

A. Saidov, Z. Rasulova

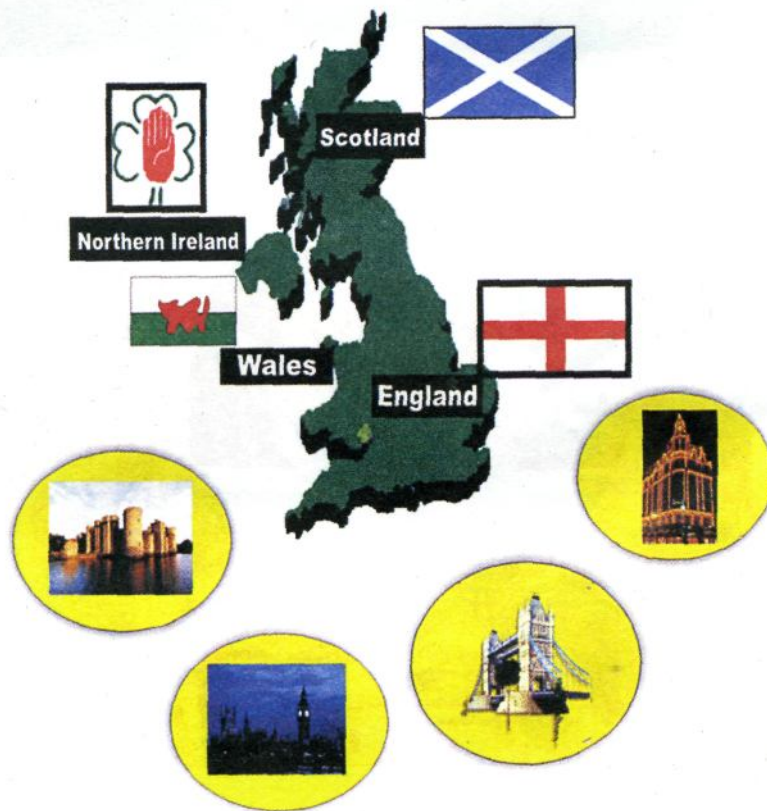


# ENGLISH 4

РАМЗҲОИ ТОҶИКИСТОН  
THE SYMBOLS OF TAJIKISTAN



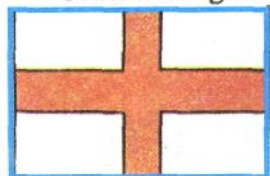
**РАМЗҶОИ БРИТАНИЯИ КАБИР**  
**THE SYMBOLS OF GREAT BRITAINS**



**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 саҳ.

**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 додору 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

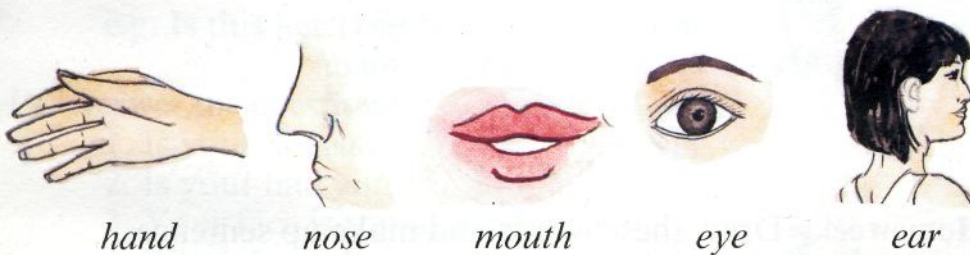
### Lesson 3.

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

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

Yes it is. This is my....

#### I. Look and say.



#### 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.

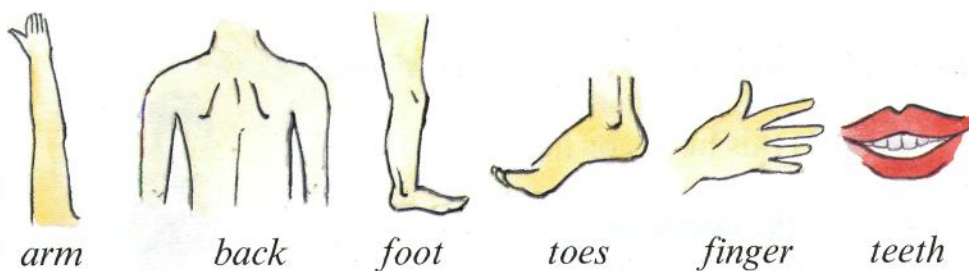
## Lesson 5.

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

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

This is my right (left)...?

### I. Look and say.



*arm*

*back*

*foot*

*toes*

*finger*

*teeth*

### 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

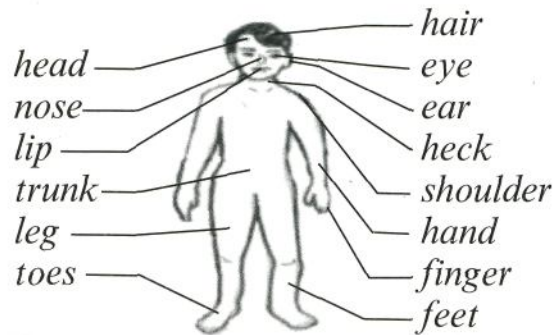
Baby said  
When she smells the rose  
“Oh, what a pity  
I’ve only one nose”!

**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

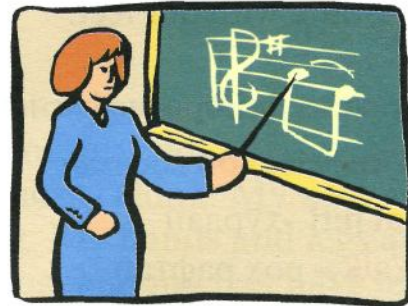
**tall** [tɔ:l] - қадбаланд

**handsome** [hændsəm] - хушрӯй

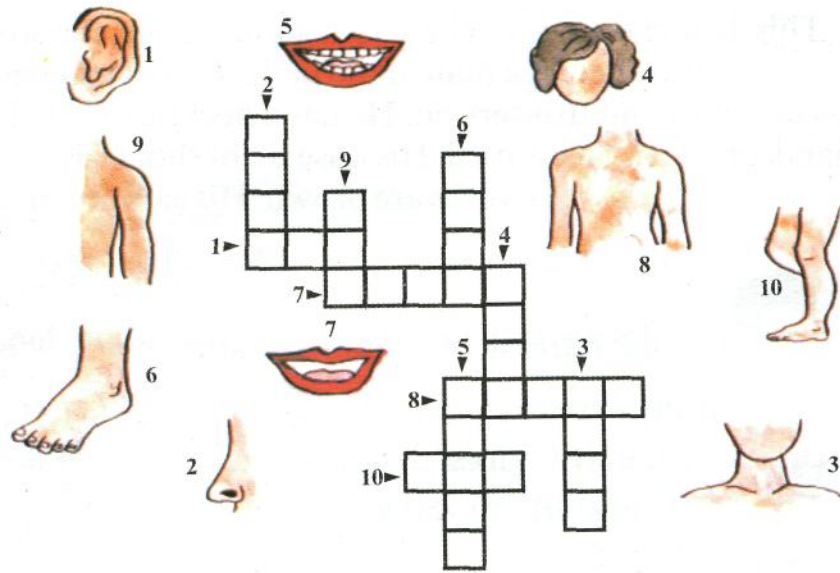
**oval** [ouəl] – дарозрӯй

## 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 воситай

**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 | c) ear | дахон    |
|     |         |        | 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".

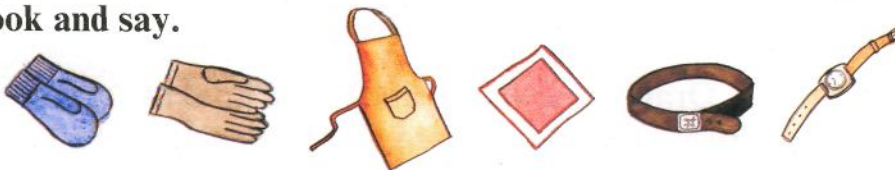
**Homework.** Draw these words and make up sentences: Suit, coat, raincoat, pants, jacket and pyjamas.

## 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).

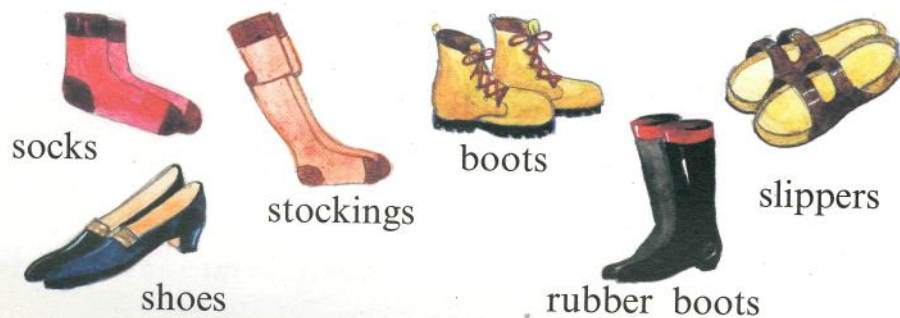
**Homework.** Draw these words and make up sentences.  
Mittens, gloves, apron, handkerchief, belt, watch.

## 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.**

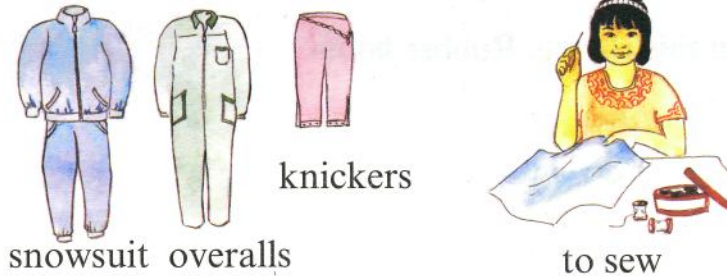
**Homework.** Draw these words and make up sentences. Socks, stockings, slippers, boots.

### 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.

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

### 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.

- We put \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ on our head  
a) noses, cups, pens b) hats, caps, skullcaps c) gloves, boots, ties.
- The men wear \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.  
a) blouses, stockings, ribbon b) shirt, trousers, ties c) bag, purple, brown
- 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> l <u>o</u> u <u>s</u> e | 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.



*koscs* \_\_\_\_\_  
 \_\_\_\_\_ *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.



## QUARTER II.

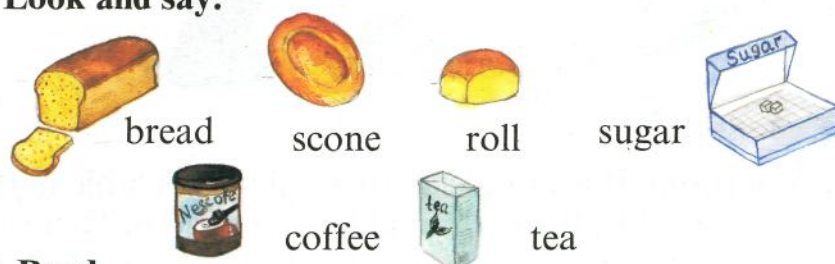
### Unit IV. Shopping – At the grocery

#### 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 \_\_\_\_\_.

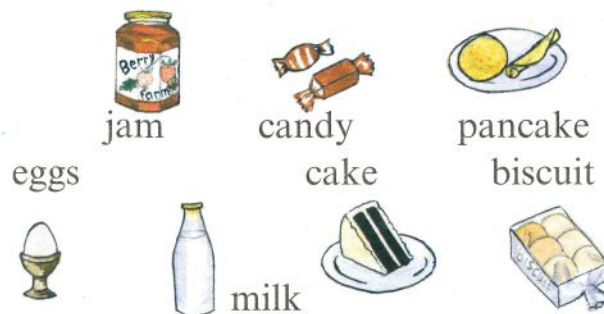
**Homework.** Read exercise 2. Make up your own 5 sentences with new words.

