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ENGLISH

8



**КЫРГЫЗ РЕСПУБЛИКАСЫНЫН
МАМЛЕКЕТТИК ГЕРБИ**



**КЫРГЫЗ РЕСПУБЛИКАСЫНЫН
МАМЛЕКЕТТИК ТУУСУ**



КЫРГЫЗ РЕСПУБЛИКАСЫНЫН МАМЛЕКЕТТИК ГИМНИ

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Ак мөңгүлүү аска-тоолор, талаалар,
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Сансыз кылым Ала-Тоосун мекендеп,
Сактап келди биздин ата-бабалар.

Кайырма: Алгалай бер, кыргыз эл,
Азаттыктын жолунда.
Өркүндөй бер, өсө бер,
Өз тагдырың колунда.

Байыртадан бүткөн мүнөз элиме,
Досторуна даяр дилин берүүгө.
Бул ынтымак эл бирдигин ширетип,
Бейкуттукту берет кыргыз жерине.

Кайырма:

Аткарылып элдин үмүт-тилеги,
Желбиреди эркиндиктин желеги.
Бизге жеткен ата салтын, мурасын,
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ENGLISH

АНГЛИС ТИЛИ

Кыргыз жана орус тилдеринде окутулган
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LEARNING TOGETHER AT SCHOOL

§ 1. Types of schools

PHONETICS

1. Read and learn by heart.

Queen mab's chariot

[i]

Fib, and Tib, and Pink, and Pin,
Pick, and Quick, and Jill, and Jin,
Tit, and Nit, and Wap, and Wim –
The train that wait upon her.

By M. Drayton

Brainstorm



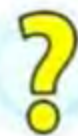
2. Speak on the picture.

- Do you like English lessons and why?

3. Work in groups.

Choose a way to show the class your ideas.

- Think on various ways of interesting activities.



- Do a short lesson in group, where one in a group has to be a teacher and others – pupils.

4. *Work in pairs. Ask and answer the questions.*

- Did you have good summer holidays?
- Do you like to study at school?
- How do you spend your time at school?
- What do you do after classes?

5. *Write the following sentences in the Present Indefinite Tense.*

- a. My friend (get up) at 7 o'clock in the morning.
- b. We (study) at school every day.
- c. He (go) in for sports in a day.
- d. My brother (play) chess with his friend.

6. *Learn the poem.*

FRIENDSHIP

by Edith Segal

I met a little girl
Who came from another land.
I couldn't speak her language,
But I took her by the hand.

We danced together
And had such fun!
Dancing is a language
You can speak with anyone.

7. *Find the word that does not belong.*

Example: London, Bishkek, *sea*

1. he, my, our
2. Anara, Venera, Bolot
3. Washington, Canada, Moscow
4. tiger, bear, cow

8. *Read this information about different types of English secondary schools.*

Which school is most similar to yours? How can you describe your school?

Example: In England there are single gender schools. In Kyrgyzstan and Russia they are all mixed.

- **Mixed/co-educational (co-ed)** – a school for boys and girls
- **Single gender** – a school only for boys or girls
- ✓ **State** – a school where pupils do not pay
- **Private** – a school where students pay for their education; perhaps they have to pass an exam to enter
- **Public** – a school where students pay for their education; often a very old and traditional school
- **Comprehensive** – a state school for students of all abilities
- **Grammar** – a state school where students have to pass an exam to enter
- **Boarding** – a school where students live and study

Different types of Kyrgyz and Russian secondary schools:

- **Schools specializing in English**
- **Comprehensive**
- ✓ **State**
- ✓ **Private**
- **Lyceum**
- **Gymnasium**

9. What's new?

In a small group tell each other about something new in your life.

My name is Samara. I had a great holiday at the seaside with my uncle. There were lots of different fish there. We were there for two weeks.

I had a great holiday at the seaside with my uncle.

I've got a new computer.

I've got a new subject (physics).

I went camping with my friends.

I spent my weekends in Bishkek.



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part I, 1–3.

§ 2. I Like to study

PHONETICS

1. Read and learn by heart.

[æ]

Alas, Alack!

Ann, Ann?
Come quick as you can!
There's a fish that talks
In the frying-pan.
Out of the fat,
As clear as glass,
He put up his mouth
and moaned «Alas»
Oh, most mournful,
«Alas, alack!»
Then turned to the sizzling,
And sank him back.

By W. de La Mare

2. Read the text and discuss it.

WE LEARN ENGLISH

Unknown words

opportunity – мүмкүнчүлүк; возможность

science – илим; наука

enrich – көбөйтүү; увеличивать

necessary – керектүү; нужный (-ая)

information – маалымат; информация

I learn English because it helps to change the life of our country. We, the youth of Kyrgyzstan have a great opportunity to raise our nation's standards, set up its economy and change its condition. This is the only possible way of using foreign language. We use foreign language in order to have close contacts with foreign friends and in different fields of study, economics, politics and science. We must speak their language to improve our life.

In order to speak English better we should always enrich our vocabulary. If you know English well you can read English newspapers and listen to American radio stations and get necessary information you need.

3. *Read and act out the dialogue.*



P₁: Hello, Adyl. How are you?

P₂: Oh, hi, Kanat. I am fine. Nice to meet you.

P₁: Can you speak English?

P₂: Of course, I can.

P₁: Why do you learn English?

P₂: I think nowadays English is very important and necessary. It helps me to have a talk with foreigners.

P₁: Can you help me to improve my English?

P₂: Certainly. Call me in the evening, please.

P₁: Ok, see you soon! Bye.

P₂: You are welcome! Good-bye!

4. *Answer the questions.*

- How does the knowledge of a foreign language help us?
- Is it easy to learn the English language?
- What should we do to speak English better?
- Do you have English books?
- Do you want to know the language well?

5. *Reading and Speaking.*

TWO TEENAGE GENIUSES

a. What do teenagers like doing in your country? Think of three things and tell the others in the class.

b. Divide into two groups.

Group A. Read about Ivan Mirsky. **Group B.** Read about Jaya Rajah.

Ivan Mirsky is thirteen and he is the number 13 chess player in the world. He was born in Russia but now lives in America with his father, Vadim. They live in a one-room flat in Brooklyn. Ivan doesn't go to school and his father doesn't have a job. They practice chess problems all day, every day, morning, afternoon, and evening. Ivan



was different from a very young age. He could ride a bike when he was eighteen months old and read before he was two. He could play cards at three and the piano at four. When he was twelve, he was the under-20 chess champion of Russia.

His father cannot speak English and cannot play chess, either! Ivan translates for him. Vadim says, «I know that I can't play chess, but I can still help Ivan. He and I do not have any friends – we don't want any friends. Other teenagers are boring! We do not like playing sports or watching TV. We live for chess!»



Jaya Rajah is fourteen, but he does not go to school. He studies medicine at New York University in a class of twenty-year-olds. Jaya was born in Madras in India but now lives in a house in New York with his mother, father and brother. They can all speak English fluently. His father is a doctor. Jaya was different from a very

young age. He could count before he could say «Mummy» or «Daddy». He could answer questions on calculus when he was five and do algebra when he was eight. Now he studies from 8.15 to 4.00 every day at the university. Then he studies at home with his father from 6.30 to 10.00 every evening. Jaya doesn't have any friends. He never goes out in the evenings, but he sometimes watches TV. He says, «I live for one thing – I want to be a doctor before I am seventeen. Other children of my age are boring. They can't understand me».

*(From Headway Elementary
by John & Liz Soars, pp. 43–44)*

6. Answer the questions.

- How old is he?
- Does he go to school?
- Where was he born?
- Where does he live now?
- Who does he live with?
- What does his father do?
- How was he different when he was very young?
- What does he do in the evening?
- Can his father speak English?
- Does he have any friends?
- What does he do in his free time?

a. Speaking

Find a partner from the other group.



Discuss the answers again and tell your partner about the teenager in your text.

How many similarities and differences can you find?

b. What do you think?

- Are Ivan and Jaya happy?
- Is it important to have friends? Why?

7. Role-play. Work in pairs.



Pupil A is a journalist, Pupil B is Ivan or Jaya. Ask and answer questions. Use the questions in the Comprehension Check to help you prepare the interview.

Hello, Ivan! Can I ask you one or two questions?

Yes, of course.

First of all, how old are you?

I am thirteen.

8. Read the text and choose the correct phrase for each gap.

SCHOOL NEWS

have collected, have cleaned, have done, have designed, have found, have lost, have organized, have collected, have put, have taken.

This week we _____ a lot things at school.

Students in Class 1 _____ over 3000 aluminium cans.

We _____ these to the town recycling centre.

Students in Class 2E _____ the playground.

They _____ a lot of things - so if you _____ something, ask Class 2E!

Students in Class 3D _____ large rubbish bins in the playground. Please put your rubbish there, in future!

Class 3G _____ «Save it!» posters for each classroom.

Please turn off the lights when you go out.

Class 5 _____ a lot of old books, clothes and toys.

They are going to have a sale on the 17th of March. Please come!

We _____ another meeting on the 20th of March. Please come with more ideas.

9. Read this information about secondary schools in England.

Then draw your timetable.

After Year 6 English children usually change school (when they are 11). They go to a secondary school. In this school, children have a class group or form; they meet every morning for registration.

Classes move around the school building for different subjects. Here is a timetable for one pupil of 8–13 years old in a secondary school:

		Monday	Tuesday	Wednesday	Thursday	Friday
8.40		Registration	Registration	Registration	Registration	Registration
9.00	Lesson 1	English	History	Science	English	Science
9.35	Lesson 2	English	French	Science	English	Science
10.10		Break	Break	Break	Break	Break
10.30	Lesson 3	PE	Science	Drama	French	English
11.05	Lesson 4	PE	Science	English	French	Maths
11.40		Break	Break	Break	Break	Break
11.50	Lesson 5	French	Spanish	Maths	Music	Art
12.25	Lesson 6	Careers	Spanish	Maths	Geography	Art
1.00		Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
2.10	Lesson 7	Technology	Geography	PE	Maths	History
2.45	Lesson 8	Technology	Geography	PE	Maths	History
3.20		Home	Home	Home	Home	Home

Registration is when the class teacher takes the register to check who is at school.

Sometimes there is **Assembly** in the morning for the whole school. A senior teacher tells a story or plays some music. They announce sports results and give prizes. Sometimes the teacher will inform pupils about a new school rule. In some religious schools, everyone sings a hymn and recites a prayer.

PE is short for physical education. It can be team sports, athletics, fitness training or swimming.

Technology includes «Craft & Design», «Information Technology» (computers) and «Home Economies» (skills such as cooking, sewing, home safety and health).

Science sometimes combines Biology, Physics and Chemistry.

In **Careers**, pupils learn about different jobs and the skills they will need. They also get advice on their future education.

In this school, everyone learns **French**. In Year 8 students can choose a second language from German, Spanish and Latin.

(From Cambridge English by V. Safonova, pp. 7–8)



Do the exercises 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part I, 4–7

§ 3. My favourite lesson

PHONETICS

1. Read and learn by heart.

[ə]

Dust of snow

The way a crow
Shook down on me
The dust of snow
From a hemlock tree
Has given my heart
A change of mood
And saved some part
Of a day I have rued.

By R. Frost

2. Read the text and discuss it.

MY ENGLISH LESSON

Unknown words

illness – оору; болезнь

distinguish – айырмалоо; различать

horizon – кругозор

adventure – жорук; приключение

improve – жакшыртуу; улучшать

grammar rule – грамматикалык эреже; грамматическое правило

I have been learning English for seven years. Now I can read, write, translate, make up and put questions.

I every time consult a book of grammar rules. I participate in the English Club.

At our English lessons we read and translate the texts, learn by heart the new words and word combinations. We often play different games.

We do exercises, translate sentences and make discussions, find synonyms, antonyms from the sentences and give translations.

I am glad that my English is improving. In future I want to speak English well.

3. Read and retell the text «My English Lesson».

4. Speak about the situations using the Present Continuous Tense.

a. You are having an English lesson now. Say what your classmates are doing at the lesson.

b. You are in the schoolyard. Say what you and your friends are doing there.

5. Learn the poem.

HICKORY, DICKORY, DOCK

Hickory, dickory, dock!
The mouse ran up the clock,
The clock struck one,
The mouse ran down.
Hickory, dickory, dock!

6. Learn and speak on the proverb.

It is never too late to learn.

Илимге карылык жок.

Учиться никогда не поздно.

Read the text and give the correct answer.

Sasha and Olya are from Russia. Sasha is from Volgograd and Olya is from Moscow, but they both live in Bishkek. They study English in the evening. Sasha reads a dialogue in English and Olya repeats it. They understand the conversation.

Sasha and Olya _____ the conversation.

c. listen

d. write

e. understand

Who repeats the conversation?

- f. Sasha
- g. Olya
- h. Burul

Are Sasha and Olya Russian?

- a. No, they are not.
- b. No, they are fine.
- c. Yes, they are.

7. Rewrite the sentences using the pronouns and names given.

- | | |
|--------------------------------------|--|
| 1. They speak English clearly. | Monique <i>speaks English clearly.</i> |
| 2. Aki asks questions. | The visitors _____. |
| 3. I work in a hospital. | Altynai _____. |
| 4. They understand the guide. | He _____. |
| 5. She drinks coffee in the morning. | We _____. |
| 6. They fix cars in a garage. | Atabek _____. |
| 7. Donald and Dennis do the dishes. | Ann _____. |
| 8. You eat breakfast in the morning. | I _____. |
| 9. She practices the piano. | Meerim _____. |
| 10. We get up late. | Pete _____. |

8. Write an essay: «At school».



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part I, 8–10.

§ 4. Schools in Britain

PHONETICS

1. Read and learn by heart.

Autumn Leaves

[au]

Down
yellow
brown

Autumn leaves tumble down,
Autumn leaves crumble down,
Autumn leaves bumble down,
Flaking and shaking,
Tumbledown leaves.

By J. Wallace

2. *Read and translate the text.*

SCHOOLS IN GREAT BRITAIN

Unknown words

type – бир канча түр; вид, разновидность

mixed – аралаш; смешанный

break – танапис; перемена

There are several types of schools in Great Britain.

Most schools are mixed; they are for boys and girls. But there are also some schools for boys only and some for girls only.

Classes at English schools usually begin at 9 o'clock in the morning. Each lesson lasts forty minutes. They have four lessons in the morning. After the second lesson they have a break which lasts fifteen minutes.

After the fourth lesson they have a long break which lasts an hour and half. During this break pupils have dinner. Some pupils go home for their dinner and others have dinner in the school dining-room.

After the dinner break they come to school again. They have three more lessons with a break of ten minutes.

At ten minutes past four their classes are over and they go home. But some of them stay at school if they want to go in for sports, music and so on.

On Saturday afternoon, they have no classes.

(From «Education in Britain»)

3. *Compare schools in Great Britain and our country.*

4. *Group work. Speak about situations.*

a. A new pupil comes to your class. Ask him:

if he goes in for sport;

if he takes part in sports matches;

what kind of sports he goes in for;

if he is a good player.

b. You are a new pupil of this school. Ask your classmate:

if there are special sports teams at school;

if there is a special football team at school;

if he likes to play football;

if he is a good player.

5. Read and act out the dialogue.



P₁: What is your first lesson?

P₂: My first lesson is history? We study Kyrgyz history all year?

P₁: What other lessons are you taking this year?

P₂: I'm also learning English. It's a very important language in the world.

P₁: How long do you learn English?

P₂: Only for three years.

P₁: Bye-bye. I wish you good luck.

P₂: You are welcome! See you!

6. Interview.

You are a newspaper correspondent. Interview one of your friends about schools in Kyrgyzstan.

7. Role-play. Read the joke and act it out.



Dinara doesn't want to go to school.

She doesn't like math and chemistry. So she takes a telephone and calls on her teacher.

Dinara: Hello, Mrs. Johnson!

Dinara is ill. She is in bed.

So she can't come to school today.

Her teacher: Oh, really? And who is speaking?

Dinara: My Mummy is speaking.

8. Change the following to information questions about the underlined phrases.

a. Are you practicing English?

What are you practicing?

b. Is she writing fast?

How is she writing?

c. Are they studying in Talas?

Where are they studying?

d. Is Helen dancing well?

_____?

e. Are we writing the letters?

_____?

f. Are you washing the dishes?

_____?

g. Is she working in the kitchen?

_____?

h. Is she cleaning the living-room?

_____?

i. Am I reading well?

_____?

9. Answer the questions using the words in brackets. Use contractions.

- | | |
|--|------------------------------|
| a. What are you writing? (a letter) | <i>I'm writing a letter.</i> |
| b. Where is he working? (in Canada) | _____ |
| c. How are they reading? (fast) | _____ |
| d. What are they practicing? (the piano) | _____ |
| e. How am I speaking? (well) | _____ |
| f. What are you washing? (the apples) | _____ |
| g. What is he writing? (a report) | _____ |
| h. Where are they eating? (in the kitchen) | _____ |



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Reader «Tom Brown's school days», Part I, 11–14.

IN AND AROUND THE CITY

§ 1. East or west, home is best

PHONETICS

1. Read and learn by heart.

Good night

[εə]

Here's a body – there's a bed!
 There's a pillow – here's a head!
 There's a curtain – here's a light!
 There's a puff – and so good night!

By J. Wallace

2. Show your solution.



How could you make the city park a place for everybody to enjoy?

Work with your classmate. Think of ways to use the park.

- What problems need to be solved?

3. Choose a way to show the class your solution.

- Make a model of the park
- Write a story
- Draw a picture



4. Discuss this joke.

Bobby is, as you know, a great lazy-bone. He does not like to go to school. So he thinks of a plan. He goes to the public telephone booth, picks up the receiver, dials the number of his school and says, «May I speak to the director?»

«Yes, I am listening,» answers the director. «What's the matter?»

«Good morning» says Bobby, «I want to tell you that Bobby cannot come to school, because he is ill.»

«Who is calling?» asks the director.

«My father,» answers Bobby.

5. Read and act these dialogues. ROLE PLAY

Dialogue № 1

PETE: Does a bus – № 3 stop here?

PASSER-BY: Exactly. Here it comes. But very packed. Get in. You are in a hurry. And I shall wait.

Dialogue № 2

CONDUCTOR: Fares, please.

PETE: Two to the museum, please. Will you tell me where to get off?

CONDUCTOR: Certainly.

PETE: Thank you very much.

Dialogue № 3

MOTHER: Be careful when you cross the street. The traffic is heavy there.

PETE: Don't worry! I shall cross the streets only on zebras.

6. Listening, Reading and Speaking.

NO PLACE LIKE HOME

- Group work. Make a presentation of your country and homeland.
- Listen to the text and discuss it.

We have already known some English proverbs, for example, «East or West, home is best» or «There is no place like home» which are about our homeland. Yes, the best of places is our own village (or town). We always remember it when we leave it for another part of the country or for any other foreign country. There are many beautiful places in the world where people of different nationalities live. Those places may be near rivers, lakes, seas and in the mountains. Sometimes we think that such places are the most beautiful. The beauty of nature is a very good thing but there are things which may be more important to people. You may be proud of the history of your

homeland, of its historical traditions. We love our Motherland because it's our birthplace, the family live in it, we have many friends here. We go to school together and we do many interesting and important things. As an English proverb goes, «Every bird likes its nest», let's hope that we like our own «nest» and shall do our best to make it the most beautiful place on earth.

7. *Speak on these proverbs.*

a. East or West, home is best.

Өз үйүм – өлөн төшөгүм.

В гостях хорошо, а дома лучше.

c. Every bird likes its nest.

Ар кимдики өзүнө, ай көрүнөт көзүнө.

Всякая птица свое гнездо любит.

8. *Read and learn the poem.*

THE CHILDREN OF FAR LANDS

Unknown words

to greet – салам берүү, саламдашуу; приветствовать

to complete – бүтүрүү; заканчивать

wide – кенен; широкий

good will – ак ниет; добрая воля

tide – дениз суусунун көтөрүлүшү; прилив

to cross – кесип өтүү; пересекать

The children of far countries, lands
With our song we greet:
Hold out to us your friendly hands
Our circle to complete,
Around the world so very wide
Our circle it shall be;
Good will and friendship need no tide
Or ship to cross the sea.

9. *Find the word that does not belong.*

Example: please, **send**, thank you

1. to me, to him, tonight

2. sing, practice, message

3. the lesson, the door, answer



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part I, 15–16.

§ 2. My country

PHONETICS

1. Read and learn by heart.

Outer space

[p]

But outer space,
At least thus far,
For all the fuss
Of the populace
Stays more popular
Than populous.

By R. Frost

2. Read the text and discuss it.

KYRGYZSTAN

Unknown words

mountainous – тоолуу; гористый

daily – күндөлүк; ежедневный

ethnic – этникалык; этнический

scarf – жоолук; платок

coal – көмүр; уголь

gold – алтын; золото

leather – тери; кожа

Kyrgyzstan lies at the heart of Central Asia. It borders on Kazakhstan, Uzbekistan, Tajikistan, and China. The country is mountainous and covers an area of about 19850 square kilometers.

The head of the state is the president.

Kyrgyzstan is an international country where people speak Kyrgyz, Russian, Uzbek and many other languages. There are 80 nationalities living in Kyrgyzstan.

Traditional Kyrgyz food includes shorpo and beshbarmak.

One of the famous epics is «Manas», a poem describing the history of Kyrgyz people.

The Government requires children to attend schools between ages of 7 and 17. There are such kinds of schools: kindergartens, schools, colleges, institutes, universities, academies.

The republic is rich in natural resources as: coal, oil, gold, mineral water and others.

(From Yusupova A. Z. «Countries. Regional Geography and Area Studies», Osh – 2003)

3. Make up questions on the following sentences.

- The capital of Kyrgyzstan is Bishkek.
- Shorpo and beshbarmak are the traditional Kyrgyz food.
- The republic is rich in natural resources.

4. What is there in the boxes? Guess and write.

SHO

STANKYRGYZ

TALCAPI

N
A
S
M
A

5. Complete the sentences.

- Nick meets his friend from another country.
He says: «_____».
- Veronika meets her friend before visiting her grandparent in the village.
She says: «_____».
- Alym comes to a doctor in the evening.
He says: «_____».
- Sasha and his teacher part.
Sasha says: «_____, Ivan Ivanovich».

6. Say the words. Identify the sounds. Write 1 for [z] or 2 for [s].

Pronounce

- | | |
|---------------|--------------------|
| 1. it's _____ | 6. easy _____ |
| 2. city _____ | 7. teachers _____ |
| 3. busy _____ | 8. class _____ |
| 4. stay _____ | 9. Moscow _____ |
| 5. Rose _____ | 10. practice _____ |

7. Read and act out the dialogue.



A. Would you like **to go on a picnic** with me today?

B. I don't think so. To be honest, I really don't feel like **going on a picnic** today. I went on a picnic yesterday.

A. That's too bad. I'm really disappointed.

B. I hope you understand. If I hadn't **gone on a picnic** yesterday, I'd be **VERY happy to go on a picnic** with you today.

A. **OF COURSE** I understand! After all, I suppose you'd get tired of **going on picnics** if you **went on picnics** all the time!

8. Complete the dialogue.

A. Would you like to _____ with me today?

B. I don't think so. To be honest, I really don't feel like _____ing today. I _____ yesterday.

A. That's too bad. I'm really disappointed.

B. I hope you understand. If I hadn't _____ yesterday, I'd be very happy to _____ with you today.

A. Of course I understand! After all, I suppose you'd get tired of _____ing if you _____ all the time!

9. Make up dialogues.



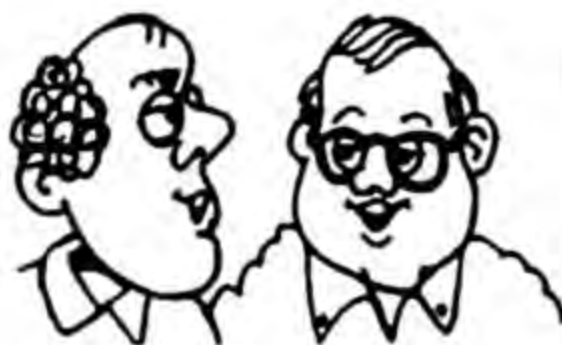
1. play baseball



2. see a movie



3. go dancing



4. work out at the gym



5. eat at a restaurant



6. drive around town



7. study Algebra



8. go shopping



9. take a walk in the park

(From Side by Side by Steven J. Molinsky, Bill Bliss, pp. 132–133)



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part I, 17–19.

§ 3. The place where I live

PHONETICS

1. Read and learn by heart.

[t], [d], [k]

I have a cat
His name is Pit;
And by the fire
He likes to sit

Each day I bring him
A dish of milk,
And smooth his coat
That shines like silk.
And on my knee
He likes to sit
For Pit loves me
And I love Pit.

By J. Keats

2. *Read and retell the text.*

OSH

Unknown words

ancient – байыркы; старинный

cave – үнкүр; пещера

valley – өрөөн; долина

gate – дарбаза; ворота

century – кылым; век

slave – кул; раб

taxes – салык; налог

Osh is one of the ancient cities in Central Asia. During the Middle Age Osh was considered as famous town in Fergana Valley. The Silk Way, which connected Asia with Europe passed through Osh.

After the Great October Revolution Osh became the center of the Revolutionary Strikes in the South part of Kyrgyzstan. There were established new schools, institutes, colleges and universities. New parks, cinemas, theatres, museums, plants and factories, airports, railway and bus stations appeared in Osh.

The heart of the city is the Suleiman-Too Mountain. Everyone who comes to Osh for the first time is amazed by it.

The 3000 anniversary of the city was celebrated in October 2000.

Now Osh is considered to be the second capital in the South Kyrgyzstan.

3. *Write an essay on the topic «The place I live».*

4. *Match the sentences.*

A

Bishkek is

Osh is

The heart of the city

B

the second capital of Kyrgyzstan.

the biggest city in our country.

Osh was celebrated in October 2000.

Traditional Kyrgyz food
«Manas» is
The 3000 anniversary of

the great Kyrgyz epic.
includes shorpo and beshbarmak.
is the Suleiman-Too mountain.

5. *Learn the poem.*

RAIN

The rain is raining all around,
It falls on fields and trees.
It rains on the umbrellas here
And on the ships at sea.

6. *Combine into affirmative statements. Make necessary changes.*

- | | |
|--|----------------------------|
| a. live/Nadyr/in Osh | <i>Nadyr lives in Osh.</i> |
| b. ask/ he/ me/ questions/ every day | _____ |
| c. teach/Nastya/ chemistry/ at school | _____ |
| d. speak/Tim/ English | _____ |
| e. read/ teacher/ us/ the English text | _____ |
| f. play/he/football/Sunday/every | _____ |
| g. is the capital/Bishkek/country/ of our | _____ |
| h. connets/Internet/us/cuntries/with/other | _____ |

7. *Write each word in the appropriate blank.*

- | | |
|------------------------------------|------------|
| Albert _____ English. | asks |
| Aziz understands _____. | speaks |
| She _____ him questions in Kyrgyz. | answers |
| He _____ her in English. / | it |
| After work, Ruslan _____. | relaxes |
| She _____ in her living room. | telephones |
| She _____ an apple. | goes home |
| Then she _____ a friend. | eats |

8. *Listen and give the correct answer.*

Philip and Bill are brothers. Mary and Rose are sisters. Philip knows Mary. Bill doesn't. Rose knows Philip. Mary and Rose don't know Bill.

- Does Bill know Mary and Rose?
 - Yes, he does.
 - No, he doesn't.
 - He knows Rose.

2. Do Mary and Rose know Philip?

- a. Yes, they do.
- b. No, they don't.
- c. No. They know Bill.

3. Are Philip and Mary brother and sister?

- a. Yes, they are.
- b. No. Bill and Rose are.
- c. No, they aren't.

9. *Make up situations using these proverbs.*

a. **Early to bed and early to rise makes a man healthy, wealthy and wise.**

Эрте турган жигиттин ырысы артык.

Кто рано ложится и рано встает, здоровье, богатство и ум наживет.

b. **Never put off till tomorrow what you can do today.**

Эртенки куйруктан бүгүнкү өпкө артык.

Никогда не откладывай на завтра то, что можешь сделать сегодня.

c. **There's no use crying over spilt milk.**

Бйлагандан пайда жок.

Слезамы горю не поможешь.



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 1–3.

§ 4. A trip from Kyrgyzstan to America

PHONETICS

1. *Read and learn by heart.*

[g]

Golden Hour

Golden in the garden,
Golden in the glen,
Golden, golden, golden,
September's here again!
Golden in the tree tops,
Golden in the sky,
Golden, golden, golden
September's passing by.

By J. Keats

2. Play a game. Answer the questions.

START

What is the capital of Kyrgyzstan?

What is the capital of USA?

How many province are there in Kyrgyzstan?

There are 50 states in the USA, aren't there?

What traditional Kyrgyz and American food do you know?

