistan being ruled by different empires and cultures. Alexander the Great next conquered the region and incorporated it into the Hellenistic Greco-Bactrian Kingdom. From the late 4th century BC until the early 2nd century BC, the land formed part of the Bactrian Empire. Arabs brought Islam to the area around the 5th century, only to be supplanted by the Samanid Empire. They established Tajik cultural centers in cities that are now in Uzbekistan before the region became part of the Emirate of Bukhara.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When have people inhabited the area known as Tajikistan?
2. Who were absorbed into the Persian Achaemenid Empire?

3. What did Alexander the Great incorporate into the Hellenistic Greco-Bactrian Kingdom?

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

Муколамаро хонед, тарчума кунед ва онро ичро намоед. Муколамаи худро тартиб диҳед.

A. - Will you, please, call for¹ me at six?

B. - Sorry, I missed the time². When shall I call for you?

A. -At six o'clock I want you to wait for me in my office.

B. - Sorry, I missed the place. Where shall I wait for you?

A. - In my office³.

3. Name.

a) Name all the things you can see from a car window;

b) Name all the things you take along with you when you go: on a hike, on a short trip, on a long journey.

5. Write about your visit to Khujand and Khorugh cities.

Таассуроти худро оид ба шаҳрҳои Хучанд ва Хоруг нависед.

a) Which town or city will you visit first?

b) How you are going to get from one place to another?

c) How long will take you to get from one place to another?

d) Where will you have to change cars (ships, planes)?

e) What places of interest would like you to see in the towns?

LESSON 5

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, оид ба саволҳои мавзӯи ҷавоб дода тавонанд.

1 to call for – ба назди ягон кас даромадан;

2 to miss the time – вақтро нафаҳмидан;

3 in my office – дар дафтари кории ман;

Vocabulary:

Constitution Day [ˌkɒnstɪ'tʃuːʃ(ə)n deɪ]	the highest [ðə 'haɪjəst]
citizens ['sɪtɪzənz]	legal ['lɪːgəl]
great holiday ['greɪt 'hɒlɪdeɪ]	proclaims [prə'kleɪmz]
nations ['neɪʃənz]	establishment [ɪs'tæblɪʃmənt]
was adopted [wɔːz ə'dɒptɪd]	democratic [ˌdemə'krætɪk]

HISTORY OF TAJIK CULTURE

(Part 2)

The Russian Empire spread across Central Asia in the 19th century, capturing Tajikistan between 1864 and 1885. The area between modern Kazakhstan, Afghanistan, and the Caspian Sea had a large Tajik population and became known as Russian Turkestan.

Central Asian guerillas fought a four-year war against Bolshevik control following the fall of Russian Empire Imperial in 1917, during that time mosques and villages were destroyed and the people persecuted. Bolshevik religious persecution of Muslim, Jewish, and Christian Tajiks, including the systematic forced closure of religious institutions, continued after the war.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

When did the Russian Empire spread across Central Asia?

When did the area become known as Russian Turkestan.?

How many years did Central Asian guerillas fight against Bolshevik?

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

Муколамаро хонед, тарҷума ва иҷро кунед. Муколамаҳои худро тартиб диҳед.

A: - What day is celebrated on the 6th of November?

D: - The Constitution Day of course.

A: - Thanks. I am glad that you know it.

D: - Certainly, everybody must know this day.

3. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

- citizen** ['sɪtɪzn] We are citizens of Dushanbe City. The citizens of Dushanbe Like their city. Are you a citizen of Dushanbe?
- equal** ['i:kwəl] Our people get equal pay for equal work. It is very good to get equal pay for equal work. Is it right to get equal pay for equal work? Is it right to get equal pay for unequal work?
- nation** [neɪʃn] It means «people» of a country. Every country has many nations.
- enjoy** [ɪn'dʒɔɪ] I always enjoy seeing good films. Ali is strong and healthy, he enjoys his good health. Did you enjoy having ice-cream?
- voluntary** ['vɒləntərɪ] There were many voluntaries who fought against fascists. My grandfather was a voluntary soldier. Do you take part in voluntary works?
- right** [raɪt] All citizens of our country have equal rights for work and rest. Keep to the right and you will come up to the post office.

4. A project: make up groups of 3-4 pupils, let them speak about the history of Tajikistan.

Лоиҳа: Гурӯҳҳои 3-4 нафарӣ ташкил кунед, бигзор онҳо дар бораи таърихи Тоҷикистон суҳбат кунанд.

5. Put 4 questions on the text «History of Tajikistan».

Ба матни «History of Tajikistan» 4 савол гузored.

LESSON 6

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, оид ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

earth [ə:θ]	high mountains ['haɪ'maʊntənz]
blue rivers ['blu: rɪvəz]	with snow [wɪð 'snəʊ]
covered ['kʌvəd]	forests ['forests]
wonderful fields ['wʌndəfəl fi:ldz]	full of different plants ['fʊl əv dɪfərənt 'plɑ:nts]
millions of stars ['mɪljən əv 'stɑ:z]	

NATURE

Our Earth is so beautiful. There are a lot of blue rivers and lakes on the Earth. Its oceans are full of wonders. There are high mountains covered with snow and wonderful fields and forests full of different plants and animals. The sun shines high up in the blue sky. At night we can see the moon and millions of stars. One season comes after another and brings changes in weather and nature. There are so many wonderful places to visit and interesting things to see. Nature gives people its riches to live and enjoy.

We can't live without fresh air, clean water, sunshine and a lot of things which we take from the nature. That's why we must take care of it. We must keep our rivers and lakes, forests and towns clean. We must take care of each plant and each animal. We must plant flowers – not pick them up, feed birds and animals in winter – not kill them. Then we'll be happy to live on the most beautiful planet in the Universe.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Is our Earth so beautiful?
2. Are there a lot of blue rivers and lakes on the Earth?

3. What are full of different plants and animals?
4. How does the sun shine?
5. When can we see moon and stars?
6. Who must take care of plants and animals?

2. Read and translate the following words.

Калимаҳои зеринро хонед ва тарҷума кунед.

character ['kæriktə], characteristic [kæriktə'rɪstɪk], cigar [sɪ'gɑ:],
civilization [sɪvələɪ'zeɪʃən], classic ['klæsɪk], classical [klæsɪkl],
colony ['kɒləni].

3. Read the verbs. Get some more information.

Феълҳоро хонед. Ҳар чӣ бештар маълумот ба даст оред.

cost-cost-cost. It costs	cut-cut-cut.
draw-drew-drawn. She drew	He is cutting

4. Have a talk on «weather» in a chain around the class.

Бо навбат доир ба обу ҳаво нақл кунед.

5. Read and translate the following word combinations. Make up sentences using them.

Ибораҳои додашударо хонед, тарҷума кунед ва бо истифода аз онҳо ҷумла тартиб диҳед.

A.	B.
wonderful fields	high mountains
millions of stars	different plants

LESSON 7

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

school leaver ['sku:l lɪ:və]	nurse ['nɜ:sɪ]
electrician [,ɪlek'trɪʃən]	turner ['tɜ:nə]
headmaster [,hedmɑ:stə]	baker ['beɪkə]
specialized ['speʃəlaɪzɪd]	draftsman ['dra:ftsmən]
choose ['tʃu:z]	fitter ['fɪtə]

CHOOSING A PROFESSION

«What do you want to be?» the headmaster asked a school leaver who looked fourteen. «An electrician», he answered. «I am very fond of technical things, my elder brother is also an electrician». «Now I see», the headmaster said, «well, boy, you are welcome to our specialized technical school».

«What shall I be?» is a question, which confronts all school leavers.

It is often quite difficult to choose. There are a lot of vocational and specialized schools in our country. They train nurses, turners, bakers, draftsman, fitters, computer operators, dress-makers.

Students learn not only the trade but get a complete secondary education. In our country education is not only free but students of vocational and specialized technical schools get grants.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What do you want to be?
2. What question confronts all school-leavers?
3. Where can school-leavers get a profession?
4. What are the benefits of our system of education?

2. Read and translate the words and make up sentences.

Калимаҳоро хонда, тарҷума карда, ҷумла тартиб диҳед.

teacher
doctor
turner

pilot
builder
hairdresser

3. Answer the questions. Ба саволҳо ҷавоб диҳед.

Will you be an electrician?
Will you be a hairdresser?



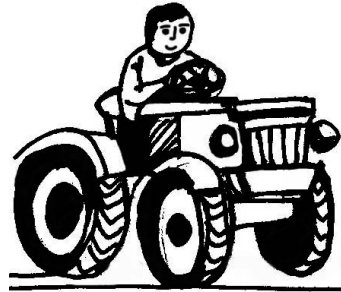
Will you be a pilot?
Will you be a builder?



Will you be a teacher?
Will you be a miner?



Will you be a draftsman?
Will you be a combine driver?



Will you be a computer assembler?
Will you be a radio operator?



Will you be a bricklayer?
Will you be a carpenter?



Will you be a welder?
Will you be a tractor driver?



Will you be a shop assistant?



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

**Муколамаро хонед, тарчума кунед ва онро ичро намоед.
Муколамаи худро тартиб диҳед.**

M. - Will you help me, my boy?

B. - What shall I do, mother?

M. - Will you bring me a pail of water?

B. - With great pleasure.

5. Read the words and say what we can drink (eat) hot and what we can drink (eat) cold.

**Калимахоро хонед ва гӯед, ки мо чиро гарм ва чиро хунук
нӯшида (хӯрда) метавонем.**

We can drink. . .

(milk, tea, water, juice coffee)

We can eat. . .

(soup, fish soup, cabbage soup, sausage, cream, ice-cream, cake, butter)

LESSON 8

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, мавзӯро нақл карда тавонанд.

Vocabulary:

everywhere ['evriwəə]

light ['laɪt]

find ['faɪnd]

blue ['blu:]

clean ['kli:n]

picture ['pɪktʃə]

oldest ['ouldɪst]

some [sʌm]

newest ['nju:ɪst]

great ['gret]

ABOUT LIBRARIES

There are many big and small libraries everywhere in our country. They have millions of books in different languages. You can find there the oldest and the newest books. Every school has a library. Pupils come to the library to take books on different subjects.

The school library where Orzu studies, is good. It is a large clean room. There are four big windows in it. The walls are light blue. There are a lot of shelves full of books there. You can find books on literature, physics, history, chemistry, geography, biology and other subjects. There are books in English there, too. On the walls you can see pictures of some great writers and poets. On the table near the window you can always see beautiful spring and autumn flowers.

Orzu likes to go to the library. He can always find there something new, something he needs.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Are there many big and small libraries in our country?
2. How many books do they have in different languages?
3. Why do people come to the libraries?
4. What kind of books can you find in the library?
5. Whose pictures can you see on the walls of the library?
6. Who likes to go to the library?

2. Read and translate the following words.

Калимаҳои зеринро хонед ва тарҷума кунед.

computer [kəm'pjʊ:tə], concentration [ˌkɒnsən'treɪʃn], conference [ˌkɒnfərəns], congress ['kɒŋɡres], construction [kən'strʌkʃn], consultative [kən'sʌltətɪv], control [kən'trəʊl].

3. Read the verbs. Get some more information.

Феълҳои зеринро хонед. Ҳар чӣ бештар маълумот ба даст оред.

fall-fell-fallen

He fell

find-found-found

We have found

fly-flew-flown

It will fly

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

Муколамаро хонед, тарҷума ва иҷро кунед. Муколамаи худро тартиб диҳед.

A. - I 've finished my work.

B. - Already?

A. - Yes, I finished it two hours ago.

5. Complete the sentences. Ҷумлаҳои зеринро пурра кунед.

A. 1. I want to be a technician because. . .

2. It is often difficult to choose a profession because...

3. Vocational and specialized technical schools train...

4. If a student learns well, he gets...

- B. 1. I do not want to become a teacher of French, but. . .
2. My older brother does not want to become a driver, but. . .
3. Lola doesn't want to become a singer but. . .
4. Akram doesn't want to become a clerk, but. . .

LESSON 9

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

DOING EXERCISES

1. Read and translate the following words.

Калимаҳои додашударо хонед ва тарҷума кунед.

cooperate [kəʊəpəreɪt], cooperation [kəʊ'ɒpəreɪʃn], coronation [kɒrə'neɪʃn], correspondent [kɒrɪs'pɒndənt], cottage ['kɒtɪdʒ], court [kɔ:t], crisis ['kraɪsɪs], critic ['krɪtɪk], critical ['krɪtɪkəl].

2. Read the proverbs.

Зарбулмасалҳоро хонед.

1. He laughs best who laughs last.
2. A good beginning makes a good ending.

3. A project: make up groups of 3-4 pupils; let them speak about their future professions.

Лоиҳа: аз хонандагон 3-4 нафарӣ гурӯҳ ташкил диҳед, бигзор онҳо дар бораи касби ояндашон суҳбат кунанд.

4. Answer the questions, using more than one sentence in your answers.

Ба саволҳо бо зиёда аз як ҷумла ҷавоб гардонед.

1. What did the people celebrate on November 7th?
2. Why was the anniversary of the Samanid state celebrated as a great holiday?

5. Complete the sentences. Цумлаҳоро пурра кунед.

1. The first victory of the working class was won in..
2. On September 9th Tajik people celebrate the anniversary of....
- 3.... opened abroad to peace and social progress.

LESSON 10

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳои матн ҷавоб дода тавонанд.

Vocabulary:

state ['steɪt]	handicrafts ['hændɪkra:fts]
Central Asia ['sentrəl 'eɪzə]	trade ['treɪd]
south ['sauθ]	cattle ['kætl]
north ['nɔ:θ]	heritage ['herɪtɪdʒ]
China [tʃaɪnə]	unique [ju:'nɪk]
Afghanistan [æf'gænɪstæ:n]	culture ['kʌltʃə]
Kyrgyzstan [kə:ɡɪz,stən]	favorable ['feɪvərəbl]

TAJIKISTAN

Part 1

Republic of Tajikistan is a state situated in Central Asia, bordered in the west and north-west with Uzbekistan, Kyrgyzstan - in the north, in the east - with China and Afghanistan in the south.

Republic of Tajikistan – territorially is the smallest one among all the countries in the Central Asian region, located in the southern eastern part of it. Its area is only 143 thousand square kilometers.

The people of Tajikistan are probably descended from the inhabitants of ancient Sughd. By the 9th and 10th centuries, the Tajiks had achieved much success in fruit growing, cattle raising and the development of handicrafts and trade. After collapse of the Soviet Union in December 1990, Tajikistan parliament passed a resolution of sovereignty. The Republic of Tajikistan declared its independence in September 9, 1991.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Where is Tajikistan situated?
2. What countries has Tajikistan border with?
3. When did Tajikistan declare its independence?
4. When did Tajikistan get its independence?

2. Read and translate the words. Калимаҳоро хонед ва тарҷума кунед.

debate [dɪ'beɪt], delegate [ˌdeɪlɪ'geɪt], delegation [ˌdeɪlɪ'geɪʃn], democracy [dɪ'mɒkrəsi], democratic [de'mɒkrætɪk], demonstrate [de'mɒnstreɪt], deputation [ˌdeɪju:'teɪʃn], detective [dɪ'tektɪv].

3. Read the proverbs.

Зарбулмасалҳоро хонед.

1. There is no smoke without fire.
2. It is better to die standing than to live kneeling.
3. Never put off till tomorrow what can be done today.

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

Муколамаро хонед ва иҷро кунед. Муколамаи худро тартиб диҳед.

A. - I am sorry, I have not bought fruit!

B. - Never mind.

5. Read, translate and put questions on the sentences.

Ҷумлаҳоро хонед, тарҷума кунед ва ба онҳо савол гузоред.

1. He worked in the garden in summer.
2. Nigora answers her letters. Her answers are clever.
3. I want to go to the mountains. Lets go for a walk.

LESSON 11

Competency: Pupils should be able to understand the meaning of the text and retell it.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, оид ба мавзӯӣ нақл карда тавонанд.

Vocabulary:

sharply ['ʃa:plɪ]	rectangular [rek'tæŋgjʊlə]
continental [ˌkɒntɪ'nentəl]	panel ['pænəl]
daily ['deɪli]	proportion [prə'pɔ:ʃən]
fluctuations [ˌflʌktu'eɪʃnz]	stripe ['straɪp]
temperature [ˌtempərətʃə]	colour ['kʌlə]

TAJIKISTAN

Part 2



The national flag of Tajikistan – is the rectangular panel, made due to 1:2 proportions and consists of three horizontal stripes of different colors. At the top and bottom of it equal-sized red and green stripes are placed. In the middle of the flag there is white, which is half of the bands width of the fringing it components. In the center of the white field of the flag a fragment of the state emblem is placed- a stylized golden crown, shaded by a semicircle of seven stars. The official version of the flag description claims: «The green part of the cloth - this is the valley of the country that is very small, no more than 7% of the territory.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How is the climate of Tajikistan?
2. How many is the population of Tajikistan?
3. What is the official language of Tajikistan?
4. What kind of country is Tajikistan according to the
5. Constitution?
6. How does Tajikistan flag look like?

2. Read and translate the following words.

Калимаҳои зеринро хонед ва тарҷума кунед.

diagnose ['daɪəgnəʊz], diplomat ['dɪpləmət], discipline ['dɪsəp
lɪ:n], dock ['dɒk], docker ['dɒkə], document ['dɒkjumənt], echo
['ekəʊ], electric [ɪ'lektɪk].

3. Read the verbs and get some more information.

Ҷеълҳои хонед, тарҷума кунед ва ҳар ҷӣ бештар маълумот дастрас намоед.

go-went-gone

They are going...

hang-hung-hung

grow-grew-grown

It grew

He will hang

4. Read and translate the sentences, then put two – three questions on every sentence.

Ҷумлаҳои хонед, тарҷума кунед ва ба ҳар як ҷумла 2-3 савол гузоред.

Pattern: Salim was sent to the village last summer. Who was sent to the village last summer. Where was Salim sent last summer?

The room was cleaned in the evening.

The book was bound yesterday.

Cotton umbrellas were sold in this shop.

5. Read, translate and remember the proverbs.

Зарбулмасалҳои хонед, тарҷума кунед ва дар хотир нигоҳ доред.

Well done is half done.
Lost time is never found again.

LESSON 12

Competency: Pupils should be able to understand the meaning of the text and retell it.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, оид ба матн нақл карда тавонанд.

Vocabulary:

strong ['strɒŋ]	nationality [næʃə'næliɪti]
alliance [ə'laɪəns]	stylized ['staɪlaɪzd]
peasants ['pezənts]	image ['ɪmɪdʒ]
intellectual [ɪntə'lektʃuəl]	crown ['kraun]
friendship ['frendʃɪp]	surmount [sə:'maunt]

TAJIKISTAN

Part 3

The Emblem of the Republic of Tajikistan is a stylized image of a gold crown surmounted by a semicircle of seven stars in the light of the rising sun over the mountains. This image is placed in the center of the crown, which consists of wheat ears on the right side and twigs of the ripened cotton - on the left. At the very top, the crown is twiggged with a tricolor ribbon and there is the book on a stand in the lower plane. In the color scheme the flag follows the basic tones of the national flag of the country, which are: white, red, green and gold.



The State Emblem of Tajikistan was officially adopted in 1993 in December. The song of «Surudi Milli» is used as the national anthem of the country since 1991. The author of it is Gulnazar Keldi.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When is the official date of the national flag?
2. What does country emblem consist of?
3. When was the State Emblem of Tajikistan adopted?
4. Do you know the national anthem of the country?
5. Who is the author of “Surudi milli”?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва аз ёд кунед.

electronic [ɪlek'trɒnɪk], element ['elɪmənt], emigration [emɪ'grɛɪʃən] emotion [ɪ'mouʃn], encyclopaedia [en,sɑɪklou'pi:dʒə], energy ['enədʒɪ], ensemble [a:n'sɑ:mbl].

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

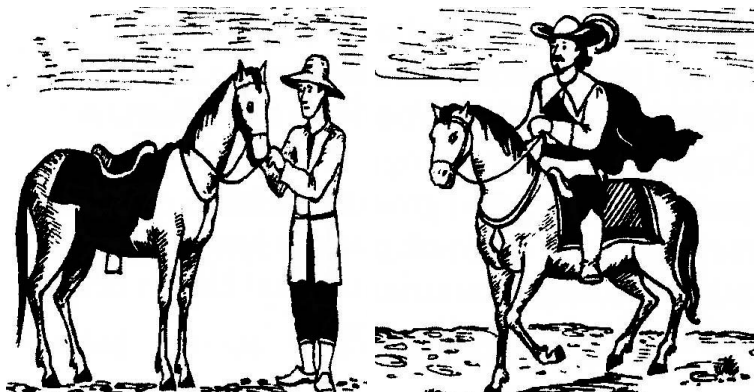
Хонед, тарҷума кунед ва ҷумлаҳои худро тартиб диҳед.

Do you remember that the suffix – less means “without”

- A. hope – hopeless, life – lifeless, end – endless, colour – colourless
B. a cloudless sky, a noiseless machine; numberless heroes, a motherless girl, a heartless woman, a homeless cat, a leafless tree, a nameless author, a sunless room

4. Make up your own story according to the picture.

Аз рӯйи расм ҳикоя тартиб диҳед.



There is an outline.

The poor man and his horse (to tie to a tree, to sit down, to have a rest, grass, to eat)

b) The rich man and his horse (to see, to decide, to tie to a tree, to have a rest)

c) The poor man and the rich man (to begin to quarrell, don't tie to... to kill, to cry)

d) The poor man's horse and the rich man's horse (didn't fight, to smell each other, to jump up, to run away, to play)

e) The poor man and the rich man (to be angry, to fight, to stop, to run after)

5. Write essay about the Emblem of Tajikistan.

Дар бораи Нишони Ҷумҳурии Тоҷикистон иншо нависед.

LESSON 13

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

traditions [trə'dɪʃənz]

ceremonies ['serɪməniːz]

traditional attribute [trə'dɪʃənəl
'ætrɪbjʊ:t]

traditional festivals [trə'dɪʃənəl
'festɪvəlz]

ENGLISH TRADITIONS

(PART I)

English people are fond of traditions. Many British cities and towns have their own ceremonies¹ and traditional festivals². The traditional attribute of every evening: the English family likes, to sit at the fire-place resting after their work day. Having tea is a

1 ceremony / 'serɪməni/ – ҳамоӣиш;

2 festival / 'festɪvəl/ – ҷашнвора;

tradition with the British, the day starts with a cup of tea. There are two tea breaks at work - at 11 a.m. and 4 p.m. (but it's 5 o'clock tea at home).



The Englishman drinks tea when it is cold. He drinks tea when it is hot. He drinks tea before going out and waits for tea at his hosts.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What are English people fond of?
2. What do many British cities and towns have?
3. What is the traditional attribute of every evening for English families?
4. How many tea breaks are there in England?
5. When do English people drink tea?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

enthusiasm [in'θju:ziæzm], epidemic [epi'demɪk], episode ['epɪzɔud], expedition [eksprɪ'dɪʃən], experiment [ɪks'perɪmənt], experimental [eks'perɪ'mentəl], exploitation [eksplɔɪ'teɪʃən], export ['eksɔ:t], extra ['ekstrə].

3. Read and retell the text “English traditions” in a chain around the class.

Матни “English traditions”-ро бо навбат хонед ва нақл кунед.

4. Ask “who”, “what” or “where” questions to get more information.

Бо истифодаи калимаҳои “who”, “what” ва “which” савол гузошта, ҳар чӣ бештар маълумот дастрас намоед.

He invited us to dinner.

Our trip will depend on the weather.

She has planted some apple-trees.

5. Read, translate and learn by heart the proverb.
Зарбулмасалро хонед, тарҷума ва азёд кунед.

He that never climbed, never fell.

LESSON 14

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:



grown-up ['grəʊnʌp]

through ['θru:]

colourful ['kʌləfʊl]

changing ['tʃeɪndʒɪŋ]

the guard [ðə 'gɑ:d]

before [br'fɔ:]

the Buckingham Palace [ðə 'bʌkɪŋgəm pæləs]

bearskin caps ['beəskɪn 'kæps]

ENGLISH TRADITIONS

(PART 2)

A. Sport is also a tradition of English life. Children and grown-ups go in for sports all through the year.

B. The colourful ceremony of Changing the Guard¹ before the Buckingham Palace is one of the great interest to a newcomer. The guardsmen² are in their red coats and bearskin caps³.

C. There is a custom⁴ that on New Year's Eve thousands of Londoners come to Trafalgar Square and at twelve o'clock they join hands and sing.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Who goes in for sport in England?
2. What is interesting to a newcomer?
3. What is a custom for Londoners?
4. What do Londoners do at twelve o'clock in Trafalgar Square?

2. Read, translate and learn by heart.

Калимаҳоро хонед, тарҷума ва азёд кунед.

fact ['fækt], fascism ['fæʃɪzəm], federation [fedə'reɪʃən], feudal ['fju:d(ə)l], figure ['fɪgə], financial [faɪ'nænʃəl], firm ['fɜ:m], form ['fɔ:m], formal ['fɔ:məl], front ['frʌnt].

3. Ask “why”, «what» or «where» questions to get more information.

Саволҳои "Барои чӣ?", "Чӣ? ё Кучо?"-ро гузошта, ҳар чӣ бештар маълумот ба даст оред.

1 changing the guard – иваз кардани посбон;

2 guardsman – посбон, нозир;

3 bearskin – кулоҳ аз пӯсти хирс;

4 custom – расм, одат;

hear - heard - heard
She has heard the news
know - knew - known

hold - held - held
She is holding a lunch-basket
They knew about it

4. Read, translate and act the dialogue.

Муколамаро хонед, тарчума ва ичро кунед.

- I haven't seen much of London yet. You will show me round, won't you?

- Yes, certainly, I'll be glad, too. Where shall I take you?

- To Trafalgar Square.

- All right.

5. Give the antonyms to the following words.

Антоними калимаҳои зеринро нависед.

(dusted, found, brought, mended, opened).

The letter is lost.

The plate is taken away.

The books are printed.

The chalkboard is cleaned.

The windows are shut.

LESSON 15

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

Walt ['wɔ:lt]

Disney ['dɪsnɪ]

Chicago ['tʃɪkɑgou] ['ʃɪkɑgou]

Irish ['aɪrɪʃ]

drawing ['drɔ:ɪŋ]

Hollywood ['hɒliwud]

struggle ['strʌgl]

against [ə'geɪnst]

revealed [rɪ'veɪld]

origin ['ɔrɪdʒɪn]

WALT DISNEY AND HIS HEROES

Walt Disney was born in Chicago, his father being Irish Canadian, his mother is German-American origin. He revealed a talent for drawing and an interest in photography early on and after service with the American Red Cross in the First World War.

In 1923 he left with his brother Roy for Hollywood and for some years struggled against poverty while producing a series of cartoon films. In 1927 he had some success with the series called «Oswald the Lucky Rabbit», but it was not until September 1928, when «Steamboat Willie» appeared, the first «Mickey Mouse» with sound, that he achieved lasting success. Mickey Mouse became a household word together with such companions as Minnie, Pluto, and – perhaps the favourite of them all – Donald Duck.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Where was Walt Disney born?
2. What talent did he reveal?
3. Where did he go in 1923?
4. Did he have some success with the series called «Oswald the Lucky Rabbit»?

2. Read, translate and learn the following words.

Калимаҳои зеринро хонед, тарҷума ва азёд кунед.

garage [gæ'ra:ʒ], general ['dʒenərəl], geographical [dʒɪə'græfɪkəl]
grenade [grə'neɪd], giraffe [dʒɪ'ra:f], guarantee [ˌgærən'ti:], hallo [hə'ləʊ], heroic, [hɪ'rəʊɪk], heroin ['herəʊɪn].

3. Ask “why”, «what» or «where» questions to get more information.

Саволҳои “Барои чӣ?”, “Чӣ?” ё “Кучо?”-ро гузошта, ҳар чӣ бештар маълумот ба даст оред.

lay – laid – laid

The table is laid

lead – led – led

She was led

leave – left – left

He left

4. Look at the pictures and read the names of sports.

Ба расмҳо нигоҳ кунед ва номи намудҳои варзиширо хонед.

Say, what kind of sports are these? 1) we need water, 2) we need gloves, 3) we need snow, 4) we don't need a stadium, 5) we need hands 6) we need nothing but our own legs.

c) What sport are you fond of and want to go in for?

d) What sport do you go in for? (running, jumping, water polo, yachting, swimming, water polo, rowing, boxing, skiing, skating, figure skating, tennis, basket-ball, foot-ball)

5. TELL:



- a) the names of games
- b) the names of sports c) where matches usually take place d) what people call «the queen of all sports» 8) what takes place from time to time 9) what Olympic games are.