## 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.

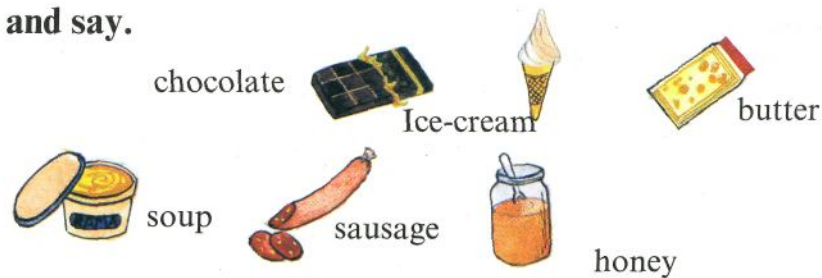
**Homework.** Learn the poem. Draw the pictures and make up 5 sentences.

## 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** [vɪdʒɪtəbl 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] - чавон, хурд  
**with** [wið] – бо ҳамроҳии  
**her mother** [hə:mʌðə] - модари ӯ  
**sweets** [swi:ts] - шириниҳо  
**she is asking** - ӯ хоҳиш карда истодааст  
**ice-cream** [ais 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:

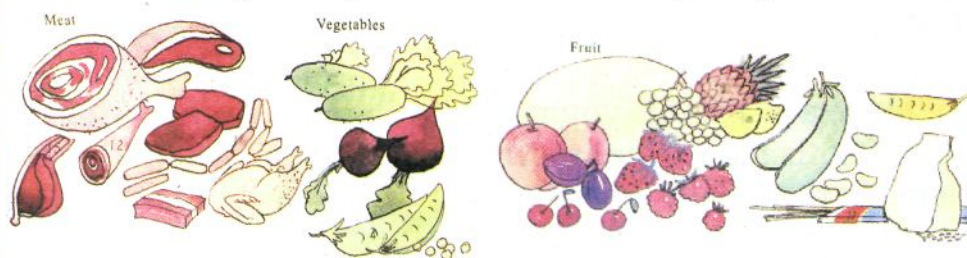
*I see a girl. She is young. She is asking her mother.*

## 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 mʌðə] - 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?

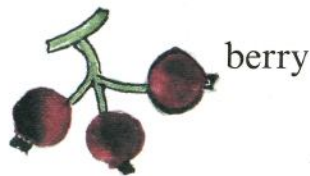
**V. Play a game with a ball and say the name of your favourite fruit.**

**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.



nut



horse



hazelnut



chestnut



chestnut coconut



pomegranate.

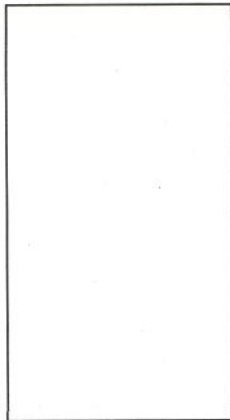
## II. Read [A] up, cup, nut, horse chestnut.

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*

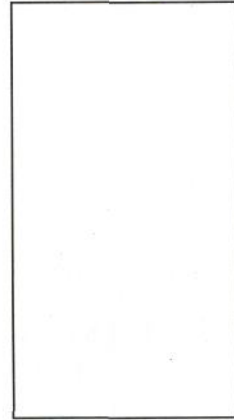
*Strawberry*

*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.

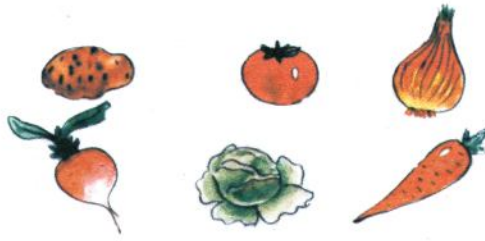
## Lesson 30

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

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



**I. Look and say.**



**II. Read**

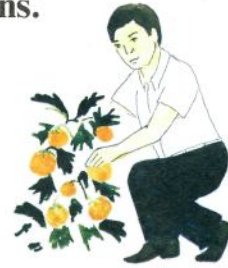
[ou] overalls, potato, tomato

[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.**

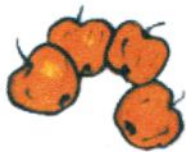
1. Do you see a garden?
2. What can you see in the garden?
3. What is the man doing?
4. Is he picking tomatoes?
5. Where is the man?



**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. Курей.  | 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,  
sugar,

milk,  
table,

chair,  
cheese,

jam  
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!*

*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?

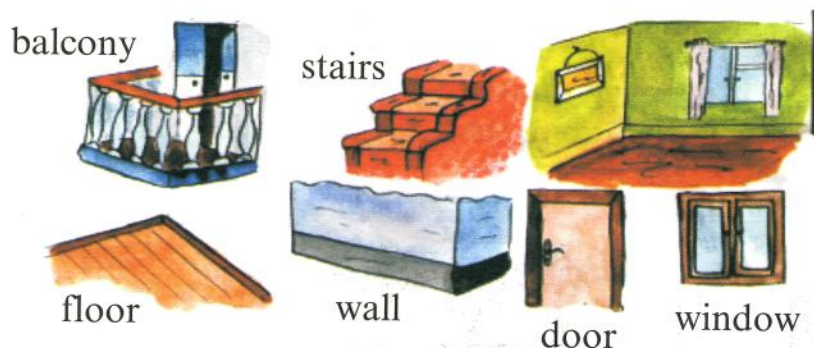
V. Play the game.

## 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

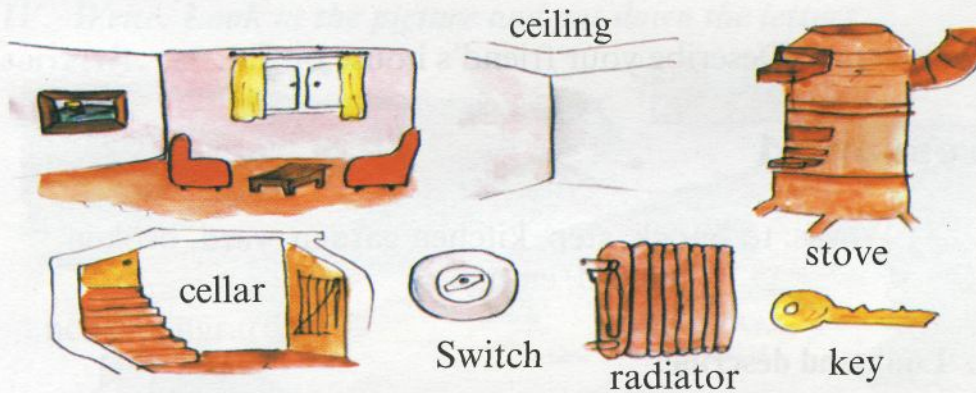
**Homework.** Describe your house or your flat.

**Lesson 40**

My flat

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

I. Look and say.



II. Read

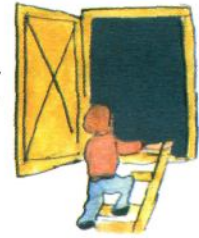
[s] inside, ceiling, cellar, stove, switch.

[k] Kitchen, car, cake, key

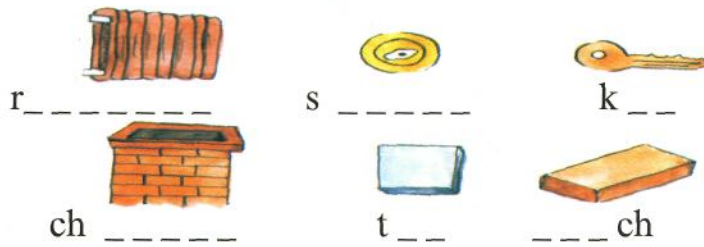
Inside the house you can see a ceiling, a floor, a radiator, a switch, a stove and etc. Our house has also a cellar and a loft.

**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.**



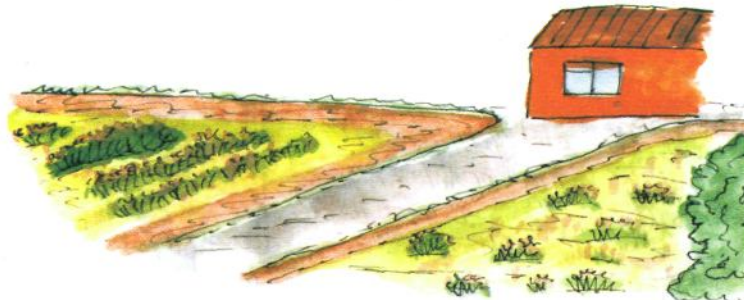
**V. Play a game.**

**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.

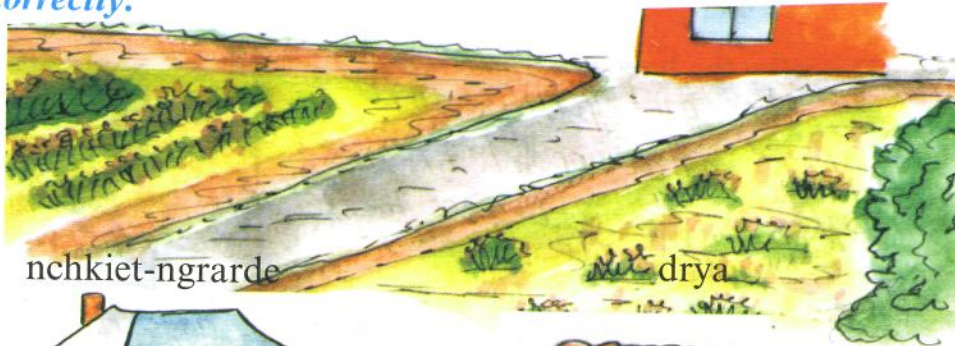
Our house has a kitchen garden and a large yard. The gate of the house is broken and closed. The rooms are empty.

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

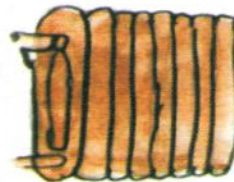
1. Is the man knocking at the door?
2. Is he knocking at the door or opening it?
3. Sobirjon is knocking at the door, isn't he?
4. What is he doing?
5. Is the door broken?



## 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.

## Lesson 43

### I. Read and learn this poem: MY LITTLE HOUSE

I have a little house  
With windows and a door  
Two chimneys on the top  
And a plot of a grass before

\* \* \*

I have a little house  
With curtains and a blind,  
Two chimneys on the top  
And a plot of grass before

\* \* \*

I have a little house  
Where I go in and out  
Two chimneys on the top  
And a garden all about.