FINISH

3. Read and retell the text.

LONDON

Unknown words

industrial – өнөр жайлуу; промышленный

cultural – маданий; культурный

centre – борбор; центр

shop – дүкөн; магазин

government – өкмөт; правительство

Parliament – парламент

London is the capital of Great Britain. It is a political, industrial and cultural centre of the country. Eleven million people live in London. It is one of the biggest cities in the world. London is situated on the Thames River. It is the most important seaport in Great Britain. The oldest part of London is the City. The City is the business centre of London and the United Kingdom. There are many big banks and business offices. Half a million people work in the City during the day, but only four and half thousand people live there. The part of the capital which is situated to the west of the City is the West End. The West End is famous for its big shops and hotels, museums and monuments,

cinemas and theatres. The East End is situated to the east of the City. It is the industrial part of London. The Government part of the British capital is Westminster. It is the centre of the city. The British government sits here in the Houses of Parliament.

3. True or False?

- London is the capital of Great Britain.
- 21 million people live in London.
- London is situated on the Severn River.
- The City is the business centre of London.
- The East End is situated to the west of the City.
- The British government sits in the Houses of Parliament.



4. Learn to ask and answer questions.

5. Listen to the text and retell it.

AT THE CINEMA

Once, Tom and Nick went to the cinema. Their seats were in the 6th row. They found their seats and sat down. They enjoyed themselves by watching the film. When the film was over, they left the cinema. On the way home they spoke about the film. Tom liked the film very much. Nick liked the film too. «The film was very good,» he said, «but I didn't like the cinema. My seat was very strange. I was very uncomfortable in that chair.»

6. Read and dramatize it.

THE LAST FILM I SAW

One day a teacher said to the boys and girls in the class, «And now please write a composition. The name of it is «The last film I saw»».

All the boys and girls took their note-books and pens and began to write. Nick was very lazy, took his note-book and a pen, wrote something and gave his note-book to the teacher.

«Have you finished your composition?» surprised the teacher. «Yes, I have», answered the boy.

«Then you may go out», said the teacher.

When Nick left the room, the teacher opened Nick's note-book and read, «All this time I was very busy, that's why I saw no film».

7. Find the words on the topic «The world around you» and write them down.

a river, a book, water, coffee, to discover, are eating, went, an ocean, a sea, a toy, Africa, helped, a lion, mountains, a bedroom, a face, waterfalls, a mouth, did not put, America, a country, a wife, ugly, was, Australia, the north, a pet, my hobby, a lake, a tie, a sofa, is doing, the south, an island, an ice-cream, a continent, a ship, brought, the east, a fox, a map, the west.

8. Learn and sing this song with your friends.

MY BONNIE

My Bonnie lies over the ocean,
My Bonnie lies over the sea,
My Bonnie lies over the ocean,
Oh, bring back my Bonnie to me!

Chorus: Bring back, bring back,
Oh, bring back my Bonnie to me, to me!
Bring back, bring back,
Oh, bring back my Bonnie to me!

Last night as I lay on my pillow,
Last night as I lay on my bed,
Last night as I lay on my pillow,
I dreamed that my Bonnie was dead!
(chorus)

Oh, blow, your winds over the ocean,
Oh, blow, your winds over the sea,
Oh, blow, your winds over the ocean,
And bring back my Bonnie to me!

(chorus)



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 4–5.

OUR COUNTRY OF MANY PEOPLE

§ 1. I'm a citizen of my country

PHONETICS

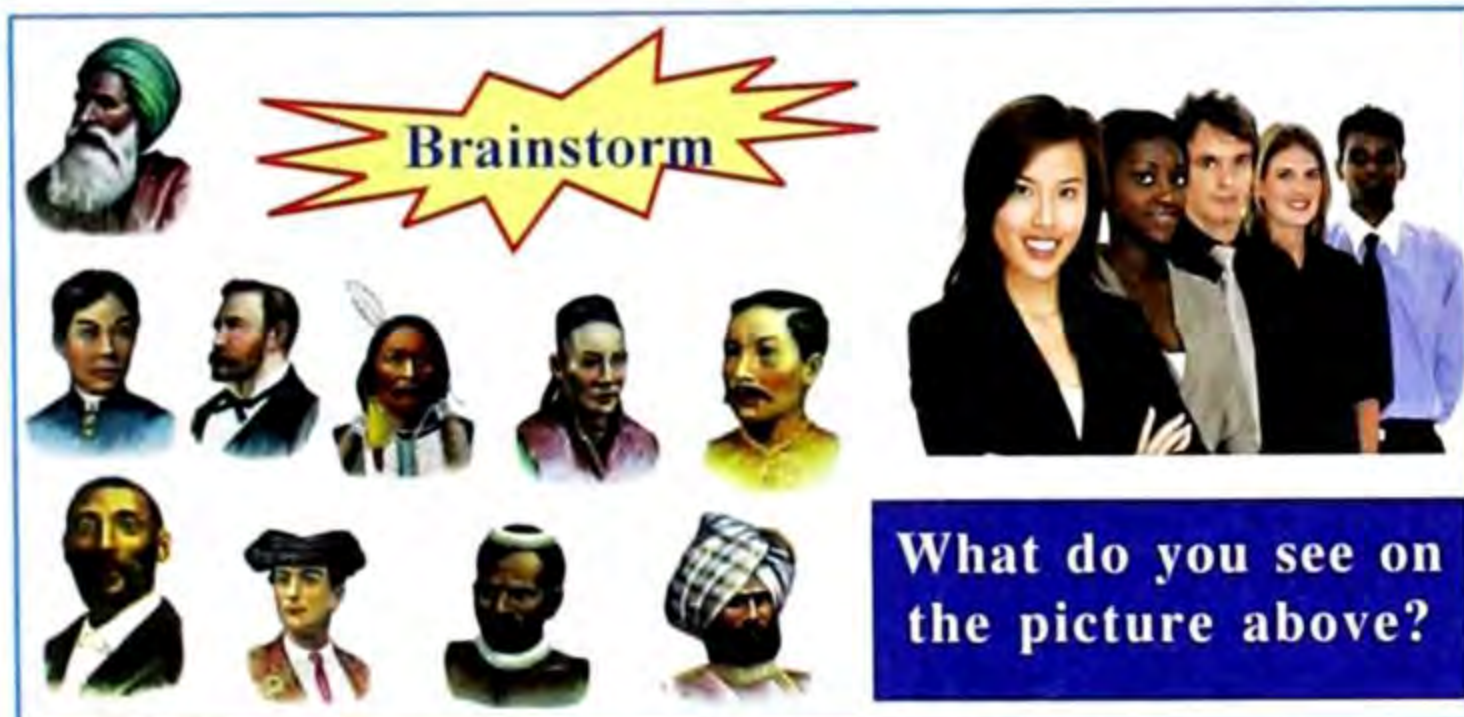
1. Read and learn by heart.

[n]

If many men know
 What many men know,
 If many men went
 Where many men go,
 If many men did
 What many men do,
 The world would be better –
 I think so, don't you?

By B. R. Hudelson

2. Describe the picture.



3. Answer the following questions in writing.

Can you count the people groups living on Earth?

What languages do you know and what would you like to learn?

4. *Read the passage and retell it.*

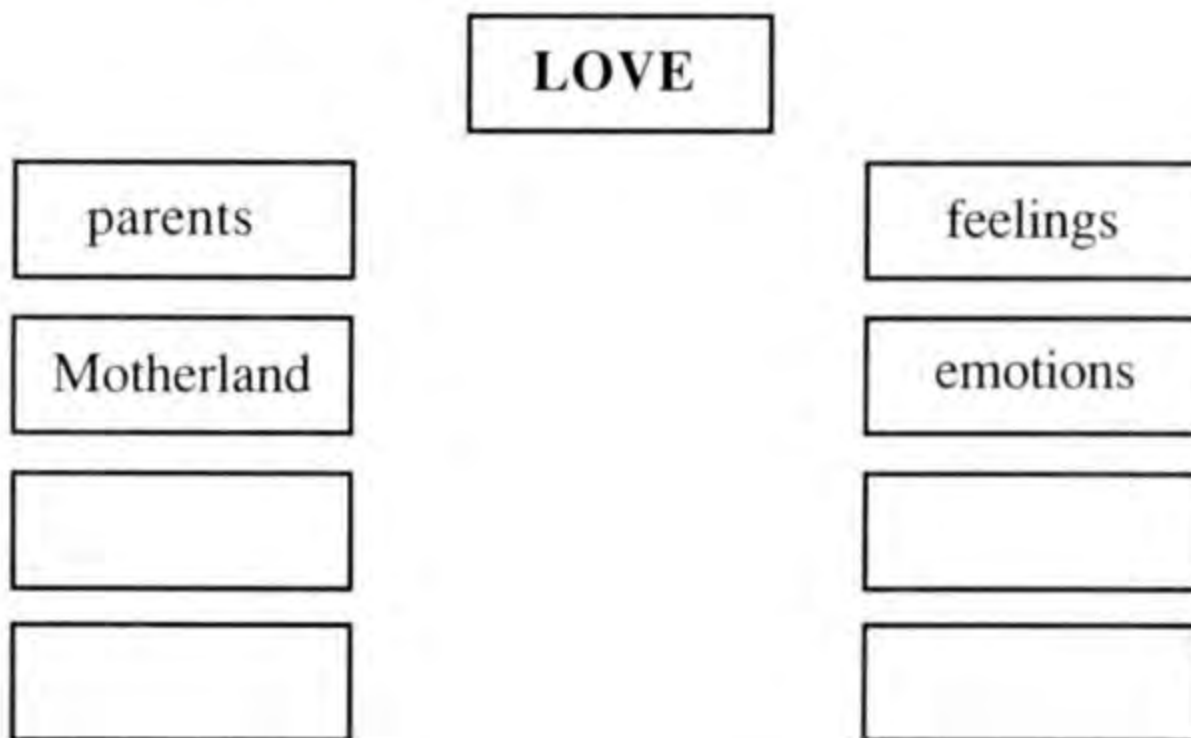
Citizens are a group of people who belong to a community. We are citizens of our country. Kyrgyzstan has more than five million people.

People living in Kyrgyzstan are different in many ways. We live in different places, eat different food and have different jobs. But Kyrgyzstan citizens are alike in special ways. We follow our country's laws, keep some alike traditions. We cooperate or work together to make our country a great place to live.

5. *Group work. Answer this question.*

HOW CAN YOU BE A GOOD CITIZEN OF YOUR COUNTRY?

6. *Discuss the topic «What is love?»*



7. *Work in pairs.*

Pupil A: Look at the love story Part-1.

Pupil B: Look at the love story Part-2.

8. *Ask each other questions to find out the missing information.*

A LOVE STORY (Part-1)

George loves _____.

George phones Lily every day.

He sends her _____ every week.

George wrote a poem for Lily.
 The poem was about _____
 One day George saw Lily in the park.
 She was talking to _____.
 James gave Lily some flowers.
 James kissed _____.
 Suddenly Lily saw George.
 _____ hit James.
 A policeman saw George.
 The policeman took George
 to the _____. (Where?)
 James drove Lily home. Lily got married to _____.
 George wrote a novel.
 It was called _____.



A LOVE STORY (Part-2)

George loves Lily.
 George phones Lily _____. (How often?)
 He sends her flowers every week.
 George wrote a _____ for Lily.
 The poem was about her blue eyes and
 red lips.
 One day George saw Lily in the _____.
 (Where?)
 She was talking to James.
 _____ gave Lily some flowers.
 James kissed Lyli.
 Suddenly Lily saw _____.
 George hit James.
 _____ saw George.
 The policeman took George to the police
 station.



_____ drove Lily home.
 Lyli got married to James.
 George wrote a _____.
 It was called «Death in the park».

7) *a. Learn and speak on the proverb.*

Love cannot be forced.

Мажбурлап сүйдүрө албайсын. Силою любить не заставишь.

b. Read and learn the tongue-twister.

Little lady Lilly lost her lovely valentines,
Lucky little Lucy found the lovely valentines,
Lovely valentines lay in Lucy's pocket.

9. Write an essay on the topic «I like my Motherland».



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 6–8.

§ 2. My future profession

PHONETICS

1. Read and learn by heart.

The golden legend

[θ]

A thousand faiths with a common dream
A thousand tongues with a common theme
A thousand thoughts with a single plan:
Peace on earth and goodwill to man!

By J. Wallace

2. Read and translate the text.

PEOPLE

Unknown words

imaginable – элестетилген; вообразимый

stretch – чоюлуу; растягиваться

exception – чыгаруу; исключение

We all know that there are lots and lots of people in the world – and many more millions each year.

There are now over 5.000.000.000 human beings on earth, and if it takes you an hour for looking this book, there will be over more 4.000 hours to look over the world.

By the year 2000 there was already 6.000.000.000 people on earth. If we all join hands, the line would be 3.805.871 miles long and would stretch

153 times around the equator or sixteen times the distance to the moon. More than 4.000.000.000 people live on earth and no two of them alike!

Each and every one of us different from all others.

Each one is a unique individual in his or her own right. We come in all sizes and shapes: tall, short and in between.

And we come in many colors. Even our eyes have different shapes and colors. And noses come in every shape imaginable. Our tastes are as different as day from night.

We are all absolutely different.



2. Do the following tasks.

a. Read the passages.

A secretary writes letters, answers the telephone and meets people. She uses a typewriter every day. She puts papers away in the file cabinet. She stands between her boss and his visitors. She helps her boss to plan his time and to finish his work.

b. Change each sentence into a question and answer with a short or a long answer.

Example:

Does she put papers away in the garbage or in the file cabinet?
She puts papers away in the file cabinet.

1. A secretary answers the telephone.
2. A secretary writes books.
3. A secretary meets people.
4. She puts papers away in the garbage.
5. She stands between her boss and his visitors.
6. She helps her boss to plan his time.
7. She helps her boss to spoil his work.

3. Listen to the passage and answer the questions.

a. Teachers work in schools, help their pupils to learn order books, explain lessons, give homework and correct papers. At the end of every term, they grade their pupils.

b. Choice Questions.

- a. Does the teacher work at school or in an office?
- b. Does the teacher collect garbage or correct papers?
- c. Does the teacher give grades at the beginning or at the end of the term?

4. Make up your own questions about an artist and ask your classmates.

An artist uses paper, pens, pencils and paint to make pictures. She draws pictures for books and magazines. Her pictures are easy to understand. The drawings help to explain the ideas in the book.

5. Retell the given passage below.

A musician usually works with other musicians to make music. Musicians play together in an orchestra. They practice playing their instruments every day. They read new music and play it until it sounds good.

6. A Guessing Game.

One pupil is to be the leader. The leader should think of one of the workers in this chapter, but he should not tell which worker it is. The other pupils will take turns guessing what the worker does. The pupil who guesses correctly may then start the game again.

Example:

First pupils. Second pupils. First pupil. Third pupil. First pupils. Fourth pupil. First pupil, etc.

1 - I'm thinking of a worker.

2 - Does he put buildings together?

3 - No, he doesn't.

4 - Does he carry letters?

5 - Yes, he does.

6 - Is he the letter carrier?

7 - Yes, he is.

7. Match the captions with pictures.

All people in the following pictures are saying goodbye to each other, but the captions have been mixed up.

- a. «Goodbye! Drive carefully and call us when you get there!»
- b. «Bye! See you later. Are you doing anything tonight?»
- c. «Goodbye! Have a safe journey. Send us a postcard!»
- d. «Goodbye. Here's my number. Please get in touch if you have any problems with it.»

e. «Goodbye. It's been most interesting talking to you. We'll let you know by post.»

f. «Goodbye! Good luck in the future. I've really enjoyed our lessons together!»

g. «Bye-bye! Thank you very much for helping me.»

h. «Goodbye. Thank you for a lovely evening. You must come to us next time.»



(From *Headway Pre-Intermediate* by John & Liz Soars, p. 118)

8. Find the five hidden professions and write them down.

R	E	H	C	A	E	T	I	O	V
A	S	G	H	J	S	J	K	P	P
L	P	O	L	I	C	E	M	A	N
Q	R	D	T	W	P	M	Z	T	V
E	R	R	M	U	I	T	U	X	C
N	A	I	C	I	S	U	M	D	E
W	Y	V	H	Q	V	Z	L	A	L
E	Z	E	M	G	Y	U	F	D	K
J	K	R	L	W	B	I	G	W	Q



Do the exercises: 1, 2, 3, 4, 6, 7, 8.

Read «Tom Brown's school days», Part II, 9–10.

§ 3. What kind of person you are

PHONETICS

1. Read and learn by heart.

Toast

[ð]

Here's health to all those that we love,
Here's health to all those that love us,
Here's health to all those that love them
That love those that love us!

By L. Hughes

2. Read and translate the text.

A VERY OUT GOING PERSON

Alice is a very outgoing person. She spends a lot of time with her friends. She goes to parties. She goes to movies. And she goes to night clubs. She's very popular.



She also likes sports very much. She plays basketball. And she plays volleyball. She's very athletic.

Alice doesn't stay at home alone very often. She doesn't watch TV. And she doesn't listen to music. She's very active. As you see, Alice is a very outgoing person.

3. Answer the questions.

- Is Alice a very outgoing person?
- Why is she very popular?
- She is very athletic, isn't she?
- Who is very active?
- Why is Alice a very outgoing person?

4. Write in your own words «Who is an outgoing person in your country class?»

5. Tell a story about Sheldon using the story about Alice as a model.

A VERY SHY PERSON

Begin your story:

Sheldon is a very shy person. He doesn't spend a lot of time with his friends.

He doesn't go ...



6. Tell about yourself:

- What kind of person are you?
- Are you outgoing?
- Are you shy?
- Tell how you spend your time.



(From Side by Side (Book-1) by Steven J. Molinsky, Bill Bliss, pp. 86–87)

7. Answer these questions and then ask other pupils in your class.

- What kind of movies do you like? (Do you like comedies/dramas/adventure movies/science fiction movies/ cartoons?)
- Who is your favorite actor/actress?
- What kind of books do you like? (Do you like novels/poetry/short stories?)
- Who is your favorite author?
- What kind of TV programs do you like? (Do you like comedies/dramas/cartoons/game shows/news programs?)
- Who is your favourite TV star?



8. Answer these questions in writing.

- What's your favourite food?
- What kind of music do you like? (Do you like classical music/popular music/jazz/rock music?)

- c. Who is your favorite singer? (What kind of songs does he/she sing?)
 d. Which sports do you like?
 (Do you like football/baseball/soccer/golf/hockey/tennis?)
 e. Who is your favourite athlete?

9. Write each word in the appropriate blank.

Every day Marat _____ in a garage.	memorizes
He _____ cars.	works
After work, he _____ his clothes.	fixes
Then he _____ his English lesson.	changes
Mirlan _____ a question.	listens
Kate answers _____.	asks
Mary _____ to them.	practicing
They are _____ English.	it



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 11–12.

§ 4. Everyone is unique

PHONETICS

1. Read and learn by heart.

When a man's busy

[u]

When a man's busy, why, leisure
 Strikes him as wonderful pleasure:
 Faith, and at leisure is he,
 Straight away he wants to be busy.

By R. Browning

2. Read and discuss the text.



My brother and I look very different. I have brown eyes and he has blue eyes. We both have brown hair, but I have short, curly hair and he has long, straight hair. I'm tall and thin. He's short and heavy.

As you see, I don't look like my brother. We look very different.

2. *Explain.*

- a. Who in your family do you look like?
- b. Who DON'T you look like?

3. *Read and retell the text.*

My sister and I are very different. I'm a teacher. She's a journalist. I live in Chicago. She lives in Paris. I have a small house in the suburbs. She has a large apartment in the city.

I'm married. She's single. I play golf. She plays tennis. I play the piano. She doesn't play a musical instrument. On the weekend I usually watch TV and rarely go out. She never watches TV and always goes to parties.

As you see, we are very different. But we're sisters and we're friends.

4. *Explain in writing how you and this person are different.*

Compare yourself with a member of your family, another pupil in your class, or a famous person.

(From Side by Side (Book-1) by Steven J. Molinsky, Bill Bliss, p. 93)

5. *Tell about your close friends.*

- a. What are their names?
- b. Where do they live?
- c. What do they do?
- d. When did you meet each other for the first time?
- e. What do they look like?

6. *Find the adjectives, nouns and verbs from the text of the exercise № 1, 2.*

7. *Read and speak on the situations.*

- a. Most people work hard, but others are lazy.
- b. All things we like to eat are not the same.
- c. People of the world celebrate different feasts and holidays.

8. *Write an essay on the topic «Isn't it wonderful that each and everyone of us is unlike any other?»*



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 13.

WEATHER AND CLIMATE

§ 1. I like this weather

PHONETICS

1. Read and learn by heart.

[f]

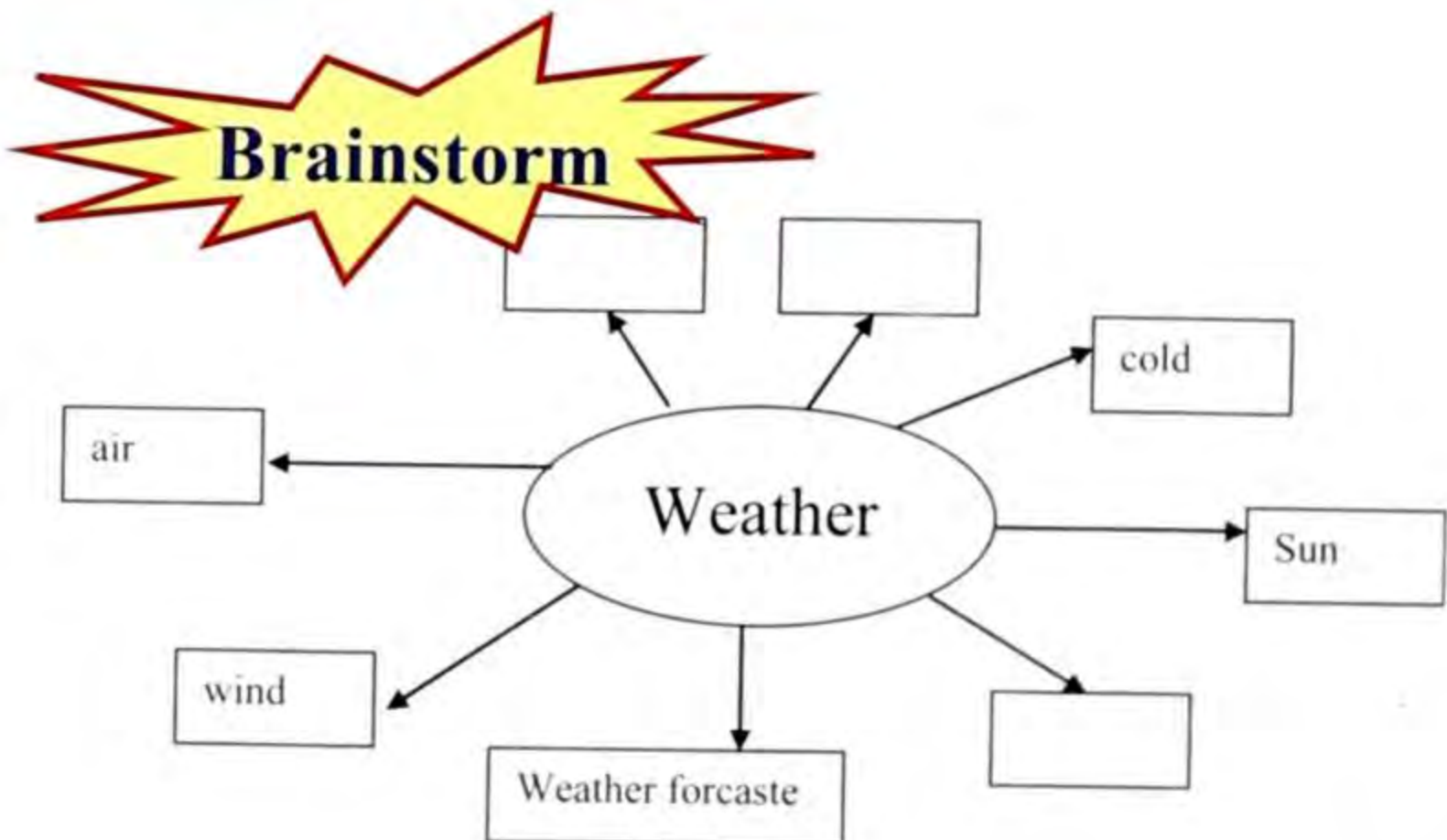
Rules and regulations

A short direction
 To avoid dejection
 By variations
 In occupations,
 And prolongation
 Of relaxation,
 And combinations
 Of recreations,
 And disputation
 On the state of nation
 In adaption

To your station,
 By invitations
 To friends and relations
 By evitation,
 Of amputation
 By permutation
 In conversation,
 And deep reflection
 You'll avoid dejection.
 Moral: Behave

By Ed. Lear

2. Show your solution.



3. Read and retell the text.

WEATHER

Unknown words

condition – абалы; состояние

mood – көнүл; настроение

impact – таасир; влияние

damage – зыян; вред

crops – түшүм; урожай

average – орточо чондук; средняя величина

predict – алдын ала айтуу; прогнозировать, предсказывать

Weather is the condition of the air that surrounds the earth. The weather may be hot or cold, cloudy or clear, windy or calm. It may bring rain, snow.

We wear clothes depending largely on the weather. We put on heavy clothes when it is cold and dress lightly when it is hot. We also heat our homes in cold weather and cool them in hot weather. Our mood also depends on the weather.


The weather has a great impact on agriculture. Farmers need clear weather to plant and harvest their crops. A storm or a sudden frost can damage or kill much harvest.

Weather is not the same as climate. Weather is the condition of the air during a brief period. A region's weather may change greatly from day to day. But the average temperature and the amount of rain and snow remain about the same from year to year.

People have tried to predict the weather for thousands of years. Today, scientists use complex instruments such as radar, satellites, and computers to forecast the weather. The forecasts are broadcast on radio and television stations and published in newspapers.

4. Match and write down the sentences.

- | | |
|-----------------------------|---|
| a. Weather is the condition | 1) to predict the weather. |
| b. The weather | 2) great impact on agriculture. |
| c. We put on heavy | 3) broadcast on radio and TV. |
| d. The weather has a | 4) may be hot or cold. |
| e. Farmers need clear | 5) the same as climate. |
| f. Weather is not | 6) weather to plant. |
| g. People have tried | 7) of the air that surrounds the earth. |
| h. The forecasts are | 8) clothes when it is cold. |

5. Role-play. Complete the dialogues and act them out. 

Dialogue A.

- It is a lovely day, isn't it?
- Oh yes, I like this weather. On sunny days there are so many things to do.
- Lets _____
- Great! _____

Dialogue B.

- The weather is awful today, isn't it?
- Oh, yes, the wind is so cold!
- And it is chilly for the time of the year, isn't it?
- Yes, usually _____

6. Write each word in its appropriate column.

Example:

FOOD	DRINK
apple	tea
bread	coffee
cake	water
egg	milk

Land, sea, air: cloud, earth, rain, fish, tree, wave, fog, sky, field, ship, road, mountain, wind.

7. Read and learn the tongue-twisters.

- a. The net is neat. This is a neat net.
- b. We want to live but not to leave.
- c. Ned has not a neat net.
- d. She sells sea shells on the seashore.

8. Read and learn the poem.



MUDDY PUDDLE

by Dennis Lee

I am sitting in the middle
of a rather Muddy Puddle,
With my bottom
Full of bubbles
And my rubbers

Full of Mud
While my jacket
Goes on slowly
Getting wetter
As I very
Slowly settle to the bottom of the Mud
I find out
What a person
With a puddle.
Round his middle
Thinks of mostly
In the Muddiness of Mud.

(From «Knickerbocker Number Nine»,
CUP, 1996)

9. Answer the questions.

- a. Is this poem about a girl or a boy?
- b. How old is the speaker?
- c. Where is he? Is he in a city or somewhere in the country?
- d. What is the weather like?



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 14–15.

§ 2. Weather prediction

PHONETICS

1. Read and learn by heart.

«I'll try» and «I can't»

[1]

The little boy who says «I'll try»,
Will climb to the hill-top;
The little boy who says «I can't»,
Will at the bottom stop.

By R. L. Stevenson

2. Read and discuss the passage «You can predict weather, can't you?»

YOU CAN PREDICT WEATHER, CAN'T YOU?

Campers should be very good at predicting weather. Here are some tips for weather prediction.



Animals are very sensitive to atmospheric pressure and they are very good as weather predictors. Insect-eating birds usually fly higher in good weather, but they often fly lower if a storm is approaching.

Sometimes people can also feel a change in the weather. For example, curly hair becomes very tight and unmanageable as bad weather approaches. People with rheumatism suffer discomfort before and during wet weather.

If campfire smoke rises steadily, the weather is going to be fine. If it starts rising with twists, turns and varying speed or if it comes closer to the ground, a storm or snow is approaching.

When wet weather is on the way, one starts hearing many more sounds. The smell of flowers and other plants becomes more distinctive before the arrival of rain.

A red sky at night says that rain is unlikely within the next two hours, but a red sky in the morning says that a storm is approaching. A grey evening sky means that rain is about to happen.

2. Write some quiz questions. Ask your classmates to solve the quiz.

Example of quiz questions:

If the campfire smoke rises steadily will the weather remain fine?

A. No, it isn't. B. Yes, it is. C. I don't know.

Does a red sky in the morning tell you that a storm is approaching?

