

A. Saidov, Z. Rasulova



# ENGLISH 4

РАМЗҲОИ ТОҶИКИСТОН  
THE SYMBOLS OF TAJIKISTAN



**РАМЗҶОИ БРИТАНИЯИ КАБИР  
THE SYMBOLS OF GREAT BRITAINS**



**БАЪЗЕ ДАВЛАТҶОЕ, КИ ЗАБОНИ  
АНГЛИСИРО МЕОМУЪЗАНД  
SOME STATES, WHICH STUDY  
ENGLISH LANGUAGE**



1). Great Britain (the United Kingdom)



2). England



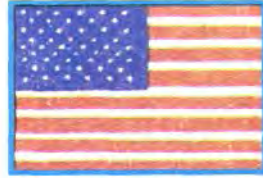
3). Scotland



4). Wales



5). Northern Ireland



6). the United States of America



7). New Zealand



8). Australia



9). Canada



10). Tajikistan

- a). English
- b). Scottish
- c). British
- d). Irish
- e). American
- f). Welsh
- g). a New Zealander
- h). Canadian
- i). Australian
- j). Tajikistan

ИСМОИЛИ СОМОНӢ  
ISMOILI SOMONI



А. Саидов, З. Расулова

# ЗАБОНИ АНГЛИСӢ

Синфи 4

Бо Қарори Мушовараи Вазорати маорифи  
Ҷумҳурии Тоҷикистон аз 6-феврали соли  
2006 ба чоп тавсия шудааст

Душанбе-2006

ББК 81.2(анг)Я72

С-20

Китоби мазкур аз ҷониби Маркази татбиқи лоиҳа доир ба наشري адабиёти таълимӣ, тавассути маблағҳои Ҳукумати Ҷумҳурии Тоҷикистон нашр гардидааст.

*Саидов Абдурахмон, Расулова Зебиҷон. Забони англисӣ.* Китоби дарсӣ барои синфи 4. - Душанбе: Нашриятӣ Мавлавӣ 2006, 128 сах.

**Хонандаи азиз!**

*Китоб манбаи донишу маърифат аст, аз он баҳрабар шавед ва эҳтиёт намоед. Кӯшиши намоед, ки соли хониши оянда ҳам ин китоб бо намуди аслиаш дастраси додари хоҳарчаҳоятон гардад ва ба онҳо низ хизмат кунад.*

Истифодаи иҷоравии китоб:

№	Ному насаби хонанда	Синф	Соли таҳсил	Ҳолати китоб (баҳои китобдор)	
				Аввали соли хониш	Охири соли хониш
1					
2					
3					
4					
5					

**Unit I. At school again**

**Lesson I.**

**I. Look and answer the questions.**

**The Day of knowledge**



1. What is this?
2. Is it a big school or a small school?
3. Whom do you see in the picture?
4. Are they happy to be at school again?
5. Is it the Day of knowledge?



## II. Read.

**Nozanin:** Good morning!

**Komron:** Good morning.

**Nozanin:** Do you like your summer holidays?

**Komron:** Yes, I do. I like it very much.

**Nozanin:** Where did you go in your summer holidays to?

**Komron:** I went to the village.

**Nozanin:** Are you happy to be at school again?

**Komron:** Yes I am.

**Nozanin:** What form are you in?

**Komron:** I am in form 3.

**Nozanin:** All right, see you.



*Do you like ...?  
Yes, I do.  
No, I don't*

## III. Work in pairs. Act the dialogue.

## IV. Play a game "Champion"

### *V. Write.*

*The Day of knowledge, school, summer holidays, to be at school again, to be happy.*

**Home work.** Speak about the Day of knowledge.

## Lesson 2.

### I. Read the ABC

#### The ABC

A a [ei]

B b [bi:]

C c [si:]

D d [di:]

E e [i:]

F f [ef]

G g [dʒi:]

H h [eitʃ]

I i [ai]

J j [ʃei]

K k [kei]

L l [el]

M m [em]

N n [en]

O o [ou]

P p [pi:]

Q q [kju:]

R r [a:]

S s [es]

T t [ti:]

U u [ju:]

V v [vi:]

W w [dʌblju:]

X x [eks]

Y y [wai]

Z z [zed]

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

Oh, well you see  
Now, I know the ABC.

## II. Look, guess and say.



## III. Work in groups. Write answers and say.

1. Have you a father ( a mother, a sister, a brother?)
2. What do you do every day?
3. What toys do you have?
4. What fruit do you like?
5. What animals do you know about?

## IV. Play a game. "Who is quicker?"

**Home work.** Describe your family.

**September 9**



**The Day of independence of Tajikistan.**

## Unit II. Human body

### Lesson 3.

**Words:** hand, nose, mouth, eye and ear

**Structure.** Is this your...?

Yes it is. This is my....

#### I. Look and say.



*hand*



*nose*



*mouth*



*eye*



*ear*

#### II. Read.

A a [ei] – plate, take, date, Kate, table.

[æ] – bag, at, stand, back, rat, fat.

[ɑ:] – class, glass, past, last.

[ɑ:] – dark, mark, lark, far.

#### III. Look at the picture and complete the sentences

1. It has a \_\_\_\_\_ mouth.
2. It has \_\_\_\_\_ hands.
3. The dog's eyes are \_\_\_\_\_.
4. Its ears are \_\_\_\_\_.



#### IV. Answer the questions.

1. Is your mouth small or big?
2. Are your eyes brown?
3. Your nose is big isn't it?
4. What do you see with?

#### V. Write. Make up sentences.

	<i>mouth</i>		<i>long</i>
	<i>nose</i>		<i>dirty</i>
<i>My</i>	<i>ears</i>	<i>is/are</i>	<i>small</i>
	<i>hands</i>		<i>black</i>
	<i>eyes</i>		<i>brown</i>

**Homework.** Draw these words and make up sentences.  
Mouth, hand, eyes, ears.

### Lesson 4.

**Words:** head, hair, neck, shoulder, and face.

**Structure:** Is this your face or your neck?

This is my \_\_\_\_\_.

#### I. Look and say.



*head*



*hair*



*neck*



*shoulder*



*face*

## II. Read.

red, pen, head  
air, chair, hair  
she, shelf, shoulder  
Cake, name, face

You have two eyes. You have two ears. You see with your eyes. You hear with your ears.

## III. Look at the picture and ask questions.

e.g. Is this her... or her...?

## IV. Answer the questions.

1. Is your head small?
2. Is your hair short or long?
3. Your face is round, isn't it?
4. What do we hear with?
5. Is your neck short or long?



**Gulnora**

## V. Write. Make up sentences.

*This, my, is, head.*

*Is, his, big, shoulder.*

*Face, round, her, is*

*The, girl, hair, has, brown.*

*My, is, long, neck.*

**Homework.** Draw these words and make up sentences. Face, hair, head, neck, shoulder.

## Find a riddle.

Two brothers live across a pass,  
But never see each other.

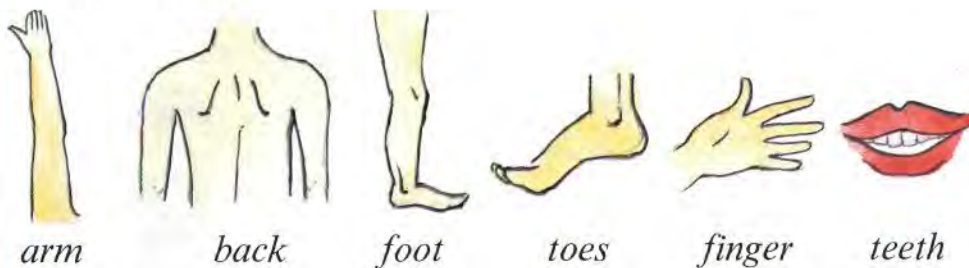
## Lesson 5.