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



### III. Listen to the text and draw the main parts of the house.

### IV. Play a game .Who can write more words on the black board?

### V. **Homework.** Describe your house and draw it.

## Lesson 44

### Sitting-room

**Words:** armchair, wardrobe, bookcase, clock, mirror, living room.

#### I. Look and say.



#### II. Read

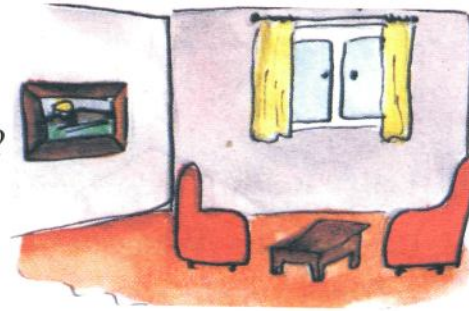
[tʃ]- chalk, chicken, armchair, picture

[k]- cook, clock, bookcase.

This is our sitting- room. It is very large. You can see 2 armchairs, a bookcase, a clock, a mirror and some pictures on the wall.

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

1. Is this a sitting room?
2. Is this a sitting room or a bedroom?
3. This is a sitting room, isn't it?
4. What can you see in the sitting room?



#### IV. Write down and learn the poem

Mirror, mirror  
Mirror, mirror on the wall  
Look at me I stand so tall  
Touch your face and close your eyes  
Mirror, mirror do as I say

V. **Play a memory game.** Close the book and describe your flat or your house.

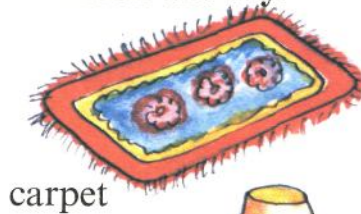
**Homework.** Learn the poem Mirror, mirror

### Lesson 45

**Words:** carpet, curtain, sofa, light, light switch, comfortable

**Structure:** What are there in the room? There are....

#### I. Look and say.



carpet



curtain



sofa



light



switch

#### II. Read

[k] cake, coat, clock, carpet, curtain

[l] leg, long, light, comfortable.

We have long beautiful curtains in our sitting room. We have also a beautiful carpet on the floor. There are comfortable armchairs in the sitting room.

### III. Answer the questions and translate words.

1. Do you have a соат? Yes, I do.
2. Do you have a шим? No, I don't.
3. Do you have a парда? Yes, I do.
4. Do you have a оина? No, I don't.
5. Do you have a расм? Yes, I do.

### IV. Write. Choose the words, which are used in the sitting room and write down.

<i>Comfortable</i>	<i>clock</i>	<i>light</i>	<i>shop</i>
<i>Bear</i>	<i>nose</i>	<i>like</i>	<i>monkey</i>
<i>Mother</i>	<i>curtain</i>	<i>mirror</i>	<i>table</i>
<i>Sofa</i>	<i>sling</i>	<i>armchair</i>	<i>chair</i>
<i>Cat</i>	<i>drum</i>	<i>carpet</i>	<i>bookcase</i>

### V. Play a game. Step by step. (Қадам ба қадам)

Name the word and walk one step....

**Homework.** Describe your sitting room.

## Lesson 46

**Words:** television, radio, to switch (on, off) to watch, to listen to.

### I. Look and say.



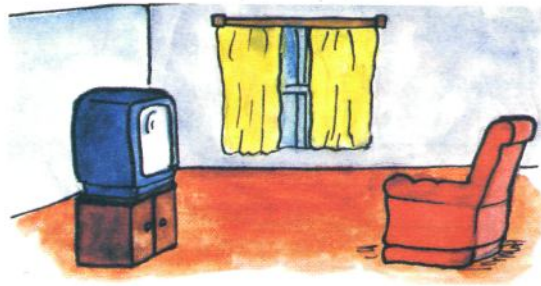
## II. Read

[tʃ] chair, chalk, switch, watch

[w] what, when, why, watch

We have a TV-set and a radio-set in our sitting room. We switch on the TV-set and watch it. We sometimes listen to the radio. We like to listen to the songs.

## III. Look at the picture and say what you can see in the sitting room.



## IV. Write. Choose the words and complete the sentences.

1. We \_\_\_\_\_ TV-set every day.
2. Sobirjon likes to listen to \_\_\_\_\_.
3. Gulchehra likes \_\_\_\_\_ TV-set.
4. Gulnoza likes \_\_\_\_\_ to the radio

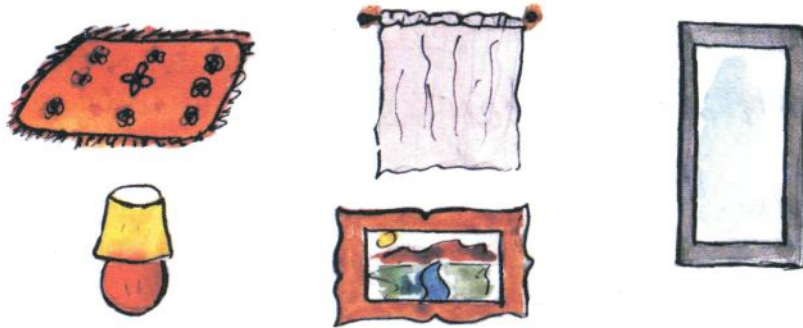
## V. Work with your friend.

- Do you have a TV-set?
- Yes, I do. What do you have in your sitting room?
- We have a TV-set, 2 armchairs and a round table.
- Do you like to listen to the radio?
- No, I don't. I like to watch TV.

**Homework.** Make up a dialogue about your house.

## Lesson 47

I. Look at the picture and fill in the sentences.



1. \_\_\_\_\_ on the floor
2. \_\_\_\_\_ below the window
3. \_\_\_\_\_ on the ceiling
4. \_\_\_\_\_ near the armchair
5. \_\_\_\_\_ on the wall.

II. Make up words.

III. Learn the poem. "We live here"

I live here	We like near
You live near	You like here
Tom lives so far	Tom and Ray
That he goes in a car	Live far away

IV. Write.

1. You watch it. Television

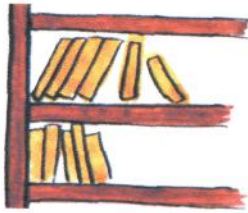
1. It tells you the time. \_\_\_\_\_.
2. There are flowers on it \_\_\_\_\_.
3. We listen to \_\_\_\_\_.

V. Write down the name of five things you can sit on.

- 1...
- 2...
- 3...
- 4...
- 5...

**Homework.** Fill in the letters. To w...tch TV set, to l...sten, to the ...adio, 3 bo...kcases, ca...pets, 5 clo...ks,

VI. Look and write down.



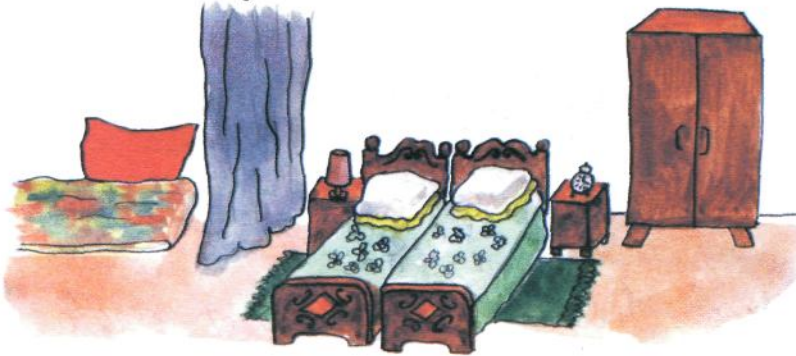
## Lesson 48

### Bedroom.

**Words:** bedroom, alarm clock, bedspread, blanket, kurpacha, pillow.

**Structure:** What can you see in the bedroom?

I. Look and say.





## II. Read [b] Bedroom, bedspread, blanket.

My house has a bedroom. It is not very big. We can see an alarm clock, 2 beds, bedspreads, blankets, a picture, and a carpet in our bedroom.

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

1. Can you see a bed in the bedroom?
2. Can you see a bed in the bedroom or in the sitting room?
3. What can you see on the bed?



## IV. Write. Fill in the sentences.

1. This \_\_\_\_\_ my bedroom.
2. You can see \_\_\_\_\_ on the floor.
3. There are many \_\_\_\_\_ on the floor.
4. The \_\_\_\_\_ is on the bed.
5. There is a \_\_\_\_\_ on the ceiling.

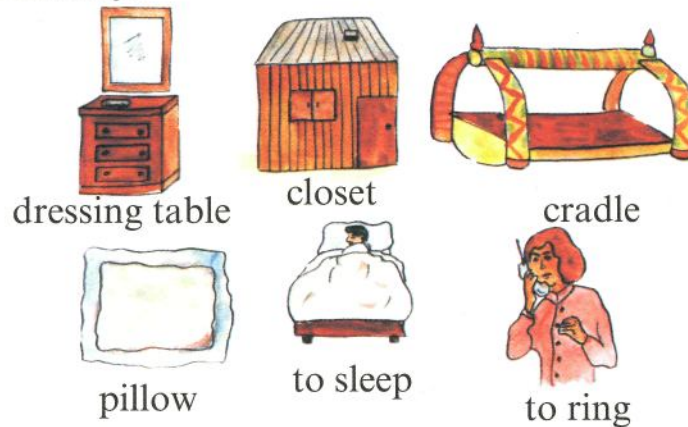
## V. Play a game. Who is the first? Name the things.

**Homework.** Name what things are there in your bedroom.

## Lesson 49

**Words:** dressing table, closet, cradle, pillow, pillowcase, to sleep, to ring.

### I. Look and say.



### II. Read

[p] pie, potato, pillow, pillowcase  
[k] close, cake, closet, cradle

We sleep on the bed. The bed has blankets, pillows, and a bedspread.

### III. Learn the poem.

Ding-ding  
Are you sleeping (2)  
Brother John (2)  
Morning bells are ringing! (2)  
Ding-ding-dong!

### IV. Write. Make up sentences.

*The pillow*  
*The baby*  
*The picture*  
*The blanket*  
*The bedspread*  
*The books*

is > in  
are > on

*the wall*  
*the closet*  
*the desk*  
*the dressing table*  
*the bed*  
*the cradle*

## V. Play a game

Radiotelephone. The leader says one word to another. At the end the last pupil says loudly the word. If that is right she (he) will be a leader.

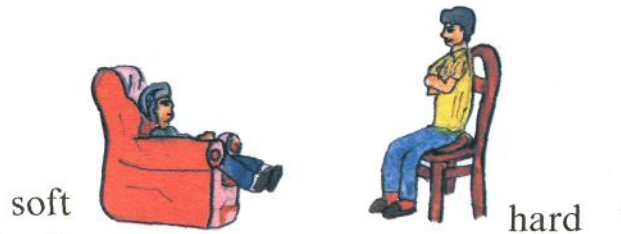
**Homework.** Learn the poem “Ding-ding”.

## Lesson 50

**Words:** to change, to cover, to hang, to rock, noisy, soft, hard.

**Structure:** Is it soft or hard...?

### I. Look and say.



### II. Read

[ɔ] not, rock, soft

[h] hen, have, hang, hard.

We change our blankets in a week. We cover our beds with bedspreads.