A. Yes, it does. B. No, it doesn't. C. I don't know.

3. Discuss your plans for summer holidays with one of your classmates.

4. Write your own story.

a. a little snowman that melted, became a cloud, travelled in the sky and turned into snowflakes again.



b. a little seed which travelled with the wind and became a beautiful flower.



5. Find the word that does not belong.

Example: Winter, Summer, **food**

- a. cold, warm, rain
- b. sunny, snow, cloudy
- c. forecast, foggy, windy
- d. weather, car, climate
- e. temperature, hot, season
- f. January, August, December

6. Group-work. Think and find the words that begin with **W, T, C.**

Example: Words that begin with **P**



- paper
- pencil
- pen
- pupil
- people
- parents
- plane
- picture

7. Find the hidden words

PUZZLE

L	F	O	T	S	R	S	W	I	E	S	C	O	O	L	D	A
A	O	A	W	E	A	T	H	E	R	F	O	R	E	C	A	S
C	G	O	T	B	I	S	A	M	A	R	L	I	H	N	M	O
S	G	T	W	I	N	D	Y	D	O	A	D	A	T	S	P	W
A	Y	C	F	Q	Y	M	J	I	C	L	I	M	A	T	E	H
B	Q	D	E	C	H	I	L	L	Y	W	E	A	T	H	E	R
S	T	U	F	F	Y	S	N	O	W	Y	N	O	S	Y	L	W
O	S	C	O	L	D	T	K	L	M	R	P	Y	U	T	X	Z

8. Create your cinquain on the topic «Weather and Climate».

Example:

Weather
Fine, nasty
Shining, raining, snowing
After rain comes fair weather.
Climate.



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 16–17.

§ 3. Weather signs

PHONETICS

1. Read and learn by heart.

Good night

[εə]

Here's a body – there's a bed!
There's a pillow – here's a head!
There's a curtain – here's a light!
There's a puff – and so good night!

By J. Wallace

2. Read and discuss the passage.

THE WEATHER

This is the most important, interesting, even thrilling topic, and you must be good at discussing the weather in England.



Examples for conversation:

For Good Weather

«Lovely day, isn't it?»

«Isn't it beautiful?»

«The sun...»

«Isn't it fine?»

«Wonderful, isn't it?»

«It's so nice and hot...»

«I adore it – don't you?»

For bad weather

«Nasty day, isn't it?»

«Isn't it dreadful?»

«The rain ... I hate rain ...»

«I don't like it at all. Do you?»

«Fancy such a day in July. Rain in the morning, then a bit of sunshine, and then rain, rain, rain all day long.»

«I remember exactly the same July day in 1933.»

«Yes, I remember too.»

«Or was it in 1928?»

«Yes, it was.»

«Or in 1939?»

«Yes, that's right.»



(From Cambridge English, V. Safonova, 1999, pp. 23–25)

2. Learn the given above examples by heart and make up your own conversation.

3. Match the words with the pictures.



sunshine



thunderstorm



rain



cloudy



overcast

4. Discuss in pairs the following questions.

- Do you listen to weather forecasts? If yes, how often?
- Do you read weather forecasts in newspapers?
- Are they always correct?
- When do people usually start talking about the weather?
- Do people in Kyrgyzstan/England like to discuss the weather?

5. Using the words in the box, describe the hurricane in Moscow in June 1998.

to uproot trees

to take time

to damage houses

to destroy cars and roofs

to damage power lines

to suffer from a hurricane (бороон; ураган)

to make everything return to normal life

6. Read and learn the poems.

THE OCEAN OF THE SKY

by Hitomaro

In the ocean of the sky
Through a wave-rising of clouds
The ship of the moon
Seems to be rowing along
Through a forest of stars.

THE WAVES

Australian Aboriginal (Laragia)

Waves coming up: high waves coming up against the rocks,
Breaking, shi! shi!
When the moon is high with light upon the waters:
Spring tide; tide flowing to the grass,
Breaking, shi! shi!
In its rough waters, the young girls bathe.
Hear the sound they make with their hands as they play!

7. What do the poems «The Ocean of the Sky», «The Waves» make you think about? Express and share your ideas.

8. Write to your English pen-friend about the weather in Kyrgyzstan.



Do the exercises: 1, 2, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 18.

§ 4. Climates of different areas

PHONETICS

1. Read and learn by heart.

[ə:]

The early bird so I have heard,
Catches the worm, and 'pon my word,
I know two chaps and yet a third
Could learn a lesson from that bird.

By M. Drayton

2. Read and discuss the text.

SEASONS

Unknown words

season – мезгил; сезон

often – тез-тез; часто

pleasant – жагымдуу; приятный

to shine brightly – күндүн ачык тийүүсү; светить ярко

It is very nice in spring. The sky is often blue. The sun shines brightly in the sky. It is warm. It sometimes rains, but the rain is warm and pleasant.

There are some holidays in spring. They are: the Women's Day on the 8th of March, the First of May and Victory Day on the 9th of May.

Summer is as nice as spring. The sun shines brightly. It is warm and sometimes hot. The days are longer than in spring.

In summer children do not go to school. They have summer holidays.

Summer is a pleasant season. There is a lot of fruit and vegetables at that time. Some people like summer best of all.

After summer autumn comes. The days are shorter than in summer. The weather is not so pleasant as in spring and in summer. It often rains. The rain is cold. September is the first autumn month.

Autumn is the season of fruit and vegetables. It is the hardest time for farmers. They should work hard in the fields. Pupils always help farmers with fruit and vegetables in autumn.

November is the coldest month in autumn. It sometimes rains and it often snows.

Winter is the coldest season of the year. Sometimes the weather is pleasant. It often snows. Some people like when it snows. There is a lot of snow on the ground. The snow is clean and white. The ground is all white with snow. It is pleasant to walk when it is not very cold and it snows.

In January children have winter holidays.

3. Write down the sentences with words **pleasant, holidays, sky, rain, snow** from the text «**Seasons**» and translate them.

4. Tell about the seasons.

Example: It is winter. It often snows. It is cold. Winter is the coldest season of the year. We have holidays in winter.

5. *Learn and speak on the proverb.*

Everything is good in its season.

Ар нерсенин өз мезгили бар.

Все хорошо в свое время.

They must hunger in winter that will not work in summer.

Жайда иштебеген, кышта тиштебейт.

Кто не хочет работать летом, будет голодать зимой.

6. *Read and discuss the description of climates for different areas of Russia.*

A.

Summer days in this part of the country are very long. At midsummer, it never gets dark in one of its most beautiful cities. It often snows in winter, but it may rain as well.

B.

In winter, this is the mildest place in Russia. In summer it is sometimes very hot, and it is always warm and humid. From July to September the temperature is around $+25^{\circ}\text{C}$. From November to April it is always wet, especially on the coast.

C.

In this region summer is cool and short; winter is snowy, but dry. In Murmansk and Arkhangelsk winter can come as early as the first week in September.

D.

In this region it is usually warm from May to September. Autumn can be very rainy. Sometimes it snows at the end of November, but snow usually begins in December and stays until March or even the beginning of April. Spring starts late in March or April. It is not too cold in winter, the temperature may be not more than $-10... -15^{\circ}\text{C}$.

E.

Winter is very cold in this part of Russia. Average January temperatures are about -25°C and can drop to -35°C . The coldest place is Verkhoyansk. Winter temperatures here can reach -70°C . The people living in this region

say that they don't feel cold because winters are usually sunny and dry. In this region spring comes in late April or May. July and August can be quite warm. The temperature can vary from +15°C to +22°C and sometimes it is as high as +30...+35°C. The first frost can occur in October and most snow falls in November and December.

7. Write as many word combinations as you can to describe weather, clothes, people.

Example: **bright sun, bright color, bright lamp**

cold _____
warm _____
strong _____
loud _____
light _____
lovely _____

8. Rob and Peter are two English boys. They are going to visit their friends during the school holidays. It is Christmas-time. Rob is going to Russia, Peter to Egypt.

Can you tell which one is Rob? Why? Which clothes is each of them going to take?



(From Cambridge English, V. Safonova, 1999, pp. 32–33)

9. Write an essay «My favorite season».



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8.

Read «Tom Brown's school days», Part II, 19–20.

PART II

PHONETICS

Four main ways of reading vowels

a	[ei] cake, lane, take	[æ] cat, map, tap	[a:] car, mark	care [kεə]
o	[ou] so, note, smoke	[ɔ] not, hot	[ɔ:] sport, torn	more [ɔ:]
e	[i:] be, Pete	[e] hen, ten	[ə:] her	here [hiə]
i	[ai] kite, five	[i] pin, tin	[ə:] girl	tired [taied]
y	[ai] my, bye	[i] system		
u	[ju:] cube, tube, tune	[ʌ] cup	[ə:] turn	pure [pjue]

Main combinations of vowels

	<i>Pronunciation</i>	<i>Example</i>
ea	[i:]	leak [li:k]
ee	[i:]	meet [mi:t]
oo	[u:]	soon [su:n]
oo	[u]	book [buk]
ew	[ju:]	few [fju:]
ai	[ei]	rain [rein]
ay	[ei]	day [dei]
ey	[ei]	hey [hei]
ow	[au]	brown [braun]
ou	[ou]	snow [snou]
au	[au] [ɔ:]	sound [saund] autumn [ɔ:təm]
aw	[ɔ:]	law [lɔ:]
oa	[ou]	coat [kout]
igh	[ai]	night [nait]
air	[εə]	chair [tʃεə]
ear	[iə]	hear [hεə]

<i>Letter or letter-combination</i>	<i>Pronunciation</i>	<i>Example</i>
ch (tch)	[tʃin]	chin; stretch
sh	[ou]	show
th	[θ] [ð]	thick this
ck	[k]	black
ng	[ŋ]	song
nk	[ŋk]	ink
qu	[kw]	quick
ph	[f]	physics
c	[s] before <i>e, i, y</i> [k] before other vowels and consonants	bicycle cake, fact
g	[dʒ] before <i>e, i, y</i> ; (exceptions: give, get) [g] before other vowels and consonants	danger, gin, gym grass, go, grow
s	[s] at the beginning of the word and after the toneless sounds [z] at the end of the word after voiced sounds and between vowels	sound, sits spring beds, loose, choose
j	[dʒ]	Jack
x	[ks] before consonants and at the end of a word [gz] before stressed vowel	next, text six, exam

IRREGULAR VERBS

Infinitive (V ₁)	Past (V ₂)	Participle II		
be	was, were	been	болуу	быть
beat	beat	beat(en)	уруу	бить
become	became	become	болуу	сделать, становить (-ся)
begin	began	begun	баштоо	начинать (-ся)
bend	bent	bent	ийилүү	наклонять (-ся)
bite	bit	bitten	тиштөө	кусать
break	broke	broken	сындыруу	ломать (-ся)
bring	brought	brought	алып келүү	приносить
build	built	built	куруу	строить
burn	burnt/ burned	burnt/ burned	өрттөнүү, өрттөө	сжигать
buy	bought	bought	сатып алуу	покупать
catch	caught	caught	кармоо	ловить, хватать
choose	chose	chosen	тандоо	выбирать
come	came	come	келүү	приходить
cost	cost	cost	турат	стоять
cut	cut	cut	кесүү	резать
do	did	done	аткаруу	делать
draw	drew	drawn	сүрөт тартуу, жылдыруу	рисовать, тащить
drink	drank	drunk	ичүү	пить
drive	drove	driven	машина айдоо	везти
eat	ate	eaten	тамактануу	есть, кушать
fall	fell	fallen	жыгылуу	падать
feed	fed	fed	багуу	кормить
feel	felt	felt	сезүү	чувствовать
find	found	found	табуу	находить
fly	flew	flown	учуу	летать
forgive	forgave	forgiven	кечирүү	прощать
get	got	got (gotten)	алуу	получать

give	gave	given	берүү	давать
go	went	gone	баруу	идти
grow	grew	grown	өстүрүү	расти
hang	hung	hung	илүү	вешать, висеть
have	had	had	бар	иметь
hear	heard	heard	угуу	слышать
hide	hid	hidden	бекитүү	прятать (-ся), скрывать (-ся)
hit	hit	hit	уруу	поражать, попадать
hold	held	held	кармап туруу	держать
hurt	hurt	hurt	оорутуу, көңүл калтыруу	причинить боль
keep	kept	kept	сактоо	хранить
know	knew	known	билүү	знать
lay	laid	laid	коюу	класть, ложить
learn	learnt	learnt	үйрөнүү	учить
leave	left	left	калтырып кетүү, бүтүрүү	оставлять, покидать
let	let	let	уруксат берүү	позволять
lie	lay	lain	жатуу	лежать
lose	lost	lost	жоготуу	терять
make	made	made	жасоо, аткаруу	делать
mean	meant	meant	билдирет	значить
meet	met	met	жолугушуу	встретить
pay	paid	paid	төлөө	платить
put	put	put	коюу	класть
read	read	read	окуу	читать
ride	rode	rode	атка минүү	ездить верхом
ring	rang	rang	шынгыроо, конгуроо чалуу	звонить
rise	rose	rosen	көтөрүлүү	подниматься
run	ran	ran	чуркоо	бежать
say	said	said	айтуу	сказать

see	saw	saw	көрүү	видеть
sell	sold	sold	сатуу	продавать
send	sent	sent	жиберүү	посылать
shake	shook	shaken	титирөө, кол алышуу	трясти, встряхивать
shine	shone	shone	жаркыроо, күндүн ачык тийиши	сиять, светить
sing	sang	sang	ырдоо	петь
sink	sank	sank	чөгүү	тонуть
sit	sat	sat	отуруу	сидеть
sleep	slept	slept	уктоо	спать
smell	smelt	smelt	жыттануу, жыттоо	пахнуть, нюхать
sow	sowed	sown	себүү	сеять
speak	spoke	spoken	сүйлөө	говорить
speed	sped	sped	тездетүү, шашылуу	спешить
spell	spelt/ spelled	spelt/ spelled	тамгалап айтуу	произносить по буквам
spend	spent	spent	өткөрүү	проводить
spill	spilt	spilt	төгүп алуу, чачылуу	проливать, рассыпать
spin	span	spun	жип ийирүү	прясть
spoil	spoilt	spoiled	бузуу	портиться
spread	spread	spread	жайылтуу	распространять
stand	stood	stood	туруу	стоять
steal	stole	stolen	уурдоо	воровать
stick	stuck	stuck	жабыштыруу	втыкать, приклеивать
sting	stung	stung	чагуу	жалить
strike	stroke	stroken	бунт чыгаруу	бастовать
strike	struck	stricken	уруу	ударять,
strive	strove	striven	умтулуу	стараться
swim	swam	swum	сүзүү	плавать
take	took	taken	алуу	брать

teach	taught	taught	окутуу	обучать, учить
tear	tore	torn	жыртуу	рвать (-ся)
tell	told	told	айтуу	сказать, говорить
think	thought	thought	ойлонуу	думать
throw	threw	thrown	ыргытуу	бросать
understand	understood	understood	түшүнүү	понимать
wake	woke	woken	ойготуу, ойгонуу	просыпаться
wear	wore	worn	кийүү	носить (одежду)
win	won	won	женүү	побеждать, победить
write	wrote	written	жазуу	писать

REFERENCE GRAMMAR

Number – Сан – Число

Singular – Жекелик сан – Ед. число		Plural – Көптүк сан – Мн. число	
a driver	айдоочу, водитель	drivers	айдоочулар, водители
a hero	баатыр, герой	heroes	баатырлар, герои
a continent	континент	continents	континенттер, континенты

Singular – Жекелик сан – Ед. число		Plural – Көптүк сан – Мн. число	
glass	стакан	glasses	стакандар, стаканы
a wife	аялы, жена	wives	аялдары, жены
wolf	карышкыр, волк	wolves	карышкырлар, волки

Singular – Жекелик сан – Ед. число		Plural – Көптүк сан – Мн. число	
child	бала, ребенок	children	балдар, дети
foot	бут, нога	feet	буттар, ноги

goose	каз, гусь	geese	каздар, гуси
man	эркек, мужчина	Men	эркектер, мужчины
ox	бука, бык	Oxen	букалар, быки
tooth	тиш, зуб	Teeth	тиштер, зубы
woman	аял, женщина	women	аялдар, женщины
mouse	чычкан, мышь	Mice	чычкандар, мыши
sheep	кой, овца	sheep	койлор, овцы
swine	чочко, свинья	swine	чочколор, свиньи
deer	кийик, олень	Deer	кийиктер, олени
fish	балык, рыба	Fish	балыктар, рыбы
headquarters	штаб	headquarters	штабдар, штабы

Personal pronouns – Жактама ат атоочтор – Личные местоимения

	Singular	
	Nominative Case	Objective Case
1 st person	I – мен – я	me – мени, мага – мне
2 nd person	you – сен – ты	you – сени, сага – тебе
3 rd person	he, she, it – ал – он, она, оно	him, her, it – аны, ага – ему, ей
	Singular	Plural
1 st person	we – биз – мы	us – бизди, бизге – нам
2 nd person	you – силер, сиздер – вы	you – силерди, силерге – вам
3 rd person	they – алар – они	them – аларды, аларга – им

Possessive Pronouns – Таандык ат атоочтор – Притяжательные местоимения

	Singular	
	Possessive Adjective	Possessive Pronoun
1 st person	my - меники - мой, моя, мое	mine - меники - мой, моя, мое
2 nd person	your - сеники - твой, твоя,	yours - сеники - твой, твоя,
3 rd person	твое	твое
	his - аныкы - его	his - аныкы - его
	her - аныкы - её	her - аныкы - её
	its - аныкы - его, её	its - аныкы - его, её
	Singular	Plural
1 st person	our – биздики – наш	ours – биздики – наш
2 nd person	your – силердики – ваш	yours – силердики – ваш
3 rd person	their – алардыкы – их	theirs – алардыкы – их

Cardinal numeral – Эсептик сан – Количественные числительные

1–12	13–19 (-teen)	20–90 (-ty)	100 -...
1 one	13 thirteen	20 twenty	100 a (one) hundred
2 two	14 fourteen	22 twenty-two	101 a (one) hundred and one
3 three	15 fifteen	30 thirty	125 one hundred and twenty five
4 four	16 sixteen	40 forty	200 two hundred
5 five	17 seventeen	50 fifty	300 three hundred и т.д.
6 six	18 eighteen	60 sixty	1.000 a (one) thousand
7 seven	19 nineteen	70 seventy	1.005 one thousand and five
8 eight		80 eighty	1.235 one thousand two hundred and thirty-five
9 nine		90 ninety	2.000 two thousand
10 ten			5.345 five thousand three hundred and forty-five и т.д.
11 eleven			100.000 a (one) hundred thousand
12 twelve			1.000.000 a (one) million
			1.000.000.000 a (one) milliard – in England; a (one) billion – in the USA

Ordinal Numeral – Ирээттик сан – Порядковые числительные

1st - (the) first	11th - (the) eleventh	21st - (the) twenty first
2nd - (the) second	12th - (the) twelfth	30th - (the) thirtieth
3d - (the) third	13th - (the) thirteenth	40th - (the) fortieth
4th - (the) fourth	14th - (the) fourteenth	50th - (the) fiftieth
5th - (the) fifth	15th - (the) fifteenth	60th - (the) sixtieth
6th - (the) sixth	16th - (the) sixteenth	70th - (the) seventieth
7th - (the) seventh	17th - (the) seventeenth	80th - (the) eightieth
8th - (the) eighth	18th - (the) eighteenth	90th - (the) ninetieth
9th - (the) ninth	19th - (the) nineteenth	100th - (the) hundredth...
10th - (the) tenth	20th - (the) twentieth	

Shortened forms – Кыскартылган формалары Сокращенные формы

<i>is not = isn't</i>	<i>does not = doesn't</i>	<i>might not = mightn't</i>
<i>are not = aren't</i>	<i>shall not = shan't</i>	<i>must not = mustn't</i>
<i>have not = haven't</i>	<i>will not = won't</i>	<i>ought not = oughtn't</i>
<i>has not = hasn't</i>	<i>should not = shouldn't</i>	<i>need not = needn't</i>
<i>was not = wasn't</i>	<i>would not = wouldn't</i>	<i>dare not = daren't</i>

<i>were not = weren't</i>	<i>cannot = can't</i>	<i>used not = usedn't</i>
<i>had not = hadn't</i>	<i>could not = couldn't</i>	
<i>do not = don't</i>	<i>may not = mayn't</i>	

TO BE

AFFIRMATIVE	
I am a pupil.	I'm a pupil.
You are a sailor.	You're a sailor.
She is a singer.	She's a singer.
He is a tailor.	He's a tailor.
It is a dolphin.	It's a dolphin.
We are zoo keepers.	We're zoo keepers.
You are policemen.	You're policemen.
They are maths teachers.	They're maths teachers.

QUESTIONS	SHORT ANSWERS	
Am I a pupil?	Yes, I am .	No, I'm not .
Are you a sailor?	Yes, you are .	No, you aren't .
Is she a singer?	Yes, she is .	No, she isn't .
Is he a tailor?	Yes, he is .	No, he isn't .
Is it a dolphin?	Yes, it is .	No, it isn't .
Are we zoo keepers?	Yes, we are .	No, we aren't .
Are you policemen?	Yes, you are .	No, you aren't .
Are they maths teachers?	Yes, they are .	No, they aren't .

NEGATIVE	
I am not a pupil.	I'm not a pupil.
You are not a sailor.	You aren't a sailor.
She is not a singer.	She isn't a singer.
He is not a tailor.	He isn't a tailor.
It is not a dolphin.	It isn't a dolphin.
We are not zoo keepers.	We aren't zoo keepers.
You are not policemen.	You aren't policemen.
They are not maths teachers.	They aren't maths teachers.

REMEMBER!

ATTENTION!

I AM.

You, we, they ARE.

He, she, it IS.

In the interrogative sentences **AM, IS, ARE** are placed before the subject e.g.:

He **is** a sailor. **Is** he a sailor?

In the negative form we use **AM, IS, ARE + NOT**, e.g.:

He **is** a sailor. He **is not/isn't** a sailor.

TO HAVE

AFFIRMATIVE

I **have** a racket.

You **have** a ball.

He **has** a parrot.

She **has** a doll.

It **has** a tail.

We **have** a train.

You **have** a tractor.

They **have** a plane.

QUESTIONS	SHORT ANSWERS	
Do I have a racket?	Yes, I do.	No, I don't.
Do you have a ball?	Yes, you do.	No, you don't.
Does he have a parrot?	Yes, he does.	No, he doesn't.
Does she have a doll?	Yes, she does.	No, she doesn't.
Does it have a tail?	Yes, it does.	No, it doesn't.
Do we have a train?	Yes, we do.	No, we don't.
Do you have a tractor?	Yes, you do.	No, you don't.
Do they have a plane?	Yes, they do.	No, they don't.

NEGATIVE	
I do not have a racket.	I don't have a racket.
You do not have a ball.	You don't have a ball.
He does not have a parrot.	He doesn't have a parrot.
She does not have a doll.	She doesn't have a doll.
It does not have a tail.	It doesn't have a tail.
We do not have a train.	We don't have a train.
You do not have a tractor.	You don't have a tractor.
They do not have a plane.	They don't have a plane.

REMEMBER!

In interrogative sentences we use **DO/DOES**. e.g.:

Do you have a doll?

Does he have a parrot?

HAVE/HAS GOT

AFFIRMATIVE	
I have got an apple. You have got a plum. She has got a sandwich. He has got fine juice. It has got a sausage. We have got good chips. You have got spaghetti. They have got cheese crisps.	I've got an apple. You've got a plum. She's got a sandwich. He's got fine juice! It's got a sausage. We've got good chips. You've got spaghetti. They've got cheese crisps.

QUESTIONS	SHORT ANSWERS
Have I got an apple?	Yes, I have . No, I haven't .
Have you got a plum?	Yes, you have . No, you haven't .
Has she got a sandwich?	Yes, she has . No, she hasn't .
Has he got fine juice?	Yes, he has . No, he hasn't .
Has it got a sausage?	Yes, it has . No, it hasn't .
Have we got good chips?	Yes, we have . No, we haven't .
Have you got spaghetti?	Yes, you have . No, you haven't .
Have they got cheese crisps?	Yes, they have . No, they haven't .

NEGATIVE	
I have not got an apple.	I haven't got an apple.
You have not got a plum.	You haven't got a plum.
She has not got a sandwich.	She hasn't got a sandwich.
He has not got fine rum.	He hasn't got fine rum.
It has not got a sausage.	It hasn't got a sausage.
We have not got good chips.	We haven't got good chips.
You have not got spaghetti.	You haven't got spaghetti.
They have not got cheese crisps.	They haven't got cheese crisps.

REMEMBER!

ATTENTION!

I, you, we, they **HAVE** got.

He, she, it **HAS** got.

In the interrogative form **HAVE/HAS** is placed before the subject, e.g.:

They **have** got crisps. Have they got crisps?

In the negative form we add **NOT**, e.g.:

They **have got** crisps. They have **not/haven't** got crisps.

PRESENT SIMPLE
БЕЛГИСИЗ УЧУР ЧАК
НАСТОЯЩЕЕ НЕОПРЕДЕЛЕННОЕ ВРЕМЯ

AFFIRMATIVE

I **go** to school.
 You **stay** at home.
 He **works** in Prague.
 She **lives** in Rome.
 It **plays** all day.
 We **drive** fast trains.
 You **read** French books.
 They **fly** jet planes.

QUESTIONS	SHORT ANSWERS	
Do I go to school?	Yes, I do .	No, I don't .
Do you stay at home?	Yes, you do .	No, you don't .
Does he work in Prague?	Yes, he does .	No, he doesn't .
Does she live in Rome?	Yes, she does .	No, she doesn't .
Does it play all day?	Yes, it does .	No, it doesn't .
Do we drive fast trains?	Yes, we do .	No, we don't .
Do you read French books?	Yes, you do .	No, you don't .
Do they fly jet planes?	Yes, they do .	No, they don't .

NEGATIVE

I do not go to school.	I don't go to school.
You do not stay at home.	You don't stay at home.
He does not work in Prague.	He doesn't work in Prague.
She does not live in Rome.	She doesn't live in Rome.
It does not play all day.	It doesn't play all day.
We do not drive fast trains.	We don't drive fast trains.
You do not read French books.	You don't read French books.
They do not fly jet planes.	They don't fly jet planes.

The Present Indefinite is formed from the infinitive without the particle *to*. In the third person singular the ending *-s* is added. After a sibilant represented in spelling by *s, ss, ch, sh, tch, x, z* and after the vowel *o*, *-es* is added: *he writes, he reads, he speaks; he passes, he pushes, he watches, he teaches; he goes, he does.*

The interrogative and the negative forms are formed by means of the Present Indefinite of the auxiliary verb *to do* and the infinitive of the notional verb without the particle *to*.

he, she, it plays.

push, dress — he, she, it pushes, dresses.

cry, fly — he, she, it cries, flies.

PRESENT CONTINUOUS УЗАК УЧУР ЧАК НАСТОЯЩЕЕ ДЛИТЕЛЬНОЕ ВРЕМЯ

It is play time in Ron's school. What are all the children doing?

Peter **IS EATING** a cake.

Susan **IS DRAWING** a snake.

Mary and Janet **ARE SKIPPING**.

Mark, Tom and Wendy **ARE SITTING** and **PLAYING** a game of roulette with Caroline, Kate and Anette.

Nevil **IS FLYING** a colourful kite.

Ron **'S PUSHING** Ted with all of his might.

Johnny **IS THROWING** a ball.

Bobby **IS FIGHTING** with Paul.

Alex **IS HAVING** a sleep.

Two boys **ARE LEARNING** to sing.

They **'RE** all **HAVING** really good fun.

REMEMBER!

The Present Continuous is formed by means of the Present Indefinite of the auxiliary verb *to be* and Participle I of the notional verb.

In the interrogative form the auxiliary verb is placed before the subject. In the negative form the negative particle *not* is placed after the auxiliary verb.

PRESENT PERFECT
УЧУРГА ЧЕЙИНКИ БҮТКӨН ЧАК
НАСТОЯЩЕЕ СОВЕРШЕННОЕ ВРЕМЯ

What have they all done this morning?

AFFIRMATIVE

I **have washed** the dishes.
 You **have cleaned** the house.
 He **has packed** his schoolbag.
 It **has caught** a mouse.
 She **has made** a pizza.
 We **have made** our bed.
 You **have fed** the kittens.
 They **have baked** brown bread.

QUESTIONS	SHORT ANSWERS
Have I washed the dishes?	Yes, I have . No, I haven't .
Have you cleaned the house?	Yes, you have . No, you haven't .
Has he packed his schoolbag?	Yes, he has . No, he hasn't .
Has it caught a mouse?	Yes, it has . No, it hasn't .
Has she made a pizza?	Yes, she has . No, she hasn't .
Have we made our bed?	Yes, we have . No, we haven't .
Have you fed the kittens?	Yes, you have . No, you haven't .
Have they baked brown bread?	Yes, they have . No, they haven't .

