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ЗАБОНИ АНГЛИСӢ

КИТОБИ ДАРСӢ БАРОИ СИНФИ 9

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SOME INSTRUCTIONS IN TEACHING ENGLISH.

The English text-book for the 9-th form carries on the series of the English textbooks for the 5-8 forms for Tajik schools edited by the Ministry of Education of Tajikistan. It consists of 4 units (32 lessons), Reference Grammar, Reader, English - Tajik vocabulary and Contents. The whole language material is presented in the following way;

1. TERM - UNIT 1 (Lessons 1-9)
2. TERM - UHIT 2 (Lessons 1-7)
3. TERM - UNIT 3 (Lessons 1-9)
4. TERM - UNIT 4 (Lessons 1-7)

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

It is necessary to pay the teacher's attention to the fact that the methods and devices used in the eighth form. Only' some additional bits of methodical information are suggested in this preface.

The teacher should remember that it is advisable to train pupil's ability in translation of texts. Translation is the most economical way from the point of view of the time required, besides, translation ensures sound comprehension of a new language item. Translation should be used: a) as a means of conveying the meaning of a word, a phraseological group, a grammar form and a sentence pattern alongside with other means of teaching; b) as a means of ensuring comprehension either of difficult points in a text or of the whole text-through analysis and translation pupil's comprehension of the text read by them; c) as means of checking pupil's comprehension of what they read or hear alongside with other means of instruction.

Translation helps in obtaining knowledge of vocabulary and grammar. Practice of teaching pupils's English proves that translation (both from Tajik into English and from English into Tajik) helps to consolidate and retain the language learned. In this case, especially retranslation is of great importance. Retranslation of the speech units being learned by the pupils should be done in chorus. It must take place at every lesson as often as possible. Everything which is learned by heart (dialogues, rhymes, proverbs...) should be learned and consolidated by the pupils by means of retranslation. Of course, creative exercises should obligatory follow it. The teachers are kindly requested not to forget the dialogues which are memorized by the pupils at home, or at the lesson should be read and retranslated by the pupils in chorus. Then the pupils must have a simultaneous pair talk of the dialogue at the desks. After this preliminary work, the teacher should listen to answers of two-three pairs of pupils on the dialogue. The pupils should be asked on the dialogue during two or three lessons at a run to imprint this dialogue more soundly on the pupil's memory. This way of questioning pupils will help to consolidate the speech units of the dialogue learned by them for a long time. Afterwards it is necessary to modify the dialogue, i.e. to transform the gist of it.

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 verbs and sentences. Get some more information". This exercise helps to learn the verbs 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.

P9 - Karim saw Anvar on Sunday. He saw him at the cinema.

As to reading texts at the lessons, the teacher should conduct 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.

Home reading is conducted once every two weeks. The teacher checks up the pupils general comprehension of the text within 10-15 minutes allotted to this kind of work.

The words given in frames at the end of every term should be read and translated by the pupils in chorus.

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 of utmost importance since learning a foreign language should result in mastering the target language which is possible, provided the pupils is an active

participant 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 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 text;)

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.

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.

As to the language content, the extent of the knowledge, speech habits and skills the syllabus sets, the English text.-book for the 9th form pupils consolidate and extend the language content taught by the 8th form pupils. Some new topics and texts about Great Britain (its Parliament, writers, traditions), Sports and Games should be learned by the pupils. The pupils acquire the ability to review the grammar material learned in

the previous forms. They get some knowledge about the use of the indirect speech, which is suggested for passive assimilation. It is not necessary to make the pupils transform direct speech into indirect speech. The pupils have to understand it correctly. A large amount of the words in the text-book are proposed for learning

There are two sections in the text-book: Reader and Extra curricular work. The words written at the end of every Term 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 in Tajik schools. The authors will be greatly indebted for any critical remarks should be sent to the Editorial office of the Russian language. Dushanbe, N. Karabaev street Publishing house “Maorif va Farhang”

Authors.

THE FIRST TERM

UNIT 1 – THE FIRST UNIT

LESSON 1 –THE FIRST LESSON

DEAR NINTH Formers, Welcome to school!

This year you will get to know a lot of new information. You will learn new subjects, you will read new text –book. You will read and speak English much better!

Good luck for you!

1. Read and translate the international words in chorus.

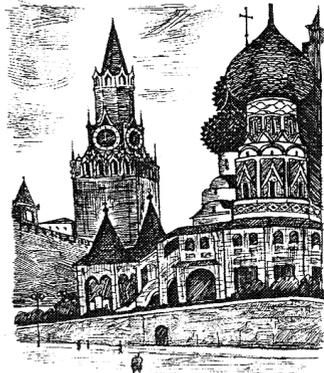
Accent [ˈæksənt], acrobat [ˈækroʊbæt], admiral [ˈædmirəl],
airport, [eəˈpɔ:t], album [ˈælbəm], alligator [ˈæliɡeɪtə], agressor
[əˈɡresə], anatomy [əˈnætəmi], anecdote [ˈænikdəʊt].

2. Read verbs and sentences. Get more information.

go-went-gone	He has gone
spend –spent –spent	She spent good time
wirte –wrote –written	He wrote a letter

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

- A.-Hello, Karim! I haven't seen you for ages. Where have you been all the time?
- K.-I've just come from Moscow.
- A.-Oh, I see. Were you at Kremlin and Red Square?
- K.-Both.
- A.-How interesting !



4. Speak about your summer holidays (first have a pair talk on every point, then listen to pairs of pupils on it):

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.

5. Complete the following sentences.

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...

HOMEWORK

1. Write about your summer holidays:

Where you went last summer, when and with whom you went to that place.

About the people you met during your summer holidays.

How long you were in that place. Was it interesting there?

When you came back home, were you happy to be at home again?

Use the words

When

This summer in
In June (July, August)
In the middle of ...
In the first part of
In the day time
In the evening
At night

Where

the country
in the village
in the town
in a camp
in the mountains
in the forest
on the sea –short
On the bank of the river

Doing what?

To have a rest
To go boating (swimming)
To go mountaineering
To pick mushrooms (flowers, berries)
To play games (tennis, basket –ball, football, volley-ball)
To make a fire
To sing a song
To go by bus (train, plane, ship, boat)
To have a wonderful time
To enjoy boating¹, fishing
To go an excursion² to
To go on a hike
To feel fine
To have something interesting to tell someone
To have a funny adventure
This is what happened to me

LESSON 2 – THE SECOND LESSON

/ə:/ work word worst worker world worse	/ɑ:/ dance last ask class pass fast	/i/ city river minute cinema give lie	/ai/ wife die life five fine nine pie
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1. Read and translate international words in chorus:
antonym[ˈæntənɪm], **appetite**[ˈæpɪtaɪt], **architechure** [a:kɪtɛktʃə], **atomic** [əˈtɒmɪk], **autograph** [ɔ:təgrɑ:f].

¹ to enjoy boating [tu inˈdʒɔɪ] - аз киштиронӣ лаззат бурдан

² to go on an excursion [ɪksˈkɜ:ʃn] - ба саёҳат рафтан

2. Read the verbs, sentences. Get some more information.

become-became-become

She became

begin-began-begun

They have begun

blow-blew-blown

It is blowing

3. Read the dialogue and act it.

A. How hot it is!

B. Terribly hot.

4. Use the antonyms instead of the italicised words: 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 it became easier. I wasn't afraid and I didn't fall so often.

5. Read, translate and memorize by means of retranslation.

Ali will go home when the lessons are over. Lola will walk a little if the weather is fine. Karim will come home before his father returns. Nisso will help her mother to prepare supper. It is not ready. Jim will wash up the plates, if his sister is busy. I shall give her this book if she comes to see me in the evening.

6. Answer the questions.

Will you go to bed if your father tells you to go?

Will you read an English book if it is interesting?

Will you go to the country if your friend goes there?

Will you wash the plates if your mother is busy?

Will you go to the mountains if your friends go there?

HOMEWORK

1. Read the text, translate it, put 5 questions on it in written.

An Englishman arrived at 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, 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.



2. Read and translate the words.

yellow - yellowish

red - reddish

green - greenish

blue - bluish

LESSON 3 - THE THIRD LESSON

1. Read.

/ɔ:/ August, floor, because, door

/dʒ/ June, July, January, large, barge

/ju:/ new, few, use, cube, tube

2. Read and translate the international words in chorus.

bank [bæŋk], barricade [bæri'keid], baseball/'beisbɔ:l/, battalion/bə'tæliən/,
battery /bætəri/, bazaar /bə'zɑ:/, bourgeois /buəʒwa:/, bourgeoisie/
buəʒwa:'zi:/.

3. Read the verbs and get some information.

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

4. Read and translate the dialogues and act them.

- A. - I am looking for you?, Do you want to go on a 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.

5. Read and translate the text.

TRAVELLING

Karim and Nor are members of the Know-Your-Native-Land (excursive)circle¹ /sə:k1/ This summer they made a trip to the Pamirs. They visited many regions², towns and hamlets.

There are many means of travelling³. They are: by plane, by helicopter, by train, by boat, by car, by foot.

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

¹ the know your native land - махфили кишваршиносӣ

² region [ˈri:dʒən] - ноҳия

³ means of travelling - кишвари худро шинохтан

HOMEWORK

1. Read and translate the following words.

pleasant - unpleasant
happy - unhappy
real - unreal
forgettable - unforgettable

**2. Read the text “Uncle Tom’s Cabin” (part I)
after H. B. Stowe, p. 118.**

LESSON 4 - THE FOURTH LESSON

1. Read.

/a:/ - park, dark, car, large, arm
/o:/ - floor, because, talk, hall, wall, corner,
always, water, warm
/ou/ - ago, though, sofa, stove, cold

2. Read the verbs. Get some more information.

break-broke-broken	He is breaking
build-built-built	They built
choose-chose-chosen	She will choose

3. Read, translate and find the difference between two sentences.

1. If Jane comes, I'll give her the letter (adverbial clause).
Tell me if Jane will come (objective clause).
2. If Dick writes the letter today, you'll get it in time. I don't know if Dick will buy a winter coat.
3. If Jack invites me, I'll join their party. Ask Jack if he will invite me.

4. If Tom goes to the country in summer, I'll miss him.
5. Ask Tom if he will go to the country in summer.

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

- A. - Will you, please, call for me¹ 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.

5. First tell, then have a pair talk.

what you travel by;
what travels faster: a car, a boat, a train or a plane.

6. Name:

- a) all the things you can see from a car window;
- b) all the things you take along with you when you go: on a hike, on a short trip, on a long journey.

HOMEWORK

You are going to visit Moscow and Volgograd, write:

- a) Which town or city you will visit first, where you will go.
- b) How you are going to get from one place to another.
- c) How long it will take you to get from one place to another.
- d) Where you will have to change trains (ships, planes).
- e) What places of interest you would like to see in the towns.

¹ to call for - ба назди касе даромадан

² to miss the time - вақтро хато фаҳмидан

³ In my office - дар идораи ман

LESSON 5 - THE FIFTH LESSON

1. Read.

/ai/ - high, light, fight, like, mine

/ʌ/ cup, cub, tub, much, above, son, sun

/u:/ - spoon, moon, noon, food, hood

2. Read and transtate the international words in chorus.

Cabin[ˈkæbɪn], canal [kəˈnæl], caravan[,kærəˈvæn], canoe [kəˈnu:], captain [kæptɪn], catalogue[ˈkætəlɒg], categorical[ˈkætɪgərɪkl], cavalry [ˈkævəlri], ceremony[ˈsɛrɪməni], certificate [səˈtɪfɪkɪt].



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

A. - Oh, what a nasty day!

B. - Why! Drizzling again²?

A. - Pouring³!

A. - At what time shall we start tomorrow? Have you got a timetable?

B. - Here s one.

A. - Let's see it. Shall, we take the express train that leaves Dushanbe at 9. 15 a..m. ?

B. - Oh, yes. We ll' be in Khujand in a day.

4. Read, translate and learn the words.

citizen /sɪtɪzn/ - шаҳрванд

We are citizens of Dushanbe. The citizens of Dushanbe like their city. Are you a citizen of Dushanbe?

¹ a nasty day – рӯзи тира, абрнок

² drizzling again – боз резаборон

³ pouring – борони сахт

equal /i:kwəl/ баробар

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/ - миллат

means “people” of a country. Every country has many nations.

enjoy /ɪn'dʒɔɪ/ - лаззат бурдан

I always enjoy seeing good films. Ali is strong and healthy, he enjoys his good health. Did you enjoy having ice-cream?

voluntary /vɒləntəri/ - ихтиёрӣ

There were many voluntaries who fought against fascists. My grandfather was a voluntary soldier. Do you take part in voluntary work in Subbotnik?

right /raɪt/ - ҳақ, талаби одилона, рост,
ҳуқуқ

All citizens of our country have equal rights for work and rest. Keep to the right and will you come up to the post office.

5. Read and translate the text; then have a talk about it.

CONSTITUTION DAY

Constitution Day is a great holiday. All the citizens of our country celebrate this holiday. All the nations of our country enjoy equal rights for work and rest. All the people in our country celebrate Constitution Day as one of the greatest date in the history of Tajikistan.

HOMEWORK

1. Write 4 questions on the text “Constitution Day”

LESSON 6 - THE SIXTH LESSON

1. Read.

/tʃ/ - chair, fair, hair, dare, mare, hare

/tʃ/ - match, watch, hatch, rich, which

/ʌ/ - other, another, gather, together

2. Read and translate the international words in chorus.

character /kærɪktə/, characteristic /kærɪktə'rɪstɪk/, cigar /sɪ'gɑː/,
civilization /sɪvɪlaɪzeɪʃn/, classic /'klæsɪk/ classical /'klaesɪkl/,
collectivization /kə,lektɪvaɪzeɪʃn/, colony /'kɒləni/

3. Read the verbs. Get some more information.

cost-cost-cost

It costs

cut-cut-cut

He is cutting

draw drew – drawn

She drew

4. Read and translate the words, (ex. 2, p. 18) in chorus. Play the word game “Say, repeat and add”.

5. Have a talk on “Constitution Day”.

6. Read and translate the following word combinations, make up sentences using them.

A.

hair	hair
thick soup	thin soup
forest	forest
stick	stick

B.

bag
storm
heavy wind
food
work

7. Read and translate the dialogues; act them. Make up your own dialogues.

- A. - Where shall I find you?
 B. - Downstairs in the hall.
 A. - Shall I wait for you?
 B. - Yes, please. I shall not be long.

8. Use Future Indefinite or Present Indefinite in the sentences.

1. If the heavy wind (blow), we (not go) to the mountains. 2. I (Write) to you, when I (come) to Hissor. 3. Nina (take) the umbrella, (if it rains heavily.) 4. I (help) Pete (to bring) water, if he (asks politely) me. 5. Next summer we (spend) our holidays on the farm. 6. If I (be ill), I (stay) at home, I (become) a nurse, by all means. 7. We (watch) TV next Saturday.

9 Read, translate and learn the words.

to be fond of – дӯст доштан	“To be fond of” means “to like”. I am fond of music. He is fond of his profession What are you fond of?
to confront - рӯ ба рӯ шудан, дар пеш истодан	The question of choosing a profession confronts all school- leavers. What question confronts you? What question confronts your friend?
a choice [tʃɔis] -ин-тихоб	I like his choice of profession. We have a lot of choice of professions. What is your choice of profession.
specialized technical school – мактаби махсуси техникӣ	Are there any specialized technical schools in your town? Do you want to enter a specialized technical school? What kind of specialized technical school do you prefer to enter?

to train: "to teach" - таълим додан, омӯзондан	Our vocational school trains specialists for heavy and light industry,
complete /kəm'pli:t/ нурра	We get a complete secondary education. My friend got a complete secondary education last year.

10. Mind the use of the words.

A. by profession: He is a doctor by profession. She is a teacher by profession. Karim is an engineer by profession.

B. by trade: He is a worker by trade. Ali is a baker by trade. Nor is a turner by trade. Akram is a driver by trade.

HOMEWORK

1. Do exercise 8 on p. 19 in writing.

2. Read the text "Uncle Tom's Cabin" (Part II) p. 120.

LESSON 7 - THE SEVENTH LESSON

1. Read and translate the international words in chorus.

combination/kombi'neifn/, commander/kəm'a:ndə/, commentator /'kominteitə/, commercial /kə'mə:ʃl/, committee /kə'miti/ communication: /kəmjunikeifən/, company /kʌmpəni/, composer /kəmprouzə/.

2. Read and translate the words in chorus (ex.9, p. 19).

3. Read the verbs and sentences. Get some more information.

drink-drank-drunk	He is drinking
drive-drove-driven	They drove
eat - ate - eaten	She has eaten

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

- 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.

Begin: We can drink. . .
(milk, tea, water, juice /dju: s/, coffee)
We can eat. . .
(soup, fish soup, cabbage soup, sausage, cream,
ice-cream, cake, butter)

6. Read and translate the text.

CHOOSING A PROFESSION

“What do you want to be?” the headmaster asked a school leaver who looked seventeen. “An electrician”, he answered. “I am very fond of technical things, my older 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. The train radio assembler [Ғункунандаи радио), nurse (дояхо), turner (оҳангар) baker (нонпаз) draftsman (нақшакаш), fitter (челонгар), computer operator (назоратчии компютер), dress-maker (дӯзанда)

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

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

What do you want to be?
What question confronts all school-leavers?
Where can a school-leavers get a profession?
What are the benefits (багтрапї) of our system of education?

HOMEWORK

1. Do ex. 7 on p. 21 in writing.

LESSON 8 - THE EIGHTH LESSON

1. Read and translate the following words.

computer /kəm'pjʊ: tə/, concentration /kən'se'treɪʃn/, conference /kɒnfərəns/,
congress /'kɒŋɡres/, construction /kən'strʌkʃn/, consultative /kən'sʌltatɪv/,
control /kən'trəʊl/.

2. Read the verbs. Get some more information.

fall-fell-fallen	He fell
find-found-found	We have found
fly-flew-flown	It will fly

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

-I 've finished my work.
-Already?
-Yes, I finished it two hours ago.

4. Complete the sentences.

- 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 will get...

- 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. . .

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

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



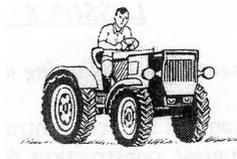
Will you be a pilot?
Will you be a builder?



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 operator?
Will you be a carpenter?



Will you be a radio assembler?
Will you be a bricklayer?



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



Will you be a shop assistant?



6. Read the text and finish the story as you like.

I am leaving for Moscow this week. My father will go there on holidays. We shall live in a room at a hotel. We shall not take many luggages. We shall visit several museums and exhibitions /,eksibɪʃɪnz/ My father will show me all the beautiful sights in Moscow.

HOMEWORK

1. Do ex. 4 on p 22 in writing.
2. Read the text "Uncle Tom's Cabin". (Part III) page 121.

LESSON 9 - THE NINTH LESSON

REVISION

1. Read and translate the following words.

cooperate/kouəpəreit/, cooperation/kou'opəreɪʃn/, coronation/korəneɪʃn/, correspondent/kərəsɪ'pɒndənt/, cottage/'kɒtɪdʒ/, court/ko:t/, crisis/kraɪsɪs/, critic/'krɪtɪk/, critical /'krɪtɪkl/.

2. Read the proverbs and answer the questions.

1. Who laughs best who laughs last.
Who laughs best?
2. A good beginning makes a good ending.
What makes a good ending?

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

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

4. Complete the sentences.

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

5. Say some sentences about the Samanides State. Answer the questions using more than one sentence in your answers.

6. Answer the following questions.

- Do you like to travel?
How far did you travel?
Did you travel by plane or only by train?
Did you have many interesting and unforgettable impressions?
Can we travel by car in the mountains or only on foot¹?

7. Read, translate and remember the words.

to go on an excursion, to enjoy boating, to go boating, to go mountaineering, to pick mushrooms (berries), in the open air, on the seashore, terribly, yellowish, greenish, reddish, bleuish, unpleasant, unreal, unforgettable, unhappy, to call for, to miss the time (place...), nasty, drizzling, pouring, citizen, equal, enjoy, voluntary, right, heavy, to be fond of, to confront, choice, specialized 'technical school, to train, complete, a pail of water, radio assemblers, draftsman, fitters, computer-operators, dress-makers.

¹ on foot - пиёда

THE SECOND TERM UNIT 2 - THE SECOND UNIT 2

LESSON 1 - THE FIRST LESSON

1. Read and translate the international words in chorus.

debate /di'beit/, delegate / deligeit /, delegation /del i'geifn /, democracy / di'mɔkrəsi/, democratic /deməkrætik/, demonstrate /'demonstreit/, deputation / depju:'teʃn/, detective /di'tektiv/.

2. Read the proverbs and put questions on them.

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.

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

A- 1 am sorry, 1 have not bought fruit!

B- Never mind.

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

1. He worked in the garden in summer.
2. Nelly answers her letters. Her answers are clever.
3. I like to walk in the mountains. Let's go for a walk.

5. Read and translate the text.

THE YOUTH ORGANIZATION (PART 1)

The first youth¹ organization was born in Russia in October 29, 1916s. The heroic history of the all-Union organization was unbreakably linked² with the history of the socialist country.

¹ youth /ju:θ/ - чавон

² link /link/ - алоқа

Our young people had fought for the country, and they took an active part in building better life. The organizational and educational work of the youth organization and its contribution¹ to the achievement² of the country has been recognized by the award of six Orders.