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

1. Is Komronjon hanging his coat?
2. Is he hanging his coat or changing his coat?
3. Komronjon is hanging his coat, isn't he?
4. What is he doing?



**Komronjon**

**IV. Write. Answer the questions.**

1. Do you have your own bedroom?
2. Is there a closet in your bedroom?
3. Is there a bedspread in your bed?
4. Is your bedroom warm or cold?
5. Is your bed soft or hard?

**V. Make up a dialogue.**

- Have you a house?
- Yes, I have. How many rooms have you?
- I have 4 rooms. What can you see in your bedroom?
- I can see 2 beds, a dressing table, wardrobe, a carpet...
- Thank you very much. Good-bye.
- Goodbye.

**Homework.** Describe your bedroom and draw your bedroom.



## Lesson 51

**Words:** to make a bed, to go to bed, to yawn, to brush, to wash

### I. Look and say and learn the poem.

Sleepyhead, sleepyhead!  
It's time for bed.  
At night when it is time for bed,  
I yawn, and yawn, and yawn!

\*\*\*

I stretch my arms, and lift my head,  
And yawn and yawn and yawn!  
I go to bed and then say good night  
And yawn and yawn and yawn!

### II. Fill in the letters.



A \_\_\_\_\_, \_\_\_\_\_ i \_\_\_\_\_, c \_\_\_\_\_.

### III. Choose the correct word.

Alarm-clock  
Cradle

pillow  
blanket

pillowcase  
soft

1. A baby is asleep in the \_\_\_\_\_.
2. The \_\_\_\_\_ is on the bed.
3. The \_\_\_\_\_ is on the table.
4. The \_\_\_\_\_ is white.
5. The \_\_\_\_\_ is soft.

#### IV. Describe the bedroom.



#### V. Look at the picture and show.

- |                 |                     |
|-----------------|---------------------|
| 1. a pillow     | 6. bed              |
| 2. a pillowcase | 7. a mirror         |
| 3. alarm clock  | 8. a wardrobe       |
| 4. bedspread    | 9. a dressing table |
| 5. lamp         | 10. a cradle        |

**Homework** Describe your friend's bedroom

## Lesson 52.

### Kitchen

**Words:** kitchen, kettle, carefully, a bowl, to bowl out.

**Structure:** What do we boil? We boil....

#### I. Look and say.



## II. Read

[k] talk, kitchen, kettle, carefully.

[b] You must work carefully in the kitchen.

We cook, boil, cut, and fry, pour in the kitchen room.

## III. Rhyme.

### The kitchen

The kitchen is the nicest place  
In all the house to me  
For that's where mummy bakes the pies  
And fruity cakes for tea

## IV. Write. Complete the sentences.

1. We boil water in the \_\_\_\_\_.
2. They prepare food in the \_\_\_\_\_.
3. Sobirjon blows out the fire \_\_\_\_\_.

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

He or she must cut bread or potatoes carefully.

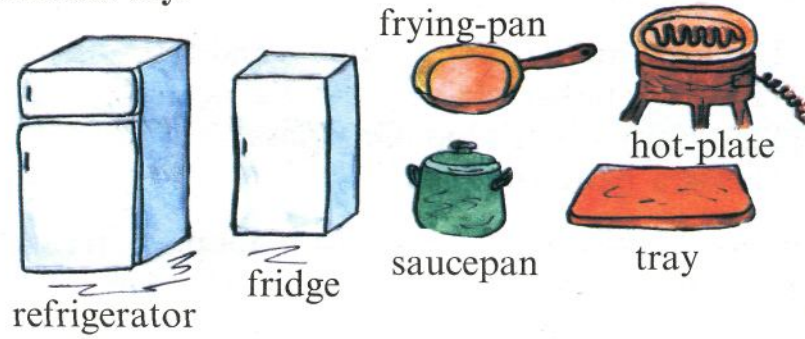
**Homework.** Make up sentences with new words. Kettle, kitchen, bowl, to boil, carefully.

## Lesson 53

**Words:** refrigerator, fridge, frying-pan, saucepan, hot-plate, tray.

**Structure:** Where is the...? It is in the kitchen.

### I. Look and say.



### II. Read

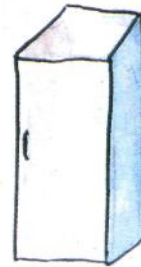
[r] radio, tray, refrigerator, fridge

[p] pot, pan, frying-pan, saucepan.

You can see pot, pan, frying pan, fridge, saucepan, kettle, bowls in the kitchen.

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

1. Is this a fridge?
2. Is it big or small?
3. This is a fridge, isn't it?
4. What is it?
5. Where is the fridge?



### IV. Write.



\_ ra \_



k \_ \_ \_



\_ \_ t \_



s \_ \_ \_ \_



## V. Learn the poem.

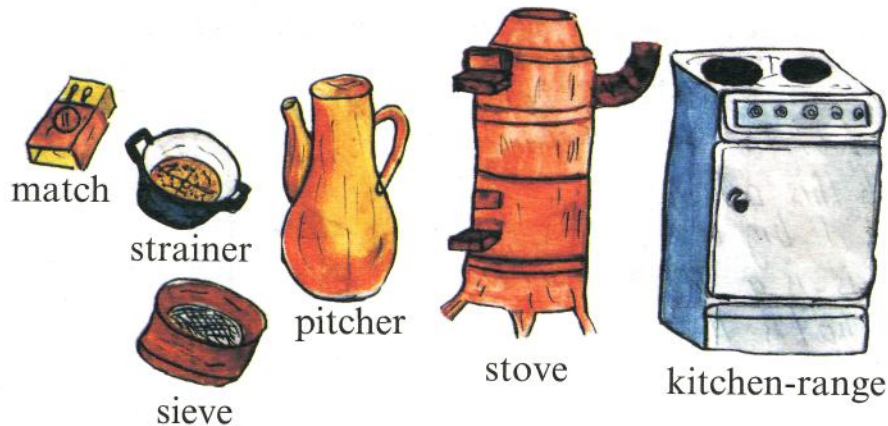
These are mother's table, knives and forks.  
This is my father's table  
This is my sister's looking glass.  
This is a baby's cradle.

**Homework.** Make up 5 questions with hot plate, frying pan, saucepan, knife, fork, and tray.

## Lesson 54 (Revision)

**Words:** match, pitcher, sharp, spilt, slice, strainer, stove, kitchen-range, sieve

### I. Look and say.



### II. Read

[tʃ] kitchen, kitchen-range, match, pitcher

[s] spilt, slice, strainer, stove, sieve

The kitchen is on the ground floor. You can see a kitchen-range, a table and four chairs in the kitchen-room.

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

1. Do you see a strainer?
2. Do you see a strainer or a stove?
3. You see a strainer, don't you?
4. What do you see?



### IV. Write. Look at the pictures and write down what do you see in the kitchen.

### V. Make up a dialogue. In the kitchen.

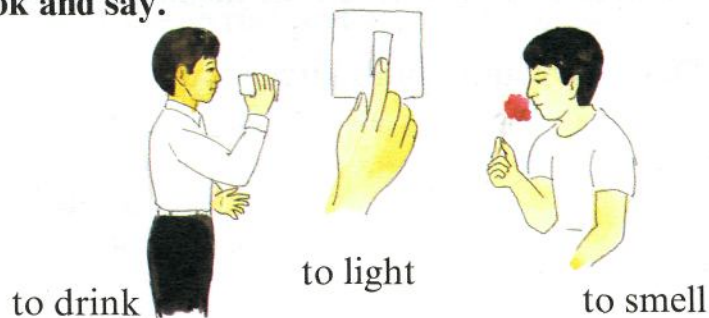
- Hello!
- Hello!
- Is your kitchen small?
- Yes, it is. Our kitchen is small.
- What is there in your kitchen room?
- There are a fridge, a kitchen-range, a strainer, a sieve, a saucepan, pots....
- Thank you. Good-bye.
- Good-bye

**Homework.** Describe your kitchen.

## Lesson 55

**Words:** to light, to smell, lighted, to fill, to drink.

### I. Look and say.



## II. Read.

[l] leg, long, fill, smell, lighted, light

[ʃ] she, sheep, sharp.

My mother lights the stove with match. I like to smell tasty food.

## III. Look at the picture.

Name the things where we pour water, milk and tea.

1. k \_\_\_\_\_
2. c \_\_\_\_\_
3. p \_\_\_\_\_
4. p \_\_\_\_\_
5. g \_\_\_\_\_



## IV. Write. Complete the sentences.

1. The people light the stove with a \_\_\_\_\_.
2. The people drink tea from a \_\_\_\_\_.
3. The people fry potatoes in a \_\_\_\_\_.
4. The people cut bread with a \_\_\_\_\_.
5. The people boil water in a \_\_\_\_\_.
6. The people eat soup with a \_\_\_\_\_.
7. The people blow out a \_\_\_\_\_.

## V. Play a game.

Play volleyball and say words, on the theme "Kitchen".

**Homework.** Describe your friend's kitchen.

Bathroom

Lesson 56.

**Words:** Bathroom, basket, bathtub, shampoo, shower, to shave.

**Structure:** What can you see in the bathroom?

I. Look and say.



II. Read

[b] boy, bag, basket, bathtub  
 [s] shop, shampoo, shower, to shave.

Bathroom is a room, where we wash ourselves or take a shower.

III. Look at the picture and answer the questions.

1. Is Tohirjon shaving?
2. Is he shaving or taking a shower?
3. Tohirjon is shaving, isn't he?
4. What is he doing?
5. Who is shaving?



#### IV. Learn a poem.

I can take a shower  
You can take a flower  
We can take a bus  
It is waiting for us.

#### V. Play a game.

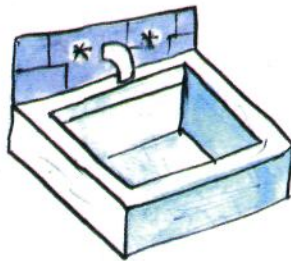
Let's divide our class into 2 groups. Who can jump and say more words.

**Homework.** Draw the pictures of these words: bathroom, shower, and basket.

### Lesson 57

**Words:** sink, soap, soap-dish, to squeeze, sponge

#### I. Look and say.



sink



soap



soap-dish



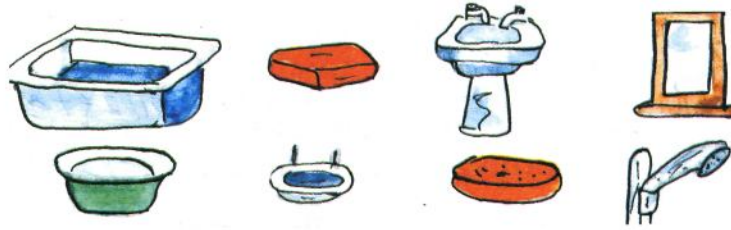
sponge

#### II. Read

[s] see, sink, soap, soap-dish, sponge.

We put soap into the soap-dish. We can wash with soap and water.