**Words:** arm, back, feet, toes, finger, teeth.

**Structure.** Is this your right (left)...?

This is my right (left)...?

### I. Look and say.



### II. Read.

Look! You have two hands. There are five fingers on each hand of yours.

You have two feet. There are five toes on your right foot and five toes on your left foot.

### III. Learn the poem.

Ten fingers  
Ten toes  
Two eyes  
And one nose

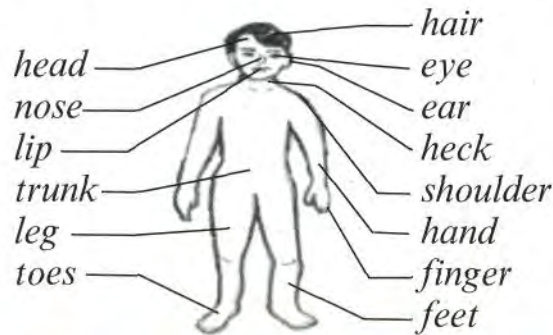
Baby said  
When she smells the rose  
“Oh, what a pity  
I’ve only one nose”!

**To smell** – бӯй кардан

**Pity** – афсӯс

**Only** - танҳо

**IV Look at the picture and show the parts of the body.**



**V. Write. Fill in the blanks. (toes, fingers, long, teeth)**

*My mother has \_\_\_\_\_ feet and arms.  
Her \_\_\_\_\_ and \_\_\_\_\_ are long too.  
She has small \_\_\_\_\_.*

**Homework.** Draw these words and make up sentences. Arm, back, feet, finger, teeth, toes. Learn the poem.

**Lesson 6.**

**Words:** pretty, sweet, pleasant, tasty, bald.

**Structure:** This is a ... girl isn't she?

**I. Look, learn and say.**

Little eyes see pretty things,  
Little nose smells what is sweet.  
Little ears hear pleasant sounds,  
Mouth likes tasty things to eat.





**Things** - чизҳо  
**To hear** - шунидан

## II. Read.

pencil, pen, pretty  
tea, meet, sweet  
ten, toy, tasty  
ball, board, bald

## III. Look at the picture and complete the senter

1. This is my friend. His name \_\_\_\_\_
2. He has \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
3. His hair is \_\_\_\_\_.
4. His \_\_\_\_\_ is small.
5. Orifjon \_\_\_\_\_ not bald.



## IV. Describe your friend's body.

### V. Write. Fill in.

*P...etty, swee..., ...asty, b...ld, n...se, ple...sant, a...m,  
f...et, ba...k, t...es.*

**Homework.** 1. Learn the poem. 2. Make up your own sentences with the new words of the lesson.

## Lesson 7 .

### I. Look and say.



Nozaninkhon



Komronjon

## II. Read .

This is a classroom. There is a table in the classroom. That is the table. There is a man at the table. He is a teacher. He has a white shirt and trousers on. He has a necktie on. He is tall and handsome. His face is oval. His nose is not short. His head is round. His hair is dark. His eyes are brown. His ears are small.

**He has on** [hi: hæzən] – у пӯшидагӣ аст

**a shirt** [ʃə:t] - курта

**trousers** [trauzə:s] - шим

**a necktie** [ə'nektai] - галстук

**tall** [tɔ:l] - қадбаланд

**handsome** [hændsəm] - хушрӯй

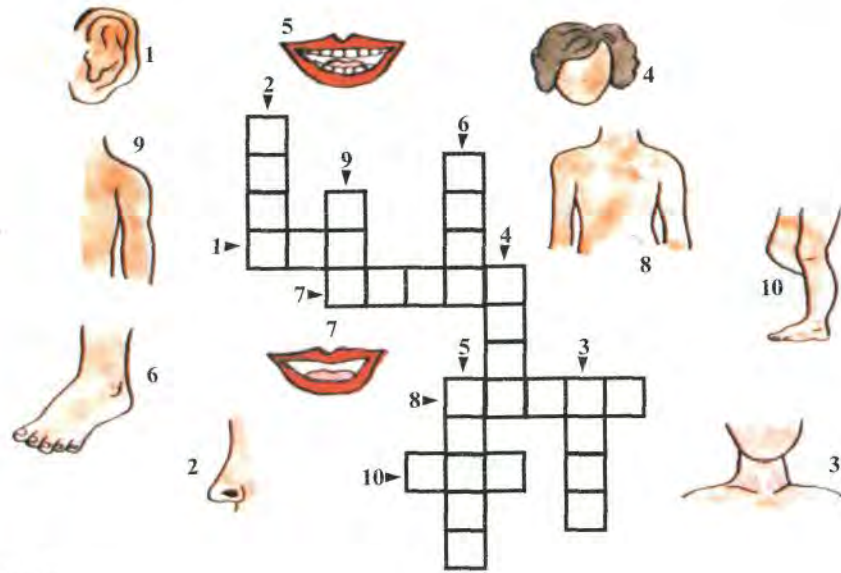
**oval** [ouəl] – дарозрӯй

## III. Look at the picture and answer the questions.

1. What is this?
2. Is this a classroom?
3. Where is the table?
4. Who is at the blackboard?
5. Is she a teacher?



**IV. Look at the pictures and fill the crossword.**



**V. Test.**

1. Listen to the text and do the test.

The head, the trunk, the arms and the legs are parts of the human body. We have two eyes, two ears, two hands and two feet. We have one head, one nose, and one mouth. We see with our eyes. We hear with our ears. We can smell and breathe with our nose. We can eat and speak with our mouth. We walk with our feet.

**Breathe** [bri:ð] – нафас кашидан

**With** [wið] – бо воситаи

**Eat** [i:t] – хӯрдан

**Walk** – роҳ рафтан

1. We have got \_\_\_\_\_ eyes.  
a) 2            b) 1            c) 3
2. We see with our \_\_\_\_\_.  
a) nose        b) eyes        c) ears
3. We can smell and breathe with our \_\_\_\_\_.  
a) shoulder    b) neck        c) nose
4. We can eat and speak with our \_\_\_\_\_.  
a) mouth      b) head        c) trunk
5. We walk with our \_\_\_\_\_.  
a) hand        b) teeth       c) feet

## 2. Choose the correct English word

- |     |         |        |          |
|-----|---------|--------|----------|
|     | a) head | a) eye | a) leg   |
| мўй | b) hair | гўш    | b) trunk |
|     | c) nose |        | дахон    |
|     |         | c) ear | b) feet  |
|     |         |        | c) mouth |

**Homework. Read and retell it.** I have got a head, a trunk, arms, and legs. They are all parts of my body. I have black hair and a round face. My nose is long. My neck is long too. My shoulders are strong. My hands and legs are not small. My hands have 10 fingers and my feet have ten toes. I can see with my eyes. I can hear with my ears.

## Unit III. Clothes What do we wear?

### Lesson 8

**Words:** Hat, cap, scarf, to wear.

**Structure:** What do you wear on your head?

#### I. Look and say.



hat



cap



scarf



skullcap

#### II. Read.

[æ] hat, cap

[a:] glass, car, scarf

[ʌ] bus, cup

I have a cap. My father has a hat. My sister has a skull-cap.  
My mother has a scarf.