6. Answer the questions in writing using more than one sentences in your answer.

Ба саволҳо ҳаггӣ, бо зиёда аз як ҷумла ҷавоб нависед.

- 1) What kinds of sports are you interested in?
- 2) What kind of sport are you fond of?
- 3) What sportsmen do you know? What are they famous for?
- 4) What do you know about the Olympic games?

LESSON 16

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

weather ['weðə]

cold ['kould]

warm ['wɔ:m]

hot ['hɒt]

heat ['hi:t]

frost ['frost]

snow ['snou]

unlike ['ʌnlaɪk]

wind ['wind]

clouds ['klaudz]

THE WEATHER

The weather is a subject we can always talk about. It often changes and brings cold and heat, sunshine and rain, frost and snow. One day is often unlike the next. In summer the sun shines, often there is no wind and there are no clouds in the sky which is blue and beautiful. We can see stars and the moon at night and people like walks, outdoor games and sports in the fresh air.

When autumn comes, the days become shorter and colder. It gets dark earlier and often heavy clouds cover the sky bringing rain with them.

Sometimes there is heavy rain, so that an umbrella or a raincoat is necessary if we don't want to get wet through. Then you can hear people say, «What a bad weather! When is this rain going to stop?» Many people then catch cold and must stay in bed. Then a fire at home is so pleasant. At last frost and snow come.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What is a subject that we always can talk about?
2. What does the weather often bring and change?
3. What does change every season?
4. What is your favourite season?
5. What is your favourite weather?

2. Read, translate and learn the words.

Калимаҳои зеринро хонед, тарҷума ва аз ёд кунед.

imperialism [im'piəriəlɪzəm], imperialist [im'piəriəlɪst], industrialisation [in'dʌstriəlai'zeɪʃən], industrialise [in'dʌstriəlaɪz], information [ɪnfəmeɪʃən], initiative [ɪ'nɪʃiətɪv], inspect [ɪn'spekt], instruct [ɪn'strʌkt].

3. Ask «what» questions and answer them.

Бо истифода аз «what» савол дода, ба онҳо ҷавоб гардонед.

Pattern: A - I want Salim to answer this question.

What do you want Salim to do?

B - I want Salim to answer this question.

1. I want him to go through the cotton-field.
2. We want him to go by bus.
3. Pete wants his parents to buy him a watch.
4. The doctor wants the boy to lie in bed for two days.
5. I want you to read this story.

4. Read the sentences and make them negative.

Ҷумлаҳои хонед ва онҳоро дар шакли инкорӣ нависед.

Pattern: I want you to help me - I don't want you to help me.

1. He wants Salim to stay in bed.
2. Mother wanted Amina to join us.
3. I want you to go to the museum.
4. Simo wanted her sister to buy to a pair of gloves.
5. They want us to invite Amina.

5. Read and translate the proverbs.

Зарбулмасалҳои хонед ва тарҷума кунед.

Fortune favours the brave.

Rome was not built in a day.

LESSON 17

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

night ['naɪt]	Halloween ['hæləu'ri:n]
exciting [ɪk'saɪtɪŋ]	festival ['festɪvəl]
funny ['fʌnɪ]	fear [fɪə]
holiday ['hɒlɪdeɪ]	ghosts ['gəʊsts]
pumpkins ['pʌmkɪnz]	witch ['wɪtʃ]

HALLOWEEN

I'd like to tell you about Halloween. It is an old festival. It is more than two thousand years old. In the past this festival was a time of fear because people believed in ghosts and witches.

Halloween is celebrated on the thirty-first of October. It is a special night, an exciting and funny holiday. There are pumpkins on the windows. They look like faces. Children dress up as witches and ghosts. They have parties and play tricks on people. Children go from house to house and say «Trick or treat!» The grown-ups give them some fruit, sweets, chocolate or money. When there is no treat, the children play a trick on them. A favorite trick is to ring a doorbell and hide. It's really an exciting holiday.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What would the author want to tell us?
2. How old is the Halloween festival?
3. When is Halloween celebrated?
4. What clothes do children dress up in this festival?

5. What do they do and say on that night?
6. Why is it so exciting holiday?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед:

instrument ['ɪnstrə'mənt], international [ˌɪntə'næʃənəl], internationalism [ˌɪntə'næʃənəlɪzəm], invalid [ˈɪnvəlɪd], jockey ['dʒɔki], journalist ['dʒə:nəlist], lady ['leɪdi], Latin [ˈlætn].

3. Read, translate and retell the text “Halloween”.

Матни “Halloween”-ро хонед, тарҷума ва нақл кунед.

4. Read and translate the phrases; act the dialogue, then make up your own dialogue. Use: It seems to me ..., to my mind ..., I admit that....

Ибораҳоро хонед ва тарҷума кунед. Муколамаро иҷро кунед ва муколамаи худро тартиб диҳед. Ибораҳои "It seems to me...", "to my mind ...", "I admit that. ..." -ро истифода баред.

A - It seems to me he is a good boy.

B - To my mind he is not clever.

C - I admit¹ that he is not a clever boy

5. Choose the necessary words.

Калимаҳои лозимро интихоб намоед.

1. A. Remember: bring a book (a pen, a bag. . .) bring up² a child (a boy, a girl. . .)

2. The boy was (brought, brought up) by his grandmother

3. Pete always (brought, brought up) water-last year.

4. Who (brings, brings up) food, from the shop?

5. This woman (brings, brings up) three little children.

6. Disagree with following statements and add some more information.

¹ to admit – гумон кардан, фарз кардан;

² to bring up - ба воя расонидан;

Бо ин ақидаҳо розӣ нашуда, каме маълумот илова намоед.

Use: It's wrong. You are wrong.

Pattern: A- Madina was singing when he came up to her,

B- It's wrong. She was talking with her friend.

1. Behruz was writing a letter at 6 o'clock.
2. It was raining when we returned home.
3. The wind was blowing from the west.
4. It was snowing for the whole day yesterday
5. The boys were fighting when a man came up to them.

7. Remember: «dis» has a negative meaning.

Дар хотир нигоҳ доред, ки «dis» маънои инкорро дорад.

appear - disappear

1. At last the moon (appeared, disappeared) behind a cloud and it got dark.

2. The sun (appeared, disappeared) from behind the mountains.

3. It was foggy near the river, but the fog (appeared, disappeared) and we could see where we were.

LESSON 18

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

capital ['kæpɪtl]

nowadays ['naʊədəɪz]

both ['bəʊθ]

river ['rɪvə]

port['pɔ:t]

Great Britain ['greɪt 'brɪtən]

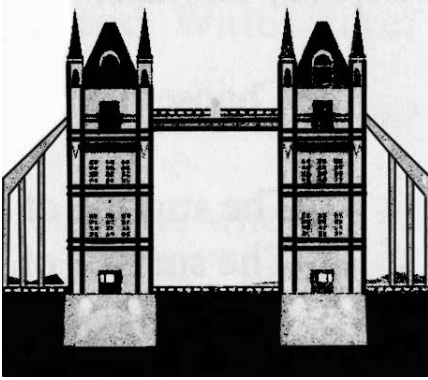
lies ['laɪz]

banks ['bæŋks]

Thames ['temz]

government ['gʌvənmənt]

LONDON (PART I)



London is the capital of Great Britain. Nowadays more than eight million people live in London. London lies on both banks of the river Thames. It is the largest and oldest city not only in Europe but in the world. London is not only the capital of the country, it is also a very big port, one of the

greatest commercial centers in the world, a university city and the seat of the government of Great Britain. The most important parts of London are the City, the West End, the East End and Westminster.

The City is the busiest part of London, people do business there. Only ten thousand people live there.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Which city is the capital of Great Britain?
2. Where does London lie?
3. Is it an old or young city?
4. Is London only the capital of Great Britain?
5. What are the most important parts of London?
6. Which part of London is the City situated in?

2. Read, translate and learn the words.

Қалимаҳоро хонед, тарҷума ва азёд кунед.

lecture ['lektʃə]

legendary ['ledʒəndəri]

lord ['lɔ:d]

literary ['lɪtərəri]

legend ['ledʒənd]

licence ['laɪsəns]

line ['laɪn]

3. Choose the right words.

Калимаҳои дурустро интихоб кунед.

1. The surface of England is (flat, mountainous).
2. The surface of Wales is (flat, mountainous).
3. The surface of Tajikistan is (flat, mountainous).
4. The British Isles lie in the (north-west, south-west) of Europe.
5. The longest river is (The Thames, The Severn).
6. About 55 million people live in (England, The United Kingdom).
7. (Manchester, Birmingham) is the cotton centre of England.

4. Speak about London.

Дар бораи шаҳри Лондон нақл кунед.

5. Read, translate and act the dialogue.

Муколамаро хонед, тарҷума ва иҷро намоед.

A - What were you doing yesterday, afternoon?

B - I was reading an English book.

A - Was your sister reading a book, too?

B - No, she wasn't.

A - What was she doing?

B - She was learning an English poem.

6. Read and translate the text "London".

Матни "London"-ро хонед ва тарҷума кунед.

LESSON 19

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

holiday ['hɒlɪdeɪ]

cards ['ka:dz]

presents ['prezənts]

resolutions [ˌrɪzə'liu:ʃənz]

for example ['fɔ:(r)ɪg'zɑmpl]

celebration ['selɪ'breɪʃn]

hours ['aʊəz]

smoking ['smoukɪŋ]

THE NEW YEAR IN ENGLAND



A. January 1st, the New Year's Day, is a public holiday in England. Some people send New Year cards and give presents, some of them make «New Year resolutions¹», for example, to give up smoking, to get up earlier and etc.

B. The most common type of celebration is a New Year party. It usually begins at about 8

o'clock and is on until the early hours of the morning. Another popular way of celebrating the New Year is to go to a New Year's dance halls. Also on New Year Day the «New Year Honors List²» is published in the newspapers.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When do we celebrate the New Year?
2. What kind of holiday is January 1 in England?
3. What do people send to each other in New Year?
4. What is the most common type of celebration?
5. What is another popular way of celebration in New Year?

2. Read and translate the words. Калимаҳоро хонед ва тарҷума кунед.

1 New Year resolutions – хошишҳои солинавӣ;

2 New Year Honors List – рӯйхати мукофотҳои солинавӣ;

Heroism ['herəv'ɪz(ə)m], historical [hɪs'tɔrɪk(ə)l], ideal [aɪ'diəl], ideological [aɪdɪə'lɔdʒɪkəl], ideology [aɪdɪ'ɔlədʒɪ], illustrate ['ɪləstreɪt], illustrator ['ɪləstreɪtə].

3. Read the dialogues act them and make up your own dialogues. Муколаро хонед, ичро кунед ва муколаро хонед худро тартиб диҳед.

- A. – Happy New Year to you!
B. – The same to you!
A. – Ali has never been to a museum.
B. – Never in his life?
A. – No, never,
B. – I don't believe it.

4. Read and translate the text “The new year in England”. Work in pairs speak about celebration of New Year in your country.

Матни “The new year in England”-ро тарҷума ва нақл кунед. Дар шакли муколама бо якдигар дар бораи ҷашни “New Year” дар кишваратон суҳбат кунед.

LESSON 20

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

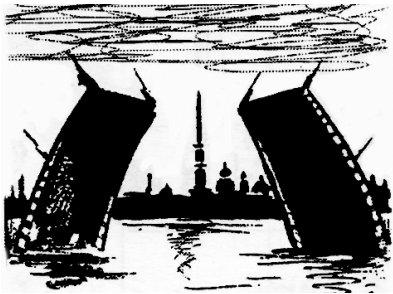
Vocabulary:

West End [ˌwest'end]	richest part ['rɪtʃɪst'pɑ:t]
best shops ['best 'ʃɒps]	theatre ['θɪətə]
cinemas ['sɪnəməz]	fine parks ['faɪn'pɑ:ks]
museum] ['mju:ziəm]	lake ['leɪk]
square ['skwɛə]	Westminster Abbey [ˌwest'mɪnstə (r)'æbɪ]

LONDON (PART II)

The West End is the richest part of London. You can find the best shops, theatres, cinemas, museums, fine parks, lakes and squares there. Its houses and streets are the finest in the capital. The rich people live in the West End.

The East End is the part of London where working people live. It is not so rich as other parts of London and there are fewer parks there.



Westminster Abbey is one of the most beautiful buildings in London. There are many monuments of great men there. Many great English scientists are buried there; among them Newton, Darwin and Watt. In the Poets Corner some of the famous English poets and writers are buried.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Is West End the part of London?
2. What can you find in the West End in London?
3. Is East End a part of London?
4. Where is Westminster Abbey situated in?
5. Where are many great English scientists and poets buried?

2. Read, translate and learn by heart the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

Vocabulary:

madam ['mædəm]

marshal ['ma:ʃəl]

material ['mə'tɪəriəl]

mattress ['mætrɪs]

mechanic [mi'kænik]

medal ['medəl]

medical ['mædɪkl]

medicine ['medsɪn]

3. If you disagree with the following sentences add some more information.

Агар шумо бо ин чумлаҳо розӣ набошед, каме маълумот илова намоед.

Pattern: A. - Ali was here last Sunday.

B. - Ali was not here last Sunday.

C. - He was here a month ago.

1. Akram and his brother were in Kulob.
2. She was at school in the evening.
3. The nurse was in the hospital two hours ago.
4. They were there for two weeks

Pattern A: - There was somebody there.

B: - There was not anybody there.

C:- There was nobody there.

1. There were some people in the shop.
2. They were somewhere last week.
3. Rano was there with someone.
4. We saw somebody in the corner of the room.

4. Have a pair talk about London (Part 2).

Дар бораи Лондон (қисми 1) дунафарӣ суҳбат кунед.

5. Read and translate the text “London” (Part 2).

Матни “London” (қисми 2)-ро хонед ва тарҷума кунед.

LESSON 21

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

age ['eɪdʒ]

usually ['ju:ʒuəli]

leave ['li:v]

infant ['ɪnfənt]

informal [ɪn'fɔ:məl]

primary ['praɪməri]

secondary ['sekəndri]

junior ['dʒu:nɪə]

schools in England ['sku:lz ɪn

'ɪŋɡlənd]

ENGLISH PRIMARY SCHOOL

In Great Britain school begins at the age of five.

At the age of sixteen the children usually leave school. So they spend eleven years there.

There are primary and secondary schools in England. When children are five, they go to primary schools. First they attend infant schools or infant classes. They spend two years there till they are seven.

Their classes are usually informal: they learn to read, to count and to write through different games. They sing songs, dance, look at pictures in interesting books, draw, learn to get on with their classmates. So their lessons are easy, not difficult.

At the age of seven they go to junior schools and stay there till they are eleven. Real school begins. The lessons are more formal. There are different subjects on the timetable. Children study English, Maths, History, Nature Study, Geography, Art, Music, Physical Education Handicraft and Religion.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What age do the pupils go to school in Great Britain in?
2. When do the children usually leave school?
3. How many years do they spend there?
4. What kind of schools are there in England?
5. What age do children go to the primary school at?
6. How many years do they spend in primary schools?
7. What age do they go to junior school at?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

memorial [mi'mo:riəl], metal ['metl], method ['meθəd], microscope ['maikrəskoup], monarchy ['mɔnə:kɪ], musical ['mju:zɪkl], natural ['nætʃərəl], nature ['neɪtʃə].

3. Complete the sentences and translate them.

Ҷумлаҳоро пурра намуда, тарҷума кунед.

A traveler is one who. ...

A player is one who. ...

A listener is one who. ...

A speaker is one who...

A printer is one who. ...

4. First have a pair talk about English schools, then speak about it in a chain around the class.

Аввал дар бораи мактабҳои англисӣ дунафарӣ суҳбат кунед. Сипас бо навбат дар бораи он нақл кунед.

5. Read, translate and act the dialogue.

Муколамаро хонед, тарҷума ва иҷро намоед.

A - Lola has never been to a museum.

B - Never in her life?

A - No, never.

B - I don't believe it.

LESSON 22

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

foreign ['fɔːrɪn]

language ['læŋɡwɪdʒ]

easy ['iːzi]

especially [ɪs'peʃəli]

abroad [ə'brɔːd]

scientific [ˌsaɪəntɪ'fɪk]

literature ['lɪtərəʃə]

outlook ['aʊtlʊk]

computer [kəm'pjʊtə]

technology [tek'nɒlədʒɪ]

FOREIGN LANGUAGES IN OUR LIFE

Learning a foreign language isn't an easy thing. Nowadays it is important to know foreign languages. Some people learn

languages because they need them for their work, others travel abroad, for the third learning foreign languages is a hobby.

Everyone who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider. English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Is it easy to learn English?
2. Why is it important to know English?
3. What will you be able to do if you know English?
4. Which family does English language belong to?
5. What language is it?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

officer ['ɔfɪsə]

official [ə'fɪʃəl]

operation [ˌɒpə'reɪʃn]

partisan [ˌpɑ: tɪ'zæn]

partner [pɑ:tnə]

opposition [ˌɒpə'zɪʃn]

organ [ɔ:gən]

oval [ˈəʊvəl]

panic ['pæɪnɪk]

parliamentary [ˌpɑ:lə'mentəri]

3. Read, translate and act the dialogue.

Муколамаро хонед, тарҷума ва иҷро намоед.

I (he, she) was (Past); You (we, they) were (Past)

A- I was very busy yesterday.

B- Were you?

A- Yes, I was. I had a lot of work to do.

4. Ask each other «why» questions.

Ба ҳамдигар саволи «why»-ро диҳед.

Mind: can (Present) - could (Past)

must - have to . . . (Present) - had to... (Past)

Pattern: A - He couldn't go there because he was ill.

B - Why couldn't he go there?

C - I told you he was ill.

Pete couldn't make notes, because he had no pencil.

I couldn't help you because I was busy.

He couldn't be there in time because there was no bus for a long time.

Pattern : A - He had to stay at home because his mother was away.

B - Why did he have to stay at home?

C - I told you because his mother was away.

5. Make your own sentences like these ones.

Ба инҳо монанд ҷумла созад.

1. Munira had to stay at home because it was very cold.

2. Ali had to write the exercise because he couldn't do it at home.

3. They had to call the doctor because the grandmother was ill.

LESSON 23

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

celebrated ['selɪbreɪtɪd]

solidarity [ˌsɒlɪ'dærəti]

struggle ['strʌɡəl]

birthday ['bɜːθdeɪ]

victory ['vɪktəri]

equal ['iːkwəl]

rights ['raɪts]

congratulate [kən'grætjuleɪt]

THE EIGHTH OF MARCH

A. The 8th of March is celebrated by women in all countries as a day of women's solidarity in the struggle for peace and social progress. The year of 1910 was a birthday of International Women's Day. In Russia it was celebrated on the 8th of March, 1913.



B. After the victory of bolshevik Revolution the life of women greatly changed. Women of our country have equal rights with men. A lot of women take an active part in all kinds of work, in the fields of science, education, culture and art.

C. The 8th of March in Tajikistan is Mother's holiday for boys and girls. This is a special day when children thank their mothers for all that they have done for them.

Dear boys and girls!

Show your love for your mothers every day! Love your Mother, take care and help her! Congratulate your Mother on this holiday!



1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What kind of day is the eighth of March?
2. When is the birthday of International Women's day?
3. When was it celebrated in Russia?
4. What kind of day is the 8th of March in Tajikistan?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

patriot ['pætriət], peak ['pi:k], pedestal ['pedistəl], period, ['piəriəd], person ['pə:sn], personal ['pə:sənl], philosophy ['filsəfi], photo ['fəutəu], photograph ['fəutə gra:f].

3. Read, translate and act the dialogue.

Муколамаро хонед, тарчума ва ичро намоед.

A.- What do you think of the film you saw yesterday?

B. - It is the best film that I've seen lately.

4. Make up «the opposite» using the words.

Калимаҳои зидмаъноро истифода бурда, якчанд ҷумла тартиб диҳед.

thin, young, difficult, finish, rest, short, hot, small (old, thick, work, start, easy, long, large, cold)

Pattern: Good is the opposite of bad.

5. Make up sentences with these words.

Бо ин калимаҳо ҷумла тартиб диҳед.

1) what we drink: 2. what we eat (in the morning, in the afternoon, in the evening). I would drink (some cold water, a glass of juice, a glass of cold milk, a glass of hot tea, a cup of strong coffee). I would eat (a piece of cake, some biscuits, fruit, cheese, butter, a piece of flat-cake, a bun, eggs, bread and butter, vegetables, a piece of sausage, sweets, sugar, tomatoes, cucumbers, carrots, a piece of water-melon, a piece of melon, grape's, boiled potatoes, fried potatoes).

LESSON 24

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

British Isles ['brɪtɪʃ 'aɪlz]

consist [kən'sɪst]

Atlantic Ocean [ət'læntɪk ouʃən]

surrounded [ˌsə'raʊndɪd]

The North Sea ['nɔ:θ si:]

The English Channel ['ɪŋɡlɪʃ 'ʃænəl]

THE BRITISH ISLES

(PART I)

The British Isles surrounded by the North Sea, the English Channel and the Atlantic Ocean



A. Teacher: Today we shall speak about the British Isles. Show us the borders of the British Isles, Lola!

Lola: The British Isles consist of many islands.

Teacher: Thank you! Go to your seat;

B. Teacher: Karim, what can you say about the seas around the British Isles?

Karim: They are very shallow¹ but there is much fish there. Therefore, there are many fishing villages there along the coast².

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What do the teacher and the pupils speak about?
2. Whom does the teacher want to ask about the borders?
3. What are the British Isles consist of?
4. What does the teacher ask Karim?
5. How do you like Karim's answers?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

prince ['prɪns], princess [ˌprɪn'ses], problem ['prɒbləm], process ['prəʊses], procession [prə'seʃən], professional [prə'feʃnəl], professor [prə'fɛsə], progressive [prə'grɛsɪv], project ['prɒdʒekt] proletarian ['prəʊlɪ'tɛəriən], proletariat ['prəʊlɪ'tɛəriət].

3. Read, translate and act the dialogue.

Муколамаро хонед, тарҷума ва иҷро намоед.

1 shallow ['ʃæləʊ] – сатҳи паст;

2 coast ['kəʊst] - соҳил;

A - I'm bored. I 'd like to go somewhere.

B - Where would you like to go?

A - Anywhere.

A - Would you like to go, to the cinema?

B - Certainly.

4. Say and write what requests were carried out.

Гӯед ва нависед, ки чӣ гуна хоҳишҳо иҷро шудаанд.

Pattern: A - Do this exercise, please.

B - But it was done yesterday.

A - Translate these texts.

B - But they were translated on Monday.

1. Open the window, please.

2. Finish your work.

3. Bring a cup of milk.

4. Cook dinner please.

5. Shut the door, please.

6. Write the letter.

7. Invite them to dinner.

5. Read the dialogue «The British Isles» and change it into indirect speech.

Муколамаи «The British Isles»-ро хонда, онро ба нутки мазмунан нақлшуда гардонед.

LESSON 25

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

big clock [bɪg klɒk]	Big Ben [ˌbɪgˈben]
in London [ɪn lʌndn]	feet [fi:t]
Palace of Westminster ['pælɪs əvˈwestmɪnstə]	pavement ['peɪvment]
really ['riəlɪ]	Sir Benjamin Hall ['sə:ˈbendʒəmin ˈhɔ:l]

BIG BEN

The big clock on the tower of the Palace of Westminster in London is often called Big Ben. Big Ben is really the bell of the clock. It is the biggest clock bell in Britain. It weighs¹ [weɪz] three point five (3,5) tons. The clock tower is 318 feet² high. You have to go up 374 steps to reach the top of it. So the clock looks small from the pavement below the tower. But its face is 23 feet wide³. The minute hand is 14 feet long. The hour-hand is 9 feet long. The clock bell is called Big Ben after Sir Benjamin Hall. He was very big and had the job to see that the bell was put up.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What is Big Ben?
2. How many tons does it weigh?
3. Is the Clock Tower high? .
4. Is the face of the clock wide?
5. Why is the bell called Big Ben?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

propaganda [ˌprɒpəˈgændə], propagandist [ˌprɒpəˈgændɪst], pseudonym ['sju:dənɪm] recommendation [ˌrekəmə'ndeɪʃən], rector ['rektə], reflector [rɪ'flektə], raid ['reɪd], realism ['riəlɪzəm], recommend [ˌrekə'mend].

1 to weigh /wei/ – вазн доштан;

2 1 foot = 30,48 cm.

3 wide – васеъ, кушод;

3. Retell the text “Big Ben” in a chain around the class.

Матни “Big Ben”-ро бо навбат дар синф нақл кунед.

4. Read, translate and learn the proverb and answer the question.

Зарбулмасалро хонда, тарҷума ва азёд карда, ба савол ҷавоб гардонед.

Seconds thoughts are best

What are (is) best?

5. Read and ask “what”- questions to your classmates to answer. Work in a group of three.

Хонед ва ба ҳамсинфонатон саволи “what”-ро диҳед, то онҳо ҷавоб диҳанд. Амалро дар зергурӯҳи сенафара иҷро кунед.

Pattern: P1- He said he would be late.

P2 - He told me he would be late.

P3 - What did he say to you?

1. They say they had visited the museums.
2. The children told their mother they would have a meeting after school.
3. He told us he could swim in cold water.
4. She said she had not slept last night.
5. I told Mary that we should organize a puppet theatre.

LESSON 26

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

William Caxton ['wɪljəm
'kæksən]
first printer ['fə:st 'prɪntə]
farmer ['fɑ:mə]

Belgium ['beldʒəm]
brought ['brɔ:t]
traded ['treɪdɪd]

WILLIAM CAXTON

William Caxton is the first printer. He was born in 1422. His father was a farmer. William did not want to become a farmer. So his father sent him to London. He worked in an office which traded¹ with different countries. When William was thirty, he started his own business in Belgium². In 1471 he left his business and began to translate French books into English. He was interested in printing and at last he learnt it. In 1476 he brought his printing press to London. Caxton printed his first English book in 1477. The book was Caxton's translation of the French "Tales of Troy"³. He translated thirty books from French. Caxton died in 1491.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When was Caxton born?
2. Where was Caxton born?
3. Where did he start his business?
4. How many books did Caxton translate from French?
5. When did Caxton die?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

regular ['regjʊlə], reichstag ['raɪksta:g], religious [ri'liʤəs], reporter [rɪ'pɔ:tə], republican [ri'pʌblɪkən], residence ['rezɪdəns], restaurant ['restɔrəŋ], revolutionary [ˌrevə'lju:ʃənri], risk [risk], role ['rəʊl], ruin ['ru:ɪn].

1 to trade – савдо кардан, хариду фурӯш кардан;

2 Belgium – Белгия;

3 "Tales of Troy" – "Ҳикояҳои Троя";.

3. Read, translate and learn the proverb, answer the question.

Зарбулмасалро хонед, тарҷума ва азёд карда, ба савол ҷавоб диҳед.

Time brings wisdom
What brings wisdom?

4. Tell the story about “William Caxton” in a chain around the class.

Дар бораи “William Caxton” бо навбат нақл кунед.

5. Use the following phrases make up your own sentences.

Бо истифодаи ибораҳои зерин ҷумла тартиб диҳед.

By the way, . . . Look here. . . . I'm sure. . . . I'm tired. . . . bored. . . . I say. . . . Don't forget to. . .

6. Complete the sentences using the pattern: (do it in written form).

Аз намуна истифода бурда ҷумлаҳои пурра кунед (Онро хаттӣ иҷро кунед).

Pattern: The traveler is one who travels

The hunter is one who

The discoverer is one who

The fighter is one who

The sailor is one who

The buyer is one who

LESSON 27

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

teacher ['tɪ:tʃə]
climate ['klaɪmət]
like ['laɪk]
mild ['maɪld]
summer ['sʌmə]

high ['haɪ]
low ['ləʊ]
snow ['snəʊ]
temperature ['temprətʃə]

THE BRITISH ISLES

Part II

Teacher: Nisso, what is the climate of the British Isles like?

Nisso: The climate of the British Isles is mild. In summer the temperature is high¹ and in winter it is not low². There is little snow in England, but much rain.

Teacher: That will do³ for today. The bell has gone⁴.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

What question did the teacher give to Niso?

How did she answer?

2. Read, translate the text and have a pair talk. Retell the text in a chain. Хонед, тарҷума кунед ва дунафарӣ суҳбат карда, онро бо навбат нақл кунед.

English children have some holidays in March. This is Mothering Sunday. Children pick flowers in the woods and present them to their mothers. Sometimes they make themselves little present like paper⁵ baskets with flowers. A fruit cake with almond⁶ ice-cream is eaten on that day. It is called Simnel cake.