NEGATIVE

I have not washed the dishes.	I haven't washed the dishes.
You have not cleaned the house.	You haven't cleaned the house.
He has not packed his schoolbag.	He hasn't packed his schoolbag.
It has not caught a mouse.	It hasn't caught a mouse.
She has not made a pizza.	She hasn't made a pizza.
We have not made our bed.	We haven't made our bed.
You have not fed the kittens.	You haven't fed the kittens.
They have not baked brown bread.	You haven't baked brown bread.

REMEMBER!

The PRESENT PERFECT TENSE is formed by means of the Present Indefinite of the auxiliary verb **to have** and **Participle II** of the notional verb.

In the PAST SIMPLE TENSE regular verb get the ending - *ed*.
washed, cleaned, packed.

Irregular verbs in the PAST SIMPLE have different forms, e.g.:
make — **made**, catch — **caught**.

In the interrogative form the auxiliary verbs **HAVE, HAS** are placed before the subject, e.g.:

She **has made** a pizza. **Has** she **made** a pizza?

In the negative form the negative participle **NOT** is placed after the auxiliary verbs **HAVE/HAS**, e.g.:

He **has packed** his schoolbag. He **has not/hasn't packed** his schoolbag.

PAST SIMPLE БЕЛГИСИЗ ӨТКӨН ЧАК ПРОШЕДШЕЕ НЕОПРЕДЕЛЕННОЕ ВРЕМЯ

+ ed	+ d	*c**v*c + ed — > cvc + c + ed	y + ed i + ed	IRREGULAR
wash- washed	bake- baked	stop- stopped	spj- spied	get - got
dress- dressed	prepare- prepared	drop- dropped	cry- cried	take - took
pack- packed	move- moved	knit- knitted	carry- carried	fly - flew
watch- watched	smile- smiled	hop- hopped		think - thought
pass- passed				go - went
laugh- laughed				have - had
walk- walked				meet - met
reach- reached				come - came

* c – consonant ** v – vowel

PAST SIMPLE

AFFIRMATIVE

I **bought** an ice cream.

You **drank** some coffee.

He **rode** a pony.

She **ate** a cake.

We **won** a race.

They **bought** a parrot whose **name** was Polly.

QUESTIONS	SHORT ANSWERS
Did I buy an ice cream?	Yes, I did . No, I didn't .
Did you drink any coffee?	Yes, you did . No, you didn't .
Did he ride a pony?	Yes, he did . No, he didn't .
Did she eat a cake?	Yes, she did . No, she didn't .
Did we win a race?	Yes, we did . No, we didn't .
Did you have a toy?	Yes, you did . No, you didn't .
Did they buy a parrot whose name was Polly?	Yes, they did . No, they didn't .

NEGATIVE

I did not buy an ice cream.	I didn't buy an ice cream.
You did not drink any coffee.	You didn't drink any coffee.
He did not ride a pony.	He didn't ride a pony.
She did not eat a cake.	She didn't eat a cake.
We did not win a race.	We didn't win a race.
You did not have a toy.	You didn't have a toy.
They did not buy a parrot whose name was Polly.	They didn't buy a parrot whose name was Polly.

REMEMBER!

Irregular verbs in the PAST SIMPLE have different forms, e.g.:
buy — **bought**, eat — **ate**, ride — **rode**, win — **won**

PAST SIMPLE

AFFIRMATIVE

I **carried** big boxes.
You **dropped** a glass plate.
He **cleaned** all the windows.
She **Painted** the gate.
It **barked** at the neighbours.
We **planted** a flower.
You **washed** all the dishes.
They **mended** the shower.

QUESTIONS	SHORT ANSWERS	
Did I carry big boxes?	Yes, I did .	No, I didn't .
Did you drop a glass plate?	Yes, you did .	No, you didn't .
Did he clean all the window?	Yes, he did .	No, he didn't .
Did she paint the gate?	Yes, she did .	No, she didn't .
Did it bark at the neighbours?	Yes, it did .	No, it didn't .
Did we plant a flower?	Yes, we did .	No, we didn't .
Did you wash all the dishes?	Yes, you did .	No, you didn't .
Did they mend the shower?	Yes, they did .	No, they didn't .

NEGATIVE

I did not carry big boxes.	I didn't carry big boxes.
You did not drop a glass plate.	You didn't drop a glass plate.
He did not clean all the windows.	He didn't clean all the windows.
She did not paint the gate.	She didn't paint the gate.
It did not bark at the neighbors.	It didn't bark at the neighbors.
We did not plant a flower.	We didn't plant a flower.
You did not wash all the dishes.	You didn't wash all the dishes.
They did not mend the shower.	They didn't mend the shower.

REMEMBER!

The Past Indefinite is formed by adding *-ed* or *-d* to the stem (regular verbs), or by changing the root vowel, or in some other ways (irregular verbs).

The interrogative and the negative forms are formed by means of the Past Indefinite of the auxiliary verb *to do* (*did*) and the infinitive of the notional verb without the particle *to*,

The interrogative sentences are made with the help of the auxiliary verb **DID**, e.g.:

We **planted** a flower. **Did** we **plant** a flower?

WAS / WERE

Where were they yesterday at 4 p.m.?

AFFIRMATIVE

I **was** in the shop.
You **were** in the car.
He **was** at the bank.
She **was** at the bar.
It **was** at the zoo.
We **were** at the pool.
You **were** in the park.
They **were** still at school.

QUESTIONS	SHORT ANSWERS	
Was I in the shop?	Yes, I was .	No, I wasn't .
Were you in the car?	Yes, you were .	No, you weren't .
Was he at the bank?	Yes, he was .	No, he wasn't .
Was she at the bar?	Yes, she was .	No, she wasn't .
Was it at the zoo?	Yes, it was .	No, it wasn't .
Were we at the pool?	Yes, we were .	No, we weren't .
Were you in the park?	Yes, you were .	No, you weren't .
Were they still at school?	Yes, they were .	No, they weren't .

NEGATIVE	
I was not in the shop.	I wasn't in the shop.
You were not in the car.	You weren't in the car.
He was not at the bank.	He wasn't at the bank.
She was not at the bar.	She wasn't at the bar.
It was not at the zoo.	It wasn't at the zoo.
We were not at the pool.	We weren't at the pool.
You were not in the park.	You weren't in the park.
They were not at school.	They weren't at school.

REMEMBER!

WAS/WERE — the past form of the verb *TO BE*.

In the interrogative form **WAS/WERE** are placed before the subject e.g.:

I **was** in the shop. **Was** I in the shop?

In the negative form we use **WAS/WERE + NOT**, e.g.:

I **was** in the shop. I **was not/wasn't** in the shop.

HAD

What did they all have for lunch yesterday?

AFFIRMATIVE

I **had** a sandwich.

You **had** a steak.

He **had** a pancake.

She **had** a pen.

It **had** a hot dog.

We **had** French fries.

You **had** some pasta.

They **had** apple pies.

QUESTIONS	SHORT ANSWERS	
Did I have a sandwich?	Yes, I did .	No, I didn't .
Did you have a steak?	Yes, you did .	No, you didn't .
Did he have a pancake?	Yes, he did .	No, he didn't .
Did she have a pen?	Yes, she did .	No, she didn't .
Did it have a hot dog?	Yes, it did .	No, it didn't .
Did we have French fries?	Yes, we did .	No, we didn't .

Did you have any pasta?	Yes, you did .	No, you didn't .
Did they have apple pies?	Yes, they did .	No, they didn't .

NEGATIVE	
I did not have a sandwich.	I didn't have a sandwich.
You did not have a steak.	You didn't have a steak.
He did not have a pancake.	He didn't have a pancake.
She did not have a pen.	She didn't have a shake.
It did not have a hot dog.	It didn't have a hot dog.
We did not have French fries.	We didn't have French fries.
You did not have any pasta.	You didn't have any pasta.
They did not have apple pies.	They didn't have mince pies.

REMEMBER!

HAD — is the PAST SIMPLE TENSE form of the verb **HAVE**.

The interrogative form is made with the help of **DID** and the indefinite form, e.g.:

Did he **have** a pancake? **Did** you **have** any pasta?

The negative form is made with the help of **NOT**, and the indefinite form, e.g.:

He **didn't have** a pancake.

COULD

What could they do?

AFFIRMATIVE

I **could** swim when I was seven.

You **could** walk when you were two.

He **could** ski when he was thirty.

She **could** type at twenty two.

We **could** surf when we were twenty.

You **could** skate at sixty six.

When they bought a food processor they **could** chop and slice and mix.

QUESTIONS	SHORT ANSWERS
Could I swim when I was seven?	Yes, I could . No, I couldn't .
Could you walk when you were two?	Yes, you could . No, you couldn't .
Could he ski when he was thirty?	Yes, he could . No, he couldn't .
Could she type at twenty two?	Yes, she could . No, she couldn't .
Could we surf when we were twenty?	Yes, we could . No, we couldn't .
Could you skate last winter?	Yes, you could . No, you couldn't .
When they bought a food processor could they chop, slice and mix?	Yes, they could . No, they couldn't .

NEGATIVE	
I could not swim when I was seven.	I couldn't swim when I was seven.
You could not walk when you were two.	You couldn't walk when you were two.
He could not ski when he was thirty.	He couldn't ski when he was thirty.
She could not type at twenty two.	She couldn't type at twenty two.
We could not surf when we were twenty.	We couldn't surf when we were twenty.
You could not skate last winter.	You couldn't skate last winter.
When they bought a food processor they could not chop or slice or mix.	When they bought a food processor they couldn't chop or slice or mix.

REMEMBER!

COULD — is the form of the *PAST TENSE* of the verb **CAN**.

In the interrogative form **COULD** «jumps» to the place before the subject, e.g.:

He **could** swim. **Could** he swim?

We make the negative form, placing **NOT** after **COULD**, e.g.:

He **could** swim. He **could not/couldn't** swim.

PAST CONTINUOUS

УЗАК ӨТКӨН ЧАК

ПРОШЕДШЕЕ ДЛИТЕЛЬНОЕ ВРЕМЯ

What were they all doing on July 25th at 2 p.m.?

AFFIRMATIVE

I was eating an ice-cream.
You were drinking tea.
He was reading a book.
She was watching the sea.
It was having a sleep.
We were rowing a boat.
You were making pies.
They were building a house.

QUESTIONS	SHORT ANSWERS
Was I eating an ice-cream?	Yes, I was . No, I wasn't .
Were you drinking tea?	Yes, you were . No, you weren't .
Was he reading a book?	Yes, he was . No, he wasn't .
Was she watching the sea?	Yes, she was . No, she wasn't .
Was it having a sleep?	Yes, it was . No, it wasn't .
Were we rowing a boat?	Yes, we were . No, we weren't .
Were you making pies?	Yes, we were . No, we weren't .
Were they building a house?	Yes, they were . No, they weren't .

NEGATIVE	
I was not eating an ice-cream.	I wasn't eating an ice-cream.
You were not drinking tea.	You weren't drinking tea.
He was not reading a book.	He wasn't reading a book.
She was not watching the sea.	She wasn't watching the sea.
It was not having a sleep.	It wasn't having a sleep.
We were not rowing a boat.	We weren't rowing a boat.
You were not making pies.	You weren't making pies.
They were not building a house.	They weren't building a house.

REMEMBER!

PAST CONTINUOUS TENSE is formed by means of the Past Indefinite of the auxiliary verb **TO BE** and **Participle I** of the notional verb.

In the interrogative form the auxiliary verbs **WAS/WERE** are placed before the subject e.g.:

He **was reading** a book. **Was he reading** a book?

In the negative form the negative participle **NOT** is placed after the auxiliary verbs **WAS/WERE**, e.g.:

He **was reading** a book. He **was not/wasn't reading** a book.

FUTURE SIMPLE
БЕЛГИСИЗ КЕЛЕР ЧАК
БУДУЩЕЕ НЕОПРЕДЕЛЕННОЕ ВРЕМЯ

What will they all do tomorrow?

AFFIRMATIVE	
I will bake a cake.	I'll bake a cake.
You will train your mouse.	You'll train your mouse.
He will paint his room.	He'll paint his room.
She will clean the house.	She'll clean the house.
It will rain all day.	It'll rain all day.
We will stay at home.	We'll stay at home.
You will play roulette.	You'll play roulette.
They will fly to Rome.	They'll fly to Rome.

QUESTIONS	SHORT ANSWERS	
Will I bake a cake?	Yes, I will .	No, I won't .
Will you train your mouse?	Yes, you will .	No, you won't .
Will he paint his room?	Yes, he will .	No, he won't .
Will she clean the house?	Yes, she will .	No, she won't .
Will it rain all day?	Yes, it will .	No, it won't .
Will we stay at home?	Yes, we will .	No, we won't .
Will you play roulette?	Yes, you will .	No, you won't .
Will they fly to Rome?	Yes, they will .	No, they won't .

NEGATIVE	
I will not bake a cake.	I won't bake a cake.
You will not train your mouse.	You won't train your mouse.
He will not paint his room.	He won't paint his room.
She will not clean the house.	She won't clean the house.
It will not rain all day.	It won't rain all day.
We will not stay at home.	We won't stay at home.
You will not play roulette.	You won't play roulette.
They will not fly to Rome.	They won't fly to Rome.

REMEMBER!

The FUTURE SIMPLE TENSE is formed by means of the auxiliary verbs **SHALL/WILL** and the infinitive without **to** of the notional verb, e.g.:

They **will fly** to Rome.

In the interrogative form the auxiliary verbs **shall/will** are placed before the subject e.g.:

He **will paint** his room. **Will he paint** his room?

In the negative form the negative participle **NOT** is placed after the auxiliary verbs, e.g.:

He **will not stay at home**. He **won't stay at home**.

GOING TO

What are they all going to do tomorrow?

AFFIRMATIVE	
I am going to visit a friend.	I'm going to visit a friend.
You are going to plant a tree.	You're going to plant a tree.
He is going to play the dram.	He's going to play the dram.
She is going to swim in the sea.	She's going to swim in the sea.
It is going to chase a mouse.	It's going to chase a mouse.
We are going to watch a cartoon.	They're going to fly to the moon.
You are going to dress up as ghosts.	We're going to watch a cartoon.
They are going to fly to the moon.	You're going to dress up as ghosts.

QUESTIONS	SHORT ANSWERS	
Am I going to visit a friend?	Yes, I am.	No, I'm not.
Are you going to plant a tree?	Yes, you are	No, you're not.
Is he going to play the drum?	Yes, he is.	No, he's not.
Is she going to swim in the sea?	Yes, she is.	No, she's not.
Is it going to chase a mouse?	Yes, it is.	No, it's not.
Are we going to watch a cartoon?	Yes, we are.	No, we're not.
Are you going to dress up as ghosts?	Yes, you are.	No, you're not.
Are they going to fly to the moon?	Yes, they are.	No, they're not.

NEGATIVE	
I am not going to visit a friend.	I'm not going to visit a friend.
You are not going to plant a tree.	You're not going to plant a tree.
He is not going to play the dram.	He's not going to play the dram.
She is not going to swim in the sea.	She's not going to swim in the sea.
It is not going to chase a mouse.	It's not going to chase a mouse.
We are not going to watch a cartoon.	We're not going to watch a cartoon.
You are not going to dress up as ghosts.	You're not going to dress up as ghosts.
They are not going to fly to the moon.	They're not going to fly to the moon.

REMEMBER!

The construction **GOING TO** is used when we are talking about something we are intending to do in future.

WH-QUESTIONS

DO DID DOES	WHO WHAT (time, colour) WHEN WHERE WHY HOW (many, much)	AM IS ARE WAS WERE HAVE HAS HAD CAN COULD MUST MAY WOULD SHOULD WILL
----------------	---	--

I want this ball.

Do you want this ball?

What do you want?

The tiger runs fast.

Does the tiger run fast?

How does the tiger run?

He painted this picture in 1987.

Did he paint this picture in 1987?

When did he paint this picture?

This is a cat.

Is this a cat?

What is this?

The cat is black.

Is the cat black?

What colour is the cat?

The cat is on the rug.

Is the cat on the rug?

Where is the cat?

The boy has got a bike.

Has the boy got a bike?

What has the boy got?

They will come at five o'clock.

Will they come at five o'clock?

When will they come?

REMEMBER!

WH-QUESTIONS – begin with the words **what, who, where, when, why, how**, e.g.:

What has the boy got?

How does the tiger run?

When did he paint this picture?

PART III

APPENDIX

RULES ON COMMUNICATION

It is important and necessary to learn to be a good speaker and an attentive listener because if a person speaks well and listens well, he can explain the facts in a simple way. A good listener understands the people better, makes friends and mixes with the surrounding people easily. People understand a good speaker better and more willingly become friendly. So most of the people want to learn to be a good speaker and an attentive listener. There are some rules for them to follow and we must always keep them when we talk or listen:

1. Look at the people whom you are talking to.
2. Don't play with pencils, erasers or other things when you speak. Keep your hands down. Stand naturally and still.
3. Speak correctly, clearly distinctly and loud enough. Don't talk too loud.
4. Speak in a pleasant, calm, quiet, polite voice; make your voice friendly and cheerful.
5. Talk about the things that will interest everyone.
6. Don't speak too long or too much, or all the time. Take turns.
7. Don't interrupt the people when they are talking. Say «Excuse me, pardon me, I'm sorry».
8. Be polite. Don't say anything that can hurt the feelings of someone present.
9. Keep to the topic. Tell the things in the right order.
Speak about the things that happened first, then about the things that happened next.
10. Be attentive when you listen to a speaker and follow his or her story.
11. Show your interest in what other people say.
12. Remember that you listen not only with your ears but with your mind.

The Chinese Proverb explains:

Tell me and I will forget.
Show me and I will remember.
Involve me and I will learn.

THE GIFT

Pre-reading.

Look at the pictures.

How old do you think the boy is?

How old do you think the girl is?

Read the title of the story. Look at the pictures again.

What do you think the story is about?

Can you guess what happens?



Donna Ashlock, a 14-year-old girl from California, was very sick. She had a bad heart. «Donna needs a new heart,» her doctors said. «She must have a new heart, or she will die soon.»

Felipe Garza, 15, was worried about Donna. Felipe was Donna's friend. He liked Donna very much. He liked her freckles, and he liked her smile. Felipe didn't want Donna to die.

Felipe talked to his mother about Donna. «I'm going to die,» Felipe told his mother, «and I'm going to give my heart to Donna.»

Felipe's mother didn't pay much attention to Felipe. «Felipe is just kidding,» she thought. «Felipe is not going to die. He's strong and healthy.»

But Felipe was not healthy. He had terrible headaches sometimes. «My head really hurts,» he often told his friends. Felipe never told his parents about his headaches.



One morning Felipe woke up with a sharp pain in his head. He was dizzy, and he couldn't breathe. The Garzas rushed Felipe to the hospital. Doctors at the hospital had terrible news for the Garzas. «Felipe's brain is dead,» the doctors said. «We can't save him.»

The Garzas were very sad. But they remembered Felipe's words. «Felipe wanted to give his heart to Donna,» they told the doctors.

The doctors did several tests. Then they told the Garzas, «We can give Felipe's heart to Donna.»

The doctors took out Felipe's heart and rushed the heart to Donna. Other doctors took out Donna's heart and put Felipe's heart in her chest. In a short time the heart began to beat.

The operation was a success. Felipe's heart was beating in Donna's chest, but Donna didn't know it. Her parents and doctors didn't tell her. They waited until she was stronger; then they told her about Felipe. «I feel very sad,» Donna said, «but I'm thankful to Felipe.»

Three months after the operation Donna Ashlock went back to school. She has to have regular checkups, and she has to take medicine every day. But she is living normal life.

Felipe's brother John says, «Every time we see Donna, we think of Felipe. She has Felipe's heart in her. That gives us great peace.»

Post-reading.

Complete the sentences with the words below.

checkup sharp rushed kidding dizzy

1. When Felipe told his mother «I'm going to die,» she thought, «Felipe is not serious».

He's only joking.» She thought Felipe was just *kidding*

2. Felipe had a sudden, terrible pain in his head. It was a _____ pain.

3. Felipe thought, «The room is going around and around.» He felt _____.

4. When Felipe's parents took him to the hospital, they drove fast. They _____ him to the hospital.

5. Donna goes to the doctor sometimes. The doctor listens to her heart and makes sure it is working well. Donna goes to the doctor for a _____.

SPELLING BEE

Fill in the blanks in each sentence with two or three words that have the same sound but different spelling and different meanings. The number of blanks equals the number of letters in the missing word.

1. Our team _____ game and lost three games.

2. They agreed _____ play _____ more games next week _____.

3. The _____ golfers watched _____ the ball when they heard someone shout «_____!»

4. The four of us were so hungry that we _____ hamburgers.

5. Each player _____ the ball _____ the hoop at least once.
6. As we approached the coast we could _____ the _____.
7. Anna had _____ many things to _____ on her new machine that she had no time to _____ any seeds in the garden.
8. At the airport the guide said, «Come this _____ so they can _____ your luggage.»
9. We had to _____ in line until they determined the _____ of our bags.
10. We _____ the boat to the dock so it wouldn't go out when the _____ came in.
11. Unfortunately, we did _____ put a very good _____ in the rope, and it came unfastened.
12. The people on the safari _____ that a _____ of elephants was headed their way.
13. If you sit _____ very quietly, you can _____ the wind blowing through the trees.
14. The man in the _____ coat _____ the notice to me.
15. We _____ on horseback through the tall grass until we came to the _____ that led to the town.
16. Everything looked so familiar; it was as if we had _____ that _____ before.
17. We went to where they were selling boats, and _____ boats had a sign on them that said « _____ .»
18. The pupils _____ in their notebooks the sentences that they had learned by _____ .
19. The wind _____ the rain clouds away, leaving a clear _____ sky.
20. The father said, «I will sit in the shade out of the hot _____ , _____ while my _____ the roof on the house.»

1. won, one; 2. to, two, too; 3. four, for, fore; 4. ate, eight; 5. threw, through; 6. see, sea; 7. so, sew, sow; 8. way, weigh; 9. wait, weight; 10. tied, tide; 11. not, knot; 12. heard, herd; 13. here, hear; 14. red, read; 15. rode, road; 16. seen, scene; 17. four sail, for sale; 18. wrote, rote; 19. blew, blue; 20. sun's rays, sons raise.

Spelling Bee answers

(From «*The Lighter Side*» of *TEFL: A Teacher's Resource Book of Fun Activities for Students of English as a Foreign Language* edited by Thomas Krai, Printed in 1994 by the United States Department of State.)

CREATING A CINQUAIN

A cinquain, which has five lines, is a good structure to use to write poems about a particular subject. You could have pupils write a cinquain about a local event, a national holiday, their favorite activities, or anything they choose. The «formula» for a cinquain is:

Line 1: one word, a noun

Line 2: two words describing the noun

Line 3: three words describing an action

Line 4: four words describing feelings

Line 5: one word, synonym

A cinquain about shopping might look like this:

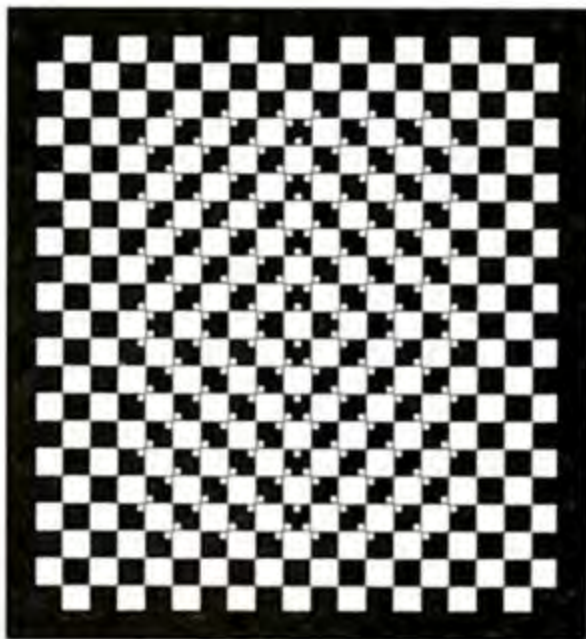
Markets
Busy, crowded
Farmers sell vegetables
It's so much fun
Shopping

DEVELOP YOUR CRITICAL THINKING SKILLS
PSYCHOLOGICAL GAMES

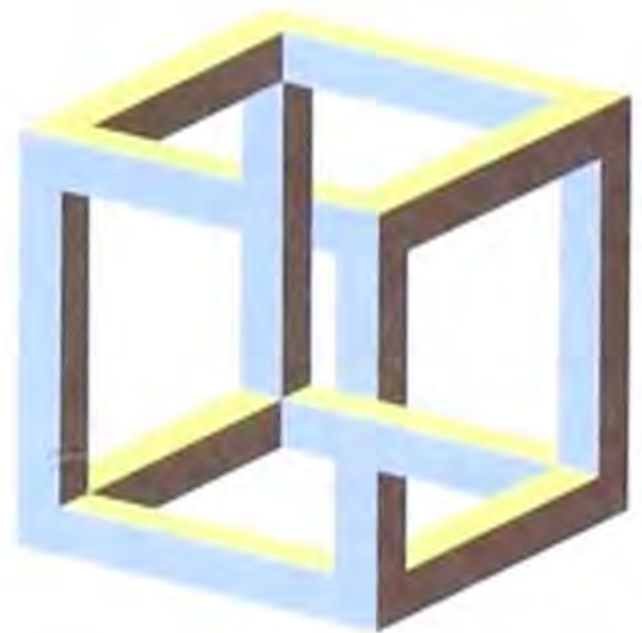
What or whom do you see in these pictures?



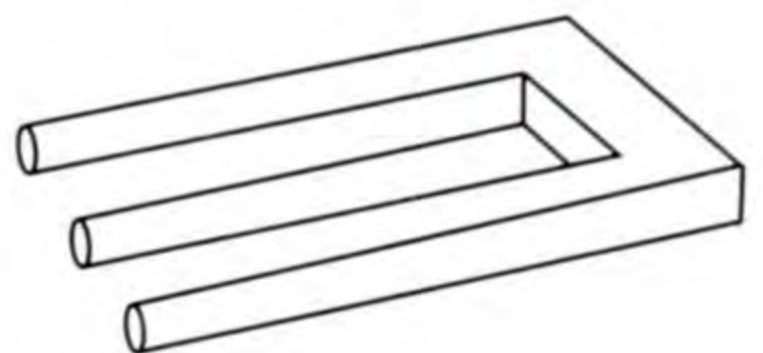
ALL LINES ARE STRAIGHT!!!



WRONG CUBE



HOW MANY COLUMNS
ARE THERE?



GAMES

1. *FIND YOUR PAIR*

Played with the whole class since an even number of players is necessary for this game, the teacher may have to join the class to make an even number. Two sets of cards are distributed among pupils, so that everybody has one card and there a matching pair for each card among the players. The pupils walk around and try to find their pair by asking questions. They can show the cards to each other only after they have found the matching pair.

2. *ARRANGING PICTURES*

Played in pairs. Each pupil in the pair receives the same set of five to seven cards which form a story. Player one arranges the cards in order so that the other pupil can not see them. Then the player describes the arrangement either orally or in writing. His partner arranges his cards accordingly. Player one shows his cards to the partner and they compare the arrangement.

3. *MEMORY GAME*

Played in groups of four to seven pupils. Two sets of cards are spread out face down. Player one turns up one card, identifying it, then turns up another one trying to find the matching pair. If the player succeeds, she keeps the pair and has another turn. If not, player one puts the cards back face down and it is the next pupil's turn. The pupil who collects the most pairs is the winner.

4. *INVENT A STORY*

Played in groups of five to twelve pupils. All cards are face down. Player one takes a card and starts a story, using the word on the card; e.g. a card with a picture of a family on it and the pupil begins, «Once upon a time there lived a happy family». Player two takes the next card with a (picture of a book) and tries to continue: «Little Mary liked her friendly, happy family and she liked to read a book on a warm summer day», etc.