#### III. Look at the picture and ask questions.



#### IV. Answer the questions.

1. Have you a cap?
2. What colour is your cap?
3. Has your father a hat?
4. Is it large or small?
5. What do the people wear on their heads?

#### V. Write. Fill in.

*H...t, to we...r, ...ap, sc...rf,*

**Homework.** Draw these words and make up sentences. Hat, cap, scarf, skull-cap

## Lesson 9

**Words:** dress, blouse, skirt, shirt, trousers, sweater.

**Structure:** What do you wear? I wear \_\_\_\_\_.

### I. Look and say.



### II. Read

[d] dog, do, dress

[b] black, book, blouse

[ə:] girl, skirt, shirt

[z] zoo, nose, trousers

[ə] engineer, teacher, sweaters

I like to wear our tajik dress. I also like a blouse and a skirt.  
My brother wears a shirt or a sweater and trousers.

### III. Look at the picture and answer the questions.

1. Has Dilnoza a dress or a shirt on?
2. Has she dress on?
3. Is her dress long or short?
4. She has a blouse on, hasn't she?
5. What has she on?



Dilnoza

### IV. Write. What do the people wear?

Men wear

---

---

---

Women wear

---

---

---

Children wear

---

---

---

V. Play a game. (Ягон либоси дугона ё рафикатонро руст карда аз ӯ пурсед.)

Is it your \_\_\_\_\_? Yes it is. - No, it is not.

**Homework.** Draw these words and make your up sentences.  
Dress, blouse, skirt, shirt, trousers and sweater.

## Lesson 10

**Words:** Suit, coat, raincoat, pyjamas, pants, and jacket.

**Structure:** What is this? This is....

### I. Look and say.



### II. Read.

[j] pupil, you, suit

[ou] no, coat, raincoat

[p] pig, pyjamas, pants

I have a coat. My brother has a jacket. My mother has a suit and pyjamas.

### III. Find the clothes in the picture.

- e.g. \_\_\_\_\_ 2 \_\_\_\_\_ jacket  
\_\_\_\_\_ dress  
\_\_\_\_\_ shirt  
\_\_\_\_\_ skirt  
\_\_\_\_\_ suit  
\_\_\_\_\_ blouse  
\_\_\_\_\_ trousers  
\_\_\_\_\_ raincoat  
\_\_\_\_\_ pants  
\_\_\_\_\_ coat



### IV. Write. Make up your own sentences.

1. *My, grandmother, a raincoat, has on.*
2. *Blouse, her, is black.*
3. *I, dress, to wear, like, a red.*

### V. Play a game "Champion".

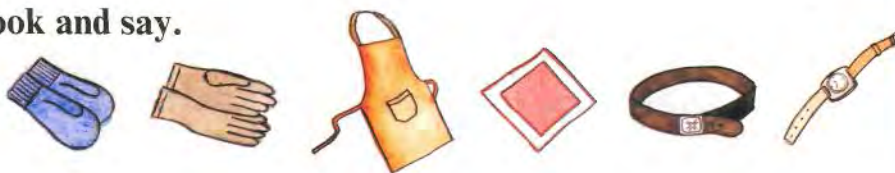
**Homework.** Draw these words and make up sentences: Suit, coat, raincoat, pants, jacket and pyjamas.

## Lesson 11.

**Words:** mittens, gloves, apron, handkerchief, belt, watch.

**Structure:** She (he) has ... on.

### I. Look and say.





## II. Read [m] me, man, mittens

[g] good, get, gloves

[h] hand, hat, handkerchief

[w] we, what, watch

My little sister has a small watch. My mother wears gloves and I wear mittens in winter.

## III. Look at the picture and answer the questions.

1. Has she a handkerchief in her hand?
2. Is she wearing a blouse and a skirt?
3. What is she wearing?
4. Has Gulnoza a watch?
5. Has she a handkerchief or a belt?



**Gulnoza**

### I. Write. Look at this picture and complete the sentences.

1. The boy has \_\_\_\_\_ on his head.
2. He is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. His \_\_\_\_\_ is new.
4. He has not \_\_\_\_\_ on.
5. His \_\_\_\_\_ black.



**Zohir**

## II. Play the game.

Who can say more words playing with a ball? (Divide the class into 2 groups).

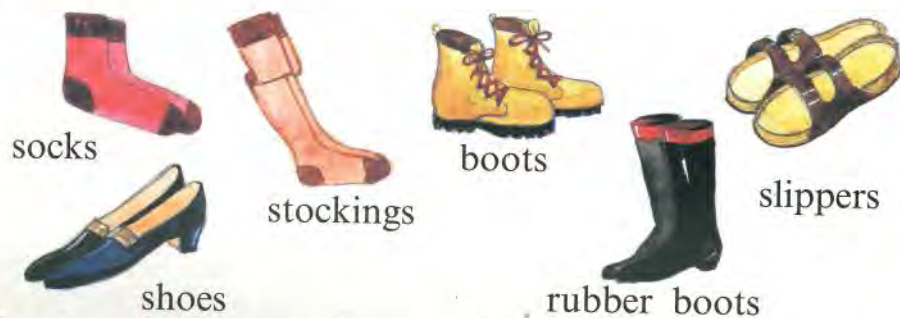
**Homework.** Draw these words and make up sentences. Mittens, gloves, apron, handkerchief, belt, watch.

## Lesson 12.

**Words:** socks, stockings, shoes, slippers, boots, rubber boots.

**Structure:** What do the people wear on foot? They wear...

### I. Look and say.



### II. Read

[s] sister, socks, stockings, slippers.

[u:] blue, balloon, boots, rubber boots

[tʃ] watch, handkerchief, picture

My socks are white. Her stockings and slippers are new. My brother has black socks and boots.

### III. Learn this rhyme. Rubber boots.

Big boots and little boots  
Travel on together  
Merry go splashing  
Through April's rainy weather.

**Travel** [trævl] -сайру гашт кардан

**Merry** [meri] -хурсандона

**Splash** [splæʃ] -шалап-шалап кардан

**Through** [θru:] -ба воситаи; дар

**IV. Write. You have a cap on your head. What do you wear on the other parts of your body?**

- |              |            |
|--------------|------------|
| 1. Socks     | 6. Hat     |
| 2. Watch     | 7. Gloves  |
| 3. Shoes     | 8. Mitten  |
| 4. Stockings | 9. Glasses |
| 5. Slippers  | 10. Cap    |

**V. Play the game. Telephone.**

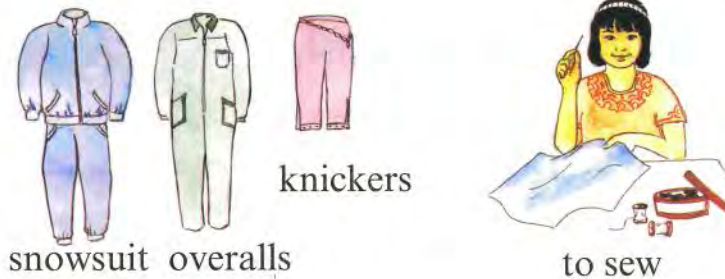
**Homework.** Draw these words and make up sentences. Socks, stockings, slippers, boots.

## Lesson 13

**Words:** snowsuit, overalls, knickers, to tie, to iron, to put on, to take off.

**Structure:** Is she ironing? Yes she is. She is...

**I. Look and say.**



**II. Read.**

[ou] open, snow, snowsuit  
[k] jacket, knickers, to take off

We wear, wash, iron, sew our clothes. The clothes are: dresses, shirts, blouses, skirts, trousers, pants, knickers, suits, coats, raincoats, ties, caps, hats, snowsuits, overalls, pyjamas, socks, stockings, shoes, boots, slippers.