6. Answer the questions.

1. What was the youth organization?
2. When was the youth organization born in Russia³?
3. With what was the heroic history of all-Union organization unbreakably linked?
4. What did youth members do for their country?
5. What were the main tasks of youth members?

7. Read and speak about the Union of Youth⁴ (UY).

1. Being schoolchildren of the senior⁵ form they can become members of the UY. What must they do while preparing to join the UY? (to learn well, to be kind, to help their parents, and other people, to be active in school social life, to be interested in the political life of the country. to know the Code of Rules⁶ ?

2. Its members should help their parents and other people. What do they do? (to their parents and organize visits to places of interest in their town, to go hikes, to hold pupil meetings, to collect scrap metal and paper, to help collective farmers, to take an active part in social life of the school).

¹ contribution /kɒntriˈbjʊ:ʃən/ - саҳм

² achievements /ətʃiːvments/ - комёбӣ

³ the UY was founded in 1993 - Иттифоқи ҷавонон дар соли 1993 ташкил ёфтааст

⁴ the Union of Youth - иттифоқи ҷавонон

⁵ senior /ˈsiːnjə / form - синфҳои болоӣ

⁶ code of rules - кодекси ахлоқӣ

HOMEWORK

1. Do Ex. 7 on p. 27 in writing.
2. Read the text “Uncle Tom’s Cabin”. Part IV page 123.

LESSON 2 - THE SECOND LESSON

1. Read and translate the following words.

Diagnose / daiagnouz/, diplomat / diplɒmət/, discipline / 'disiplin/, dock /dɒk/, docker /'dɒkə/, document / ,dɒkjumənt/, documentary, echo /ekou/, electric /i'lektrik/.

2. Read the verbs and get some more information.

go - went - gone	They are going
grow - grew - grown	It grew
hang - hung - hung	He will hang

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

Pattern: Mike was sent to the village last summer.
Who was sent to the village last summer to?
Where was Mike sent last summer?
The room was cleaned in the evening.
The book was bound yesterday.
Cotton umbrellars were sold in this shop.

4. Read, translate, and remember the proverbs.

**Last time is never found again.
Well done is half done.**

a) What is never found again?
What is half done?

5. Read and translate the text.

HIGH AWARDS OF THE YOUTH KOMSOMOL ORGANIZATION (PART II)

The members of the UKO always took an active part in overcoming¹ difficult times of our country. That's why the UKO was awarded six orders. The first order was the Order of the Red Banner. It was given for the fight for the Soviet republics during the Civil War in February 23, 1928.

The Second Order - was the Order of the Red Banner of Labour². It was given for the heroic labour in building factories, railways and new towns. The UY got this award in January 21, 1931.

The third order was the order of Lenin. It was awarded for the heroic fight against the fascists during the Great Patriotic War, in June 14, 1945. Of course, you know the names of Zoya Kosmodemyanskaya, Oleg Koshevoy, Turdiev, Karaboev and others.

The fourth order was the second Order of Lenin. It was awarded for the UY heroic labor in construction after the war. It was on October, 1948.

The fifth order was the Order of Lenin again for heroic work on virgin lands³. It was awarded in November 5, 1956.

The sixth order was the Order of the October Revolution on its 50th birthday. It was awarded in October 25, 1968. In Tajikistan there is a youth organization by name "Sozmoni Javonon"(Union of Youth).

Nowadays Sozmoni Javonon continues to fight for better future life of all our people.

6. Let's speak about the UKO.

A. Say why it was called a youth komsomol organization and who joined it.

(to be at age of 14 up to 27, the most active members of our society).

¹ overcoming /оувәкламиҥ/ - паси сар кардан

² labour - меҳнат

³ virgin lands /vijidə:n/ - заминҳои қорамнашуда

- B.** During the Great Patriotic War a lot of youth members got title of Heroes of the Soviet Union. Say why there were many Komsomol heroes (examples of the heroic lives of the youth during the Civil War¹, love for their Country, the hatred² for the fascism.
- C.** Speak about the high awards of UY (the order of Red Banner³, the orders of Lenin, the October Revolution).

HOMEWORK

1. Do ex. 6 on p. 29 in written.

LESSON 3 - THE THIRD LESSON

1. Read and translate the international words in chorus.

Electronic/ilek'trɒnik/, element/'elɪmənt/, emigration/emigreɪʃn/, emotion/ɪməʊʃn/, encyclopedia/en,saɪkləʊpi:dʒə/, energy/enədʒi/, ensemble /ə:n'sæ:mbəl/.

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

Do you remember that the suffix **-less** means “without”

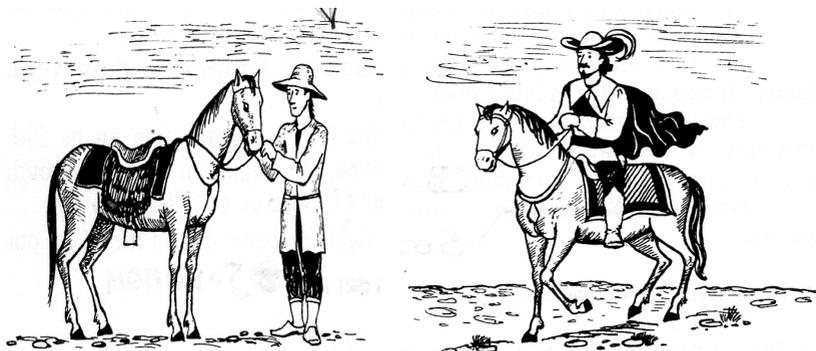
- A.** hope – hopeless, life – lifeless, end – endless, colour - colourless
- B.** a cloudless sky, a noiseless machine, numberless heroes, a motherless girl, a heartless woman, a homeless cat, a leafless tree, a nameless author, a sunless room

3. Make up a story of your own about “The poor man and the rich man”.

¹ civil war /sɪvɪl / - чанги гражданӣ

² hatred /'heitri'd/ - нафрат

³ banner /'bænə / - байрақ, парчам



There is an outline.

- a) 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)

4. Read the text, translate and name, it.

YOUTH ORGANIZATIONS IN GREAT BRITAIN

There are a lot of Youth Organizations in Great Britain. The main aim of these organizations is to bring the various sections of youth into the class struggle against the monopolies against racism and apartheid.

A consultative organ for almost all youth organizations is the British Youth Council (BYC). The BYC includes more than fifty youth organizations. The most active and well-known youth

organizations are: the British Young Communist League (BYCL), the young Socialist of the Labour party. The National Union of Students, the Irish Republican army, the Youth Organization for Nuclear Disarmement, the Woodcraft Folk and others. All these Youth-Organizations are progressive. But still there are some fascist parties and isolated groups of anarchists.

Some progressive of Youth organizations have links with other organization of foreign countries. The national Union of Students has links with the student Council of the UY.

HOMework

1. Write down the names of the English Youth Organizations.
2. Read the text "Uncle Tom's Cabin" (part V) on p. 125.

LESSON 4 - THE FOURTH LESSON

1. Read and translate the international words in chorus:

enthusiasm /inθju:ziæzm/, epidemic/epi 'demik/. episode/episoud/, expedition /ekspi'diʃən/, experiment/iks'perimənt/, experimental/eks'peri'məntal/, exploitation/ekspləi'teiʃən/, export/eks'pɔ: t/, extra/ekstrə/.

2. Ask "who", "what" or "where" questions to get more information.

He invited us to dinner.

Our trip will depend on the weather.

She has planted some apple-trees.

3. Read, translate and learn the proverb.

HE THAT NEVER CLIMBED, NEVER FELL.

4. Read, translate and act the dialogue.

- A. -The weather is fine today, isn't it?
B. -Yes, it is. The sun's shining and there are no clouds in the sky.
A. -It is warm outside, isn't it?
B. -I shouldn't think so. It's December now.

5. Read, translate and underline the complex object.

Pattern: He **wants** us to help him.

Lola **wants** me to wait for her after school.

My mother **wanted** me to wash the plates.

She doesn't **want** us to come home late.

Peter's mother **wants** her son to become a veterinarian.

Nick **wanted** his friend Ali, to go with him to the mountains.

6. Make up as many sentences as you can.

(use the words: her, us, them, me, to keep it in mind, to water the flowerbeds, to come to the meeting, to return home early, to translate this sentence)

1. I want him to look after the child. I don't want you to cry here.

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

- A. - I want Ali to learn mathematics better.
B. - Why do you want him to learn mathematics better?
A. - Because I want him to become more logical (доно).

8. Read, translate and have a talk on every traditions.

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 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 he is cold. He drinks tea when he is hot. He drinks tea before going out and waits for tea at his host's.

HOMEWORK

1. Do ex. 5 on p. 33 in writing.
2. Do ex. 6 on p. 33 in writing.

LESSON 5 —THE FIFTH LESSON

1. Read and translate.

fact/fækt/, fascism/fæʒɪzəm/, federation/fedə'reiʃən/, feudal /fju:d(ə)l/, figure/figə/, financial /faɪ'nænʃəl/, firm/fɜ:m/form/fɜ:m/, formal/fo:məl/, front/frʌnt/.

2. Ask “why”, “what” or “where” questions to get more information.

¹ ceremony /'seriməni/ - расм, таширот

² festival /'festɪvəl/ - фестивал, ид

hear - heard - heard She has heard the news.
hold - held - held She is holding a lunch-basket.
know - knew - known They knew about it.

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

-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.

4. Give the opposite to the following (use the words: dusted, found, brought, mended, opened).

1. The letter is lost.
2. The plate is taken away.
3. The books are printed.
4. The chalkboard is cleaned.
5. The windows are shut.

5. Disagree with following statements and add some more information!

Pattern: A. - The pen is made in Italy.

B. - The pen is not made in Italy, it is made in France.

The work is done by the students.

The children are taken to the cinema.

The room is aired.

The books are put in order¹.

These lorries are made in India.

The doctor is sent for².

6. Read, translate and have a talk on every tradition!

¹ in order – ба тартиб

² to be sent for – фиристондан, фиристода шудан

ENGLISH TRADITIONS. (PART II)



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 of 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.

HOMEWORK

1. Do ex. 5 on page 35 in writing.
2. Put questions on the text *English traditions (part II)*.

LESSON 6 - THE SIXTH LESSON

1. Read and translate the international words in chorus.

Garage/gæra:ʒ/, general/'dʒenerəl/, geographical/dʒi:əvgræfɪkəl/, grenade /gre'neɪd/, giraffe/dʒɪrɑ:f/, guarantee/gæ'ræn'ti:/, hallo/hə'ləʊ/, heroic/ hɪ'rəʊɪk/, heroin/'herəvɪn/.

2. Ask your classmates “where”, “when” or “why” questions to get more information.

¹ changing the guard – иваз кардани посбон.

² guardsmen – посбон

³ bearskin cap – кулох аз пўсти хирс

⁴ custom – расм, одат, анъана

lay - laid – laid
lead - led – led
leave - left – left

The table is laid
She was led
He left

3. Look at the pictures and read the names of sports,



say for what sports: 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 you are fond of and want to go in for



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



4. Read and translate the text.

SPORTS AND GAMES

We are sure you are all interested in games, such as: volley-ball, football, basket-ball and tennis. Many of you certainly play different kinds of sports. Most sport -matches take place in large stadiums. Athletics is the most popular sport. People call it “the queen of all sports”. It comprises¹ such kinds of sports as: running (for different distances), jumping (long and high jumps) and others.

From time to time international championships and races (“horse-races, motor-races, cycle - races) take place. Representatives of various countries can win a gold, silver or bronze medal. Such great championships in sport are organized every four years and we call them the Olympic games. There are so many kinds of sports,

¹ comprise – шомил будан, дар бар гирифтан

such as cycling, rowing, yachting and many more in which you can take an active part or just be a devoted fan.

5. TELL:

a) names of games b) names of sports c) where matches usually take place d) what people call “the queen of all sports” e) what takes place from time to time f) what Olympic games are.

HOMEWORK

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

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

2. Read the text “Uncle Tom’s Cabin” (part VI) on p. 128.

LESSON 7 - THE SEVENTH LESSON

REVISION

1. Read and translate the international words in chorus.

Heroism / 'herəvɪz(ə)m/, historical /his 'tɔ:rik(ə)l/, ideal /aɪ'diəl/, ideological/, aɪdiə'lɒdʒi/, ideology /,aɪdiə'lɒdʒi/, illustrate / ɪləstreɪt/, illustrator;/ ɪləstreɪtə/.

2. Read the dialogue and act it.

A. - Happy New Year to you!

K. - The same to you!

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

- 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.

NEW YEAR IN ENGLAND

January 1st, New Year's Day, is not 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 up² smoking, to get up earlier and etc.

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 a New Year's dance halls. Also on New Year Day the "New Year Honors List³" is published in the newspapers.



HOMEWORK

1. Read the text "Uncle Tom's Cabin" (part VII) on p. 130.

REMEMBER THE WORDS

Youth, achievement, link, contribution, the UY banner, labour, civil war, virgin lands, to quarrel, to smell each other, hopeless, endless, lifeless, colourless, the Labour Party, to have links, the Student Council, the British Youth Council, ceremony, festival, a break to be for in order, custom, rowing, yachting.

¹ New Year resolutions – ваъдаҳои солинавӣ

² to give up - бас кардан, партофтан

³ New Year Honors List. – рӯйхати мукофотҳои солинавӣ

THE THIRD TERM

UNIT 3 - THE THIRD UNIT

LESSON 1 - THE FIRST LESSON

1. Read and translate the international words in chorus.

Imperial /im'piəriəlizm/, imperialist /im'piəriəlist/, industrialisation, /in'dʌstriəl/, industrialise / in'dʌstriəlaiz/, information, /infəmeɪʃən/, initiative /'ɪnɪjətɪv/, inspect /in'spekt/ instruct, /in'strʌkt/.

2. Ask “what” questions and answer them.

Pattern: A- I want Mike to answer this question
What do you want Mike to do?
A- I want Mike 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 lie in bed for two days.
5. I want you to read this story.

3. Read the sentences and make them negative.

Pattern: I want you to help me - I don t want you to help me.

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

4. Read, translate the proverbs and answer the questions (use individual and choral answers.

5. Learn the proverbs.

FORTUNE FAVOURS THE BRAVE.

What favours the brave?

ROME WAS NOT BUILT IN A DAY.

What was not-built in a day?

6. Have a pair talk. (First do it at the desks simultaneously, then listen to the pupil's dialogues).

Pattern: A - I' ve bought a textbook

B - When did you buy it?

A - I bought it yesterday.

lose-lost-lost

I' ve lost my pen

see-saw-seen

I' ve seen this film

make-made-made

He has made a report

take,-took-taken

She's taken a knife.

He's = He has

She's = She has

HOMEWORK

1. Read, translate and learn the words, Make up your own sentences. Mind: the prefixes -mis, un -are negative.

- A. to mislay a letter; to misplace a book; to misread a name; to mistrust a person; to misunderstand a person; to misuse the word; to mistake one person for another
- B. This made him feel uncomfortable! This trip seemed unending to us. This is something unheard of. No one will read this uninteresting story. The great writer died with his work still undone.

2. Read and translate the text "Uncle Tom's Cabin" (part VIII) on p. 132.



THE TOWER

Here is the Tower of London. Hundreds of years ago the Tower was a castle. It was planned by William the Conqueror to keep London under the control of his government and to defend the city. The oldest part of it is the square building, which is called the White Tower. The walls were built

later, in the thirteenth century. For many years the Tower was a state prison. Many famous and infamous people were kept there. At present many people visit the Tower as a museum.



HOMEWORK

1. Read the “The Tower” again and answer the questions in writing.

1. When was the “Tower” a castle?
2. By whom was it planned to Keep London under the control of his government and to defend the city?
3. What is called the White Tower?
4. What is the Tower at present?

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

LESSON 2 - THE SECOND LESSON

1. Read and translate the international words in chorus.

instrument/*instrəmənt*/, international/*intə'næʃənəl*/, internationalism/*intə'næʃənəlɪzəm*/, invalid/*invə'li:d*/, jockey/*'dʒɔki*/, journalist/*'dʒɜ:nəlist*/, lady/*'leidi*/, Latin/*'lætin*/.

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

- 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.

3. Choose the necessary words.

- 1. **Remember:** to bring² a book (a pen, a bag. . .) bring up³ 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

4. Disagree with the statements and add some more information.

Use: It's wrong. You are wrong.

- Pattern:** A- Lola was singing he came up to her,
B- It's wrong. Lola was not singing when he came up to her. She was talking with her friend.

- 1. Khurshed 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 /houl/ day yesterday
- 5. The boys were fighting when a man came up to them.

5. Answer the questions using the geographical map.

1. Where do the British isles lie? (in the north-west of Europe)?

¹ to admit - гумон кардан

² to bring - овардан

³ to bring up - ба воя расонидан

2. What islands do the British isles consist of? (two large Islands, Great Britain, smaller islands: England, Scotland and Wales).
3. What do Great Britain and Northern Ireland form? (The United Kingdom¹ - UK).
4. What is the surface² of England and Ireland like? (flat).
5. What is the surface of Scotland and Wales like? (mountainous).
6. What is the highest mountain in the United Kingdom? (BenNevis in Scotland, 1343 m.).
7. What is the longest river in Great Britain and where is it? (The Seven, in the south-west in England. The Thames is shorter).
8. What is the capital of the country? (London).
9. What are the industrial, centers of Great Britain? (Sheffield and Birmingham where iron goods are made. Manchester is the cotton centre of England).
10. What are the ports of the country? (London, Liverpool, Glasgow and others).

HOMEWORK

1. *Do the exercise 5 on p. 43 in writing.*
2. *Choose the necessary words.*

Remember: “dis” has a negative meaning
 appear³ - 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 fog⁴ (appeared, disappeared) and we could see where we were.

¹ The Unfted Kingdom – Давлати шоҳигарии Муттаҳида

² surface /'sə:fis/ - ҳамвора, сатҳ

³ appear - пайдо шудан

⁴ fog - меғ, меҳ

LESSON 3 - THE THIRD LESSON

1. Read and translate the international words in chorus.

lecture/'lektʃə/, legend/'ledʒənd/, legendary/'ledʒəndəri/ licence/'laisəns/,
lord/lɔ:d/, line/lain/, literery/'litərəri/.

2. Choose the right words.

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.

3. Speak about Great Britain. Use the geographical map.

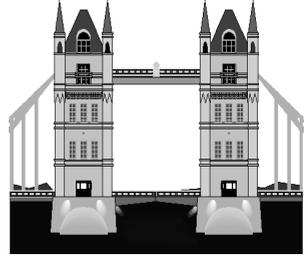
4. Read, translate and act the dialogue. Make up your own dialogues.

- A. - What were you doing yesterday, afternoon?
B. - I was reading an English book.
A. - Was your sister reading a book?
B. - No, she wasn't.
A. - What was she doing?
B. - She was learning an English poem.

5. Read and translate the text.

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.

6. Answer the questions using more than one sentence.

1. What 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. What is the city?

HOMEWORK

1. Read the text "Uncle Tom's Cabin". (part IX) on p. 134.

LESSON 4 - THE FOURTH LESSON

1. Read and translate the international words in chorus.

madam/mædəm/, marshal/'ma:ʃəl/, material/mə'tiəriəl/, matres/'mætris/,
mechanic/mikænik/, medal?'medəl/, medical/mədikl/, medicine
/'medsin/.

2. Disagree with the statements and give some more information.

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.

3. First have a pair talk about London (Part I) then speak about it.

4. Read and translate the text.

**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 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 building in London. There are



many monuments of great men there. Many great English scientists lie buried there; among them Newton, Darwin and Watt. In the Poets Corner some of the famous English poets and writers are buried.

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

1. What is the West End in London?
2. What can you find in the West End in London?
3. What is the East End in London?
4. What is Westminster Abbey?
5. Where do many great English scientists and poets lie buried?

HOMework

1. *Do exercise 5 on p. 48 in writing.*
2. *Use the prepositions: up, on, off, a word combination – get, ready, where necessary.*
3. *Do the exercise in writing.*

Remember:

up - I get up at seven o' clock every morning.

get on - Get on bus № 4.

off - Get off the bus at the theatre.

for- Get ready for the lesson every day.

1. Are you getting...at the next bus stop?
2. Look! Nisso is getting ... the bus. She is going somewhere.
3. We must 'get ... at 6 o'clock to-day.
4. Ali must get... for the lesson every day.

LESSON 5 - THE FIFTH LESSON

1. Read and translate the international words in chorus.

memorial /mi'mo:riəl/, metal/metl/, method/meθəd/, microscope /,maikrə'skoup/, monarchy/'mona:ki/, musical /'mju:zɪkl/, natural/'nætʃərəl/, nature/'neɪtʃə/.

2. Complete the sentences and translate them.

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....

A receiver is one who....

A collector is one who....

A painter is one who....

3. First have a pair talk about London (Part II, then speak about it).

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

A. - Lola has never been to a museum.

B. - Never in her life?

A. - No, never.

B. - I don't believe it,

ENGLISH GRAMMAR IS EASY

5. Read, translate and remember.

DIRECT SPEECH	INDIRECT SPEECH
A. I. Lola says to her little sister: "Nisso give me this doll".	Lola tells Nisso to give her that doll.