3. Read, translate and learn the words. Калимаҳоро хонед, тарҷума ва азёд кунед.

1 high – баланд;

2 low – паст;

3 that will do – кифоя, бас (аст),

4 the bell has gone – занг зада шуд;

5 paper – қоғаз;

6 almond /a:mənd/ – бодом;

acrobat ,['ækrəbæt], captain ['kæptɪn], docker ['dɒkə], jockey ['dʒɒki], journalist ['dʒə:nəlist], mechanist [mɪ'kænist], medical ['mɛdɪkl] medicine ['mɛdsɪn], pilot ['paɪlət], president ['prezɪdənt], professor [prə'fɛsə], reporter [rɪ'pɔ:tə]

4. Write the plural form of the following words. Шакли чамъи калимаҳои зеринро нависед.

a man - a woman - a child - a foot -
a wife - a bench - a stranger - a pen -

5. Read, translate and make up your own sentences using the given words. Хонед, тарҷума кунед ва бо истифода аз калимаҳои зерин ҷумлаҳои худро тартиб диҳед.

Remember - un has the negative meaning
happy - unhappy, usual - unusual -, kind - unkind
true - untrue, important - unimportant, known - unknown

6. Ask «who» and «where» questions to get information.

Саволҳои «who» ва «where» гузошта, ҳар чӣ бештар маълумот дастрас намоед.

1. He invited us to dinner.
2. I saw such jackets in our shop.
3. Our trip will depend on the weather.
4. Ann agreed to go with us.

7. Read, translate and remember the words and proverbs

Калима ва зарбулмасалҳоро хонед, тарҷума кунед ва дар хотир нигоҳ доред.

to mislay, to misplace, to misread, to mistrust, to misunderstand, to misuse, uncomfortable, unending, unheard, uninteresting, undone, unhappy unusual, unkind, untrue, unimportant, unknown tower, a castle, high, low coast, shallow, to bring up, to appear, to disappear, the United Kingdom, surface, flat, a bank, to get on, to get ready, to get off, a printer, disarmament, at the foot, on the top, to practice, fried, boiled, to look after, to look for. Fortune favours the brave. Lost time is never found. Rome was not built in a day.

LESSON 28

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, оид ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

eyes ['aɪz]

heard ['hɜ:d]

native city ['neɪtv 'sɪtɪ]

founded ['faʊndɪd]

narrow ['nærou]

architecture ['a:kɪtektʃə]

building ['bɪldɪŋ]

avenue ['ævɪnju:]

MY NATIVE TOWN

There are many beautiful cities and towns in the world. I would like to visit some of them, to see with my own eyes what I have read or heard about. But there is no place like home. I love my native city. I was born here and live with my parents. It's not the capital, but it is a wonderful place to live.

My city is old and modern at the same time. It is old because it was founded in the 11th century. At that time its streets were narrow, dark and dirty. Now my city looks modern because of its architecture. Almost all the buildings were built after the war. The streets and avenues are wide and clean.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Why do people want to visit other cities?
2. When was your town founded?
3. Do you have any art gallery in your town?
4. How many theatres are there in your town?
5. How do you like your town?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

sculptor ['skʌlptə], second ['sekənd], secret ['sɪ:krit], secretary ['sekretəri], sector ['sektə], sergeant ['sə:dʒənt], serious ['sɪəriəs], session ['seʃən], signal ['sɪgnəl].

3. These sentences are not true to fact. Correct them.

Ин ҷумлаҳо ба ҳақиқат рост намеоянд. Онҳоро ислоҳ кунед.

Use: That's not right; You are wrong; You are mistaken

Pattern: P1 - Caxton was a well known writer.

P2 - You are mistaken. Caxton was not a well-known writer, he was the first English printer

Caxton's father sent him to Paris.

Caxton worked in a hospital.

Caxton started his own business in Germany.

Caxton translated Italian books into Russian.

Caxton printed his first book in 1577.

Caxton died in 1497.

4. Talk about “My native town” around the class.

Дар бораи “My native town” бо хонандагон суҳбат намоед.

5. Answer the questions using indirect speech.

Ба саволҳо бо истифодаи нутқи айнан нақлшуда ҷавоб диҳед.

1. Last week Anisa came from the country. What did she tell you?

2. Munira has moved to a new flat. You are talking.

3. What does she tell you? Anisa went boating on Sunday.

4. What did she tell you? Anisa is fond of cinema 5. What did she tell her father about the last film she saw?

LESSON 29

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

designed ['dɪzaɪnd]

Sir Charles Barry ['sə: 'tʃa:lz

'ba:ri]

institution [ɪnstɪ'tju:ʃən]

English Government [ɪŋɡlɪʃ

gʌvənment]

Parliament [pɑ:ləmənt]

THE HOUSE OF PARLIAMENT

The House of Parliament is known to be designed¹ by Sir Charles Barry. The House of Parliament is built in Gothic Style. They stand on the left bank of the river Thames. The House of Parliament is not a very old building. It was built in the 19th century. It is among the most beautiful buildings in Europe. This is the place where the English Government, Parliament sits. The English Parliament is a very old institution.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Whom the House of Parliament is designed by?
2. What style the House of Parliament is built in?
3. Where does the House of Parliament stand?
4. When was the House of Parliament built?
5. Where does the English Government sit?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

¹ to be designed – нақша кашидан, тарроҳӣ;

social ['səʊʃəl], solidarity [ˌsɒlɪ'dærɪtɪ], sort [sɔ:t], souvenir [su:və'niə], special ['speʃl], specialist ['speʃəlist], speciality [ˌspeʃɪ'æliɪtɪ], statue ['stætju:], storm [stɔ:m], symbol ['sɪmbəl], symbolize ['sɪmbəlaɪz].

3. Tell about “The House of Parliament” in a chain around the class.

Дар бораи “The House of Parliament” бо навбат нақл кунед.

4. Read, translate and act the dialogue.

Муколамаро хонед, тарҷума ва иҷро намоед.

At the Shop

Customer: Is it possible to buy a pair of shoes?

Shop-assistant: Yes, it is. What kind of shoes do you prefer?

Shop-assistant: What size, please?

Customer: I prefer Italian style.

Shop-assistant: What size do you wear?

Customer: My size is 42.

Shop-assistant: Here you are!

Customer: Thank you



Use the words: an apron, a blouse, a cap, a coat, a raincoat, a pair of jeans, a pair of trousers, a dress, a skirt, a shirt, a hat, a pair of socks, a pair of stockings, a scarf, a tie

5. Put “why” questions to your classmates to answer. Work in pairs.

Ба ҳамсинфатон саволи “why” диҳед, то ӯ ҷавоб диҳад. Бо ӯ суҳбат кунед.

Pattern: P1 - The mother couldn't make her daughter wear this dress.

P2 - Why couldn't the mother make her daughter wear this dress? .

P1 - She couldn't make her wear this dress because the girl didn't like it.

1. She couldn't make Pulod to eat fish.
2. I couldn't make my brother to get up a little earlier.
3. The woman couldn't make her son to help her in the garden.
4. Nozim couldn't make his dog sit still.
5. The teacher couldn't make the boy work hard.

LESSON 30

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

The United States of America	demonstration [ˌdemən'ctreɪʃən]
[ju:'naɪtɪd'steɪts əv ə'merɪkə]	suppress [sə'pres]
socialist ['səʊʃəlɪst]	solidarity [ˌsɒlɪ'dærɪtɪ]
international ['ɪntə:'næʃənl]	friendship ['frendʃɪp]

MAY 1 - DAY OF SOLIDARITY

In the United States of America on May 1, 1886 a big demonstration of the working class took place. It was a demonstration for the eight-hour working day. But it was suppressed. American Trade Unions and the Socialist International decided, in 1889, to hold such demonstrations everywhere.

In Russia and in Great Britain, the first May Day meeting was held for the first time in 1890.

Since then, May Day has become a day on which people in nearly every country in the world show their solidarity and friendship. Nowadays, May 1st is not a public holiday in Great Britain, May Day celebrations are traditionally held on the Sunday following it, unless, of course, the 1st of May falls on a Sunday.

On May Sunday workers march through the streets and hold meeting to voice¹ their own demands.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Where and when did a big demonstration of the working class take place?
2. What year did American trade unions and the Socialist International decide to hold such demonstrations?
3. When was-the first May Day meeting held in Russia and Great Britain?
4. What do people show on this day?
5. When are May-Day celebrations held in Great Britain?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

symphonic [sɪm'fɒnɪk], symphony ['sɪmfəni], system ['sɪstəm], tank ['tæŋk], telegraph ['telɪgrɑ:f], theory ['θiəri] tourism ['tuəɪzəm], tourist ['tuəɪst].

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

Муколамаро хонед, тарҷума ва иҷро намоед. Муколамаҳои худатонро тартиб диҳед.

Pattern: A - Where are you going?

B - I'm going to the bakery.

A. - What do you want to buy at the bakery?

B. - Two buns and a loaf of bread.

4. Make up sentences with the given words: cakes, biscuits, rings, rolls.

Бо калимаҳои додашуда якчанд ҷумла тартиб диҳед. cakes, biscuits, rings, rolls.

¹ to voice /vɔɪs/ - изҳорот баён кардан;



At the grocer's: macaroni,
butter, sugar, cheese.



At the dairy: milk,
sweet-cream, sour cream.

At the green grocers: a) vegetables: carrots, tomatoes, cucumbers, potatoes, melon, water-melon b) fruits: apples, pears, cherries, grapes, apricots.

LESSON 31

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

youth ['ju:θ]

heroic [hɪ'rəʊlk]

Leningrad ['lenɪŋgræd]

Great Patriotic War [gret

'pætrɪ'ɔtɪk wɔ:]

defend [dɪ'fend]

heroic deeds [hɪ'rəʊlk 'dɪ:dz]

soldier ['souldʒə]

death [deθ]

explosion [ɪks'plouzən]

HERO FROM A CITY OF HEROES

From "The Youth of Heroic Leningrad" by V. Ivanov

In the third month of the Great Patriotic War, Leningrad was surrounded by the German fascists.

The people of Leningrad decided to defend their city. There are a lot of stories about brave¹ men and heroic deeds of the Leningrad people. Here is one story of heroism. One unit² of Soviet soldiers perished³. Only Lazarev, a young Soviet soldier of that unit was alive. He was taken prisoner⁴ by a group of German soldiers.



On the way they came to a place which Lazarev recognized. This place was mined. He did not think of his own life. He decided to lead the German fascists to their death. Lazarev thought, "I shall be killed, but I'll die for my country and at least fifteen fascists will pay for my death with their lives". He bravely went to the mined field. There was a terrible explosion and several fascists fell at once. Lazarev was badly wounded, but he crawled back and reached his headquarter.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When was Leningrad surrounded by the German fascists?
2. What did Leningrad people decide to do?
3. What did Lazarev do?
4. Why did he go to mined field?
5. What happened with fascists?

1 brave – қаҳрамон;

2 unit – баҳш;

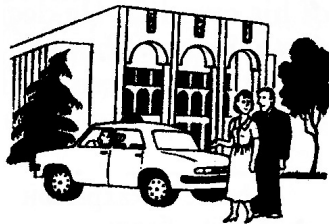
3 to perish – ҳалок шудан;

4. to take prisoner – гаравгон гирифтан;

2. Read, translate and learn the words.

Калимахоро хонед, тарчума ва азѐд кунед.

tradition [trə'dhɪ'rəʊlksən], tropical
['trɒ-pɪkl], tragical ['trædʒhɪ'rəʊlkkəl],
transport ['trænspɔ:t], tuberculosis
[tju:bə:kjʊ'ləʊsɪs], tunnel ['tʌn(ə)
l], type ['taɪ'rəʊlkp], typical
['tɪ'rəʊlksphɪ'rəʊlkk(ə)l].



3. Read, translate and learn the proverb.

Зарбулмасалро хонед, тарчума ва азѐд кунед.

GREAT BOAST, SMALL ROAST

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

Муколамаро хонед, тарчума ва ичро намоед. Муколамаи худро омода намоед.

A - Excuse me?

B - Yes?

A - Can you tell me how to get to the theatre?

B - By taxi.

A - Is it the shortest way?

B - The fastest one.

5. Let's speak about Victory Day (first complete the sentences, then have a talk on the topic).

Биѐед, дар бораи Рӯзи ғалаба суҳбат кунем.

Аввал ҷумлаҳоро пурра намоед, баъд оид ба ин мавзӯъ суҳбат кунед.

The Great Patriotic War broke out in ...

All the Soviet people decided to 'defend...

The Soviet Army fought against...

Many people perished...

Victory's Day is celebrated ...

LESSON 32

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

four seasons ['fɔ: 'si:zənz]	summer ['sʌmə]
winter ['wɪntə]	autumn ['ɔ:təm]
spring ['sprɪŋ]	warmer ['wɔ:mə]
warmest ['wɔ:məst]	coldest ['kəʊldəst]

SEASONS

There are four seasons in a year. They are winter, spring, summer and autumn. There are three months in each season. December, January and February are winter months. March, April and May are spring months. Summer months are June, July and August. The Autumn months are: September, October and November.

Winter is the coldest season of the year. Summer is the warmest season. Spring is warmer than winter but it is colder than summer. Autumn is also colder than summer but it is warmer than winter.

Autumn comes after summer. It brings rains and cold weather. But it's a tasty and beautiful season. Because there are a lot of fruits in autumn: apples, pears, grapes, plums, watermelons and melons. The leaves are red, green and yellow and they fall down from the trees. On the 1st of September we go to school and school year begins.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How many seasons are there in a year?
2. What are spring, summer, autumn, winter's months?
3. What is the weather like in spring?
4. What is your favourite season?

2. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

climate ['klaɪmət], oceans ['ɔʊʃənz], seas ['si:z], rivers ['rɪvəz],
rainbow ['reɪnbəʊ], storm ['stɔ:m], catastrophe [kə'tæstrəfi], nature
['neɪʃə], earthquake ['ə:θkweɪk], landslides [ˌlænd'slaɪdz].

3. Read, translate and learn the proverb.

Зарбулмасалро хонед, тарҷума ва азёд кунед.

Better late, than never

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

**Муколамаҳо хонед, тарҷума кунед ва онро иҷро намоед.
Муколамаҳои худро омода намоед.**

Sorbon: - What is your favourite season?

Shohrukh: - Oh, it's a very difficult question.

Sorbon: - Why do you think so?

Shohrukh: - Because every season has its own specificity.

Sorbon: - Yes, you are quite right. I agree with you.

5. Write about your favourite season.

Дар бораи фасли дӯстдоштаатон мухтасар нависед.

LESSON 33

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

incredible [ɪn'kredɪbl]

beauty ['bju:tɪ]

entirely [ɪn'taɪəli]

caressing [kə'resɪŋ]

mountain peaks ['maʊntɪn 'pi:kz]

eyeful ['aɪfʊl]

festive days ['festɪv 'deɪz]

finally ['fainəli]

slober ['slɒbə]

advance [əd'vɑ:ns]

CELEBRATION OF NAWRUZ HOLIDAY

Celebration of Nawruz holiday in Tajikistan is an incredible eye-ful in its beauty. On these festive days spring comes entirely to the ancient Tajik land and its lucid snowdrops may be finally seen in its fine splendor. The caressing sun cherishes the mountain peaks and fight their way through slobber. Traditionally, village children give them out as a symbol of the beginning of spring.

Tajikistan prepares for Nawruz in advance, first of all, spiritually: by paying debts and forgiving old insults. This day of the holiday, people put on clean clothing, symbolizing a complete expurgation. Rituals with fire dating back to Zoroastrian roots of the holiday are obligatory this day. All household should come round a bonfire or torch alight in sign of good hope against the evil.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What kind of holiday is Nawruz?
2. When do we celebrate the Nawruz holiday?
3. What are snowdrops?
4. How does Tajikistan prepare for Nawruz?
5. Why should all household come round the bonfire?
6. What do usually people prepare in Nawruz holiday?

2. Complete the sentences. (See the text). Ба матн нигоҳ карда, ҷумлаҳоро пурра намоед.

By lunch time, hosts..... Celebration of Nawruz holiday in Tajikistan..... These first spring florets are..... This day of the holiday, people put on..... All household should come round.... All in all, there should be..... Nawruz is widely celebrated both in.....

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

Муколамаро хонед, тарҷума ва азёд кунед. Муколамаро иҷро намуда, муколамаи худро омода созед.

Lola: Surush, did you see the celebration of Nawruz holiday?

Surush: Of course I did.

Lola: How did you like it?

Surush: Oh it was wonderful.

4. Read and translate the text. “Celebration of Nawruz holiday” then retell it.

Матни “Celebration of Nawruz holiday”-ро хонед, тарчума ва баъдан онро нақл кунед.

5. Make up sentences with following words and expressions.

Бо калимаву ибораҳои додашуда ҷумла тартиб диҳед.
celebration, takes place, tablecloth, Nawruz holiday, competitions, spring florets, sumalak.

LESSON 34

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

century ['sentʃəri]

gathered people ['gæðəd 'pi:pl]

encounter [in'kauntə]

various classes ['veəriəs 'kla:sɪz]

political obstacles [pə'litikəl

statuses ['steitəs]

'ɒbstəkl]

in spite of [in spaɪt əv]

table of festival ['teɪbl əv 'festɪvəl]

hard situations [hɑ:d sɪtʃu'eɪʃən]

religious [rɪ'lɪ:dʒəs]

THE HISTORY OF NAWRUZ HOLIDAY

During the centuries celebration of Nawruz encountered with many political obstacles and social problems but in spite of the hard situations it gathered people from various classes and social statuses around the table of festival and accorded to the peace and forgiving the offence of each other.

In the late of 1980's Nawruz celebration was recognized by the Government of Tajikistan and 21st of March was declared as a Nawruz holiday. At last, after the Independence of Tajikistan in September 9, 1991 Nawruz gained national status and is celebrating with all of its rituals and customs in the territory of the country. Now in Tajikistan people have 4 days' vacation for Nawruz festival and gradually increases it's magnificent and splendor.

In February 23, 2010 the General Assembly of UN in the sixty-fourth session adopted the Resolution on International Day of Nawruz and declared the 21st of March as the International Day of Nawruz.

Nawruz also was included in the Representative List of UNESCO as an element of intangible cultural heritage by 12 countries, including Tajikistan.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What was encountered with many political obstacles and social problems?
2. Does Nawruz gather people from various classes and social statuses around the table?
3. What was many times under pressure of conquerors?
4. Who ignored the Nawruz and considered it as a conservative religious celebration?
5. When was Nawruz celebration recognized by the Government of Tajikistan?
6. When did UN adopt the Resolution on International Day of Nawruz?

2. Complete the sentences. (See the text). Ҷумлаҳоро пурра намоед. (Матро нигоҳ кунед).

During the centuries celebration of The history knows that Nawruz was The former Soviet Government fearing of Nawruz celebration was recognized by the Government of Tajikistan. In February 23, 2010 the General Assembly of UN Alongside to them were organized

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

Муколамаро хонед, тарчума ва азёд кунед, онро ичро кунед. Муколамаи худро омода созед.

Samir: Sofiya, do you know anything about the history of Nawruz Holiday?

Safiya: Not so much.

Samir: Really, don't you know anything?

Safiya: But, I said not so much.

4. Read and translate the text. “About the history of Nawruz holiday” then retell it.

Матни “About the history of Nawruz holiday”-ро хонед, тарчума ва нақл кунед.

5. Make up sentences with following words and expressions.

Бо калимаву ибораҳои додашуда чумла тартиб диҳед.

history, celebration, rituals and customs, revive, adopted the, 21st of March, new festival.

LESSON 35

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

sweep [ˈswi:p]

spray [spreɪ]

wash [wɔ:ʃ]

mattress [ˈmætrɪs]

purified [ˌpɜːrɪˈfaɪd]

clean the rooms [ˈkli:n ðə ˈru:mz]

the perfumes [ðə pə:ˈfju:mz]

the curtains [ðə ˈkɜ:tənz]

symbolically [sɪmˈbɒlɪkəlɪ]

tulips [ˈtju:lɪps]

SOME IMPORTANT TRADITIONS OF NAWRUZ

1. Khonaburoron (Cleaning rooms). One or two weeks before the Nawruz women and their daughters sweep and clean the rooms, spray the perfumes, wash the curtains and mattress' etc. They also clean the kitchens and yards, wash the tea pots, bowls, plates and kettles. Before the Nawruz everything must be clean as new. A new year is coming and the house must be symbolically purified.

2. Gulgardoni (bringing new flowers). One of the first customs of the Nawruz performed by children and adult is Gulgardoni. This custom is also called as Boychechak («Snowdrop») in Khujand, Sayri guli lola (“Tulip festival”) in Isfara, Idi guli surkh (“Red flower festival”) in Istaravshan, Panjakent, Guli Siyohgush or Seyovush (the flower of Seyavosh or Flower with black ears) in the South districts of Tajikistan. The ceremony of informing the coming spring consists of the following: a group of children and adult go to the hills and pick some flowers like snowdrops, irises, tulips and bring to the houses of the inhabitants of the rural village and sing the special congratulatory songs.

1. Complete the sentences (See the text). Чумлаҳоро пурра намоед (Матнро нигоҳ кунед).

1. When do women and their daughters sweep and clean the rooms?
2. What do they also clean except the rooms?
3. Why must the house be symbolically purified?
4. What does Gulgardoni mean?
5. How do people of Tajikistan call Gulgardoni in other parts of Tajikistan?
6. What are traditional Nawruz dishes?

2. Complete the sentences. (See the text). Чумлаҳоро пурра намоед (Матнро нигоҳ кунед).

Before the Nawruz women and their daughters..... A new year is coming and the..... One of the first customs of the Nawruz..... In the Hisar district during spring.....

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

Муколамаро хонед, тарчума ва ичро кунед ва муколамаи худро тартиб диҳед.

Suhail: I am very fond of our national dish. What about you?

Khusrav: For me sumalak is the best dish.

Suhail: Why do you think so?

Khusrav: Because they prepare it for about 24 hours. During preparation of sumalak they sing songs and dance, that's why it is very tasty.

Suhail: I do agree with you.

4. Read and translate the text. "Some important traditions of Nawruz holyday" then retell it.

Матни "Some important traditions of Nawruz holiday"-ро хонед, тарчума ва нақл кунед.

5. Make up sentences with the following words and expressions.

Бо калимаву ибораҳои додашуда ҷумла тартиб диҳед.

sweep and clean, one or two weeks before, snowdrop

LESSON 36

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

DOING EXERCISES

1. Read, translate and learn the words.

Калимаҳоро хонед, тарҷума ва азёд кунед.

uniform [ˌjuːnɪ'fɔ:m] vanguard [ˌvæn'gɑ:d], veteran ['vetərən]
vice-president ['vaɪs 'prezɪdənt], visitor ['vɪzɪtə], zone ['zəʊn].

2. Read, translate and learn the proverb.

Зарбулмасалро хонед, тарҷума ва азёд кунед.

After rain comes fair weather

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

Калимаҳоро хонед, тарҷума кунед ва ҷумлаҳои худро тартиб диҳед.

death, a terrible explosion, to be wounded, to crawl back, headquarters.

A. Go on - Go on reading?

Go out - He went out. The lights have gone out.

Go back - This building goes back to the time of the czar.

B. Look after - Look after the child.

on - My house looks out to the garden.

up - Look up from the book!

at - Look at the man!

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

Муколамаро хонед, тарҷума ва иҷро намоед. Муколамаи худро омода намоед.

A - By the way, I forget to tell you that I've been to our museum.

B Oh, when did you go there?

A - I went there last Sunday.

5. Learn the proverbs. Зарбулмасалхоро азёд кунед.

Where there is a will, there is a way.

A friend in need is a friend indeed.

6. Have a talk about your future holidays.

Дар бораи идҳои ояндаатон суҳбат кунед.

For example: Tajik nation has many ancient holidays.

They are: tulip holiday, snowdrop holiday etc...

7. Describe the picture. Расмро тасвир намоед.



LESSON 37

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

widespread ['waɪdspred]

germinated wheat

['dʒə:mənertɪd 'wɪ:t]

musical instrument

['mju:zɪkəl 'ɪnstɾəmənts]

sweet pudding ['swi:t 'puɪdɪŋ]

regularly mixed ['regjʊləli mɪkst]

social function ['səʊʃəl fʌŋkʃn]

ritual cooking ['rɪtʃuəl 'kʊkɪŋ]

community [kə'mju:nəti]

SUMALAK

Sumalak is the most widespread and traditional Nawruz food, a sweet pudding made from germinated wheat, symbolizing affluence. Two weeks before the celebration some women of the village grow grains of wheat in the plates up to a few inches and in the celebration day they bring their germinated wheat to the celebration yard, where they cook sumalak in a big pot. Preparing sumalak is a hard work and is difficult for one person to cook it. Because the pot contain should be regularly mixed during 15-20 hours. The whole process of preparing sumalak continues one day and night and therefore young men and women of the village also join them in some villages. Women playing in doira (musical instrument a type of tambourine) sing the folksongs about Nawruz, spring and satiric quatrains, and dance.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What is sumalak?
2. How does sumalak look like?
3. When do women begin to prepare sumalak?
4. What do they do during preparation of sumalak?
5. Is it difficult or easy to prepare sumanak (sumalak)?
6. Why do people prepare sumalak?

2. Complete the sentences (Use the text “Sumalak”). Ҷумлаҳоро пурра намоед (Матни “Sumalak”-ро истифода баред).

sweet pudding made from Before the celebration some Where they cook sumalak in Women playing in There is a belief sounds like The social function and entertainment part

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

Муколамаро хонда, тарҷума, азёд ва иҷро кунед. Муколамаҳои худро тарғиб диҳед.

Doro: I want to go and see how women prepare Sumanak (sumalak).

Sanjar: Is it possible?

Doro: Certainly. Why not?

Sanjar: Let's go and see then.

4. Read and translate the text “ Sumalak” then retell it.

Матни “Sumalak”-ро хонед, тарҷума ва нақл кунед.

5. Make up sentences with following words and expressions.

Бо калимаву ибораҳои додашуда ҷумла тартиб диҳед.

sumalak, traditional, celebrate, women, sing a song, dance, prepare, easy, difficult.

LESSON 38

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

ancestors ['ænsəstəz]

emphasized [ˌemfə'saɪzd]

values ['væljuz]

revive [rɪ'vaɪv]

warmth ['wɔːmθ]

measures ['meɪzəz]

great contribution [ˈɡreɪt kɒntrɪ'bjuːʃn]

self-consciousness ['self 'kɒnʃəsənɪs]

sunrise ['sʌnraɪz]

protection [prə'tekʃn]

SADA HOLIDAY

Every year, national holiday of our ancestors “Sada» is celebrated all over the country with special beauty. A number of activities are held in the framework of this holiday.

The Founder of Peace and National Unity - the Leader of Nation, his Excellency Emomali Rahmon emphasized that folk traditions and national holidays as Nawruz, Mehrgon and Sada made a great contribution to the development of moral principles of the people and should be entered to the world list of UNESCO. Indeed, this holiday revives many cultural values, symbolizes good traditions, and contributes to the development of national self-consciousness of our people.

The name of the holiday is taken from the word «Sad», which means «one hundred» and includes 50 days and 50 nights before the holiday of Nawruz - the Tajik New Year.

The meaning of the word «Sada» is interpreted as light, a sunrise and warmth. Thus, Sada is a symbol of the revival of new hopes, warmth and light in the life of the people.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When do we celebrate Sada holiday in our country?
2. How do we celebrate it?
3. What does the word Sada mean?
4. What was the reason of reviving ancient traditions?
5. What does Sada holiday symbolize?

2. Complete the sentences (See above text). Ҷумлаҳои ғайри муқомилро (Матни болоро нигоҳ кунед).

A number of measures are..... This holiday revives many..... The name of the holiday is taken..... The meaning of the word «Sada»..... Holding this event proved that.....

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

Муколамаро хонда, тарҷума, азёд ва иҷро кунед. Муколамаҳои худро тарғиб диҳед.

Shohin: Yesterday we went to Firdavsi's park.
 Yosuman: Why did you go there?
 Shohin: Because, there was Sada holiday.
 Yosuman: Did you buy any plant?