### III. Look at the picture and show the things.



1. Bath,
2. Bathtub
3. Soap
4. Soap-dish
5. Sink
6. Mirror
7. Shower
8. Sponge

### IV. Write. Make up sentences.

1. *The bathroom, take a shower, I, go, to.*
2. *The, people, shampoo, wash, with, hair.*
3. *We. Soap, wash, our hands, with, water.*

### V. Play a game.

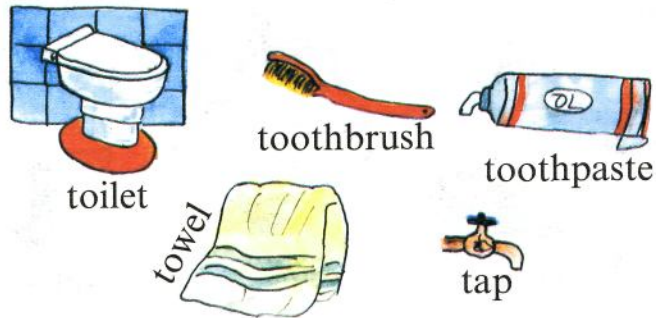
Soap is green or red, or white, or brown, or black as ink. But when you wash they all turn white. That is so nice, I think.

**Homework.** Fill in the letters. Ba...hroom, S...ink, S...ap, Sha...e, Mi...ror

## Lesson 58

**Words:** toilet, toothbrush, toothpaste, towel, to turn off, tap

### I. Look and say.



## II. Read.

[t] ten, tap, towel, toilet.

[u:] two, toothpaste, toothbrush

Every day I open the tap and wash my teeth with a toothbrush and toothpaste. I dry myself with a towel.

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

1. Is this a toothbrush?
2. Is this a toothbrush or toothpaste?
3. This is a toothbrush, isn't it?
4. What is this?
5. What do people do with a toothbrush?



## IV. Find the answer and write down.

1. You wash hair with it. \_\_\_\_\_
2. You wash your hand with it. \_\_\_\_\_
3. Water comes out of it. \_\_\_\_\_
4. You put it on your toothbrush. \_\_\_\_\_
5. You brush your teeth with it \_\_\_\_\_

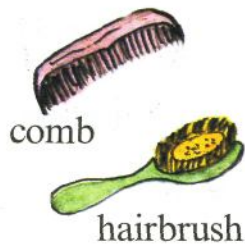
## V. Play a game.

**Homework.** Describe your bathroom.

## Lesson 59

**Words:** comb, washbasin, water-tank, hairbrush, to brush

### I. Look and say.



## II. Read and learn the poem.

This is the way I wash my hands  
Wash my hands, wash my hands  
This is the way I was my hand  
So early in the morning

\*\*\*

I wash my face, neck, and ears  
I brush my teeth,  
I clean my clothes  
I go to school

**Early** [ə:li] - барвакт

**Neck** [nek] - гардан

**School** [sku:l] - мактаб

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

1. Can you see a washbasin?
2. Can you see a washbasin or water-tank?
3. You can see a washbasin, can't you?
4. What can you see?
5. What do the people do in the washbasin?



## IV. Write.

1. When you brush your hair you take a \_\_\_\_\_.
2. When you brush your teeth you take a \_\_\_\_\_.
3. When you wash your face you take a \_\_\_\_\_.
4. When you dry yourself you take a \_\_\_\_\_.
5. When you shave you take a \_\_\_\_\_.

## V. Play a game.

**Homework.** Describe your friend's bathroom.



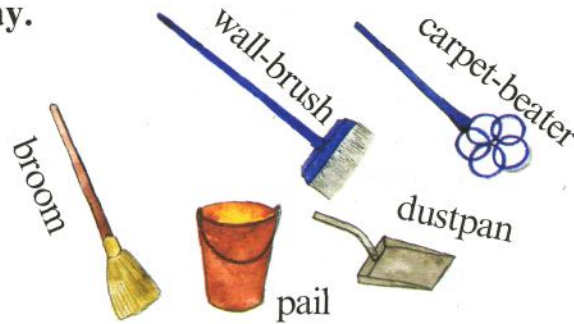
## Lesson 60

**Words:** broom, dustpan, pail, duster, wall-brush, carpet-beater.

**Structure:** What do we use to clear the room?

We use ... to clean the room.

### I. Look and say.



### II. Read.

[A] up, cup, dustpan, if we clean we use these things at home: broom, duster, dustpan, pail, wall-brush, carpet-beater.

### III. Look at the picture and make up a word, write down the letters correctly.



mrboo



ipal



charet-retaeab

### IV. Write. Complete the sentences.

1. We use \_\_\_\_\_ if we want to sweep the floor.
2. We use \_\_\_\_\_ if we want to clean the wall.
3. We use \_\_\_\_\_ if we want to dust the windows.

### V. Make up a dialogue

**Homework.** Look at the picture and describe the house.



**I. Answer the questions.**

1. Have you a house?
2. What kind of rooms have you?
3. What are there in your sitting room?
4. What can you see in your bedroom?
5. Where does your mother cook?
6. Where can you have a bath?
7. What do we use for washing?
8. What do we use for drying?
9. What do we use for cleaning our teeth?
10. Do you like your house?

**Unit VII.** The seasons. Months.

### **Lesson 61.**

**Words:** Spring, March, April, May, to bloom, sky,

**Structure:** It is warm in spring.

**I. Look and say.**



**II. Read.**

It is spring. The sky is blue. The sun is shining. It is warm. The flowers and trees are blooming. The birds are singing. Spring is in March, April and May.

**III. Answer the questions.**

1. Is it warm in spring?
2. Are the trees or the birds blooming?
3. Spring is in March, April and May, isn't it?
4. When is spring?
5. It is spring now, isn't it?

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



yaks    sgnipr    blomo

## V. Play a game. What season is it?

**Homework.** Draw the picture of spring and describe it.

## Lesson 62

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

#### Spring

March, April and May are spring months. It is a very beautiful season. My friend Mahfuza and I often go to the park in spring. We like spring very much, because the flowers and trees bloom in spring.

- \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are spring months.  
a) *October, November, December*   b) *March, April, May*  
c) *June, July, August*
- Mahfuza and I often go to the \_\_\_\_\_.  
a) *school*        b) *park*        c) *town*
- We like \_\_\_\_\_ very much.  
a) *spring*        b) *summer*    c) *winter*

### II. Fill the translation of these words.

- |           |           |           |          |
|-----------|-----------|-----------|----------|
| 1. Осмон  | a) spring | b) March  | c) sky   |
| 2. Март   | a) warm   | b) March  | c) very  |
| 3. Баҳор  | a) spring | b) summer | c) bloom |
| 4. Октябр | a) sky    | b) sun    | c) song  |
| 5. Май    | a) March  | b) April  | c) May   |

### III. Read the text and answer the questions.

On the 21<sup>st</sup> of March we celebrate Navrouz. Navrouz is our National New Year. Our mothers cook a lot of different meals that day. We play games, sing songs and wish Happy Navrouz to our friends. After Navrouz we have spring holidays. They last till the 1<sup>st</sup> of April.

1. When do we have Navrouz?
2. What do we do during Navrouz holiday?
3. What kind of holiday is Navrouz?

### IV. Draw the sentences (The teachers dictates some sentences about spring).

### V. Play a game

**Homework.** Describe the picture of spring.

## Lesson 63

**Words:** summer, air, hot, June, July, August.

### I. Look and say.

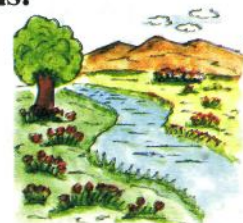


## II. Read.

It is summer. The weather is very hot. The days are long. The nights are short. Summer is in June, July, and August. Summer is the holiday season. Summer comes after spring. The schoolchildren like summer holidays.

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

1. Is it summer?
2. Are the days long or the nights?
3. They are hot in summer, aren't they?
4. When days does summer come?



## IV. Write and learn the poem

*Spring, spring, spring!  
The trees are green,  
Blue skies are seen,  
Grey winter's gone away,  
The world looks new and gay.*

## V. Read the dialogue.

- Hello, my friend Gulnoza!
- Hello, Dilnoza. What season do you like?
- Oh, my dear friend, I like spring. Do you like spring?
- Oh, no. I like summer very much.
- Why?
- Because we have got school holidays in Summer.

**Homework.** Make up your own dialogue.

## Lesson 64

### I. Look at the picture and learn the rhyme.

Summer, summer, summer!  
The sun is shining  
The flowers are blooming  
The sky is blue  
The rains are few



### II. Read and answer the questions.

#### FRESH WATER



Summer comes after spring. June, July and August are summer months. The weather is very hot in summer. We don't go to school. We have summer holidays. We help our parents in the fields and gardens. And usually we go to the river to swim. The water in the river is very cold. It is fresh and clean. So, our friends and I like to go to swim in summer.

The President of our republic Emomali Rakhmonov declared the 2003th-year the year of fresh water. We must not pollute water!

- 1) What season is it?
- 2) What are summer months?
- 3) What is the weather like in summer?
- 4) Who helps the parents?
- 5) Who goes to swim?
- 6) What is the water like?

### III. Find the missing words and write down.

7. \_\_\_\_\_ is the hottest season of the year.
8. June, July, and \_\_\_\_\_ are summer months.
9. In summer the children go to the river and lie in the \_\_\_\_\_.
10. The nights are \_\_\_\_\_.
11. The \_\_\_\_\_ is very hot in summer.

Air, sun, short, summer, August

### IV. Play a game with a ball and say. Who knows more words about the seasons of the year?

#### V. Write.

*I like to go to the river. I want to see water. The water is fresh and clean. The President of our republic Emomali Rakhmonov declared the 2003-th years the year of fresh water.*

**Homework.** Make up sentences with these words: air, June, July, August, hot.

## Lesson 65

**Words:** Autumn, leaves, ripe, September, October, November.



## I. Look and say.



## II. Read

### Autumn

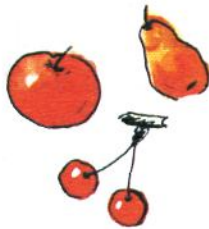
It is autumn. The leaves are yellow and brown. Autumn is in September, October and November. The fruit is ripe. It rains. The wind is cold. Autumn comes after summer.

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

1. Are the leaves brown in autumn?
2. Is it warm or cold in autumn?
3. The fruit is ripe, isn't it?
4. When do we pick fruits?



## IV. Write. Find the missing letters.



F \_ \_ \_ t



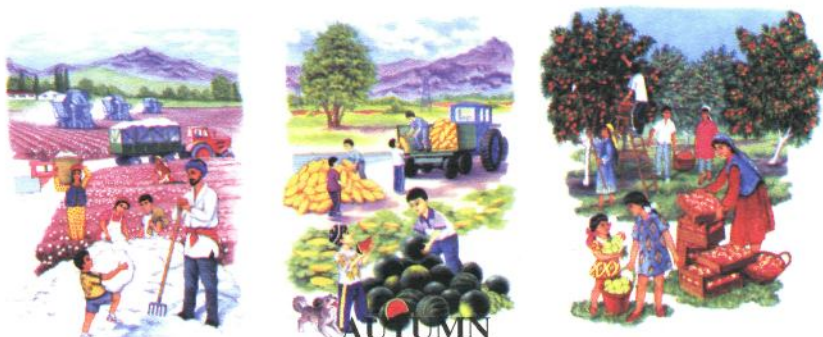
\_ \_ \_ \_ n



\_ \_ \_ ave \_

V. Make up sentences with these words: ripe, September, October, November, leaves.

**Homework.** Read the text and answer the questions.



The days become shorter in autumn than in summer. The nights become longer and cooler. In Tajikistan the people pick cotton in autumn. They gather the harvest in the fields and fruit in the gardens.