<p>Rukhshona says to her friend: “Lola, give me a red pen”</p> <p>Ali says to Rustam: “Rustam, give me this plane”.</p> <p>Mother says to Zohir: “Bring me some water”</p> <p>B. 1. Lola says to her brother: “Ali, don t open the window”.</p> <p>2. Father says to his son “Don t cry!”</p> <p>3. Ahmad says to his friend: “Don t be late for the football game”.</p> <p>4. Lola says to her brother : “Ali, don’t be angry with me</p>	<p>Rukhshona tells her friend to give her a red pen.</p> <p>Ali tells Nor to give him that plane</p> <p>Mother tells Zohir to bring her some water</p> <p>Lola tells her little brother not to open the window.</p> <p>Father tells his son not to cry.</p> <p>Ahmad tells his friend not to be late for the football game.</p> <p>Lola tells her brother not to be angry with her</p>
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HOMEWORK

1. Do exercise 2 on. p. 49 in writing.
2. Read and make up interrogative and negative forms of the sentences.

Pattern: - Umed had an English book yesterday.
 - Had Umed an English book yesterday?
 -No, he hadn’t (Yes, he had).

1. Rukhshona had a new camera last summer.
2. He had a car two years ago.
3. She had two brothers and one sister.
4. Lola had a lot of time to do it at the weekend.
5. I had something to tell you.

LESSON 6 - THE SIXTH LESSON

1. Read and translate the international words in chorus.

officer /'ofisə/ official /ə'fiʃəl/ operation //opə'reiʃn/ opposition /,ɔpəziʃn/
organ /'ɔ: gən/, oval /ouvəl/, panic /pænic/, parliamentary/ pɑ:liə'mentəri/
partisan/pɑ:tizæn), partner/pɑ:tnə/.

2. Read, translate and act the dialogue.

A- I was very busy yesterday.

B- Were you?

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

3. Ask each other “why” questions.

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.

1. Rustam couldn't make notes, because he had no pencil.
2. I couldn't help you because I was busy.
3. 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.

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.

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

BYELORUSSIAN TEACHER

On the high bank of the Odessa's river, open to the wind and the sky, there is a grave¹ /greiv/. Here lies Tanya Kononova, a Byelorussian teacher. In October 1941 the Germans tortured² /to: tʃəd/ her on this spot³ /spɔt/. She was covered with blood /blʌd/. An angry German questioned her. He wanted to find out from Tanya Kononova how many partisans there were in 'the woods "Just as you cannot count the trees in the forest, the stars in the sky"', answered Tanya Kononova. The Germans cut out her eyes, tied a stone round her neck⁴ /nek/ and threw her into the river, but they could not count the partisans of Byelorussian. In 1944 Byelorussia was freed by Red Army.

HOMEWORK

1. Read, translate and remember:

at
look after
for

look at - look at the map !
look after – look after the baby
look for - what are you looking for ?

2. Fill in the prepositions: at, after, for. Do it in writing.

1. Who is looking... your child?
2. Let' s look.... Mike. He is somewhere in the garden.
3. Look... those flowers. They are so beautiful.
4. Ann helps her mother to look... the children.
5. Look ... my camera. Is n't it so nice?
6. What are you looking... ? I am looking ... me bag. I can t find it anywhere.

¹ grave - кабр

² tortured – азоб дод.

³ spot - чой

⁴ neck – гардан

LESSON - 7 - THE SEVENTH LESSON

1. Read and translate the international words in chorus:

patriot/'peit.riət/, peak /pi:k/, pedestal/'pedistəl/, period/'piəriəd/, person /pə:sn/, personal //pə:sən//, philosophy /fi ləsəfi/, photo /'fəutə/, photograph /fəutəgræf/.

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

- A. What do you think of the film you saw yesterday?
- B. It is the best film that I've seen lately.

3. Make up "the opposite" using the words:

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

Pattern: Good is the opposite of bad.

ENGLISH GRAMMAR IS EASY

DIRECT SPEECH	INDIRECT SPEECH
Lola says: "Do you go to school?" Ali says : ".Are you a schoolboy?" Nor says : "Will Karim come at 5 o'clock?" Anor says: "What do the collective farmers grow in the field?" A little boy says: "Where is bird house?"	Lola asks if I go to school Ali asks if I am a schoolboy Nor asks if Karim will come at 5 o'clock Anor asks what the collective-farmers grow in the field? A little boy asks where the bird house is.

THE EIGHTH OF MARCH

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.

After the victory of the Great October Socialist Revolution the life of Soviet 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.



The 8th of March 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 of her and help her! Congratulate your Mother on this holiday!

HOMEWORK

1. Write.

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 /dju:s/ 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, boiled potatoes, fried potatoes

2. Write 5-6 sentences about the 8th of March.

LESSON 8 - THE NINTH LESSON

1. Read and translate the international words:

prince /prɪns/, princess /prɪn'ses/, problem /'prɒbləm/, process /'prəʊses/, procession /prə'seʃən/, professional /prə'feʃənl/, professor /prə'fesə/, progressive /prə'gresɪv/, project /'prɒdʒekt/ proletarian /'prəʊli'teəriən/, proletariat /'prəʊli'teəriət/.

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

- 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. - I certainly would.

3. Say and write that the requests were carried out.

- 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.

ENGLISH GRAMMAR IS EASY

4. Read, translate and remember.

DIRECT SPEECH –Present indefinite	INDIRECT SPEECH -Past indefinite
<p>1. Jack said: “I always wash in cold water”.</p> <p>2. Jack said: “I have washed in cold water. “</p> <p>3. Jack said: “I shall always wash in cold water”.</p>	<p>Jack said that he always washed in cold water.</p> <p>Jack said that he had washed in cold water,</p> <p>Jack said that he would always wash in cold water.</p>

5. Read, translate and have talk: retell the text in chain, dramatize it.

THE BRITISH ISLES (part I)

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. They are surrounded by the North Sea, the English Channel and the Atlantic Ocean.

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 along the coast².

HOMEWORK

1. *Do exercise 3 on p. 55 in writing*
2. *Read the text “Uncle Tom’s Cabin” (partX) on p. 135*

¹ shallow /ʃæləu/ -сатҳи паст

² coast /koust/ - соҳил

LESSON 9 - THE TENTH LESSON

REVISION

1. Read and translate the international words in chorus.

acrobat / ækrəbæt/, captain / 'kæptɪn/, docker / 'dɒkə/, jockey / 'dʒɒki/,
journalist / 'dʒɜːnəlɪst/, mechanist / mi'kænist/, medical / 'mɛdɪkl/ medicine
/ 'mɛdsɪn/, pilot / 'paɪlət/, president /prezɪdənt/, professor /prə'fɛsə/, reporter
/rɪ'pɔːtə/.

2. Write the plural of the following words:

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

3. Read, translate and make up your own sentences using the words.

Remember - **un** has the negative meaning
happy - **un**happy, usual - **un**usual, kind - **un**kind
true - **un**true, important - **un**important, known-**un**known

4. Ask “who”, and “where” questions to get information.

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.

5. Read, translate and have a pair talk, retell the text in chain, then dramatize it.

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.

6. Read, translate and remember.

Do you know that...

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.



HOMEWORK

Read the text “Uncle Tom’s Cabin” (part XI) on p. 137.

REMEMBER THE WORDS:

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, to lie buried, 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. I’m bored, I’m tired, I admit. That will do. Rome was not built in a day.

¹ high - баланд

² low - паст

³ that will do - ин кофй аст

⁴ the bell has gone – занг зада шуд

⁵ paper - коғаз

⁶ almond /a:mənd/ - бодом

THE FOURTH TERM

UNIT 4 - THE FOURTH UNIT

LESSON 1 - THE FIRST LESSON

1. Read and translate the international words in chorus:

propaganda /prɒpə'gændə/, propagandist /prɒpə'gændɪst/, pseudonym /'sju:dənim
/recommendation /rekəmə'ndeɪʃən/, rector /rɛktə/, reflector /rɪ'flektə/, raid
/'reɪd/, realism /'riəlɪzəm/, recommend /rekəmə'n'd/.

2. Read and translate the proverb and answer the question. Learn it.

SECOND THOUGHTS ARE BEST

What are (is) best?

3. Read and ask “what”- questions to your classmates to answer.

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 at 5.
5. I told Mary that we should organize a puppet theatre.

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

A - Mike has just telephoned me.

B - What did he say?

C. He said he would come soon.

Use: wouldn't come at all, would go to town with his sister, would help me with my maths, would go to the library).

Disagree with the statements.

Pattern: P1 - I want you to help.

P2 - I don't want you to help me.

1. He wants Nick to stay in bed.
2. Mother wants Ann to join us.
3. I want you to go hiking.
4. Ann wanted her sister to buy this pair of gloves.
5. I wanted my brother to help me with my sums.

5. Read and translate the text.

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 /weiz/ 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.



HOMEWORK

Answer the questions in writing.

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?

¹ to weigh /wei/ - вази доштан

² 1 foot= 30,48 cm.

³ wide – всеъ, кушод

LESSON 2 - THE SECOND LESSON

1. Read and translate the international words in chorus:

regular/'regjulə/, reichstag/reikstæ:g/, religious/ri'lidʒəs/, reporter/ri'pɔ:təʔ/, republican/ri'pʌblikən/, residence/'rezidəns/, restaurant/restərænt/, revolutionary/, /revə'lu:ʃənri/, risk /risk/, role /rəul/ ruin /ru:in/.

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

TIME BRINGS WISDOM

What brings wisdom?

3. Use the following phrases in your own sentences.

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

ENGLISH GRAMMAR IS EASY

Read, translate, and remember

DIRECT SPEECH –PAST INDEFINITE	INDIRECT SPEECH –PAST PERFECT
Ann asked: "Has Kate fallen ill?"	Ann asked if Kate had fallen ill.
Dan asked: "Has Mary brought the letter"	Dan asked if Mary had brought the letter
B. 1. Ann asked: "Is Kate afraid of the dogs?"	Ann asked if Kate was afraid of the dogs
Dick asked: "Is Father tired of the work?"	Dick asked if Father was tired of the work.
C. 1. Ann asked: "When did she take her temperature?"	Ann asked when Kate had taken her temperature.
2. Ann asked: "When did she catch cold ¹ ?"	Ann asked when she had caught cold.

¹ catch cold – хунук хӯрдан

4. Read and translate the text.

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 became 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.

5. Answer the questions.

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

HOMEWORK

1. Complete the sentences using the pattern: (do it in writing)

Pattern: The traveller is one who travels
The hunter is one who
The discoverer is one who
The fighter is one who

¹ to trade - тичорат кардан

² Belgium -Бельгия, Белчик

³ "Tales of Troy" – ҳикояҳои "Трояна"

The sailor is one who
The buyer is one who

2. Do exercise 3 on p. 61 in writing.

LESSON 3 - THE THIRD LESSON

1. Read and translate the international words in chorus.

sculptor /skʌlptə/, second /'sekənd/, secret /'si:krit/, secretary/ 'sekretəri/,
sector /'sektə/, sergeant /'sɜ:dʒənt/, serious / siəriəs/, session / seʃən/,
signal / 'si:gnəl/.

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

(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.

1. Caxton's father sent him to Paris.
2. Caxton worked in a hospital.
3. Caxton started his own business in Germany.
4. Caxton translated Italian books into Russian.
5. Caxton printed his first book in 1477.
6. Caxton died in 1491.

3. Have a chain talk about Caxton.

4. Answer the questions using direct speech.

1. Last week Ann 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? Ann went boating on Sunday.
4. What did she tell you? Ann is fond of cinema. What did she tell her father about the last film she saw?

5. Ask “what” questions for your classmates to answer:

Remember: there is no particle “to” after the verbs: to hear, to make, to see, to watch, to feel, to notice, to let.

Pattern: P1 - The mother made Ali bring some grapes.

P2 - What did the mother make Ali bring?

P1 - I told you the mother made Ali bring some grapes.

1. The father made Akram carry this box away.
2. The teacher made the boy learn the words.
3. The form-mistress noticed two boys in the school garden.
4. The man saw the boy plant the tree.
5. The people saw the house on fire.
6. The father felt the children get angry.

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

Did you hear John leave for the country?

B- Yes, I did. I saw him drive off.

Did you hear him come back?

B- No, I didn't?

(Use the verbs: to hear, to watch, to see, to feel, to notice, to let).

HOMEWORK

1. Complete the sentences using the Complex subject. Do it in writing.

1. I saw...
2. I heard...
3. I watched...
3. I made...
4. I feel ...
5. I notice

2. Read the text “The rest of the story” on p. 139

LESSON 4 - THE FOURTH LESSON

1. Read and translate the international words in chorus.

social / səʊʃl/, solidarity /, sɒli'dærɪti/, sort /sɔ:t/, souvenir /su:və'niəʔ/,
special /'speʃl/, specialist / speʃəlist/, speciality /speʃɪ'æliʔ/, statue /stætju:/,
storm /stɔ:m/, symbol / /simbl/, symbolize / 'sɪmbəlaɪz/.

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

At the Shop

Shop-assistant- What can I do for you?

Customer – I'd like to buy some pair of shoes.

Shop-assistant- What size, please?

Customer - Thank you! I'll buy this pair of shoes.

Shop-assistant - 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.

3. Put “why” questions to your classmates to answer.

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 Pete eat fish.
2. I couldn't make my brother get up a little earlier.
3. The woman couldn't make her son help her in the garden.
4. Nick couldn't make his dog sit still¹.
5. The teacher couldn't make the boy work hard.

¹ still - xом̄yш

4. Complete the following episodes.

1. I have a friend whom I seldom¹ meet. Once I met him looking very sunburnt²...What did he tell me?
2. I was walking home slowly. Suddenly I saw my friend coming out of a grocery. He had a basket in his hand. What had he bought there?
3. My brother was in the Crimea last summer. When he came back, he told us many interesting stories. What did he tell us?

5. Read and translate the text.

THE HOUSES OF PARLIAMENT

The Houses of Parliament are known to be designed³ by Sir Charles Barry. The Houses of Parliament are built in Gothic Style. They stand on the left bank of the river Thames. The Houses of Parliament are not a very old building. They were built in the 19th century. They are 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.

6. Answer the questions.

1. By whom are the Houses of Parliament designed?
2. In what style are the Houses of Parliament built?
3. Where do “the Houses of Parliament stand?
4. When were the Houses of Parliament built?
5. Where does the English Government sit?

HOMEWORK

1. *Do exercise 3 on p. 65 in writing*
2. *Do exercise 6 on p. 66 in writing*

¹ seldom – гоҳ –гоҳ

² sunburnt - гандумгун

³ to be designed /di'zaind/ - нақшу нигор кардан

LESSON 5 - THE FIFTH LESSON

1. Read and translate the international words in chorus.

symphonic /sim'fɒnik/, symphony / simfɒni/, system //sistəm/, tank /tæŋk/,
telegraph //teligrɑ:f/, textile /'tɛkstail/, theme /θi:m/, theory /'θiəri/ tourism
/ 'tuərizm/, tourist / 'tuərist/.

2. Read, translate and learn the proverb.

SO MANY MEN, SO MANY MINDS

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

Pattern: A - Where are you going?
B - I m going to the bakers.
A - What do you want to buy at the baker's?
B - Two buns and a loaf of bread.

Use the words: cakes, biscuits, rings, rolls.



At the grocer's: macaroni,
sugar.

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



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

4. Let's speak about Great Britain. Use the following words:

the total area is 244, 000 square kilometres, 50 millions of population, a monarchy, industrial capitalist country, the Houses of Parliament, Big Ben, Trafalgar Square, the Tower, The British Museum, W. Shakespeare, Swift, Defoe, W. Caxton.

1. Geographical position and population.
2. Political system.
3. The capital.
4. Places of interest.
- 5 English writers.

5. Read and translate the text.

MAY 1 (the first) - 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 demands².

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

1. Where and when did a big demonstration of the working class take place?

¹ to voice /vɔɪs/ - изхорот баён кардан

² to demand /dɪ'ma:nd/ - талаб кардан

2. In 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?

HOMEWORK

1. *Do exercise 6 on p. 68 in writing.*
2. *Put questions on the sentence to get some more information. They went.*

LESSON 6 - THE SIXTH LESSON

1. **Read and translate the international words in chorus.**

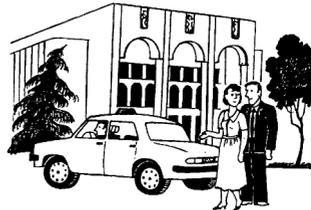
tradition/trə'dɪʃən/, tropical/'trɒpɪkl/, tragical/trædʒɪkəl/, /transport/'trænspɔ:t/,
 tju:berculosis/tju:bəkju:ləzɪs/, tunnel/tʌn(ə)l/, type/taɪp/, typical/'tɪpɪk(ə)l/.

2. **Read, translate and learn the proverb.**

GREAT BOAST, SMALL ROAST

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

- 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.



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

The Great Patriotic War broke out in

All the Soviet people decided to defend

The Soviet Army fought against

Many people perished

Soviet soldiers did all they could save

Victory's Day is celebrated

5. Read, translate the text, then discuss it.

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 youth Soviet soldier of that unit⁴ was alive. He was taken prisoner⁵ by a group of German soldiers.

On the way they came to a place which Lazarev recognized. This place was mined⁶. 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

¹ brave - қаҳрамон

² unit – бахш

³ to perish - ҳалок шудан

⁴ to be alive unit /ju:nit/ - гурӯҳи фаъол, зинда мондан

⁵ to take prisoner - ба ҳабс гирифтан

⁶ to mine –мина гузоштан

and several fascists fell at once. Lazarev was badly wounded, but he crawled back and reached his headquarter.

HOMEWORK

1. Complete the following sentences in writing.

Remember: hard - душвор, мушкил, hardly - базӯр, қариб, холо, ҳатто.

1. I had hardly finished my dinner when ...
2. She had hardly began to speak when...
3. It was so dark that I could hardly see.
4. The play was hardly over when...
5. It was so noisy at the meeting that we could hardly hear...

LESSON 7 - THE SEVENTH LESSON

REVISION

1. Read and translate the international words in chorus:

uniform/ 'junifɔ:m/ vanguard / 'væŋgɑ:d/, veteran / 'vetərən/ vice-president / vaɪs'prɛzɪdənt/, visitor/ 'vɪzɪtə/, zone /zəʊn/.

2. Read, translate and remember the proverbs.

**AFTER RAIN COMES FAIR WEATHER
IT'S BETTER TO DO THAN TO SAY WELL
TO KNOW EVERYTHING IS TO KNOW NOTHING**

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

death /dεθ/ - марг
a terrible explosion /ɪks'plɔʃən/ - тарқиши саҳт
to be wounded – маҷрӯҳ шудан
to crawl back /krɔ:l/ - ба қафо хазидан
headquarter /hedkwɔ:tə/ - штаб, ситод

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 tzar.

B. Look after - Look after the child.

on My house looks on 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 dialogues.

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. Look at the pictures and make up stories using the proverbs:



**WHERE THERE IS A WILL, THERE IS A WAY
A FRIEND IN NEED IS A FRIEND INDEED**

I need some help.

6. Have a talk about your future holidays.

REMEMBER THE WORDS:

wide, catch cold, Belgium, still, seldom, to look sunburnt, to be designed, rings, rice, rolls, macaroni, to suppress, trade unions, to voice, to perish, to demand, forces, hardly, brave, bravely, unit, to be alive, to take prisoner, to mine, death, terrible explosion, to be wounded, to crawl back, headquarter, to go on, to go back, look on, look back, look up. So many men, so many minds. Great boast, small roast. Where there is a will, there is a way.

IRREGULAR VERBS

be [bi:]	was [wɔz], were [wə:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten [bitn]
become [bi:kʌm]	became [bi'keim]	become [bi'kʌm]
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]
blow [blou]	blew [blu:]	blown [bloun]
break [breik]	broke [brouk]	broken [broukn]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bild]	built [bilt]	built [bilt]
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]
buy [bai]	bought [bɔ:t]	bought [bɔ:t]
can [kæn]	could [kud]	could [kud]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃəuz]	chose [tʃəuzn]	chosen [tʃəuzn]
cut [kʌt]	cut [kʌt]	cut [kʌt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [du:]	did [did]	done [dʌn]
draw [dro:]	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	dreamt dreamed	dreamt [drɛmt]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəuv]	driven [drɪvn]
eat [i:t]	ate [eit]	eaten [i:tn]
fall [fɔ:l]	fell [fɛl]	fallen [fɔ:lən]
feed [fi:d]	fed [fɛd]	fed [fɛd]
feel [fi:l]	felt [felt]	felt [felt]
fight [fait]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faund]	found [fəund]
fly [flai]	flew [flu:]	flown [fləun]

forget [fə'get]	forgot [fə'get]	forgotten [fə'gɔtɒn]
get [get]	got [gɒt]	got [gɒt]
give [gi:v]	gave [geiv]	given [givn]
go [gəu]	went [wənt]	gone [gɔn]
grow [grəu]	grew [gru:]	grown [grəun]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hia]	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 [nəu]	knew [nju:]	known [nəun]
learn [lə:n]	learnt [lɜ:nt]	learnt [lɜ:nt]
leave [li:v]	left [left]	left [left]
let [let]	let [let]	let [let]
lie [lai]	lay [lei]	lain [lein]
light [lait]	lit [lit]	lit, lighted [laitid]
lose [lu:z]	lost [lɒst]	lost [lɒst]
make [meik]	made [meid]	made [meid]
may [mei]	might [mait]	might [mait]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [pei]	paid [peid]	paid [peid]
put [put]	put [put]	put [put]
read [ri:d]	read [ræd]	read [ræd]
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 [sould]	sold [sould]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [ʃain]	shone [ʃəun]	shone [ʃəun]
show [ʃəu]	showed [ʃəuəd]	shown [ʃəun]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sink [sink]	sank [sænk]	sunk [sʌnk]
sing [sin]	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 [spəuk]	spoken [spəukn]
spend [spend]	spent [spent]	spent [spent]
stand [sænd]	stood [stud]	stood [stud]
strike [straik]	struck [strʌk]	struck [strʌk]
swim [swim]	swam [swæm]	swum [swʌm]
take [teik]	took [tuk]	taken [teikn]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tell [tel]	told [təuld]	told [təuld]
think [θink]	thought [θɔ:t]	thought [θɔ:t]
understand	understood	understood
[ʌndə'stænd]	[ʌndə'stud]	[ʌndə'stud]
wake [weik]	woke [wəuk]	woken [wəukn]
wear [wɛə]	wore [wɔ:]	worn [wɔ:n]
weep [wip]	wept [wɛpt]	wept [wɛpt]
win [win]	won [wʌn]	won [wʌn]
write [rait]	wrote [rəut]	written [ritn]

READING RULES.

