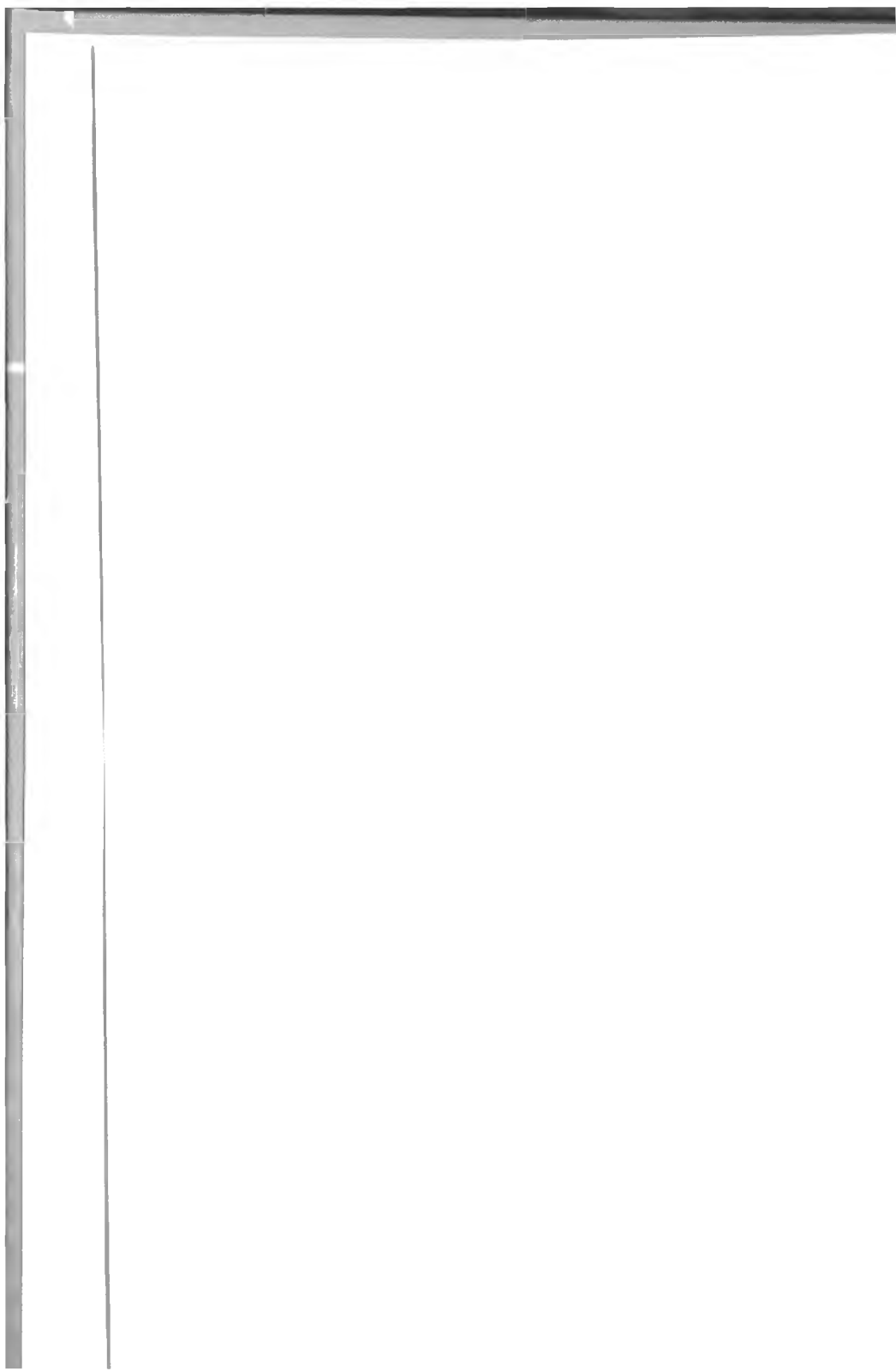


ENGLISH



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IÑLIS DILI

Umumy orta bilim berýän mekdepleriň
VII synpy üçin synag okuw kitaby

*Türkmenistanyň Bilim ministrligi
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TÜRKMENISTANYŇ PREZIDENTI
GURBANGULY BERDIMUHAMEDOW





TÜRKMENISTANYŇ DÖWLET TUGRASY



TÜRKMENISTANYŇ DÖWLET BAÝDAGY

TÜRKMENISTANYŇ DÖWLET SENASY

Janym gurban saňa, erkana ýurdum,
Mert pederleň ruhy bardyr köňülde.
Bitarap, garaşsyz topragyň nurdur,
Baýdagyň belentdir dünýäň öňünde.

Gaýtalama:

Halkyň guran Baky beýik binasy,
Berkarar döwletim, jigerim janym.
Başlaryň täji sen, diller senasy,
Dünýä dursun, sen dur, Türkmenistanym!