4. Read and translate the text “Sada holiday” then retell it.
Матни “Sada holiday”-ро хонед, тарҷума ва нақл кунед.

LESSON 39

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

tulip ['tju:lɪp]	flowering ['flaʊərɪŋ]
covered ['kʌvəd]	carpet ['kɑ:pɪt]
pink tulip ['pɪnk 'tju:lɪp]	flower-buds ['flaʊə 'bʌdz]
coincides [kɔɪn'saɪdz]	tableful ['teɪblfʊl]
griddle-cakes ['grɪdl 'keɪks]	ripe fruits ['raɪp 'fru:ts]

TULIP FESTIVAL (SAYRI GULI LOLA)

The spring snowdrops are followed by tulip flowering that covered with a carpet of emerald greens. It falls on spring season. When the mountains are blossoming with red, yellow, pink tulip flower-buds, as though embroidered with a skillful hand,

This is such an impressive eyeful that a whole festival is devoted to this event. The Tajiks call it Sayri lola. It coincides with the time of first harvesting, which means that the rich crop the more pompous. According the tradition the centre of the table is graced with a dish of pilau, women also bake brown griddle-cakes and spiced samsa, the table is also served with ripe vegetables and fruits.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When do we have Tulip festival?
2. What will happen with nature in spring season?
3. How do Tajik people call this festival?
4. What kind of dishes do people prepare for this festival?
5. What kind of competitions take place in this festival?

2. Complete the sentences (See above text). Аз матни боло истифода бурда ҷумлаҳои пурра намоед.

The spring snowdrops are followed by It falls on spring season when It coincides with the time of The Tajiks expect not only tasty food on Today “gushtingiri” is rival in beauty and

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

Муколамаро хонед, тарҷума ва азёд кунед. Онро иҷро намуда, сипас муколамаи худро тарғиб диҳед.

Zarina: You know, yesterday I watch Tulip festival on TV.

Shohrukh: And what do you think about it?

Zarina: It was splendid. I liked it very much.

Shohrukh: But I took part in one competition

4. Read and translate the text. “Tulip festival” then retell it. Матни “Tulip festival”-ро хонед, тарҷума ва нақл кунед.

LESSON 40

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, оиди мавзӯ ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

adventure [əd'vɛnʃə]	surely ['ʃʊəli]
tourism ['tuərizm]	lifelong memories ['laɪflɒŋ memərɪz]
highway ['haɪwei]	high point ['haɪ'pɔɪnt]
bright starry skies	night gorgeous ['naɪt 'gɔ:dʒəs]
['braɪt 'sta:rɪ 'skaɪz]	

AN ADVENTURE OF TOURISM

Those who love adventure and action will most surely love Tajikistan's tourism options. Trekking and more in the Pamir and Fann Mountains will leave you with lifelong memories.

A trip along the Pamir Highway is certain to be a hit. This mountain highway connects Tajikistan with Kyrgyzstan. The highway covers along the borders with Afghanistan and China and reaching a high point at Ak-Baytal Pass. The Pamir Mountains are famous for their beautiful valleys and colorful villages, where the lifestyle and traditions are preserved until the modern day. One can enjoy mountain vistas during the day, and bright starry skies at night.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Is Tajikistan a country of tourism?
2. What is Tajikistan famous for?
3. Why do tourists are eager to go to the mountains?
4. What do you know about Iskandarkul?
5. Where is situated Iskandarkul?

2. Complete the sentences. (Use above text). Ҷумлаҳои пурра намоед (Аз матн боло истифода баред).

This mountain highway connects The highway covers a total of Mountains are famous for From snow leopards to birds of Enjoy mountain vistas during

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

Муколамаро хонед, тарчума ва азёд кунед, онро ичро ва муколамаи худро омода намоед.

Zebo: Salmon, have you ever been to Iskandarkul?

Salmon: No, I haven't. But my father promised to take me to Iskandarkul.

Zebo: Last weekend our family went there, and I liked it very much.

Salmon: I hope that I will also like it.

4. Read and translate the text “An adventure of tourism” then retell it.

Матни “An adventure of tourism”-ро хонед, тарчума ва нақл кунед.

LESSON 41

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

the ruler [ðə 'ru:lə]

dynasty ['dɪnəstɪ]

exact [ɪg'zækt]

ascension [ə'senʃn]

retained [rɪ'teɪnd]

the founder [ðə 'faʊndə]

known ['nəʊn]

researcher [rɪ'sə:tʃə]

throne ['θrəʊn]

conquer ['kɒŋkə]

ISMOILI SOMONI

(Part 1)

Abu Ibrahim Ismoil ibn Ahmad Somoni - the ruler in Central Asia, the first founder of the Tajik state. He was the Emir from the Samanid dynasty.

The exact place of birth of Ismoil is not known. Researchers especially note two cities - Buhoro and Balkh. Ismoil came from

an aristocratic family. His father - Ahmad, the son of Saman-Khudot.

His ascension to the throne began in 888 with a victory over his brother. However, Ismail retained his power and became the Caliph of Maverannah only after his death in 892. He became the only ruler when he eliminated all civil strife and revolt. Later he strengthened security of the state and protected it from Turkish raids.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Who was Ismoili Somoni?
2. Was he from the Samanid dynasty?
3. Where is the exact place of Ismoil Somoni's birthplace?
4. When did his ascension to the throne begin?

2. Read and translate the text "Ismoili Somoni (Part 1)"

Матни "Ismoili Somoni (Part 1)"-ро хонед ва тарҷума кунед.

3. Put questions to the text. "Ismoili Somoni (Part 1)" Ба матни "Ismoili Somoni (Part 1)" савол гузоред.

4. Find the antonyms to these words.

АНТОНИМҲОИ КАЛИМАҲОИ ЗЕРИНРО ЁБЕД: victory, son, power, after, death, rich, city.

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Dilovar: Samir, do you know the full name of Ismoil Somoni?

Samir: Of course I know. His full name is Abu Ibrahim Ismoil ibn Ahmad Somoni.

LESSON 42

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

caliph [keɪlɪf]

disturbed [dɪs'tʌ:d]

issue ['ɪʃu:]

overthrow ['ouvəθrou]

architecture ['a:kɪtektʃə]

deeply ['di:plɪ]

increase [ɪn'kri:z]

rescript ['rɪskrɪpt]

successor [sʌksesə]

ensemble [ɔn'sɔmbl]

ISMOILI SOMONI

(Part 2)

The Caliphs of Baghdad were deeply disturbed by the increased role of the Samanids in Maverannahr and the Saffarids in Khorasan. Therefore, in 898, the Abbasid Caliph issued a rescript on the overthrow of Ismoil and the appointment of his successor Saffarid Amir ibn Leys. In 900, Ismoili Somoni won the battle of Balkh and was approved by Caliph of Baghdad.



Ismoil made Bukhoro the capital of his state. Here is the outstanding monument of architecture - the Mausoleum of Ismoili Somoni, the tomb of the Samanid dynasty.

The 1100th anniversary of the Samanid state was celebrated in Tajikistan in 1999. In the memory of the anniversary of the first ruler of the Tajik state, an architectural ensemble of 13 meters high was built in Dushanbe City.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Who was deeply disturbed by the increased role of the Samanids in Maverannahr?
2. What did the Abbasid Caliph issue in 898?
3. What happened in 900 year?
4. Who made the city of Bukhoro the capital of his state?

1. Read the text “Ismoili Somoni (Part 2)” find regular verbs, translate and learn them.

Матни “Ismoili Somoni (Part 2)”-ро хонед, феълҳои дурустро ёфта, тарҷума ва онҳоро азёд кунед.

For example: мисол: disturbed (to disturb) – халал расонд

2. Make up sentences with regular verbs of the text “Ismoili Somoni (Part 2)”.

Бо феълҳои дурусти дар матни “Ismoili Somoni (Part 2)” буда ҷумла тартиб диҳед.

For example: When I go to sleep, please, don't disturb me.

3. Find the synonyms of these words.

Синонимҳои калимаҳои зеринро ёбед.

to win, a state, a ruler, people, to disturb.

For example: to win – to loose, a state – a country

4. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Surayo: - Why did Ismoili Somoni make the city of Bukhoro the capital of his state?

Samir: - I think, he wanted to make Bukhoro the centre of culture and sciences.

LESSON 43

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

monument ['mɒnjumənt]	situated ['sɪtʃuətɪd]
square ['skwɛə]	height ['haɪt]
in honor of [ɪn'ɔnə (r) əv]	anniversary [ˌæni'vɜ:səri]
Samanids ['sʌmənɪdz]	state ['steɪt]
decorate ['dekəreɪt]	impressively [ɪm'presɪvli]

THE MONUMENT OF ISMOILI SOMONI



The monument of Ismoil Somoni is situated in Rudaki Avenue. The height of the monument is more than 25 meters. This monument was placed in 1999 in the memory of 1100 anniversary of the Samanids state. The monument is richly decorated with gold and looks impressively.

The monument of Ismoil Somoni can make a great impression to tourists and guests from other countries.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Where is the monument of Ismoil Somoni situated?
2. How much is the height of Ismoil Somoni's monument?
3. What is the full name of Ismoil Somoni?
4. When and where was Ismoil Somoni born?
5. What family was Ismoil Somoni born in?

2. Find word phrases from the above text and write them.

Аз матни боло ибораҳоро ёфта нависед.

For example: in honor of, the son of,

3. Make up sentences with word phrases that you have found from the above text.

Бо ибораҳое, ки аз матни боло дарёфт кардед, чумла тартиб диҳед.

For example: My father made a party in honor of my birthday.

4. Make up a dialogue with your classmates about Ismoili Somoni.

Дар бораи Исмоили Сомонӣ бо ҳамсинфон муколама тартиб диҳед.

For example:

Jamshed: What do you know about Ismoili Somoni?

Shahlo: I know much.

Jamshed: What is he?

Shahlo: He is the founder of Tajik State.

5. Make a short topic about Ismoili Somoni?

Дар бораи Исмоили Сомонӣ матни хурде нависед.

For example: Ismoili Somoni is the founder of the first Tajik State.....

LESSON 44

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

national ['næʃənəl]

located [ˌlou'keɪtɪd]

formation [ˌfɔ:'meɪʃən]

transformed [ˌtræns'fɔ:md]

according [ə'kɔ:diŋ]

museum [ˌmju:'ziəm]

joint resolution ['dʒɔɪnt rɪzɔ'lju:ʃən]

decree [dɪ'kri:]

visual arts ['vɪʒuəl 'ɑ:ts]

national status ['næʃənəl 'steɪtəs]

THE NATIONAL MUSEUM OF TAJIKISTAN

(PART 1)



The National museum of Tajikistan is located in Dushanbe - the capital of the Republic of Tajikistan.

On August 12, 1934, a resolution of the Council of People's Commissars of the former USSR on the formation of museums in Tajikistan was issued. The People's Commissariat of Tajikistan issued a decree on the formation of the Kamoliddin Behzod Museum in the city of Dushanbe. In 1959, the museum was transformed into the republican joint museum of local history and visual arts. On November 27, 1999, according to the Resolution of the Government of the Republic of Tajikistan, the Behzad Museum received national status.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When was a resolution on the formation of museums issued in Tajikistan?
2. What was the name of museum in the city of Dushanbe?
3. When was the museum transformed into the republican joint museum?
4. When did the Behzad Museum receive national status?

2. Find all nouns from the text, translate and write them in your notebook.

Ҷамаи исмҳои дар матн бударо ёбед, тарҷума намоед ва ба дафтаратон нависед.

For example: a museum, people, a decree.....

3. Make up sentences with the nouns. Бо исмҳо ҷумлаҳо тартиб диҳед.

For example: We don't have big museum in our school.

4. Write a small topic about the museum of your town (village, district, city or region).

Дар бораи осорхонаи шаҳр (деҳа, ноҳия ё вилоят)-атон мухтасар нависед.

A sample: I live in a big (small) city (district). There is a small museum in our district.

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Sofiya: What can you say about the museum of your town?

Sulhiya: I think it gives enough information about the history of our town.

LESSON 45

Competency: Pupils should be able to understand the meaning of the text and answer the questions themselves.

Салоҳият: Хонандагон бояд мустақилона маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

ceremony ['seriməni]

museum [ˌmju:ˈziəm]

exhibition [ˌɪksɪˈbɪʃn]

visual ['vɪʒuəl]

established [ɪs'tæʃlɪʃt]

created [kri'eɪtɪd]

foreign ['fɔ:rn]

stock ['stɒk]

accounting [ə'kauntɪŋ]

restoration [ˌrestou'reɪʃn]

THE NATIONAL MUSEUM OF TAJIKISTAN

In March 2013, the opening ceremony of the new building of the National Museum of Tajikistan was held in Dushanbe. The museum consists of 22 large and small exhibition halls. These are expositional divisions of nature, antiquity and the Middle Ages,

new and modern history, and visual and applied arts. There was established a research department which includes archeology and numismatics. An international department has been created for cooperation with foreign organizations. In addition, there is a stock department, accounting department and restoration department. The exhibition area of the National Museum of Tajikistan is 15 thousand square meters.

1. Answer to the questions in written form.

Ба саволҳо бо тарзи хаттӣ ҷавоб гардонед.

1. When was the opening ceremony of the new building of the National Museum held?
2. How many exhibition halls does the museum consist of?
3. What did the museum establish?
4. Why was international department created for?
5. How many square meters is the exhibition area of the National Museum?

2. Read and remember the words.

Калимаҳоро хонед ва дар хотир нигоҳ доред.

the ruler, the founder, dynasty, known, exact, researchers, ascension, throne, retained, conquered, caliphs, deeply, disturbed, increased, issued, rescript, overthrow, successor, architecture, ensemble, monument, situated, square, height, in honor of, anniversary, Samanids, state, decorate, impressively, national, museum, located, joint resolution, formation, decree, transformed, visual arts, according, national status.

LESSON 46

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

officially [ə'fɪʃlɪ]

space ['speɪs]

approximately [ə'prɒksɪmətlɪ]

constructed [kən'strʌktəd]

to resemble [tə rɪ'zembəl]

total ['təʊtəl]

containing [kən'teɪnɪŋ]

reputed [rɪ'pjʊ:tɪd]

landmark [ˌlænd'mɑ:k]

functions ['fʌŋkʃənz]

NATIONAL LIBRARY OF TAJIKISTAN

(Part 1)



The National Library of Tajikistan was officially opened in 2012. A nine-stored building with a total space of 45.000m² and containing approximately 10 million books is the largest library in Central Asia. The imposing white building is situated in the centre of the city and it is another expression of Tajik government of the last years. It was opened in 2011 and constructed to resemble an open book, the archive is reputed to be Central Asia's biggest library. It makes the centre an impressive landmark alongside of Rudaki Park in the centre of Dushanbe City.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When was the National Library of Tajikistan officially opened?
2. How many books are there in the National Library of Tajikistan?
3. Is it the largest library in Central Asia?
4. Where is the National Library of Tajikistan situated?

2. Read and translate the text "The national library of Tajikistan" (Part 2).

Матни "The national library of Tajikistan (Part 2)"-ро хонед ва тарҷума кунед.

3. Reading the text "National library of Tajikistan (Part 2)" make up not less than three sentences about the library of your place.

Матни "National library of Tajikistan (Part 2)"-ро хонда, дар бораи китобхонаи ҷойи истиқомататон на кам аз се ҷумла нависед.

For example: We have a library in our school. It is not so big, but we can find all necessary books there. It has a reading room,

4. Find three sentences with auxiliary verb "to be" from the text "Mother".

Аз матни боло се ҷумлаеро ёбед, ки феъли ёрирасони "to be" дошта бошанд.

For example: The imposing white building is situated in the centre of the city.

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Gulshan: Have you ever been to any library?

Salmon: Yes, I have been to Firdawsi library last month.

LESSON 47

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

nine-storied ['naɪn 'stɔːrɪd]	building ['bɪldɪŋ]
modern ['mɒdən]	length ['leŋθ]
knowledge ['nɒlɪdʒ]	thousand ['θaʊzənd]
size [saɪz]	literature masters ['lɪtrəʃə 'maːstəz]
ancient ['eɪnfənt]	public events ['pʌblɪk ɪ'vents]

NATIONAL LIBRARY OF TAJIKISTAN

(PART 2)

National Library of Tajikistan is a new nine-storied building constructed in the form of an open book and meets modern international standards (the length of the building 167 m., height of 52 m., the total area is 45 thousand sq. m). By its size it is the largest library in Central Asia.

Near the main facade of the building 22 busts of famous heroes of local history, science and literature masters of the Tajik nation are located. The library has 25 reading rooms which have 274 automated work places for readers, 3 exhibition halls: to display ancient manuscripts and rare books; gallery for the exhibition of books on the branches of science and knowledge; showroom of new arrivals of literature. For public events, conferences and symposiums the library has 9 rooms (1,100 seats).

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How many stories dose the building of the National Library of Tajikistan have?
2. What form the building was constructed in?
3. How many meters is the length and the height of building?
4. How much is the total area of the National Library of Tajikistan?
5. Is it the largest library in Central Asia by size?

2. Read and translate the text "The national library of Tajikistan (Part 2)".

Матни "The national library of Tajikistan (Part 2)"-ро хонед ва тарҷума кунед.

3. Put two or three your questions of your own to the text "The national library of Tajikistan (Part 2)"

Ба матн ду ё се савол гузоред.

For example: How many rooms for conferences and symposiums does it have?

4. Write numbers of the text "National library of Tajikistan" (Part 2) in written form.

Шумораҳоро аз матни “National library of Tajikistan (Part 2)” бо ҳарф нависед.

For example: 45 – forty five, 167 – one hundred and sixty seven.

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Yosuman: Our National Library is the biggest in Central Asia, isn't it?

Sharif: Yes it is. I also think so. ...

LESSON 48

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

depository [di'pɒzɪtəri]	particularly [pə'tɪkjələli]
valuable ['væljuəbl]	protection [prə'tekʃən]
periodicals [ˌpɪəri'ɒdɪkəlz]	significance [sɪg'nɪfɪkəns]
archive ['ɑ:kɑ:v]	cultural institution ['kʌltʃərəl ˌɪnstɪ'tju:ʃən]
use [ju:z]	science and culture ['saɪəns ænd 'kʌltʃə]

**THE NATIONAL LIBRARY OF TAJIKISTAN
(PART 3)**

The National Library of Tajikistan is the main national depository of Tajikistan, which is a particularly valuable object of the cultural heritage of the peoples of the Republic of Tajikistan. It is in a special mode of protection and use. The National Library is a state cultural institution, a national depository of heritage of science and culture, an archive of national periodicals, a research and information center of republican significance, and with its functions it complies with the main UNESCO requirements for libraries of this type.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Where is the National Library of Tajikistan Situated?
2. Is it in a special mode of protection and use?
3. What can you say about the National Library?

2. Read and translate the text "The national library of Tajikistan Part 3".

Матни "The national library of Tajikistan" (Part 3)-ро хонед ва тарҷума кунед.

3. Make up sentences with given words.

Бо калимаҳои додашуда ҷумлаҳо тартиб диҳед.
national, Tajikistan, particularly, protection, cultural, institution, research.

For example: We have a big national museum in Dushanbe city....

4. Put four types of questions to this sentence.

Ба ин ҷумла чор намуди савол гузоред.

National Library of Tajikistan is situated in Dushanbe city.

5. Make up a dialogue.

Муколама тартиб диҳед.

A sample:

Boghigul: How is your English?

Marhabo: Not so bad. Why did you ask me so?

Boghigul: Because, I can't translate information about our library in English.

Marhabo: Allright, I am ready to help you.

LESSON 49

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

equipped [ɪ 'kwɪpt]	comfortable ['kʌmfətəbl]
initiator [ɪ'nɪʃɪətə]	service ['sɜ:vəs]
microclimate ['maɪkrə,klaɪmɪt]	allow [ə'laʊ]
communication technology [kə,mju:ni'keɪʃən tek'nɒlədʒɪ]	
modern technology ['mɒdən tek'nɒlədʒɪ]	

THE NATIONAL LIBRARY OF TAJIKISTAN

(PART 4)

The library is equipped with modern technology, which allows readers to use the latest information and communication technologies.

The library is one of the initiators of the introduction of information technologies in the service of readers. There is developed an electronic catalog, electronic library, provided access to library resources, implemented other innovative projects, which raise service to a new level. The microclimate of the building allows readers during hot summer days be comfortable.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How is the Library equipped?
2. Is National library the initiator of information technologies in the service for readers?
3. What was developed there to raise service to a new level?
4. What does allow readers during hot summer days be comfortable?

2. Read and translate the text "The national library of Tajikistan (Part 4)".

Матни "The national library of Tajikistan" (Part 4)-ро хонед ва тарҷума кунед.

3. Explain in English the topic "What is modern technology"

Бо забони англисӣ мавзӯи "What is modern technology" -ро шарҳ диҳед?

For example: Modern technology is a technology that makes people's

4. Put general and wh questions to this sentence.

Ба ҷумла саволҳои умумӣ ва махсус гузored.

National library is a source of knowledge.

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Shukrona: Internet is very useful for people to find necessary information in time, isn't it?

Siyovush: Yes, it is. But it makes people lazy.

LESSON 50

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

palace ['pælɪs]

foreign ['fɔːrɪn]

flagpole ['flægpəʊl]

image ['ɪmɪdʒ]

wooden ['wʊdn]

residence ['rezɪdəns]

often ['ɔːfən]

completed [kəm'pli:t]

imprint ['ɪmprɪnt]

banknote ['bæŋknəʊt]

PALACE OF NATIONS IN DUSHANBE

Palace of Nations also known as the White House, is the



official residence of the President of Tajikistan.

The president receives foreign dignitaries at the palace and often holds events at the residence. In front of the presidential palace

is the Dushanbe Flagpole, which is the second largest flagpole on earth. The flagpole is 50 meters above the ground level.

The construction of the Palace began in 2000, and was dedicated to Ismoil Somoni, a famous Tajik governor. On the eve of the Shanghai Cooperation Organization Summit in Dushanbe in August 2008, the construction palace was completed, with the summit events being partially held under the golden dome with 20-meter columns. An image of the palace is imprinted on the back of a 500 Somoni banknote, which is the national currency of Tajikistan. In September 2018, Belarusian President Alexander Lukashenko became the first foreign leader to visit the new wooden halls and rooms in the palace.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How is the Palace of Nations also known?
2. Where does the President receive foreign dignitaries?
3. When did the construction of Palace of Nations begin?
4. When was the construction of the Palace of Nations completed?

2. Read and translate the text "Palace of nations in Dushanbe" Матни "Palace of nations in Dushanbe"-ро хонед ва тарҷума кунед.

3. Retell a brief summary of the text "Palace of nations in Dushanbe" in English.

Мазмуни мухтасари матни "Palace of nations in Dushanbe"-ро бо забони англисӣ нақл кунед.

For example: This text is about the National Palace of the Republic of Tajikistan. It is the place where leaders of our country conduct different kinds of international meetings or conferences.....

4. Find some international words from the text "Palace of nations in Dushanbe" and learn them by heart.

Аз матни "Palace of nations in Dushanbe" якчанд калимаҳои байналмилалиро ёфта азёд кунед.

For example: President, residence

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Dilrabo: The National Palace of Tajikistan is a historical building, isn't it?

Gulbahor: To my mind it will be historical in future, but now it is one of places of interest.....

LESSON 51

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

cotton ['kɒt(ə)n]

require [rɪ'kwaɪə]

intensive irrigation [ɪn'tensɪv ,ɪrɪ'geɪʃən]

stretching ['stretʃɪŋ]

harvest ['hɑ:vɪst]

temperature ['tempərəʃə]

primarily [praɪ'mərəli]

valley ['væli]

AGRICULTURE OF TAJIKISTAN

(PART 1)

Cotton requires high temperature and intensive irrigation, and it is primarily grown in hot river valleys: the Ferghana Valley on the Syr Darya in Northern Tajikistan (Sughd Region), the Lower Kofarnihon and Vakhsh valleys in the south-western Khatlon, Kyzylsu and Panj valleys in the south-eastern of



Khatlon, and Hissor Valley stretching west of Dushanbe to the border with Uzbekistan around the middle course of Kofarnihon River. Khatlon Region is the main cotton growing area in Tajikistan, contributing 60% of the cotton harvest; Ferghana Valley in the north of Sughd Region

contributes 30% and Hissor Valley (in the Region of Republican Subordination) another 10%. The Tajik part of Zeravshan Valley in the south of Sughd region is too cold for growing cotton.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What does cotton require?
2. Is cotton primarily grown in hot river valleys?
3. Where is Fergana Valley situated?
4. Which Region is the main cotton growing area in Tajikistan?
5. What part of Tajikistan is too cold for cotton growing?

2. Read and reteu text “Agriculture of Tajikistan” (Part).

Матни “Agriculture of Tajikistan (Part)”-ро хонед ва нақл кунед.

3. Write down the names of valleys and regions from the text “Agriculture of Tajikistan (Part)”.

Аз матни “Agriculture of Tajikistan (Part)” номи водиҳо ва вилоятҳоро нависед.

For example: Ferghana valley, ...

4. Remember and write the name of six districts of your country.

Номи шаш ноҳияи кишваратонро ба хотир оварда, нависед.

For example: A. Jomi, Khuroson, Norak, Danghara....

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Sino: Can you write the name of your district (town, village) in English?

Jamshed: I don't know. May I try now?

LESSON 52

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

wheat [wi:t]	barley ['ba:li]
cultivate ['kʌltɪveɪt]	rain fed [reɪn fed]
plains [pleɪnz]	paddy ['pædi]
flooding ['flʌdɪŋ]	lowland ['ləʊlənd]
crops [krɒps]	vegetable ['vedʒətəbl]

AGRICULTURE OF TAJIKISTAN (PART 2)

Wheat and barley are cultivated in rain fed areas, mostly in the southern plains of Khatlon Region. Rice, on the other hand, is grown in river valleys, where paddies can be easily created by flooding. The main rice producer in Tajikistan is Sughd Region. Fully 44% of the rice harvest comes from Zeravshan and Fergana valleys in Sughd; another 36% is produced in the heavily irrigated Khatlon lowlands and the remaining 20% comes from Hissor Valley, irrigated by the Kofarnihon River. Other crops include potatoes, vegetables, and melons, are grown across the entire country. The north of the country produces apricots, pears, plums, apples, cherries, pomegranates, figs, and nuts.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Which plants are cultivated in rain fed areas?
2. Where is mostly rice grown?
3. Which region of Tajikistan is the main rice producer?
4. What does the north part of the country produce?

2. Read and translate the text "Agriculture of Tajikistan (Part)".

Матни "Agriculture of Tajikistan (Part)"-ро хонед ва тарҷума кунед.

3. Write the names of fruits and vegetables that are grown in your region.

Номи мева ва сабзавоте, ки дар минтақаи шумо парвариш карда мешаванд, нависед.

For example: apricot, peach, grapes, potato, onion etc....

4. Write a short topic about your favourite fruits and vegetables.

Дар бораи меваю сабзавоти дӯстдоштаатон мухтасар (хаттӣ) нависед.

For example: I like apples very much. Apples are very useful for human body.....

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Aziza: What is your favourite fruit?

Iso: My favourite fruit is peach. They are useful for man's kidneys.

LESSON 53

Competency: Pupils should be able to understand the meaning of the text and answer the questions themselves.

Салоҳият: Хонандагон бояд мустақилона маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

science ['saɪəns]

modern ['mɒdən]

particular [pə'tɪkjələ]

tools [tu:lz]

research [rɪ'sɜ:ʃ]

important [ɪm'pɔ:tənt]

reason ['ri:zn]

ways [weɪz]

war [wɔ:]

benefit ['benɪfɪt]

SCIENCE

(Part 1)

Science is important to most people living in the modern world for a number of reasons. In particular, science is important to world peace and understanding the modern technology and the world.

Science is important in keeping peace in the world. On one hand, scientists have helped to develop many modern tools of war. On the other hand, they have also helped to keep the peace

through research, which has improved life for people. Scientists help us to understand the problem of supplying the world with enough energy; using energy from the sun and from the atom. Scientists also analyze the world's resources. Scientists study the universe and how to use its possibilities for the benefit of person.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What is important to most people?
2. Is science important to keeping peace in the world?
3. What have scientists helped us to understand?
4. What have they also analyzed?

2. Make up sentences with words from the text “Science (Part)”.

Бо истифодаи калимаҳо матни “Science (Part)” ҷумлаҳо тартиб диҳед.

For example: Science changed our life in different spheres.

3. Find the antonyms of these words. Антонимҳои калимаҳои зеринро ёбед: important, peace, many, modern, scientist, sun, benefit, men, hand, helpful.

For example: helpful – helpless, peace – war.....

4. Read and act the dialogue. Муколамаро хонед ва иҷро кунед.

Aziz: Do you know what do scientists do?

Halim: I think, scientists always invent something new.

Aziz: Yes, you are quite right. They do it to change our life?

Halim: What does it mean?

Aziz: They try to make our work easy.