Қоидаҳои хониш

Letter combinations	Sounds	Examples
Ar	[a:]	Star, park, car
A+ss	[a:s]	Classroom
Ay	[ei]	Day, May
A+ll	[o: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,	[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	[ŋk]	Tank
Ck	[k]	Black
Wh	[w]	Where, what

<u>S</u>		<u>C</u>	
[s]	[z]	[s]	[k]
Sam	rose	nice	cap
Sport	his	pencil	clock
Lamps	beds	ice	cry
<u>C</u>			
[g]	[dʒ]		
go	large		
grey	sledge		
garden	bridge		

Ҳичое, ки дар охираш ҳарфи садоноки талаффузнашавандаи «e» дорад, ҳичои кушод номида мешавад.

Ҳарфи «a» дар ҳичои кушоди заданок овози мураккаби [ei] –ро ташкил мекунад.

Масалан: table, day.

Дар ҳичои беада ҳарфи «a» ҳамчун овози беадаи садонок талаффуз карда мешавад.

Масалан: yard, has, class.

Эзоҳ: дар калимаҳои духичогии англисӣ ада одатан ба ҳичои аввал гузошта мешавад.

Дар ҳичои беада «Ee» овози бекашиши (e) –ро ифода мекунад.

Масалан: a pen.

Грамматика... Дар забони англисӣ пеш аз исмҳои чинс артикл кор фармуда мешавад.

A-артикли номуайяни буда бо исм дар шакли танҳо истифода бурда мешавад ва маънои «ким-кадом, ким-кӣ, ким-чӣ, ҳар, ҳар яке, ҳар кадом, яке»-ро ифода мекунад.

Эзоҳ: артикли номуайяни бо исмҳои хос кор фармуда на- мешавад.

Дар ҷумлаҳои англиси калимаҳо тартиби муайян доранд. Дар ҷумлаи хабарӣ мубтадо одатан пеш аз хабар меояд. Ин гуна тартиби калимаҳо тартиби устувор номида мешавад.

Қоидаи хониш: ҳарфи «а» дар ҳиҷои бастаи заданок овози одии садоноки [æ] –ро ифода мекунад. Дар вақти талаффузи ин овоз нӯги забон ба дандонҳои поён расида миёнаи он боло бардошта мешавад, ҷоғи поён хеле паст мефурияд.

Масалан: a bag.

Ҳарфи «с» пеш аз «а» ҳамеша (к) хонда мешавад.

Пайвасти ҳарфҳои «ск» (к) хонда мешавад.

Пайвасти ҳарфҳои «еe» (ea) овози кашишнок [i:]–ро ифода мекунад.

Масалан: see.

Грамматика: «it» ҷонишини соҳибии шахси сеюми танҳо аст. Ба забони тоҷикӣ «он, вай, е» тарҷума шуда, барои ифодаи предметҳои бечон ва ҳайвонҳо кор фармуда мешавад.

Қоидаи хониш: ҳарфи «е» дар ҳиҷои баста овози кашиши [e]–ро ифода мекунад.

Қоидаи хониш: пайвасти садонокҳои “oo” овози кашиш- ноки [u:]–ро ифода мекунад.

Пеш аз ҳарфҳои «к» садоноки ҷуфт «oo» чун овози бека- шиши [u] хонда мешавад.

Масалан: book

Ҷонишини шахсии **he** (вай) ба ҷои исме, ки ҷинси мардонро ифода мекунад, кор фармуда мешавад.

Масалан: Ali has a pen-He has a pen

Қоидаи хониш: Пайвасти ҳарфҳои «ig» ва «er» овози са- доноки [ə:] –ро ифода мекунад. Овози [ə:] ба овози [e]- и тоҷикӣ андаке монанд аст.

Дар вақти талаффузи [ə:] забон паҳн шуда, нӯги забон ба дандонҳои поён мерасад.

Масалан: a girl, her

Қоидаи хониш: ҳарфи «i» дар ҳичои кушод дифтонг (садоники мураккаб) [ai]-ро медиҳад.

Масалан: like

Грамматика: шакли ҷамъи исмҳо бо ёрии ба шакли танҳо-яш ҳамроҳ карда шудани суффикси «s» сохта мешаванд.

Артикли номуайяни пеш аз исмҳои ҷамъ кор фармуда на-мешавад.

Масалан: a pen-pens, a cat-cats

Суффикси ҷамъбандии «es» баъд аз ҳамсадоҳои ҷарангдор ва садонокҳо «z» талаффуз мешавад. Суффикс баъд аз садонокҳо шакли «es»-ро дорад.

Қоидаи хониш: таркиби ҳарфҳои «ch» овози [tʃ] ифода мекунад ва ин овоз дар транскриптсия бо аломатҳои [tʃ] ифода карда мешавад:

Масалан: a child

Грамматика: кор фармудани «you». Дар забони англисӣ калимаи «ту» нест. Барои шахси II танҳо ва ҷамъ (ту, шумо) «you» кор фармуда мешавад.

Чи тавре ки дар ҷадвал дида мешавад, феъли «to have» фақат дар шахси 3-юми танҳо тағйир меёбад. Диққат кунед, пеш аз исмҳо дар шакли инкории феъли «to have» ҳиссаҳои инкории «no» кор фармуда шуда, артикл истифода бурда нашудааст.

Тасрифи феъли to have (доштан) дар The Present Indefinite Tense.

Шумораи танҳо

1.I have a pen

Ман ручка дорам

2.You have a pen

Ту ручка дорӣ

3.He (she) has a pen

Вай ручка дорад

Шумораи чамъ

- | | |
|--------------------|-------------------|
| 1. We have a pen | Мо ручка дорем |
| 2. You have a pen | Шумо ручка доред |
| 3. They have a pen | Онҳо ручка доранд |

Шакли саволӣ

- | | |
|-----------------------|----------------------|
| 1. Have I a pen? | Ман ручка дорам? |
| 2. Have you a pen? | Ту ручка дорӣ? |
| 3. Has she(he) a pen? | Вай (ӯ) ручка дорад? |

Шакли инкорӣ

- | | |
|----------------------|-----------------|
| 1. I have not | Ман надорам |
| 2. You have not | Ту надорӣ |
| 3. He (she) has not. | Вай (ӯ) надорад |

Грамматика: Замони ҳозираи номуайянии The Present Indefinite Tense одатан воқеъ шудани амалро ифода менамояд.

Замони ҳозираи номуайянии забони англисӣ ба замони ҳозира ояндаи тоҷикӣ монандӣ дорад: **ман ҳар рӯз ба мактаб меравам.**

I go to school every day.

Ин замони феълҳои The Present Indefinite Tense асоси феъли замони ҳозира (бо илова намудани суффикси-s дар шахси сеюми танҳо) сохта мешавад:

She lives in Huseinzoda street.

Вай дар кӯчаи Ҳусейнзода зиндагӣ мекунад.

Тасрифи феъли to be (будан)

Шумораи танҳо

- | | |
|-----------------|------------------------------------|
| I am a pupil | Ман талаба ҳастам |
| You are a pupil | Ту талаба ҳастӣ |
| He is a pupil | Вай (ӯ) талаба аст (чинси мардона) |
| She is a pupil | Вай (ӯ) талаба аст (чинси занона) |
| It is a cat | Ин (ӯ) гурба аст. |

Шумораи чамъ

We are pupils
You are pupils
They are pupils

Мо талаба ҳастем
Шумо талаба ҳастед.
Онҳо талаба ҳастанд.

Шакли саволӣ Шумораи танҳо

Am I a pupil?
Are you a pupil?
Is he a pupil?
Is she a pupil?
Is it a cat?

Ман талаба ҳастам?
Ту талаба ҳастӣ?
Вай (ӯ) талаба аст?
Вай талаба аст?
Вай (ӯ) гурба аст?

Шумораи чамъ

Are we pupils?
Are you pupils?
Are they pupils?

Мо талаба ҳастем?
Шумо талаба ҳастед?
Онҳо талаба ҳастанд?

Шакли инкорӣ Шумораи танҳо

I am not a pupil
You are not a pupil
He is not a pupil
She is not a pupil
It is not a cat

Ман талаба нестам
Ту талаба нестӣ
Вай (ӯ) талаба нест
Вай (ӯ) толиба нест
Вай (ӯ) гурба нест.

Шумораи феълӣ

We are not pupils
You are not pupils
They are not pupils

Мо талаба нестем
Шумо талаба нестед
Онҳо талаба нестанд.

Тасрифи феъли to go (рафтан)

Шакли хабарӣ	Шакли саволӣ	Шакли инкорӣ
1. I go... Ман меравам..	Do I go.....? Ман меравам –мӣ?	I do not (don't) go Ман намеравам
2. You go... Ту намеравӣ..	Do you go....? Ту мерави-мӣ?	You do not (don't) go Ту намеравӣ
3. He (she) goes Вай меравад	Does he (she) go...? Вай меравад-мӣ?	He (she) does not (doesn't) go... Вай меравад..
1. We go..... Мо меравем...	Do we go....? Мо меравем-мӣ?	We do not (don't) go Мо намеравем..
2. You go ... Шумо меравед..	Do you go...? Шумо меравед-мӣ?	You do not (don't) go... Шумо намеравед...
3. They go Онҳо мераванд..	Do they go...? Онҳо мераванд-мӣ?	They do not (don't) go.... Онҳо намераванд...

Грамматика: феъли «can» тавонистанро ифода мекунад.

I can speak English-Ман бо забони англисӣ гап зада метавонам.

Хусусиятҳои асосии ин феъл:

- 1) ин феъл дар шакли масдарӣ ҳиссаҷаи то надорад;
- 2) баъди ин феъл масдар бе ҳиссаҷаи то кор фармуда мешавад;
- 3) ин феъл танҳо шакли замони ҳозира ва гузашта дорад;
- 4) ин феъл тасриф намешавад, яъне дар замони ҳозираи номуайян дар шахси сеюми танҳо суффикси «s»ро қабул намекунад;
- 5) шакли саволии ҷумлаҳо, ки дар таркибашон ин феълро доранд, бо ёрии феъли ёридиҳанда сохта мешаванд.
I can speak English. Ман ба забони англисӣ гап зада метавонам.
Can you speak English? Шумо ба забони англисӣ гап зада метавонед-мӣ?
I can't speak English. Ман ба забони англисӣ гап зада наметавонам.

Translation of the instructions.

1. Хонед.
Read.
2. Фосилахоро пур кунед.
Fill in the blanks.
3. Ба зери расми яқум чӣ навиштан лозим?
What must you write in the first picture?
4. Ба ҳамсинфатон кореро фармод.
Tell your classmate to do something.

Present Continuous Tense -Замони ҳозираи давомдор - амали иҷрошудаистодаро нишон дода давомнокии феълро ифода мекунад. **Вай** бо ёрии феъли ёридихандаи to be (am, is,are) ва сифати феълии замони ҳозира (ing) сохта мешавад.

I am writing
He is writing
She is writing

We are writing
You are writing
They are writing.

Am I eating?
Is he drinking?
Are we working
Are they talking

Yes I am eating
Yes, he is drinking
No, we are not working
No, they are not talking.

Rhyme

What are you doing?
I am working
What is he doing?
He is walking?

Нависед.
Write.

Ба овози баланд хонед ва нависед.
Read aloud and write.

Ба фосилаҳо калимаҳои заруриро нависед.
Write down the words filling in the blanks.

Аз ҳамсинфонатон чизеро гирифтаи хоҳиш кунед ва чиро гирифтаи нурсед.

Ask your deskmate to take something and say what he takes.

Аз саҳифаи..... машиқи..-ро хаттӣ иҷро кунед.

Do exercise... at page...in written form.

Аз рафиқатон чиро диданаширо нурсед. Аз ҳамон чизро гирифтанаширо хоҳиш кунед. Вай чиро гирифтанаширо гӯяд. Талабаи сеюм чи кор кардани талабаи дуумро эзоҳ диҳад.

Ask your friend what he sees. Ask him to take it and say what he (she) takes, the third pupil comments what the second pupil does.

Ҷумларо хонед ва ҷонишинҳои заруриро интихоб кунед.

(He ё ин ки she).

Read the sentences and choose the right pronouns «he» or «she»

Аз рафиқонат чиро диданаширо нурсед ва онро гирифтаи хоҳиш кунед. Ҷӣ кор кардани ӯро талабаи сеюм эзоҳ диҳад.

Ask your friend what she sees and takes. Ask the third pupil to comment the action.

Ҳамсинфатон чиро диданаширо гӯед.

Say what your deskmate sees.

Аз ҳозирон чи доштанаширо нурсед (ҷавоби тасдиқро диҳед).

Ask who has something (give an affirmative answer).

Ба ҳамсинфатон ҷӣ доштанро гӯед. Ҷавобҳоятонро нави-сед.

Tell your classmate what you have. Write down your answers.

Аз рафиқатон чизеро гирифтаи хоҳиш кунед. Ҷӣ кор карданаширо эзоҳ диҳед.

Ask your friend to take something. Comment his (her) action.

*Дар бораи ин расм 2-3 ҷумла тартиб диҳед.
Make up 2-3 sentences about this picture.*

*Ба ҳамдигар дар бораи ин расм саволҳо диҳед.
Ask each other questions about this picture.*

*Хонед, ба артиклҳо ва ҷонишинҳо диққат диҳед.
Read and pay attention to the articles and pronouns.*

*Хонед ва тарҷума кунед.
Read and translate.*

*Дар бораи чизе 3-4 ҷумла тартиб диҳед ва онҳоро нависед.
Say 3-4 sentences about something and write them down.*

*Ба талабаи дар пахлӯятон нишаста 2 чизро нишон диҳед
ва якеи онҳоро гирифтандро хоҳиш кунед.
Show your deskmate 2 things. Ask him (her) to take one.*

*Аз рафиқатон кореро иҷро кардандро хоҳиш кунед.
Ask your friend to do something.*

*Мувофиқи маҷмӯи расмҳо 2-3 ҷумла тартиб диҳед.
Look at pictures and write 2-3 sentences.*

*Бо исмҳо ва сифатҳои зерин ибораҳо тартиб диҳед.
Make up word-combinations using the following nouns and
adjectives.*

*Бо ёри ду-се ҷумла ба саволҳо ҷавоб гардонед.
Answer the questions making up two more sentences.*

*Дар бораи ин чизҳо 5-6 ҷумла гӯед ва нависед. Баъд дар
хусуси онҳо ба рафиқатон гап занед.*

*First say 5-6 sentences about these things and write them down
then talk to your friend about them.*

Хонед ва чӣ тавр сохта шудани шакли ҷамъи исмҳоро фаҳмонед.

Read and explain how the plural nouns are formed.

Хонед, ба истифода бурда шудани ҷумла ва исмҳо диққат диҳед.

Read and pay attention to the use of numerals and nouns.

Хонед ва диалогро тартиб диҳед.

Read and make up your dialogues.

Ба саволҳо ҷавоб диҳед.

Answer the questions.

Ба ҷои нуқтаҳо пешояндҳоро гузоред.

Put prepositions instead of dots.

Шумораҳоро хонед (Онҳоро дар дарс аз ёд кунед).

Read the numerals (learn them by heart at the lesson).

Муаллим предметҳоро ба талаба нишон дода, аз онҳо хоҳиш мекунад, ки бо номи предметҳо ибораҳо тартиб диҳанд.

Teacher shows some things and asks the pupils to make up word combination.

Хонед ва аз ёд кунед.

Read it and learn it by heart.

Ба расмҳо нигоҳ кунед ва диалогҳо тартиб диҳед.

Look at these pictures and make up dialogues.

Рафиқатон ба шумо чизеро нишон медиҳад ва шумо аз вай ҳамон чиз дар кучо буданаширо мепурсед.

Your friend shows you something and you ask him what he shows.

Аз талабаи дар паҳлӯятон нишаста кореро кардан ва ҳаракати худро эзоҳ доданро хоҳиш кунед.

Ask your deskmate to do something and comment it.

Яке аз талабагон нақши муаллимро иҷро мекунад, дигарон фармонҳои ӯро иҷро карда, ба саволҳои ӯ ҷавоб медиҳанд.

One of the pupils is a teacher, the others fulfil his commands and answer his questions.

Ҷумлаҳои зеринро ба охир расонед.

Complete these sentences.

Шумораҳои заруриро нависед.

Put the necessary numerals.

Хонед ва фикратонро гӯед.

Read and make up your own statements.

Феълҳои заруриро интихоб карда гузоред.

Choose the verbs and put them where necessary.

Расмро тасвир кунед ва дар бораи он диалог тартиб диҳед.

Discribe the picture and make up your own dialogue on this picture.

Киро диданатон, ба кучо рафтатон ва кадом бозӣ карданатонро гӯед.

Say whom you see and where you go and what game you play.

Аз талабаи ҳамроҳатон нишаста чизеро додан хоҳиш кунед ва ба ӯ раҳмат гӯед.

Ask your deskmate to give you something and thank him.

Ба талабаи ҳамроҳ нишаста дар хусуси (бародариаш, хоҳариаш) ё яке аз талабагон саволҳо диҳед.

Ask your deskmate questions about his (her) brother (sister), or one of the pupils.

Аз талабаи ҷамроҳ нишафта дар бораи рафиқаи (бародари, хоҳари) нурсед.

Ask your deskmate about his friend (brother, sister).

Касби падаратон (модаратон, хоҳаратон, бародаратон) ва дар қуҷо қор қарданаширо гӯед.

Tell about your father's (mother, sister, brother) speciality and the place of his (her) work.

Гӯед, қай шумо (модаратон, бародаратон, хоҳаратон) ба хона меояд.

Say when your father (mother, sister, brother) is coming home.

Гӯед, қай рафиқатон ба мактаб (ба хона) меояд, қай хӯрок меҳӯрад ва қай вазифаи хонагиро тайёр мекунад.

Say when your friend comes to school, home, when he has dinner, does his (her) home work.

Дар хусуси машғулияти ҳаррӯзаатон (қоратон) гап занед.

Speak about your day (work).

Listen and pronounce.

Гӯш қунед ва талаффуз қунед.

Fill in the sentences.

Қумлаҳоро пурра қунед.

Fill in his or her, is or are.

His ва her, is ва are - ро дар қои барояшон ҳос пур қунед.

Listen to the rhymes and fill in the blanks.

Байтчаҳоро гӯш қарда ба қои нуқтаҳо қалимаҳои ҳос нависед.