Gardaşdyr tireler, amandyr iller,
Owal-ahyr birdir biziň ganymyz.
Harasatlar almaz, syndyrmaz siller,
Nesiller döş gerip gorar şanymyz.

Gaýtalama:

Halkyň guran Baky beýik binasy,
Berkarar döwletim, jigerim janym.
Başlaryň täji sen, diller senasy,
Dünýä dursun, sen dur, Türkmenistanym!

PART I

UNIT I

LESSON 1



1. Use the following words and word combinations and speak about your and your friend's holidays.

Jeren

to go to Awaza
to travel by train
to stay at a large hotel
to have a double room
to swim, to lie in the sun
to play different games
to enjoy the holiday

Maral

to stay at home
to stay about the house
to feed the animals
to water the flowers
plants and vegetables
to work in the garden
to learn a lot

Meret

to go to Gokdere
to travel by plane
to swim in the pool
to read a lot
to play different games
to be sunny, hot
to make many friends
to be pleasant

Aman

to travel by ship
to be on board the ship
to visit Turkey
to see interesting places
to visit museums, theatres
to meet different people
to be pleasant

2. Speak about the new school year using the following questions as a plan:

1. How did you spend your summer holidays?
2. How did you prepare for your new school year?
3. What new school subjects are you going to study?
4. What school subjects are the most difficult for you?
5. Which of them are you interested in?
6. How much do you usually work on your school subjects?



- 3. Look at the picture and make up a story.** Describe your impressions of the first day at school. You may use the following: the National Anthem, to salute the flag, the ceremonial parade, on oath, guests, parents, to decorate, to welcome, the headmaster, the first-form children, the bell is ringing, a slogan, to be pleasant.
- 4. Read the following text and discuss how important it is to gain knowledge.**

Knowledge is Power

Knowledge of history helps us to understand the past, the present and the future. If your knowledge of other school subjects is good, it will help you in your future life. Everybody must always try to increase his knowledge.

You gain knowledge at school, from books, magazines, radio, TV programs and Internet. The more a man knows, the greater power he has. Educated generation is a powerful country.

We need knowledge to be more useful for our country.

5. Value of school education

Place the following reasons in priority order of their importance from 1 to 10. Write the number in boxes.

- to gain general knowledge
- to be prepared for a future job
- to meet other young people
- to train your memory
- to learn more about subjects

- to find out what is really interesting for you
- to develop your intelligence (to have adult intelligence)
- to learn how to study and work with books
- to have a good time
- to be well educated person



Homework:

1. Tell about the first day at school.
2. Ex. 4 (in written form).

UNIT I

LESSON 2

1. Read with your teacher:

Hundred, million, native, language, knowledge, foreign, world, country.

2. Discuss the importance of gaining knowledge with your deskmate. Give your reasons.

3. Grammar. Read and learn.

Such + adjective + noun

1. It is such a good idea.
2. It is such an interesting book.
3. My grandmother cooks such tasty palow.
4. It is such a happy family.

So + adjective

1. This idea is so good.
2. The news is so exciting.

3. The soup today is so tasty.
4. The books by this writer are so interesting.

4. Complete the sentences using such or so.

1. They were ... nice.
2. Her health is ... poor.
3. His child is ... clever.
4. The weather in Turkmenistan is ... hot.
5. His life in the village is ... lonely.
6. It's ... nasty weather today.
7. We spent a lot of money on ... expensive dresses.
8. They made ... beautiful toys.

5. Read the text and tell what gives young people knowledge of foreign languages.

Language learning

There are about two thousand and seven hundred languages in the world. Some of them are very impor-



tant for international communication. English, for example, is used not only in England and in the USA but also in other parts of the world. About two hundred and fifty million people speak it as their own language, and two hundred million use it as a second language. It is difficult to say how many people are learning it now.

In some countries more than one language is used. There are over 100 languages in Turkmenistan, in India there are 800 different languages.

Knowledge of foreign languages helps young people of different countries to develop friendship and mutual understanding.

6. Guess the meaning of the words. Each of the words below contains the syllable PEN.

Ripen, peninsula, penny,
penguin, penalty, pension,
stipend, penetrate

1. The process of fruit maturation;
2. A narrow strip of land projecting into a sea or a lake from the mainland;
3. Another word for cent;
4. Pass into;
5. A bird native to Antarctica;
6. Retirement income;
7. Fee or fine.



Homework:

1. Ex. 4 (in written form).
2. Ex. 5 (orally).

1. Read and explain the following proverbs.

1. The starting point of everything is spirit.
2. Reviving your knowledge is the key to science.
3. The state must be a school, conveying the rules of good manners and ethnics for life.
4. Wasting time means losing one's life.
5. Living doesn't only mean passing time.

2. Fill in the blanks with the correct word. Read and translate the sentences.**1. *Create, creativity***

Science is a treasure ... by mankind.