### III. Look at the picture and answer the questions.

1. Is Nozanin ironing?
2. Is she sewing or ironing?
3. She is not sewing her cap, is she?
4. What is she doing?



### IV. Write. Make up sentences with the verbs.

The boy	is	sewing	a	long pants
The girl		ironing		brown blouse
		dressing		jacket
		putting on		socks
		taking		shirt, dress

### V. Play a game or make a dialogue.

**Homework.** Describe your mother's clothes.

## Lesson 14.

**Words:** to try on, to wipe, to brush, cheap, expensive, uniform.

**Structure:** What is she (he) doing?

**I. Look and say.**



to try on      to wipe      to brush

**II. Read and answer the questions.**

1. Have you a school uniform?
2. What colour is your uniform?
3. When do you wear it?
4. Who irons your dresses?
5. Is your suit cheap or expensive?
6. Have you mittens (gloves)?
7. Have you a raincoat or a snowsuit?
8. What colour are your father's pyjamas?
9. Who brushes your clothes?
10. What do you wear when it is cold?

**III. Look at the picture and write down about the clothes.**



**IV. Work in pairs.**

**V. Play a game**

**Homework.** Make up 5 sentences using these words: To brush, to try on, expensive, cheap, to wipe.

## Lesson 15

### I. Listen to the text and do the test.

The clothes can be old or new, cheap or expensive, large or small. We put on hats, caps, skullcaps on our head. We put socks, shoes, boots on our feet. The men wear shirts and ties; the women wear dresses, blouses, and skirts. When it is cold we wear coats, snowsuits, gloves, mittens, boots.

1. We put \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ on our head  
a) noses, cups, pens b) hats, caps, skullcaps c) gloves, boots, ties.
2. The men wear \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.  
a) blouses, stockings, ribbon b) shirt, trousers, ties c) bag, purple, brown
3. When it is cold we wear \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
a) yellow, hair, pyjamas b) pants, knickers, shoes  
c) coats, snowsuits, gloves, boots

### II. Choose the correct English words.

- |          |         |            |        |             |       |
|----------|---------|------------|--------|-------------|-------|
| a) pants |         | a) to try  |        | a) cap      |       |
| b) hat   | пўшидан | b) to wipe | тўппий | b) coat     | кулох |
| c) hand  |         | c) to wear |        | c) skullcap |       |

### III. Write about your clothes down. What do you usually wear?

## Lesson 16. (Revision)

### I. Complete the words.

- |  |                    |
|--|--------------------|
| 1. <u>b</u> <u>l</u> <u>o</u> <u>u</u> <u>s</u> <u>e</u> | 6. <u>c</u> _____  |
| 2. <u>s</u> _____  | 7. <u>h</u> _____  |
| 3. <u>e</u> _____  | 8. <u>d</u> _____  |
| 4. <u>j</u> _____  | 9. <u>p</u> _____  |
| 5. <u>w</u> _____  | 10. <u>r</u> _____ |

II. Look at the picture and put the number of the words under the things.



- |           |           |                  |
|-----------|-----------|------------------|
| 1. shoes  | 6. belt   | 11. jacket       |
| 2. skirt  | 7. gloves | 12. handkerchief |
| 3. blouse | 8. tie    | 13. glasses      |
| 4. suit   | 9. hat    | 14. dress        |
| 5. cap    | 10. socks | 15. ribbon       |

III. Learn a poem.

Come to the party!  
 Don't be late!  
 Eat all you want  
 But don't eat the plate.

IV. Write. Look at the picture and make up words.



*koses* \_\_\_\_\_  
 \_\_\_\_\_ *tha*  
*botos* \_\_\_\_\_  
 \_\_\_\_\_ *gselov*  
*pac* \_\_\_\_\_



V. Play a game.

**Homework.** Describe your friends clothes.

## Lesson 17. (Revision)

### I. Look at the picture and write down the clothes.



### II. Read.

This is a room. It is not a classroom. There is table in the room. That is the table. It is in the middle of the room. There is a chair at this table. A man is sitting on the chair at the table. I see him. He has a white T-shirt on. He has no cap or hat on his head. His head is round. His hair is dark and short. I see a pen in his hand. He is writing.

### III. Complete the questions and answer them.

1. Is ...?
2. Is there...?
3. What is...?
4. Who is...?
5. What has he...?
6. Is his hair...?
7. What is he...?

### IV. Write. What are you wearing?

### V. Play one of your favourite games.



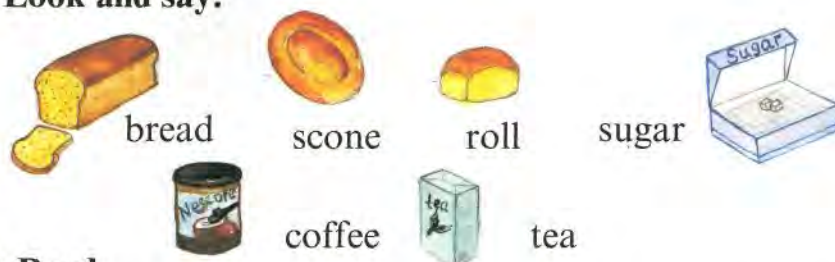
Unit IV. Shopping – At the grocery

Lesson 18.

**Words:** bread, scone, roll, sugar, coffee, tea, food.

**Structure:** Can you cook a...? Yes, I can.

I. Look and say.



II. Read.

We eat three or four times a day. Food is what we eat. We can not live without food. Food keeps us well and strong. We eat bread or scone or roll every day. We drink tea or coffee with sugar or without it. We buy them from the shops.

III. Look at the picture and answer the questions.

1. Is this a boy or a girl?
2. Is Komronjon eating?
3. Do you see sugar on the plate?
4. What is he doing?



IV. Work in pairs. *Make up a small dialogue.*

- e.g. A: Do you like sugar?  
 B: Yes, I do. What about you?  
 A: Where do you buy sugar?  
 B: I buy it from the shop.

V. Write. Complete the sentences with the given words. Bread, sugar, coffee, to eat, tea.

1. I like \_\_\_\_\_ with \_\_\_\_\_.
2. Dilnoza likes \_\_\_\_\_ and \_\_\_\_\_.
3. This is \_\_\_\_\_.
4. We buy bread, sugar, coffee, tea \_\_\_\_\_.

**Homework.** Read exercise 2. Make up your own 5 sentences with new words.

## Lesson 19

**Words:** Jam, candy, pancake, biscuit, eggs, milk, cake.

**Structure:** What would you like? I'd like...

### I. Look and say.



### II. Read.

[ei] plate, cake, pancake

[æ] jam, ham, candy

[i] it, milk, biscuit.

The children like jam, candy, biscuit. Nozanin likes milk with cake. I like pancake very much.

### III. Learn the poem.

Handy, Pandy, Jack – a dandy.  
Loves plum cake and sugar candy,  
He bought some at the grocer's shop  
And out he came, hop, hop, hop!

### IV. Write. Choose the correct word.

1. I like (milk, door) for breakfast.
2. You have (a cake, door) for birthday.
3. He likes to eat (chalk, biscuit) with tea.

### V. Work in pairs. Make up a small dialogue.

A: Have you a cake?  
B: Yes, I have. May I give you my cake?  
A: Yes, you may. You can give me your cake.  
B: Thank you.