In the morning it is cool. But in the daytime and evenings the weather becomes warmer than usual. I like our nature in Tajikistan.

## Lesson 66

I. Listen to the teacher's story about autumn and draw.

II. Read and say why autumn is a golden season.

Autumn is a golden season. The leaves on the trees are yellow. They are beautiful. The sun doesn't shine brightly. Autumn is the harvest time. There are plenty of fruit in autumn. The children like fruit very much.

III. Work in pairs.

e.g

A: What season do you like?

B: I like ...

A: Why do you like it?

B: I like ..., because ...

#### IV. Rhyme.

Autumn, autumn, autumn,  
The summer is over,  
The trees are bare,  
There's mist in the garden  
And frost in the air  
\*\*\*

#### V. Write.

I like Tajikistan. I like the weather of autumn in Tajikistan. I like the nature in Tajikistan.

**Homework.** Describe autumn.

## Lesson 67

**Words:** winter, cold, snow, December, January, February.

#### I. Look and say.



#### II. Read.

It is winter. It snows in winter. It is cold in winter. The days are short; the nights are long. December, January, and February are Winter months. Winter comes after autumn. We can see snow on the houses, on the trees and on the grounds. Children like to play snowballs.

### III. The days of the week.

Monday, Tuesday, Wednesday, Thursday, Friday,  
Saturday, and Sunday

#### SOLOMON GRUNDY

Solomon Grundy,  
Was born on Monday.  
Christened on Tuesday,  
Married on Wednesday.  
Ill on Thursday,  
Worse on Friday.  
Died on Saturday,  
This is the end.  
Of Solomon Grundy.

**Was born** – таваллуд шуд

**Christened** – таҳти салиб гирифта шуд

**Married** – хонадор шуд

**Was ill** – бемор шуд

**Worse** – ҳолаташ бад шуд

**Died** – вафот кард

**Buried** – гӯр карда шуд

**The end** – хотима, охир

### IV. Write down the numbers of these days.

*Monday*

*Wednesday*

*Tuesday*

*Sunday*

*Thursday*

*Saturday*

*Friday*

**V. Make up words.**

win Ja sum  
nu A ter  
ru mer au  
Ju tumn a  
pril ly Ju  
guset ne Au

1. summer
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Homework.** Speak about winter.

## Lesson 68

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

A year has 4 seasons and 12 months. The seasons are spring, summer, autumn and winter.

There are 7 days in a week. They are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. Monday is the first day of the week. Sunday is the last day of a week.

1. A \_\_\_\_\_ has 4 seasons and 12 months.  
a) week    b) year    c) day
2. There are \_\_\_\_\_ days in a week.  
a) 7        b) 9        c) 5
3. \_\_\_\_\_ is the first day of the week.  
a) Sunday    b) Friday    c) Monday
4. Sunday is the last \_\_\_\_\_ of the week.  
a) spring    b) day        c) season
5. A year has \_\_\_\_\_ months.  
a) 10        b) 13        c) 12

**II. Find the translation of these words.**

1. Баҳор  
a) spring b) sky c) winter
2. Зимистон  
a) autumn b) week c) winter
3. Тирамоҳ  
a) summer b) autumn c) Friday
4. Тобистон  
a) Sunday b) Monday c) summer
5. Сол  
a) week b) year c) month



**III. Look at the picture and choose the correct answer**

1. Can you see \_\_\_\_\_?  
a) snow b) rain c) grass
2. What colour is the snow?  
a) black b) white c) red
3. Are there snow on the \_\_\_\_\_?  
a) ground b) table c) bag



**IV. Listen to the teacher's story about 4 seasons and draw it.**

**V. Play a memory game. Retell the text about seasons.**

**Homework:** Learn a poem  
Winter, winter, winter,  
The snow is falling.  
The wind is blowing,  
The ground is white.  
All day and all night,

## Check yourself. The children's day.

### I. Learn a poem.

Summer, summer,  
The sun is shining.  
Green for April, pink for June,  
Red and gold for fall.  
But sparkly white for wintertime,  
The best time of all.

\*\*\*



### II. Answer the questions.

1. How many seasons are there in a year?
2. What is the hottest season of a year?
3. What is the coldest season of a year?
4. What is your favourite season?
5. What can you say about spring (autumn, summer, winter)?
6. How many months are there in a year?
7. Which are spring (autumn, summer, winter) months?
8. What season do you like best of all?
9. Why do you like it?
10. Are there 7 days in a week? What are they?

### III. Read and say when is the children's day.



## READING

### THE CHILDREN'S DAY

Soon our lessons will be over. And on the 25<sup>th</sup> of May we shall have our last ring for this school year. After that we shall have our summer holidays. We begin these holidays on the 1<sup>st</sup> of June. The 1<sup>st</sup> of June is the children's day. It is a great day for us. Our teacher and we go to the central park of Dushanbe and have a good time there. Let's go.



### HOME READING

I am on duty today. I am in the classroom now. It is my classroom. I am early here today. I clean the blackboard of the classroom. I dust the table of our teacher and put flowers on it. Then I dust the desks of our pupils.

Now, the blackboard is clean. The date is written on the blackboard. There is chalk on the blackboard. The duster is on the blackboard. The class is ready for lessons. That's why I am on duty today.

**dust** [dʌst] – чанг, тоза кардан аз чанг

**chalk** [tʃ:k] – бӯр

**why** [wai] – дар ин ҷо ба маънои охир,  
ман имрӯз навбатчӣ,





## TRAFFIC LIGHTS

Teacher (shows the picture of the traffic lights to pupils): -  
**Who can say, dear children, what is this?**

All the pupils: - **They are traffic lights.**

Teacher (to the class): - **Thank you. Now, tell me please, what are they for?**

Ahmad: - **They are for us, I think. They show us safely to cross the street.**

Teacher (to Nodira): - **What are you doing here?**

Nodira: - **I am standing.**

Teacher: - **You are right. Can you explain them for us, please?**

Munira: - **She is standing.**

Teacher: - **Thank you, Munira. Karim tell me please, who are standing at the blackboard?**

Karim: - **May I tell?**

Teacher: - **Of course you may. Do, please.**

Karim: - **When the lights are red we must stop moving to cross. When they are yellow we must be ready to go. And when they are green, we can cross the street.**

Teacher: - **That's right. You are all clever pupils. You know to cross the street in the city. So, I prefer you all together to go to the zoo on Sunday.**

All the class: - **Let's go, dear teacher.**

safely [seifli] - бехатар  
cross [krɔ:s] - гузаштан  
explain [eksplein] - фаҳмондан  
move [mu:v] - ҳаракат кардан  
prefer [prefə] - пешниҳод кардан

**Read and retell.**

### A FOX AND GRAPES

That is a fox. You can see him in this picture. He is red. And he has a tail. This fox is very hungry now. He wants to eat something. And he is looking for something, because he is hungry.

And the fox is running here and there. And now he is under a high wall of a garden. There are a lot of yellow grapes in this garden. You can see these grapes too. One of the branches of the vine with grapes is on the wall. These grapes are ripen, yellow and sweet. The fox sees these grapes now. He wants to get to the grapes. He is going to have them. And he jumps there, to the grapes. He jumps more and more, for a long time. But he cannot get to the grapes, because they are high.



Now, the poor fox is tired of jumping. And he says to himself: "These grapes aren't ripen and sweet. They aren't good. They are green and sour. They can be very bad for my stomach and I can lose my appetite". And he goes away.

- safely [seifli] - бехатар
- cross [krɔ:s] - гузаштан
- explain [eksplein] - фаҳмондан
- move [mu:v] - ҳаракат кардан
- prefer [prefə] - пешниҳод кардан
- all together - ҳаммакаса
- hungry [hʌŋri] - гурусна
- eat [i:t] - хӯрдан
- something [sʌmθɪŋ] - ягон чиз
- high [hai] - баланд
- grapes [greips] - ангур
- sour [sauə] - турш
- stomach [stəmʌk] - меъда
- appetite [æpitait] - иштиҳо
- lose [lu:z] - гум кардан

Read and discuss.

### WHAT IS WATER?

Miss Parvina is a young teacher. She teaches nature for the first and second classes. Sometimes the pupils learn the lessons rapidly. But sometimes they are very slow. And miss Parvina repeats these things many times.

Last month the first class studied about water. And yesterday miss Parvina suddenly asked her children:

- What is water?

There was silence in the classroom. Miss Parvina felt saddened.

But here one of the boys raised his hand. This boy wasn't one of the brightest children. So miss Parvina was glad that he could answer. He said:

- Water is a liquid, which has no colour until I wash my hands in it, miss. Then it becomes black or grey, - the boy replied with great confidence.



- rapidly** [ræpidli] - тез  
**slow** [slou] - оҳиста  
**repeat** [ripi:t] - такрор  
**sometimes** [sʌmtaɪms] - ГОҲ-ГОҲ  
**last month** [la:st mʌnθ] - моҳи гузашта  
**suddenly** [sʌdənli] - ногаҳон  
**silence** [sailəns] - хомӯшӣ  
**felt saddened** - зиқ шуд  
**raised his hand** - дасти худро бардошт  
**Bright** [brait] - доно  
**a liquid** [əlikwid] - моеъ  
**colour** [klə] - ранг  
**Replied** [riplaid] - ҷавоб дод  
**Confidence** [kənfidəns] - боварӣ

## RIDDLES ABOUT HOUSE

What table has no legs?

In my house there is a smaller house with window and door and only one person living in it-knowledge.

With d and f I am at home, find us?

What goes without moving from its place?

When you look at it, it is not there,

But it is there when you touch it,

It's like ice that doesn't melt (об шудан)

And water that doesn't flow

It is not very big,

But it hangs in the middle of the room

In the daytime nobody wants it,

But at night everyone needs it.

Long legs, crooked things

A little head and no eyes

There are two sisters in my house

One says: "I wish the day would come"

Then I can lay in my burden down

The other says, "For me the night is best

Then it is my turn to rest"

What is it that never uses its teeth for eating?

## RIDDLES ABOUT CALENDAR

A little old woman with twelve children:  
Some short some long, some cold, some hot. What is it?  
Which month of the year is the shortest?  
Which is the strongest of the week?