... is the essence of proper knowledge.

2. *Wise, wisdom*

... is the guide which leads the man to science.

Gorkut Ata was a very.. man.

3. *Proper, properly*

Knowing means thinking about the world, finding a ... place for oneself in the world and providing oneself.

You must be prepared for the lesson

4. *Ability, able*

Proper knowledge means the ... to change and improve life.

He was ... to change his mind.

5. *To provide, provision*

Only proper knowledge can ... an answer to the question of how to live and what to do to be successful.

People make ... in summer.

6. *To survive, survival*

A man cannot ... without his mind.

The ... of the animals in the desert was very difficult.

3. Read the following text and tell about the state language.

The state language of Turkmenistan

Turkmen is the state language of Turkmenistan. It is the state language of Independent and permanently Neutral Turkmenistan. On May 24, 1990, Turkmen was adopted as the state language.

Turkmen is the native language of 22 million Turkmen people in the world, and state language of 6 million people who live in Turkmenistan.

Long ago the Turkmen people used the Arabic alphabet. In 1928 they began to use the Latin alphabet. There were 34 signs – 33 letters and an apostrophe mark. In 1936 those were united into 30 characters. But the Latin alphabet was replaced by the Cyrillic alphabet in 1940, and some Turkmen letters such as ö, ü, ñ, ä, j were added to the alphabet.

On April 10, 1993 the national alphabet was adopted. It consists of 30 letters. There are 9 vowels and 21 consonants in the new national alphabet.

4. Make up sentences putting the words in the correct order.

1. It, letters, 30, consists of.
2. There, national, are, vowels, and, 21 consonants, in, new, 16, alphabet.
3. Independent, It, the, state, language, of, and, is, Permanently, Neutral, Turkmenistan.
4. Turkmen, children, and, language, of, in, taught, which, our, students, are.
5. On, the 24th, of, Turkmen, May, state, 1990, was, adopted, as, the language.



Homework:

1. Ex. 3 Tell about the state language of Turkmenistan.
2. Ex. 4 (in written form).

UNIT I

LESSON 4

1. Read the poem by the poet Sheydayy.

Beautiful Twenty five

How pleasing sounds to ears,
Saying all the beautiful twenty five
Some with tuneful voice, the vowels,
I followed all the beautiful twenty five.

Seven were made of voice,
And eighteen contained noise,
After three thousand years of life
Why let yourself go, all the beautiful twenty five?

Oh, Sheydayy says, worse happened,
Alas, all the folk mourn, lament for you,
Now they scorn you,
Thus, vanished, all the beautiful twenty five.

2. Answer the following questions and discuss.

a) What does knowledge mean?

Knowledge means:

- facts, information about the world;
- search for a proper place for oneself;
- what is known in a particular field or in total;
- gaining material benefits through one's possessions;
- the theoretical or practical understanding of a subject.

b) What does proper knowledge provide?

It provides:

- material benefits;
- good life; well-being;
- honour and respect;
- friendly relations between the countries of the world;
- peaceful coexistence.

3. Remember examples of using the same, similar, different, like, alike.

<p>a) Maral and Durdy have the same books.</p> <p>b) Maral and Durdy have similar books.</p> <p>c) Maral and Durdy have different books.</p> <p>d) Their books are the same.</p> <p>e) Their books are similar.</p> <p>f) Their books are different.</p>	<p>The same, similar, and different are used as adjectives.</p> <p>Notice: the always precedes same.</p>
<p>g) This book is the same as that one.</p> <p>h) This book is similar to that one.</p> <p>i) This book is different from that one.</p>	<p>Notice: the same is followed by as;</p> <p>Similar is followed by to;</p> <p>Different is followed by from.</p>
<p>j) My pen is like your pen.</p> <p>k) My pen and your pen are alike.</p>	<p>Noun + be like + noun</p> <p>Noun and noun + be alike</p>

<p>l) She looks like her sister. It looks like rain. It sounds like thunder. This material feels like silk. That smells like gas. This chemical tastes like salt. Stop acting like a fool. He seems like a nice fellow.</p>	<p>In addition to following be, like also follows certain verbs, primarily those dealing with the senses. Notice the examples in (m).</p>
<p>m) The twins look alike. We think alike. Most four-year-olds act alike. My sister and I talk alike. The little boys are dressed alike.</p>	<p>Alike may follow a few verbs other than be. Notice the examples.</p>

4. Make up your own sentences using *the same, similar, different, like* and *alike*.



Homework:

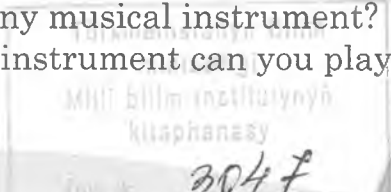
1. Ex. 1 (read the poem).
2. Ex. 4 (in written form).