LESSON 54

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

everyone ['evriwʌn]
lives [laɪvz]
advance [əd'vɑ:ns]
various ['ve(ə)rɪəs]

affected [ə'fektɪd]
easier ['i:ziə]
ocean ['əʊʃən]
human ['hju:mən]
essential [ɪ'senʃəl]

SCIENCE (PART 2)

Sciences are also important to everyone who is affected by modern technology. Many of things that make our lives easier and better are the results of advanced technology. In some cases, technology of taking salt out of ocean water, may be essential for our lives on Earth.

Scientists are learning to predict earthquakes, to study many other natural events such as storms. Scientists are also studying various aspects of human biology and the origin and developments of the human race. The study of the natural world may help improve the life for many people all over the world.

A basic knowledge of science is essential for everyone. It helps people to find their way in the changing world.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What are the results of advances in technology?
2. What are the scientists learning to predict?
3. What may help people to improve their life?
4. What is essential for everyone?

2. Find the synonyms of these words. Синонимҳои калимаҳои зеринро ёбед. many, to make, events, natural, human, development, to help, to study, various, modern technology.

For example: modern technology – new technology, natural – original.....

3. Complete the sentences using the text “Science (Part 2)”.
Бо истифода аз матни “Science (Part 2)” ҷумлаҳои пурра намоед.

Scientists are also studying ... aspects of human biology and the origin. 2. The study of the natural world may help improve for many people. 3. A basic knowledge of science is ... for everyone. 4. Technology may be essential for our lives on

4. Find out four sentences from the text “Science (Part 2)” with preposition “of” and write them in your notebook. **Аз матни “Science (Part 2)” чор ҷумла бо пешоянди “of”-ро дарёфт намуда, ба дафтарадон нависед.**

For example: Many of the things that make our lives easier.

LESSON 55

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

even [ˈiːvən]

computer [kəmˈpjʊ:tə]

size [saɪz]

contain [kənˈteɪn]

identify [aɪˈdentɪfaɪ]

heard [hɜːd]

industry [ˈɪndəstri]

weigh [weɪ]

dangerous [ˈdeɪndʒərəs]

invention [ɪnˈvenʃən]

COMPUTER REVOLUTION

50 years ago people didn't even heard of computers, and today we cannot imagine life without them.

Computer technology is the fastest-growing industry in the world. The first computer had the size of a minibus and weighed a ton. Today, its job can be done by a chip the size of a pin head. And the revolution is still going on.

Very soon we'll have computers that we'll wear on our wrists or even in our glasses and earrings.

The next generation of computers will be able to talk and even think for themselves. They will contain electronic "neural networks". Of course, they'll be still a lot simpler than human brains, but it will be a great step forward. Such computers will help to diagnose illnesses, find minerals, identify criminals and control space travel.

Some people say that computers are dangerous, but I don't agree with them.

They save a lot of time. They seldom make mistakes. It's much faster and easier to surf the Internet than to go to the library. On-line shopping makes it possible to find exactly what you want at the best price, saving both time and money. E-mail is a great invention, too. It's faster than sending a letter and cheaper than sending a telegram.

All in all, I strongly believe that computers are a useful tool. They have changed our life for the better. So why shouldn't we make them work to our advantage?

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How many years ago didn't people know about the computer?
2. How do you like computer technologyies?
3. How did computer change our life?
4. How will be the next generation of computer?
5. Are the computers dangerous?
6. Do you want to have a computer?
7. Why do you want to have a computer?

2. Make up sentences with the following words. Аз калимаҳои зерин ҷумлаҳо тартиб диҳед.

computer, easier, help, mistakes, make, advantage, dangerous, library, Internet.

For example: I don't have any computer, but I want to have it. Computers can make our work easier.....

3. Make up four sentences about the importance of computer.
Дар бораи зарурати компютер чор ҷумла нависед.

For example: As far as I know computers are very important in our life. They can make our work easier.....

4. Answer the question in written form. Ба савол бо тарзи хаттӣ ҷавоб гардонед.

Why do most of scientists and people have their own E-mail (electronic mail)?

LESSON 56

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

hectares ['hek'ta:z]

arable ['ærəbl]

orchard ['ɔ:ʃəd]

vineyards ['vɪnjəd]

pastures ['pɑ:sʃəz]

hay meadows [heɪ 'medəʊz]

expansion [ɪks'pænfən]

under perennial crops ['ʌndə pə'reniəl krɒps]

LAND RESOURCES

Only 28% of Tajikistan's territory is agricultural land. The total area of agricultural land (4.1 million hectares in 2006), 21% is arable land, 3% and is under perennial crops (orchards and vineyards), and 76% is pastures and hay meadows.

Arable agriculture in Tajikistan relies heavily on irrigation. The irrigated area of Tajikistan has been increased in compare to the former Sovien period. There was little expansion of irrigation

after 1990, and the irrigated area in 2006 is 724,000 hectares. Nearly 70% of arable land is irrigated.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How many territories of Tajikistan is agricultural land?
2. How many percent of Tajikistan's territory is agricultural land?
3. What does irrigation heavily rely on in Tajikistan?
- 4.

2. Read and translate the text “Land resources”.

Матни “Land resources”-ро хонед ва тарҷума кунед.

For example: Irrigation is the area where...

3. Answer this questions in written form.

Ба саволҳои зерин хаттӣ ҷавоб нависед.

Why Tajikistan was an agricultural country?

4. Write all numbers of the text "Land resources" in writing.

Ҳамаи ададҳои дар матни "Land resources" бударо бо ҳарф нависед.

LESSON 57

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

widely ['waɪdlɪ]

technique [tek'nɪ:k]

access [æk'ses]

urgent ['ɜ:dʒənt]

forecaster ['fɔ:kɑ:stə]

require [rɪ'kwaɪə]

user ['ju:zə]

network ['netwɜ:k]

weather ['weðə]

patient ['peɪʃənt]

PERSONAL COMPUTERS

Personal computers are widely used but working on them requires some techniques. A computer gives a lot of advantages to the user. The list of the advantages is rather long: computers give us access to the Internet - an international computer network. You can spend a lot of your free time surfing the Internet and get all sorts of information from it. You can enter the chat room with other Internet users and debate urgent problems on line.

If you are connectable by e-mail, you can correspond with your own web page and place there information about yourself. Today computers help people to do many things. Bankers use them to keep track of money. Telephone operators use them to put calls through. Without computers, weather forecasters would make more mistakes. Computers also help scientists to solve their problems. More than that computers help police to keep order in shops. Computers also help doctors to treat patients. Computers allow users to spend their free time and relax.

But computers have some disadvantages. Computers can make people lazy. People waste their time when they play different games on a computer. People forget to go to the libraries, they often find information on the Internet. Wicked games can make people, especially children aggressive and lazy.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What does the computer give to users?
2. What are the advantages of personal computer?
3. What can you do if you have E-mail?
4. How do the computers help people today?
5. Can the computers help scientists to solve their problems?
6. What are the disadvantages of computers?

2. Make up three sentences about the disadvantages of computer. Оид ба ҷиҳатҳои манфии компютер се ҷумла тартиб диҳед.

For example: Computers can make people lazy. Especially pu-

pils will be busy with different games which may take much of their time etc.....

3. Answer the question. Ба савол ҷавоб диҳед.

What kind of organizations mostly need the computer service?

4. Read the dialogue and act it. Муколамаро хонед ва иҷро намоед.

Sitora: Do you have a personal computer?

Sumaya: Not yet, but my father promised me.

Sitora: What kind of computer do you prefer?

Sumaya: Of course, Notebook.

LESSON 58

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

dual system ['dju:əl 'sɪstəm]

midsized ['mɪd saɪzd]

large-scale [ˌlɑ:dʒ 'skeɪl]

coexisted [ˌkəʊɪɡzɪstɪd]

quasi-private ['kwɑ:zɪ'praɪvɪt]

subsidiary ['səb'sɪdɪəri]

harvested ['hɑ:vɪstɪd]

cereal ['sɪəriəl]

CHANGING FARM STRUCTURE

Up to 1991, agriculture in Tajikistan, as in all former Soviet republics, was organized in a dual system, in which large-scale collective and state farms coexisted in a symbiotic relationship with quasi-private individual farming on subsidiary household plots. The process of transition to a market economy that began in independent Tajikistan after 1992 led to the creation

of a new category of mid-sized peasant farms, known as dehqan farms, between the small household plots and the large farm enterprises.

The large farm enterprises that dominated agriculture during the Soviet period are of marginal importance today.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When was agriculture in a dual system in Tajikistan organized?
2. When did the process of transition to a market economy begin in Tajikistan?
3. Which enterprises did dominate the agriculture during the former Soviet period?

2. Read and translate the text "Changing farm structure".

Матни "Changing farm structure"-ро хонед ва тарҷума кунед.

3. Name all fruits and vegetables that we can grow in our country.

Номгӯӣи меваю сабзавоте, ки мо метавонем дар кишварамон парвариш кунем, номбар кунед.

For example: carrot, cabbage, apple, plum

4. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Samir: If I grow up I want to become a farmer.

Sumaya: Really, but you should know much about agriculture system....

LESSON 59

Competency: Pupils should be able to understand the meaning of the text, to have imagination about the industrialization of the country and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, дар бораи саноатикунонии кишвар таъаввурот дошта бошанд ва ба саволҳои мавзӯӣ ҷавоб дода тавонанд.

Vocabulary:

industrial [ɪn'dʌstriəl]	development [dɪ'veləpmənt]
inefficiently [ˌɪnɪ'fɪʃəntli]	afterward ['ɑ:ftəwəd]
civil war ['sɪvɪl 'wɔ:]	ensuring political [ɪn'ʃʊərɪŋ pə'litɪkəl]
turmoil ['tɜ:mɔɪl]	earnest ['ɜ:nəst]
emphasis ['emfəsis]	stimulus ['stɪmjələs]

INDUSTRY OF TAJIKISTAN

Industrial development in Tajikistan has proceeded slowly and inefficiently both in the former Soviet era and afterward. The civil war and ensuing political turmoil kept production levels low in the mid-1990s.

Tajikistan's industrial development began in the late 1930s. The early emphasis was on processing cotton and manufacturing construction materials. World War II was a major stimulus to industrial expansion. The output of existing factories was increased to meet wartime demands, and some factories moved to the republic from the European part of the former Soviet Union to safeguard them from the advancing German army.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How has the industrial development in Tajikistan proceeded?
2. Which factors did keep production levels low in the mid of 1990s?
3. When did the industrial development of Tajikistan begin?
4. What was a major stimulus to industrial expansion in Tajikistan?
5. Why did some factories move to our republic from the European part of the Soviet Union?

2. Read and translate the text "Industry of Tajikistan".

Матни "Industry of Tajikistan"-ро хонед ва тарҷума кунед.

3. Put down your own opinion about industrialization.

Ақидаи худро оид ба саноатикунонӣ нависед.

For example: After becoming an independent country the leaders of our country are doing all their best to make our Motherland industrial-agricultural one.

4. Find the words from above text concerning industry and learn them.

Аз матни боло калимаҳои ба саноат тааллуқдоштаро ёбед ва аз ёд кунед.

For example: manufacturing, construction, factory....

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Gulnora: Is our country agricultural or industrial?

Gulchehra: Our country is going to be industrial-agricultural country.

LESSON 60

Competency: Pupils should be able to understand the meaning of the text, to have imagination about the industrialization of the country and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, дар бораи саноатикунонии кишвар тасаввурот дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

bulk of [bʌlk əv]

labor force [leɪbə fɔ:s]

provide [prə'vaɪd]

cotton textile mills [kɒtn tekstaɪl mɪlz]

chemical industry ['kemɪkəl 'ɪndəstri]

extensive industrial [ɪk'stensɪv 'ɪndʌstriəl]

THE ADVANTAGES OF THE VAKHSH RIVER

The Vakhsh River in south part of Tajikistan became a



center of extensive industrial development. The river was dammed at several points to provide water for agriculture and cheap hydroelectric power, which stimulated construction of factories in the area. Many of the plants in the valley process

agricultural products or provide agricultural materials such as fertilizer. A large chemical plant also uses power from the Vakhsh.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

2. Read and translate the text "The advantages of Vakhsh river". Матни "The advantages of Vakhsh river"-ро хонед ва тарҷума кунед.

3. Put two or three questions to above text.

Ба матни боло ду ё се савол гузоред.

4. Find the antonyms to these words. Антонимҳои калимаҳои зеринро ёбед.

victory, son, power, after, death, rich, city.

For example: victoty – loose, son – daughter...

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Suhrob - How many Tajik Hydro Power plants do you know?

Nozanin - Well, I know Norak and Roghun HPP?

LESSON 61

Competency: Pupils should be able to understand the meaning of the text, to have imagination about the industrialization of the country and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, дар бораи саноатикунонии кишвар таъаввурот дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

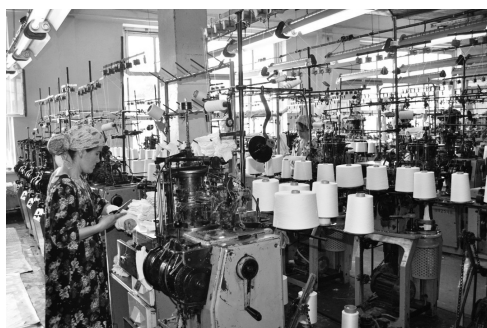
Vocabulary:

early ['ə:lɪ]	configuration [kən'fɪgju'reɪʃən]
specialized ['spəʃəlaɪzd]	assigned [ə'saɪnd]
hindering ['haɪndərɪŋ]	advancement [əd'vɑ:nsmənt]
share ['ʃeə]	heavy ['hevi]
important [ɪm'pɔ:tənt]	carpet ['kɑ:pɪt]

INDUSTRY OF TAJIKISTAN IN THE 1990s

(PART 1)

In the early 1990s, the configuration of industry continued to reflect the specialized roles assigned to Tajikistan within the former Soviet system, hindering advancement of enterprises that utilized the republic's natural resources most effectively. The civil war also made industrial reorganization problematic.



In 1991 industry and construction contributed 43.5 percent of the country of which industry's share was 30.6 percent, but those sectors employed only 20.4 percent of the work force. Tajikistan's heavy manufacturing industries

are aluminum and chemical production and a very small machinery and metalworking industry. The most important light industries are food processing, fabric and carpet weaving.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What happened in 1990s?
2. What made industrial reorganization problematic?
3. What were the only heavy manufacturing industries in Tajikistan?
4. What are the most important light industries in Tajikistan?

2. Read and translate the text "Industry of Tajikistan in the 1990s (Part 1)". Матни "Industry of Tajikistan in the 1990s (Part 1)"-ро хонед ва тарҷума кунед.

3. Put two or three questions to above text. Ба матни боло ду ё се савол гузоред.

4. Find from above text important words on industry, translate and learn them. Аз матни боло калимаҳои вобаста ба саноатро ёфта, тарҷума ва аз ёд кунед.

For example: to reflect – инъикос кардан

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Shahnoza: Do you know anything about industrialization?

Shamshod: I think when we will have different kinds of factories and plants.....

LESSON 62

Competency: Pupils should be able to understand the meaning of the text, to have imagination about the industrialization of the country and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, дар бораи саноатикунони кишвар тасаввурот дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

serious ['sɪəriəs]

engineering [ˌɛnʃɪˈniəriŋ]

capacity [kəˈpæsəti]

fuel ['fjuəl]

declines [dɪˈklaɪnz]

government ['gʌvənmənt]

raw materials ['ro: məˈteriəlz]

equipment [əˈkwɪpmənt]

INDUSTRY OF TAJIKISTAN IN THE 1990s (PART 2)

The most serious declines were in chemicals, engineering, metal processing, building materials, light industry and food processing. According to the government reports, production declines were greater in private owned industries than in state enterprises.

Tajikistan's overall industrial production capacity was underutilized in the first half of the 1990s. The steadily rising cost of raw materials, fuel and energy combined with the old of production equipment and the lack of qualified industrial workers to place Tajikistan industrial products, which were not especially with high quality, and caused disadvantage in foreign markets.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What kind of industry did face with decline in the mid of 1990s?

2. Why did the cost of raw materials increase in the first half of the 1990s?

2. Read and translate the text “Industry of Tajikistan in the 1990s (Part 2)”. Матни “Industry of Tajikistan in the 1990s (Part 2)”-ро хонед ва тарҷума кунед.

3. Write about your parents activity. Оид ба фаъолияти волидайнатон нависед.

For example: My father is an engineer. He works in the factory.....

4. Find words on industry from the text “Industry of Tajikistan in the 1990s (Part 2)”. Аз матни калимаҳои ба саноат алоқамандро ёбед.

For example: metal processing, building materials, light industry....

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Salmon: Do you know what we are proud of?

Yosuman: Yes, we are proud of our President Mr. Emomali Rahmon.

LESSON 63

Competency: Pupils should be able to understand the meaning of the text, to have imagination about the industrialization of the country and answer the questions themselves.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, мустақилона дар бораи саноатикунонии кишвар тасаввурот дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

though ['ðou]

blind ['blaɪnd]

accurate ['ækjərət]

mention ['menʃən]

render ['rendə]

assert [ə'sə:t]

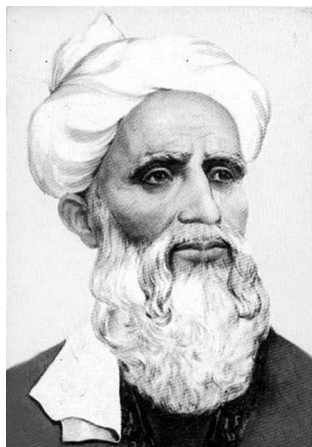
silent ['saɪlənt]

description [dɪs'krɪpʃn]

poetry ['pəʊtrɪ]

assertion [ə'sə:ʃən]

ABUABDULLO RUDAKI (858-941)



Abuabdullo Ja'far binni Muhammad Rudaki was born in 858 in Rudak village of Panjakent town.

Early in his life, the fame of his accomplishments reached the ear of the Samanid king Nasr II ibn Ahmad, the ruler of Khorasan, who invited the poet to his court. Rudaki became his daily companion. Over the years, Rudaki amassed great wealth and became highly honored. Some feel he deserves the title of "Father of Tajik literature", or the Adam or the Amir of poets even though he had various predecessors,

because he was the first who impressed upon every form of epic, lyric, and didactic poetry its peculiar stamp and its individual character.

He is also said to have been the founder of the diwan, which is the typical form of the complete collection of a poet's lyrical compositions in a more or less alphabetical order, which all Persian writers use even today. He was also a very adept singer and player on the chang (harp).

He was the court poet to the Samanid ruler Nasr II (914–943) in Bukhoro, although he eventually fell out of favour in 937. Towards the end of his life, he lived in poverty, and at the same time his poetic style also gained a touching melancholy. He died in 941, leaving behind approximately 100,000 couplets, out of which fewer than 1,000 have survived.

His poems are written in a simple style, having optimism and charm, but as he gets close to end of his life, a touching melancholy gets developed in his poetry. A sample of his poetry, translated into English:

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. When and where was A. Rudaki born?
2. Who was the king of Khorasan on that period?
3. How did the king honor him?
4. Is Rudaki the founder of Tajik classic literature?
5. Why do we call Rudaki the “Father of Tajik literature”?

2. Find the Tajik version of this poem and learn it. Вариантҳои тоҷикӣ порчаи шеърӣ зеринро ёфта, аз ёд кунед.

Look at the cloud, how it cries like a grieving man,
Thunder moans like a lover with a broken heart.
Now and then the sun peeks from behind the clouds,
Like a prisoner hiding from the guard.

3. Find additional information about A. Rudaki and translate them into English. Малумоти иловагӣ дар бораи А. Рӯдакӣ дарёфт намуда, бо забони англисӣ тарҷума кунед.

For example: A. Rudaki was given the title of “Malik ush shuaro” by Khorasan, king Nasr II ibn Ahmad, that means "The king of poets"

4. Make up sentences with the words of exercise 2. Бо калимаҳои дар машқи ду буда ҷумлаҳо созад.

For example: The weather is cloudy today...

LESSON 64

Competency: Pupils should be able to have an exact understanding about the industrialization of the country and answer the questions.

Салоҳият: Хонандагон бояд дар бораи саноатикунонии кишвар маълумоти саҳеҳ дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

fascinating [ˌfæsɪˈneɪtɪŋ]

involve [ɪnˈvɒlve]

exploring [ɪksˈplɔːrɪŋ]

achievement [əˈtʃiːvmənt]

device [dɪˈvaɪs]

challenging [ˈtʃælɪndʒɪŋ]

fantastic [fænˈtæstɪk]

indentations [ɪndenˈteɪʃn]

imagine [ɪˈmædʒɪn]

allows [əˈlaʊz]

SCIENCE AND TECHNOLOGY

We live in the fascinating and challenging world of science. It is a world that more and more over the ages, and especially in the 20th century has come to affect so much on our lives. It is involved with the way we travel, the homes we live in and the clothes we wear, how we become ill and how medicine can make us better, and has given us fantastic means of communicating and exploring.

The list of the pressure is rather long. We are on-lookers of great scientific achievements such as television and a computer. We can't imagine our life without a notebook or a radio. I'd like to speak in details about computers. What is a computer? A computer is an electronic device that stores information and allows changes in it through the use of instructions. A modern computer is capable of doing various tasks, like word processing and accounting.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What kind of world do we live in?
2. What has come to affect on our lives especially in the 20th century?
3. What are the great scientific achievements?
4. Can we imagine our life without new technology?
5. What is computer?

2. Translate these sentences into Tajik. Ҷумлаҳоро ба забони тоҷикӣ тарҷума кунед.

New technologies are very useful for our life. We can find all needy information by Internet through computer. We can do shopping by Internet. I like computer very much.

3. Find out 10 nouns and 10 verbs from the text “Science and technology” and write them in your notebook . Аз матни “Science and technology” 10 исм ва 10 феълро ёфта, дар дафтарадон нависед.

For example: world, science, way, etc..... come, has, involve, etc....

4. Write essay about the role of scientists in the development of technology. Оид ба нақши олимон дар рушди технология иншо нависед.

For example: Mostly scientists are inventors. Only the scientist may invent something new.....

LESSON 65

Competency: Pupils should be able to have an exact understanding about the industrialization of the country and answer the questions.

Салоҳият: Хонандагон бояд дар бораи саноатикунонии кишвар маълумоти саҳеҳ дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

state – owned [ˌsteɪt'əʊnd]	dominate ['dɒmɪneɪt]
privatize [ˌpraɪvɪ'taɪz]	hampered ['hæmpəd]
civil war ['sɪvɪl 'wɔː]	financial ['faɪnænʃɪəl]
concerns [kən'səːnz]	stability [stə'bɪlətɪ]

ENTERPRISES IN TAJIKISTAN

A small number of state-owned enterprises dominate



Tajikistan's industrial sector. The government's postindependence plans to extensively privatize industry have been hampered, first, by the five-year civil war 1992–1997, and then by the effects of the Russian

financial crisis in mid-1998 that put concerns about financial stability ahead of privatization. Today Tajikistan is becoming an industry-agricultural country. More than two thousand small and large enterprises are working now. The government of our country is doing all its best to work out most of raw materials in our country. Tajikistan is famous for its fruits and many foreign countries that want to have our fresh and dry fruits. It is a good opportunity for farmers to export their production.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What kind of industrial sector does dominate in our country?
2. What have been hampered by?
3. How did Russian financial crisis in mid-1998 influence to privatization of enterprises in our country?

2. Read and translate the text.

Матнро хонед ва тарҷума кунед.

3. Retell the text “Enterprises in Tajikistan” briefly.

Матни “Enterprises in Tajikistan”-ро мухтасар нақл кунед.

For example: This text is about the privatization of enterprises.....

4. Find the words regarding to industry and agriculture from the text “Enterprises in Tajikistan” and learn them by heart.

Калимаҳои марбут ба саноат ва хоҷагидориро аз матни “Enterprises in Tajikistan” ёфта, аз ёд кунед.

For example: industry – саноат – индустрия.

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Sakina: What is financial crisis?

Sitora: To my mind, it is lack of money....

LESSON 66

Competency: Pupils should be able to understand the meaning of the text and answer the questions.

Салоҳият: Хонандагон бояд маҳорати фаҳмидани мазмуни матнро дошта, ба саволҳо ҷавоб дода тавонанд.

Vocabulary

acquaint [ə'kweɪnt]

intellectual [ɪntrɪ'lektʃuəl]

establishment [ɪs'tæblɪʃmənt]

propagate ['prɒpəgeɪt]

escape [ɪs'keɪp]

prominent ['prɒmɪnənt]

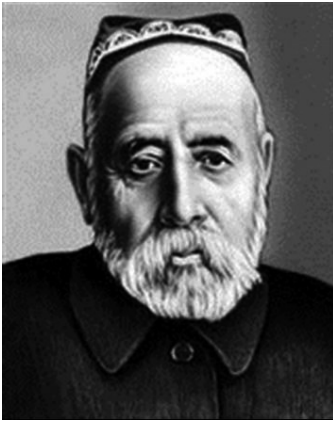
enlightenment [ɪn'laɪtnmənt]

engage [ɪn'geɪdʒ]

purporting ['pɜ:pɔ:tɪŋ]

contribution [kɒntrɪ'bju:ʃən]

SADRIDDIN AINI (1878 – 1954)



Sadriiddin Aini was born in the village of Saktari (now Gijduvan district of Bukhoro region of Uzbekistan). His mother came from the village of Mahalai Bolo of Shofirkon district (now the Bukhoro region of the Republic of Uzbekistan). Aini studied at Bukhoro madrassas, was closely acquainted with prominent Bukhoro intellectuals: Sadri Ziyoy, Damullah Ikromcha and others. Sadriiddin Aini was a member of the Jadid enlightenment movement

He took part in the establishment of Soviet power in Bukhoro. In Soviet times, he was mainly engaged in literary activities.

In the early 1920s Aini helped to propagate the Russian Revolution in Uzbekistan and Tajikistan. In 1934 he attended the Soviet Congress of Writers as the Tajik representative. By purporting national identity in his writings, he was able to escape the Soviet censors that quieted many intellectuals in Central Asia.

He compiled for the first time an anthology of Tajik national creativity “Samples of Tajik literature”. In 1951, he was elected an academician and the first president of the Academy of Sciences of the Tajik SSR.

In addition to his native Tajik, Sadriiddin Aini knew the Uzbek language very well and wrote some of his works in both languages. He made a significant contribution to the literature of both peoples.

His main works are: *Odina* (published in 1924), *Dokhunda* (published in 1930), *Slaves* (1934), *Memoirs (Bukhoro)* (1949-1954). He is also an author of works on the history and literature of the peoples of Central Asia.

Along the way, Aini was working on the compilation of an anthology, “Samples of Tajik Literature,” which included the best poetry from Rudaki to the beginning of the 20th century. Jadids pan-

Turkists denied the history of the Tajik people and denied Tajiks the right to be considered a nation. Thus Sadriddin Aini with this anthology proved the existence of the Tajik nation, its history and its right to have its own republic.

He was member of the Supreme Soviet of Tajikistan for 20 years, was awarded the Order of Lenin three times, and was the first president of the Academy of Sciences of Tajik SSR.

Sadriddin Aini died on July 15, 1954 in Dushanbe.

Sadriddin Aini is the founder of Tajik modern literature.

In 1996 he has been awarded the Hero of Tajikistan.

1. Answer the questions. Ба савалҳо ҷавоб диҳед

1. When and where was Sadriddin Aini born?
2. Where did he study?
3. When did his parents die?
4. Whom was he closely acquainted with?
5. What did he propagate in 1920?
6. What are Sadriddin Aini's main works?
7. When did he become the president of the Academy of Sciences of the Tajik SSR?
8. When has he been awarded the Hero of Tajikistan?

2. Make up sentences with new words of the text "Sadriddin Aini". Бо калимаҳои нави дар матни "Sadriddin Aini" буда, ҷумлаҳо тартиб диҳед.

For example: Sadriddin Aini was closely acquainted with prominent Bukhoro intellectuals.....

3. Answer to three questions of exercise 1, in written form. Ба се саволи машқи 1 бо тарзи хаттӣ ҷавоб гардонед.

4. Answer to this question in written form. Ба ин савол хаттӣ ҷавоб гардонед.

Which books of Sadriddin Aini were translated into foreign languages?

5. Tell, which works of Sadriddin Aini did you read and what is it about? Кадом асари Садриддин Айниро шумо хондаед ва вай дар бораи чӣ аст, нақл кунед.

LESSON 67

Competency: Pupils should give information about the development of science and modern technology of the country.

Салоҳият: Хонандагон бояд дар бораи рушди илм ва технологияи муосири кишвар маълумот дода тавонанд.