INTERNATIONAL WORD' LIST

A

accent [ˈæksənt] - талаффуз, талаффуз кардан
acrobat [ˈækrəbæt] - варзишгар
admiral [ˈædmərəl] - адмирал
aggressor [əˈɡresə] - тащовузкор
airport [ˈeəpɔ:t] - фурудгоҳ, майдони ҳавоӣ
album [ˈælbəm] - албом
alligator [ˈæliɡeɪtə] - тимсоҳ
anatomy [əˈnætəmi] - илми ташрех.
anecdote [ˈænikdəʊt] - латифа
antonym [ˈæntənim] - антоним
appetite [ˈæpitait] - завқ, иштиҳо
architecture [a:kitektʃə] - меъморӣ
aristocratic [ˈæristəkrætik] - ашрофӣ
artillery [a:ˈtiləri] - яроқи оташфишон, қисми ҳарбӣ
atomic [əˈtɒmik] - атомӣ
autograph [ɔ:təgrɑ:f] - имзо, дастхат, соядаст

B

bank [bæŋk] - бонк
baron [ˈbærən] - барон
barricade [bæriˈkeɪd] - монеа
baseball [beɪsbɔ:l] - бейсбол (бозӣ)
battalion [bətəljən] - баталион
bazaar [bəˈzɑ:] - бозор
bourgeois [ˌbuəʒw:] - буржуазӣ

C

cabin [ˈkæbɪn] - хонача, утоқ
canal [kəˈnæl] - рӯдхона
canoe [kəˈnu:] - қайқ, байдарка
captain [kæptɪn] - капитан
caravan [ˌkærəˈvæn] - қорвон
catalogue [ˈkætəlɒɡ] - номгӯй, каталог
categorical [ˈkætɪɡərɪkl] - қатъӣ
cavalry [ˈkævəlri] - қўшуни савора

ceremony [ˈsɛrɪməni] - базм, ҳангома
certificate [səˈtɪfɪkət] - шаҳодатнома
character [ˈkærɪktə] - характер, хислат, хулқ
characteristic [ˈkærɪktəˈrɪstɪk] - хулқнок
cigar [siˈɡɑː] - сигор, чилим
civilization [sɪvɪlaɪˈzeɪʃən] - башарӣ
classic [ˈklæsɪk] - асари классикӣ
classical [ˈklæsɪkl] - классикӣ
collectivization [kəˈlektɪvaɪzeɪʃən] - коллективонидан
combination [kəmˈbɪneɪʃən] - якҷоякунӣ
commercial [kəˈmɜːʃəl] - тиҷоратӣ
committee [kəˈmɪti] - кумита
communication /kəmjuːnɪkeɪʃən] - ахборот, алоқа
company [ˈkʌmpəni] - гурӯҳ, ширкат
composer [kəmˈpəʊzə] - бастакор
computer [kəmˈpjʊːtə] - компютер
concentration [ˌkɒnsənˈtreɪʃən] - ғуншавӣ
conference [ˈkɒnfərəns] - чаласа, конфронс
congress [ˈkɒŋɡres] - анҷуман
construction [kənˈstrʌkʃən] - сохтмон
consultative [kənˈsʌltətɪv] - машварат
contact [kɒntækt] - алоқа
control [kənˈtrəʊl] - назорат, роҳбарӣ
cooperate [kəʊˈɒpəreɪt] - ҳамкорӣ (кардан)
cooperation [kəʊˈɒpəreɪʃən] - ҳамкорӣ
coronation [kɒrəˈneɪʃən] - тоҷгузорӣ
correspondent [ˌkɒrɪsˈpɒndənt] - мухбир
cottage [ˈkɒtɪdʒ] - коттеж, хонаи дуқабата
court [kɔːt] - корт (теннисбозӣ)
critic [ˈkrɪtɪk] - мунаққид, нуқтасанҷ, нуқтачин
critical [ˈkrɪtɪkl] - танқидӣ

D

debate [diˈbeɪt] - даъво, мубоҳиса, ситеза
delegate [ˈdelɪgeɪt] - намоянда
delegation [ˌdelɪˈgeɪʃən] - намояндагӣ

democracy [di'mɒkrəsi] - демократия
demonstrate [dɛmɒnstreɪt] - намоиш додан
detective [di'tektɪv] - детектив
diagnose [daɪəg'nəʊz] - ташхис, муйаян кардани касалӣ
discipline [dɪsɪplɪn] - тартиб, низом
dock [dɒk] - бандаргоҳ
document [dɒkjumənt] - ҳуҷчат
documentary [dɒkjuməntəri] - ҳуҷчатӣ

E

echo ['ekəʊ] - акси садо
electric [ɪ'lektrɪk] - барқӣ
electronic [ɪ'lektɹɒnɪk] - электронӣ, барқӣ
element [ɛlɪmənt] - қисм, таркиб,
emigration [ɛmɪ'greɪʃən] - муҳоҷират
emotion [ɪ'məʊʃən] - ҳаяҷон
encyclopedia [ɛnsaɪkləʊ'pi:diə] - комус, энциклопедия
energy ['enədʒɪ] - қувва
ensemble [ɒn'səmbəl] - ансамбл, дастаи хунари
enthusiasm [ɪn'θu:ziæzəm] - чидду чаҳд, шавқу завқ,
episode ['epɪ,səʊd] - воқеа, лаҳза
expedition [ɛkspə'dɪʃən] - саёҳат
experiment [ɪks'perɪmənt] - таҷриба, озмоиш
export [ɛks'pɔ:t] - экспорт, ба хориҷ баровардани мол
extra [ɛkstrə] - зиёдатӣ, изофа, (зарф), аълосифат

F

fact [fækt] - далел, факт
fascism [fæʃɪzəm] - фашизм
federation [fɛdə'reɪʃən] - Федератсия
feudal [fju:dl] - феодал
figure ['fɪgə] - нақша, пайкар, рақам,
financial [faɪ'nænʃəl] - молиявӣ
firm [fɜ:m] - фирма, иттиҳодия
form [fɔ:m] - шакл
formal [ˈfɔ:məl] - формалӣ, сунъӣ
front [frʌnt] - фронт, чабха

G

garage [ˈgæra:dʒ] - гараж
general [ˈdʒenərɪ] - генерал
geographical [dʒiəˈgræfɪkəl] - чугрофӣ
giraffe [dʒiˈra:f] - заррофа, жираф
guarantee [gæərənˈti:] - кафолат додан

H

hello [həˈləʊ] - салом
heroic [ˈhiːrəʊɪk] - қаҳрамонона
heroine [ˈherəʊɪn] - қаҳрамонзан
heroism [ˈhərəʊɪzəm] - қаҳрамонӣ
historical [hiˈstɔːrɪkəl] - таърихӣ
hobby [ˈhɒbi] - шавку рағбат (хусусӣ)

I

ideal [aiˈdiəl] - намуна, намунавӣ
ideological [aɪdiəˈlɔːdʒɪkəl] - ғоявӣ, идеологӣ
illustrate [ˈɪləstreɪt] - тасвир кардан
imperialism [ɪmˈpiəriəlɪzəm] - империализм
imperialist [ɪmˈpiəriəlɪsət] - империалист
industrialization [ɪnˈdʌstriəlɪzəʃən] - саноатикунонӣ
information [ˌɪnfəˈmeɪʃən] - ахборот, иттилоъ
initiative [ɪˈnɪʃətɪv] - ташаббус
inspect [ɪnˈspekt] - назорат кардан
international [ɪntəˈnæʃənəl] - байналмиллалӣ
invalid [ˈɪnvəlɪd] - маъюб, инвалид

J

joke [dʒəʊk] - шӯхӣ, ҳазлгуй
joker [ˈdʒəʊkə] - шӯх, масхарабоз
journalist [ˈdʒəːnəlɪst] - хабарнигор, журналист

L

lady [ˈleɪdi] - хонум, зан
Latin [ˈlætɪn] - забони лотинӣ
lecture [ˈlektʃə] - суханронӣ, лексия

legend ['ledʒənd] - ривоят, афсона, достон
legendary ['ledʒəndəri] - афсонавӣ
licence ['laisns] - ичозатнома, рухсатнома
local ['ləukl] - маҳаллӣ
lord [lɔ:d] - лорд (рутба дар Англия)

M

madam ['mædəm] - хонум
marshal ['mɑ:ʃl] - маршал
material [mæ'tiəriəl] - мавод
mechanic [mi'kænik] - механик, усто
medal ['medl] - медал
medical ['medikl] - тиббӣ
medicine [mædsin] - тиб
memorial [mi'mə: riəl] - мучассама, ёдгорӣ
metal ['metl] - фулузот
method ['meθəd] - тарз, усул, метод
musical ['mju:zikl] - мусиқӣ

N

natural ['neitʃəl] - табиӣ, асли
nature ['neitʃə] - табиат

O

officer ['ɔfisə] - афсар (рутбаи ҳарбӣ)
officially [ə'fiʃəli] - расмӣ
operation [ɔpə'reiʃən] - ҷарроҳӣ, амалиёт
opposition [,ɔpə'ziʃən] - рақиб, муҳолиф
organ [ɔ:gən] - қиём, узв
oval ['əʊvl] - гирдшакл

P

panic ['pænik] - бесарусомонӣ
parliamentary [' pa:lə'mentəri] - парлумонӣ, маҷлиси
partisan [pa:ti'zæn] - партизан
partner ['pa:tnə] - ҳамкор
patriot ['petriət] - ватандӯст
peak [pi:k] - қулла

pedestal [ˈpɛdɛstl] - минбар
period [ˈpiəriəd] - давра, лаҳза
person [ˈpɜːsn] - фард, шахс,
personal [ˈpɜːsnl] - шахсӣ, хусусӣ
philosophy [ˈfɪlɒsəfi] - фалсафа
photo [ˈfəʊtəʊ] - акс, сурат
photographer [ˈfəʊtəgræf] - аккос, суратгир
pilot [ˈpaɪlət] - пилот, идорақунандаи ҳавопаймо
pirate [ˈpaɪəɾət] - роҳзан
police [pəˈliːs] - полис
popularity [pɒpju ˈlæriti] - машҳур (намоён)
position [pəˈziʃən] - мавқеъ
practical [præktɪkl] - амалӣ
president [ˈprezɪdnt] - президент, раис
press [prɛs] - матбуот
prince [prɪns] - шоҳзода
princess /prɪnˈses/ - шоҳдухтар, малика
problem /ˈprɒbləm/ - масъала, мушкилот. проблема
process /prəʊses/ - раванд, ҷараён
professional /prəˈfeʃənl/ - касбӣ
professor /prəˈfesə/ - профессор
progressive /prəˈɡresɪv/ - пешқадам
project /ˈprɒdʒekt/ - нақша, лоиҳа
proletariat /prəʊliˈtɛəriət/ - заҳматқашон
propaganda /prəpəˈɡændə/ - тарғибот, таблиғот
propagandist /prəpəˈɡændɪst/ - таблиғотчӣ

R

raid /reɪd/ - озмун
realism /ˈriəlɪzəm/ - нав, реализм
realize /riəlaɪz/ - амалӣ кардан (қунонидан)
recommend /rekəˈmend/ - тавсия кардан
recommendation /rekəˈmenˈdeɪʃən/ - тавсиянома
rector /ˈrektə/ - раиси донишгоҳ, ректор
regular /ˈregjʊlə/ - доимӣ
reichstag /ˈraɪkstaːg/ - Рейхстаг, Парлумони Олмон то соли 1945
religious /riˈlɪdʒəs/ - динӣ

reporter /rɪpɔ:tə/ - мухбир, хабарнигор, баранда
republican /rɪ 'rʌblikən/ - чумхуриявӣ
residence / 'rezɪdəns/ - қароргоҳ
restaurant /'restərən/ - тарабхона
risk /risk/ - хавф
role /rəʊl/ - нақш
ruin- /ru:ɪn/ - харобазор

S

sculptor / 'skʌlptə/ - муҷассамасоз
second /'sekənd/ - сония
secret /'si:krit/ - махфӣ
serious / 'siəriəs/ - чиддӣ
session / seʃən/ - ҷаласа, сессия
signal /'sɪgnl/ - садо додан
social / səʊʃl/ - ҷамғиятӣ
solidarity /sɒli 'dærɪti/ - ҳамдастӣ, ҳамраъӣ
sort /sɔ:t/ - намуна, навъ
souvenir /su:və'niə/ - савғо, тӯҳфа, барги сабз
special /'speʃl/ - махсус
specialist / 'speʃəlɪst / - мутахассис
speciality /, speʃi'ælɪti/ - тахассус, касб
statue / 'stætju:/ - муҷассама
storm /stɔ:m/ - тӯфон
symbol / 'sɪmbl/ - нишон
symphonic /sɪm'fɒnɪk/ - нафасӣ, симфонӣ
system / 'sɪstəm/ - тартиб, система

T

tank /tæŋk/ - танк
telegraph / telɪgrɑ:f/ - телеграф
textile /t'ekstail/ - бофандагӣ
theme /θi:'m/ - мавзӯ
theory /'θiəri/ - назария
tourism / 'tuəɪzəm/ - сайёҳӣ
tourist / 'tuəɪst/ - сайёҳ
tradition /trə'dɪʃən/ - суннат, анъана
tragic / trædʒɪkəl/ - фоҷианок

transport /træns'pɔ:t/ - нақлиёт
tropical /trɒpɪkəl/ - гармсел, тропикӣ
tuberculosis /tju:bɛkjʊləʊzɪs/ - касалии сил
tunnel /'tʌnəl/ - нақб, тунел
type /taɪp/ - намуд, тип, хел

U

uniform /'unɪfɔ:m/ - либоси махсус

V

vanguard /'væŋgɑ:d/ - пешқадам, авангард
veteran /'vetərən/ - ветеран
vice-president /vaɪs 'prezɪdənt/ - ноибӣ президент
visitor /'vɪzɪtə/ - меҳмон

Z

zone /zəʊn/ - қамар, минтақа, табақа, доира

PHVOSAL VERB

1. In one word — Бо як сухан...
2. It seems to me — Ба фикри ман
3. I don't believe — Ман бовар надорам ...
4. Thank you ever so much — Ташаккури зиёд
5. Don't mention it — Аҳамият надорад. Гап нест
6. Excuse me — Маъзарат меҳоҳам
7. I am sure of it — Ман ба ин боварӣ дорам
8. As a matter of fact — Хулас
9. I am not a sure — Ман он қадар боварӣ надорам
10. I have no idea — Намедонам
11. Don't you know — Оё намедонед, кӣ?
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 — Аҳамияте надорад, намеарзад
16. Nothing at all — Муҳим нест
17. I am bored — Ман дилгир шудам
18. I am tired — Ман ҳаста ҳастам
19. I admit — Ман қабул мекунам

PROVERBS

1. Everything is good in its season.
Осиё бо навбат. Ҳар қор вақту соат дорад.
2. Strike while the iron is hot.
Оҳанро дар гармиаш мекӯбанд.
3. Cut your cat according to your cloth.
Ба андозаи кӯрпаи худ по дароз кун.
4. Hunger is the best sauce.
Гуруснагӣ беҳтарин табобат аст.
5. Live and learn.
Илм дарест.
6. There is no place like home.
Ҳоки ватан аз тахти Сулаймон беҳтар.
7. Always in a hurry, always behind.
Аз паи ину он шуд, дастии холӣ равон шуд.
8. A good deed is never lost.
Меҳнат кунӣ, роҳат мебинӣ.

9. An hour in the morning is worth two in the evening.
Кори шаб хандаи рӯз.
10. That another pair of shoes.
Ду карат ду чор.
11. Good health is above wealth.
Тани сиҳат гавҳари ноёб.
12. Who laughs best who laughs last.
Дар кӯчаи мо ҳам ид мешавад.
13. Never say die.
Ҳамеша зиндадил бош. Дунё ба умед.
14. Hear much, speak little.
Сухан бисёр дону андаке гӯй. Якero сад магӯй садро яке гӯй.
15. Four eyes see more than two.
Ақл қувват гирад аз ақли дигар.
16. When two Sundays come together.
Кай думи уштур ба замин мерасад.
17. Better short of pence than short of sense.
Пули бисёр беҳ аз ақли кӯтоҳ
18. When angry, count a hundred.
Қаҳрат биёяд биниатро газ.
19. A good beginning makes a good ending.
Кори хуб анҷоми хуб.
20. He that never climbed, never fall.
Гар шиновар нестӣ, пой бар лаби дарё манеҳ.
21. Rome was not built in a day.
Бо ҳалво гуфтан даҳон ширин намешавад.
22. Lost time is never found again.
Оби рехтaro бардоштан нашояд. Тири аз камон часта барнагардад.
23. Where there is a will, there is a way.
Чӯянда - ёбанда.
24. A friend in need is a friend indeed.
Дӯст он бошад кӣ гирад дасти дӯст, дар парешонҳолиро дармондагӣ.
25. So many men, so many minds.
Кайвонӣ ду шуд, зуволa гум шуд. Як сару сад хаёл.
26. Great boast, small roast.
Хурди калонкор.

TOPICAL VOCABULARY (5-9) forms SCHOOL

attend /ə'tend/ - иштирок кардан
be absent /bi: æb'sənt/ - иштирок накардан
biology /,baɪə'lɒdʒi/ - биология
blackboard / blæk'bo:d/ - тахтаи синф
book /buk/ - китоб
botany / 'bɒtəni/ - ботаника
certificate /sə'ti fikit/ - шаҳодатнома
chalk /tʃɔ:k/ - бур
chalkboard / tʃɔ:k'bo:d/ - тахтаи синф
chemistry /'kɛmɪstri/ - химия
character / 'kærɪktə/ - хулқ, характер
characteristic / 'kærɪktə'rɪstɪk/ - характернок, хос
chess - circle /tʃes'sə:kl/ - маҳфили шоҳмотбозӣ
circle / sə:kl/ - маҳфил
class /kla:s/ - синф
classroom /kla:srum/ - синфхона
day-book / deibuk/ - рӯзнома
do sums / du:sʌmz/ - ҳалли мисолҳо
draw (drew, drawn) /drɔ:/ - расм кашидан
drawing / droɪŋ/ - 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 нӯҳум
Friday / fraɪdi/ - чумъа
geography /dʒɪ'ɒgrəfi/ - ҷуғрофия
get marks /ma:ks/ - баҳо гирифтан
gymnastics / 'dʒɪm'næstɪks/ - гимнастика
gymnasium /dʒɪm 'neɪzɪəm/ - толори /зали/ варзиш
graduate from / 'grædʒuɪt/ - хатм кардан
handicraft /'hændɪkra: ft/ - меҳнати дастӣ
headmaster /'hed ma:stə/ - директор /мард/

head-mistress / 'hed mistris/ - директор /зан/
 history / histəri/ - таърих
 mathematics /mæθə'mætiks/ - риёзӣ, математика
 monday /'mʌndi/ - душанбе
 monitor / 'mɒnitə/ - сардор
 notebook / 'nəʊtbuk/ - дафтар
 pen - ручка
 pencil /'pensl/ - қалам
 pen-knife /'pennaif/ - кордча, қаламтарош
 physics /'fiziks/ - физика
 pioneer meeting/paiə'niə mi:tiŋ/ - маҷлиси пионерӣ (пешоҳангон)
 russian / 'rʌʃən/ - русӣ
 ruler /'ru:l/ - хаткашак
 rubber /'rʌbə/ - хатпоқкунак. хатқуркунак
 saturday / 'sætədi/ - шанбе
 school /sku:l/ - мактаб
 specialized technical school /'speʃəlaizd tekni:kʌl sku:l/ -
 мактаби махсуси техникӣ
 comprehensive school / kəm'pri'hensiv / - мактаби
 маълумоти умумӣ
 grammar school / 'græmə sku:l/ - мактаби грамматикӣ
 primary school / 'praɪməri sku:l/ - мактаби ибтидоӣ
 vocational school/vəʊ'keɪʃənʌl sku:l/-омӯзишгоҳи касбу ҳунар
 sing a song /siŋ ə sɒŋ/ - суруд хондан
 subject / 'sʌbdʒikt/ - предмет
 sunday / 'sʌndi/ - якшанбе
 tajik / 'ta:'dʒik/ - тоҷик
 thursday / 'θə:zdi/ - панҷшанбе
 university /ju:ni'və:siti/ - университет, донишгоҳ
 wednesday /'wɛdnzdi/ - 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 /beið/ - оббозй
bathing / beiðɪŋ/ - оббозй кардан
bicycle /'baisikl/ - велосипед
by bicycle - бо велосипед
climb /klaɪm/ - баромадан
cook /kuk/ - ошпаз
cycle /'saɪkl/ - чарх, велосипед
go boating [-gəʊ bæʊtɪŋ] - киштиронй кардан
go on an excursion /ɪks 'k:ʃən/ - ба экскурсия рафтан (саёҳат)
go mountaineering / maʊnti'niə/ - ба кӯҳ баромадан
go on a hike - саёҳат (пиёда)
enjoy boating /ɪn'dʒɔɪ bæʊtɪŋ/ - аз киштиронй лаззат бурдан
enjoy fishing /ɪn'dʒɔɪ fɪʃɪŋ/ - аз моҳигирй 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 i faɪn/ - хуб ҳис кардан
fish /fɪʃ/ - моҳй
fishing-rod / fɪʃɪŋ rɒd/ - шасти моҳигирй
fishing soup / fɪʃɪŋ su:p/ - шӯрбои моҳигй
luggage /lʌgɪdʒ/ - бор
lunch-basket / 'lʌntʃ bæ:skɪt/ - сабад барои хурока
make a fire / meɪk ə fɛə/ - гулхан афрухтан
motor-cycle / 'məʊtə saɪkl/ - мотоцикл
places of interest / pleɪsɪz əv 'ɪntrɪst/ - ҷойҳои шавқовар
plane /pleɪn/ - самолёт, ҳавопаймо
by plane - бо тайёра
ship / ʃɪp/ - киштй
by ship - бо киштй
tent /tənt/ - хайма
train /treɪn/ - қатора, поезд
by train - бо поезд
travel by /treɪvl baɪ/ - сафар кардан, саёҳат кардан
travelling on foot - саёҳати пиёда

unforgettable impression /ʌnfə'geteɪbl̩ im'preʃən/ - хиссиёти
фаромӯшнашаванда
visit / vɪzɪt/ - ташриф овардан
weekend trip / wi: k'end 'trɪp/ - саёхати дамгирӣ

CLOTHES

apron / 'eɪprən/ - пешдоман
blouse /blaʊz/ - куртаи нимтанайи занона
boots /bu:ts/ - ботинкаҳо
high boots /'haɪ bu:ts/ - мӯза
low boots / 'lou bu:ts/ - ботинкаҳо
cap /kæp/ - кулоҳ
bear skin cap / 'beə skɪn kæp/ - кулоҳ аз пӯсти хирс
dress /dres/ - курта
gloves /glʌvz/ - дастпӯшак
pair of gloves / pɛə əf glʌvz/ - ҷуфти дастпӯшак
shirt /ʃ:t/ - куртаи мардона
skirt /skɜ:t/ - доман
shorts /ʃɔ:ts/ - шалвори кӯтоҳ

SEASONS AND WEATHER

april /'eɪprəl/ - апрел
august /o:gʌst/ - август
autumn /o:tdm/ - тирамоҳ
climate / 'klaɪmɪt/ - иқлим
cold / kəʊld/ - хунук
coldness / kəʊldnɪs/ - хунукӣ
cloudy / 'klaʊdi/ - абрнок
december /di sɛmbə/ - декабр
drizzle /drɪzl/ - резаборон
grass /grɑ:s/ - алаф
hot - /hɒt/ - гарм
January /dʒænjuəri/ - январ
July /dʒu:lai/ - июл
June /dʒu:n/ - июн

february / fɛbruəri/ - феврал
field /fi:ld/ - саҳро
flowers /'flaʊəz/ - гулҳо
fly /flai/ - паридан
make a bird-house / bə:d haus/ - лона сохтан
march /ma:tʃ/ - март
may /mei/ - май
mild /maild/ - мӯътадил
nasty / na: sti/ - бад, палид, ифлос
november /nəʊ 'vembə/ - ноябр
october /ɔk'təʊbə/ - октябр
overcoat / 'əʊvəkəʊt/ - палто
rain /rein/ - борон
it rains - борон меборад
raincoat /'reɪnkəʊt/ - боронӣ