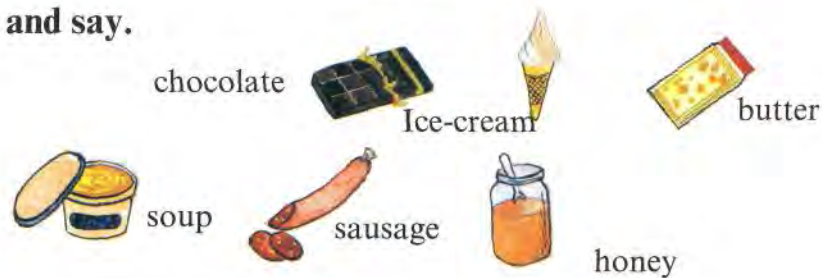
**Homework.** Learn the poem. Draw the pictures and make up 5 sentences.

## Lesson 20

**Words:** Cheese, sausage, butter, ice-cream, honey, chocolate, to drink.

**Structure:** Do you like to eat \_\_\_\_\_? Yes I do.  
I like to eat \_\_\_\_\_ very much.

### I. Look and say.



## II. Read

[I:] eat, coffee, cheese, ice cream

[ɔ] cock, sausage, chocolate

[ʌ] brush, butter, honey

Breakfast is the first meal of our day. For breakfast tajik people eat porridge, cheese, sausage, scone with butter or bread with jam. Many people like ice-cream and chocolate very much. They drink tea, milk, and coffee.

## III. Look at the picture of this exercise I and answer the questions.

Do you like to eat \_\_\_\_\_?

Yes, I do. I like...very much.

## IV. Write. Make up sentences.

1. I, chocolate, buy, every, birthday.
2. Likes, my sister, butter, honey, bread, with, and
3. Gulnoza and Gulchehra, cheese or sausage, breakfast, eat, for.

## V. Play a game. Over the telephone.

**Homework.** 1. Draw the pictures of these words and make up your own sentences. Sausage, butter, ice cream, honey, chocolate, cheese.

## Lesson 21

### I. Read.

[ai] time, tie, fine, pine, fire, my, eye, why.

[i] is, this, it, pin, big

## II. Learn a poem.

Why do you cry, Willy?  
Why do you cry?  
Why Willy, Why Willy,  
Why Willy, Why?



## III. Look, and say what there is at the grocery



## IV. Read.

This is a grocery. It is not far from our house. It is near. There are packets of sugar, bread, butter, tea, coffee, vegetable oil and other things in this grocery.

I like to go there for shopping with my mother.

**far from** [fa:frɒm] — дур

**grocery** [grɒsəri] — дӯкони хӯрокворӣ

**near** [niə] — наздик, дар назди

**packet** [pækɪt] — лифофа

**sugar** [ʃʊgə:] — шакар

**bread** [bred] — нон

**butter** [bʌtə] — равғани маска

**tea** [ti:] — чой

**coffee** [kɒfi:] — қаҳва

**meat** [mi:t] — гӯшт

**other things** [ʌðə θɪŋz] — чизҳои дигар

**vegetable oil** [vɛdʒɪtəbl ɔɪl] — равғани растанӣ

**for shopping** [fɔ: ʃɒpɪŋz] — харидорӣ

## V. Answer the questions.

1. What is this?
2. Is it far from our house?
3. What things are there in this grocery?
4. Who likes to go there?
5. Do you like to go there too?

**Homework.** Write what things you can see in your food shop.

## Lesson 22.

### I. Read

ir [ə:] girl, first, firm, circle, circus  
ng [ŋ] thing, sing, asking, song

### II. Look and say what the girl wants to buy.



### III. Read.

I see a girl. She is young. She is with her mother. The girl and her mother are at the grocery. She sees the sweets and an ice-cream at the grocery. She is asking her mother to buy an ice-cream for her. She is saying to her mother:

- Mummy, give me that cup of ice-cream, please.

**young** [jʌŋ] - ҷавон, хурд  
**with** [wið] – бо ҳамроҳии  
**her mother** [hə:mʌðə] - модари ӯ  
**sweets** [swi:ts] - шириниҳо  
**she is asking** - ӯ хоҳиш карда истодааст  
**ice-cream** [aɪs kri:m] - яхмос  
**cup** [kʌp] - пиёла

#### IV. Answer the questions.

1. What ...?
2. Is ...?
3. What does ...?
4. Is she asking... ?
5. Who is she ...to?

#### V. Write:

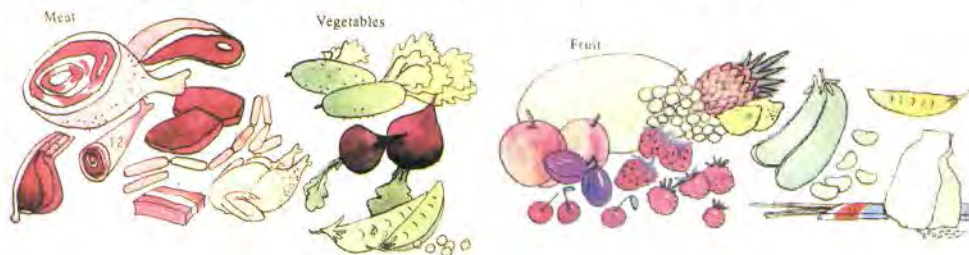
*I see a girl. She is young. She is asking her mother.*

## Lesson 23

### I. Read:

th [ð] the, these, those, that, this, with  
 th [θ] third, fourth, fifth, thirteenth, thirteen  
 wh [w] what, why, where

### II. Look and say what you can see at the food shop.



### III. Read

- Lady:** - Are these eggs good?  
**Shop-keeper:** - Oh, yes. They are just in.  
**Lady:** - Well, give me a dozen of them, please.  
**Shop-keeper:** - Here you are.  
**Lady:** - And what about that cheese?  
**Shop-keeper:** - Its very nice and fresh.  
**Lady:** - Please, give me 200 grams of them.  
And how much must I pay for eggs  
and cheese?  
**Shop-keeper:** - Just a minute (he counts). 2 somoni  
and 60 dirams. And thank you for  
your purchase.

**lady** [lædi] — хонум

**shop-keeper** [ʃɒpki:pə] – фурӯшанда

IV. Work in pairs. Act the dialogue.

V. Write your own dialogue “At the food shop”

**Homework.** Learn the dialogue.

## Lesson 24

### I. Look and say

Table-clofh



pan



kettle

Piyolla



glass



tea pot



## II. Read.

igh [ai] night, right, fight, light  
You are right  
That's right

## III. Read and say what he wants to buy.

This is a shop. There are shirts, trousers, boots, shoes, socks and stocking in it. I see these things there. I am here with my father. My father wants to buy a new T-shirt for me. He is asking the shop-keeper:

- *Please, show me that white T-shirt.*

**Shop-keeper:** - Here you are. It's very nice.

**My father:** - How much does it cost?

**Shop-keeper:** - Two somoni and fifty dirams.

**My father (puts money on the board):**

- Here you are?

**Shop-keeper:** - Thank you for your purchase.

**want** [wɒnt] — хостан

**show me** [ʃou mi:] — ба ман нишон диҳед

**how much does it cost?** — чанд пул меистад?

**Purchase** [pə:tʃəs] – харид

**T-shirt** – куртаи варзишӣ

*IV. Write: I, me, my, my boots, for me. He wants to buy boots for me.*

## V. Answer the questions.

1. What is this?
2. What do you see in the shop?
3. Who is in the shop?
4. What does he want to buy?

**Homework.** Describe your clothes ' shop

## Lesson 25

### I. Read.

I	—	my	—	me
You	—	your	—	you
He	—	his	—	him
She	—	her	—	her
It	—	its	—	it

### II. Read and find pronouns

This is a jacket. And that is a suit. This jacket is mine. It is very warm. But the suit is not mine. It is my brother's. It is his. He likes his suit and I like my jacket. My mother bought this jacket and that suit last week. My brother and I like our mother very much. And what about you?