Vocabulary:

view ['vju:]	entertainment [entə'teɪnmənt]
communication [kə'mjʊnɪ'keɪʃn]	mention ['menʃn]
conserve [kən'sə:v]	creating [kri'eɪtɪŋ]
nowdays ['nauədeɪz]	artificial ['a:tɪfɪʃəl]
health ['helθ]	hearts ['ha:ts]

SCIENCE AND TECHNOLOGY

Technology has more advantages than disadvantages. It's an open secret that the computer is a source of education, entertainment and communication. And in my life the computer plays a very important role. It helps me to find information and relax.

Though scientists have achieved so much, scientific minds are still working at some urgent problems. I would like to mention some problems. One of them is finding and using alternative sources of energy. Scientists are also learning how to save and conserve energy. They have many problems with creating highly effective systems of communication. I can't mention one of the main problems. It is the development of life on the planet.

I'd like to focus on the problem how to make our life longer and happier. It's a well-known fact that nowadays people have a lot of artificial parts or implants inside them. There are some people who

have problems with their health, especially with their hearts. And surgeons operate them on and put on implant inside them. Surgeons think that within 50 years one person in ten will have at least one artificial part inside.

Because science will be around us even more in the future, I think we-tomorrows adults must start learning today to be ready to take our places in this computerized, transistorized, antibiotic, nuclear and supersonic age!

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Do the computers have more advantages or disadvantages?
2. What role does the computer play in your life?
3. What are the problems of scientists concerning computers?
4. What problems do people have with their health?
5. What do surgeons think within 50 years?
6. What will be around us in the future?

2. Change these declaritive sentences into negative. Ҷумлаҳои хабариро ба ҷумлаҳои инкорӣ иваз намоед.

The computer plays a very important role in my life. It helps me to find information and relax. I would like to mention some problems. There are some people, who have problems with their health may.....

3. Write five sentences about the advantages of computer. Оид ба бартариҳои компютер панҷ ҷумла нависед.

For example: My brother is a student. He has a computer. He does all his homework with computer. Once he told me that it is easy to find needy information by Internet.....

4. Make up your own dialogue about the importance of computer. Дар бораи зарурати компютер муколама тартиб диҳед.

LESSON 68

Competency: Pupils should be able to have an exact understanding about the industrialization of the country and answer the questions.

Салоҳият: Хонандагон бояд дар бораи саноатикунонии кишвар маълумоти саҳеҳ дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

producer [prə'dju:sə]	hydroelectric power [ˌhaɪdrəu'ɪlektrɪk 'paʊə]
furthermore [ˌfɜːðə'mɔː]	potential [pə'tenʃɪəl]
distribution [dɪstrɪ'bjuʃən]	joint stock ['dʒɔɪnt 'stɔk]
contributor [kən'trɪbjətə]	domestically [də'mestɪkəlɪ]
harvest ['hɑ:vəst]	wheat ['wi:t]

TAJIKISTAN – THE PRODUCER OF ELECTRICITY

Tajikistan is the world's third-largest producer of hydroelectric power, behind the United States and Russia. However, Tajik Aluminum Plant uses about fourty per cent (40%) of the country's electricity production, and Tajikistan had the lowest electricity usage rates among the former Soviet countries, enough for only a few hours a day of electricity in the winter.

Furthermore, only about five poit five per cent (5.5%) of its hydroelectric power production potential had been developed.

The production, transportation and distribution of electricity is under the state-owned joint-stock company Barqi Tojik. But today our country is one of the great producer of electricity. Now all parts of Tajikistan are distributed by electriscity. After some years we will have good possibility to export our electricity to our close neibours, like Afghanistan, Uzbekistan, Kirghizistan and others.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Is Tajikistan the producer of hydroelectric power?
2. How much electricity does Tajik Aluminum Plant use?
3. Which company is responsible for production, transportation and distribution of electricity in Tajikistan?
4. What is the second largest industry in our country?

2. Read and translate the text "Tajikistan – the producer of electricity". Матни "Tajikistan – the producer of electricity"-ро хонед ва тарҷума кунед.

3. Write three sentences about Barki Tojik.

Се ҷумла дар бораи Барки Тоҷик нависед.

For example: Barqi Tojik is a state-owned joint stock company....

4. Tell about Hydropower Plants of our country.

Дар бораи Неругоҳҳои барқи обии кишварамон нақл кунед.

For example: There are many Hydropower Plants (HPP) in our country.....

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Samad: Norak HPP is the biggest in our country, isn't it Shohrukh?

Shohrukh: I am afraid you are wrong. The biggest will be Roghun HPP.

LESSON 69

Competency: Pupils should be able to have an exact understanding about rivers, lakes and medical water of the country and answer the questions.

Салоҳият: Хонандагон бояд дар бораи дарёҳо, кӯлҳо ва обҳои шифобахши кишвар маълумоти саҳеҳ дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

leading ['lɪ:dɪŋ]	position [pə'zɪʃən]
region ['rɪ:dʒən]	throughout [θru'au]
glacier ['glæsiə]	amount [ə'maunt]
flow ['fləʊ]	exceed [ɪk'si:d]
whole ['həʊl]	drainage ['dreɪnɪdʒ]

WATER IN TAJIKISTAN

Tajikistan takes one of the leading positions in the Central Asian region as well as throughout the world on the reserves of water resources.

Large reserves of snow and glaciers are accumulated in the country. The total stock of the ice in glaciers is about 845 km³, which is 13 times more than the annual flow of all rivers of the country.



There are approximately 947 rivers flows through the territory of Tajikistan; the total length exceeds 28500 km. Over 80% of the Amu-darya River flow and 1% of the Sirdarya River flow are

formed in Tajikistan. As a whole, it is 64 km³ of river flow per year, which amounts about 55.4% of the total drainage of the Aral Sea basin.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. What position does Tajikistan take in the Central Asian region of water resources?
2. What are accumulated in the country?
3. How much are the amounts of glaciers in the country?
4. How many rivers are there in the country?

2. Read and translate the text “Water in Tajikistan”. Матни “Water in Tajikistan”-ро хонед ва тарҷума кунед.

3. Write the name of lakes of Tajikistan that you know.

Номи кӯлҳои Тоҷикистонро, ки шумо медонед, нависед.

For example: Iskandarkul, Sarez, Panjkul.....

4. Make up sentences with the name of lakes. Бо номи кӯлҳо ҷумлаҳо тартиб диҳед.

For example: Iskandarkul located in Aini district of Sughd region.....

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Shahrbonu: Yesterday I went to Iskandarkul with my parents.

Shamsiya: How did you like it?

Shahrbonu: I liked it very much, it was wonderful.

Shamsiya: I also want to go there, but my parents are too busy.....

LESSON 70

Competency: Pupils should be able to have an exact understanding about rivers, lakes and medical water of the country and answer the questions.

Салоҳият: Хонандагон бояд дар бораи дарёҳо, кӯлҳо ва обҳои шифобахши кишвар маълумоти саҳеҳ дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

lake ['leɪk]

area ['eəriə]

actual ['æktʃuəl]

fresh ['freʃ]

reservoirs ['rezəvwa:]

average ['ævərɪdʒ]

volume ['vɒlju:m]

basin ['beɪsn]

exploitation [ˌeksplɔɪ'teɪʃən]

LAKES AND RESERVOIRS

The country has about 1300 lakes with total area of 705 km. Lakes of Tajikistan contain more than 46.3 km³ of water, including 20 km³ of fresh water.

Nowadays, there are 9 reservoirs that are exploited in Tajikistan with the total water surface area of 664 km². The total volume of the reservoirs is 15.344 km³, which is 13% of the average annual flow of rivers of the Aral Sea basin. The useful capacity of reservoirs of the country totals to 7.63 km³.

The potential groundwater reserve of Tajikistan is 6.9 km³ per year. The actual exploitation of groundwater reserves are estimated at 2.5 km³ per year.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How many lakes are there in our country?
2. How many reservoirs are there in our country?
3. How much is the potential ground water reserve in our country?

2. Read and translate the text. Матнро хонед ва тарҷума кунед.

3. Write a short topic about your favourite lake.

Дар бораи кӯли дӯстдоштаатон мухтасар нависед.

For example: There are many lakes in our country, but Iskandarkul is my favourite one, because

4. Talk about clean water with your classmates.

Бо ҳамсинфатон дар бораи оби тоза суҳбат намоед.

For example: Tajikistan is famous for its clean drinking water.....

5. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Samir: Where did you go last summer?

Amir: I went to the village. We visited our grandparents.....

LESSON 71

Competency: Pupils should be able to have an exact understanding about rivers, lakes and medical water of the country and answer the questions.

Салоҳият: Хонандагон бояд дар бораи дарёҳо, кӯлҳо ва обҳои шифобахши кишвар маълумоти саҳеҳ дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

strategically [strə'tɪdʒɪkəlɪ]	provide [prə'vaɪd]
thus ['ðʌs]	significant [sɪg'nɪfɪkənt]
contribution [ˌkɒntrɪ'bjuːʃən]	security [sɪ'kjʊərətɪ]
ensuring [ɪn'sʃʊərɪŋ]	employment [ɪm'plɔɪmənt]

THE MAIN WATER CONSUMERS IN TAJIKISTAN

(PART 1)

Irrigated agriculture is a strategically important area of the economy. It provides up to 90% of agricultural production. Thus, irrigated agriculture makes a significant contribution to economic development and food security. The importance of irrigated agriculture is significant in ensuring employment for the rural population constituting more than 70% of the population of the country.

Recreational resources of Tajikistan are also an important potential for future development of the country.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. Which area of economy is strategically important?
2. How many percent of agricultural production is provided by irrigated agriculture?
3. Which resources of Tajikistan is important for future development of the country?

2. Read and translate the text "The main consumers of water and water users in Tajikistan". Матни "The main consumers of water and water users in Tajikistan"-ро хонед ва тарҷума кунед.

3. Put one of your own questions to the text.

Ба матн як саволи худро гузored.

4. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Siroj: Do you live in the village or in the town?

Kamol: I live in the village.

Siroj: Is there any river?

Kamol: Yes, there is.

LESSON 72

Competency: Pupils should be able to have an exact understanding about rivers, lakes and medical water of the country and answer the questions.

Салоҳият: Хонандагон бояд дар бораи дарёҳо, кӯлҳо ва обҳои шифобахши кишвар маълумоти саҳеҳ дошта бошанд ва ба саволҳо ҷавоб дода тавонанд.

Vocabulary:

landscape ['lændskeɪp]

natural ['nætʃərəl]

monument ['mɒnjumənt]

spring ['sprɪŋ]

mineral ['mɪnərəl]

component [kəm'pounənt]

future ['fju:ʃə]

THE MAIN WATER CONSUMERS IN TAJIKISTAN (PART 2)

The country has 162 natural landscape monuments, more than 200 being mineral springs, as well as 18 mud and salt lakes. These resources are effective for investments of national and foreign capital and in the future may become one of the main components of the country's economic development.

1. Answer the questions. Ба саволҳо ҷавоб диҳед.

1. How many natural landscape monuments does our country have?
2. How many mud and salt are there in our country?
3. What resources are effective for our country?

2. Read and translate the text "The main consumers of water and water users in Tajikistan". Матни "The main consumers of water and water users in Tajikistan"-ро хонед ва тарҷума кунед.

3. Find antonyms to these words.

Антонимҳои калимаҳои зеринро ёбед: salt, foreign, future, development, poor, village.

4. Make up a dialogue. Муколама тартиб диҳед.

A sample:

Dilovar: Where is your birthplace?

Dilbar: My birthplace is Vahdat town.

Dilovar: Is there any river in your birthplace?

Dilbar: Yes, it is Kofarnihon river.

IRREGULAR VERBS

be	[bi:]	was, were	[wɒz wə:]	been	[bi:n]
beat	[bi:t]	beat	[bi:t]	beaten	[bi:tn]
become	[bi'kʌm]	became	[bi'keim]	become	[bi'kʌm]
begin	[bigin]	began	[bigæn]	begun	[bigʌn]
blow	[blou]	blew	[blu:]	blown	[bloun]
break	[breik]	broke	[brouk]	broken	[broukn]
bring	[briŋ]	brought	[brɔ:t]	brought	[brɔ:t]
build	[bild]	built	[bilt]	built	[bilt]
burn	[bɜ:n]	burnt	[bɜ:nt]	burnt	[bɜ:nt]
buy	[bai]	bought	[bɔ:t]	bought	[bɔ:t]
can	[kæn]	could	[ku:d]	could	[kud]
catch	[kæʃ]	caught	[kɔ:t]	caught	[kɔ:t]
choose	[ʃu:z]	chose	[ʃouz]	chosen	[ʃouzn]
cut	[kʌt]	cut	[kʌt]	cut	[kʌt]
dig	[dig]	dug	[dʌg]	dug	[dʌg]
do	[du:]	did	[did]	done	[dʌn]
draw	[dro:]	drew	[dru:]	drawn	[drɔ:n]
dream	[dri:m]	dreamt	[dremt]	dreamed	[dri:md]
drink	[driŋk]	drank	[dræŋk]	drunk	[drʌŋk]
drive	[draiv]	drove	[drouv]	driven	[drivn]
eat	[i:t]	ate	[eit]	eaten	[i:tn]
fall	[fɔ:l]	fell	[fel]	fallen	[fɔ:ln]
feed	[fi:d]	fed	[fed]	fed	[fed]
feel	[fi:l]	felt	[felt]	felt	[felt]
fight	[fait]	fought	[fɔ:t]	fought	[fɔ:t]
find	[faɪnd]	found	[faund]	found	[faund]

fly	[flai]	flew	[flu:]	flown	[floun]
forget	[fə'get]	forgot	[fə'gɔt]	forgotten	[fə'gɔtn]
get	[get]	got	[gɔt]	got	[gɔt]
give	[giv]	gave	[geiv]	given	[givn]
go	[gou]	went	[went]	gone	[gon]
grow	[grou]	grew	[gru:]	grown	[groun]
hang	[hæŋ]	hung	[hʌŋ]	hung	[hʌŋ]
have	[hæv]	had	[hæd]	had	[hæd]
hear	[hiə]	heard	[hə:d]	heard	[hə:d]
hide	[haid]	hid	[hid]	hidden	[hidn]
hold	[hould]	held	[held]	held	[held]
keep	[ki:p]	kept	[kept]	kept	[kept]
know	[nou]	knew	[nju:]	known	[noun]
learn	[lə:n]	learnt	[lə:nt]	learnt	[lə:nt]
leave	[li:v]	left	[left]	left	[left]
lie	[lai]	lay	[lei]	lain	[lein]
light	[lait]	lit	[lit]	lit	[lit]
lose	[lu:z]	lost	[lɔst]	lost	[lɔst]
make	[meik]	made	[meid]	made	[meid]
may	[mei]	might	[mait]	might	[mait]
mean	[mi:n]	meant	[ment]	meant	[ment]
meet	[mi:t]	met	[met]	met	[met]
pay	[pei]	paid	[peid]	paid	[peid]
put	[put]	put	[put]	put	[put]
read	[ri:d]	read	[red]	read	[red]
ring	[riŋ]	rang	[ræŋ]	rung	[rʌŋ]

run	[rʌn]	ran	[ræn]	run	[rʌn]
say	[sei]	said	[sed]	said	[sed]
see	[si:]	saw	[sɔ:]	seen	[si:n]
sell	[sel]	sold	[sold]	sold	[sold]
send	[send]	sent	[sent]	sent	[sent]
set	[set]	set	[set]	set	[set]
shine	[ʃain]	shone	[ʃoun]	shone	[ʃoun]
show	[ʃou]	showed	[ʃoud]	shown	[ʃoun]
shut	[ʃʌt]	shut	[ʃʌt]	shut	[ʃʌt]
sing	[siŋ]	sang	[sæŋ]	sung	[sʌŋ]
sit	[sit]	Sat	[sæt]	sat	[sæt]
sleep	[sli:p]	slept	[slept]	slept	[slept]
smell	[smel]	smelt	[smelt]	smelt	[smelt]
speak	[spi:k]	spoke	[spouk]	spoken	[spoukən]
spend	[spend]	spent	[spent]	spent	[spent]
stand	[stænd]	stood	[stud]	stood	[stud]
strike	[straik]	stroke	[strouk]	struck	[strʌk]
take	[teik]	took	[tuk]	taken	[teikn]
teach	[ti:ʃ]	taught	[to:t]	taught	[tɔ:t]
tell	[tel]	told	[tould]	told	[tould]
think	[θiŋk]	thought	[θɔ:t]	thought	[θɔ:t]
wake	[weik]	woke	[wouk]	woken	[woukn]
wear	[weə]	wore	[wɔ:]	worn	[wɔ:n]
weep	[wi:p]	wept	[wept]	wept	[wept]
write	[rait]	wrote	[rout]	written	[ritn]

REVIEW READING RULES

Letter combinations	Sounds	Examples
ar	[a:]	star, park, car
a+ss	[a:s]	classroom
ay	[ei]	day, may
a+ll	[ɔ:l]	wall, all
ea	[i:]	read, speak
ee	[i:]	three, green
ey	[ei]	they
er	[ə:]	her
ir	[ə:]	bird, skirt, shirt
or	[ɔ:]	door, floor
or	[ə:]	worker
oo+n, in	[u]	spoon, room, cool
oo+t,k	[u]	book, foot
ou	[au]	house, housewife
ow	[au]	now, down
oy	[oi]	boy, toy
air	[eə]	chair
eir	[eə]	their
ere	[eə]	where
our	[auə]	our
io	[aiə]	pioneer
eer	[iə]	pioneer
sh	[ʃ]	she, shirt, shelf
ch	[tʃ]	chick, bench, children

th	[ð]	this, the
th	[θ]	three
igh	[ai]	night
ng	[ŋ]	morning
nk	[ŋ]	tank
ck	[k]	black
wh	[w]	where, what

WORD' LIST

A

abroad [ə'brɔ:d] – хориҷ, бурунмарз
accepted [ək'septɪd] – эътироф кардан
according [ə'kɔ:dn] – вобаста ба
advance [əd'vɑ:ns] – пешакӣ
adventure [əd'ventʃə] – саргузашт, воқеа
Afghanistan [æf'gænistæn] – Афғонистон
against [ə'genst] – зид
age [eɪdʒ] – сину сол
air [eə] – ҳаво
alliance [ə'laɪəns] – иттиҳод
allow [ə'laʊ] – имкон додан
along [ə'lɔŋ] – қад-қадӣ
always ['ɔ:lwəz] – доим
amended [ə'mendɪd] – тағйирот ворид кардан
among [ə'mʌŋ] – дар байни
ancestors [æn'sestəz] – пеш гузаштагон
ancient ['eɪnʃənt] – қадима
anniversary [ænɪ'vɜ:səri] – солгард
approximately [ə'prɒksɪmətlɪ] – тақрибан
arable [ə'reɪbl] – заминҳои қорам
architecture [ɑ:kɪtektʃə] – архитектура
archives ['ɑ:kɪv] – бойгонӣ
arrived [ə'raɪvd] – омада расидан (фуруд)
ascension [ə'senʃən] – тулӯъ
associate [ə'souʃɪət] – муттаҳид шудан
Atlantic Ocean [ət'læntɪk oʊʃən] – Уқёнуси Атлантика
autumn [ɔ:təm] – тирамоҳ

B

baker ['beɪkə] – нонпаз
banknote ['bæŋknəʊt] – пули қоғазӣ
banks ['bæŋks] – бонкҳо
barley ['bɑ:lɪ] – ҷав

bearskin caps ['beəskin 'kæps] – кулоххо пӯсти хирс
 beautiful ['bju:təfəl] – зебо
 beauty ['bju:tɪ] – зебой
 because [bɪ'kɔ:z] – барои он ки
 before [bɪ'fɔ:] – пеш аз
 Belgium ['beldʒəm] – Белциум
 best shops ['best 'ʃɒps] – беҳтарин мағозаҳо
 Big Ben ['bɪg 'ben] – Биг Бен
 big clock ['bɪg 'klɒk] – соати калон
 birthday ['bɜ:θdeɪ] – зодрӯз
 blue ['blu:] – кабуд
 blue rivers ['blu: 'rɪvəz] – дарёҳои кабуд
 border ['bo:də] – ҳамсарҳад
 both ['bəuθ] – ҳар ду
 bright starry skies ['braɪt 'sta:ri 'skaɪz] – ситораҳои дурахшони осмонӣ
 British Isles ['brɪtɪʃ 'aɪləz] – ҷазираҳои Британи
 brotherhood ['brʌðə] – бародарӣ
 brought (bring) ['bro:t] – овард
 building ['bɪldɪŋ] – бино
 buildings ['bɪldɪŋz] – биноҳо
 business ['bɪznəs] – тиҷорат

С

caliphs ['kælɪfs] – хилофат
 capital ['kæpɪtl] – пойтахт
 caressing sun ['keəsɪŋ 'sʌn] – офтоби форам
 carpet ['kɑ:pɪt] – қолин
 cattle ['kætl] – ҳайвони калони шохдор
 celebrate ['selɪ'breɪt] – ҷашн гирифтани
 celebrated [selɪ'breɪtɪd] – ҷашн гирифтани
 Central Asia ['sentərəl 'eɪzə] – Осиёи Миёна
 century ['sentʃəri] – аср
 ceremonies ['serɪmənɪz] – маросим
 challenges ['tʃælɪndʒɪz] – мушкилот
 changing ['tʃeɪndʒɪŋ] – ивазкарда

cherishes ['tʃerɪʃəz] – дилпазир аст
 Chicago ['tʃɪkɑːɡoʊ] ['ʃɪkɑɡoʊ] – Чикаго
 China ['tʃaɪnə] – Чин
 choose ['tʃuːz] – интихоб кардан
 cinema ['sɪnəmə] – синамо
 circle ['sɜːkl] – давра
 citizens ['sɪtɪzənz] – шаҳрвандон
 clean ['kliːn] – тоза
 clean the rooms [kliːn ðə 'ruːmz] – тоза кардани хучра
 climate ['klaɪmət] – иқлим
 clock ['klɒk] – соат
 clouds ['klaʊdz] – абрҳо
 coincides ['kəʊnsaɪdɪz] – рост меояд
 cold ['kəʊld] – сард, хунук
 coldest ['kəʊldest] – хунуктарин
 colourful ['kɒləfəl] – ранга
 colours ['kɒlə] – рангҳо
 comfortable ['kɒmfətl̩] – бароҳат
 communication technology [kəmjuːnɪ'keɪʃən tek'nɒlədʒɪ] – технологияи
 муошират
 community [kəmjuː'nɪtɪ] – ҷамоат
 completed [kɒm'pliːt] – ба анҷом расонидан
 computer [kəm'pjʊːtə] – компютер
 congratulate [kən'grætʃuleɪt] – табрик кардан
 conquered ['kɒŋkəd] – забт кардан
 consist [kən'sɪst] – иборат аз
 Constitution Day [kənstrɪ'tjuːʃ(ə)n 'deɪ] – Рӯзи Конститутсия
 constructed [kən'strʌktəd] – сохта шудааст
 containing [kən'teɪnɪŋ] – дар бар мегирад
 continental [kɒntɪ'nentəl] – қитъавӣ
 contributed ['kɒntrɪbjʊtɪd] – ҳиссагузорӣ кард
 cotton ['kɒtən] – пахта
 covered ['kʌvəd] – пӯшонида шудааст
 cranberry ['krænbəri] – навъи рустании буттагӣ
 crops ['krɒps] – донагӣ

crown ['kroun] – тоҷ
cultivate [kʌltɪ'veɪt] – коркард кардан
culture ['kʌltʃə] – фарҳанг
customary ['kʌstəməri] – одатшуда, одатӣ

D

daily ['deɪli] – ҳаррӯза
death ['deθ] – марг
decorate ['dɪkəreɪt] – ороиш додан
decree ['dɪkri:] – фармон
deeply ['di:pli] – чуқур
defend ['dɪfend] – ҳимоя
democratic [demə'krætɪk] – демократӣ
demonstration [demən'streɪʃən] – намоиш
depository [dɪpə'zɪtəri] – анбор
designed ['dɪzaɪnd] – ороиш додашуда
district ['dɪstrɪkt] – ноҳия, вилоят
disturbed [dɪs'tə:b] – нороҳат
door ['dɔ:] – дар
doorbell ['dɔ:bel] – занги дар
draftsmen [dræfts'men] – нақошон
drawing ['drɔ:ɪŋ] – расмкашӣ
dress-makers [dres'meɪkə] – тарроҳ
dynasty ['dɪnəsti] – сулола

E

earth ['ɜ:θ] – замин
easy ['i:zi] – осон
electrician [ɪlek'trɪʃən] – нозири барқ
emphasized [emfə'saɪz] – таъкид кард
encountered [en'kauntəd] – бархӯрданд
English Government ['ɪŋɡlɪʃ 'gʌvənmənt] – Ҳукумати Англия
Englishman ['ɪŋɡlɪʃmən] – англис (мард)
enjoy [ɪn'dʒɔɪ] – ҳаловат бурдан
enjoyed [ɪn'dʒɔɪd] – лаззат бурдан

entertainment part [entə'teinmənt 'pɑ:t] – қисми вақтхушӣ
entirely [ɪn'taɪəli] – тамоман
equal ['i:kwəl] – баробар
equal rights ['i:kwəl 'raɪts] – баробар ҳуқуқӣ
equipped [ə'kwɪpt] – мучаҳҳаз кардашуда
especially [ɪs'peʃəli] – хусусан
establishment [ɪs'tæblɪʃmənt] – таъсис додан
everywhere [evriweə] – дар ҳамаҷо
exact [ɪgzækt] – дақиқ
exciting [ɪk'saɪtɪŋ] – ба ҳаяҷон омадан
excursion [ɪks'kɜ:ʃn] – саёҳат
expansion [ɪks'pænjən] – васеъшавӣ
expressed [ɪks'prest] – баён кардан
expurgation [eksprə'geɪʃən] – хаткашӣ
eyeful ['aɪfəl] – чашмдор

F

farmer ['fɑ:mə] – хоҷагии деҳқонӣ
favorable ['feɪvərəbl] – шоёни таҳсин
fear ['fiə] – тарсондан
feeding ['fi:diŋ] – хӯронидан
festival ['festɪvəl] – фестивал
festive days ['festɪv 'deɪz] – рӯзҳои идона
finally ['faɪnəli] – дар охир
find ['faɪnd] – дарёфт кардан
fine parks ['faɪn 'pɑ:ks] – боғҳои зебо
first printer ['fɜ:st 'prɪntə] – аввалин чопкунак
fitter ['fɪtə] – монтажгар
flagpole ['flægrəʊl] – чӯби байрақбардорӣ
flooding ['flu:diŋ] – селоб
flower-buds ['flaʊə 'bʌdz] – ғунҷаи гулҳо
flowering ['flaʊəɪŋ] – гулзоркунӣ
flowers ['flaʊəz] – гулҳо
fluctuations ['flʌtʃu'eɪʃnz] – чунбиш
following ['fɒləʊɪŋ] – аз пас рафтани, додашуда

foreign ['fɔrɪn] – хориҷӣ
forests ['fɔrests] – ҷангалҳо
formation ['fɔ:meɪʃən] – сохт
founded ['faʊndɪd] – бунёд шуд
four seasons ['fɔ: 'si:zənz] – чор фасли сол
France ['fra:ns] – Фаронса
friendship ['frendʃɪp] – дӯстӣ
frost ['frost] – яхбандӣ
functions ['fʌŋkʃənz] – вазифа
funny ['fʌni] – хандаовар

G

gathered people ['gæðəd pi:pəl] – бо ҳам овардани одамон
geographical [dʒɪə'græfɪkəl] – ҷуғрофӣ
German ['dʒə:mən] – олмонӣ
German fascists ['dʒə:mən 'fæfɪsts] – фашистони олмонӣ
germinated wheat [dʒə:mə'neɪtɪd 'wi:t] – гандуми сабзида
ghosts ['gɔsts] – рӯҳ
government ['gʌvənmənt] – ҳукумат
grandparents [ˌgræn'reɪənts] – бобову бибӣ
gratitude ['grætɪtʃud] – хатм қардан (донишгоҳ)
great ['greɪt] – бузург
Great Britain ['greɪt 'brɪtən] – Британияи Кабир
great contribution ['greɪt ˌkɒntrə'bjʊ:ʃn] – саҳми бузург
great holiday ['greɪt 'hɔlɪdɪ] – иди бузург
Great Patriotic War ['greɪt 'pætriətɪk 'wɔ:] – Ҷанги Бузурги Ватанӣ
griddle-cakes ['grɪdl 'keɪks] – нон
grown-up ['grəʊn 'ʌp] – ба воя расидан
guests ['gests] – меҳмонҳо