UNIT I

LESSON 5

1. Answer the following questions.

1. Do you like music?
2. What kinds of music do you like best of all? (popular, folk)
3. What musical instruments do you know?
4. Can you play any musical instrument?
5. What musical instrument can you play?



6. How many musical instruments were used by our ancestors?

2. Word-building.

The adjective suffix – **al** forms adjective from noun.

E.g. Instrument – instrumental

Music – musical

Nation – national

Culture – cultural

Spirit – spiritual

Origin – original

3. Read and remember.

to play **the piano**

to play **the dutar**

but

to play football

to play chess

to go in for sports

to go in for swimming

4. Open the brackets to make proper sentences.

E.g. Meret and Aman (basketball)

Meret and Aman go in for basketball.

They play basketball.

1. The boys (to play hockey).
2. Maral (to play the piano).
3. Altyn and Jemal (to play tennis).
4. The old man (to play the flute).
5. My friend (to go in for swimming).
6. The children (to play football).

5. Read and translate the text from «Pianist Wanted» by A. Cronin.

Paul entered the shop. The shop-owner, Mr. Harris, a man of about thirty with a business-like manner, looked the young man up and down and led the way to a part of the shop where sheet music was sold. He took one of the sheets, put it on the piano that stood nearby and said: «Play».

Paul sat down and started playing. He could play well, and this piece was simple enough. He finished it, then picked up a few other sheets and played them over too. Before he had finished, the girls at the nearest counters were listening and Mr. Harris looked pleased.

«You'll do», he said at last. «I take you on. Three pounds a week and a lunch. Keep on playing all the time. Make the customers buy».

Paul kept on playing all day. It was no easy job. As time went on he felt very tired. When the shop filled up, the crowd pressed him on all sides. Towards one o'clock Harris left the shop for lunch and after a few minutes the girl from the café across the street brought over coffee and sandwiches to Paul. Glad of a rest he got up and, with a smile, asked her name. She told him, Lena Andersen. But she would not continue the conversation and moved off immediately to another part of the shop. Paul watched the girl. She was about twenty, tall, with blond hair and long legs and arms. Her face was pleasant but for a white scar that ran down her cheek. And then she looked very sad.

The afternoon wore on. Paul went on playing, but his thoughts were only about his father. He was trying hard to think of a plan what to do next. He was glad when six o'clock came and he was, at last, free.

On the following evening, after work, Paul met Mark outside the Bonanza. Boulia seemed pleased to

see him. When they had shaken hands, he said, «We're making a start tonight?»



sheet music – notalar

pianist wanted – pionino çalyan gerek

to play over – çalyp bermek

you'll do – Siziň çalşyňyz bize ýaraýar



Homework:

1. Ex. 5 (make up 6 questions about text).
2. Tell about your favourite singer or musician.

UNIT I

LESSON 6

1. Read and remember the following proverbs.

Knowledge is power.

Labour is often the father of pleasure.

Of idleness comes no goodness.

He knows most who speaks least.

He that nothing asks, nothing learns.

He who makes no mistake makes nothing.

No living man all things can.

Well begun is half done.

2. Tell about your working day.





Do you ...

- get up early?
- do morning exercises?
- read a book?
- help your mother?
- go in for sports?
- play computer games?
- do your homework well?

3. Fill in the blanks with the necessary words and expressions.

1. Teach your child how a. benefit
2. ... means losing one's life b. to save his time and life or oneself.
3. All that you can save of c. wasting time time

4. ... will damage you more than your enemies could ever. d. joblessness, lack of wisdom and laziness

5. You may use it to your e. will belong to you

4. Say it in English, the words from the right column can help you.

- | | |
|---|----------------------------------|
| - Aýna, diňle sen Maraly hiç yerde görmediňmi? | I say ; have ... anywhere about? |
| - Ýok, ol saňa näme üçin gerek boldy? | And what do you ...for? |
| - Ol maňa bu teksti terjime etmäge kömek etjekdigine söz berdi. | promised me |
| - Bolýar, men saňa biraz kömek ederin. | Well: a bit |
| Ýöne men ilki bilen kitaphana gitmeli. | First, come along |
| Ýör gideli! | wait for |
| - Ýok, men saňa garaşaryn. Sen basym gelersiňmi? | very soon |
| - Elbetde, men 5 minutdan gelerin. | Surely, I'll come |
| - Eglenme! | Don't be long! |

5. Use say/said or tell/told in the following sentences.

say smth tell smb/smth

E.g.

He **said** that he was ill.

She **told** us a very exciting story.

1. Merdan.... that his parents went to China.
2. What did Maral...?
3. Have you... him about the film?
4. What did Ahmed... about us?
5. Why did you... that?