**jacket** [dʒækɪt] - боронӣ

**suit** [sju:t] - костюм

**bought** [bo:t] - харид

**last week** [la:st wi:k] - ҳафтаи гузашта

**our mother** [aʊə mʌðrə] - модарамон

**and what about you?** - Шумо чӣ?

**mine** [main] - аз они ман

### III. Look at the picture and answer the question

1. Is this a jacket?
2. Is that a jacket too?
3. Whose jacket is this?
4. Whose suit is that?
5. Who likes her jacket?
6. When did the mother buy those clothes?
7. Who likes his (her) mother?



#### IV. Work in pairs. e.g.

A: Show me, a dress please.

B: Here you are.

A: How much does it cost?

B: It costs 22 somoni.

#### V. Write

*I like my mother. My mother bought this jacket last week.*

**Homework.** Make up a dialogue.

### Unit V. Fruit and vegetables

#### Lesson 26

**Words:** apple, apricot, banana, plum, peach, pear to grow

**Structure:** What kind of fruit is it?

#### I. Look and say.



apple



apricot



banana



plum



peach



pear

## II. Read.

[æ] animal, pan, apple

[ei] April, cake, apricot

[p] plum, peach, pear

An apple is fruit. It grows on apple-trees. It is good to eat. Dilnoza likes to eat red apples.

## III. Look at the picture and answer.

1. Is Komron eating banana?
2. Is he eating plum or banana?
3. What is he eating?



Komron

## IV. Write. Choose the colours of the fruit.

<i>Green</i>	<i>apple</i>
<i>Red</i>	<i>apricot</i>
<i>Yellow</i>	<i>banana</i>
<i>Purple</i>	<i>plum</i>
<i>Pink</i>	<i>pear</i>

## V. Play a game “Who wants to buy fruit?”

**Homework.** Draw the pictures and make 5 sentences with these words: apple, apricot, banana, plum, peach, pear.



## Lesson 27

**Words:** orange, lemon, grapes, sour, cherry, to peel, watermelon, melon, to squeeze.

### I. Look and say.



orange



lemon



grapes



sour cherry



watermelon



melon

### II. Read.

An orange is a fruit. It grows on an orange-tree. Peel the orange before you eat. A lemon is yellow, when it is ripe. Lemon juice is always sour, when we squeeze it.

**To grow** - руидан

**Ripe** – пухтаги

**To peel** – пустро тоза кардан

**To squeeze** - афшурдан

### III. Look at the pictures and answer the questions.

1. Can you see grapes?
2. Is Nozanin eating grapes or a cherry?
3. Are the grapes ripe?
4. Are they dark-red and sweet?
5. Do you like grapes?



Nozanin

**IV. Write. Make up questions.**

1. *Fruit, is, an orange?*
2. *Komronjon, does, like, watermelon?*
3. *Dilnoza, eating, a red, is, apple?*
4. *Is, he? Sobirjon, peeling, is, an orange not.*
5. *Is, what, peeling, Sobirjon?*

**V. Play a game with a ball and say the name of your favourite fruit.**

**Homework.** Fill in the letters. che...ry, g ...apes, mel...n, ...atermelon, o...ange, so...r, p...um, pe...ch.

**Lesson 28**

**Words:** berry, gooseberry, strawberry, raspberry, to pick

**Structure.** What do you want to pick?

**I. Look and say.**



berry



strawberry

raspberry



gooseberry

**II. Read. A berry.**

This is a gooseberry

This is a strawberry

This is a raspberry

This is a blackberry

Berries are nice when they are ripe.

### III. Look at the picture and answer the questions.

1. Is the girl picking strawberries?
2. Is Gulchehra planting or picking strawberries?
3. She is picking strawberries, isn't she?
4. What is Gulchehra doing?



### IV. Write. Fill in the blanks with given words. *boil, tastes, peels, squeeze, fruit*

1. You can \_\_\_\_\_ a lemon or an orange.
2. A monkey first \_\_\_\_\_ a banana, then eats it.
3. You can \_\_\_\_\_ strawberries with sugar and make a jam.
4. Cherry cake \_\_\_\_\_ very good.
5. Which is your favourite \_\_\_\_\_ grapes, cherries, or bananas?

### V. Play the game. At the market.

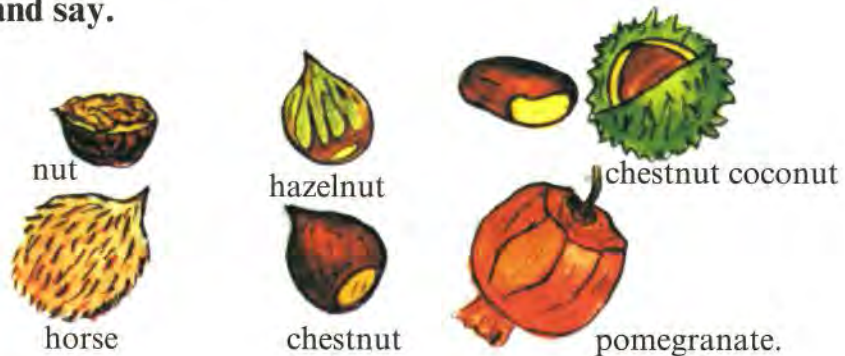
- Can I buy \_\_\_\_\_?
- Yes, you can. I can buy tasty pears

**Homework.** Write down each word five times. Berry, strawberries, raspberry and blackberries.

## Lesson 29

**Words:** nut, hazelnut, chestnut, coconut, horse chestnut, pomegranate.

### I. Look and say.



## II. Read [ʌ] up, cup, nut, horse chestnut.

A nut grows on a tree. We peel nuts before we eat them. They are brown and very tasty.

## III. Look at the picture exercise I and ask questions.

### IV. Write.

*You eat*



*Horse-chestnut*

*Cake*

*Nut*

*Doll*

*Chestnut*

*Ball*

*Strawberry*

*Sling*

*Balloon*

*pomegranate*

*You play*



## V. Play a game. Who is quicker?

She (he) collects fruit from the basket.

**Homework.** Fill in the letters. n...t, hor...e-nut, pom...  
gr...nat, has...ln...t, c...c...nut.

## Lesson 30

**Words:** Vegetables, potato, tomato, onion, radish, cabbage, and carrot, to grow.

**Structure:** What do the collective farmers do?



## I. Look and say.



## II. Read

[ou] overalls, potato, tomato

[v ] very, vacuum flask, vegetable

Tajik people grow vegetables in the gardens. We cook most of them. We use them for our meal.

## III. Look at the picture and answer the questions.

1. Do you see a garden?
2. What can you see in the garden?
3. What is the man doing?
4. Is he picking tomatoes?
5. Where is the man?



## IV. Write. How many?

*Example*

*four apples*



*two potatoes*



*six tomatoes*



## V. Make up a dialogue.

A: Is this a radish?

B: Yes, it is. What colour is the radish?

A: It is pink. Do you like to eat it?

B: Yes, I do. I like to eat \_\_\_\_\_?