## VOCABULARY - ЛУФАТ

### A

a [æ]-**артикли номуайяни, ба маънои як, ягон истифода бурда мешавад**  
absent [əbsent]-**ғоиб, одами набудагӣ, чизи набудагӣ**  
about [əbaʊt]-**дар боран**  
again [əgeɪn]-**дубора**  
all [ɔ:l]-**ҳама**  
and [ænd]-**ва, пайвандакҳои ва, -у, -ю**  
animal [ænɪml]-**хайвон**  
answer [a:nsə]-**ҷавоб, ҷавоб додан**  
arm [a:m]-**даст (аз китф то оринҷ)**  
as [æz]-**ҳамчун, чӣ тавре ки**  
as you see **чӣ тавре ки шумо мебинед**  
August [ɔ:gəst]-**Август**  
autumn [ɔ:təm]-**тирамоҳ, ҳазон**

### B

baby [beɪbi]-**кӯдак**  
back [bæk]-**ақиб, миён**  
bag [bæg]-**сумка**  
ball [bɔ:l]-**тӯб, пуфак**  
bear [beə]-**хирс**  
beautiful [bju:tɪfʊl]-**зебо**  
because [bɪkɔ:z]-**барои он ки**  
become [bɪkʌm]-**шудан**  
begin [bɪɡɪn]-**сар кардан**  
big [bɪɡ]-**калон**  
black [blæk]-**сиёҳ, торик**  
board [bɔ:d]-**тахта, лавҳа**  
body [bɒdi]-**бадан**  
boots [bu:t]-**пойафзол, ботинка**  
box [bɒks]-**қуттӣ**  
boxing [bɒksɪŋ]-**бокс кардан, чанг кардан**

bread [bred]-нон, хлеб  
break [breɪk]-танаффус кардан, шикастан  
breakfast [brekfəst]-нахорӣ, нахорӣ хӯрдан  
bridge [brɪdʒ]-купрук, пул  
bright [braɪt] - равшан  
brown [braʊn]-ранги қахваранг  
buy [baɪ] - харидан  
by [baɪ]-дар назди, ба воситаи

## C

call [kɔ:l]-чеғ задан, номидан  
can [kæn]-тавонистан  
care [kɛə]-ғамхорӣ, take care ғамхорӣ намудан  
center [sentə] - марказ  
central [sentrəl] - марказӣ  
central park боғи марказӣ  
celebrate [selɪbreɪt]-чаши гирифтан  
chair [tʃɛə]-курсӣ  
chalk [tʃɔ:k]-бӯр  
character [kæriktə]-табъ, хулқу атвор  
cheer [tʃɛə]-рӯҳия, cheer up бо рӯҳияи баланд  
cheese [tʃi:z] - панир  
chess [tʃes]-шоҳмот, шатранч  
christen [krist(ə)n]-тахти салиб гирифтан, яъне ба дини масеҳӣ дохил шудан  
city [sɪti]-шаҳр  
class [kla:s]-синф  
clean [kli:n] - тоза  
clever [klevə] - доно  
clothes [klaʊðz]-либос, пӯшока  
cluster [klʌstə]-сари ангур  
coffee [kɔ:fi:]-қахва  
colour [kʌlə]-ранг  
come [kʌm]-омадан  
Congratulate [kɒngrætju:leɪt]-табрик кардан  
cook [kʊk]-ошпаз, хӯрок пухтан



cool [ku:l]-салқин  
count [kaunt]-ҳисоб кардан  
country [kʌntri]-мамлакат, қишлоқчой  
course [kɔ:s]-курс, роҳу равиш; of course - албатта  
cow [kau] - гов  
cowboy [kaubɔi]-чўпонбача, подабонбача

#### D

dark [da:k]-торик, сиёҳ  
date [deɪt]-таърихи рӯз, хурмо (финик)  
daytime [deɪtaɪm] - рӯзона  
dear [diə]-азизам  
dialogue [daɪələʒ]-муховара (диалог)  
die [daɪ]-вафот кардан, мурдан  
differ [dɪfə]-фарқ кардан  
different [dɪfərənt]-гуногун, фарқиятдошта, мухталиф  
do [du:] - кардан  
domestic [dəmestɪk] - хонагӣ  
down [daʊn]-поён  
dozen [dʌzn]-дахӣ, даҳ дона  
during [dʒu:ərɪŋ] -дар вақти  
dust [dʌst]-чанг, чангро тоза кардан, чанг кардан  
duster [dʌstə]-латтаи чанггирак

#### E

each [i:tʃ]-ҳар, ҳар кадом, ҳар кас  
ear [iə]-гӯш  
early [ɜ:li] - барвақт  
eat [i:t]-хӯрдан  
egg [eg]-тухм  
evening [i:vnɪŋ]-беғохӣ  
every [evri]-ҳар, ҳар кас  
every day [evri deɪ]-ҳар рӯз  
exercise [eksəsaɪz]-машқ  
exercise book [eksəsaɪz buk] - дафтар  
explain [ɪkspleɪn]-фаҳмондан

## F

face [feis]-рӯ ба рӯ шудан  
 fall [fɔ:l]-афтидан  
 far [fa:]-дур  
 far from [fa: frɛm]-дур аз  
 father [fa:ðə] - падар  
 favorite [feivərɪt]-дӯстдошта  
 feed [fi:d]-хӯрок додан, хӯрондан  
 field [fi:ld]-майдон, сахро  
 fig [fig]-анчир  
 fight [fait]-гӯштингирӣ, чанг шудан  
 figure [figə]-бадан, рақам  
 film [film] - филм  
 flower [flaʊə]-гул  
 fluence [fluəns]-таъсир кардан  
 foot [fut]-пой  
 football [fut bɔ:l]-тӯби футболбозӣ  
 form [fɔ:m]-шакл, синф  
 fresh [fres]-тоза, тару тоза  
 from [frɛm]-аз  
 front [frʌnt]-дар пешорӯ; in front of дар пешорӯйи ягон чиз

## G

game [geɪm]-бозӣ  
 garden [gɑ:dn]-боғ  
 gather [gæðə]-чамъ кардан, чидан  
 get [get]-расидан, гирифтан  
 get up [get ʌp]-аз хоб хестан  
 girl [gɜ:l]-духтар  
 glad [glæd]-хурсанд  
 glue [glu:]-ширеш  
 good [gud]-хуб  
 good luck ба шумо муваффақият орзу мекунам  
 good bye хуш бошед, хайр, то дидан  
 grandfather [grændfa:ðə] - бобо  
 grandmother [grændmʌðə]-бибӣ

grandparents [grændpɛərənts]-**бобою бибӣ**  
grass [grɑ:s]-**алаф, сабза**  
grapes [greɪps]-**ангур; a cluster of grapes як сар ангур**  
great [greɪt]-**бузург, калон**  
gray [greɪ]-**хокистарранг**  
grow [grəʊ]-**сабзондан, калон кардан**

## Н

hair [heə]-**мӯйи сар**  
hand [hænd]-**даст**  
handsome [hændsəm]-**хушрӯй**  
happy [hæpɪ]-**хушбахт**  
hare [heə]-**харгӯш**  
harvest [hɑ:vɪst]-**ҳосил**  
he [hi:] -**ӯ (писар)**  
head [hed]-**сар**  
help [help]-**ёрӣ расондан**  
help yourself **марҳамат гиред**  
her [hɜ:] -**ӯро, аз они ӯ, ба ӯ (дармуносибат бо духтарон ва занон)**  
here [hɪə]-**ин ҷо, дар ин ҷо; come here ин ҷо биё**  
high [haɪ]-**баланд**  
him [hɪm]-**ӯро, аз они ӯ, ба ӯ (дармуносибат бо писарон ва мардон)**  
his [hɪz]-**аз они ӯ (писар)**  
hockey [hɒki]-**хоккей; чавгонбозии болои ях**  
hook [hʊk]-**чанг**  
horn [hɔ:n]-**шоҳ, сигнал**  
hot [hɒt]-**ҷӯш, сӯзон**  
how [haʊ]-**чӣ хел**  
how are you? **шумо чӣ хел?**  
how many? **чанд?**  
how much? **чанд?**  
How nice! **чӣ хел зебо!**

## I

I [aɪ]-**ман**  
ice [aɪs]-**ях, яхмос**  
ice-cream [aɪskri:m]-**яхмос**

ill [il]-**бемор**  
in [in]-**дар, дар даруни**  
is [iz]-**мебошад, ҳаст, аст; he is absent** **ӯ ғоиб аст**

**J**

jacket [dʒækɪt]-**куртка**  
jump [dʒʌmp]-**чахидан**  
jungle [dʒʌŋɡl]-**чангал**  
just [dʒʌst]-**ҳамин лаҳза, холо, оддӣ**

**K**

kid [kɪd]-**бузғола**  
kind [kaind]-**намуд, навъ; хуб, нағз**  
knock [nɒk] **так-так задан**  
know [nou]-**донистан**

**L**

lady [lædi]-**зан, хонум**  
large [la:dʒ]-**калон**  
last [la:st]-**охирин, идома додан**  
late [leɪt]-**дер мондан**  
left [left]-**тарафи чап**  
lesson [lesn]-**дарс**  
let [let]-**ичозат додан, имкон додан**  
let us **ба мо имкон диҳед, ки; биёед**  
light [laɪt]-**равшан**  
like [laɪk]-**маъқул будан, монанд будан**  
liquid [lɪkwɪd]-**моеъ**  
listen [lɪsn]-**гӯш кардан**  
live [lɪv]-**зиндагӣ кардан**  
long [lɒŋ]-**дароз**  
longer [lɒŋə]-**дарозтар**  
look [lʊk]-**нигоҳ кардан**  
love [lʌv]-**дӯст доштан**  
lot [lɒt]-**бисёр**

## M

man [mæn]-мард  
 many [meni]-бисёр  
 married [mærid]-хонадор шудан  
 mate [meit]-рафик; deskmate хампарта; classmate - хамсинф  
 matter [mætə]-сабаб, воқеа, ҳодиса  
 may [mei]-мумкин;  
 maybe [meibi:] -мумкин ки; имкон дорад, ки  
 meat [mi:t]-гӯшт  
 middle [midl]-мобайн; in the middle of the room дар мобайни хона  
 mine [main]-аз они ман; мина; кон  
 minute [minit]-дақиқа  
 Monday [mʌndi]-душанбе  
 month [mʌnθ]-моҳ  
 monument [mɒnju:ment]-ҳайкал  
 more [mɔ:] -беш, бештар  
 more and more боз ҳам бештар  
 most [moust]-аз ҳама беш  
 mother [mʌðə]-модар  
 mountain [mauntin]-кӯҳ  
 mouse [maʊs]-муш  
 mouth [maʊθ]-дахон; shut up your mouth! Даҳонатро пӯш!  
 move [mu:v]-ҳаракат кардан; stop moving Начунб!  
 much [mʌtʃ]-бисёр  
 must [mʌst]-бояд; I go must ман бояд равам

## N

name [neim]-ном  
 national [næʃnəl]-миллӣ  
 nature [neɪtʃə]-табиат  
 near [niə]-наздик  
 neck [nek]-гардан  
 necktie [nektai]-галстук  
 nice [nais]-бисёр зебо  
 night [nait]-шаб; good night хоби хуш!  
 no [nəʊ]-не

nature [neɪtʃə]- табиат  
near [niə]- наздик  
neck [nek]- гардан  
necktie [neɪktaɪ]- галстук  
nice [naɪs]- бисёр зебо  
night [naɪt]- шаб; good night хоби хуш!  
no [noʊ]- не  
noon [nu:n]- нимрӯзи  
nose [noʊz]- бинӣ

## О

often [ɔfn] тез-тез  
oil [ɔɪl]- равған, нефт  
on [ɔn]- дар болои ягон чиз; on the table дар болои миз  
one [wʌn]- як  
other [ʌðə]- дигар  
our [aʊə]- аз они мо  
out [aʊt]- берун  
outside [aʊtsaɪd]- аз берун; дар берун  
oval [oʊəl]- дарозрӯйя  
over [oʊə]- дар болои; тамом шудан  
our lesson is over дарси мо тамом шуд

## Р

packet [pækɪt]- лифофа (пакет)  
park [pɑ:k]- боғ, парк  
pass [pɑ:s]- додан, дароз кардан  
past [pɑ:st]- гузашта

pay [peɪ] - пул додан  
pen [pen] - ручка  
pencil [pensl] - қалам, расм кашидан  
people [pi:pl] - мардум, халқ  
pick [pɪk] - чамъоварй кардан, чидан  
pig [pɪg] - хук  
pin [pɪn] - сӯзанак  
place [pleɪs] - чой  
plate [pleɪt] - тарелка  
please [pli:z] - марҳамат  
pleasure [pleʒə] - халоват бурдан  
play [pleɪ] - бозй  
poor [puə] - камбағал  
potato [pə'teɪtəʊ] - картошка  
present [preznt] - ҳозир будан; тӯхфа  
pupil [pju:pl] - талаба

## Q

quarter [kwɔ:tə] - чоряк, 15 дақиқаи як соатро низ меноманд  
question [kwesʃn] - савол  
quick [kwɪk] - тез; be quick Тез шавед!