Homework:

1. Ex. 2 (orally).
2. Ex. 4 (in written form).

UNIT I

LESSON 7

1. Read with your teacher, give Turkmen equivalents.

1. Science is a treasure created by mankind.
2. Proper knowledge means the ability which can change and improve life.

2. Read and learn the meaning of the following words:

1. to gain (v) – to derive benefit from smth.
2. property (n) – things that belong to smb.
3. conduct (n) – behavior, course
4. possession (n) – owning, property
5. skill (n) – ability
6. matter (n) – something important which causes you to think a lot or makes you give it your attention
7. calm (adj) – still, peaceful, tranquil

8. modest (adj) – simple, quite
9. to confirm (v) – affirm, to prove correct
10. to seek (v) – to look for, search for

3. Read the text.

At the library

Libraries play an important role in the cultural development of our country. People have natural desire to learn, to gain knowledge. Books satisfy this desire. Librarians help readers to choose books. Reading books is important in our education. People go to libraries to read or to borrow books there. You can find all kinds of books there. You should be careful with the books and not damage them. You should not make notes in library books or degrade the pages. Library assistant will help you if you have difficulty in finding what you need.



4. Answer the following questions.

1. Do most people gain knowledge?
2. Do all books satisfy this desire?
3. What role do our libraries play in the cultural development of our country?
4. What is important in our education?
5. What do the librarians do?
6. What is the reader not permitted to do with the books?

5. Read the words and word combinations and make up your own sentences with them.

Libraries, cultural development, natural desire to learn, to choose books, to borrow books, important part, education, damage, make notes, the reader is not permitted, librarian.

6. Speak on the following topics.

- a) Our library
- b) Our librarian



Homework:

1. Make up a dialogue with your deskmate and act it out.
2. Ex. 6 (orally).

1. Grammar.

The verb should is used to express advice about the right thing to do. We can use should to talk about the Present or the Future.

Should + simple form of a verb.



E.g. You shouldn't believe everything. You should go to bed. Should we invite Sona to the party? Yes, I think we should.

2. Read the following sentences and translate them.

1. It is raining outside. You should take an umbrella.
2. That road is wet. You should wear your boots.
3. It is already dark. You shouldn't go alone.
4. There is a stop sign. They should be very attentive.
5. They worked hard. They should have a rest.
6. You should prepare very well for the exams.
7. The weather is fine. We should go into the garden.

3. Complete the following sentences.

1. It is late. Her sister a. respect their parents shouldn't
2. You are clever boys and b. understand what is good should and what is bad
3. She talked with her c. stay in the street alone friends, and you should not
... .
4. Bayram is your elder d. follow his advice brother. You should e. study our cultural values
5. Turkmen girls and boys f. hear their talk should

4. Read and learn your parents' obligations (duties).

Parents are obliged to their children in the following ways and they should:

1. give a child a proper name.
2. guide and bring up the child.

3. provide training for the child.
4. provide the child with a profession.
5. help the child to marry.
6. help the child to establish his or her own home and family.
7. make the child fine, decent, straight person for society and country.

Not great in number, these obligations are very important.

These all add up to mean that the parents have to raise their child as a proper man or woman for society.

Parents should think about these even before their child is born because one can only do useless things without planning.



Homework:

1. Ex. 3 (in written form).
2. Ex. 4 (learn).

UNIT I

LESSON 9

1. Read and compare.

to be a great success

to have great success

the documentary film

W. Disney's cartoons

was a great success

have great success

The play I watched last night was a great success.

His playing had great success.

W. Disney's cartoons are a great success.

The documentary film has great success.

2. Make up your own sentences using the expressions given in ex. 1.

3. Grammar.

Word building. The suffix – ward forms adverbs, which mean moving or tending toward.

E.g. down + ward = downward

4. Read the following words and explain their meanings, consult the dictionary.

E.g. downward (adv) – towards a lower level or position, place.

Forward, toward, onward, afterwards, upwards, southward, eastward, northward, westward, downward.

5. Learn children's obligations to their parents.

According to the Turkmen traditions, the children's obligations to their parents are as follows:

– If parents cause problems because they are old and unable, be patient.

– Share their problems.

– Try not to cause or give them harm.

– Don't be suspicious of them.

– Wish them a long life when they are alive.

– Provide them with clothing better than yours.

– Serve them in a serious and sincere way.

– Help them fulfil their desires and make them happy.

– Satisfy their needs.

– Do not be mean about anything toward them.

– Adopt their friends as yours.

6. Make up your own sentences using *should*.



Homework:

1. Ex. 6 (in written form).
2. Ex. 5 (learn).

UNIT I

LESSON 10

1. Read and compare.

I like to watch cartoons too.	I also like to watch cartoons.
She is a good pupil and a very kind girl too.	She is a good pupil and also a kind girl.
Do you live in Mary too?	Do you also live in Mary?

2. Grammar.

Complex object (pronoun in the objective case or noun + V).

E.g. The mother made her son eat up his dinner before his game.

Everybody expected the party to be very joyful.

We saw him enter the room. I don't believe it to be true.