SPORTS /spo:ts/

go in for sports - бо варзиш машғул шудан
honoured Master of sports - устои хизматнишондодаи
варзиш
ice hockey match / 'aɪs 'hɔki '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/ - тӯббозӣ қардан
play basketball / pleɪ 'ba:skɪtbo:l/ - баскетболбозӣ қардан
play chess / 'pleɪ 'tʃɛs/ - шохмотбозӣ қардан
play draughts / plɛɪ dra:ts/ - шашкабозӣ қардан
play hockey / pleɪ'hɔki/ - хоккейбозӣ қардан
play football /'pleɪ 'fʊtbo:l/ - футболбозӣ қардан
play snowball /pleɪ 'snəʊbo:l/ - барфбозӣ қардан
play tennis / pleɪ 'tenɪs/ - теннисбозӣ қардан
recieve /ri si:v/ - гирифтан
stadium / 'steɪdiəm/ - стадион, майдон

score /sko:/ - хол
score a victory/sko: ə vi'ktəri/ - ғалаба кардан, ғолиб омадан
sport team /spo:t 'ti:m/ - дастаи /командаи/ варзиш
skating /sketiŋ/ - яхбозӣ, яхмолабозӣ
figure skating /'figə 'skeitiŋ/ - рақси болои ях
ski /ski:/ - лижа
skiing /ski:iŋ/ - лижаронӣ
take place /teik pleis/ - ба вуқӯъ омадан, ҷой доштан
waterpole /'wɔ:təpəʊl/ - тӯббозӣ дар об
waterpool /'wɔ:təpu:l/ - хавф, кӯлмак
wrestling /rɛsliŋ/ - гӯштин, гӯштингири

COLLECTIVE AND STATE FARMS

agriculture /'ægrɪ'kʌltərə/ - хочагии қишлоқ
barn/ba:n/ - анбор
breed /bri:d/ - парвариш кардан
cock /kɔ:k/ - хурус
cotton /'kɒtn/ - пахта
cotton-picking machine /'pɪkiŋ mə'ʃi:n/ - мошини пахтачинӣ
combine /'kəmb 'baɪn/ - комбайн
cow /kau/ - гов
crop-growing /krɒp'grəʊiŋ/ - ғаллакорӣ
feed /fi:d/ - озуқа, хӯрокворӣ
grain /greɪn/ - ғалла
hen /-hen/ - мӯрӣ
milk /mɪlk/ - шир
sheep /ʃi:p/ - гӯсфанд
dairy-farm /deəri 'fa:m/ - фермаи шир
dairyman /deəri'mæn/ - говдӯш
dairywoman /wʊmən/ - говдӯшзан
pick /pɪk/ - чидан
pick cotton /pɪk kɒtn/ - чидани пахта
stock raising /'stɒk reiziŋ/ - чорводорӣ
silkworm rearing /sɪlkwɔ:m riəriŋ/ - пиллапарварӣ
tractor /træktə:/ - трактор

TOWN

- academy / ə'kædəmi/ - академия
academy of sciences / ə'kædəmi əv 'sai'ənsiz/ - академияи
фанҳо
agricultural /'ægrɪ'kʌltərəl/ - кишоварзӣ
Agricultural Institute /'ægrɪ'kʌltərəl 'ɪnstɪtju:t/ -
донишкадаи кишоварзӣ
aluminium plant /'ælju'mɪniəm plænt/ - заводи алюминӣ
avenue /'ævə,nju:/ - хиёбон
bridge /brɪdʒ/ - пул, купрук
bus /bʌs/ - автобус
bus-stop - истгоҳи автобус
take bus N - ба автобуси N.. . савор шудан
capital /'kæpɪtəl/ - пойтахт
cathedral /kə'thi:dr(ə)/ - калисо
Isaaks Cathedral - калисои Исои Муқаддас
cemetery /'semɪtri/ - қабристон
center /'sentə/ - марказ
chemical plant /kemɪkl plæ:nt/ - заводи кимиёӣ
cinema /'sɪnəmə/ - кино
city /'sɪti/ - шаҳри қалон
commercial /kə'mɜ:ʃəl/ - тичорат
cotton cleaning plant /'kɒtn kli:niŋ plæ:nt/ -
заводи пахтатозакунӣ
district /'dɪstrɪkt/ - маҳал
drama theatre /'dræ:mə θiətrə/ - театри драмавӣ
factory /'fæktəri/ - фабрика
flower-bed /'flaʊə bed/ - гулзор
flowers /'flaʊəz/ - гулҳо
fortress /'fɔ:trɪs/ - қалъа
the Peter and Paul Fortress - қалъаи Петр 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 ɪndʌstri/ - саноати вазнин

hospital / hɒspɪtl/ - касалхона
 lake /leɪk/ - қул, ҳавз
 market /'mɑ:kɪt/ - бозор
 Medical Institute /'mɛdɪkl 'ɪnstɪtju:t / - донишгоҳи тиббӣ
 monument / 'mɒnjumənt/ - муҷассама
 mountain / 'maʊntɪn/ - қӯҳ
 multistorey / mʌlti'stɔ:ri/ - бисёррошона
 multistoried houses /mʌlti'stɔ:riɪd haʊzɪz/ - хонаи бисёррошона
 museum /mju: 'ziəm/ - осорхона, музей
 opera house / 'ɔ:pərə haʊz/ - толори опера
 palace /'pæləs/ - қаср
 park /pa:k/ - боғ
 Park of Rest and Culture / 'kʌltʃə/ -
 боғи маданият ва истироҳат
 pavement /'peɪvmənt/ - роҳи сангфарш
 places of interest / 'pleɪsɪz əv 'ɪntrɪst/ - ҷойҳои таърихӣ
 population /'pɒpjʊ'leɪʃən/ - аҳоли
 queen /kwi : 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 / sl:ʃə/ - соҳили баҳр
 situated / 'sɪtʃueɪtɪd / - воқеъшуда
 situation /'sɪtʃu'eɪʃən/ - вазъият
 square / 'skwɛə/ - майдон
 red Square - майдони сурх
 street /stri:t/ - кӯча
 Teacher's Training Institute – Донишкадаи Омӯзгорӣ
 theatre / θiətə/ - театр
 textile combine / 'tɛkstail kɒmbaɪn/ - мошини бофандагӣ
 trees /tri:z/ - дарахт
 university /ju:ni və:sɪti/ - донишгоҳ
 valley /'væli/ - води
 Hissor Valley - водии Ҳисор

HOLIDAYS

arms /ɑ:mz/ - дастҳо
award / ə'wɔ:d/- мукофот
celebrate /'seli,breit/- чашн гирифтан
celebration /'seli,breɪʃən/ -чаш
civil war /'sivil 'wɔ:/ - чанги шаҳрвандӣ
congratulate /kən'grætju,leit/ -табрик кардан
defeat /di'fi:t/ - мағлубият
demonstrate / 'dɛmənstreɪt/ - намоиш додан
demonstration / 'dɛmən'streɪʃən/ - намоиш
great holiday / greɪt hɒli,deɪ/ - иди бузург
equal nations /'i:kwl neɪʃənz/ - халқҳои баробар
equal rights / 'i:kwl raɪts/ - ҳуқуқҳои баробар
establish /ɪs'tæbliʃ/ - шинондан, дуруст кардан, гузоштан
hero / 'hiərəu/ - қаҳрамон
heroically /'hiərəuɪkli / - қаҳрамонона
fascism /fæʃɪzəm/ - фашизм
fascist /fæʃɪzɪst / - 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
solidarity /sɒli'dærɪti/ - ҳамраъӣ
Constitution Day/ kɒnstɪ'tju:ʃən deɪ/ - Рӯзи Конститутсия
win - /wɪn/ - бурдан, бурд кардан
victory / 'vɪktəri/ - ғалаба
youth /ju:θ/ - ҷавонон
The UY (The UNION OF YOUTH) - Иттифоқи ҷавонон

PROFESSIONS

artist / 'ɑ:tɪst/ - рассом, наққош
aunt / 'ɑ:nt/ - хола, амма
baker's /'beɪkəz/ - нонвой, нонпаз
bind /baɪnd/ - бастан
bricklayer / 'brɪkleɪə/ - гилкор, устои хишткор
brother / brʌðə/ - бародар
butcher / 'bʊtʃə/ - қассоб, гӯштфурӯш

collective-farmer /kə'lektiv ,fa:mə/ - колхозчй
 correspondent /kəris'pəndənt/ - мухбир
 cosmonaut /'kɔsmə,nɔ:t/ - кайҳоннавард
 cousin /kʌzən/ - духтар ё писари амма
 doctor /'dɔktə-/ - духтур, табиб
 dressmaker /'dres meikə/ - либосдӯз
 engineer /endʒi'niə/ - инженер, муҳандис
 driver /'draivə/ - ронанда
 green grocer /'grɪ:n 'grɔusə/ - сабзавотфурӯш
 jumper /'dʒʌmpə/ - чаҳанда, муаллақзананда
 librarian /lai'brɛəriən/ - китобдор
 nurse /nə:s/ - доя
 paint /peint/ - нақш кашидан, ранг кардан
 painter /peintə/ - рассом
 pensioner /penʃənə/ - нафақахӯр
 pilot /'pailət/ - лётчик
 player /'pleiə/ - навозанда
 poet /pəuit/ - шоир
 singer /'siŋə/ - Ҳофиз, сароянда
 turner /tə:ne/ - харрот
 writer /'raitə/ - нависанда
 worker /'wə:kə/ - коргар

FOOD, FRUIT AND VEGETABLES

apple /'æpl/ - себ
 apricot /'eiprikət/ - зардолу
 bake /beik/ - пухтан
 basin of broth /beisin əv brəθ/ - косаи шӯрбо
 bread /bred/ - нон
 bun /bʌn/ - булка
 butter /bʌtə/ - равған
 cabbadge /kæbidʒ/ - қарам
 cake /keik/ - торт, пирог
 carrots /kærət/ - сабзй
 cherries /tʃeriz/ - олуболу
 cheese /tʃi:z/ - панир
 coffee /'kof i/ - кофе

cook /kuk/ - пухтан
cream /kri:m/- қаймоқ
cucumber / kju:kʌmbə(r)/ - бодиринг
egg /eg/ - тухм
feed /fi:d/ - хўрондан
fish /fiʃ/ - моҳӣ
flat-cake / 'flæt keik/ - нони хонагӣ
fruit trees / fru:t tri:z/ - дарахтони мевадор
ice-cream /ais:kri:m/ - яхмос
jam /dʒæm/ - мураббо
juice /dʒu:s/ - шарбат
grapes /greips/ - ангур
laudable cook / l:deibl kuk/ - ошпази таърифӣ
meat /mi:t/ - гӯшт
melon /'melən/ - харбуза
milk./milk/ - шир
nut /nʌt/ - чормағз
plum /plʌm/ - олу
porridge / 'pɔ:ridʒ/ - шавла, ширбиринч
potatoe /pə'teitəu/ - картошка
sausage / 'sɔ:sidʒ/ - ҳасиб
soup /su:p/ - шўрбо
sugar / 'ʃugə/ - қанд
sweets / swi:t/ - ширинӣ, хушбӯй
taste / teist/ - маizza, таъм
tinned fish / tind fiʃ/ - консерваҳои моҳӣ
water-melon / wɔ:təmelən/ - тарбуз

BODY

arm /a:m/ - бозу, даст
beauty /'bju:ti/ - зебой
beautiful /'bju:tiful/ - зебо
black /blæk/ - сиёҳ
ear /iə/ - гӯш
eyes /aiz/ - чашм
face /feis/ - рӯй
fair /feə/ - бовичдон

feet /fi:t/ - пойҳо
handsome / hænsəm/ - зебо
large / la:dʒ/ - калон
legs /lɛgz/ - пой
lips /lips/ - лаб
little /'litl/ - майда, хурд
lively /'laivli/ - хушрӯяк
long arms / lɔŋ a:mz/ - дастони дароз
long legs / / lɔŋ lɛgz/ - пойҳои дароз
moustache / mæs'ta:ʃ/ - мӯйлаб, бургут
mouth /mauθ/ - даҳон
nose /nəuz/ - бинӣ
oval /'əʊvl/ - тухмшакл
round /raʊnd/ - гирд
short /ʃɔ:t/ - кӯтоҳ
small /smɔ:l/ - хурд, майда

ANIMALS

bear /bɛə'/- хирс
cat / kæt/- гурба
crocodile /'krɒkədail/ - тимсоҳ
cub /kʌb/- майдача (ба маънои таҳқир)
dog /dɔg/- сағ
goat /gəʊt/- буз
giraffe /dʒi'ra: f/- заррофа
fox/ fɒks/ - рӯбоҳ
kangaroo /,kæŋgə'ru:/ -кенгуру
kitten /'kit(ə)n/ - гурбача
lion /laɪən/-шер
monkey /'mʌŋki/ - маймун
puppy /pʌpi/- сағча
turtle /tɜ:tl/- сангпушт
rabbit /'ræbit/ харгуш (заргуш)
sheep /ʃi:p/- гӯсфанд
wolf /wʊlf/ - гург

AT THE LIBRARY

be full of / bi 'fuləv/- пур будан
be born /bi' bɔ:p/-таваллуд шудан
classic- асари классикӣ
classical- классикӣ
die /dai/-вафот кардан
famous /'feiməs/- намоён, машхур
fiction /'fikʃən/- афсона, чизи хаёли
library /'laibrəri/- китобхона
librarian/'laibreriən/ - китобдор, китобхоначӣ
magazine /'mægəzi:n/- маҷалла
novel /'nɒvəl/- роман
poet /'pəuit /- шоир
popular /'pɒpjulə/- машхур
shelves /'ʃelvz/- рафҳо
scientific fiction /'saɪən'tɪfɪk 'fikʃən/-адабиёти илмӣ-хаёли
story /'stɔ:ri/-ҳикоя
subscriber /səbs'kraɪbə/- обуначӣ
well-known /'wel'nəʊn/- намоён
writer /'raɪtə /-нависанда

VOCABULARY

achievement-/ə'tʃi:vmənt/- дастовард
(to be) alive- /ə'laɪv/- зинда, саломат будан
appear- /ə'piə/- пайдо шудан.
(to) admit- /əd'mɪt/- гумон кардан
air- /eə/- ҳаво
banner- /'bænə/- байрак, парчам
Belgium- /'beldʒəm/- Белгия, Белчик
bluish- /blu:ɪʃ/- нилгун
boating -/'bəʊtɪŋ/- қайқронӣ
boiled - /'boɪld /- чӯшидан
brave- /breɪv/- далер, шуҷоъ
(to go) boating- /tə' gəʊ'bəʊtɪŋ/- ба шино баромадан
bring up- /'brɪŋ' ʌp/ - тарбия кардан

break-/breik/- танаффус
 castle- /'ka:sl/- қаср
 call for- /'kɔ:l 'fɔ:-/ зиёрат қардан
 citizen-/ 'sitizn/-шаҳрванд
 choice- /tʃɔis/- интихоб
 catch cold /kætʃ 'kəuld/- шамол хурдан
 charming- /'tʃa:miŋ/- форам
 contribution- /,kɔntri'bju:ʃən/- ёрй, мадад, хайрот
 colourless- / kʌləlis/-беранг
 crawl back-/krɔ:l bæk/- хазида ба қафо гаштан, гелидан
 complete- /kəmpl:t/-пурра
 council- /'kaunsil/- шўро
 computer- operators- /kəm'pju:tə 'ɔpəreitəz/- оператори
 компьютерй
 custom- /kʌstəm/- расм, оин, одат
 coast- /'kəust/- соҳил
 confront-/ kən'frʌnt/- муқобил, рӯ ба рӯ истодан
 comprise- /kəm'praɪs/-дохил намудан, шомил (будан)
 British Youth Council-/'britɪʃ ju:θ 'kaunsil /- Шўрои
 Чавонони Бритониё
 demand-/di'mænd/- талаб
 dress-/dress/- пўшок
 disarmament-/dis'a: mənt/- яроқпартоӣ
 (to be) -designed- /di'zaɪnd/- нақш қардан
 disappear- /,disə'piə/- гум шудан
 endless-/'endlis/- беохир
 equal-/'i:kwəl/- баробар
 explosion- /iks'plɔʊ'zən/- тарқиш
 festival-/'festəvəl/- фестивал
 flat- /'flæt/-хона
 foot- /fu:t/- пой
 forels- /' fɔrəlz/-гулмоҳй
 foggy-/'fɔgi/- абрнок
 fitter-/'fitə/- челонгар
 hatred-/'heitrid/-душманй, адоват
 heavy-/'hevi/- сангин, вазнин
 hopeless- /'həʊplɪs/- навмед, маҳрум

headquarter- /'hed'kwɔ:tə/- сарфармондех, роҳбар
 get off- /'get'ɔf/- дур кардан
 get on- /'get'ɔn/- ба даст омадан
 get ready- /'get'redi/- тайёр будан
 go back- /'gɔu'bæk/- баргаштан
 go mountaineering- /'gɔu, maunti'niə-rɪŋ/- кӯхнавардӣ кардан
 go on- /'gɔu ɔn/ давом додан
 go on an excursion- /'gɔu 'ɔn 'ɛks'kɜ:ʃən/ ба саёҳат баромадан
 go out- /gɔu'aut/- баромадан
 give up- /'gɪv' ʌp/- бас кардан
 greenish- /'gri:nɪʃ/- сабзчатоб
 labour- /'leɪbə/- меҳнат, кор.
 Labour party- /leɪbə'pa:ti/- ҳизби коргар
 link - /'lɪŋk/ - вобаста
 lifeless - /'laɪflɪs/ - бечон, мурда
 (have) links - /lɪŋks/ - вобастагӣ (доштан)
 look back /'lʊk'bæk/ - ба қафо назар кардан,
 look on - /'lʊk' ɔn/ - ба боло назар кардан, нигаристан
 look sunburnt - /lʊk' sʌnbɜ: nt/ - гандумгун намудан
 look up - /'lʊk ʌp/ - ба боло нигоҳ кардан
 (to) mine (v) - /maɪn/ - мина нагузоштан
 mind the time - /'maɪnd ðə 'taɪm/ - вақтро аз даст додан
 mistrust - /'mɪs'trʌst/ - нобоварӣ
 misunderstand - /'mɪsʌndə'stænd/ - ғалатфаҳмӣ
 misuse - /mɪs'ju:z/ - ғалат истифодашуда
 misread - /'mɪs'ri:d/ - нодуруст хонда
 overcoming - /'ɔvə'kʌmɪŋ/ - паси сар кардан
 pale - /peɪl/ - рангпарида
 pail of water - /'peɪ l əv' wɔ: tə/ - як сатил об
 practise - /'præktɪs/ - машқ кардан
 (to) perish - /'perɪʃ/ - ҳалок шудан, табоҳ шудан
 printer - /'prɪntə/ - дастгоҳи чопӣ
 pouring - /'pɔ:ɪŋ/ - рехтан (борони сел)
 race - /reɪs/ - мусобиқа дар тохтан
 reddish - /'rediʃ/ - моил ба сурхӣ, сурхчатоб
 resolution - / ,rezə'lu:ʃən/ - қарор
 rice - /'raɪs/ - биринҷ

right - /'rait/ - рост, дуруст
 ring - /'riŋ / - ҳалқа
 roll - /rɔʊl/ - кулӯлаҳ
 rowing - /'rɔʊiŋ/ - қайқ, рондан
 sea-shore - /'si:'ʃɔ:/ - соҳили баҳр
 (to be) sent for - /'sent'fɔ:/ - барои чизе фиристодан
 smell each other - /'smeli:tʃ 'lðə/ - ҳамдигарро бӯй кардан
 sunburnt -- /'sʌnbɜ:nt/ - офтобзада, гандумгун
 still - /stil/ - ҳоло ором
 (to) suppress (v) - /səp'res/ - пӯшондан, ботил кардан
 surface - /'sə: 'fis/ - рӯй, сатҳ, (замин ё чизе)
 specialized technical school /'speʃiəlaizd'teknikəl'sku:l/ -
 мактаби махсуси техникӣ
 take prisoner /'teik' prɪzənə/ - ба маҳбас гирифтан
 terrible - /'terɪbl/ - тарсноқ, хатарноқ
 terribly - /'terɪbli/ - мудҳиш, хатарноқ
 top - /tɒp/ - баландӣ, сар, қулла
 Trade Unions /' treɪd' ju:njənz/ - Иттифоқи касаба
 trust - /trʌst/ - боварӣ
 (to) train - /treɪn/ - омӯзондан
 voice - /vɔis/ - овоз
 (to) voice (v) - /tə'vɔis/ - садо додан, овоз додан
 vergin-lands /'vɜ:dʒɪn' lændz/ заминҳои қорамшуда
 voluntary - /' vɒləntəri/ - соҳибихтиёр
 United Kingdom - /ju:'naɪtɪd 'Kɪŋgəm/ - Шоҳигарии муттаҳида
 unit - /ju:nɪt/ - гурӯҳ
 whole - /həʊl/ - бутун, ҳама
 wide - /waɪd/ - фароҳ
 wounded - /'wʊndɪd/ - захмдор
 yachting - /' jɔ:tiŋ/ - қайқронӣ (яхта)
 youth - / ju:θ/ - ҷавонон
 yellowish - /'jelʊʃ- зардчатоб
 undone - /ʌndʌn/ - кори нотамо
 unending - /ʌn'dendɪŋ/ - беохир
 the day after /ði: dei'a:ftə/- пасфардо
 the day before /ði: dei'bi'fɔ:/ - як рӯз пеш

tomorrow /tə'mɔ:rəu/- пагоҳ
yesterday /jestədi/ -дирӯз
two days before - / tu: deiz bi'fɔ:' / -ду рӯз пеш
before / bi'fɔ:' / - пеш
ago /ə'gəu/-пас
unhappy /ʌn'hæpi/ - бадбахт
unheart.- /ʌn'ha: t/ - бедил
unforgettable - /' ʌnfə'getibl/ - фаромӯшнашаванда
unimportant - /ʌnim'pɔ:tənt/- беаҳамият, камаҳамият
uninteresting. - /' ʌn'intristiŋ/ - бемазза
unkind - /ʌnkaind/ - номехрубон
unknown - /ʌnəun/- ношинос
unpleasant - /ʌn'pleznt/ - ғализ, нофорам
unreal - /ʌn'riəl/ ғайриаслӣ
unusual - /ʌnju:zəʊl/ - ғайриоддӣ
untrue - /ʌn'tru:/ - ғалат, нодуруст

READER

UNCLE TOM'S CABIN By HARRIET BEECCHER-STOWE

PART I

Two men were sitting alone in the dining -room of a house in the town of P. in Kentucky. One of them, who was a guest, was a short, unpleasant-looking man, with large hands and a rough voice. The host, Mr. Shelby, had appearance of a gentleman. They were discussing a serious problem.