H

Halloween [ˌhæləu'ɪ:n] – Ҷаловин
hamlets ['hæmlɪt] – деҳаи хурдакак
handicrafts [ˌhændɪ'kra:fts] – ҳунароҳои дастӣ
hard situations ['hɑ:d ˌsɪtʃu'eɪʃən] – ҳолати вазнин

harvest ['hɑ:vəst] – ҳосил
hay meadows ['heɪ 'medəʊz] – алафи марғзор
headmaster ['hedmɑstə] – устод
heard ['hɜ:d] – шунидам
heat ['hi:t] – гарм кардан
hectares ['hektɑ:z] – гектар
height ['haɪt] – баландӣ
helicopter ['helɪkɔptə] – чархбол,
here ['hɪə] – инҷо
heritage ['herɪtɪdʒ] – мерос
heroic ['heroɪk] – қаҳрамонона
heroic deeds ['herɔɪk 'di:dz] – қорнамоиҳои қаҳрамонона
hide ['haɪd] – пинҳон шудан
high ['haɪ] – баланд
high mountains ['haɪ 'maʊntənz] – кӯҳҳои баланд
highest ['haɪəst] – баландтарин
highway ['haɪwei] – роҳи асфалтпӯш
holiday ['hɔlɪdi] – ид
Hollywood ['hɔlɪwʊd] – Ҳоливуд
hot ['hɒt] – тасфон
hotel [ˌhou'tel] – меҳмонхона

I

image ['ɪmɪdʒ] – шухрат, обрӯ
impressively [ɪm'presɪvli] – ҷалбкунанда, маънидорона
imprinted [ɪm'prɪtəd] – пай, нақш
in honor of [ɪn 'ɔ:nə (r) əv] – ба шарафи
in London [ɪn 'lʌndn] – дар Лондон
in spite of [ɪn 'spaɪt əv] – новобаста аз
increase [ɪn'kri:z] – болоравӣ
incredible [ɪn'krɪ:dɪbl] – бениҳоят, бемисл, гӯшношунид
infant ['ɪnfənt] – ибтидоӣ, бачагона
informal [ɪn'fɔməl] – ғайрирасмӣ
inhabitants [ɪn'hæbɪtənts] – сокинон

initiator [ini'ʃieitə] – ташаббускор
intellectuals [intə'lektʃuəlz] – зехнӣ
intensive irrigation [in'tensiv iri'geɪʃən] – обёрикунии бошиддат
international [intə:'næʃən] – байналхалкӣ
Irish ['aɪrɪʃ] – ирландӣ
irrigation [iri'geɪʃ(ə)n] – обёрӣ
islands ['aɪlədz] – қазираҳо
issued ['ɪʃu:d] – тааллуқ доштан, баровардан

J

joint resolution ['dʒɔɪnt rəzə'ljʊ:ʃən] – қарори муштарак (якҷоя)
junior ['dʒʊ:njə] – хурдӣ

L

lakes ['leɪks] – кӯлҳо
landmark [ˌlænd'mɑ:k] – марз
landscapes ['lændskeɪps] – манзара
language ['læŋgwɪdʒ] – забон
leave ['li:v] – тарқ кардан
length ['leŋθ] – дарозӣ
lies ['laɪz] – қойгир аст
light ['laɪt] – рашан
literature ['lɪtrəʃə] – адабиёт
literature masters ['lɪtrəʃə mɑ:ətəz] – устодони адабиёт
located ['loukeɪtɪd] – қойгир аст
location ['loukeɪʃən] – қойи истикомат
low ['ləʊ] – паст
lowlands [ˌləʊ'lændz] – водии кӯҳсор
lucid snowdrops ['lju:sɪd 'snɒdrɒps] – бойчечакӣ (сиёғуши) тобон
luggage ['lʌgɪdʒ] – боғоч

M

mattress ['mætrɪsɪz] – матрас, бистар
measures ['meɪzəz] – тадбирҳо
member ['membə] – аъзо

microclimate ['maɪkrə'klaɪmət] – микроклим
mild ['maɪld] – муътадил
millions of stars ['mɪljən əv 'stɑːz] – миллион ситора
modern ['mɒdən] – муосир
modern technology ['mɒdən tek'nɒlədʒi] – технологияи муосир
months ['mʌnθs] – моҳҳо
monument ['mɒnjʊ:mənt] – ҳайкал
mountain peaks ['maʊntən 'piːks] – қуллаҳои кӯҳ
mountainous ['maʊntənəs] – кӯҳистон
museum ['mjuːziəm] – осорхона
musical instrument ['mjuːzɪkəl ,ɪnstɹə'mənts] – асбобҳои мусиқӣ

N

narrow ['nærou] – танг
national ['næʃənəl] – милли
national status ['næʃənəl 'steɪtəs] – вазъи (статуси) милли
nationalities [ˌnæʃə'nælɪti] – миллатҳо
nations ['neɪʃənz] – миллатҳо
native city ['neɪtɪv 'sɪti] – зодгоҳ
natural ['nætʃərəl] – табиӣ
needs ['niːdz] – эҳтиёҷот
new ['njuː] – нав
newest ['njuːəst] – наватарин
night ['naɪt] – шаб
night gorgeous ['naɪt 'dʒɔːdʒəs] – рангорангии шаб
north ['nɔːθ] – шимол
North Sea ['nɔːθ 'siː] – Баҳри Шимолӣ
not known ['nɒt 'nəʊn] – номаълум
nowadays ['naʊədeɪz] – имрӯзҳо
nurse ['nɜːs] – ҳамшираи шавкат

O

officially [ə'fɪʃiəli] – расман
often ['ɒfən] – зуд-зуд
oldest ['əʊldest] – кӯхнатарин, калонтарин

operators [ˌɔpə'reɪtə] – оператор
orchard [ˈɔ:ʃɑ:d] – боғи дарахтони мевадор
origin [ˈɔrɪdʒɪn] – табиӣ, асли
outlook [ˈaʊtlʊk] – ҷаҳонбинӣ
overthrow [ˌoʊvə'θrou] – сарнагун кардан

Р

paddies [ˈpædɪz] – баланд шудани об
palace [ˈpæləs] – қаср
panel [ˈpænəl] – сатҳи росткунча, лавҳа
Parliament [ˈpɑ:ləmənt] – Парламент
particularly [ˈpɑ:tɪkjʊləri] – ғавқулода
pasture [ˈpɑ:sʃə] – чарогоҳ
pavement [ˈpeɪvmənt] – пайраҳа
peasant [ˈpezənts] – деҳқон
periodicals [ˈperiɔdɪkəlz] – такроран
photography [ˈfɒtəʊgrəfi] – фотография
pictures [ˈpɪkʃə] – расмҳо
pink tulip [ˈpɪnk ˈtju:lɪp] – лолаи гулобӣ
plain [ˈpleɪn] – ҳамворӣ
plane [ˈpleɪn] – ҳавопаймо
political obstacles [ˈpɒlɪtɪkəl əb'stəkəlz] – монеаҳои сиёсӣ
port [ˈpɔ:t] – порт
power [ˈpaʊə(r)] – қувва
primarily [ˈpraɪmɪəli] – аз ибтидо
primary [ˈpraɪməri] – ибтидоӣ
proclaims [ˈprəkleɪmz] – эълон кардан
proportions [prə'pɔ:ʃɪnz] – таносуб
protection [prə'tekʃən] – муҳофизат, ҳимоя
public events [ˈpʌblɪk ə'vents] – ахбори ҷамъиятӣ
pumpkin [ˈpʌmkɪn] – каду
pure [ˈpjʊə] – шаффоф
purified [ˌpjʊəri'faɪd] – покиза

R

rain ['reɪn] – борон
really ['ri:əli] – ба ростӣ
reap ['ri:p] – ҳосилро ҷамъ кардан
rectangular [rek'tæŋgjʊlə] – росткунҷа
reduce [rə'dʒʊs] – кам кардан
regularly mixed ['rɛɡjʊlə:lɪ 'mɪkst] – мунтазам омехта
relies ['ri:lɪz] – фарз кард
religious [rə'li:dʒəs] – динӣ, диндор
reputed [rə'pjʊtəd] – эътибор
requires [rɪ'kwaɪəz] – дархостҳо
researchers [rɪ'sɜ:ʃə] – тадқиқотгар
residence ['rezɪdəns] – қароргоҳ
retained [rɪ'teɪnd] – нигоҳ доштан
revealed [rɪ'veɪld] – намоён кард
revives [rɪ'vaɪvs] – эҳё мекунад
richest part ['rɪʃst 'pa:t] – қисмати бойтарин
rights ['raɪts] – ҳуқуқ
ripe fruits ['raɪp 'fru:ts] – меваҳои пухтагӣ
ritual cooking ['rɪʃuəl 'kʊkɪŋ] – пухтупази маросимӣ

S

Samanids ['sʌmənɪdz] – Сомониҳо
sauce ['sɔ:s] – соус
schools in England ['sku:lz ɪn 'ɪŋɡlənd] – мактабҳо дар Инглистон
science and culture ['saɪəns ænd 'kʌltʃərə] – илм ва фарҳанг
scientific ['saɪəntɪfɪk] – илмӣ
season ['si:zən] – фасли сол
secondary ['sekəndrɪ] – миёна
secular ['sekjələ] – абадӣ, доимӣ
self-consciousness ['self 'kɒŋʃəsnəs] – худшиносӣ
semicircle [ˌsemɪ'sə:kl] – нимдоира
servant ['sɜ:vənt] – хизматгор
served ['sɜ:vd] – хизмат кард

sharply ['ʃɑ:pli] – айнан, расо
significance [sig'nɪfɪkəns] – аҳаммиятноқӣ
Sir Benjamin Hall ['sə: 'bendʒəmɪn 'ho:l] – толори ҷаноби Бенҷамин
Sir Charles Barry ['sə: 'tʃɑ:lz 'bɑ:rɪ] – ҷаноби Чарлз Барри
situated [sɪtʃu'eɪtɪd] – ҷойгир аст
size ['saɪz] – андоза
sky ['skaɪ] – осмон
snow ['snəʊ] – барф
social function ['səʃiəl 'fʌŋkʃn] – вазифаи иҷтимоӣ
social statuses ['səʃiəl 'stætʃusɪz] – дараҷаҳои иҷтимоӣ
Socialist ['səʃəlɪst] – сотсиалист, ҷамъиятчи
soldiers ['sɒldʒəz] – афсарон, аскарон
solidarity ['sɒlɪ'dærɪti] – якдилӣ
some [sʌm] – якчанто
something ['sʌmθɪŋ] – чизе
south ['sauθ] – ҷануб
south-eastern ['sauθ'ɪ:stən] – ҷанубу шарқӣ
southern ['sʌðən] – шимолӣ
space ['speɪs] – кайҳон
special ['speʃiəl] – махсус
specialized ['speʃiəlaɪzd] – касбикунондашуда
spray ['spreɪ] – пошидан
spring ['sprɪŋ] – баҳор
square ['skweə] – майдон
state ['steɪt] – давлат
stretching ['streɪʃɪŋ] – дароз кардан
stripes ['straɪps] – тасма, хат, рах
strong ['strɒŋ] – боқувват
struggle ['strʌglə] – мубориза бурдан, задухӯрд
stylized ['staɪlaɪzd] – инъикос кард
successor ['sʌksesə] – меросхӯр
summer ['sʌmə] – тобистон
sunny ['sʌni] – офтобӣ
sunrise ['sʌnraɪz] – тулӯи офтоб
sunshine ['sʌnʃaɪn] – дурахши офтоб

surely ['ʃʊəli] – аниқ, саҳеҳ
surmounted ['sə:maʊntɪd] – аз сар гузаронид
surrounded ['sə:raʊndɪd] – ихота карда шудааст
sweep ['swi:p] – руфтан
sweet pudding ['swi:t 'puɪɪŋ] – оталаи ширин
symbolically [sɪm'boʊlɪkəli] – рамзӣ

T

table of festival ['teɪbəl əv 'festɪvəl] – чадвали чашнвора
tableful ['teɪblfəl] – дастархони пур
teacher ['ti:tʃə] – омӯзгор
technology [ˌtek'nɒlədʒɪ] – технологӣ
temperatures ['tempɪrɪʃəz] – ҳарорат
terrible explosion ['terɪbl 'ɪksplɔ:zən] – тарқиши дахшатнок
Thames river ['θæmz 'rɪvə] – дарёи Темз
thanksgiving ['θæŋksɪvɪŋ] – рӯзи сипос
the bell has gone [ðə 'bel 'hæz 'gɒn] – занг зада шуд
the Buckingham Palace [ðə 'bʊkɪŋgəm 'pæləs] – қасри Букингем
the curtains [ðə 'kɜ:tənz] – пардаҳо
the founder [ðə 'faʊndə] – асосгузор
the Guard [ðə 'gɑ:d] – посбон
the highest legal [ðə 'haɪjəst 'li:ɡəl] – қонуни олий
the moon [ðə 'mu:n] – моҳтоб
the perfumes [ðə 'pɜ:fju:mz] – атриёт
the ruler [ðə 'ru:lə] – ҳоким
theatres ['θiətəz] – театрҳо
therefore ['ðeəfo:] – бинобар ин
thousand ['θaʊzənd] – ҳазор
throne ['θroun] – тахт
through ['θru:] – ба воситаи
to resemble [tə rə'zembəl] – монанд будан
total ['təʊtəl] – дар умум
tourism ['tuəɪzɪzəm] – сайёҳӣ
trade ['treɪd] – савдо

traditional attribute [trə'diʃənəl 'ætrɪbjʊt] – хусусиятҳои анъанавӣ
traditional festivals [trə'diʃənəl 'festɪvəlz] – фестивали анъанавӣ
traditions [trə'diʃənz] – анъанаҳо
transformed [ˌtræns'fɔːmd] – мубаддал гашт
travelling ['trævəlɪŋ] – саёҳат
tributaries [tri'bjuəriə] – боғ
tricks ['trɪks] – фиребҳо
true ['truː] – ҳақиқат
tulips ['tjuːlɪps] – лолаҳо
turkey ['tʊːki] – мурғи марҷон
turner ['tɜːnə] – харрот

U

unitary ['juːnɪtəri] – ягона
use ['juːz] – истифода бурдан
usually ['juːʒuəli] – одатан

V

valley ['væli] – водӣ
valuable ['væljuəbl] – қиматбаҳо, арзанда
values ['væljuːz] – арзишҳо
variety [və'reɪti] – гуногун
various classes ['væriəs 'klaːsɪz] – гурӯҳҳои гуногун
vegetables ['vedʒətəblz] – сабзавот
very old institution ['veri 'ould ,ɪnstɪ'tjuːʃən] – донишкадаи куҳан
victory ['vɪktəri] – ғалаба
vineyards ['vaɪnjɑːd] – боғи ангур
visual arts ['vɪʒuəl aːts] – аёният
vocational [və'keɪʃɪnəl] – касбӣ-техникӣ

Z

zone ['zəʊn] – минтақа

CONVERSATIONAL STRUCTURES

1. In one word – бо як сухан...
2. It seems to me – ба фикри ман...
3. I don't believe – бовар надорам...
4. Thank you ever so much – ташаккури зиёд, сипоси беандоза
5. Don't mention it – аҳаммият надорад
6. Excuse me – узр мецоҳам
7. I am sure of it – ман ба ин боварӣ дорам
8. As a matter of fact – ростӣ гап, ҳуллас
9. I am not sure – ман он қадар боварӣ надорам
10. I have no idea – намедонам
11. Don't you know – оё намедонед, ки?
12. Doesn't he know – оё вай медонад, ки?
13. I am afraid, I can't – метарсам, ки наметавонам
14. I am busy – ман (ба кор) банд ҳастам
15. It doesn't matter – аҳаммияте надорад, намеарзад
16. Nothing at all – намеарзад, муҳим нест
17. I am bored – ман дилгир шудам
18. I am tired – ман хаста ҳастам
19. I admit – ман қабул мекунам

TOPICAL VOCABULARY (5-7) forms SCHOOL

- attend [ə'tend] – иштирок кардан
be absent [bi: 'æbsənt] – ғоиб будан
biology [ˌbaɪə'lɒdʒi] – биология
blackboard ['blæk'bɔ:d] – тахтаи синф
book ['buk] – китоб
botany ['bɒtəni] – ботаника
certificate [sə'tɪfɪkeɪt] – шаҳодатнома
chalk ['tʃɔ:k] – бӯр
chemistry ['kɛmɪstrɪ] – кимиё
character ['kærɪktə] – хулқ, хислат
characteristic ['kærɪktə'rɪstɪk] – хислатнома
chess – circle ['tʃes'sə:kl] – маҳфили шоҳмотбозӣ
circle ['sə:kl] – давра, маҳфил
class ['klɑ:s] – дарс
classroom ['klɑ:srum] – синфхона
day-book ['deɪbuk] – рӯзнома

do sums [du:'sʌmz] – ҳалли мисолҳо
draw (drew, drawn) ['drɔ:] – расм кашидан
drawing ['drɔ:ɪŋ] – расмкашӣ, расм, сурат
examination [ɪgzæmɪ'neɪʃən] – имтиҳон
take an examination – имтиҳон супурдан
finish ['fɪnɪʃ] – ба охир расидан, тамом кардан
form-master [fɔ:m 'ma:stə] – роҳбари синф (мард)
form-mistress ['fɔ:m mɪstrɪs] – роҳбари синф (зан)
form nine – синфи нуҳум
Friday ['fraɪdɪ] – чумъа
geography [dʒɪ'ɒgrəfi] – ҷуғрофия
get marks ['ma:ks] – баҳо гирифтан
gymnastics [dʒɪm'næstɪks] – машқи бадан
gymnasium [dʒɪm 'neɪzɪəm] – толори (зали) варзиш
graduate from ['grædʒueɪt] хатм кардан (донишкада)
handicraft ['hændɪkrɑ:ft] – меҳнати дастӣ
headmaster ['hed mɑ:stə] – директор (мард)
head-mistress ['hed mɪstrɪs] – директор (зан)
history ['hɪstəri] – таърих
mathematics [mæθə'mætɪks] – математика, риёзиёт
Monday ['mʌndɪ] – душанбе
monitor ['mɒnɪtə] – сардор
notebook ['nəʊtbʊk] – дафтар
pen – хома, худкор
pencil ['pensl] – қалам
pen-knife ['pennaɪf] – қаламтарош
physics ['fɪzɪks] – физика
Russian ['rʌʃən] – русӣ
ruler ['ru:lə] – хаткашак
rubber ['rʌbə] – хатпоққунак, хаткӯркунак
Saturday ['sætədɪ] – шанбе
school [sku:l] – мактаб
specialized technical school ['speʃəlaɪzd 'teknɪkl 'sku:l] – мактаби махсуси техникӣ
comprehensive school [kɒmprɪ 'hensɪv] – мактаби маълумоти умумӣ
primary school ['praɪməɪ 'sku:l] – мактаби ибтидоӣ

vocational school [vəu:'keɪʃənəl 'sku:l] – омӯзишгоҳи касбу хунар
sing a song ['sɪŋ ə 'sɔŋ] – суруд хондан
subject ['sʌbdʒɪkt] – предмет
Sunday ['sʌndɪ] – якшанбе
Tajik ['ta:'dʒɪk] – тоҷик
Thursday ['θə:zdi] – панҷшанбе
University [ju:nɪ'vɜ:sɪti] – донишгоҳ
Wednesday ['wenzdi] – чоршанбе
What day is it today? – имрӯз кадом рӯз аст?
What is the date today? – имрӯз чандум аст?
Who is absent? – Кӣ нест? Кӣ иштирок надорад?

SCHOOL HOLIDAYS AND TRAVELLING

bathe ['beɪð] – оббозӣ
bathing ['beɪðɪŋ] – оббозӣ кардан
bicycle ['baɪsɪkl] – дучарха
by bicycle – бо дучарха
climb ['klaɪm] – баромадан
cook ['kuk] – хӯрок пухтан
cycle ['saɪkl] – дучарха
go boating ['gəʊ 'bəʊtɪŋ] – киштиронӣ кардан
to go on excursion [ɪks'kɜ:ʃən] – ба экскурсия рафтан
go mountaineering ['maʊntɪ'nɪə'rɪŋ] – ба кӯҳ баромадан
go on a hike – саёҳат (пиёда)
enjoy boating [ɪn'dʒɔɪ 'bəʊtɪŋ] – аз киштиронӣ лаззат бурдан
enjoy fishing [ɪn'dʒɔɪ 'fɪʃɪŋ] – аз моҳигирӣ лаззат бурдан
have a funny adventure [əd'ventʃə'] – саргузашти аҷоиб
have a rest – истироҳат кардан
have a trip – саёҳат кардан
have a wonderful time ['wʌndəfʊl 'taɪm] – вақти хеле хуб доштан
feel fine ['fi:l 'faɪn] – эҳсоси хушҳолӣ кардан
fish ['fɪʃ] – моҳӣ
fishing-rod ['fɪʃɪŋ 'rɒd] – шасти моҳигирӣ
fishing soup ['fɪʃɪŋ 'su:p] – шӯрбои моҳигӣ
luggage ['lʌgɪdʒ] – бор
lunch-basket ['lʌntʃ 'bɑ:skɪt] – сабад барои хӯрокворӣ
make a fire ['meɪk ə 'faɪə] – гулхан афрӯхтан
motor-cycle [ˌməʊtə 'saɪkl] – мототсикл

places of interest ['pleɪsɪz əv 'ɪntərəst] – чойҳои шавковар (таърихӣ)
plane ['pleɪn] – ҳавопаймо, тайёра
by plane – бо ҳавопаймо
ship ['ʃɪp] – кишти
by ship – бо кишти
tent ['tɛnt] – хайма
train ['treɪn] – қаторра
by train – бо қаторра
travel by ['treɪvl 'baɪ] – сафар кардан, саёҳат кардан
travelling on foot – саёҳати пиёда
unforgettable impression [ʌnfə'getəbl ɪm'preʃən] – ҳиссиёти
фаромӯшнашаванда
visit ['vɪzɪt] – таширф овардан
weekend trip [wi:k'end 'trɪp] – саёҳати бофароғат

CLOTHES

apron ['eɪprən] – пешдоман
blouse ['blaʊz] – куртаи нимтанаи занона
boots ['bu:ts] – кафшҳо, ботинкаҳо
high boots ['haɪ 'bu:ts] – мӯза
low boots ['ləʊ 'bu:ts] – кафш
cap ['kæp] – каллапӯш
bear skin cap ['beə 'skɪn 'kæp] – каллапӯш аз пӯсти хирс
dress ['dres] – курта
gloves ['glʌvz] – дастпӯшак
pair of gloves ['peə əv 'glʌvz] – чуфти дастпӯшак
shirt ['ʃɪ:t] – куртаи мардона
skirt ['skɜ:t] – доман
shorts ['ʃɔ:ts] – шалвори кӯтоҳ

SEASONS AND WEATHER

April ['eɪprəl] – апрел
August ['ɔ:gʌst] – август
autumn ['ɔ:təm] – тирамоҳ
climate ['klaɪmɪt] – иқлим
cold ['kəʊld] – хунук, сард
coldness ['kəʊldnəs] – хунукӣ

cloudy ['klaʊdɪ] – абрнок
December ['disɛmbə] – декабр
drizzle ['drɪzl] – резаборон
grass ['grɑ:s] – алаф
hot ['hɒt] – гарм
January ['dʒænjuəri] – январ
June ['dʒu:n] – июн
February ['februəri] – феврал
field ['fi:ld] – сахро
flowers ['flaʊəz'] – гулҳо
fly ['flaɪ] – паридан
make a bird-house ['bɜ:d 'haus] – лона сохтан
March ['mɑ:tʃ] – март
May ['meɪ] – май
mild ['maɪld] – муътадил
nasty ['nɑ:sti] – бад, палид, ифлос
November [nəʊ'vembə] – ноябр
October [ɒk'təʊbə] – октябр
overcoat [əʊvə'kəʊt] – палто
rain ['reɪn] – борон
it rains – борон меборад (боридан)
raincoat [ˌreɪn'kəʊt] – болопуш, боронӣ

SPORTS /spo:ts/

go in for sports – ба варзиш машғул шудан
honoured Master of sports – Ходими хизматнишондодаи варзиш
ice hockey match ['aɪs 'hɒkɪ 'mætʃ] – мусобиқаи хоккей
jumper ['dʒʌmpə] – чаҳанда
kinds of sports – намудҳои варзиш
match ['mætʃ] – мусобиқа
medal ['mɛdl] – медал
gold medal ['gəʊld mɛdl] – медали тилло
silver medal ['sɪlvə mɛdl] – медали нукра
play ball ['pleɪ'bo:l] – тўббозӣ кардан
play basketball [pleɪ 'bɑ:skɪtbɔ:l] – баскетболбозӣ кардан
play chess ['pleɪ 'tʃɛs] – шохмотбозӣ кардан
play draughts ['pleɪ 'drɔ:ts] – шашкабозӣ кардан
play hockey ['pleɪ'hɒkɪ] – хоккейбозӣ кардан

play football ['pleɪ 'fʊtbɔ:l] – футболбозӣ кардан
play snowball ['pleɪ 'snəʊbɔ:l] – барфбозӣ кардан
play tennis ['pleɪ 'tenɪs] – теннисбозӣ кардан
recieve ['rɪsɪ:v] – гирифтан
stadium ['steɪdɪəm] – варзишгоҳ, майдони варзишӣ
score ['skɔ:] – ҳол, ҳисоб
score a victory ['skɔ: ə 'vɪktəri] – ғалаба кардан, голиб омадан
sport team ['spɔ:t 'ti:m] – дастаи варзишӣ
skate ['skeɪt] – конкибозӣ кардан
skating ['sketɪŋ] – конкибозӣ
figure skating ['fɪgə 'skeɪtɪŋ/ – рақси болои ях
ski ['skɪ:] – лижа
skiing ['skɪ:ɪŋ] – лижаронӣ
speed skating ['spi:d 'skeɪtɪŋ] – конкитозӣ кардан
take place ['teɪk 'pleɪs] – ба вуқӯъ омадан, ҷой доштан
waterpolo ['wɔ:təpəʊl] – тӯббозӣ дар об
wrestling ['reslɪŋ] – гӯштин, гӯштингирӣ

COLLECTIVE AND STATE FARMS

agriculture ['ægrɪ'kʌlfə] – соҳаи кишоварзӣ
barn ['bɑ:n] – анбор – сарой
breed ['brɪ:d] – парвариш кардан
cock ['kɒk] – хурӯс
cotton ['kɒtn] – пахта
cotton-picking machine ['rɪkɪŋ mə'ʃɪ:n] – мошини пахтачинӣ
combine ['kəm'baɪn] – комбайн
cow ['kau] – гов
crop-growing [krɒp'grəʊɪŋ] – ғаллакорӣ
feed ['fi:d] – хӯрондан
grain ['greɪn] – ғалла
hen ['hen] – мурғ
milk ['mɪlk] – шир
sheep ['ʃi:p] – гӯсфанд
dairy-farm ['deəri 'fa:m] – корхонаи шир
dairyman ['deəri mæn] – говдӯш
dairywoman ['wʊmən] – говдӯшзан

pick ['pɪk] – чидан
pick up cotton ['pɪk ʌp 'kɒtn] – чидани пахта
stock raising ['stɒk 'reɪzɪŋ] – зиёд кардани чорво
silkworm rearing ['sɪlkwɜ:m 'riəriŋ] – пиллапарварӣ
tractor ['træktə] – трактор