Things to Wear	Things to Wear	Things to Wear	Things in a Park
hat	coat	jacket	grass
dress	blouse	suit	swing
shoes	socks	stockings	birds
pants	jeans	mittens	trees
shirt	belt	eyeglasses	flowers
tie	watch	necklace	people
ring	boots	skirt	dogs
pajamas	scarf	shorts	bench
Things in School	Things in School	Things in a Book	Handbag
paper	pen	word	keys
pencil	book	page	money
English	homework	chapter	wallet
desk	chair	story	lipstick
teacher	pupil	sentence	tissue
chalk	chalkboard	picture	comb
dictionary	loset	cover	pen
lesson	paste	title	change purse
Workers	Workers	Workers	Christmas Words
teacher	artist	beautician	Santa Claus
mailman	dentist	salesperson	snow
doctor	mechanic	president	bell
bus driver	truck driver	banker	reindeer
typist	secretary	doorman	church
barber	clown	writer	tree
policewoman	carpenter	lawyer	Christmas card
pilot	other	waitress	decorations
People in a Family	People in a Family	In the Living Room	In the Bedroom
father	mother	sofa	bed
sister	brother	armchair	sheet
grandmother	grandfather	lamp	pillow
child	uncle	stereo	lamp
aunt	nephew	rug	curtains
son	daughter	pictures	closet
cousin	teenager	bookcase	clock
baby	niece	television	blanket
Weather Words	Places	Games	Football Words
hot	school	baseball	referee
fall	supermarket	tennis	ball
cloud	library	checkers	pass
rain	airport	Just-a-Minute!	kick

ice	police station	hide and seek	field
umbrella	park	golf	touchdown
summer	museum	basketball	cheerleader
snow	department store	bowling	quarterback
Kitchen Words	Kitchen Words	Holiday Words	Things to Put on Food
table	knife	Santa Claus	salt
spoon	bowl	jack o'lantern	sugar
stove	food	Thanksgiving	milk
dinner	fork	songs	butter
pot	oven	birthday	ketchup
sink	milk	Easter	gravy
refrigerator	garbage	Valentine	pickles
window	soap	New Year's Day	mustard
Things That Fly	Round Things	Map Words	Things You Can Do with Your Mouth
bird	ball	ocean	smile
airplane	penny	mountain	eat
kite	wheel	north	talk
bee	hamburger	river	sing
helicopter	ring	mile	shout
butterfly	dish	city	whistle
mosquito	circle	country	laugh
Superman	bracelet	lake	kiss
Things on Trees	Things with Wheels	Circus Words	Things You Can Do with Your Feet
nest	car	clown	run
apples	taxi	elephant	kick
branch	bicycle	popcorn	dance
leaves	roller skates	ticket	walk
cherries	airplane	tiger	jump
bugs	fire truck	cage	ski
seeds	train	music	skate
birds	bus	monkey	skip

PART IV

READER

1. Read, translate and retell the text.
2. Find adjectives, nouns, verbs and make up sentences with them.
3. Put 5–10 questions to each chapter.

TOM BROWN'S SCHOOL-DAYS

after Th. Hurghes

(Part One)

1. Tom Brown's Home

At the foot of the White Horse Hills in Berkshire¹ there is a small village called Kingstone Lisle. The village is in a vale² and there are thick woods round it³. It is a very beautiful place. The highest of the White Horse Hills is 900 feet above the sea.⁴

The Brown family lived in this quiet⁵ country village. Mr. Brown was a farmer and had a big house there. Tom was the oldest of his children and he was a strong and clever boy.⁶

Like other boys in the village he liked fishing, fighting and games⁷. Before he went to school he did his lessons with a teacher in his own home.⁸ As soon as the lessons were over⁹ he ran out to play with the boys in the village. Tom made friends with all the village boys.

When Tom was nine years old he left his village and went to school. He always wanted to



¹ Berkshire – Беркшир (Орто Азиядагы графство, графство в Средней Англии)

² vale – өрөөн; долина

³ thick woods round it – калың токой анын аянтында; густые леса вокруг нее

⁴ 900 feet above the sea – 900 чакырым деңиз деңгээлинен жогору; 900 футов над уровнем моря

⁵ quiet – тынч, бейкут; тихий; спокойный

⁶ strong and clever boy – күчтүү, акылдуу бала; сильный и умный мальчик

⁷ he liked fishing, fighting and games – ал балык уулаганды, күрөшкөндү жана ойногонду жакшы көрчү; он любил рыбную ловлю, борьбу и игры

⁸ in his own home – өзүнүн үйүндө; у себя дома (в своем собственном доме)

⁹ As soon as the lessons were over – сабактар бүтөөр замат; как только заканчивались уроки

be a public schoolboy¹⁰, so he was very happy when one day Mr. Brown said to his wife, «My dear, I have arranged that Tom will go to Rugby School at once.¹¹ Please see that all his things are ready by Friday, when I shall take him up to London. From London he will go on to Rugby by himself.»

2. Tom Goes to Rugby

Tom and his father went to London by coach.¹² They arrived there at about 7 o'clock in the evening. Tom had never been¹³ to London before and wanted very much to see the busy London streets with crowds of people.¹⁴ As soon as they arrived at the Peacock Inn in London Tom ran out to see the traffic in the streets.

After supper his father sent him off to bed, reminding¹⁵ that Tom had to get up at 2 o'clock the next morning to catch the coach for Rugby.

«And now, Tom, my boy,» said Mr. Brown, «remember that you are going to this great school as a very young boy. If schools are what they were in my time, you will see many cruel things¹⁶ in it. But don't be afraid.¹⁷ Always tell the truth.»

Tom looked at his father's face and said, «I will try¹⁸, Father.»

«I know you will, boy. Is your money all safe?»¹⁹

«Yes, it is,» said Tom.

«Well, then, good night. I'll tell the servant²⁰ to wake you up in the morning.»

At 2 o'clock in the morning the servant called Tom, «It is time to get up.»

Tom quickly washed and dressed himself and went downstairs to the coffee-room. There he found his father sitting by the fire and a cup of coffee and some biscuits on the table. Just as Tom was finishing²¹ his breakfast the servant came in and said, «The coach is ready.»

¹⁰ to be a public schoolboy – эркек балдар үчүн жеке менчик мектебинде окуу; учиться в частной школе-интернате для мальчиков

¹¹ I have arranged that Tom will go to Rugby School at once – мен Томдун регби мектебине дароо барышы жөнүндө макулдаштым; я договорился, что Том поедет в школу регби сразу же

¹² coach – карета

¹³ had never been – эч качан болгон эмес; никогда не был

¹⁴ crowds of people – адамдардын жыйыны; толпы людей

¹⁵ to remind – эскертүү; напоминать

¹⁶ cruel things – таш боордук; жестокость

¹⁷ don't be afraid – коркпо; не бойся

¹⁸ I will try – мен аракет кылам; Я постараюсь

¹⁹ money all safe – акча бекем жерде; деньги в сохранности

²⁰ servant – малай; служанка, прислуга

²¹ was finishing – бүтүрчү; заканчивал

Tom shook hands²² with his father and cried, «Good-bye, Father! Give my love to²³ all at home.»

Then he climbed up onto²⁴ the coach. The coach started off to Rugby; it ran 10 miles an hour.²⁵

3. Rugby School

They arrived at Rugby at 12 o'clock. The coachman shouted,²⁶ «And so here is Rugby at last! You will be just in time for dinner.»

Tom's heart beat quickly²⁷ as they passed the great school playing-field and then the long line of school buildings. Tom was already proud of being²⁸ a Rugby boy. He looked with interest at a group of boys standing by the school gates²⁹ and looking as if the town was theirs.

One of the young boys ran out from the group and came up to Tom. «I say, you fellow,»³⁰ he said, «is your name Brown?»

«Yes,» answered Tom, a little surprised,³¹ but glad to meet someone who knew him.

«My aunt, Miss East, also lives in Berkshire; you know her, don't you? She wrote to me that you were coming to Rugby today and asked me to meet you.»

Tom felt friends with young East at once. East called a big fellow standing by³² and asked him to carry Tom's things to the school for sixpence. Then he led Tom through³³ the great school gates, where two or three boys were standing. They asked Tom, «What's your



²² shook hands — коштошуу; попрощался

²³ Give my love to — Салам айта бар; Передай привет

²⁴ he climbed up onto — ал чыкты; он влез в

²⁵ ran 10 miles an hour — саатына 10 миль ылдамдыкта; со скоростью 10 миль в час

²⁶ The coachman shouted — Ат айдоочу кыйкырды; Кучер крикнул

²⁷ Tom's heart beat quickly — Томдун жүрөгү катуу согуп жатты; Сердце Тома быстро билось

²⁸ was proud of being — болгондугу үчүн сыймыктанды; гордился тем, что был

²⁹ school gates — мектептин дарбазасы; школьные ворота

³⁰ I say, you fellow — Мени кара, жигит; Послушай, парень

³¹ surprised — Таң калган; удивленный

³² standing by — Жанында турган; стоящего, рядом

³³ led Tom through — Томду ээрчитип барды; повел Тома через

name? Where do you come from? How old are you? Which House are you in? Which form are you in?» and so they passed on through the school yard. East showed Tom the school buildings and the Hall of the School House. The Hall was a big room with two long tables and two large fire-places,³⁴ at one of which some boys were standing and talking.

Then East took Tom along a dark passage.³⁵

«And now come in and see my study; we shall just have time before dinner,» said East.

East's study was not a big room. There was a table under the window and a sofa for two boys at the table. There was also a wooden chair, so that three boys could sit and work together. On each side of the study there were bookcases filled with books. On a shelf there were cups and candlesticks.³⁶ A cricket bat and a small fishing-rod³⁷ stood in one corner.

This was the residence³⁸ of East and another boy in the same form, and it was more interesting for Tom than Windsor Castle.³⁹

«And shall I have a study like this too?» asked Tom.

«Yes, of course. You will get a study with some other boy on Monday, and you can sit here till then.»

«What a nice place!» said Tom.

«Yes, the studies are good enough, only very cold at night sometimes. My friend Gower and I make a fire with paper on the floor after supper, but it makes our study so smoky.»⁴⁰

4. Tom's First Dinner at Rugby

At a quarter past one the bell for dinner began to ring,⁴¹ so they went into the Hall and took their places. And now: for the first time Tom saw his future schoolfellows⁴² all together. They came in and took their seats at the long tables. Some of them were hot and red from football or long walks; others pale and cold⁴³ from reading in their studies. After dinner East led Tom out into the great playing-field. «You are lucky to come to Rugby today,

³⁴ fire-places – очоктор; каминны

³⁵ along a dark passage – карангы коридор менен; по темному коридору

³⁶ candlesticks – шамдал; подсвечники

³⁷ A cricket bat and a small fishing-rod – крикет таягы жана кичинекей кайырмак сабы; бита для крикета и маленькое удилице

³⁸ residence – турган жери; местопребывание

³⁹ Windsor Castle – Виндзор сарайы; Виндзорский замок

⁴⁰ smoky – түтүндүү; дымный

⁴¹ the bell... began to ring – конгуроо... шынгырай; звонок... начал звонить

⁴² schoolfellows – мектеп достору, классташтар; школьные товарищи, одноклассники

⁴³ pale and cold – бозоргон жана үшүгөн; бледный и озябший

you will see our match. This afternoon our House plays against the rest of the school at football,» he said. «Brooke is the captain of the School House side.»

«Who is Brooke?» asked Tom.

«Oh, he is a great player. We like and respect⁴⁴ him very much. But he will leave the school at the end of this half-year.»

«Will Brooke let me play? I love football so much, and I have played all my life.»

«I don't think he will let you play. You don't know the rules⁴⁵ yet. It will take you a month to learn them. And then it is no joke playing in a match.⁴⁶ I can tell you. It is quite another thing⁴⁷ from your school games,» answered East.

5. Calling the Roll⁴⁸

At 3 o'clock the whole school of three hundred boys went into a big schoolroom to answer to their names.

«May I come in too?» asked Tom, catching East by the arm.

«Yes, come along, nobody will say anything. You won't be in such a hurry to get to roll-call after a month,»⁴⁹ answered his friend.

The master went up to the high desk by the door. Three praepostors⁵⁰ were marching up and down the room, calling out, «Silence, silence!»⁵¹ One praepostor stood by the master and called the roll. As he called, each boy answered, «Here!» to his name and walked out of the room.

Then all the boys went out to the football field and the match began.

Dr. Arnold, the head master,⁵² had also come to look at the game. It was interesting to watch the boys and see their ways of playing. At 5 o'clock the first day of the match was over. The School House won.⁵³

⁴⁴ **respect** — сыйлайбыз; уважаем

⁴⁵ **rules** — эреже; правила

⁴⁶ **it is no joke playing in a match** — матчка катышуу жөнөкөй иш эмес; это не шутка принимать участие в матче

⁴⁷ **quite another thing** — таптакыр башка иш; совсем другое дело

⁴⁸ **Calling the Roll** — тизме боюнча текшерүү; проверка по списку

⁴⁹ **You won't be in such a hurry to get to roll-call after a month** — бир айдан кийин сен тизме боюнча текшерүүгө мынчалык шашылбайсың; Ты не будешь так спешить на проверку через месяц

⁵⁰ **praepostors** — староста

⁵¹ **calling out, «Silence, silence!»** — «Тынч, тынч!» — деп кыйкырып жатышты; выкрикивая: «Тише, тише!»

⁵² **the head master** — мектептин директору; директор школы

⁵³ **won** — женип алды; выиграл

6. Tea at the School House

As the boys left the football field, East was beginning to think what good things they could buy for tea to celebrate their victory.⁵⁴

«Tea is directly after locking-up,⁵⁵ you see,» he said, «so come along to Sally Harrowel's – that is our School House shop. We can buy there some roast potatoes and a pound of sausages.⁵⁶ That is the best thing for tea I know of.»

In the shop they found a lot of School House boys waiting for the roast potatoes and talking about the match. After some time East and Tom were served⁵⁷ at last and started back for the School House just as the locking-up bell was beginning to ring.

They were just in time for tea. Each boy got some bread and butter and as much tea as he wanted. Tom and East added⁵⁸ to this the roast potatoes and the sausages.

7. Singing

After tea the boys sat by the fire and the talk still went on.⁵⁹ «Come along to my bedroom,» said East to Tom, «you must wash yourself and put on clean things before singing.»

«What is singing?» asked Tom.

«The last six Saturdays of every half-year we sing, and this is the first Saturday. We begin singing directly after supper⁶⁰ and go on till bedtime. It is such good fun.»⁶¹ After supper the boys prepared the Hall for singing. The fags⁶² placed the tables in the form of a horseshoe⁶³ and put jugs⁶⁴ of salt water upon them. Then each new boy had to stand on the table and sing a solo. If he did not want to sing or did not sing well he had to drink a cup of salt water. Tom sang a song called «The Leather Bottle»⁶⁵, which he sang very

⁵⁴ to celebrate their victory — өз женишин белгилөө, майрамдоо; отпраздновать свою победу

⁵⁵ directly after locking-up — дароо жапкан сон; сразу же после того, как закроют

⁵⁶ some roast potatoes and a pound of sausages — куурулган картошкадан жана бир фунт колбасадан; жареной картошки и фунт колбасы

⁵⁷ were served — тейленди; были обслужены

⁵⁸ added — кошту; добавили

⁵⁹ went on — уланды; продолжался

⁶⁰ directly after supper — дароо кечки тамактан кийин; сразу же после ужина

⁶¹ such good fun — абдан тамашалуу; так забавно

⁶² fags — башталгыч класстын окуучулары; младшие ученики

⁶³ in the form of a horseshoe — така формасында; в форме подковы

⁶⁴ jugs — кумуралар; кувшины

well. Then all the boys together began to sing songs which they knew. At 10 o'clock the boys went to their bedrooms to sleep. Such was Tom Brown's first day at Rugby School.

8. Fagging⁶⁶

The next day Tom was placed⁶⁷ in the third form. He found his lessons easy because he was a good pupil. He worked hard and soon he gained the good opinion⁶⁸ of his master. So all went well with him at school.

At Rugby School boys from the lower forms⁶⁹ had to do fagging for bigger boys. They cleaned out their studies in the morning and did every job that was needed.⁷⁰ From supper till 9 o'clock in the evening three fags were waiting in the passage to answer any big boy who called, «Fag!» The small boys, fags, ran very fast to him and the boy, who arrived last, had to do the work. It was usually to clean candlesticks and to put in new candles,⁷¹ or to bring the big boy's supper to his study.

Tom as a new boy did not do any fagging for the first month, but he often helped his young friends with their fagging. Tom thought it a great honour⁷² to get orders from Brooke or to bring him his supper. And so he gained the reputation⁷³ of a good fellow who was always ready to help other boys.

Tom was also good at games and soon he learnt the rules of football.

9. «Hares⁷⁴ and Dogs»

I

Like other boys at school, Tom was very fond of running.⁷⁵ He and East often ran across the playing-field or round the school buildings. They trained for a game called «Hares and dogs».

⁶⁵ «The Leather Bottle» — «Териден жасалган бөтөлкө»; «Кожаная бутылка»

⁶⁶ Fagging — тейлөө; обслуживание

⁶⁷ Tom was placed — Томду жайгаштырышты; Тома поместили

⁶⁸ gained the good opinion — жакшы ой калтырды; оставил хорошее впечатление

⁶⁹ lower forms — башталгыч класстар; младшие классы

⁷⁰ every job that was needed — керектүү иштин баарын; всякую работу, которая требовалась

⁷¹ to put in... candles — шамды... коюу; ставить... свечи

⁷² honour — ар-намыс; честь

⁷³ gained the reputation — репутацияга ээ болуу; завоевал репутацию

⁷⁴ Hares — коёндор; зайцы

⁷⁵ was fond of running — чуркоого кызыгуу; увлекался бегом

It was a very fine game. Two boys, who were good runners, were «hares». They ran very fast throwing down pieces of paper. Other boys, «dogs», started some time later and followed the pieces of paper. They tried to catch the «hares». The boys who caught the «hares» got a prize.⁷⁶

One day after dinner when Tom was passing through the Hall he saw some boys sitting at one of the long tables. They shouted to Tom, «Come and help us to cut up⁷⁷ paper.» They needed the paper for the game. Tom was always ready to help others. He sat down with the boys and they cut up old newspapers and exercise-books into small pieces. Then they put the pieces of paper into bags. «It is the last run of this half-year,» said one of the boys, «and it's a very long run, nine miles. It's the hardest one of the year. Only very good runners can hope to get in at the finish».⁷⁸

«Well, I am going to try» said Tom.

«Well, then, listen at the door after the roll-call, and you will hear where the meeting-place is».

After the roll-call there were two boys at the door, calling out, «Hares and dogs meet at White Hall».

II

Tom and East set off⁷⁹ for White Hall, an old house a quarter of a mile from the town.

At the meeting-place they found some forty or fifty boys. Two of them, who were well-known runners, were “hares” and they started across the fields in the direction of Barby.

When 6 minutes passed Brooke cried, «Forward!»⁸⁰ and all the other boys started off. They ran across the fields, following the pieces of paper dropped by the «hares».

Tom and East had a good start: they ran a mile and a half in about 11 minutes. They ran as fast as they could until they felt that they could not run any more. They were too young and weak for this long run, and were very tired.

Brooke saw how tired they were and he shouted to them, «Go home! Go down that road and it will take you home».⁸¹

⁷⁶ prize — белек; приз

⁷⁷ to cut up — кесүү; нарезать

⁷⁸ to get in at the finish — финишке жетүү; дойти до финиша

⁷⁹ set off — жөнөп кетишти; отравились

⁸⁰ Forward! — Алга!; Вперед!

⁸¹ it will take you home — бул жол үйгө алып келет; она (дорога) приведет вас домой

Tom and East stopped running. They were so tired that they could hardly⁸² speak.

«What shall we do now? We are miles away from home and very tired,» said East.

«We must find the road and go down it as Brooke told us,» Tom answered.

So they went on slowly over the fields. At last they found the road. It was getting darker and darker.

«Old Thomas will lock⁸³ the school gates soon. We shall be late,» said East.

«What will happen if we are late?» asked Tom.

«We shall get no tea and be sent to the Doctor,»⁸⁴ East answered.

III

The boys went along the road. Luckily⁸⁵ for them the coach from Oxford came along.

«Will you take us to Rugby for a shilling?» the boys asked the coachman.

«All right, get in» he answered.

They climbed up to the back seat and sat there, shaking with cold.⁸⁶

They arrived at Rugby forty minutes after the school gates had been locked.

They went into the school through the servant's door. Old Thomas saw them and said, «Ah, East and Brown, late for locking-up, I see. You must go to the Doctor's study at once.»⁸⁷

«Well, but can't we go and wash first? Look how dirty⁸⁸ we are.»

«No, you must go to the Doctor directly you come in» old Thomas answered and led the boys to the head master's study.

«Who will go in first?» asked Tom.

«You» answered East. «I am covered with dirt from head to foot.⁸⁹ You must go in first. There is the door».



⁸² **hardly** — кыйынчылык менен; едва, с трудом

⁸³ **will lock** — кулпу менен жабат; закрывает на замок

⁸⁴ **the Doctor** — з.д. директор

⁸⁵ **Luckily** — Бактысына; К счастью

⁸⁶ **shaking with cold** — сууктан титирегенче (калчылдоо); дрожь от холода

⁸⁷ **at once** — дароо, бат эле; сразу же

⁸⁸ **dirty** — кир; грязные

⁸⁹ **I am covered with dirt from head to foot.** — Мен баштан аякка чейин кирмин; Я покрыт грязью с головы до ног

Tom knocked at the door. The Doctor said, «Come in», and they went into the room. The Doctor looked up from his work: he was making a boat. Round him stood three or four children; when East and Tom came in, the Doctor told the children to leave the room.

The Doctor looked at the boys standing in front of him.⁹⁰

«Well, my little fellows,» he began, «why are you so late?»

«Please, sir, we were out with the «Hares and dogs» and lost our way.»⁹¹

«You are too young to try such long runs. Go to your rooms now, wash yourselves and put on clean things. Then go to the housekeeper⁹² and ask her to give you some tea. Good night, boys.»

«Good night, sir.»

Some time later the boys were sitting in the housekeeper's room and having their tea.

«The Doctor did not give us any Latin to learn. That was very nice of him,» said Tom. «And the game was not so bad after all. Next half-year we shall run with the «Hares and dogs» again, I think.»

10. The End of the Half-Year

The first half-year at Rugby passed quickly away. On the last Saturday of the half-year the head master came round to each class to give out the prizes and Tom was one of those boys who got a prize. Tom was moved up into the lower fourth form and he was very happy because now he was in the same form with East and other friends.

On Sunday at 4 o'clock in the morning the boys set out in the coaches to their homes. Tom's joy at getting home⁹³ was great. That evening, while he was sitting at dinner with his father and mother, he told them stories of Rugby School life, its traditions and his own successes⁹⁴ at school.

11. The Lower Fourth Form

At the beginning of the next half-year Tom was in the lower fourth form. It was the largest form in the school: in it there were more than forty boys. It was a very difficult class for any teacher because there were boys of all ages

⁹⁰ **standing in front of him** — алдында турган; стоящих перед ним

⁹¹ **lost our way** — адашып калдык; заблудились

⁹² **housekeeper** — үй кызматчысы; экономка

⁹³ **Tom's joy at getting home** — Том үйүнө келгенде аябай сүйүндү; Радость Тома, когда он попал домой

⁹⁴ **his own successes** — өзүнүн жетишкендиктери; о своих (собственных) успехах

— from 9 to 15. The Small boys of 9 and 10 were very good at their work.⁹⁵ The boys of 11 and 12 formed the mass⁹⁶ of the class and they were very troublesome.⁹⁷ In this class there were also big boys of 14 and 15, who couldn't get any higher.⁹⁸

In the third form Tom had had a very good reputation but in the lower fourth he became as troublesome as the other boys.

12. Tom's Fail

At first the new master looked upon Tom favourably⁹⁹ but soon his eyes were opened by the following little incident.

In the corner of the classroom there was a big desk for four boys. The master forbade¹⁰⁰ the boys to use this desk but Tom and East often hid¹⁰¹ in it. They had cut small holes¹⁰² in the front through which they could see the master as he walked up and down¹⁰³ the room.

One day Tom and East hid in the desk and played with a ball there when the master was at the other end of the classroom. Suddenly the ball fell out of East's hands and rolled out into¹⁰⁴ the middle of the classroom. The master turned round and saw the ball. Very angry,¹⁰⁵ he pulled Tom and East out from under¹⁰⁶ the desk and beat them on the hands. Their good reputations were gone from that time.

13. The Derby Lottery

The Derby is a horse-race¹⁰⁷ run in England on the first Wednesday in June every year. The day on which the race is run is called «Derby Day».

⁹⁵ were very good at their work — өз иштерин абдан жакшы аткарышкан; очень хорошо справлялись с работой

⁹⁶ formed the mass — көпчүлүктү түзүшкөн; составляли большинство

⁹⁷ troublesome — кыйын, түйшүктүү; трудные, причиняющие беспокойство

⁹⁸ couldn't get any higher — жогорку класска которула алышпады; не могли подняться выше (перейти в следующий класс)

⁹⁹ favourably — кайрымдуу; благосклонно

¹⁰⁰ forbade — уруксаат бербеди; запрещал

¹⁰¹ hid — жашынышты; прятались

¹⁰² had cut small holes — кичинекей тешиктерди жасашты; прорезали маленькие отверстия

¹⁰³ up and down — алды-артка; взад и вперед

¹⁰⁴ rolled out into — тоголонду; выкатился на

¹⁰⁵ angry — ачуулуу; сердитый

¹⁰⁶ pulled... out from under — астынан... алып чыкты; вытащил... из-под

¹⁰⁷ horse-race — ат чабыш; скачки

That great event¹⁰⁸ was celebrated at Rugby by a great school lottery.¹⁰⁹

Each boy paid 1 shilling in the lottery. The boys drew tickets with the names of the horses on them. Then they waited until the horse-race was run. The boys who drew tickets with the names of the winners won a lot of money.

The Derby lottery was held on Saturday. The Hall was full of boys and on one table there was a hat with the tickets. One by one the boys drew the tickets from the hat and opened them.

Tom was lucky. He drew a ticket with the name of a favourite horse on it: «Harkaway». Other boys wanted to buy the ticket from Tom but he didn't want to sell it.

«Brown, what will you sell me Harkaway for? I'll give you 5 shillings for him,» said one of the boys.

«I'll give you 7 shillings!» shouted another.

Then a big, strong boy of 17 came up to Tom. It was Flashman. He was very cruel and all the small boys were afraid of him.

«Brown, you know me,» said Flashman.

«You will sell Harkaway to us for 5 shillings or we'll roast you.»¹¹⁰

«I won't sell Harkaway,» answered Tom shortly.

«Very well then, let's roast him,» shouted Flashman and caught Tom by the arm.

14. Roasting

Tom was held before the fire.¹¹¹ His legs were roasted by the heat and hurt very badly. His face became as white as paper.

Just then East and some other boys ran into the Hall.

«You brutes!»¹¹² was all East could say. He caught Tom from them and led him to the Hall table.

«Here, get some cold water, run for the housekeeper!» he shouted to the boys.

Flashman quickly ran away from the Hall but the other boys were ashamed.¹¹³ One of them ran for some water; another for the housekeeper.

¹⁰⁸ event — окуя; событие

¹⁰⁹ school lottery — мектеп лотереясы; школьная лотерея

¹¹⁰ we'll roast you — биз сени кууруп коёбуз; мы зажарим тебя

¹¹¹ Tom was held before the fire. — Томду өрттүн жанында кармашты; Тома держали перед камином.

¹¹² You brutes — Силер кандуу айбансынар; Вы жестокие (звери)!

¹¹³ the other boys were ashamed — башка балдар уят болушту; другим ребятам было стыдно

The boys threw the water on Tom's face and he came to himself. «Where am I?» asked Tom, opening his eyes. «Ah! I remember now,» and he shut his eyes again. The housekeeper came in and looked at Tom. The boys were all silent.¹¹⁴

«How did this happen?» she asked. No answer.

«There has been some cruel work here,» she went on, looking very serious. «I shall speak to the Doctor about it.» Still no answer.

«Let's carry him to the sick-room,»¹¹⁵ she said.

«Oh, I can walk now,» said Tom. East and the housekeeper helped Tom to go to the sick-room.

The boys who had helped to roast Tom were very sorry.

«Brown is a nice fellow,» one of them said. «What brutes we have been.»

Tom was put to bed in the sick-room.

«Are you much hurt,¹¹⁶ dear old boy?» asked East.

«Only the back of my legs,» answered Tom. At first he felt weak and thought of going home. But after a night's sleep he felt much better. East came in the morning and told Tom that the whole school was with him.

«Flashman is a brute, all the boys say so,» he said. Then the three boys who had helped to roast Tom came in and asked his pardon.¹¹⁷

Tom kept Harkaway to himself and won the second prize in the lottery, 30 shillings.

There are no lotteries at Rugby School now and boys are not roasted. But I am telling you how things were in my time, and I must tell the bad things as well as the good.

15. The End of Flashman

One of the rules at Rugby was that after supper all fags, except¹¹⁸ the three fags on duty in the passage, had to sit in their studies until 9 o'clock.

One evening, in the forbidden hours Tom, East and their friend Diggs were sitting in the Hall. Diggs was doing his homework by the light of the fire, Tom and East were talking.

¹¹⁴ were silent — унчуккан жок; молчали

¹¹⁵ sick-room — оорулар үчүн бөлмө; комната для больных

¹¹⁶ Are you much hurt — катуу ооруп жатабы?; зд. Сильно болит?

¹¹⁷ asked his pardon — кечирим сурашты; попросили прощения

¹¹⁸ except — андан тышкары; кроме



Suddenly they heard somebody coming up to the door. The door opened and Flashman walked in. He saw the boys sitting by the fire. He came up to them and struck¹¹⁹ Tom on the face.

«What is that for? Why did you strike me?» Tom asked.

«I struck you because I wanted to,» Flashman answered «You have no right to be here now. Go to your study.»

«You can't send us to our study,» Tom said.

«Can't I? Then I'll beat you if you don't go.»

«I say, Brown and East,» said Diggs from the end of the Hall, «you will never be free of Flashman until you fight him. Go at him, both of you.»

«Shall we try to fight him?»¹²⁰ asked East.

«Yes,» answered Tom.

With beating hearts Tom and East moved forward against Flashman. He was big and 6 years older than they but he was in bad condition¹²¹ because he always ate too much. Tom and East were small boys, but they were strong and in good condition. They fought wildly¹²² for some time until Flashman fell down striking his head against the table. Tom and East stopped fighting.