The Infinitive is used without particle «to» in the Complex object after the following verbs of perception:

to see, to hear, to watch, to feel, to notice, to observe, to listen, to look at, to perceive, to smell.

3. Read and translate.

1. She heard someone call her name.
2. The boys watched the planes fly in the sky.
3. My mother wishes me to be educated.
4. We make him to study better.
5. I saw the teacher talk to my sister.
6. They noticed me come towards them.

4. Make up sentences with the Complex Object using the table.

1. Our parents		us	to wash the toys.
2. The pupils	want	their teacher	walk in the street.
3. We all	believe		to help them.
4. I heard		him	to be honest.
5. Let her			to be kind.
6. Children			to be polite.
7. A man like			sing the song.
8. A little girl	asks	her mother	to cook a cake.

5. Say it in English, the words in right column can help you. Make up your own dialogue.

– Náme bolýar?	What's up?
Siz bir ýere gitjek bolýarsyňyz ýaly	It looks as if you
– Hawa, biz söwda merkezine barýarys.	We are going to
– Náme üçin?	What for?
– Maňa täze ellik aljak bolýarys.	gloves
– Könä näme boldy?	What's wrong with ...?
– Men olary hokkeý oýnamda zaýaladym. Indi olar zada ýaranoklar.	spoiled them while are no good
– Saňa haýsy reňki gerek?	What colour gloves ...?
– Maňa goňry gerekdi.	I would like



Homework:

1. Ex. 4 (in written form).
2. Ex. 5 (orally).

1. Read, remember.

They live in Mary.

So do I.

Jeren bought two books.

So did Maral.

We are at school.

So is Jemal.

Bossan will be 18 next year.

So will Oraz and Meret.

I have got a nice cottage.

So has my friend.

He doesn't like sweets.

Neither do we.

Rejep didn't go to the park.

Neither did he.

They aren't cold.

Neither am I.

I won't go to Awaza.

Neither will Ina.

Bob has not got a bike.

Neither has his brother.

2. Ben agrees with everything, write his answers.**Tom****Ben**

1. I like horses.

1. So do I.

2. I have never seen a bee.

2. ...

3. I can't swim at all.

3. ...

4. I must draw a picture.

4. ...

5. I took ten ice creams.

5. ...

6. I will play football.

6. ...

3. Ask and answer. Choose the correct answer from the right hand column.

What do we call a person who travels in a public vehicle, ship, etc?

a booking office

a printed card or piece of paper entitling the owner to place on train, plane, bus?

fare

the money paid for a journey in a train, tram, bus?	passenger
a small private section of a railway carriage with sleeping accommodations?	a ticket
a sleeping place on a ship or train	a compartment
an office at a railway station, airport, etc where tickets are sold?	a berth

4. Read and translate the text.

Travelling

Those who wish to travel, either for pleasure or on business have at their disposal various means of transport.



Ships cross seas and oceans from one continent to another. Airplanes carry passengers to various parts of the world very quickly. But most of us still have to use trains. You can see a busy railway station. A train is standing at one of the platforms ready to leave. Some passengers are getting out, others are getting in. Those who did not get their tickets beforehand are waiting in queues at the booking office.

5. Make up your questions to the text.

Homework:

1. Ex. 2 (in written form).
2. Retell the text.

UNIT II

LESSON 2

1. Ask and answer. Choose the correct answer from the right hand column.

What do we call	an area?	1. a dividing line of territory between countries, states, etc.
	a border?	2. Any defined extent of land surface.
		3. the land and waters under the jurisdiction of a nation, state, etc.
Whom do we call	a nation?	4. the people of a territory united under a single government, country, state.
	a state?	5. a permanent resident
	a territory? inhabitant?	6. one of the territorial and political units constituting a federal government

2. Use less, fewer or more to complete the sentences.

1. There is ... noise in the country than in the city.
2. There are ... cars and buses in the country.
3. Life is ... interesting in the city.
4. The life is ... expensive in the city, but it is ... healthy.
5. There are ... tall trees in the country, but there are ... tall buildings in the city.
6. There are ... people in the country.

3. Form the verbs from the following nouns.

E.g. development – to develop

Contribution, affection, information, dominant, education, invention, achievement, completion, foundation.

4. Read and translate the text.

An Anxious Mother

An anxious mother, wishing to improve her children's health decided to take them to the seaside. After the trouble of booking tickets, packing and getting to the station in time in order to catch the train, she was at last seated in a compartment of a long distance fast train, bound to the South. Her two small sons sat opposite her. Having decided that she was entitled to some rest after so much trouble, she picked up an interesting book and began to read it, warning her sons not to disturb her. After some time her elder boy asked her «Do you know the name of the station we have just passed, Mammy?»

«No, I don't, it doesn't interest me, and please, don't ask me questions while I'm reading, I don't want to be interrupted!»

«All right, but it is a great pity you are not interested in it!»

«Why so?», asked the mother.