TOWN

academy [ə'kædəmɪ] – академия
academy of sciences [ə'kædəmɪ əv 'saɪənsɪz] – Академияи илмҳо
agricultural [ˈægrɪ'kʌltʃərəl] – кишоварзӣ
Agricultural Institute [ˈægrɪ'kʌltʃərəl 'ɪnstɪtju:t] – донишкадаи кишоварзӣ
aluminium plant ['ælju'mɪniəm 'plɑ:nt] – корхонаи алюминий
avenue [ˌævə'nju:] – хиёбон
bridge ['brɪdʒ] – пул, кӯпрук
bus ['bʌs] – автобус
bus-stop – истгоҳи автобус
take bus N – ба автобуси N... савор шудан
capital ['kæpɪtəl] – пойтахт
cathedral [kə'θɪ:dr(ə)] – калисо
Isaaks Cathedral – калисои Исоҳи Муқаддас
cemetery ['semɪtri] – қабристон
center ['sentə] – марказ
chemical plant ['kemɪkl 'plɑ:nt] – корхонаи кимиёвӣ
cinema ['sɪnəmə] – синамо, кино
city ['sɪti] – шаҳри калон
commercial [kə'mɜ:ʃəl] – тичорат
cotton cleaning plant ['kɒtn 'kli:nɪŋ 'plɑ:nt] – корхонаи пахтатозакунӣ
district ['dɪstrɪkt] – ноҳия
drama theatre ['drɑ:mə 'θeɪətə] – театри драмавӣ
electric engineering [ɪ'lektrɪk ɛndʒɪ'nɪəriŋ] – электро-техника
factory ['fæktəri] – коргоҳ
flower-bed ['flaʊə bɛd] – гулзор
flowers ['flaʊəz] – гулҳо
fortress ['fɔ:trɪs] – қалъа
The Peter and Paul Fortress – қалъаи Пётр ва Павел
be founded ['faʊnd] – бунёд кардан
fountain ['faʊntɪn] – фаввора

gallery ['gæləri] – намоишгоҳ
 picture gallery ['pɪktʃə 'gæləri] – намоишгоҳи сурат
 heavy ['hevi] – вазнин
 heavy-industry ['hevi m'dʌstri] – саноати вазнин
 hospital ['hɒspɪtl] – касалхона
 Kremlin ['kremlin] – Кремл
 lake ['leɪk] – кӯл
 market ['mɑ:kɪt] – бозор
 Medical Institute ['medɪkl 'ɪnstɪtju:t] – Донишгоҳи тиббӣ
 monument ['mɒnjumənt] – муҷассама
 mountain ['maʊntɪn] – кӯҳ
 multistorey ['mʌltɪ'stɔəri] – бисёршона
 multistoried houses [mʌltɪ'stɔərið 'haʊzɪz] – хонаи бисёршона
 museum [mju:'ziəm] – осорхона
 opera house ['ɔpərə 'haʊz] – толори опера
 palace ['pæləs] – қаср
 park ['pa:k] – боғ
 Park of Rest and Culture ['kʌltʃə] – боғи маданият ва истироҳат
 pavement ['peɪvmənt] – пайраҳа
 places of interest ['pleɪsɪs əv 'ɪntrɪst] – ҷойҳои ҷолиб
 population ['pɒpjʊ'leɪʃən] – аҳоли
 queen ['kwɪ:n] – малика
 river ['rɪvə] – дарё
 road ['rəʊd] – роҳ
 school ['sku:l] – мактаб
 secondary-school ['sekəndəri'sku:l] – мактаби миёна
 vocational school [vəʊ'keɪʃən] – мактаби касбӣ
 sea ['si:] – баҳр
 sea shore ['si:'ʃɔ:] – соҳили баҳр
 situated [sɪtju'eɪtɪd] – воқеъшуда
 situation ['sɪtju'eɪʃən] – вазъият
 square ['skweə] – майдон
 Red Square – Майдони Сурх
 street ['stri:t] – кӯча
 Teacher's Training Institute – Донишкадаи омӯзгорӣ
 textile combine ['tekstaɪl 'kɒmbaɪn] – корхонаи бофандагӣ

trees ['tri:z], – дарахтон
 university ['ju:ni 'və:sɪtɪ] – донишгоҳ
 valley ['væli] – водӣ
 Hissor Valley – водии Ҳисор
 arms ['ɑ:mz] – яроқ, аслиха
 civil war ['sɪvəl 'wɔ:] – ҷанги шаҳрвандӣ
 congratulate [kən'grætʃu.leɪt] – табрик кардан
 defeat ['di'fi:t] – мағлубият
 demonstrate ['dɛmənstreɪt] – намоиш додан
 demonstration ['dɛmən'streɪʃən] – намоиш
 great holiday ['greɪt 'hɒlɪ,dɪ] – иди бузург
 equal nations ['i:kwl 'neɪʃənz] – халқҳои баробар
 equal rights ['i:kwl l 'raɪts] – баробархуқуқӣ
 establish [ɪs'tæblɪʃ] – барпо кардан
 hero ['hɪərəʊ] – қаҳрамон
 heroic ['hɪərəʊɪk] – қаҳрамонӣ,
 heroically ['hɪərəʊɪklɪ] – қаҳрамонона
 fascism ['fæʃɪzəm] – фашизм
 fascist ['fæʃɪst] – фашист
 festival ['festɪv(ə)l] – фестивал, ид
 festival of labour ['festɪv(ə)l əv leɪb (ə)] – иди меҳнат
 fight ['faɪt] – мубориза
 fight for peace ['faɪt fɔ: 'pi:s] – барои сулҳ мубориза бурдан
 be founded by a Decree [bɪ faʊndɪd baɪ a dɪk ri:] – дар асоси фармон
 бунёд ёфтан
 solidarity [səli'dærɪti] – ҳамраъӣ
 Constitution Day [kənstrɪ'tju:ʃən deɪ] – Рӯзи Конституция
 win ['wɪn] – бурд кардан, ғалаба кардан
 victory ['vɪktəri] – ғалаба
 youth ['ju:θ] – ҷавонон
 The UY (The UNION OF YOUTH) – Иттифоқи ҷавонон

PROFESSIONS

artist ['ɑ:tɪst] – rassom, naqqosh
 aunt ['ɑ:nt] – xola
 baker's ['beɪkəz] – nonвой, nonпаз
 bind ['baɪnd] – бастан

bricklayer [ˈbrɪkˈleɪə] – гилкор, устои хишткор
brother [ˈbrʌðə] – бародар
butcher [ˈbʊtʃə] – қассоб
collective-farmer [kəˈlektɪv, fɑːmə] – узви хочагии коллективӣ
(колхоз), колхозчӣ
correspondent [ˌkɒrɪsˈpɒndənt] – мухбир
cosmonaut [ˈkɒsmənəʊt] – кайҳоннавард
cousin [ˈkʌzən] – духтар ё писари амак
doctor [ˈdɒktə] – духтур, табиб
dressmaker [ˈdresˌmeɪkə] – либосдӯз
engineer [ˌendʒɪˈniə] – муҳандис
driver [ˈdraɪvə] – ронанда
green grocer [ˈɡriːn ˈɡrɒsə] – сабзавотфурӯш
jumper [ˈdʒʌmpə] – ҷаҳанда, муаллақзананда
librarian [laɪˈbrɛəriən] – китобдор
needlework [ˈniːdl ˈwəːk] – чокдӯзӣ, гулдӯзӣ, либосдӯзӣ
nurse [ˈnɜːs] – доя
paint [ˈpeɪnt] – нақш кашидан, ранг кардан
painter [ˈpeɪntə] – рассом
pensioner [ˈpenʃənə] – нафақагир, бознишаста
pilot [ˈpaɪlət] – ҳавонавард
player [ˈpleɪə] – навозанда, бозингар
poet [ˈpəʊɪt] – шоир
singer [ˈsɪŋə] – ҳофиз, сароянда
turner [ˈtɜːnə] – харрот
writer [ˈraɪtə] – нависанда
worker [ˈwɜːkə] – коргар

FOOD, FRUIT AND VEGETABLES

apple [ˈæpl] – себ
apricot [ˈeɪprɪkət] – зардолу
bake [ˈbeɪk] – пухтан
basin of broth [ˈbeɪsɪn əv ˈbrɒθ] – косаи шӯрбо
bread [ˈbred] – нон
bun [ˈbʌn] – кулча
butter [ˈbʌtə] – рағғани маска
cabbage [ˈkæbɪdʒ] – карам
cake [ˈkeɪk] – торт

carrot ['kærət] – сабзӣ
 cherries ['tʃerɪz] – олуча
 cheese ['tʃi:z] – панир
 coffee ['kɒfɪ] – қаҳва
 cook ['kʊk] – пухтан
 cream ['kri:m] – қаймоқ
 cucumbers ['kju:kəmbə(r)] – бодиринг
 eggs ['egz] – тухми мурғ
 feed ['fi:d] – хӯрондан
 fish ['fɪʃ] – моҳӣ
 flat-cake ['flæt 'keɪk] – нони хонагӣ
 fruit trees ['fru:t 'tri:z] – дарахтони мевадор
 ice-cream ['aɪs:kri:m] – яхмос
 jam ['dʒæm] – мураббо
 juice ['dʒu:s] – шарбат
 grapes ['greɪps] – ангур
 laudable cook ['lɔ:dəbl 'kʊk] – ошпази таърифӣ
 meat ['mi:t] – гӯшт
 melon ['melən] – харбуза
 milk ['mɪlk] – шир
 nut ['nʌt] – чормағз
 plum ['plʌm] – олу
 porridge ['pɒrɪdʒ] – шавла, ширбиринч
 potatoe [pə'teɪtəʊ] – картошка
 sausage ['sɔ:sɪdʒ] – ҳасиб
 soup ['su:p] – шӯрбо
 sugar ['ʃʊgə] – қанд
 sweets ['swi:t] – ширин
 taste ['teɪst] – маза, таъм
 tinned fish ['tɪnd fɪʃ] – консерваҳои моҳигӣ
 water-melon ['wɔ:təmeɪn] – тарбуз

BODY

arm ['ɑ:m] – бозу, даст
 beauty ['bju:tɪ] – зебоӣ
 beautiful ['bju:tɪfʊl] – зебо
 black ['blæk] – сиёҳ

ear [ˈiə] – гӯш
eyes [ˈaɪz] – чашмон
face [ˈfeɪs] – рӯй
fair [ˈfeə] – бовичдон
feet [ˈfi:t] – пойҳо
handsome [ˈhænsəm] – олуфта
large [ˈlɑ:ʤ] – калон
legs [ˈleɡz] – пойҳо
lips [ˈlɪps] – лабҳо
little [ˈlɪtl] – майда, хурд
lively [ˈlaɪvlɪ] – хушрӯяк
long arms [ˈlɔŋ a:mz] – дастони дароз
long legs [ˈlɔŋ ˈleɡz] – пойҳои дароз
moustache [məʊˈtɑ:ʃ] – мӯйлаб, бурут
mouth [ˈmaʊθ] – даҳон
nose [ˈnəʊz] – бинӣ
oval [ˈəʊvl] – тухмшакл
round [ˈraʊnd] – гирд
short [ˈʃɔ:t] – кӯтох
small [ˈsmɔ:l] – хурд, майда

ANIMALS

bear [ˈbeə] – хирс
cat [ˈkæt] – гурба
crocodile [ˈkrɒkəˌdaɪl] – тимсоҳ
cub [ˈkʌb] – майдача (ба маънои таҳқир)
dog [ˈdɒg] – сар
goat [ˈɡəʊt] – буз
giraffe [dʒɪˈra:f] – заррофа
fox [ˈfɒks] – рӯбоҳ
kangaroo [ˌkæŋɡəˈru:] – кенгуру
kitten [ˈkɪt(ə)n] – гурбача
lion [ˈlaɪən] – шер
monkey [ˈmʌŋki] – маймун
puppy [ˈpʌpi] – сагча
turtle [ˈtɜ:tl] – сангпушт
rabbit [ˈræbɪt] – харгӯш (заргӯш)
sheep [ˈʃi:p] – гӯсфанд
wolf [ˈwʊlf] – гурғ

NAMES OF SOME COUNTRIES, GEOGRAPHY AND NATURE

agriculture ['ægrɪ,kʌltʃə] – кишоварзӣ
area ['eəriə] – майдон, соҳа, худуд
bank ['bæŋk] – соҳил
be situated ['sɪtʃueɪtɪd] – воқеъ будан
border ['bɔ:də] – сарҳад
canal [kə'næl] – ҷўйбор
capital ['kæpɪtl] – пойтахт
capitalist ['kæpɪtəlɪst] – сармоядор (капиталист)
climate ['klaɪmɪt] – иқлим
coal ['kəʊl] – ангиштсанг
connect [kə'nekt] – муттаҳид шудан, пайваст кардан
copper ['kɒpə] – мис
cover ['kʌvə] – пӯшондан, фаро гирифтан
heavy and light industry ['hevi ænd 'laɪt ɪn'dʌstrɪ] – саноати сабук ва
вазнин
hill ['hɪl] – теппа
hot ['hɒt] – тафсон
iron ['aɪən] – оҳан
high ['haɪ] – баланд
irrigation [ɪrɪ'geɪʃən] – обёрӣ
Khujand ['hʊdʒʌnd] – Хучанд
Kiev ['ki:ev] – Киев
Dushanbe ['duʃʌnbe] – Душанбе
London ['lʌndən] – Лондон
Moscow ['mɒskəʊ] – Москва

A FLAT AND HOUSE

armchair ['a:mtʃeə] – курсии пахлудор
balcony ['bælkəni] – пешайвон
bathroom ['bɑ:θru:m] – ҷаммом
bedroom ['bedru:m] – хонаи хоб
block of flats ['blɒk əv 'flæts] – бинои серошёна
bookshelf ['bʊkʃelf] – рафи китобмонӣ
building ['bɪldɪŋ] – бино

carpet ['kɑ:pɪt] – қолин
 central ['sentrəl] – марказӣ
 central heating ['sentrəl 'hɪ:tɪŋ] – маркази гармидиҳӣ
 chair ['tʃeə] – курсӣ
 child's room [tʃaɪldz 'ru:m] – хонаи кӯдакон
 cradle ['krædl] – гаҳвора
 cupboard ['kʌpbəd] – чевон
 dining-room ['daɪnɪŋ 'ru:m] – ошхона
 help about the house ['help əbaʊt ðə 'haus] – ба кори хона ёрӣ расондан
 home ['həʊm] – хона
 homeless ['həʊmləs] – бехона
 house ['haʊs] – хона, ҳавлӣ
 dish case ['dɪʃ 'keɪs] – чевони зарфҳо
 furniture ['fɜ:nɪʃə] – асбоби хона
 gas range ['gæs 'reɪndʒ] – дастгоҳи газӣ
 kitchen ['kɪtʃɪn] – ошпазхона
 lamp ['læmp] – чароғ
 lavatory ['lævətərɪ] – ҳочатхона
 living room ['lɪvɪŋ 'ru:m] – хонаи зист
 looking – glass ['lʊkɪŋ 'glɑ:s] – оинаи хурд
 mat ['mæt] – пойандоз, гилеми хурд
 modern conveniences ['mɔ:dən 'kɒnvɪnjənsɪz] – шароити муосиру
 ҳозиразамон
 multistoried building ['mʌltɪ'stɔ:ri:d 'bɪldɪŋ] – бинои серошёна
 one storied house ['wʌn'stɔ:ri:d 'haʊs] – хонаи яқошёна
 portrait ['pɔ:trɪt] – сурат, расм, тасвир
 radio set ['reɪdiəʊ'set] – радио
 refrigerator [rɪ'frɪdʒəreɪtə] – яхдон
 shelf ['ʃelf] – раф
 sitting-room ['sɪtɪŋ 'ru:m] – меҳмонхона
 table ['teɪbl] – миз
 TV set ['ti: 'vi:'set] – оинаи нилгун, ҷаҳоннамо, телевизор
 vacuum cleaner ['vækju: m'kli:nə] – гардкашак, чангкашак
 verandah [və'rændə] – айвон, пешайвон
 wardrobe ['wɔ:drəʊb] – чевон (гардероб)
 yard ['jɑ:d] – ҳавлӣ

AT THE LIBRARY

be full of [bi 'fuləv] – пур будан
classic [kɪæsɪk] – асари классикӣ
classical [kɪæsɪkəl] – классикӣ
die ['daɪ] – вафот кардан
famous ['feɪməs] – намоён, машхур
fiction ['fɪkʃən] – афсона, чизи хаёли
library ['laɪbrəri] – китобхона
librarian ['laɪbrerɪən] – китобдор
magazine [ˌmæɡə'zi:n] – маҷалла
novel ['nɒvəl] – роман
poet ['pəʊt] – шоир
popular ['pɒpjulə] – машхур
shelves ['ʃelvz] – рафҳо
scientific fiction ['saɪən'tɪfɪk 'fɪkʃən] – адабиёти илмӣ
story ['stɔ:ri] – ҳикоя
subscriber [səb'skraɪbə] – обуначӣ
well-known ['wel'nəʊn] – машхур
writer ['raɪtə] – нависанда

VOCABULARY

achievement [ə'tʃi:vmənt] – дастовард, комёб
(to be) alive [ə'laɪv] – зинда, саломат будан
appear [ə'piə] – пайдо шудан
(to) admit [əd'mɪt] – иҷозат додан
air ['eə] – ҳаво
banner ['bænə] – байрақ, парчам
Belgium ['beldʒɪəm] – Белгия, Белциум
bluish ['blu:ɪʃ] – нилгун
boating ['bəʊtɪŋ] – қаикронӣ, заврақронӣ
boiled ['bɔɪld] – чӯшондагӣ
brave ['breɪv] – далер, шучоъ
(to go) boating [tə'gəʊ'baʊtɪŋ] – ба шино баромадан
bring up ['brɪŋ'ʌp] – тарбия кардан
break ['breɪk] – танаффус
castle ['kɑ:sl] – қаср
call for ['kɔ:l 'fɔ:] – зиёрат кардан

citizen [sɪ'tɪzn] – шаҳрванд
 choice [tʃɔɪs] – интихоб
 catch cold [kætʃ 'kəʊld] – шамол хӯрдан
 charming ['tʃɑ:mɪŋ] – форам
 contribution ['kɒntrɪ'bju:ʃən] – ёрӣ, мадад, хиссагузорӣ
 colourless ['kʌlələs] – беранг
 crawl back ['krɔ:l bæk] – хазида ба қафо гаштан
 complete ['kæmpl:t] – пурра
 computer operators [kəm'pjʊ:tə 'ɔpə'reɪtəz] – оператори компютер
 custom ['kʌstəm] – расм, оин, одат
 coast ['kəʊst] – соҳил
 confront [kən'frʌnt] – рӯ ба рӯ истодан
 comprise [kəm'praɪz] – шомил будан
 British Youth Council ['brɪtɪʃ ju:θ 'kaʊnsɪ] – Шӯрои Ҷавонони Бритониё
 demand [dɪ'mɑ:nd] – талаб
 dress ['dres] – пӯшок, либос
 disarmament [dɪs'a:memənt] – силоҳгузорӣ, халғи силоҳ
 disappear [dɪsə'pɪə] – гум шудан
 endless ['endləs] – беохир
 equal ['i:kwəl] – баробар
 explosion [ɪks'pləʊ'zɪn] – тарқиш
 festival ['festəvəl] – фестивал
 flat ['flæt] – манзил, хона
 foot ['fu:t] – пой
 forels ['fɔrəlz] – гулмоҳӣ
 foggy ['fɔgi] – абрнок
 fitter ['fɪtə] – челонгарӣ
 hatred ['heitɪd] – душманӣ, адоват, нафрат
 heavy ['hevi] – сангин, вазнин
 hopeless ['həʊplɪs] – навмед, маҳрум
 headquarter ['hed'kwɔ:tə] – ситод, роҳбарият
 get off ['get'ɔf] – дур кардан, фаромадан
 get on ['get'ɒn] – ба даст омадан, баромадан (автобус)
 get ready ['get'redi] – тайёр будан
 go back ['gəʊ'bæk] – баргаштан
 go mountaineering – ['gəʊ, maʊntɪ'nɪə-rɪŋ] – кӯҳнавардӣ кардан

go on ['gou ən] – давом додан
 go on an excursion – ['gəʊ 'ən 'ən ɪks'kɜːʃən] – ба саёҳат баромадан
 go out [gəʊ'au̯t] – баромадан
 give up ['gɪv'ʌp] – тарк кардан, рафтан (аз фазифа)
 greenish ['grɪ:nɪʃ] – сабзчатоб
 labour ['leɪbə] – меҳнат, кор
 Labour Party – [leɪbə'paːtɪ] – ҳизби коргар
 link ['lɪŋk] – вобаста, алоқа
 lifeless ['laɪflɪs] – бечон, мурда
 (have) links ['lɪŋks] – вобастагӣ (доштан)
 look back ['lʊk'bæk] – ба қафо назар кардан
 look up ['lʊk'ʌp] – ба боло назар кардан, нигаристан
 look sunburnt [lʊk'sʌnbɜːnt] – гандумгун намудан
 macaroni ['mækərəʊni] – макарон
 (to) mine (v) ['maɪn] – мина нагузоштан
 misplace ['mɪs'pleɪs] – дар ҷояш гузоштан
 mind the time ['maɪnd ðə 'taɪm] – вақтро аз даст додан
 mistrust ['mɪs'trʌst] – нобоварӣ
 misunderstand ['mɪsʌndə'stænd] – ғалатфаҳмӣ
 misuse [mɪs'juːz] – ғалат истифодашуда
 misread ['mɪs'riːd] – нодуруст хонда
 overcoming ['ɔvə'kʌmɪŋ] – паси сар кардан
 pale ['peɪl] – рангпарида
 pail of water ['peɪl əv' wɔːtə] – як сатил об
 practise ['præktɪs] – таҷрибаомӯзӣ
 (to) perish ['perɪʃ] – ҳалок шудан, табоҳ шудан
 printer ['prɪntə] – дастгоҳи чопӣ
 pouring ['pɔːrɪŋ] – рехтан (борон)
 race ['reɪs] – мусобиқаи дав
 reddish ['redɪʃ] – моил ба сурхӣ, сурхчатоб
 resolution [ˌrezə'luːʃən] – қарор
 rice ['raɪs] – биринҷ
 right ['raɪt] – рост
 rings ['rɪŋz] – ҳалқа
 rolls ['rɒlz] – қулӯлаҳо
 rowing ['rəʊɪŋ] – қаик рондан
 sea-shore ['siː'ʃɔː] – соҳили баҳр

(to be) sent for ['sent'fɔ:] – барои чизе фиристодан
 smell each other ['smel i:tʃ lðə] – хамдигарро бӯй кардан
 sunburnt ['sʌnbə:nt] – офтобзада, гандумгун
 still ['stɪl] – ҳолати оромӣ
 (to) suppress (v) [səp'res] – пӯшондан, ботил кардан, фишор додан
 surface ['sə:'feɪs] – рӯй, сатҳ (замин ё чизе)
 take prisoner ['teɪk'prɪzənə] – ба маҳбас гирифтан
 terrible ['terɪbl] – тарсноқ, хатарноқ
 terribly ['terɪblɪ] – мудҳиш, хатарноқ
 top ['tɒp] – баландӣ, сар, қулла
 Trade Unions ['treɪd' ju:njənz] – Иттифоқи касаба
 trust ['trʌst] – боварӣ
 (to) train ['treɪn] – омӯзондан
 voice ['vɔɪs] – овоз, садо
 (to) voice (v) [tə'vɔɪs] – садо додан, овоз додан
 vergin-lands ['və:dʒɪn'lændz] – заминҳои қорамнашуда
 voluntary ['vɒləntərɪ] – ихтиёран
 United Kingdom – [ju:'naɪtɪd 'kɪŋdəm] – Иёлоти Шохигарии Бритониё
 unit ['ju:nɪt] – гурӯҳ, қисм, боб
 whole ['həʊl] – бутун, ҳама
 wide – ['waɪd] – фароҳ
 wounded ['wʊndɪd] – захмдор
 youth ['ju:θ] – ҷавон
 yellowish ['jeləʊsɪ] – зардчатоб
 undone ['ʌndʌn] – кори нотамо
 unending [ʌn'endɪŋ] – беохир
 the day after – пасфардо
 the day before – як рӯз пеш
 tomorrow [tə'mɔ:rəʊ] – пагоҳ
 yesterday ['jestədi] – дирӯз
 two days before – ду рӯз пеш
 the day before – парерӯз
 before [bɪ' tɔ:] – пеш аз
 ago [æ'gəʊ] – пеш
 unhappy [ʌn'hæpɪ] – бадбахт
 unheart [ʌn'ha: t] – бедил

unforgettable [ʌnfə'getɪbl] – фаромӯшнашаванда
unimportant [ʌnm'pɔ:tənt] – беаҳаммият, камаҳаммият
uninteresting. [ʌn'ɪntrɪstɪŋ] – бечозиб
unkind ['ʌnkaɪnd] – номехрубон
unknown ['ʌnəʊn] – ношинос
unpleasant [ʌn'pleznt] – ғализ, нофорам
unreal [ʌn'riəl] – ғайриаслӣ
unusual [ʌn'ju:zʊəl] – ғайриодӣ
untrue [ʌn'tru:] – ғалат, нодуруст

AGE AND YOUTH

(BY WILLIAM SHAKESPEARE)

Crabbed Age and Youth
Cannot live together:
Youth is full of pleasance,
Age is full of care;
Youth like summer morn,
Age like winter weather;
Youth like summer brave
Age like winter bare.
Youth is fill of sport,
Age's breath is short;
Youth is nimble, Age is tame;
Youth is hot and bold
Age is weak and cold;
Youth is wild, and Age is tame
Youth, I do adore!

tame - мутеъ, итоаткор

adore - парастидан

crabbed - серғурбат

pleasance - ҳаловат

brave - часур

bare - маъюб

nimble - чолок

wild - дағал, ваҳшӣ

tame - ланг, очиз

CONTENS

Some instruction of teaching English	3
Lesson 1	7
Lesson 2	10
Lesson 3	12
Lesson 4	14
Lesson 5	15
Lesson 6	18
Lesson 7	19
Lesson 8	23
Lesson 9.....	25
Lesson 10	26
Lesson 11	28
Lesson 12	30
Lesson 13	32
Lesson 14	34
Lesson 15	36
Lesson 16	38
Lesson 17	41
Lesson 18	43
Lesson 19	45
Lesson 20	47
Lesson 21	49
Lesson 22	51
Lesson 23	53
Lesson 24	55
Lesson 25	57
Lesson 26	59
Lesson 27.....	61
Lesson 28	64
Lesson 29	66
Lesson 30	68

Lesson 31	70
Lesson 32	73
Lesson 33	74
Lesson 34	76
Lesson 35	78
Lesson 36	80
Lesson 37	82
Lesson 38	84
Lesson 39	86
Lesson 40	87
Lesson 41	89
Lesson 42	90
Lesson 43	92
Lesson 44	94
Lesson 45	96
Lesson 46	97
Lesson 47	99
Lesson 48	101
Lesson 49	102
Lesson 50	104
Lesson 51	106
Lesson 52	107
Lesson 53	109
Lesson 54	110
Lesson 55	112
Lesson 56	114
Lesson 57	115
Lesson 58	117
Lesson 59	118
Lesson 60	120
Lesson 61	122
Lesson 62	123

Lesson 63	125
Lesson 64	127
Lesson 65	128
Lesson 66	130
Lesson 67	133
Lesson 68	135
Lesson 69	136
Lesson 70	138
Lesson 71	140
Lesson 72	141
IRREGULAR VERBS	143
READING RULES	146
INTERNATIONAL WORD LIST	148
CONVERSATIONAL STRUCTURE	162
TOPICAL VOCABULARY	162
SCHOOL HOLIDAYS AND TRAVELLING	164
CLOTHES	165
SEASONS AND WEATHER	165
SPORTS	166
COLLECTIVE AND STATE FARMS	167
TOWN	168
PROFESSIONS	170
FOOD, FRUIT AND VEGETABLES	171
BODY.....	172
ANIMALS	173
NAMES OF SOME COUNTRIES	174
A FLAT AND A HOUSE	174
AT THE LIBRARY	176
VOCABULARY	176
AGE AND YOUTH	180

**ЧАМШЕДОВ ПАРВОНА, ХОҶАЕВА СУРАЙЁХОН,
ЧАМАТОВ САМИДДИН, АЛИДОДҶОНОВА КИМИЁ
НАСРУДДИНОВ СИРОЧИДДИН,
КАРИМОВ ШУҲРАТ БАРОТЗОДА ФАЙЗИДДИН**

ЗАБОНИ АНГЛИСӢ

Китоби дарсӣ барои синфи 7-уми
муассисаҳои таҳсилоти умумӣ

Мухаррир

Мусаҳҳах

Мухаррири техникӣ

Таррох

Н. Қувватбекова

А. Абунасрода

Н. Салоҳиддинзода

М. Раҷабов

Муассисаи нашриявии «Маориф»-и
Вазорати маориф ва илми Ҷумҳурии Тоҷикистон
7340243, ш. Душанбе, кӯчаи Аҳмади Дониш, 50.
Тел.: 222-14-66

Ба чоп 12.02.2020 иҷозат дода шуд. Андозаи 60x90 1/16.
Қоғази офсет. Чопи офсет. Ҷузъи чопӣ 11,5.
Адади нашр 160000 нусха.
Супориши №05/2020

Дар матбааи ҶДММ «Паёми ошно»
чоп шудааст. Нишонӣ: Ҷумҳурии Тоҷикистон,
ш. Душанбе, хиёбони Борбад, 54