**Homework.** Draw pictures and make up sentences with them: potato, tomato, onion, radish, and carrot.

## Lesson 31

**Words:** beans, paprika, peals, pumpkin, cucumber, garlic.

### I. Look and say.



paprika    cucumber    garlic

### II. Read.

[ p ] potato, peas, paprika, pumpkin

[ a ] get, garden, garlic

We can make salads with vegetables. We can use peas, paprika, cucumbers, garlic, tomatoes, cabbage, carrots, red beets and etc.



**III. Write.** What kind of fruit and vegetables can you name?

*Example.*

Fruit

1. apple
- 2.
- 3.
- 4.

Vegetables

1. Red beet
- 2.
- 3.
- 4.

**IV. Play the game.** Whisper the word.

The Broken-telephone. Using the new words on theme Fruit and Vegetables.

**Home work.** Fill in the letters. p...prika, ...umpkin, ga...lic, p...as, be...ns.

## Lesson 32

**I. Learn the poem.**

Purple plums that hang so high  
I shall eat you by and by  
A cherry year  
A merry  
A plum year  
A dumb year

**II. Translate these words and make a crossword.**

- |            |          |             |             |
|------------|----------|-------------|-------------|
| 1. Қанд    | 5. Миз   | 9. Стакан   | 13. Корд    |
| 2. Нон     | 6. Об    | 10. Курсей. | 14. Шоколад |
| 3. Равған. | 7. Панир | 11. Чангак. | 15. Кахва   |
| 4. Чой.    | 8. Тухм  | 12. Кошук   | 16. Мураббо |

**III. Write. Look at the picture and complete the sentences. Use these words.**

bread, milk, chair, jam  
sugar, table, cheese, cup



**Breakfast.**

*Komronjon sits at the \_\_\_\_\_, on a \_\_\_\_\_.  
He eats \_\_\_\_\_ and \_\_\_\_\_. He also eats bread and  
\_\_\_\_\_. Komronjon drinks a \_\_\_\_\_ of coffee with  
\_\_\_\_\_ and \_\_\_\_\_.*

**IV. Answer the questions.**

1. What fruit do you like very much?
2. Where does fruit grow in?
3. What taste has lemon juice?
4. Do you like cherries?
5. What vegetables do you know?
6. Where do vegetables grow in?

**V. Make up a dialogue.**

**VI. Learn a poem.**

Thank you! Please.  
Let us be polite  
In everything we do  
Remember always to say "Please"  
And don't forget "Thank you"

**Homework.** Learn the poem: "Thank you! Please".

## Lesson 33

### I. Listen to the text and do the test.

When the people go to see each other, they lay the table. First they spread the tablecloth and bring a big plate with bread or scone, jam, sugar-basin, sweets, nuts, biscuits and etc.

**They put napkins, a teapot and some tea-cups on the tablecloth.**

1. When the people go to see each other, they \_\_\_\_\_.  
a) clean the table b) sit on the table c) lay the table
2. First we \_\_\_\_\_ then we bring a big plate with bread or scones, jam, sweets, nuts, biscuits and etc.  
a) spread the tablecloth b) read the table c) sit on the table.
3. They put \_\_\_\_\_ a teapot and some tea-cups on the tablecloth.  
a) Socks                      b) caps                      c) napkins

### II. Choose the correct English words.

- |              |            |               |            |              |           |
|--------------|------------|---------------|------------|--------------|-----------|
|              | a) bread   |               | a) saucer  |              | a) grapes |
| <b>карам</b> | b) cabbage | <b>чайник</b> | b) vase    | <b>ангур</b> | b) pear   |
|              | c) potato  |               | c) tea-pot |              | c) peach  |

### III. Answer the questions.

1. What vegetables do you know?
2. What fruit do you know?
3. What is your favourite dish?

## Lesson 34 (Revision)

### I. Write down fruit and vegetables.

*Fruit*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*Vegetables*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### II. Describe the colour of:

Lemon	orange
Onion	red
Cucumber	yellow
Strawberry	green
Banana	yellow
Grape	red
Carrot	black
Tomato	white

### III. Choose and write down the words on the theme Food, Fruit and Vegetables.

boat	dog	cherry
banana	knife	pen
peach	cup	pear
pan	glass	sugar

### Describe your Dinner or Supper.



## Lesson 35.

1. Look and say how you celebrated New Year

*Happy New Year, January, 1*



## QUATER III

### Unit VI. At school



#### I: Read.

[ai] – my, night, right, high

[h] – have, I have, you have,  
she has, he has, his book  
We have not books.

#### II. Read the text and ask questions.

I am at school. We are in the classroom. The teacher shows his book and says:

- I have a book. Here it is. Have you, Tolib, a book?

1. Where ...?
2. Who is ...?
3. Who shows ...?
4. Who says ...?



### III. Work in pairs. e.g

A: Have you a ...?  
B: Yes, I have.  
A: Give me, please  
B: All right. Take it.  
A: Thank you very much.  
B: Not at all.

### IV. Play a game "Who wants to be a teacher?"

#### V. Write. Use *have or has*

*I ... my book.*  
*You ... your book.*  
*He ... his book.*  
*She ... her book.*  
*They... their books.*

**Homework.** Retell the text.

## Lesson 36

### I. Read:

ch [tʃ] – Chair, chess, chalk, cheese  
wr [r] – Wrong, write, wrist - watch

### II. Read.

#### AT THE LESSON

**Teacher:** - Good morning!

**Pupils:** - Good morning!

**Teacher:** - Who is on duty today?

**Pupil:** - I am on duty today. My name is Ravshani Pirzod.

**Teacher:** - What date is it today?

**Pupil:** - Today is Monday. The seventeenth of October. The day is warm. The pupils are all present. The classroom is clean.

**Teacher (shows a book):** - Can you say please whose book is this?  
I have found it yesterday after lessons.

**One of the pupil:** - It is my book. It's mine.

**in the classroom** – дар синф

**at the lesson** – дар дарс

**whose book?** – китоби кӣ?

**It's mine** – аз они ман

### III. Work in groups. Act the dialogue

### IV. Answer the questions.

- Who is this?
- Whose book is this?
- What date is it today?

*Write: I am on duty today. I am in the classroom. It is my book. It is mine.*

**Homework.** Describe the picture.

## Lesson 37.

### Unit VII. House-flat



**Words:** house, brick, roof, chimney pot, tile.

**Structure:** You can see... in the house.

**I. Look and say**



house



brick



roof



chimney



chimney pot



tile

**II. Read**

[əɪ ] brick, chimney, chimney pot

[au] flower, bow, house

You can see windows, doors, and a roof, a chimney, and a chimney-pot, bricks in the house. We have a tile.

**III. Look at the picture and answer the questions.**

1. Is this a house?
2. Is this a house or a TV-set?
3. This is a house, isn't it?
4. What is this?



**IV. Write. What things has a house?**

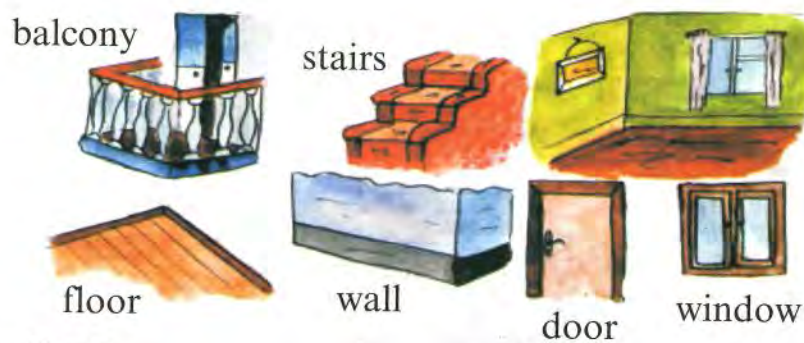
**V. Play the game.**

**Lesson 38**

**Words:** balcony, stairs, floor, room, wall, door, and window

**Structure:** The room has ... Three houses has...

**I. Look and say.**



**II. Read**

[ɔ :] doll, door, wall, floor

[æ] bag, map, balcony

The house has doors, windows, floors, stairs, balcony, and rooms. Our house is very big.