«Are you much hurt?» East asked Flashman.

«Let me run and call the housekeeper,» said Tom. «What shall we do?»

«No!» said Diggs. «He only wants some cold water.»

«Let me go,» said Flashman, sitting up. «I don't want your help.»

«We are really very sorry,» began East.

¹¹⁹ struck — урду; ударил

¹²⁰ Shall we try to fight him? — Аны тепкилеп көрөлүбү?; Попробуем поколотить его?

¹²¹ in bad condition — жаман абалда; в плохом состоянии

¹²² fought wildly — жаалданып урушушту; дрались неистово

«You will pay for this,¹²³ I can tell both of you,» answered Flashman. And he walked out of the Hall.

«You have finished with him, boys,» said Diggs. «You won't have any more trouble with him. I can tell you.»

Diggs was right. Flashman never tried to beat small boys since that time.

After a while Flashman got into trouble with the head master, who sent him away from school.

16. Tom Goes Fishing¹²⁴

I

Not far from the school the boys had a good place for swimming and fishing – the river Avon. Tom and East learnt to swim like fish and they went to the river as regularly as the clock: three times a day.

The boys could also fish in the river but only on the Rugby side.¹²⁵ The gentleman who owned¹²⁶ the opposite side of the river forbade the boys to fish on his side. His keepers watched that side of the river and when they saw a boy fishing there they took him to the head master. There were often fights between the keepers and the boys.

II

One fine Thursday afternoon Tom took East's new fishing-rod and started off by himself for the river. He fished for some time without success: there were no fish on this side of the river. Suddenly Tom saw plenty of fish swimming on the opposite side of the river under the shade¹²⁷ of a big tree. Forgetting keepers, the head master and the rule about fishing, Tom jumped into the river and swam to the opposite side.

In half an hour Tom caught three big fish and put them at the foot of a big tree. As he was waiting to catch some more fish, he saw the keeper coming towards him.¹²⁸ Tom quickly climbed up the tree, taking his fishing-rod with him. His heart beat fast as the keeper came under the tree.

«Perhaps¹²⁹ he won't see the fish and will go away!» thought Tom.

¹²³ You will pay for this — Силер булар үчүн жооп бересинер; Вы заплатите за это

¹²⁴ Tom Goes Fishing — Том балык улоого кетип жатат; Том идет на рыбную ловлю

¹²⁵ on the Rugby side — Регби тарабында; на стороне Регби

¹²⁶ owned — ээ болгон; владел

¹²⁷ under the shade — көлөкөдө; под тенью

¹²⁸ he saw the keeper coming towards him — ал кароочуну өзүн көздөй келе жатканын көрүп калды; он увидел, как сторож идет к нему

¹²⁹ Perhaps — мүмкүн; возможно



But the keeper saw the fish and stopped under the tree to look for the wrongdoer.¹³⁰ The long fishing-rod caught his eye and then Tom's hand and arm.

«Oh, there you are!» he said, looking up at Tom. «Now come down this minute!»

«I am caught at last,»¹³¹ thought Tom, making no answer.

«I tell you to come down at once! It will be best for you,» cried the keeper.

«Thank you, keeper,» answered Tom, «but I am quite comfortable where I am.»

«Very well,» said the keeper, «I am in no hurry. I'll wait for you here till you come down.»

III

And he sat down under the tree, took out his pipe and began to smoke it, keeping an eye on Tom all the time.

«It must be getting near the time for roll-call,» thought Tom. «If he takes me to the head master, I shall be beaten. I can't sit here all night. Perhaps he will let me go for some money.»

«I say, keeper,» said Tom, «will you let me go for 2 shillings?»

«No,» answered the keeper, «nor for 20 shillings.»

So they sat on till the sun began to go down.

«The school gates will soon be locked,» thought Tom. «I must come down.»

«I am coming down, keeper,» said Tom at last. «What are you going to do?»

«I am going to take you up to the school and to the Doctor,» he answered.

Tom came down and went with the keeper to school. They came just at locking-up. Tom followed the keeper to the Doctor's study. The keeper told the Doctor the whole story.

The Doctor asked Tom only one question, «Do you know the rule about fishing, Brown?»

«Yes, sir.»

«Then wait for me tomorrow, after the first lesson.»

Tom was beaten the next morning.

¹³⁰ wrongdoer — укук бузуучу; нарушитель

¹³¹ I am caught at last — Акырында мени кармашты; Наконец меня поймали

17. Getting into Trouble

Three weeks later Tom, with East now by his side, was brought to the head' master again.

A few days before, Tom and East were watching some boys playing ball. They saw five or six new balls fall on the roof of the school.

«I say, Tom,» said East when the game was over, «couldn't we get those balls?»

«Let us try,» answered his friend.

They climbed up the walls of the school building and got on to the roof. There they found all the balls which had been lost during the game. But they did not come down at once. They cut their names on the minute-hand¹³² of the big school clock. Doing this they moved the clock hand and now the clock did not tell the correct time. It was 5 minutes slow.

So the next morning half the school was late for lessons. One of the masters saw the names «H. East» and «T. Brown» cut on the clock hand and the boys were sent up to the Doctor at once.

The Doctor, after hearing their story, gave them 30 lines of Homer to learn by heart.

The next day there was a great fair¹³³ in the town and the Doctor forbade the boys to go to it. Tom and East didn't like to do what they were told.¹³⁴ So after the second lesson they started off through the fields into the town. There they met one of the masters who sent them up to the Doctor. The Doctor was very angry with them. He asked them, «Do you know that I have forbidden the boys to go to the fair?»

«Yes, sir, we know,» the boys answered.

This time they were beaten.



¹³² **minute-hand** — мүнөт стрелкасы; минутная стрелка

¹³³ **fair** — жарманке; ярмарка

¹³⁴ **they were told** — аларга айтышты; им говорили

18. The Head Master Speaks to the Boys

The school year was ending and the holidays were coming. One evening the Doctor's servant came to the boys' study and said, «The Doctor wants to see you both. Go to his study at once.»

Tom and East looked at one another in silence. What could be wrong now? They did not know. They found the Doctor waiting for them in his study. He was not angry, but very serious.

«I have sent for you,» he said, «to speak to you seriously before you go home. You have been beaten many times in this half-year for breaking the rules.¹³⁵ This cannot go on. You are doing no good to yourselves or to others. You think that rules are made only for the pleasure of the masters. But this is not so. Rules are made for the good of the whole school. Those who break them cannot stay at school. I want you to think it over very seriously during the holidays. Good night.»

«Good night, sir,» answered the boys and left the Doctor's study. They hurried away to their bedrooms, very frightened.¹³⁶ They liked their school very much and did not want to leave it.

19. The Doctor Speaks to the Master

Five minutes later the master of their form came to the Doctor.

After some other talk between them, the Doctor said, «I want to speak to you about two boys in your form, East and Brown; I have just spoken to them. What do you think of them?»

«Well, they are not hard workers, but I like them. I think they are good boys.»

«I am glad to hear it. I think so too. But I can't let them stay at school if they don't change for the better.¹³⁷ They can't go on¹³⁸ breaking the rules.

They were both silent for a minute. Then the Doctor went on, «They don't feel that they have any work to do in school, and how can we make them feel it?»¹³⁹

«We can try this: let's give them some little boy to look after and help with his work. Perhaps it will make them more serious,» the master answered.

¹³⁵ for breaking the rules — эрежени бузгандыгы үчүн; за нарушение правил

¹³⁶ frightened — коркушуп; напуганные

¹³⁷ to change for the better — жакшы жагына өзгөрүү; измениться к лучшему

¹³⁸ They can't go on — Алар уланта алышпайт; Они не могут продолжать

¹³⁹ make them feel it — аларды сездирүүгө мажбурлоо; заставить их почувствовать

«Well, I'll think about that,» said the Doctor. And then they went on to talk of other things.

(Part Two)

1. Back at School

The holidays were over. Our two friends, Tom and East, were on their way back to Rugby. They were going by coach and talking of their plans for the next half-year. «Well, Tom,» said East, «do you think we shall get Gray's study?»

«I hope so, answered Tom, «we shall have a wonderful time talking about cricket, reading travel-books, and being together.»

When the coach arrived at Rugby, all the boys ran into the housekeeper's room to welcome her and ask her for the news.

«How many new boys are there?» shouted one.

«Who has come back?» cried another.

«Will East and I have Gray's study?» asked Tom.

«How are Sam and Johnson and Hall?» shouted another.

«Please, boys,» cried Mrs. Wicks, the housekeeper, «don't ask me so many questions! Don't you see I am busy! Run upstairs and get your supper now! There's cold meat waiting for you. Hurry up!»

2. The New Boy

As the boys were leaving the room, the housekeeper said to Tom, «Brown, please, wait a minute. There is something I want to tell you!»

«Tom,» went on Mrs. Wicks, when the other boys had left, «I want to tell you that you are going to have Gray's study but Mrs. Arnold wants you to take in¹⁴⁰ the young boy who has just come to school. Arthur is his name. He is thirteen years old and has never been away from home before. He is not very strong and needs someone to take care of him.¹⁴¹ So Mrs. Arnold and I thought of you. Arthur is in your class and his bed is next to yours in Number 4. He is here, waiting for you.»

Tom was angry. At last he was getting the study which he wanted so much, and now he had to share¹⁴² it with a new boy. He looked across the

¹⁴⁰ to take in – кабыл алуу; принять

¹⁴¹ needs someone to take care of him — кимдир бирөө ага камкордук кылуусун каалайт; нуждается, чтобы кто-нибудь заботился

¹⁴² to share – бөлүшүү; делить, разделять

room and saw a small fellow with a pale face and large blue eyes, ready to cry. He knew such boys and he did not like them. What trouble he was going to have! What a companion to have instead of East!

Then Mrs. Wicks said, «Poor little Arthur, his father is dead.¹⁴³ He has no brothers and his sister is seriously ill.»

«All right,» cried Tom, «I see I must take in the boy. Come along, young fellow, we'll go to supper and then I'll show you our study.» He walked up to Arthur, and shook hands¹⁴⁴ with him. Mrs. Wicks told them where Arthur's things were and said, «Mrs. Arnold wants both of you to come to tea with her right now.»

Tom was delighted.¹⁴⁵ Tea at the Doctor's house! He felt as important as a fifth- or sixth-form boy.

3. Tea at the Doctor's

Mrs. Arnold welcomed the two boys heartily and introduced¹⁴⁶ them to her own children. Young Brooke was also there. When tea came in the Doctor joined¹⁴⁷ them, shook hands with Tom and Arthur, and said, «Glad to see you, Tom. How are your father and mother?»

«Quite well, sir, thank you,» answered Tom.

«And this is the little fellow who is with you in your study. He isn't very strong and needs the air of Rugby and its games. Will you take him for walks to Bilton Grange and Caldecott Woods?»

«I will, sir,» said Tom, feeling very much afraid that the Doctor remembered his night fishing and bird shooting¹⁴⁸ in those places.

The tea went off gaily.¹⁴⁹ The Doctor talked of the new half-year and of the coming cricket matches, and the boys listened and felt that they had some work to do in the small school world.

Soon after tea the Doctor left and so did¹⁵⁰ Tom and Arthur. They joined the other boys, who welcomed them with a shout of joy.¹⁵¹

¹⁴³ **is dead** – өлгөн; умер

¹⁴⁴ **shook hands** – саламдашты; поздоровался за руку

¹⁴⁵ **was delighted** – толкунданды; был в восторге

¹⁴⁶ **welcomed... heartily and introduced** – саламдашып... чын жүрөктөн тааныштырды; поприветствовала... сердечно и познакомила

¹⁴⁷ **joined** – бирикти, кошулду; присоединился к

¹⁴⁸ **night fishing and bird shooting** – түнкү балык кармашын, ууга чыгышын; ночную рыбную ловлю и охоту на птиц

¹⁴⁹ **gaily** – шайыр, көнүлдүү; весело

¹⁵⁰ **and so did** – и то же самое сделали

¹⁵¹ **shout of joy** – кубанычтын үнү; крик радости

«Hello, Brown, where have you been?»

«I have been to tea with the Doctor,» said Tom, looking very important.

«Heavens!»¹⁵² cried East, «that's why the housekeeper called you back and you didn't come to supper.»

«I say, young fellow,» shouted Hall, looking at Arthur. «What's your name? Where do you come from? How old are you?»

Arthur looked frightened, but he said, «Arthur, sir; I come from Devonshire; I am thirteen.»

«Can you sing?» The poor boy got more and more frightened.

Then Tom said, «Leave him alone,¹⁵³ Hall. He is a new boy.»

«Do you know him at home, Brown?»

«No, but he is with me in my study. We must run and have a look at it now. Come along, Arthur!»

4. Arthur's First Night at Rugby

The two boys went to their study. It was a very pleasant room with green curtains¹⁵⁴ and green walls, a green sofa and a green carpet.¹⁵⁵ It was Arthur's mother who had made the room so cosy.¹⁵⁶ Tom sat down on the sofa and looked round. Arthur was a new boy, so he had to talk to him seriously.

«Listen, Arthur,» he began, «you must speak up when the boys speak to you. Don't look so frightened! Don't talk about your mother and father or about home! If you do, they will laugh¹⁵⁷ at you and call you mother's baby.»¹⁵⁸

Poor little Arthur was ready to cry. «But please,» said he, «may I talk about home to you?»

«Oh, yes, you may, but don't talk to boys you don't know. What a nice desk! Is that yours? Let me see your school-books now!»

Tom was soon busy looking at Arthur's things. The boys stayed in their study until 9 o'clock. When the night bell rang, Tom went with Arthur to Number 4, where they were going to sleep. It was a big room with twelve beds. The bed in the corner belonged¹⁵⁹ to the sixth-form boy who took care¹⁶⁰ of the younger

¹⁵² Heavens! – Оо, кудай!; Боже мой! (восклицание)

¹⁵³ Leave him alone – аны тынч койгула; Оставь его в покое

¹⁵⁴ curtains – көшөгө, парда; занавески

¹⁵⁵ carpet – килем; ковер

¹⁵⁶ cosy – ынгайлуу; уютный

¹⁵⁷ laugh – күлүү; смеяться

¹⁵⁸ mother's baby – апасынын баласы; маменькин сынок

¹⁵⁹ belonged – караштуу; принадлежала

¹⁶⁰ took care – кам көргөн; заботился

ones. The other boys were fags and all fags had to go to bed at 10 o'clock. They were quietly undressing¹⁶¹ or sitting on their beds, talking to one-another. Poor little Arthur felt very unhappy¹⁶² in front of all those boys.

He whispered¹⁶³ to Tom, «Please, Brown, may I wash my hands and face?» «Of course, if you like,» said Tom. «That's your wash-basin near the window.»

Arthur did so. He washed himself as quickly as he could and jumped into his bed. At 10 o'clock the sixth-form boy came in and with him the porter,¹⁶⁴ who put out the candle and shut the door wishing the boys good night.

5. Tom's Troubles Begin

I

At the beginning of the half-year Tom had a lot of trouble¹⁶⁵ with Arthur, who was very unhappy at school. The boy was always frightened and silent, or if he spoke, he always agreed¹⁶⁶ to all that Tom said, which made Tom very angry. Tom watched the boy from morning till night, waited for him at the door of the school, kept his eye on him¹⁶⁷ at breakfast and dinner. East and his other friends began to laugh at him and call him a nurse.

«I say, Tom,» said East, «you will spoil¹⁶⁸ the little fellow if you take too much care of him. Let him go about by himself.»

«Well,» said Tom, «he is not fit¹⁶⁹ to go about by himself, I am afraid. He is so strange that I can't understand him and so delicate that I don't want to hurt his feelings.»¹⁷⁰

«Such a boy is no use at a public school,» said East. «Put him in a box, write «with care»¹⁷¹ on it, and send him back to mother!»

«Don't be silly,¹⁷² East,» cried Tom. «I am sorry for the boy and want to help him. There's something about Arthur I like very much.»

«You are a good fellow, Tom,» said East. «I wish I could¹⁷³ do things as well as you do.»

¹⁶¹ were quietly undressing – акырын чечинип жатышкан; спокойно раздевались

¹⁶² unhappy – бактысыз; несчастный

¹⁶³ whispered – шыбырап; прошептал

¹⁶⁴ porter – швейцар

¹⁶⁵ a lot of trouble – бир топ машакат; массу хлопот

¹⁶⁶ agreed – макул болду; соглашался

¹⁶⁷ kept his eye on him – аны карап жүрчү; присматривал за ним

¹⁶⁸ to spoil – бузуу; портить

¹⁶⁹ he is not fit – ал ылайыкталган эмес; он не приспособлен

¹⁷⁰ to hurt his feelings – аны капа кылуу; *зд.* обидеть его

¹⁷¹ with care – акырын, абайлап; осторожно

¹⁷² don't be silly – Акылсыз болбо; Не будь глупцом

¹⁷³ I wish I could do – жасаганды каалар элем; Хотел бы я делать (*поступать*)

The two boys were walking through the school yard and talking about Arthur when, suddenly, they were stopped¹⁷⁴ by a small boy who said, «Brown and East, go and fag for Jones!»

«What!» cried East, running at the boy and catching him by the collar.¹⁷⁵ He was one of those little boys who were sent by the big ones to get fags for them. The boy had a pencil and paper and wrote down the names of all the boys he wanted. But this time he had made a mistake.¹⁷⁶ Tom and East pushed him into¹⁷⁷ the School House. East shut the door and put his back against it.

«Let me go, let me go!» cried the little boy. «I will tell Jones and he will beat you both!»

«Listen, young fellow,» said East, «we aren't going to fag for Jones and if you tell him anything we will give you a beating you have never had before! Run away now and don't come to the School House again!» East opened the door and pushed the young boy out.

6. Arthur Tells Tom About His Father

One evening, when Tom ran into his study, he found little Arthur sitting at the table and crying.

«Why, young fellow! What's the matter?»¹⁷⁸ said he kindly.¹⁷⁹ Then Arthur told him of his home and of his dead father, who had been a good and brave¹⁸⁰ man. He had lived in a small town in the Midlands during the difficult years of depression.¹⁸¹ Many people could not find work then and walked hungry about the country. There had been fights and strikes against the employers,¹⁸² and the town had become the centre of Chartism and Atheism. Arthur's father was a parson,¹⁸³ but he was on the side of the workers and tried to help them. Everyone loved and respected¹⁸⁴ him and when he died,

¹⁷⁴ **they were stopped** – аларды токтотушту; их остановил

¹⁷⁵ **by the collar** – жакасынан; за воротник

¹⁷⁶ **had made a mistake** – ката кетирди; сделал ошибку

¹⁷⁷ **pushed him into** – түртүп киргизди; втокнули его (**pushed out** — түртүп чыгарды; вытолкнул)

¹⁷⁸ **What's the matter?** – Эмне болду?; В чем дело?

¹⁷⁹ **kindly** – эркелете; *зд.* ласково

¹⁸⁰ **brave** – эр-жүрөк, күчтүү; смелый, отважный

¹⁸¹ **years of depression** – начарлоонун (депрессия) жылы; годы упадка (депрессии)

¹⁸² **There had been fights and strikes against the employers** – ишкерлерге каршы стачкалар жана көтөрүлүштөр болду; Были стачки и забастовки против предпринимателей

¹⁸³ **parson** – молдо; священник

¹⁸⁴ **respected** – урматташчуу; уважали

the whole town wept for him.¹⁸⁵ Arthur was a child then, but he was very proud of his father and could not forget him.

7. Martin's Adventure¹⁸⁶

Once Tom and Arthur were sitting in their study and doing their lessons. Arthur suddenly stopped and said, «Tom, do you know any thing about Martin?»

«Yes,» said Tom, «I know him very well, he is a good fellow but a little mad.¹⁸⁷ We call him «Madman». He keeps strange things in his study – snakes, white mice, rats and birds.»¹⁸⁸

«I should like to know him,» said Arthur, «he was in class with me today and he seemed so kind and nice that I liked him very much.»

«Madman is very funny,»¹⁸⁹ said Tom. «He does experiments in his study which smell terrible.»¹⁹⁰ One day, last half-year, the Doctor came into the Hall and asked East and me to show him Martin's study. When we came there, the door was locked, so East shouted as loud as he could,¹⁹¹ «It's the Doctor, Martin. He is here and wants to see you.» Then the door slowly

opened and there was the old Madman looking frightened. His jacket was off and his arms were tattooed like a sailor's¹⁹²: The room smelled so terrible that we had to stop our noses.¹⁹³

«What are you doing here?» said the Doctor. «You know you mustn't do this in the School House!»

«Please, sir,» said Martin, «I was only mixing up this powder!»¹⁹⁴

«He went on with his experiment when suddenly the whole thing ex-



¹⁸⁵ **wept for him** – элестетүү менен ыйлады; оплакивал его

¹⁸⁶ **Martin's Adventure** – Мартиндин жоруктары; Приключение Мартина

¹⁸⁷ **mad** – акылсыз, келесоо; сумасшедший

¹⁸⁸ **snakes, white mice, rats and birds** – жыландарды, ак чычкандарды, келемиштерди жана канаттууларды; змей, белых мышей, крыс и птиц

¹⁸⁹ **funny** – күлкүлүү; смешной, забавный

¹⁹⁰ **smell terrible** – жагымсыз жыттануу; пахнут ужасно

¹⁹¹ **shouted as loud as he could** – алы жетишинче кыйкырды; закричал как можно громче

¹⁹² **were tattooed like a sailor's** – моряктарга окшоп денесине сүрөт тарткан; были татуированы, как у моряка

¹⁹³ **had to stop our noses** – мурдубузду чымчууга туура келди; пришлось зажать нос

¹⁹⁴ **I was only mixing up this powder** – мен порошокту жаны гана аралаштырып жатат элем; я только смешивал этот порошок

ploded with a loud bang.¹⁹⁵ The Doctor said to Martin, «You silly fellow, you don't know what you are doing.

Come with me to the housekeeper's room to see if you aren't hurt.»¹⁹⁶

«It's very interesting, Tom,» said Arthur. «I should like so much to know Martin.»

«All right, all right,» said Tom. «I'll go and ask him to come to supper.»

8. Tom Visits Martin

Tom went to look for Martin in his strange study. It was a very interesting place for boys to see. They liked Martin's animals and the electric machine he had made himself. Outside the window there was a cage¹⁹⁷ with little birds. Martin gave them food every evening. There was a time when East had made a gun and shot at Martin¹⁹⁸ every time he wanted to get food for the birds.

When Tom came, Martin's study was locked.

«Open the door! It's only me, Tom Brown,» he said.

«Are you sure East isn't there?» asked Martin.

«No, no, open the door quickly!»

Tom went in and looked around the room. He saw a big electric machine, a cage with birds and a box with a family of mice.

«Well,» he said, «your room smells terrible, so I can't stay long. Will you please come to our study for supper tonight? I want you to meet my friend Arthur and we'll talk about birds' eggs.»

Martin was very pleased at the invitation and promised¹⁹⁹ to come.

9. Supper with Martin

Tom wanted to prepare a feast²⁰⁰ for Martin. He was glad that Arthur had found a friend, a good boy who could take him for walks in the country and teach him to run, swim and climb. Tom thought that he himself would have²⁰¹ more time then for cricket, swimming and fishing with East. The

¹⁹⁵ suddenly the whole thing exploded with a loud bang – капыстан атышып жаткандай, катуу үн менен бир нерсе жарылды; вдруг все взорвалось с громким звуком, напоминающим выстрел

¹⁹⁶ if you aren't hurt – бир жеринди кокустатып албадын бекен; не получил ли ты повреждение

¹⁹⁷ cage – капас; клетка

¹⁹⁸ had made a gun and shot at Martin – мылтык жасап, Мартинди атчу; сделал ружье и стрелял в Мартина

¹⁹⁹ promised – убада берген; обещал

²⁰⁰ to prepare a feast – майрам өткөрүү; устроить праздник

²⁰¹ he himself would have – анын өзүндө болот; у него самого будет

supper was ready when Martin came, so all three of them sat down at the table and started eating and talking.

«Well,» said Martin, «will you come tomorrow, both of you, to Caldecott Woods with me? There's a bird's nest²⁰² in a tree there and I need your help to get it.»

«Oh, yes, let's go!» cried Tom and Arthur together.

Then Martin told them of his collection of birds' eggs and how he fed the little ones²⁰³ he had in his study. While they were talking, someone knocked at the door.

«That is East,» said Tom, «but don't worry,²⁰⁴ Martin, he won't do you any harm.²⁰⁵ He opened the door and East came in.

«Oh, what a feast!» he said looking at the meat and cakes on the table.

«Sit down and have some food,» said Tom. «We are talking about a bird's nest in Caldecott Woods. Will you come with us to see it tomorrow?»

«Hurrah!»²⁰⁶ cried East. «Of course I will.» He ate a lot of good things, drank three cups of tea and ran back to his study to read a travel-book. After East had left, the boys cleared the table²⁰⁷ and began to do their Latin. They finished their work at 9 o'clock and went down to Martin's study to have a look at his birds and snakes. They spent a very pleasant evening together.

10. Bird Hunters²⁰⁸

The next morning Tom had to stay longer at school while Martin and Arthur ran to the fields to look for birds' nests. They were back in half an hour, Arthur looking happy and excited.²⁰⁹

«Tom,» he shouted, «we found eleven eggs in the nest. They will be hatched²¹⁰ in a day or two!»

Tom felt a little hurt that Arthur had gone without him but soon his anger passed²¹¹ and he began preparations for their afternoon trip. Martin was busy too, getting his boxes for eggs. When everything was ready the four

²⁰² **bird's nest** – канаттуунун уясы; птичье гнездо

²⁰³ **how he fed the little ones** – ал чымчыктардын балапанын кантип бакканын; как он кормит маленьких детенышей

²⁰⁴ **don't worry** – кабатыр болбо; не беспокойся

²⁰⁵ **he won't do you any harm** – ал сага жамандык кылбайт; он не причинит тебе зла

²⁰⁶ **Hurrah** – Ура!

²⁰⁷ **cleared the table** – столдун үстүн жыйнашты; убрали со стола

²⁰⁸ **Bird Hunters** – канаттуулар мергенчилери; охотники за птицами

²⁰⁹ **excited** – толкунданган, кабатырланган; взволнованный

²¹⁰ **They will be hatched** – Булардан балапандар чыгат; Из них вылупятся птенцы

²¹¹ **his anger passed** – анын ачуусу тарады; его злость прошла

boys set off for Caldecott Woods. They crossed²¹² the fields and the river, and soon they were near the green woods. At first they ran fast, then slowly and quietly not to be seen by anybody.²¹³

«There is the nest,» said Martin suddenly, pointing to the top of a high tree. «It's very difficult to climb.»

Tom and Martin tried to climb up the tree, but they could not.

«We must try a pyramid,» said Tom at last. «Now, East, stand near the tree and I'll stand on your shoulders and Madman on the top, and he will jump up and catch a branch.²¹⁴ One, two, three!»

The boys went up, Martin jumped high and caught the lowest branch. Then he climbed higher and higher, until he got to the top of the tree.

«All right, four eggs!» he shouted.

«Take them all!» cried East.

«No, no, leave one for the mother!» said Tom.

Martin put two eggs into his two boxes and one into his mouth and began to climb down the tree. All went well until he was ten feet from the ground, when suddenly he fell down on the grass, spitting out the egg²¹⁵ and crying, «Ugh, ugh, something to drink! It was a bad egg!»

The other boys laughed and poor Martin ran quickly to the river and drank a lot of water. Then they went to another bird's nest and Arthur tried to climb a tree. Then they found a lot of small stones²¹⁶ and filled their pockets with them. The woods were full of the boys' shouts and laughter.²¹⁷

II. Farmer Thomson Catches the Boys

I

Near the woods there was a farm with a lot of chickens, hens and ducks. The farmer, Mr. Thomson, did not like the Rugby boys who often hunted²¹⁸ his hens and frightened them. Tom and East had often visited the farm before and once, hoping for²¹⁹ a good supper, they killed²²⁰ a big fat duck. They ran so fast that the farmer couldn't catch them. They had a lot of trouble with the duck then, because they couldn't cook it. After a day or two the duck began

²¹² **crossed** – кесип өтүштү; пересекли

²¹³ **not to be seen by anybody** – аларды эч ким көрбөөсү керек; чтобы их никто не увидел

²¹⁴ **he will jump up and catch a branch** – ал секирип чыбыкты кармайт; он подпрыгнет и поймает ветку

²¹⁵ **spitting out the egg** – жумуртканы оозунан түкүрүп чыгарганча; выплевывая яйцо

²¹⁶ **stones** – таштар; камни

²¹⁷ **shouts and laughter** – катуу үндөр, күлкүлөр; крики и смех

²¹⁸ **hunted** – кууп жөнөө; здр, гонялись

²¹⁹ **hoping for** – деке-дуке болуп тамшанганча; предвкушая

²²⁰ **they killed** – алар өлтүрдү; они убили

to smell, so they put it in paper and left it in an empty²²¹ study, where the housekeeper found it two or three weeks later.²²²

The farmer remembered the boys very well and hoped to catch them some day. When he heard shouts in the woods, he and his men hid behind the trees and waited. They saw a group of boys running across the fields. Just as they were near the farm-house, a hen ran out and East threw a stone at it²²³ and ran after it. Then Tom saw the farmer and shouted, «Look out, Madman!» and they all started running as quickly as they could. Poor Arthur was so frightened that he could hardly run.