## R

rain [reɪn] - борон  
raise [reɪz] - боло бардоштан  
rake [reɪk] - алафкашак  
rapid [ræpɪd] - тез  
rapidly [ræpɪdli] - тез, зуд

read [ri:d] -хондан  
really [riəli] -дар ҳақиқат  
red [red]- сурх  
repeat [ripi:t] -такрор кардан  
reply [riplai] -ҷавоб додан  
revision [reviʒn] -такрор кардан, санчидан  
right [rait]- рост, тарафи рост  
(my right hand дасти рости ман; you are right шумо рост мегӯед)  
ring [riŋ] -занг задан  
river [rivə] -дарё  
room [rum]- хона, хучра  
rose [rouz] -гули садбарг  
round [raund] -гирд, гирда; дар атроф, дар гирди ягон чиз  
run [rʌn] -давидан  
running water оби даруни хона

## S

safely [seifli] -беозор, оҳиста, бехатар  
salt [sɔlt]-намак  
Saturday [sætə:di] -шанбе  
say [sei] -гап задан, гуфтан  
school [sku:l]- мактаб  
second [sek(ə)nd]- сония; дуҷум  
see [si:] -дидан  
she [ʃi:] -вай (духтар, зан)  
shirt [ʃə:t]- куртаи бачагона, майка  
shoes [ʃu:z]- туфлӣ  
shopping [ʃɔpiŋ]- харидорӣ



shop-keeper [ʃɔːpkɪ:pə] -мудири мағоза  
Shut [ʃʌt] - пӯшидан  
silence [saɪləns] - хомӯшӣ  
silent [saɪlənt] - хомӯш  
sister [sɪstə] - хохар  
skate [skeɪt] - яхмолакбозӣ  
sky [skaɪ] - лижатозӣ  
sledge [sledʒ] - чана  
slow [sləʊ] - охиста  
snow [snəʊ] - барф  
sorry [sɔːri] - дилсӯзӣ  
sport [spɔːt] - варзиш  
spring [sprɪŋ] - баҳор  
stomach [stəmæk] - меъда  
stop [stɒp] - истодан  
story [stɔːri] - нақл  
suddenly [sʌdnli] - ногаҳон  
summer [sʌmə] - тобистон  
swim [swɪm] - оббозӣ кардан, шино кардан

## T

table [teɪbl] - миз, стол  
take [teɪk] - гирифтан  
tea [ti:] - чой  
teach [ti:tʃ] - ёд додан, таълим  
teacher [ti:tʃə] - муаллим  
tell [tel] - гуфтан  
that [ðæt] - вай, чизи дар дурӣ будагӣ

the [ðe] -артикли муайян, ки ба чои that ва this ба кор  
меравад  
there [ðeə] -дар он чо  
thick [θɪk]- ғафс  
thin [θɪn]- борик, тунук  
thing [θɪŋ]- чиз  
think [θɪŋk]- фикр кардан  
this [ðɪs]- ин, чизи дар наздикӣ будагӣ  
Thursday [θə:sdi] -панҷшанбе  
time [taɪm]- вақт, маротиба  
to [tu:] -ба  
today [tədeɪ] -имрӯз  
tomorrow [təmərou] -пагоҳ  
too [tu:] -ҳамчунин  
turn [tə:n]- навбат, гардиш, мубаддал шудан

## U

umbrella [ʌmbrelə] -чатр  
under [ʌndə] -дар зери  
understand [ʌndəstænd]- фаҳмидан  
use [ju:z]- истифода кардан  
usual [ju:ʒ uæl] -оддӣ  
usually [ju:ʒ uəli]- одатан

## V

vegetable [vedʒ itəbl] - **сабзавот**  
 very [veri] - **бисёр**

## W

wall [wɔ:l] - **девор**  
 want [wɒnt] - **хостан**  
 wardrobe [wɔ:droub] - **чевон**  
 warm [wɔ:m] - **гарм**  
 was [wɒz] - **буд**  
 wash [wɒʃ] - **шустан**  
 water [wɔ:tə] - **об**  
 Wednesday [wensdi] - **чоршанбе**  
 well [wel] - **хуб**  
 welcome [welkʌm] - **хуш омадед**  
 week [wi:k] - **хафта**  
 weekdays **рӯзҳои кори**  
 weekend **рӯзҳои истироҳат**  
 weather [weðə] - **обу ҳаво**  
 wet [wet] - **тар**  
 what [wɒt] - **чӣ?**  
 where [wɛə] - **дар кучо?**  
 which [wɪtʃ] - **кадом?; кӣ?**  
 white [wait] - **сафед**  
 who [hu:] - **кӣ?**  
 whom [hu:m] - **ба кӣ, киро?**  
 whose [hu:z] - **аз они кӣ?**  
 why [wai] - **барои чӣ?**  
 wild [waild] - **вахшӣ**  
 winter [wɪntə] - **зимистон**

With [wið]- **бо, хамрохи**

**Y**

yard [ja:d] -**ҳавлӣ**  
yesterday [jestə ɔdi]-**дирӯз**  
year [je:] -**сол**  
yes [jes] -**ха**  
you [ju:] -**шумо**  
your [jɜ:] -**аз они шумо**  
young [jʌŋ] -**чавон**

## CONTENTS

1. Рамзҳои Тоҷикистон (The Symbols of Tajikistan)
2. Рамзҳои Британияи Кабир (The Symbols of Greet Britons )
3. Расми Сомони дар болои асп

### QUARTER I.

#### Unit 1. At School again

- Lesson 1. The day of knowledge. . . . . 3  
Lesson 2. The ABC. . . . . 5

#### Unit 2. Human body

- Lesson 3. Look and say . . . . . 7  
Lesson 4. Look and say . . . . . 8  
Lesson 5. Look and say . . . . . 10  
Lesson 6. Look and say . . . . . 11  
Lesson 7. The classroom. . . . . 12

#### Unit 3. What do we wear?

- Lesson 8. Clothes . . . . . 16  
Lesson 9. What do the people wear . . . . . 17  
Lesson 10. Clothes . . . . . 18  
Lesson 11. Clothes . . . . . 19  
Lesson 12. Clothes . . . . . 21  
Lesson 13. Clothes . . . . . 22  
Lesson 14. Look and say . . . . . 23  
Lesson 15. Revision . . . . . 25

Lesson 16. Revision . . . . .	25
Lesson 17. Revision . . . . .	27

## **QUARTER II**

### **Unit 4.**

Lesson 18. Shopping-At the grocery . . . . .	28
Lesson 19. Look and say . . . . .	29
Lesson 20. Our meal Breakfast . . . . .	30
Lesson 21. Grocery . . . . .	31
Lesson 22. At the grocery . . . . .	33
Lesson 23. At the grocery . . . . .	34
Lesson 24. At a department store . . . . .	35
Lesson 25. You, hi, she. . . . .	37

### **Unit 5. Fruit and vegetables**

Lesson 26. Fruit . . . . .	38
Lesson 27. Vegetables . . . . .	40
Lesson 28. Look and say . . . . .	41
Lesson 29. Look and say . . . . .	42
Lesson 30. Vegetables . . . . .	43
Lesson 31. Vegetables . . . . .	45
Lesson 32. Describe the picture . . . . .	46
Lesson 33. Test . . . . .	48
Lesson 34. Revision . . . . .	49
Lesson 35. New year . . . . .	50

## **QUARTER III**

### **Unit 6.**

Lesson 36 At the lesson . . . . .	52
-----------------------------------	----

**Unit 7.**

Lesson 37. House - flat . . . . .	53
Lesson 38. Look and say . . . . .	54
Lesson 39. Look and say . . . . .	56
Lesson 40. My flat . . . . .	57
Lesson 41. Look and describe. . . . .	58
Lesson 42. Revision . . . . .	60
Lesson 43. My house . . . . .	61
Lesson 44. My sitting room . . . . .	62
Lesson 45. Look and say . . . . .	63
Lesson 46. TV set. Radio set. . . . .	64
Lesson 47. Describe the picture . . . . .	66
Lesson 48. My bedroom . . . . .	67
Lesson 49 Look and say . . . . .	68
Lesson 50. My room. . . . .	70
Lesson 51. Sleepyhead . . . . .	72
Lesson 52. Our kitchen. . . . .	73
Lesson 53. At the kitchen . . . . .	74
Lesson 54. Revision . . . . .	76
Lesson 55. Look and say . . . . .	77

**QUARTER IV**

Lesson 56. Bathroom . . . . .	79
Lesson 57. At the bathroom . . . . .	80
Lesson 58. Look and say . . . . .	81
Lesson 59. Look and say . . . . .	82
Lesson 60. Describe . . . . .	84

**Unit 8. The seasons**

Lesson 61. The seasons . . . . .	85
Lesson 62. Spring . . . . .	87
Lesson 63. Summer. . . . .	88

Lesson 64. Fresh water . . . . .	90
Lesson 65. Autumn . . . . .	91
Lesson 66. Autumn . . . . .	93
Lesson 67. Winter . . . . .	94
Lesson 68. Days . . . . .	96

**READING. The children's day**

Home reading . . . . .	99
Traffic lights . . . . .	100
A fox and grapes . . . . .	101
What is water . . . . .	102
Riddles about house . . . . .	104
Riddles about Calendar . . . . .	105

<b>VOCABULARY . . . . .</b>	<b>106</b>
-----------------------------	------------



# ЗАБОНИ АНГЛИСӢ

## Синфи 4

Муаллифон: Саидов Абдурахмон Самиевич  
Расулова Зебичон

Муҳаррир: Солиев Маҳмадалӣ

Мусахҳех: Ҷаркинзода Розия

Ба матбаа 08. 02. 2006 супорида шуд. Ба чоп 26.07.2006 имзо шуд.  
Андозаи 70X90 1/16. Коғазӣ офсетӣ.  
Ҷузъӣ чопии шартӣ 8. Адади нашр 50000 нусха. Супориши №5



Нашрияи “Мавлавӣ”  
ш. Душанбе, хиёбони С. Шерозӣ, 16.  
Тел.: 233-33-60