"You see, Haley," said Mr. Shelby, "Tom is a very good boy; he is certainly worth that sum, -honest and capable, he manages my whole farm."

"You mean honest as a Nergo can be," said Haley.

"No -I mean really. Tom is a good, honest fellow. I trust him with everything -money, house, horses, I must say I am sorry to part with Tom. And if you take him, Haley, he must cover all my debt."

"Well, haven't you a boy or a girl that you could give me together with Tom?"

Here the door opened, and a small quadroom boy, between four and five years of age, entered the room. He had black soft hair, large dark eyes and rich long lashes. He looked very pretty.

"Look here, Shelby," said Haley; give me this boy, and the business will be settled."

At this moment the door opened again, and a young quadroom woman, about twenty-five years old, came in. It was clear that she was the boy's mother. She had the same large dark eyes long lashes and the same soft black hair.

"Well, Eliza" said her master, as she stopped and looked at him."

"I was looking for Harry, please, Sir".

"Well, take him away then," said Mr. Shelby and she went out.

"You can get a lot of money for this girl in New Orleans," said the trader. They pay more than a thousand for such pretty girls."

“I don’t want to sell her for sum of money. My wife will not part her,” said Mr. Shelby dryly.

“Well, you’ll give me the boy then?”

“What do you want a child for?” said Mr. Shelby. “I don’t want to sell him. The fact is, Sir, I am a human man, and I hate to take the boy from his mother.”

“Oh, I understand you. It is very unpleasant”, said Haley.

“But Sir, you send the girl away somewhere for a day, or a week and do everything before she comes home. Then your wife will give her some ear rings, or a new dress, or something, and that’s all”.

“I’m afraid not,” said Mr. Shelby.

“Of course, it is!” said the trader. “These Negrous are not like white people, you know. They get used to it, all these things are easier for them. Well, what do you say?”

“I’ll think about it and talk to my wife,” said Mr. Shelby.

“Come in the evening and you’ll have my answer.”

Uncle Tom’s Cabin /kl’tomz’kbin/-Кулбаи Томамак

Kentucky /ken’tuki/-Кентукки

unpleasant-looking man-Марди дилнокаш

Shelby /’elbi/-Шелби

Haley /’heili/-Хейли

He is certainly worth that sum-вай албатта ба ин пул мearзад

cover-пӯшиш, сарпуш

debt-қарз

quadroom, boy /kw’dru:n/-квартирон

(шахсе, ки як наслаш зангӣ будааст)

Eliza /I’laiz/-Елиза

to get used to-одат кардан

Answer the following questions

1. Who was sitting in the dining-room of the house in the town?
2. What were they discussing?
3. What did Haley say when he saw the little boy?
4. Why did a young woman come into the room?
5. Did Mr. Shelby want to sell the young woman?

Describe little Harry and his mother.

PART II

It so happened that Eliza had heard some words of the conversation between Mr. Shelby and his guest. She understood that the trader wanted to buy somebody. So when she went out of the room with Harry, she stopped at the door to listen, but her mistress called her and she had to go.

“Eliza what’s the matter with you today?” asked Mrs. Shelby

“Oh, Missis!” said Eliza and burst into tears.

“Why, Eliza, what’s happened?” said Mrs. Shelby.

“Oh, Missis, Missis!” said Eliza, “there is a trader in the dining-room talking with Master?”

“Well, and what of it?”

“Oh Missis, do you suppose Master will sell my Harry? And the poor woman fell crying into the chair “Sell him! No, you foolish girl! You know your master never sells his servants”.

“But, Missis, you never will agree-to-“

“Nonsense, child! Of course I shall not agree. Cheer up and don’t think about it. Help me to dress because I’m going on a visit.

Eliza had been brought up by Mrs. Shelby, and was her favourite. She was married to a bright talented young mulatto man, whose name was George Harris and who was a slave on the estate of Mr. Shelby’s neighbour. He worked in a factory, where he was the best worker. He even invented a machine which made the work easier. It was during his work in the factory that George had seen and married Eliza. The owner of the factory allowed George to come and go at any time, and they were happy.

George was handsome and had good manners. He was a general favourite in the factory. But in the eyes of the law, he was not a man, but a thing, which belonged to a vulgar, cruel master that had been hired out by his master to work at the factory.

One day his master came to the factory and took George back.

“But, Sir,” said Mr. Wilson, the owner of the factory, “can’t you allow George to stay here?”

“Why? Isn’t he my man?”

“But, Sir,” he is a good worker. Think of the machine which he has invented.”

“Oh, yes!-a machine to make work easier! A Negro will invent such a machine, only allow him to do it. No, he will work at my farm!” and George was taken home.

to happen- тасодуф шудан
trader-савдогар
to bring up-ба воя расондан
hire out-киро кардан

Prove the following facts:

Eliza heard the conversation between Mr. Shelby and Haley.
And she couldn't listen to it to the end.
Mrs Shelby was really good to her.
George was the best worker at the factory.
George's master was a vulgar and cruel man.

Complete the following sentences and translate them into Tajik.

She understood that the trader.....
But, in the eyes of the law.....

PART III

Mrs. Shelby's words calmed Eliza. When her mistress had gone on the visit, she went out the verandah and stood there some time. Suddenly she felt a hand on her shoulder. She turned and smiled. “George, it is you! How you frightened me! Well, I'm so glad you have come. Missis has gone on a visit, so come to my room and we sit and talk.”

She took him into a little room where she usually sat to be ready to come when her mistress called her.

“How glad I am! Why don’t you smile? -and look at Harry-how he grows, isn’t he beautiful?” said Eliza.

“I wish he had never been born!” said George bitterly. “I wish I had never been born myself!”

Surprised and frightened, Eliza sat down and burst into tears.

“Oh, Eliza, it ‘s too bad that I talk like this,” said George, “It’s too bad. Poor girl. Oh, I wish you had never seen me!”

“George! George! How can you talk so? What has happened? We have been so happy. “Yes, we have been happy, dear,” said George. And you are the most beautiful woman, and the best woman I ever saw: but oh, I wish you had never seen me! My life is bitter. What is the use of trying to do anything?”

“Oh, George, I know you have a bad master.”

“My master! and who made him my master? That’s what I think of what right has he to me? I’m a man as much as he is; I am a better man than he is; I know more about business than he does; I can read and write better than he can; and now what right has he to take me from things I can do and put me to work that any horse can do?”

“Oh, George-George-you frighten me! I never heard you talk so.

I’m afraid you’ll do something dreadful. Please be careful!”

“I haven’t told you all,” said George. Master says that he was a fool to allow me to marry you; that he hates Mr. Shelby and all his people, because they are proud, and he says I get ideas from them too. And he says he won’t allow me to come here any more, and that I’ll take a wife in his farm and live with her, and if I don’t do it, he will sell me to the plantations in the south.”

“Why, but you were married to me, in the church, like a white man,” said Eliza.

“Don’t you know that a slave can’t be married? There is no law in this country for that. So, Eliza, my girl,” said the husband, “good-bye, because I’m going.”

“George! going where?”

“To Canada,” said he standing up. “And when I’m there, I’ll buy you –that’s all the hope that we have. You have a kind master. And he won’t refuse to sell you. I’ll buy you and the boy”.

“Oh, dreadful! -if you are taken!”

“I won’t be taken, Eliza-I’ll die first! I’ll die!”

They stood silent, then there were last words, and tears; and then the husband and wife parted.

I wish he had never been born - хуб мешуд, ки вай ба дунё намеомад

I wish you have never seen me! –хуб мешуд, ки шумо маро намедидед!

Bitter/bit/ - талх

Dreadful /’dredful/-дахшатнок

Speak on the following points

Eliza was happy and gay when she saw George;
George was sad and unhappy;
George wanted to go to Canada.

Answer the following questions

What was Eliza afraid of?

What did George’s master tell him?

What was George going to do?

PART IV

Uncle Tom lived in a little log cabin with his wife Aunt Chloe and his three children. Mr. Shelby’s son, George, a boy of thirteen, was a great favourite of Uncle Tom and Aunt Chloe. He spent much time in their cabin, talking to them or teaching Uncle Tom to read and write. In the evening all the servants often gathered in Uncle Tom’s cabin, and then George read to them and they all sang together.

That evening they sang and talked until a late hour. When everybody had gone, Aunt Chloe and Uncle Tom sat up some more time talking, so Aunt Chloe was not yet in bed when somebody tapped on their window between twelve and one o'clock.

"Oh, what's that," said Aunt Chloe going to the window. "Why, it's Elize! Put on your clothes, old man, quick! I'm going to open the door."

She opened the door, and in the light of the candle which Uncle Tom lighted, they saw Elize with her boy in her arms.

"Oh, Elize! You scare me. You look so strange," said Aunt Chloe. "Are you, ill? What's happened to you?"

"I'm running away and carrying away my child. Master has sold him!"

"Sold him!" repeated both, lifting up their hands.

"Yes, sold him! said Eliza. "I stood by Mistress's door tonight and I heard Master told Missis that he had sold my Harry and you, Uncle Tom, both to a trader. He said that the man would take you and Harry away in the morning."

During this speech Tom was standing like a man in a dream.

Then he slowly sat down on his old chair.

"Oh, dear!" said Aunt Chloe. "Oh, it doesn't seem true. What has Tom done, that Master must sell him?"

He hasn't done anything – it isn't far that. Master didn't want to sell-I heard him say so to Missis-but he is in debt and in that man's power, and if he doesn't sell these two, he will have to sell the house and all the people. Master said he was sorry and Missis, oh, she is very sorry too."

"Well, old man!" said Aunt Chloe, "why don't you go too? Will you wait to be sold and sent down the river, where they kill Negroes with hard work and starving? There is time for you; go with Eliza. Be quick, get ready, and I'll pack your things."

Tom slowly raised and said: "No, no; I am not going. Let Eliza go it's her right. But you heard what she said. If I must be sold, or all the people, why, let me be sold. It is better than sell all the people, why, let me be sold. Master is good; he will take care of you and the poor children."

Here he turned to the bed where the children were sleeping and covered his face with his large hands. Loud, heavy sobs shook the chair and great tears fell through his fingers on the floor. "And now," said Eliza, "I saw my husband only this afternoon, but I didn't know anything yet. He is going to run away. If you happen to know where he is, try to let him know how and why I went; tell him that I am going to try and find Canada." Then Eliza took her child in her arms and went away.

Aunt Chloe-хола Хлоя

tap/tp/-так-тақ қардан

scare/sk/-тарсондан

Oh, dear!-наход ки

In the man's power-дар дасти он мард

Sob-навха, афғон

If you happen to know-агар тасодуфан донед, ки

Answer the following questions:

What do you know about Uncle Tom?

Why did George, Mr Shelby's son spend much time in their cabin?

Why did Eliza come to Uncle Tom's cabin so late at night?

What was their reaction to Eliza's news?

Why did Uncle Tom refuse to run away with Eliza?

What did Eliza ask them to do?

PART V

In the morning Haley came to take Tom and Harry. But it was found out that they had disappeared. Mrs. Shelby was very glad. Haley was very angry, and Mr. Shelby promised to give him horses and men to help to find Eliza. Two Negro boys were sent to bring the horses, but they pretended that they could not catch them. When at last the horses were caught, they were tired. So Mrs. and Mr. Shelby asked Haley to stay to dinner. Only late in

the afternoon Haley and two Negro boys Sam and Andy, started to look for Eliza.

Eliza was walking very quickly along the road to the village near the Ohio River carrying Harry in her arms. To go there and cross the river was the first point of her plan.

Harry was sleeping in her arms. In the morning, when he awoke, she put him on the ground and they walked on together. When they came to a little wood, she stopped near a stream and gave the boy some rest. When he had eaten and drunk some water from the stream, they walked on.

An hour before sunset Eliza entered the village by the Ohio River. She went to the river at once.

It was now early spring and the river was full of large pieces of floating ice. Eliza stood for a moment and then went into a small public-house on the bank to ask some questions.

The hostess of the public-house, who was busy cooking supper, stopped with a fork in her hand, when Eliza came up to her.

“What is it? -she said.

“Is there a ferry, or a boat, that takes people over the river?” said Eliza.

“No, indeed, said the woman; ’there is ice on the river, the boats don’t run.”

When the woman saw despair on Eliza’s face, she felt sorry for her. She looked out of the window, “Solomon!” she called.

A man with very dirty hands appeared at the door.

“I say, Sol,’ said the woman, “is that man going across the river tonight?”

“There is a man here who said that he was going to try to cross the river,” said the woman to Eliza. “He will come here for supper so you better sit down and wait”.

The boy was very tired and only cried.

“Poor boy, he is very tired,”said Eliza.

“Well, take him to this room,” said the woman and opened the door of a small bedroom: Eliza put the boy on the bed and sat near him till he fell asleep. For her there was no rest. She was standing at the window and looking at the river.

About an hour later Haley and the boys came into the same village. Sam saw Eliza at the window but she was looking in another direction and didn't see them. Haley and Andy were a little behind. Sam dropped his hat, pretending that was blown off by the wind, and gave a loud shout. Eliza turned and saw them. She stepped back from the window at once. There was another door in her room, which opened to the river. At that moment Haley saw her. He jumped off his horse and run after her, like a dog after a deer. In a moment she was at the bank of the river. Haley was right behind her. With her baby in her hands she jumped from the bank on a large piece of floating ice.

The piece of ice cracked under her feet, but she didn't stay on it a moment. With wild cries she jumped to another, and still another piece of ice-slipping nearly falling, and jumping again! She lost her shoes, tore stockings, she left drops of blood on every piece of ice; but she saw nothing, till at last, as in a dream, she saw the opposite side of the river, where a man helped her to climb up the bank.

the Ohio/ou'haiou/ River-дарёи Огайо
the public nouse-майхона
ferry/feri/-паром
pretend/pritend/-вонамуд кардан

Complete the following sentences and translate them into Tajik

In the morning Haley.....
Haley was very angry....
Two Negroes boys were....
Only late in the.....

Prove the following facts that

Eliza was in a hurry; it was impossible to crass the river;
The hostess of the public-house helped Eliza;

Answer the question: How did Eliza cross the river?

PART VI

It was late afternoon in the hall of a small country hotel in Kentucky there were many people. Some were drinking, some talking or smoking. An old gentleman paid attention to a group of people who were reading some paper. "What's that?" said the gentleman to his neighbour. "Negro advertised," he answered.

Mr. Wilson, the old gentleman, stood up, went up to the advertisement and read:

"Ran away, my mulatto boy, George. Six feet in height, a very light mulatto, brown curly hair, can read and write, will probably try to pass for a white man.

I will give four hundred dollars for him alive and the same sum for proof that he has been killed".

A long -legged man came up to the advertisement, read it, and then spat on it.

"That's what I think about it?" he said.

"Why, stranger, why have you done it?" said the landlord.

"I shall do it to the writer of this paper if I see him. Such an advertisement is a shame to Kentucky, what I think".

"I think you are right, friend," said Mr. Wilson: "and the boy described here is a fine fellow-no mistake about it. He worked for me several years in my factory, and he was my best worker Sir. He even invented a machine".

Here the conversation was interrupted. A small carriage arrived at the door of the hotel. A well-dressed young gentleman was sitting in it, and a Negro servant was driving.

Everybody looked at the young gentlemen with interest. He was very tall, with dark Spanish complexion, fine black eyes and black curly hair. He walked easily among the people, with a nod showed his servant where to put his luggage, and, with his hat in his hand, went up to the bar and gave his name as Henry Butler of Oakland. Turning, he looked at the advertisement on the wall.

"Jim," he said to his man. "it seems to me we met such a boy, didn't we?"

Yes, Master," said Jim, "I think so."

“Well, I didn’t look much at him, of course,” said the young gentleman. Then he walked up to the landlord and asked for a room.

From the moment the gentleman appeared, Mr. Wilson never stopped looking at him. It seemed to him that he had met the young man. The young man noticed it and came up to him.

“Mr. Wilson, I think. “he said, “Excuse me, I didn’t recognize you at first. I see you remember me-Mr. Butler of Oakland.”

“Yes-yes-yes, Sir,” said Mr. Wilson, like one speaking in a dream.

Just then a Negro boy entered and said the room was ready.

“Jim, take care of the luggage, “said the gentleman; then turning to Mr. Wilson, he added: I’d like to talk to you a little on business, in my room, if you please,”

Mr. Wilson followed him, as one who walks in his sleep.

Negro advertised /dvtaizd/-эълон дар бораи гурехтани зангӣ
mulatto/mju:ltou/-акдиш (касе, ки аз сиёхпӯст ва сафед зоида
шудааст)

spit (spat, spat)- туф кардан

will probably try to pass for a white man-эҳтимол кӯшиш
кунад, ки чун одами сафедпӯст намояд

complexion/kmplekn/-ранги рӯй

Henry Butler of Ofkland/’ouklnd/-Генри Батлер аз Окланд

notice/noutis/-пай бурдан, дидан

I’d like-ман мехостам

Answer the questions

What was the advertisement about?

What did Mr. Wilson notice?

Did you understand at once that the young gentleman was Eliza’s husband, George?

PART VII

When they were in the room and the servants had gone, the young man locked the door and looked Mr. Wilson in the face. "George!" said Mr. Wilson.

"Yes, George," said the young man. "You can see, walnut bark has made my yellow skin brown, and I've dyed my hair black so I don't answer the advertisement at all".

"Oh, George, but this is a dangerous game you are playing. You see, George, you know, I have always been your friend; and what I say, I say for your own good. Now, it seems to me, you are making a mistake. You go against the laws of your country."

"My country!" exclaimed George. "Mr. Wilson, you have a country but what country have I, or people like me, who are slaves? What laws are there for us? Hear what can I tell you. Mr. Wilson. I saw how my mother was put up for sale, with her seven children. They were sold before her eyes, one by one, all to different masters, and I was the youngest. She kneeled before my master and begged him to buy her with me, and he kicked her away with his heavy boot. I never saw my mother again.

"Later my master also bought my elder sister Emily. She was a good girl, very beautiful and had good manners. At first I was glad she was with me, because I had one friend near me. But I was soon sorry for it. Sir, I stood at the door and heard how they whipped her and I couldn't do anything to help her. At last they sold her to New Orleans-and I know nothing else about her. Well, I grew up-long years and years-no father, no mother, no sister, nobody who loved me or said a kind word to me. Then, Sir, I found my wife and was happy. But now, what? Why, comes my master and says that I have forgotten who I am, that I am only a Negro. He comes between me and my wife and says that I must forget my wife and live with another woman. And your Law gives him power to do all this. Do you call it the law of my country? Sir, I haven't any country. But when I get to Canada, where the laws will protect me that will be my country."

George's speech made a great impression on the old gentleman. "Well, George, he said, "you are right. Go. But be careful,

my boy. And here, George, take this!” and he handed him a large sum of money.

“No, my kind good Sir,” said George, “I have enough money.”

“Oh, but you must, George, Money help you. Take it-do take it?”

“Then,” said George, taking the money, “I’ll return it as soon as I can. Well, Sir, I leave early tomorrow morning, before sunrise. So good-bye, Sir; if you hear that I am taken, you may know that I am dead.”

George stood up like a rock and put out his hand. The friendly old gentleman shook it heartily and went out of the room.

(There were some good, honest and noble people in America, who helped George and Eliza. They managed with many difficulties to reach the shore of Lake Erie. They crossed it on board a ship to Canada, where at last they were free people.)

Wainut bark-решаи чормағз

I don’t answer the advertiment at all- нишноаҳои ман ба эълон тамоман мувофиқ нестанд

I say for your own good-ман ба фоидаи ту мегӯям

Dye/dai/-ранг кардан

Was put for sale-ба фурӯш монда буд

Make a great impression on-ба ягон чи таассуроти калон расондан

Kick-бо пой задан, лағат задан

Whip/wip/-задан, қамчинкорӣ кардан

Say a few words about...