«Quicker, little chap!»²²⁴ cried Tom, pulling²²⁵ him by his hand. The farmer and his men were coming nearer and nearer. Tom got very much afraid. «What will the Doctor say, when the farmer tells him about that duck?» he thought.

II

As they started into²²⁶ the next field, Tom saw two men walking towards them. They were Holmes and Diggs from Rugby. The boys ran up to them and told them everything. In a moment, the farmer and his men came running up, too.

«What is all this about?» said Diggs.

The farmer ran at East and caught him. «I have got you at last,» he shouted. «They have been stealing²²⁷ my hens and ducks and if I don't beat everyone of them now, my name isn't Thomson!»

«But we only saw one old hen and didn't kill it,» cried Martin.

«Now, farmer,» said Holmes, «listen to me! The boys were not after your hens. If you want to go to the Doctor with them, I'll go with you and tell him what I think.»

«Well,» said the farmer, «they must pay!»

«How much do you want?» cried Arthur. «I will pay you 10 shillings!»

«What!» shouted East. «10 shillings for an old hen like that!»

At last it was agreed²²⁸ that the boys were to pay²²⁹ the farmer 2 shillings, and they walked back to Rugby, talking with Holmes and Diggs.

²²¹ **empty** – бош; пустой

²²² **later** – өткөн соң; спустя

²²³ **threw a stone at it** – ага таштарды ыргытты; бросил камень в нее

²²⁴ **Quicker, little chap!** – батыраак досум!; быстрее, дружище!

²²⁵ **pulling** – тартканча; таща

²²⁶ **started into** – башташты; вступили на

²²⁷ **They' have been stealing** – алар уурдашат; они воруют

²²⁸ **it was agreed** – чечилди; было решено

²²⁹ **were to pay** – төлөө керек; нужно заплатить

«Listen, boys,» said Holmes, when they were near the School House, «you are out of trouble now,²³⁰ but don't go to Thomson's farm again, do you hear? Killing other people's hens is stealing and you know that gentlemen don't steal.»

Arthur and Martin took Holmes' words to heart, but Tom and East did not, and in a week's time, they went to the farm again. Thomson's men caught them and beat them and they had to pay 8 shillings.

Arthur and Martin were always together now. They looked for eggs, took long walks and talked for hours and hours. Before the end of the half-year Arthur was a good runner and climber and he knew a lot about birds, trees and flowers.



12. In Class

I

The Rugby boys, like all boys, liked to fight. There were fights between the fifth form and the fags and between the Houses.²³¹ Tom and East were good at fighting, for they were both strong and brave. It was in May, near the end of the school year. The boys were tired of studying, and especially of learning Greek. Just then they were reading in class the last book of Homer's Iliad. They had a lot of homework to do, over forty lines to read and translate. So they were feeling very unhappy.

«I am not going to study any more,» said Tom. «Our master is ill and the new one won't have time to question us tomorrow. Let's go for a walk!»

The boys ran out into the green fields, all except²³² Arthur, who stayed at home to read about Hector's death and Helen's sorrow.²³³

The new master was a young man. He was interested in Iliad²³⁴ and tried to make the boys interested in it, too. But the young fellows only looked

²³⁰ you are out of trouble now – эми сиздер коркунучта эмессиздер; сейчас вы вне опасности

²³¹ the Houses – корпусстар; корпуса

²³² except – ... дан башкасы; за исключением

²³³ sorrow – мун-кайгы; печаль

²³⁴ He was interested in Iliad – Аны «Илиада» кызыктырчу; Его интересовала «Илиада»

at the clock and counted the minutes until the lesson was over. There were only fifteen minutes left to the end of the lesson but the master went on questioning²³⁵ the boys. They finished their homework of forty lines, and still the master went on. One boy after another was called up²³⁶ and each boy failed.²³⁷ Then the master called Arthur, who was at the head of the class. The boy read very well the lines of Helen's speech, in Greek, and began to translate them. The other boys did not listen to him, as they were safe²³⁸ now.

Suddenly, when Arthur read the line, «I weep for you and I weep for myself, because I am the cause of all your unhappiness,»²³⁹ his voice broke²⁴⁰ and he began to cry.

The master and the whole class looked at him in surprise.²⁴¹ «What could be the matter with the young fellow?» thought Tom. The master saw that Arthur was moved²⁴² by Helen's sorrow, so he came up to him and said, «Never mind, my little man, you did very well. Stop a minute, there's no hurry.»

II

Next to Tom there sat a big boy named Williams. He was very strong and proud of himself. He thought he was the strongest boy in his class. He was angry when Arthur went on reading beyond the forty lines, but now, when the boy stopped in the middle of Helen's speech, he got angry.

«Little beast!»²⁴³ he said. «Stopping in the most difficult place! I'll punch his head²⁴⁴ after the lesson!»

«Whose head?» said Tom.

«Arthur's, of course,» answered Williams.

«No, you mustn't do that!» cried Tom.

«Hallo!» said Williams with surprise, and pushed Tom so hard that his books fell down on the floor.

The master saw that and said, «Williams, stand up and read on!»

Williams stood up slowly and then he said, «I haven't learnt more, sir: our lesson is only forty lines.»

²³⁵ **went on questioning** – суроону улантты; продолжал спрашивать

²³⁶ **was called up** – чакырылган; вызывался

²³⁷ **failed** – урап кетти; терпел неудачу (провал)

²³⁸ **were safe** – сакталып калышты; были вне опасности (спасены)

²³⁹ **the cause of all your unhappiness** – причина всех твоих невзгод (несчастий)

²⁴⁰ **his voice broke** – анын үнү дирилдеди; у него задрожал голос

²⁴¹ **in surprise** – таңданып; с удивлением

²⁴² **was moved** – көңүлүнө таасир калтырды; был тронут

²⁴³ **Little beast!** – жаныбардын баласы; звереныш!

²⁴⁴ **I'll punch his head** – мен анын башын чагып таштайм; я размозжу ему голову

«Is that so?» said the master, looking at the class. Nobody answered.

«Who is the head boy of your class?» he asked.

«Arthur, sir,» answered three or four boys.

«Oh, your name is Arthur. Well, how long is your lesson?»

«We call²⁴⁵ it forty lines, sir,» said Arthur.

«What do you mean «We call it?»»

«Well, sir, Mr. Graham says we aren't to stop there²⁴⁶ if we have time to read more.»

«I understand,» said the young master. «Williams, write out the lesson in Greek and English! And now, Arthur, finish reading!»

«Oh,» said the little boys to one another, «I wouldn't like to be Arthur after the lesson!»

III

Arthur went on with his reading and did it very well. At 5 o'clock the lesson was over and the boys ran out of the classroom. Tom stayed a few minutes longer, and when he came out, he saw a group of boys watching Williams, who was holding²⁴⁷ Arthur with one hand and beating him with the other.

«Stop that, Williams!» cried Tom. «You mustn't touch him!»

«Who will stop me?» said Williams.

«I will,» said Tom and he struck²⁴⁸ Williams' arm.

«Will you fight?»

«Yes, of course.»

«Hurrah!» cried the boys. «There's going to be a fight between Williams and Tom Brown!»

13. The Fight

I

The news of the fight ran quickly round the School Houses. Many boys forgot about their tea and came running to the place where the fights were held.

«Run and tell East to come and be my second,»²⁴⁹ said Tom to a small boy, who ran like a rocket round the School Houses, crying, «Fight! Fight! Tom Brown and Williams!»

²⁴⁵ we call – биз эсептейбиз; мы считаем

²⁴⁶ we aren't to stop there – биз ал жакта калбашыбыз керек; нам не следует останавливаться там

²⁴⁷ was holding – кармап туруучу; держал

²⁴⁸ struck – урду; ударил

²⁴⁹ to be my second – менин секундантым бол; быть моим секундантом

In another minute, Tom and Williams came to the ring. Tom took off his jacket and gave it to East. Then he stepped into the middle ready to fight. Williams was waiting for him. It did not look like a match. On the one hand, Williams was older and taller than Tom; his arms were big and strong. On the other hand, Tom had stronger legs and was in better form than his opponent.²⁵⁰ The boys chose a timekeeper²⁵¹ and the fight began.

«If Tom fights with his legs and his head, we shall win,» said East.

But Tom did not do this. He went at Williams with his hands. They hit each other heavily²⁵² and at the end of the first round Tom was knocked off his feet.²⁵³ «Time!» said the timekeeper.

While East was wiping²⁵⁴ Tom's face, he said, «Tom, old boy, you mustn't fight with your arms. Use your legs. Make him run after you until he gets tired. Then you can win.»

«Time is up!» called the timekeeper, and the second round began.

II

Tom knew that his friend was right, so he changed his tactics. He fought carefully, keeping away from Williams and making him run round the ring.

«He is afraid!» cried the boys. «Finish him off, Williams!» Williams, excited by these shouts,²⁵⁵ ran faster and faster, trying to catch Tom. He soon got tired²⁵⁶ and could not run so quickly. Then Tom ran at him, hit him and ran away again. Williams ran after him, but missed him and fell on his face amidst terrific cheers²⁵⁷ from the School House boys.

«Time,» said the timekeeper.

«Good, Tom,» said East, «do as you are doing and we shall win!»

Tom's face was black and blue,²⁵⁸ but he was not so tired as Williams. The fight began again. Now Tom ran very near his enemy, caught him and after a moment's struggle threw him down²⁵⁹ with a wrestling trick²⁶⁰ he had

²⁵⁰ **opponent** – душман; противник

²⁵¹ **chose a timekeeper** – судьяны тандашты; выбрали судью

²⁵² **hit each other heavily** – бири-бирине катуу сокку уруу; наносили друг другу сильные удары

²⁵³ **was knocked off his feet** – бутуна сокку жеди; был сбит с ног

²⁵⁴ **was wiping** – аарчыган; вытирал

²⁵⁵ **excited by these shouts** – мындай чуудан улам толкундануу; возбужденный этими криками

²⁵⁶ **He soon got tired** – ал бир аздан кийин чарчады; Он скоро устал

²⁵⁷ **amidst terrific cheers** – кулак тундурган кыйкырык менен; под оглушительные выкрики

²⁵⁸ **black and blue** – көгөргөн; в синяках

²⁵⁹ **after a moment's struggle threw him down** – бир аз күрөшүүдөн кийин аны жыкты; после непродолжительной борьбы сбил его

²⁶⁰ **wrestling trick** – күрөштүн ыкмасы; прием (в борьбе)

learnt as a little boy in the country. Williams was not good at wrestling. His friends knew that, so they stopped the fight, crying, «It isn't fair,²⁶¹ it isn't fair! Brown, stop wrestling at once!»

Williams' friends shouted, the School House boys shouted and they were ready to fight each other.

III

Poor little Arthur, who was very unhappy all that time, heard the shouts and came near the ring. When he saw Tom's blackened face he ran off to the housekeeper's room to ask for help.

The fight was going on again, when suddenly, the door near the ring opened and young Brooke came up to the ring. The School House boys ran over to him.

«Please, Brooke, come over. They won't let Brown throw him!»²⁶².

«Throw whom?» said Brooke. «Oh, Williams! I see — nonsense!»²⁶³ Of course he may throw him if he catches him above the waist!»²⁶⁴ Young Brooke was in the 6th form and everybody respected him.

The fight began again. The two boys stood up and looked at each other. Williams was ready to knock Tom down, but suddenly, an old porter came to the field and said, «Stop fighting, boys, the Doctor will be here in a moment.»

IV

The boys did not listen. They felt that this was the last moment to win or to lose.²⁶⁵ As they moved slowly over the ground, the evening sun fell on Williams' face. Tom tried to strike but he missed, and the two fought close to each other. In another moment, Tom threw Williams down for the third time.

«Hurrah!» cried the School House boys. Just then the door of the Doctor's house opened, the Doctor came out and walked to the ring, where Tom and Williams were sitting with their seconds.

«The Doctor! The Doctor!» shouted one of the boys and everybody began to run away. In a minute there were no boys in the field except young Brooke, who thought it was not right to escape.²⁶⁶

«Ha, Brooke,» said the Doctor, «I am surprised to see you here. Don't you know that the sixth-form boys must stop all fighting?»

²⁶¹ **It isn't fair** – Мындай болбойт; Так не пойдет

²⁶² **They won't let Brown throw him!** – Алар Браундун уруп кетишине жол беришпейт; Они не позволят, чтобы Браун сбил его!

²⁶³ **nonsense** – эч нерсе эмес; пустяки; чепуха

²⁶⁴ **above the waist** – белден жогору; выше пояса

²⁶⁵ **to win or to lose** – жеңүү же женилүү; выиграть или проиграть

²⁶⁶ **to escape** – качуу, жоголуу; бежать; ускользнуть

«Yes, sir,» said Brooke, «but nothing happened, neither of them got hurt, and, I think they both enjoyed the fight.»

«Do you only stop a fight when a School House boy is beaten?» said the Doctor. Brooke did not answer.

«Now remember,» said the Doctor, «this fight is not to go on – and I want you to stop all fights in the future!»

«Yes, sir, I promise,» said Brooke and the Doctor went slowly back to his house.

Tom was at the School House. He had a late tea. He was tired out and had a black eye but he felt excited and happy. He was sitting with the other boys and talking about the fight when Arthur came and sat down quietly near him. He looked so unhappy that Tom couldn't help laughing.²⁶⁷

«Don't make such eyes, little chap,» he said, «there is nothing the matter.»²⁶⁸

«Oh, but Tom, are you much hurt? It is all because of me!»²⁶⁹ «Don't be silly, Arthur, you see I am all right.» «Well, but you must promise me not to fight on!»

«I can't do that, Arthur, but don't worry!»

Soon after tea, one of the fags knocked at Brown's door.

«Brown, young Brooke wants to see you in the sixth-form room.»

Tom went up and found the sixth-form boys at supper.

«Well, Brown,» said Brooke, «how do you feel?»

«Oh, very well, thank you. I have only hurt my hand and eye.»

«You did very well. Sit down with us and have supper. Where did you learn that throw?»²⁷⁰

Tom sat down and ate and drank and talked about his throwing trick and listened to the big boys talk. When he was leaving, Brooke said, «You must shake hands with Williams tomorrow, after the first lesson.»

Tom did what Brooke told him. The two boys shook hands with respect for each other and were good friends from that time on.

14. Illness

I

Two years passed since the fight. Martin left school and gone with his uncle to the South Pacific Ocean. Arthur was in the sixth form, East and Tom

²⁶⁷ couldn't help laughing – күлбөй көө албады; не мог не рассмеяться

²⁶⁸ there is nothing the matter – эч нерсе болгон жок; ничего не случилось

²⁶⁹ because of me – мени деп; из-за меня

²⁷⁰ throw – ыргытуу; бросок

in the fifth. They were big, strong boys. Arthur was still delicate,²⁷¹ but thanks to Martin he had learnt to swim and to play cricket.

One evening, when they were sitting down to supper, someone said, «They say there is a serious illness²⁷² in one of the Houses. Thompson is very ill and Dr. Robertson is coming from Northampton.»

«Then we shall go home,» cried another. «Hurrah! Five weeks extra²⁷³ holidays and no examinations!»

The next day, Tuesday, Dr. Robertson came and stayed all day. On Wednesday morning the Doctor spoke to the whole School. He said there was illness in some of the Houses but he hoped it was not catching,²⁷⁴ so they could go on with their school work. He said, however, that any boys who wanted to go home, could write to their parents and leave school at once.

The next day Arthur fell ill and on the following one Thompson died. Before the end of the week thirty out of forty boys had left, but the others stayed on. Tom was very worried about Arthur who was getting worse and worse.²⁷⁵ He heard that Arthur's mother had come early in the week. The crisis came on Saturday. During that evening Tom sat in his study. He went to the sick-room every half-hour to ask how Arthur was. The crisis passed, and on Sunday Arthur was better. On Monday he sent a letter to Tom to say he was almost well and could see him the next day.

II

It was evening when Tom came to the sick-room. Arthur was lying on the sofa by the open window. The evening sun fell on his pale face and golden²⁷⁶ hair. Tom walked quietly across the room and put his arm round Arthur's neck. The boy smiled and put his thin white hand on Tom's big brown hand.

«Dear Arthur,» said Tom, «I am so glad to see you at last. I tried to come so often, but they wouldn't let me in.»²⁷⁷

«Oh, I know, Tom. Mrs. Wicks told me about you every day. I am very glad you did not come because you could catch the illness, and you know, you

²⁷¹ delicate – алсыз; хрупкий, болезненный

²⁷² serious illness – олуттуу оору; серьезное заболевание

²⁷³ extra – кошумча; дополнительный

²⁷⁴ it was not catching – ал жугуштуу эмес; она не заразная

²⁷⁵ who was getting worse and worse – начарлай баштаган; которому становилось все хуже и хуже

²⁷⁶ golden – алтын; золотистые

²⁷⁷ they wouldn't let me in – алар мага уруксат беришпеди; они меня не пропускали

mustn't be ill with all the cricket matches going on. And you are in the eleven too, I hear. I am so glad!»

«Yes, isn't that fine?» said Tom proudly.²⁷⁸ «But I don't care about²⁷⁹ cricket now you are getting well, Arthur. I am not afraid of the illness, I never fall ill. Do you know, our study looks very nice. All your things are just as you left them. The bird, that Martin gave you, is well too. I feed him every day. When East comes, the bird goes outside the window – he remembers him very well, too.»

Arthur laughed, «I have often thought of Martin during my illness. I wonder where he is and what new animals he has. Perhaps he is with the Indians and has a squaw²⁸⁰ and a wigwam?»

III

The night bell began to ring. Listening to it, the two boys thought of their evening walks, of the rivers and woods and how they had to run to get in before the gates were shut. Tom was silent.

Then, suddenly, he heard Arthur say, «Tom, will you be angry if I ask you something?»

«No, dear old boy, not I.»

«Well,» said Arthur, «I want you to give up cribs!»²⁸¹

Tom looked at Arthur in surprise. «Why?» he asked.

«Because you are the most honest boy at Rugby and that isn't honest.»

«Why?» said Tom.

«Well,» said Arthur, «what were you sent to Rugby for?»

«Well, I don't know. I want to be good at cricket and football. I want to get into the sixth form and I want to please the Doctor. I must learn a little Greek and Latin to study at Oxford. I want to leave behind me the good name of a fellow who never beat a little boy or was afraid of a big one. That's all, I think.»

Arthur waited a moment and then he went on, «You said, Tom, you wanted to please the Doctor. Do you think you please him when you use cribs?»

«No,» said Tom, «but the Doctor doesn't know. How can I give up cribs now, five weeks before the end of the half-year? When shall I have time to play cricket? I must use cribs to the end of the year.»

The boys did not say a word more on the subject. They both were silent.

²⁷⁸ proudly – сыймык менен; гордо

²⁷⁹ I don't care about – мага баары бир; мне наплевать на

²⁸⁰ squaw – индианка

²⁸¹ I want you to give up cribs – шпаргалкадан баш тартуунду каалайт элем; я хочу, чтобы ты отказался от шпаргалок

15 Arthur's Mother

It was 9 o'clock in the evening when they heard a knock at the door. A lady came in. She went across to Arthur and said, «My dearest boy, aren't you tired? You are still too weak to talk so much.»

«On, no, Mother, I feel very well now. Here's my friend, Tom Brown, you know him?»

«Indeed I do. I feel I have known him for years.»

The lady was Arthur's mother. She was tall and slim,²⁸² with beautiful hair and blue eyes.

Tom thought she was very beautiful. They sat down and talked about Arthur and his going home on the next day. At 10 o'clock Tom got up.

«Shall I see you in the morning?» he asked.

«I hope so,» said Arthur, «we are not leaving very early.»

The boys shook hands and Tom walked to the door with Arthur's mother who took his hand and said, «Good night, Tom. Thank you for your kindness to Arthur. You are a very good boy.»

Tom ran quickly to his study. He was moved and happy. He sat down for a moment, thinking. Then, suddenly, as he stood up to go to bed, he saw on his table a beautiful new fishing-rod with a short note: «To Tom Brown, from his loving²⁸³ friends, Arthur and his mother!»

16. Cribs

The next morning, after breakfast, Tom, East and Gower met to learn their lessons together. Tom had decided not to use a crib but he did not know how to tell his friends about it. At last he repeated his conversation²⁸⁴ with Arthur and said that he, Tom Brown, was not going to use cribs any more. The boys listened with eyes and ears wide open.²⁸⁵

«Nonsense!» cried Gower. «Don't be silly! Here, East, get the crib and let's begin.»

«Oh, Tom,» said East, «how silly of you! Arthur must be mad and he is going to ruin²⁸⁶ you and us both!»

«No, he isn't,» answered Tom. «You know very well how bad we were last year and how much he did to change us. Arthur is always right, so he must be right about cribs, too.»

²⁸² **slim** – келбеттүү, сындуу; стройная

²⁸³ **loving** – сүйгөн; любящий

²⁸⁴ **conversation** – сөз, кеп, сүйлөшүү; разговор

²⁸⁵ **wide open** – чоң ачылган; широко раскрытыми

²⁸⁶ **to ruin** – кыйратуу, бүлдүрүү, жок кылуу; погубить

«I say, Tom,» cried Gower, «we have no time to lose: I have a sports meeting at half past nine.»

«All right,» said Tom, «do what you want, but I am going to do the lesson without a crib!»

East thought for a moment and then he said, «Do you remember, Tom, how I was caught²⁸⁷ once in class when I used a crib and how the master sent me to the Doctor?»

«Of course I do,» answered Tom.

«Well, the Doctor beat me and then he talked to me about cribs. He said then that there was no harm²⁸⁸ in using a translation to understand a difficult passage, if you had tried before to do it yourself.»

«Did he say that?» said Tom. «Then Arthur must be wrong.»

«Of course he is,» said Gower. «We'll use the crib only when we can't translate without it. Let's begin, East!»

The boys went on as usual. Gower and East did not try very much, but Tom worked hard at every grammatical form and every word he did not know. But then Gower, who was in a hurry, looked into the crib and said, «Don't you think this is the meaning?»

In this way the lesson went on as quickly as usual and Gower was able to run off to his sports meeting at half past nine. When he had left, East and Tom looked at each other and East began to laugh.

«Well, Tom,» he said, «I think the new way of learning is as good as the old one.»

Tom shook his head, «I don't think so. We didn't try to do one sentence without looking at the crib and this is not honest.»

«Well, Tom,» said East, «when you and I came to school there weren't any new things like that. The masters and the boys were enemies²⁸⁹ — they were at war²⁹⁰ with each other. We had to learn so much Latin and Greek and they had to teach us. Now things have changed. There are new masters at school and they are quite different.»

«And the Doctor,» said Tom, «he is a gentleman and wants us to be gentlemen too!»

«Yes, he does,» said East, «and when I get into the sixth form and he teaches me, I won't use cribs. But now it's getting late. Come along, Tom.»

²⁸⁷ **I was caught** – мени кармашты; меня поймали

²⁸⁸ **no harm** – зыяны жок; нет вреда

²⁸⁹ **enemies** – душмандар; враги

²⁹⁰ **were at war** – согушта болгон; были в состоянии войны

As they walked out, they got a message²⁹¹ from Arthur who was just starting and wanted to see them. They ran to the gate of the School House and found Arthur sitting in a carriage.²⁹² «Hallo, old boy,» said East. «Do you know that your friend has been talking to us all the morning about cribs? I shall get lesson, if I am called up!»²⁹³

«Oh, it's all right,» said Tom. «You know that East always jokes, but he is already on our side.»

The clock struck and they had to go to school, wishing Arthur a pleasant holiday. «He is a wonderful fellow,» said East. «He looks so quiet, but he can make you and me do²⁹⁴ everything he wants.»

17. Tom Brown's Last Match

I

Two more years passed and it was again the end of the school year at Rugby. The examinations were over and many boys went home, but some stayed to see the cricket matches. Tom was the captain of the School House eleven.²⁹⁵ He was a young man of nineteen, big and strong and good-looking. Arthur, too, was no longer a boy. He looked much better and was not afraid of anybody. The first match was played against Wellesburn School and Rugby won it. The second match was the greatest event of the year – Rugby against the London eleven. The men from London came by an afternoon train. They looked so big and strong that the Rugby boys were afraid of them. In the evening lots of townspeople²⁹⁶ came to the cricket field to see the preparations and someone suggested²⁹⁷ a dance. In a minute, the Rugby boys got partners and a merry²⁹⁸ country dance began on the green grass.

Soon the London men joined them and they jumped and shouted just like boys, too. They did not look so terrible²⁹⁹ as they had when they arrived at Rugby. At 9 o'clock the dance stopped and all the boys went to supper. There was much talk about the coming match and how they were going to play.

²⁹¹ **message** – арнап жазылган кат; послание

²⁹² **carriage** – араба; карета

²⁹³ **if I am called up** – эгерде мени чакырышса; если меня вызовут

²⁹⁴ **make you and me do** – сени да мени да бир аткарууга аракеттенүүдө; заставить тебя и меня делать

²⁹⁵ **the School House eleven** – 11 адамдан турган мектептик команда; школьная команда из одиннадцати человек

²⁹⁶ **lots of townspeople** – көптөгөн шаардык адамдар; много горожан

²⁹⁷ **someone suggested** – кимдир бирөө сунуш кылды; кто-то предложил

²⁹⁸ **merry** – көңүлү ачык, шайыр; веселый

²⁹⁹ **terrible** – укмуштуудай, тан каларлык; ужасные

The next morning was sunny and warm. Before breakfast the Rugby team went for a swim in the river. By 10 o'clock they were in the cricket field. Everything was ready. The players took their places and the great match began.

«Well played!³⁰⁰ Well played, Johnson!» cried Tom, throwing the ball into the air. «How many runs have they got?»³⁰¹

«Only 18, and three of their men are out! Hurrah for old Rugby!»

«Don't be so sure,» said Tom, «their best players haven't come in yet. Look, here comes Jack, he hits harder³⁰² than any man in England!»

Now the Rugby boys found that they had a very difficult task to do. Jack hit hard and ran very quickly. The London men soon got 50 runs. Then Jack hit a ball which one of the Rugby boys caught and he was out. At half past twelve the London men had 98 runs. Then the Rugby captain went in and scored 25 in beautiful style, so that Rugby was only 4 behind.³⁰³ The first part of the match was over. At twelve the boys had dinner in one of the School Houses with songs and speeches and a lot of fun.

II

The second part of the match was held in the afternoon. At first the London men did not play very well – so that the School House boys had only 32 runs to win. When the last London man was out, the first Rugby boys went in to play.

Tom and Arthur were watching the game with the young master who had once taught them Greek. He was a nice person and the boys liked him very much. They were talking about the old subject of cribs and Tom was saying how pleasant it was for him to be able to read Greek and how much he enjoyed the comedies of Aristophanes.

«Oh, well played — bravo, Johnson!» shouted Arthur.

«What was that?» asked the master. «I don't understand cricket, but I think it's a wonderful game.»

«Isn't it? But it's more than a game, it's an institution,» said Tom.

«Yes,» said Arthur, «it's British as the Magna Carta. It teaches us discipline and team-work, because we play for our side and not each boy for himself.»

«That's true,» said Tom, «and that's why cricket and football are much better games than any others.»

³⁰⁰ Well played! – жакшы ойнолду! хорошо сыграно!

³⁰¹ How many runs have they got? – Алар канчага ээ болушту?; Сколько у них очков?

³⁰² he hits harder – ал катуу тебет; он бьет сильнее

³⁰³ was only 4 behind – алардан 4 упайга гана артта эле; отставали только на 4 очка

«Do you know,» said the master, «that our school is the best one in England now and all this is thanks to the Doctor? I am very glad I came here to be under him.»

«So am I,»³⁰⁴ said Tom, «and I am more and sorrier that I have to leave so soon.»

«Everything you see at Rugby reminds you of³⁰⁵ the Doctor,» said the master. «Look at this place! There was a time when there were little gardens here in which small boys worked as fags. The boys caught colds working³⁰⁶ on the wet ground in winter and the townspeople were angry, because the fags stole flowers³⁰⁷ from their gardens. The Doctor saw this and very soon changed the place into a sports field.»

«Did he? I never thought of that,» said Tom.

«Of course you didn't,» answered the master. «The Doctor has made all these great changes very quietly, putting a good thing in the place of a bad one. It was the same with cricket and football.»

III

They stopped talking because the match was getting very serious, both sides fighting hard for victory.³⁰⁸ Arthur was the last man to play for the School House eleven.

«I am surprised³⁰⁹ to see Arthur in the eleven,» said the master. «I know he is good at Greek but I didn't know he was a sportsman.»

«Well, I am not sure³¹⁰ that he is the right man for this match,» said Tom, «but I think it will do him a lot of good.»³¹¹

The master smiled. The clock struck six and everybody was getting more and more excited. Arthur ran like a rocket and Johnson made some more runs³¹² for Rugby.