**III. Look at the picture of exercise 1 and describe it.**

**IV. Write. Complete the sentences.**

1. The house has white f\_\_\_\_\_ and grey r\_\_\_\_\_.
2. It has 2f\_\_\_\_\_ and 4 w\_\_\_\_\_.
3. The house is very big. There are 2 b\_\_\_\_\_.
4. You can see 5 r\_\_\_\_\_ in it.
5. "You can see s\_\_\_\_\_ at the door"

**V. Make up your own dialogue.**

- Have you a house?
- Yes, I have. I have a house.
- What has your house?
- My house has a door, windows, walls, floor, 2 balconies, stairs and 4 rooms.

## Lesson 39

**Words:** garage, garden, to get into, pool, to paint,  
sheepang-шипанг.

**Structure:** Let's go to the....

### I. Look and say.



### II. Read

[a] girl, go, garage, garden, get into

[p] cap, pool, pink, point, paint

If you go to my house you can see a sheepang, a pool, pink-painted balconies, a very good garden with many trees and flowers in it. The house has no garage, but we have a car.

### III. Look and ask questions.



IV. Write. Fill in the letters.

Ho...se, ro...f, chi...ney-pot, t...le.

V. Play a game

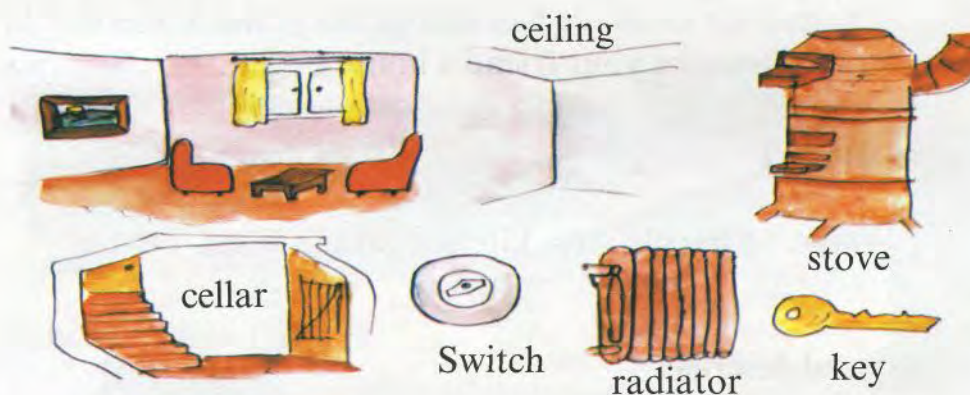
**Homework.** Describe your house or your flat.

**Lesson 40**

My flat

**Words:** house, inside, ceiling, cellar, stove, switch, key, and radiator.

I. Look and say.



II. Read

[s] inside, ceiling, cellar, stove, switch.

[k] Kitchen, car, cake, key

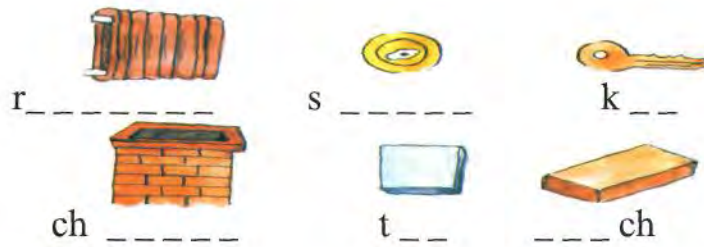
Inside the house you can see a ceiling, a floor, a radiator, a switch, a stove and etc. Our house has also a cellar and a loft.

**III. Look at the picture and answer the questions**

1. Do you see a cellar?
2. Is the girl getting into the cellar or the loft?
3. What can you see in the picture?



**IV. Write. Look at the pictures and write.**



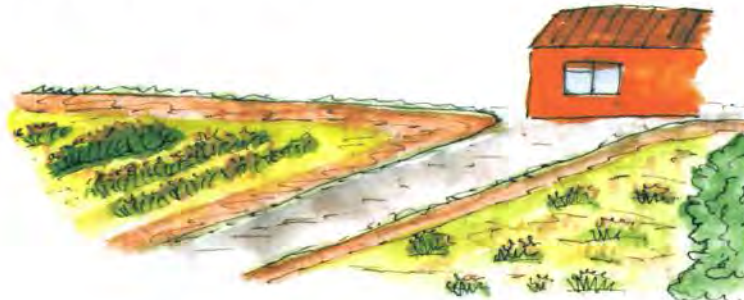
**V. Play a game.**

**Home work.** Describe your friend's house or flat.

**Lesson 41**

**Words:** to knock, step, kitchen garden, yard, broken, closed, empty.

**I. Look and describe.**



## II. Read.

[a:] park, car, garden, yard  
[e] hen, pen, step, empty.

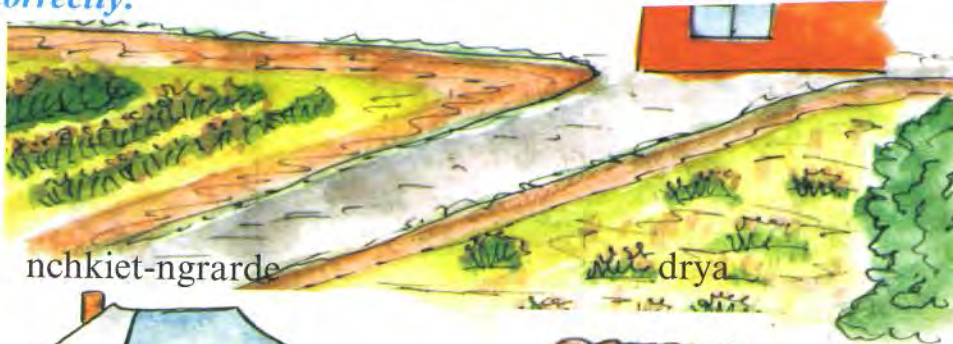
Our house has a kitchen garden and a large yard. The gate of the house is broken and closed. The rooms are empty.

## III. Look at the picture and answer the questions.

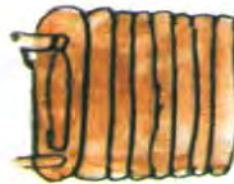
1. Is the man knocking at the door?
2. Is he knocking at the door or opening it?
3. Sobirjon is knocking at the door, isn't he?
4. What is he doing?
5. Is the door broken?



## IV. Write. Look at the picture and put down the letters correctly.



eshou



rridaarto

## V. Play a game.

**Homework.** Make up 5 sentences with new words: kitchen garden, yard, step, to knock, closed.



## Lesson 42 (Revision)

I. Look at the picture of the house and ask questions.



II. Complete the sentences with these words.

Balcony, ceiling, chimney, step.

1. The classroom is full of books from the floor to the \_\_\_\_\_.
2. Komronjon is standing on his little \_\_\_\_\_.
3. The smoke is coming out of \_\_\_\_\_.
4. I walk up three \_\_\_\_\_ to the door.

III. Describe the house.



IV. Play an interesting game.

V. Make up a dialogue or crosswords.