How George had changed his appearance; what happened to his family; George’s words: “Tom have a country... I haven’t any country.”

PART VIII

Sir Clare, a rich gentleman, bought Uncle Tom. He was a kind man and Tom's life was good in his house, only he missed his wife and children greatly. Sir Clare promised to give Tom his freedom, but died suddenly. All his slaves were sold. Uncle Tom was sold to the South sold to a vary wicked man, Legree by name. The man made his slaves work hard on the plantations from early morning till late at night, and cruelly beat them. One day, when Tom tried to help one slave woman, Legree saw it and beat Tom so hard, that he could not get up.

It was late at night. Tom was lying alone on the floor in a shed. He heard footsteps and saw the light of a lantern.

"Who is there? he said". Oh please, give me some water.

He saw a woman. He had seen her before. Her name was Cassy. She was tall, with small hands and feet and was well dressed. Judging by her face, she was about forty years old. She had a high forehead, a straight nose and a little mouth. In her youth she had been beautiful, but now her face was marked with pain and suffering. Her complexion was unhealthy, her cheeks pale. Her eyes were remarkably: very large, black, with long dark lashes. There was pride in them.

Cassy put down her lantern and gave Tom some water.

"Think you, missis", he said.

"Don't call me missis! I am a slave like you", she said bitterly and sat down near him.

"It 's no use, my poor fellow", 'she said, it's no use trying to help others here. You were brave, but it's all vain. You are in the devil's hand, he is the strongest.

"Oh, God, oh God": said Tom.

"It's no use calling God" said the woman. There isn't any God, or if there is, he is against us.

Tom closed his eyes and was silent.

"You see" said Cassy you don't know anything about it-I do. I've been in this place five years, under this man's foot, and I hate him!

The woman was crying.

“You see me now, see what I am” she continued. My father was a rich man, but my mother was a slave in his house. He had a wife and other children. He loved me and I was brought up together with other children whom I called me brothers and sisters. I learned music. He died very suddenly. Then it was found out that he was in debt, and all his property was sold. As my mother was a slave, I was also part of his property. But I did not think of it then. My father’s wife (who was not my mother) took her own children and went away, leaving me behind. I thought it was strange. The next day the lawyer came and brought a very handsome man. I walked with him in the garden. He was very kind. He told me that he had seen me before and that he loved me and that he would be my friend. I understood that he had bought me, but he was kind and noble and I loved him.

We lived happily seven years and had two children; a boy Henry and a girl Eliza. He loved me and the children very much. But we were not married by law. When I talked to him about it, he said that if we loved each other, it was a marriage before God so it was the same. Then he sold us: me and my children to his friend.

My new master, Mr. Simmons, soon sold my children. When I learned about that I nearly killed him. They thought I was mad. I was terribly ill, between life and death, but I get better and was sold again. This time my master was a good nobile man. He tried hard to find out where my children were, but in vain. Then he fell ill with cholera and died. I was sold again and got into the hands of this wretch-and here I am!

Tom tried to speak, but she stopped him, and left the shed.

Lantern/Intn/-фонус, чароф
It’s no use-фоида надорад
Lawyer/l;j/-юрист, хукукшинос

Make up a talk according to the outline

Tom’s life after he was sold; Cassy’s story;

Answer the question:

Does Cassy’s story remind you George’s story? Give your reasons.

PART IX

The garret of Legree's house was a large space full of old furniture. There was a small window through which some light passed in. There were legends among the superstitious Negroes connected with this garret. One day the body of the poor woman was taken down from there and buried. After that, it was said, the sounds of heavy blows, paths, cries and groans were often heard from the garret. When Legree heard this talk, he was very angry and ordered to stop it, but this did not help.

By and by, the staircase that led to the garret, and even the corridor to the staircase were avoided by everybody in the house, and even be Legree himself, who was also superstitions.

Cassy suddenly had an idea to use this superstitious for her liberation. Her room was just under the garret. One day she moved her furniture into another room. When Legree saw it, he was surprised to put her furniture into another room. When Legree saw it, he was surprised.

"Hey! You Cass! What's that matter?" he asked.

"Nothing only I want to have another room."

"Why?"

"I cant sleep in that room. The people up in the garret move about, make noise, and groan half the night, from twelve to morning."

"People up in the garret!" said Legree, and his voice shook a little, "who are they, Cassy?"

Cassy looked Legree straight in the face and said 'Indeed, Simon, who are they? Maybe you can tell me; but you don't know; I suppose!'

It was clear that Legree was afraid; from that hour Cassy continued to develop her plan.

In a hole in the garret wall she put in the neck of a broken bottle in such a way that as soon as the wind began to blow, loud shrieking sounds came from the garret. From time to time people heard these sounds. A superstitious horror filled the house. Legree was as much afraid as all his servants.

superstitious/sju:p:stis/stin/-хурофот, мавхумот
it was said-мегӯянд, ки
oath/ou/-қасам, ҳақорат
groan/groun/-нола, ғиғон
put in-гузоштан

Answer the following questions.

What do you know about the garret of Legree's house?
Why did Legree order to stop talking about the garret?
What did Legree order to stop talking about the garret?
What did Cassy do one day?
Was Legree really afraid? Prove it from the text?

PART X

One evening Legree was sitting in his room. It was a stormy, windy evening. He was looking through a book. It was a collection of stories about bloody murders, ghosts and such things. Legree turned page after page, and finally, with an oath, threw down the book.

"You don't believe in ghosts, do you?" he said to Cassy, who was sitting by the fire. "You can't be scared by the noises up in the garret, I think."

Cassy looked at him in silence.

"These noises are only made by the rats and the wind," said he.

Cassy again made no answer.

"Speak, woman-don't you think so?" said Legree

"Can rats walk downstairs and along the corridor, and open door when you have locked it?" said Cassy; and come walking... right up to your bed and put out their hand, so and she put her cold hand on his. Legree sprang back with an oath.

"Woman! What do you mean? Who came? Have you really seen?"

Cass, what is it, speak!"

"Sleep in that room yourself," said Cassy, "if you want to know."

"Did it come from the garret, Cassy?"

"It what?" said Cassy.

An old clock that stood in the corner of the room slowly struck twelve.

"Twelve o'clock, well now we'll see," said Cassy opening the door. "Simon, come here!" said Cassy in a whisper, taking his hand and leading him to the staircase; "do you know what is that? Listen, listen!"

A wild cry came down from the garret. Legree's face was white with fear.

"let's go up and see", said Cassy.

"I won't go", said he.

"Why not? There aren't such thing as ghost and devils, you know!"

"Come"! and Cassy run up the stairs.

"I believe you are the devil!" said Legree. "Come back!"

But Cassy run on. He heard her open the door that led to the garret. A wild gust of wind came down and put out the candle that was in his hand. Trembling with fear Legree run back into the room they had left.

"Well, said Cassy, who entered after him "I only shut the door. What's the matter with that garret, Simon?"

More than once Cassy scared Legree by her talk of ghosts in the garret on stormy nights. Meanwhile, in the night, when everybody was asleep, she brought into the garret clothes and food that would be enough for some time.

Among the slaves there was a young girl called Emmeline that Cassy wanted to take with her when she tried to escape from Legree.

(One evening, at last, Cassy and Emmeline left the house and walked in the direction of the swamp, which surrounded the farm. When they were some distance from the house, Legree himself saw them (this part of Cassy's plan). He shouted, but he couldn't follow them alone through the swamp. He called all the people, and

they all, with dogs, run after the two women. Meanwhile Cassy and Emmeline reached a little stream and walked up the stream back to the house. In the house they went up and hid themselves in the garret, where everything was ready for them. The dogs lost their track at the stream, and Legree and all the people looked for them for a long time. The hunt continued several days. When at last Legree had given up hope to find them, the two women left the house at night and escaped.)

swamp /swamp/ ботлок

had given up hope to find them – аз ефтани онхо умедашро канд

describe: how Cassy and Emmeline escaped from Legree's house.

PART XI

George, the son of Mr. and Mrs. Shelby now a grown-up young man, found out, with many difficulties, that Tom was on Legree's plantations. The young man came to buy Tom back, but he was too late. Legree had beaten him cruelly, and when George came, Tom was dying.

George buried Tom's body and started back home with a heavy heart.

It so happened he came to the Mississippi River on the same day with Cassy, and they were waiting for the ship together.

Cassy was dressed like a Spanish lady – all in black. A thick veil covered her face. She had decided that she would be a Spanish lady and Emmeline would be her servant.

In the morning the ship arrived, and George Shelby, with the natural politeness of a cultured man, helped Cassy to step on board.

George took care of Cassy's tickets, and helped her in everything. He could not take his eyes off her: it seemed to him that she looked like somebody he knew.

Cassy noticed it and was uneasy. Finally she decided to tell him her story. George said that he would do all he could to protect them.

The cabin next to Cassy's was occupied by a French lady, named Madame de Thoux, who was travelling with her little daughter, and a child of twelve.

The two ladies and George Shelby often sat on the deck and talked together.

When Madame de Thoux learned that George lived in Kentucky, she said that she had lived there once and asked him a lot of questions about the place. One day she asked him about their neighbour, the slaveowner, who had been the cruel master to George Harris. "did you ever know that he had a mulatto boy, named George?" she said.

"Oh, certainly- George Harris – I knew him well; he married my mother's servant; but he has escaped to Canada."

"He has?" said Madame de Thoux quickly. "Thank God!"

George looked surprised but said nothing.

Madame de Thoux burst into tears. "He is my brother!" she said.

"Yes, I remember he spoke about his sister Emily," said George.

"I am Emily, said Madam de Thoux. I was sold to the south when he was a boy. I was bought by a good and noble man. He took me with him to the West Indies, set me free, and married me. He is dead now, and I was going to Kentucky to try to find and free my brother. Tell me Mr. Shelby, what kind of..."

"A very fine young man" said George "very clever and good".

"And what kind of girl is his wife?"

"A treasure. A beautiful, clever, nice girl" said George. "My mother had brought her up as carefully, almost as a daughter. She can read and write, and she is a beautiful singer".

"Was she born in your house?" said Madame de Thoux.

"No. Father brought her once, when he was in New- Orleans; she was about eight or nine years old then".

Cassy was listening to their conversation with great interest. Her face was white. At this point of the story she touched George's arm and said, "Do you know the name of the people who sold the girl?"

"Simmons, I think." said George.

"Oh. My God!" said Cassy and fainted. When she came to, she cried like a child for a long time. She knew now that her daughter was alive and she hoped to see her soon.

Veil- ҳарир, никоби тур

To step on board – ба саҳни кишти баромадан

Set me free – маро озод кард

When she came to – вакте, ки вай ба ҳуш омад

Speak on the following points:

George, Mr. Shelby's son went to buy Tom back;

Cassy was on the ship; a conversation between George and Madame de Thoux;

Answer the question: why did Cassy faint?

THE REST OF THE STORY.

George Shelby did all he could to help the two ladies to get to Canada. When they arrived there, they began to make inquiries, and at last found out that George and Eliza lived in Montreal.

They had been living in Canada five years now. They were happy. Harry was a fine bright boy, and they had a little daughter, Eliza by name who was just like mother.

One evening when the happy family was going to have tea, there was a knock at the door. George opened it and saw two ladies they were Madame de Thoux and Cassy. Madame de Thoux at once, threw her hands around George's neck and cried. Oh, George, don't you know me? I am your sister Emily!" Cassy at that moment, saw little Eliza. She caught her in her arms and exclaimed: "Darling, I'm your mother!"

Then everybody was laughing and crying and talking at the same time. Their dark times were over at last, and new life was beginning for them.

Monreal /montrɪ;l/-Монреал
Inquiries/ɪnkwaɪrɪz/маълумот
Exclaim-хитоб кардан

Try to tell the end of the story.

EXTRA-CURRICULAR WORK A BEEF-STEAK FOR THE HORSE

Scene: A country inn. Two men are sitting on a bench by the fireside. The host is standing behind the bar. There are two chairs not far from the bar in the corner.

A man in an overcoat comes in.

Man in the overcoat: Oh, what awful weather! Rain and snow all day! And it's so cold! My hands and feet are quite frozen! I am wet through (takes off his coat and goes up to the men sitting at the fire). Gentlemen, may I take a seat near the fire? I am very, very cold!"

1-st Man (very polite): "It's a pity, sir, but there is no room for you. I am very sorry, indeed."

2-nd Man: I am very sorry, but what can we do? There is a chair in that corner perhaps you will take a seat there? Very sorry indeed!

Man in the overcoat: All right, I'll go over there. (to the host) I say, will you give a beef-steak to my horse? It must be hot and big.

Host: But, sir are you sure that your horse will eat a beef-steak?

Horses never eat meat

Man in the overcoat: Do as I say. My horses will eat the beef-steak, if it is hot and big. Please be quick as my horses are very hungry.

1st Man: Do you hear ? He says his horses eat beef steaks.
Horses never eat meat.

2nd Man: Well, I've never heard of a horse that ate meat.

1st Man: let's go and see that horse. It must be a wonderful horse.

2nd Man: Yes, let us go at once.

They go out together with the Host. The Man in the overcoat goes quickly to the fire and sits down on the bench. He takes up the whole bench for himself. Then the two men and the Host come back.

1st Man. Well, I told you that horses don't eat beef –steaks!

2nd Man: And, so did I, what nonsense!

The host goes behind the bar with the plate. The two men come up to the friends. Man in the overcoat: I am very sorry, gentlemen, but there is no room for you at the fireside. Perhaps, you will take seats over there in that corner. (to the Host). So the horse did n't eat the beef –steak. Well, bring it here and a glass of beer, too.

AT A RESTAURANT

A man is sitting at a small table. A waiter is sitting on a chair farther off. He is dreamy and is signing a song.

Waiter: My heart is not here. My heart is not here !....

Hm, hm. My heart is not here. My heart is not here- And what comes next?

Man: Waiter!

Waiter (coming up to the man): Yes, sir, what can I do for you?

Man: Please bring me a plate of soup.

Waiter: What kind of soup?

Man: Any kind, of soup, but be quick, I am in a hurry (takes a newspaper and begins to read it).

Waiter: All right, sir, just a minute, 'sir! (cries to the cook) One soup, quick! (Sits down on his chair, goes on singing)

My heart's in the Highlands,

My heart is not here

Hm! What comes next? (Goes up to the man) Excuse me, sir, but maybe you know-this wonderful song:

My, heart's in the Highlands, My heart is not here- What comes next?

Man: Please, I want my soup (goes on reading his newspaper).

Waiter: Oh, yes, certainly. At once., sir, at once! He goes to the kitchen, brings a plate of soup and puts it on the table in front of the man. Then he goes back to his place and goes on singing.

Man: Waiter!

Waiter (comes up to him): Yes, sir?

Man: I can't eat the soup;

Waiter: But it is a very good soup. Hot and thick. Well, I'll bring you another kind of soup. Just a minute! He takes the plate, goes away and brings another. Then the song is heard again.

Man: Waiter!

Waiter: Yes, sir?

Man: I can't eat the soup. I have no spoon. Bring me a spoon.

Waiter: Oh, what a fool I am.

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 thee = you
crabbed- серғурбат
pleasance- маловат
brave – зебоғй
bare – маъюб
nimble –чолок
wild – дағал, ваҳшй
brave- зинат
lame- ланг, очиз

WHO HAS SEEN the WIND
(by Christinal Rossetti)

Who has seen the wind?..
Neither I nor you?
But when the leaves hang trembling:
The wind is passing through.
Who has seen the wind?
Neither you' nor I;
But when the trees bow down their-heads,
The wind is passing by

I WOULD I WERE A CARELESS CHILD
(Extract) by George Gordon Byron

I would were a careless child,
Still dwelling in my Highland cave,
Or roaming through the dusky wild,
On bounding o'er the dark blue wave;
The cumbrous pomp of Saxon pride,

Accords not with-the free-born soul,
 Which loves the mountain's craggy side,
 And seeks the rocks where billows roll.
 Fortune! take back these cultured lands,
 Take back this name of splendid' sound!
 I hate the touch of several hands,
 I hate the slaves that cringe around.
 Place me among the rocks I love,
 Which sound to Ocean's wildest roar;
 I ask but this- again to rove
 Through scenes my youth hath known before.
 Few are my years, and yet I feel
 The world was never designed for me;
 Ah! Why do darkening shades conceal
 The hour when man must cease to be?
 Once I beheld a splendid dream,
 A visionary scene of bliss!
 Truth!- wherefore did thy hated beam
 Awake me to a world like this?
 I loved- but those I loved are gone;
 Had friends- my early friends are fled;
 How cheerless feels the heart alone,
 when all the former hopes are dead!
 Though gay companions o'er the bow!
 Dispel awhile the sense of ill;
 Though pleasure stirs the maning soul,
 The heart- the heart- is lonely still.

**ҲАМЕХОҲАМ, КИ АЗ НАВ КҮДАКИ
 БЕДАРДУ ҒАМ БОШАМ.**

Ҳамехоҳам, ки аз нав кӯдаки бедарду ғам бошам,
 Миёни кӯхсори пурсукутам зиндагӣ созам,
 Равам пой тӯхӣ ман лаб-лаби анҳори кӯхистон,
 Ба мавҷи рӯдҳои сар-сари худро дарандозам.

Шукӯҳи сарвати саксонии боғурур асло
Ҳамоҳанги намесозад ба рӯзи марди кӯҳистон,
ки умре чун уқобон аз баланди лона мехоҳад,
Бувад умре ҳама дар орзуи сабзаю борон.

Аё қисмат! Бигир аз ман ҳама чоҳу чалоламро,
Бигир аз ман тамоми шӯҳратамро, хонумонамро,
Ки нафрат мекунам ҳаррӯза бар ин бурди бемаънӣ
Ва бар таъзими шохоне, ки бар ман мекунад эҳдо.

Миёни куллаҳои кӯҳсоронам бибар, қисмат,
Ки дурдаст аз ҳама шӯру шари пурнанги бехосил,
Ки шояд бори дигар ман бубинам кӯдакиямро,
Ҳазорон орзу бишкату монд орзу дар дил.

Дар ин дунё, азизон, умри ман бисёр кӯтоҳ аст,
Ва дунё ҳам на баҳри ман чунин рангину мавзун аст,
Чаро асрори хастагиро зи чашми мо панаҳ карданд,
Чаро асрори мурдан аз маҷоли ақл берун аст?

Чу як афсонаи рангорангу нотакрор
Шабе дар хоб дидам кишвари бахту саодатро.
Маро, қисмат, чаро ин гуна орзудию овардӣ
Ба ин ҷо аз миёни боғу бӯстонҳои меҳрафзо.

Рафиқони чавонам ҳама тарки вафо карданд,
Намедонам ҳабибону рафиқон то кучо рафтанд.
Дили бечораамро яккаву бисёр мебинам,
Тамоми орзуҳояш ту гӯӣ бебақо рафтанд.

Агарчанде ки сарбози тараб монанди сайёде
Парешон мекунад ғамро ба мисли тӯдаи оҳу,
Агарчанде ки дар банди тараб мадҳуш мегардам,
Дили бечораам умрест пурфарёду маҳрамчу

DARKNESS
(by GEORGE GORDON BYRON)

I had a dream, which was not all a dream.
The bright sun was extinguished, and the stars.
Did wander darkling in the enter space,
Rayless and pathness, and the icy earth
Swung blind and blackening in the mooless air;
Morn came and went and came, and brought no day,
And men forgot their passions in the dread
Of their desolation and old hearts
Were chilled into a selfish prayer light:
And they did live by wathchfires –and the thrones,
The palaces pf crowned Kings –the huts.....

The rivers and ocean all stood still,
And nothing stirred within their silent depths;
Ships sailoress lay rotting on the sea,
And their masts fell down place meal; as they dropped
They slept on the abyss without a surge.
The waves were dead; the tides were on the grave,
The Moon, their mistress, had expired before;
The winds were wintered in the stragnant air,
And the clouds pershed; Darkness had no need
Of aid from them –She was the Universe

ЗУЛМОТ

Шабе дар хоб дидам рӯзгорамро чу бедорӣ.
Ту хобамро, вале аз рости орий напиндорӣ
Маху хуршед бонуру саморо селай ахтар
Мунаввар карда беҳолонаву берабту беманзар.

Замин зулмониву хира, само дар ҳукми ахтархо.
Саҳар меомаду мерафт, лекин рӯз нопајдо.
Ва пинак рафта инсон завку шавқаш бесару сомон
Ҳама осемасор аз бенизомиҳои мофиҳо

Хама дар нолаву зорӣ барои нури хуршеданд,
Ба гирди гулхане чамъ омад навмеду беимдод
Дар он гулгунча сӯзон каст тахту рахту минбарҳо
Барои равшани ҷангалу гулбоғи хушбунёд

Замин дигар хароботе, аҷаб бе рангу бӯе
На фаслеву гулбоғ, на боғеву на инсон
Чи берабтӣ, чи беназмӣ, чи тақдире, чи фарҷоме,
На рӯди кӯхро чӯше, на баҳрерост тӯфоне.

На киштиро сафар дигар, на аз мавҷ аз хатар дигар,
На бӯроне, на тӯфоне, на Махро ҳусни пешина.
На абреву на зулмоте, чи ҳочат абру зулмоте,
Ишора кардам боре ба ин Кайҳони дерина.

(Аз англисӣ тарҷумаи Назрулло Раҳматулло)

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