«Because that's the station where my younger brother has got off a few minutes ago», answered the boy.

5. Answer the following questions.

1. Why did the mother decide to take her children to the seaside?

2. What necessary work did the mother do before starting for station?

3. What train was the family travelling by?

4. Why didn't the mother want to be disturbed?

5. Is it necessary to look after the children all the time?



Homework:

1. Ex. 2, 5 (In written form).

2. Retell the story «An Anxious Mother».

UNIT II

LESSON 3

1. Match a line in A with a line in B. Complete the sentences.

A

fail the exam

be late

be hungry

B

have a haircut

not study

alarm clock not go off

be tired
not recognize him
go skiing

break my leg
not sleep well
not cook enough food

E.g. She was late because her alarm clock hadn't gone off.

1. I couldn't go skiing because ____.
2. They failed the exam because _____.
3. We were hungry because _____.
4. She was tired because ____.
5. I didn't recognize him because _____.

2. Fill in the prepositions where necessary, consult the text.

An anxious mother, wishing to improve her children's health decided to take them ... the seaside ... the trouble ... booking tickets, packing and getting ... the station ... time ... order to catch the train, she was ... last seated ... a compartment ... a long distance fast train, bound ... the South. Her two small sons sat ... her. Having decided that she was entitled ... some rest ... so much trouble, she picked ... an interesting book and began to read it, warning her sons not to disturb her ... some time her elder boy asked her «Do you know the name ... the station we have just passed Mammy?»

«No, I don't, it doesn't interest me, and please, don't ask me questions ... I'm reading, I don't want to be interrupted!»

«All right, but it is a great pity you are not interested ... it!»

3. Grammar.

Must is used to talk about necessity. It is used only in the present.

E.g. You must study well and be useful to our country.

For the past we use **had to**.

E.g. We had to buy some new shoes.

The future form of **must** is **will have to**.

E.g. She will have to get up early tomorrow.

and equivalents (have to, had to) express need, a stronger sense of.

4. Complete the following sentences using **must**, **had to**, and **will have to**.


1. You _____ stop at right traffic light.
2. Maral _____ stay at home alone.
3. Jack London _____ leave school to make money.
4. I _____ prepare dinner for the guests.
5. They _____ be very attentive at their lessons.
6. You can't see. You _____ wear glasses.

5. Answer the following questions.

1. What must you do every day at school?
2. What did you have to do yesterday?
3. What will you have to do next week?



Homework:

1. Ex. 2 (orally).
 2. Ex. 4 (in written form).
- 

1. Read this dialogue, make your own and act it out.

At the Bus stop



Merjen: Shall we take a taxi or a bus?

Maral: We'd better take a bus. It's almost impossible to find a taxi during the rush hour.

Merjen: Isn't that a bus-stop over there?

Maral: Yes, oh! There is a bus now. We'll have to run to catch it.

Merjen: Oh! No! We've just missed it.

Maral: Why? There'll be another one in ten minutes.

the rush hours – a period at the beginning and end of the working day when large number of people are travelling to or from work

2. Make up your questions to these sentences.

– Turkmenistan's territory is divided into five administrative and economic regions (velayats): Ahal, Balkan, Lebap, Dashoguz and Mary, 51 etraps and 528 gengeshliks.

Ashgabat is situated in the south of the country at the foothills of the Kopetdag Mountains.

The area of Ahal is about 98 thousand sq. km.

Anev is a town of the Ahal velayat.

The Balkan velayat occupies the whole western part of the country.

The Dashoguz velayat borders on Uzbekistan.

The administrative center of Lebap is Turkmenabat.

3. Read and translate the text.

A Forgetful Tourist

Once a tourist arrived in London. When he got off the train, he asked the porter to show him the way to the nearest post office. He sent a telegram to his wife, informing her that he had arrived safely and giving her the address of the hotel he intended to stay.

Then he went to the hotel, left the luggage there and went for a walk. As it was his first visit to the English capital, he was very much interested to see the museums and the sights of this beautiful city.

He strolled about a bit, had dinner at a small restaurant and looked at the shops when he felt tired and wanted to turn his steps back to the hotel. He suddenly realized that he didn't remember its name or even what street it was in.

Suddenly he remembered the telegram which he had sent to his wife on his arrival. She knew his address and could help him.

So at a late hour his wife received this extraordinary telegram: « Please, send me my address at once».

4. Answer the following questions.

1. Where did the tourist arrive?
2. Why did he go to the post office?
3. What did he write in the telegram?
4. Was it his first visit to London?
5. How did he spend the day?
6. What telegram did his wife receive?

Homework:

1. Ex. 2 (in written form).
2. Ex. 4 (orally).

1. Read. Learn. Remember.***While, during, for***

1. *While* is a conjunction, and is followed by a clause (subject + verb)

I met Selbi while I was studying at the university.

2. *During* is a preposition, and it is followed by noun. It has similar meaning to *while*.