«Well played, well played, young chap!» shouted Tom, excited and happy. There were still 9 runs to make, but it was getting late and the bus came from London to take the players home, and so the great match finished. The London

³⁰⁴ **So am I** – мен дагы; и я тоже

³⁰⁵ **reminds you of** – жөнүндө эске салат; напоминает вам о

³⁰⁶ **caught colds working** – иштеп жүрүп суукка кабылышты; простужались, работая

³⁰⁷ **stole flowers** – гүлдөрдү уурдашкан; крали цветы

³⁰⁸ **sides fighting hard for victory** – тараптар жениш үчүн катуу күрөшчү; стороны упорно боролись за победу

³⁰⁹ **I am surprised** – мен таң калдым; Мне странно

³¹⁰ **I am not sure** – мен ишенбей турам; я не уверен

³¹¹ **it will do him a lot of good** – ага пайда гана алып келет; ему он пойдет на пользу

³¹² **some more runs** – дагы бир канча упай; эд. еще несколько очков

men had won, but the Rugby boys were not much behind and they could be proud of themselves.³¹³

While they were walking to the bus the London captain said to Tom, «I must congratulate you on your eleven, and ask you to come up to town to play with us again.»

The captains shook hands, the Rugby boys cheered³¹⁴ and the bus went off with the London eleven.

18. Tom's Last Night at Rugby

I

As Tom and his men were walking back, someone suggested another country dance.

«Hurrah!» shouted the boys and ran to the sports field, but Tom stayed behind, talking to the young master.

«Will you come to tea with me at half past nine,» said the master, «and ask Arthur to come up, too?»

«Thanks, I will,» said Tom, «I don't feel like dancing³¹⁵ now. It's my last night at Rugby.»

«All right, then,» said the master. «I'll wait here for you.»

So Tom went off to change his clothes and to tell Arthur to come to tea with the master. In five minutes he was back and the two walked to the master's home. They found the house locked up by the servant, who had gone to the country dance and was having a very good time.³¹⁶ The master looked quite helpless,³¹⁷ but Tom thought it was a good joke. He walked round the house, climbed the wall, and in a minute got into the house through the window. Then he opened the front door for the master, who walked in and began to look for his teacups and cake. Of course helpless and unhappy. Tom thought that all masters were unpractical, but he said nothing. He went into the kitchen, and in a moment, brought in a big cake, cups and saucers.³¹⁸ In another moment, the tea was ready and the two sat down at the table to enjoy their meal.

«Well, we shall miss you very much when you leave,» said the master. «You are the oldest boy in the school now, aren't you?»

³¹³ could be proud of themselves – алар өздөрү менен сыймыктанса да болот; могли гордиться собой

³¹⁴ cheered – кол чабыш; аплодировали

³¹⁵ I don't feel like dancing – мен бийлөөнү каалабайм; мне не хочется танцевать

³¹⁶ was having a very good time – убакытты абдан жакшы өткөрчү; очень хорошо проводил время

³¹⁷ looked quite helpless – жардамсыз болуп көрүнчү; выглядел совсем беспомощным

³¹⁸ saucers – табак; блюда

«Yes,» said Tom, «I am the oldest boy since East left.»

«Have you heard from him?»

«Yes, I had a letter in February, just before he went to India to join the army.»³¹⁹

«He will make a good officer.»³²⁰

«Yes, he will,» said Tom. «He is a fine fellow and he is very brave, wish I were³²¹ with him now and could do some real work in the world instead of wasting³²² my time at Oxford. I should like to have my own money, too.»

«You are mixing up³²³ two different things, Tom,» said the master. «You talk of working to get money and of doing some real good in the world. Well, don't be in a hurry about money — you aren't old enough for that. The time will come when you can have it, but now, wherever you are,³²⁴ try to make things a little better in the world. Every man can do a lot of good. Think of that when you go to Oxford!»

II

«I wonder³²⁵ where Arthur can be,» said Tom, looking at his watch, «it's nearly half past nine.»

«Oh, he is all right, enjoying his supper with the eleven,» said the master. «Nothing has made me happier than your friendship with him. It has done you both good.»

«It has done me good, I am sure,» said Tom. «It was my luck³²⁶ that Arthur came to Rugby and became my friend.»

«Your luck?» said the master. «Do you remember a talk you and East had with the Doctor at the end of the school year, when you both were getting into trouble?»

«Yes,» said Tom, «it was before Arthur came to school.»

«That's right,» answered the master. «I was with the Doctor then and he was very worried about you. He said you needed some real work in life, not only games and fun. And so, at the beginning of the next half-year, the Doctor separated³²⁷ you from East and put Arthur into your study. He wanted you to

³¹⁹ to join the army – армияга баруу; вступить в армию

³²⁰ He will make a good officer – андан жакшы офицер чыгат; из него выйдет хороший офицер.

³²¹ I wish I were – мен болууну каалар элем; я хотел бы быть

³²² instead of wasting – сарп кылуунун ордуна; вместо того, чтобы тратить

³²³ You are mixing up – Сиз адаштырып жатасыз; Вы путаете

³²⁴ wherever you are – кайда болсоңор да; где бы вы ни находились

³²⁵ I wonder – кызыктуу; интересно

³²⁶ It was my luck – менин жолум болду; мне повезло

³²⁷ separated – ажыратты; отделил

take care of the young boy and help him and in this way to become a better man. Well, he has watched the experiment with interest and has been very pleased at the result.»³²⁸

III

Tom sat in silence. It was difficult to understand what he had not understood for eight years. As a young boy he had been afraid³²⁹ of the Doctor, then he had respected and loved him and thought him a clever and good man. He didn't know that the Doctor had done so much to change his character and his life. He could not believe that, besides teaching the sixth form and looking after the whole school and writing books, Dr. Arnold had found time to watch the life of Tom Brown, as well as the lives of fifty other boys at the same time.

Tom was moved. He slowly stood up, thanked the young master and walked down to the School House to spend his last night there. He found Arthur with the eleven. They celebrated the match with songs and fun. He was welcomed with shouts and cheers. At 10 o'clock the boys put him on a chair and carried him round the quadrangle, singing «For he is a jolly good fellow.»³³⁰

The next morning, after breakfast, he went round to say good-bye to everybody. At 12 o'clock he was on the train to London. He was no longer a schoolboy.

19. The Sad News³³¹

In July 1842, when the University year was over, Tom Brown and his two friends left Oxford for a fishing trip³³² in Scotland. They spent three wonderful weeks in the mountains. One evening, they stopped at a little inn³³³ for the night. Tom and another man went up the river to fish, while the third walked into the house. After a moment, he came out with an old newspaper in his hand, lay down on the grass and began to read.

«Is there anything interesting in the paper?» asked Tom.

³²⁸ pleased at the result – жыйынтыгына ыраазы болуп; доволен результатом

³²⁹ he had been afraid – ал коркту; он боялся

³³⁰ For he is a jolly good fellow – анын жакшы бала болгондугу үчүн.; «за то, что он славный малый» (песня)

³³¹ The Sad News – кайгылуу жанылык; печальное известие

³³² left Oxford for a fishing trip – Оксфорддон балык кармоо үчүн келишкен; приехали из Оксфорда на рыбную ловлю

³³³ inn – мейманкана; гостиница

«Not very much,» said the man. «A match between *Kent* and *England*, horse-races, dog-races, deaths... Hallo, Brown, here's something for you. Your old master, Arnold of Rugby, is dead.»

Tom slowly put down his fishing-rod. Dr. Arnold's dead! Was he never to³³⁴ see his dear old master again? Was he never to hear his voice? As he took his fishing-rod out of the water he suddenly thought – «Perhaps it isn't true, perhaps it is only a newspaper lie!»³³⁵

Íá ran towards his friend and cried, «Let me look at the paper!»

«Nothing else in it,» answered the other. «Hallo, Brown, what's the matter with you?»

«Where is it?» asked Tom, his hands shaking so that he could not read.

«What are you looking for?»

«That – about Arnold,» said Tom.

«Oh, here,» said the other, pointing to the passage.

Tom read it again and again. There could be no mistake about it.

«Thank you,» he said at last, dropping the paper.³³⁶ «I'll go for a walk. Don't wait for me with supper.»

And so he went away over the hills to be alone with his sorrow. His friends looked at him, wondering.³³⁷ Then one of them said, «How strange that he is so fond of his old master!»

Tom came back half an hour later. He decided to go at once to Rugby and then home. The next morning he started for the Caledonian Canal, took a boat and went back to England.

20. The End

I

When Tom arrived at Rugby and walked up to the town he felt very strange. There was nobody in the school yard; all was silent and sad. He went into the School House and found the little housekeeper dressed in black. They shook hands and tried to talk, but it was difficult. At last Tom said, «Where shall I find Thomas?»

«In the Hall, I think. Would you like some tea, sir? You must be very tired.»

«No, thank you,» he said and walked off to find the old porter who was sitting in the Hall.

³³⁴ was he never to – Чынында эле, ал эч качан; Неужели он никогда не

³³⁵ lie – жалган; обман

³³⁶ dropping the paper – газетаны колунан түшүрүп; роняя газету

³³⁷ wondering – таң калуу менен; удивляясь

«Oh, you've heard about it, I see,» he said when Tom took his hand. Tom nodded.³³⁸ Then he sat down while the old man told him the sad story.

«Where is he buried,³³⁹ Thomas?» he asked after a moment.

«Under the floor, in the chapel,»³⁴⁰ answered Thomas. «I'll give you the keys. Do you want to go alone?»

Tom nodded, thanked the porter and went into the school yard.

II

As he was walking by the cricket field and the place where he had had a fight with Williams, memories³⁴¹ of the past eight years came back to him. He almost heard the shouts of the boys and saw his dear old friend East, and little Arthur lying in the sick-room, but above all he saw the tall figure of the Doctor dominating³⁴² the whole picture. Well, all that was gone,³⁴³ and the man he loved so much was lying dead under the chapel floor. He must go there and see the place, and then leave Rugby for ever.³⁴⁴

And so he got up, went to the chapel door and unlocked³⁴⁵ it. The light of the evening sun came in through the painted³⁴⁶ windows. All was silent and calm. Tom walked quietly across to see the place where the Doctor was buried. He found it and fell on his knees at the grave³⁴⁷ of the man who had opened his eyes to the beauty of life and taught him love for his fellow men.



³³⁸ **nodded** – башын ийкеди; кивнул головой

³³⁹ **buried** – көмүлгөн; похоронен

³⁴⁰ **chapel** – мектептин мечити; школьная церковь

³⁴¹ **memories** – эскерүү; воспоминания

³⁴² **dominating** – үстөмдүк кылуу; господствующую над

³⁴³ **was gone** – кетти; ушло

³⁴⁴ **for ever** – түбөлүк, өмүрдүк; навсегда

³⁴⁵ **unlocked** – эшикти ачты; отпер

³⁴⁶ **painted** – сүрөт тартылган; расписанные

³⁴⁷ **grave** – көр, бейит, мүрзө; могила

VOCABULARY

a – adjective	– сын атооч; <i>прилагательное</i>
adv – adverb	– тактооч; <i>наречие</i>
cj – conjunction	– байламта; <i>союз</i>
n – noun	– зат атооч; <i>существительное</i>
num – numeral	– сан атооч; <i>числительное</i>
prp – preposition	– <i>предлог</i>
pron – pronoun	– ат атооч; <i>местоимение</i>
v – verb	– этиш; <i>глагол</i>

A

- able** *adv* жөндөм; умело
- about** *adv* чамасында; около
- above** *adv* үстүндө, жогору; над, выше, наверху
- absent** *v* жок болуу; отсутствовать
- absent-mindedness** *n* байкабастык; рассеянность
- accent** *n* басым; *грам.* – ударение, произношение
- accept** *v* кабыл алуу; принимать
- access** *n* кирүүгө мүмкүндүк; доступ
- accident** *n* кырсыктуу окуя; несчастный случай
- accidence** *n* кокустук; случайность
- according** *adv* байланыштуу; согласно, в соответствии
- account** *n* эсеп; счет, расчет
- accurate** *adj* так, туура; точный, правильный
- accurateness** *n* тактык; точность
- adventure** *n* жорук; приключение
- again** *adv* дагы, кайрадан; опять, снова
- age** *n* курак, жаш; возраст
- ancient** *adj* байыркы; старинный
- anybody** *pron* кимдир бирөө; кто-нибудь
- apartment** *n* батир; квартира
- applaud** *v* кол чабуу; аплодировать
- autumn** *n* күз; осень
- average** *adj* орто чондук; средняя величина

B

- back** *adv* кайра, артка; обратно, назад
- bank** *n* банк

banner *n* туу; флаг, знамя
bath room *n* жуунчуу бөлмө; ванная комната, ванна
beautiful *adj* адеми, келбеттүү; красивый, прекрасный
beauty *n* сулуулук, кооздук; красота
behaviour *n* жүрүш турушу; поведение
belong *v* тиешелүү; принадлежать
bell *n* конгуроо; колокол; звонок
big *adj* чон; большой, крупный
birch *n* кайың; береза
birthday *n* туулган күн; день рождения
birthplace *n* туулган жер; место рождения
bitter *a* ачуу; горький
black *a* кара; черный
blank *adj* бош; пустой
blow *v* согуу (шамал жөнүндө); дуть (о ветре)
bookcase *n* китеп салынуучу шкаф; книжный шкаф
break *n* танапис; перемена
brother *n* ага; брат
building *n* имарат, курулуш; здание, постройка
butterfly *n* көпөлөк; бабочка
busy *adj* колу бошобогон; занятой

С

cage *n* капас; клетка
cake *n* торт
capable *a* жөндөмдүү, способный
certainly *adv* сөзсүз; обязательно
coal *n* көмүр; уголь
comb *n* таажы; гребень
cave *n* үнкүр; пещера
change *v* алмаштыруу, өзгөртүү; изменять, менять
chess *n* шахмат; шахматы
centre *n* борбор; центр
century *n* кылым; век
coffee *n* кофе
complete *v* бүтүрүү; заканчивать
comrade *n* жолдош; товарищ
condition *n* абал; состояние
continent *n* континент
cool *a* салкын, мелүүн; прохладный

core *n* мазмуну, манызы; суть, сущность
crops *n* түшүм; урожай
cross *v* кесип өтүү; пересекать
cultural *adj* маданий; культурный

D

dad *n* ата; папа
daily *adj* күндөлүк; ежедневный
damage *n* зыян; вред
dark *adj* карангы; темный
dear *adj* кымбат; дорогой
debt *n* бересе, насыя; долг
decorate *v* жасалгалоо; украшать
deer *n* кийик, олень
dentist *n* тиш доктур; зубной врач
depend *v* көз каранды болуу; зависеть
destroy *v* кыйратуу, бузуу; разрушать
devote *v* арноо; посвящать (себя)
dew *n* шүүдүрүм; роса
dig *v* казуу; копать, рыть
disagree *v* келише-албоо, макул болбоо; не соглашаться
discipline *n* журуш-турушу; дисциплина
discuss *v* талкуулоо; обсуждать, дискутировать
dish *n* идиш, тарелка, тамак;
тарелка, блюдо
distinguish *v* айырмалоо; различать
domestic *adj* үй; домашний
dough *n* камыр; тесто
dove *n* көгүчкөн, кептер; голубь
drop *n* тамчы; капля
drive *v* айдоо; управлять
driver *n* айдоочу, водитель
dry *adj* кургак; сухой

E

each *adv* ар бир; каждый
eagle *n* бүркүт; орел
earring *n* сөйкө; серьги
earth *n* жер; земля

effect *n* жыйынтык; результат
elbow *n* чыканак; локоть
else *adv* дагы; еще
endless *adj* чексиз; бесконечный
enemies *n* душмандар; враги
enlarge *v* чонойтуу, көбөйтүү; увеличивать
enrich *v* көбөйтүү; увеличивать
entrance *n* кирүү, эшик; вход
envy *n* көрө албоо; зависть
equipment *n* жабдуулар; оборудование
error *n* жанылыш; заблуждение, ошибка
escape *n* качып кетүү; убежать
especially *adv* айрыкча; особенно
ethnic *adj* этникалык; этнический
exactly *adv* так, туура; точно
example *n* мисал; пример
exam *n* экзамен
excellent *a* эн жакшы; отличный
exception *n* чыгаруу; исключение
evening *n* кеч; вечер
everywhere *adv* баардык жерде; всюду
evidence *n* далил; доказательство
excellent *adj* мыкты, сонун; превосходный
exchange *v* алмашуу; обмен, размен
exit *n* чыгуу, эшик; выход
expecially *adv* айрыкча, артыкча; особенно
experience *n* тажрыйба (турмуштук); опыт (жизненный)

F

factory *n* фабрика
fail *v* сынактан кулап калуу; провалиться (на экзамене)
fall asleep *v* үргүлөп кетүү; засыпать, уснуть
famous *a* атактуу, знаменитый
fan *n* күйөрман; фанат, болельщик
far *adv* алыс; далеко
farm *n* ферма
fancy *adj* укмуштуу; чудный
fight *v. n* күрөшүү, күрөш; бороться, бой
fix *v* ондоо; ремонтировать
foot *n* бут, нога
foreigner *n* чет элдик; иностранец

G

- game** *n* оюн; игра
garage *n* гараж
garden *n* бак; сад
gate *n* дарбаза; ворота
genious *n* гений
geography *n* география
glass *n* стакан
go in for sport спортко катышуу; заниматься спортом
goal *n* максат; цель
god *n* Кудай; Бог
gold *n* алтын; золото
good *a* жакшы; хороший
good-bye *n* коштошуу; прощание
good will ак ниет; добрая воля
goods *n* товар
goose *n* каз, гусь
grammar *n* грамматика
great *a* белгилүү; великий
greet *v* салам берүү, саламдашуу; приветствовать
green *a* жашыл; зеленый
grey *a* боз; серый

H

- harvest** *n* түшүм; урожай
headquarters *n* штабдар
heavy *adj* оор; тяжёлый
helicopter *n* вертолёт
hero *n* баатыр, герой
hold *v* өткөрүү, кармоо; держать, проводить
holiday *n* майрам; праздник
home *n* үй; дом
hour *n* саат; час
horizon *n* кругозор
hospital *n* оорукана; больница
hurricane *n* бороон; ураган
hunter *n* мергенчи, уучу; охотник

I

- illness** *n* оору; болезнь
imaginable *adj* элестетилген; вообразимый
impact *n* таасир; влияние
important *adj* зор манилүү; важный, значительный
improve *v* жакшыртуу; улучшать
independent *a* көз карандысыз; независимый
industrial *adj* өнөр жайлык; промышленный
information *n* маалымат; информация
inhabitant *n* жашоочу; житель
introduce *v* тааныштыруу; представлять

J

- jet** *n* агуу, агым; струя
jewel *n* асыл таш; драгоценный камень
joiner *n* уста, жыгач уста; столяр, плотник
joint *adj* бириккен; соединённый
joy *n* кубаныч; радость
joyful *adj* кубанычтуу; радостный
juice *n* шире; сок
jump *v* секирүү; прыжок; прыгать
jumper *n* джемпер

K

- kerchief** *n* жоолук; платок
ketchup *n* кетчуп
key *n* ачкыч; ключ
kid *n* улак; козленок
kind *adj* кайрымдуу, боорукер; добрый
king *n* падыша; король
kick *v* тебүү; пинать
kill *v* өлтүрүү; убивать
kite *n* кагаз батберек; змей (бумажный)
knife *n* бычак; нож
кумуз *n* кымыз; кумыс

L

lake *n* көл; озеро

lamb *n* козу; ягненок

lamp *n* лампа

land *n* жер; земля

lately *adv* өткөндө; недавно, позднее

laugh *v* күлүү; смеяться

lay *v* коюу; класть

lazy *adj* жалко; ленивый

lead *v* жетекчилик кылуу; руководить, вести

leave school *v* мектепти бүтүрүү; окончивать школу

leather *n* тери; кожа

leg *n* бут; нога

left *a* сол; левый

length *n* узундук; длина

lesson *n* сабак; урок

lion *n* арстан; лев

lip *n* эрин; губа

listener *n* угуучу; слушатель

living room *a. n* мейманкана; жилая комната

lock *v* кулпу менен бекитүү; запираць на замок

long ago *adv* капкачан; давно

look after *v* багуу, кароо; ухаживать

lose *v* уттуруу; проигрывать

lower *adv* төмөн; ниже

luck *n* бакыт, оомат; счастье, удача

M

mainly *adv* көбүнчө; главным образом, в основном

make a bed *v* төшөнчөнү жыйноо; застилать постель

man *n* эркек, мужчина

many *a* көп; много

map *n* географиялык карта; географическая карта

march *v* марш менен жүрүү; маршировать

market *n* базар; рынок

medicine *n* медицина

merry *adj* көңүлү ачык, шайыр; веселый

message *n* кат; послание, письмо

mixed *adj* аралаш; смешанный
mood *n* көнүл; настроение
mountainous *adj* тоолуу; гористый

N

narrow *adj* тар, кууш, энсиз; узкий
nasty *adj* начар; скверный, отвратительный
nation *n* улут; нация
national *adj* улуттук; национальный
nationality *n* улут; национальность
native *adj* өз, табигый; родной, природный
natural *adj* табигый; естественный, природный
nature *n* табият; природа
near *adj* жанында; около
necessary *adj* керектүү; нужный (-ая)
need *n* зарылдык; нужда, надобность
needle *n* ийне; игла
nephew *n* ини, жээн; племянник
nest *n* уя; гнездо
neutral *adj* бейтарап; нейтральный
not at all эч нерсе эмес; не стоит благодарности
nice *adj* сымбаттуу, таттуу; симпатичный, вкусный
niece *n* карындаш, жээн; племянница
night *n* түн; ночь
nine *n* тогуз; девять
none *adj* эч кандай; никакой
noun *n* зат атооч; имя существительное
nurse *n* бала багуучу эне; няня

O

oak *n* дуб
observe *v* байкоо; наблюдать
occupy *v* алуу; занимать
ocean *n* океан
offend *v* таарынтуу; обижать
offer *n* сунуш; предложение
old man *n* абышка, чал; старик
once *adv* бир күнү, бир жолу; однажды
onion *n* пияз; лук

open *adj* ачык; открытый
opportunity *n* мүмкүнчүлүк; возможность
opposite *adj* карама-каршы; противоположный
ox *n* бука, бык
original *adj* өзгөчө; оригинальный

Р

Parliament *n* парламент
passenger *n* жүргүнчү; пассажир
pay *v* төлөө; платить
player *n* оюнчу; игрок
pleasant *adj* жагымдуу; приятный
predict *v* аба ырайын алдын ала айтуу; прогнозировать,
предсказывать
prepare *n* даярдоо; готовить, подготовить
priest *n* молдо; священник
proverb *n* макал; пословица
purse *n* намыян, капчык; кошелек
put down *v* түшүрүү; опускать

Q

quarrel *v* чатакташуу; ссориться
quarter *n* чейрек; четверть
question *n* суроо; вопрос, спрашивать
quick *adv* тез, ылдам; быстрый, скорый
quickly *adv* тез, бат, ылдам; быстро
quite *adv* таптакыр, такыр; совершенно, совсем

R

railway *n* темир жол; железная дорога
rain *n* жамгыр; дождь
raincoat (*syn.* **mackintosh**) *n* плащ
rainy *a* жамгырлуу; дождливый
registration *n* каттоо; регистрация
ride *v* атчан жүрүү; ездить верхом
room *n* бөлмө; комната
rose *n* роза
rule *n* эреже; правило
rubbish *n* таштанды, шыпырынды; сор, мусор

S

- sad** *a* көнүлсүз; печальный
scarf *n* моюн орогуч; шарф
scarf *n* жоолук; платок
schoolmate *n* классташ; товарищ по школе
science *n* илим; наука
season *n* мезгил; сезон
servant *n* ак чач (малай); служанка, прислуга
sheep *n* кой, овца
shine *adj* жарык берүү; светить
shine brightly *v* жарык берип туру; светить ярко
shop *n* дүкөн; магазин
similar *adj* окшош; сходный, подобный
single *adj* жалгыз; единственный, одинокий
sit (sat, sat) *v* отуруу; сидеть
slave *n* кул; раб
snowman *n* кар киши; снеговик
soap *n* самын; мыло
stretch *v* чоюлуу; растягиваться
suffer *v* азап тартуу; страдать
summer *n* жай; лето
surprised *adj* тан калган; удивленный
swine *n* чочко, свинья

T

- teenager** *n* өспүрүм; подросток
tax *n* салык; налог
terrible *adj* укмуштуудай, тан каларлык; ужасный
thrilling *adj* толкундаткан; волнующий
tide *n* деңиз суусунун көтөрүлүшү; прилив
tooth *n* тиш, зуб
translate *v* которуу; переводить
tribute *n* салык салуу; дань
type *n* бир канча түр; вид, разновидность

U

- umbrella** *n* колчатыр; зонтик
uncle *n* таяке; дядя

unique *a* уникалдуу, кадимки эмес; уникальный, необычный
unhappy *adj* бактысыз; несчастный
union *n* бирдик; союз
unit *n* бирдик; единица
universal *adj* жалпы; всеобщий
unknown *adj* белгисиз; неизвестный
unlock *v* ачуу; отпирать
untruth *n* жалган; ложь
unnatural *adj* табигый эмес; неестественный
unnecessary *adj* керексиз; ненужный
until *prep.* чейин, дейре; до

V

valley *n* өрөөн; долина
value *n* баалуулук; ценность
variety *n* көп түрдүүлүк; разновидность
various *adj* түрдүү; разнообразный
ventilator *n* желдеткич; вентилятор
verb *n* этиш; глагол
verbal *adj* оозеки; устный
view *n* көрүнүш; вид
visit *v* баруу; посещать
vocabulary *n* сөздүк; словарь
vocal *adj* үн; голосовой, вокал

W

wait (for) *v* кимдир бирөөнү күтүү; ждать кого либо
wall *n* дубал; стена
wallet *n* акча капчыгы; бумажник
watch *n* кол саат; часы (ручные)
weather forecast *n* аба ырайы; прогноз погоды
wheel *n* дөңгөлөк; колесо
wide *adj* кенен; широкий
wife *n* аялы, жена
windy *a* шамалдуу; ветреный
window *n* терезе; окно
wolf *n* карышкыр, волк

X

x-ray *n* рентген нурлары; рентген

Y

yawn *v* эстөө; зевать

yearn *v* сагынуу, кайгыруу; тосковать

youth *n* жаш, жаштар, жаштык; юноша, молодежь,
молодость

youthful *adj* жаш; юный, юношеский

Z

zebra *n* зебра

zigzag *n* зигзаг

zip *n* сыдырма; застежка

Units	Hours	Lexis	Grammar	Oral speech		Reading	Writing	Reader
				speaking	listening			
FIRST QUARTER								
Learning together at school								
Unit 1								
§ 1	4	Vocabulary	Reference Grammar	ex 1, 2, 5, 8	ex 3, 6	ex 7	ex 4	Part I, 1-3
§ 2	4			ex 1, 2, 5, 8	ex 3, 6	ex 7	ex 4	Part I, 1-3
§ 3	4			ex 2, 3, 5	ex 4	ex 1	ex 6, 7, 8	Part I, 8-10
§ 4	4			ex 2, 3, 5	ex 4, 6	ex 1	ex 7, 8	Part I, 11-14
SECOND QUARTER								
In and Around the City								
Unit 2								
§ 1	4	Vocabulary	Reference Grammar	ex 1, 3, 4, 6	ex 5a	ex 5b, 7	ex 2, 8	Part I, 15-16
§ 2	4			ex 2, 5	ex 6	ex 1	ex 3, 4, 7, 8	Part I, 17-19
§ 3	4			ex 8	ex 4, 7	ex 1	ex 2, 3, 5, 6	Part II, 1-3
§ 4	4			ex 1, 4, 8	ex 3, 5	ex 2, 6	ex 7	Part II, 4-5
THIRD QUARTER								
Our Country of Many People								
Unit 3								
§ 1	4	Vocabulary	Reference Grammar	ex 1, 4, 5, 7a	ex 6, 7b	ex 3	ex 2, 8	Part II, 6-8
§ 2	6			ex 5, 6, 7	ex 3	ex 1, 2a	ex 2, 4, 6, 8	Part II, 9-10
§ 3	6			ex 2, 4, 6	ex 5	ex 1	ex 3, 7, 8	Part II, 11-12
§ 4	6			ex 2, 7	ex 5	ex 1, 3	ex 4, 6, 8	Part II, 13
FOURTH QUARTER								
Weather and Climate								
Unit 4								
§ 1	4	Vocabulary	Reference Grammar	ex 1, 4, 8	ex 6, 7	ex 2	ex 3, 5	Part II, 14-15
§ 2	4			ex 3, 7	ex 5	ex 1	ex 2, 4, 6, 8	Part II, 16-17
§ 3	4			ex 2, 3, 4, 7	ex 5, 6	ex 1	ex 8	Part II, 18
§ 4	4			ex 3, 4	ex 7	ex 1, 5	ex 2, 6, 8	Part II, 19-20
Checking of Speaking and Writing Skills								
Total hours	76							

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Окуу басылмасы

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