I worked on a farm during the holidays.

The noun after *during* expresses an activity that takes time.

During the film (lesson) football match.

While and *during* answer the questions *when*?

3. **For** is a preposition. It answers the question begins with *how long*? It is followed by time expression.

I have been living there for three years.

2. Complete the sentences with *while, during, for*.

1. My friend fell and hurt himself _____ he was playing tennis.

2. They played chess _____ two hours.

3. We worked in Turkey _____ three years.

4. She learned French _____ she was three.

5. She was reading a book _____ two hours.

6. I lived in Moscow _____ six month.

7. The children spent their holidays _____ three months

8. _____ summer they visited many countries.

9. _____ the meal we exchanged news.

10. _____ I was talking to my mother, I learned that my uncle was in hospital.



3. Read the text and tell how to use time efficiently.

How to use time efficiently

Time is your life in this world, and faith is your life in the other world. **Wasting time** means losing one's life or oneself. Teach your child how to save his time and life.

Be clever, skillful and hard – working! Laziness means being profligate and leaving oneself to be blown about by the winds of fate. **Your mercy** for yourself is work. Joblessness, lack of wisdom and laziness will damage you more than your enemies ever could. **Time** is a wild predator but if you train it, you may use it to your benefit. Do not be subject to time; let it be your subject.

4. Answer the following questions.

1. Why is it so important to save one's time?
2. Do you use your time efficiently?
3. Do you always save your time?
4. How do you use your time to your benefit?



Homework:

1. Ex. 2 (in written form).
2. Ex. 3 (orally).

UNIT II

LESSON 6

1. Word – building

Use prefix «dis» to build new words with negative meaning.

E.g: agree – disagree

Appear, honest, order, appoint, organize, infect, like.

2. Grammar.

One is used both as a noun and as an adjective – pronoun.

E.g: The book was an interesting one.

One is used to place a noun which has just been mentioned to avoid its repetition.

E.g: I took a long pencil and a short one. I have bought a blue dress and a red one.

3. Read the following sentences and explain the meaning of one.

1. One must try to do one's best with all the books.
2. I have chosen only these ones.
3. One is always pleased to see a person with whom one has passed some happy hours.
4. I have brought a new dictionary because I have lost my old one.
5. The room was a pleasant one.
6. He lives in a big house, and I live in a small one.
7. This book has a blue cover, give me another one.

Grammar.

One may be used after *the first, the next, and the last*.

E.g. The first car is better than the last one. The first lesson is English and the next one is Turkmen.

4. Read the following sentences and translate them.

The life of one who plants a tree becomes eternal.



One who harms the land in the slightest degree is not a Turk Iman (Turkmen).

One can understand the value of sacred things only after one has lost them.

If one's father passed away, then one is in need of material things.

If one's mother passed away, then one suffers from lack of love.

One's blood comes from one's father, whereas one's body is from one's mother.

One who does harm to his mother could do harm to other people and the homeland, too!

Only brothers can understand their mutual values, and the one who gave birth to them.

A friend is one's alter ego.

5. Make up your own sentences using one, ones.



Homework:

1. Ex. 4 (orally).
2. Ex. 5 (in written form).

UNIT II

LESSON 7

1. Read and learn.

National, galleries, culture, project, dome, surround, view, adjoined, chamber, performance, technical, column, exhibition, apartment.

2. Match each word in Column A with its correct meaning in Column B.

A	B
Property	a. simple
Skill	b. to receive proof of something
Benefit	c. to honor
Modest	d. to look for, search for
To gain	e. things that belong to you
to respect	f. the good in a thing or event
To seek	g. ability
To confirm	h. to obtain, receive, increase

3. Read and retell the text.

National Museum of Turkmenistan

On the 12th of November 1997 the greatest museum complex in Turkmenistan opened its doors in Ashgabat.

Many visitors come to see its galleries and halls and enjoy the full spectrum of the national culture.

The construction of the Museum is a successful Turkmen-Turkish project. The majestic three – storey building is topped with 16 semi-sphere dome.



The dome is surrounded by four light – blue smaller ones. This view can be enjoyed from the foothills of Kopetdag where the museum is located. Two galleries, embracing the whole architectural complex, lead to the main entrance.

The building adjoined by four open-air amphitheatres, 1000 seats each, is intended for chamber performances and other events.

Total height of the building from the ground technical floor to the uppest dome point is 34 meters.

The exhibition floors are beyond the columns, to the right and left of the atrium. The first floor has three exhibitions and four symmetric conference halls for 60 people each. The second floor has 5 exhibition halls and the «review» area for viewing the giant-carpet woven by the Turkmen weavers to the 2nd anniversary of Turkmenistan neutrality.

The administration office, guest apartments and cafeteria are on the 3d floor.

In the center of the giant atrium, on the round pedestal there is the sculptured State Emblem of Turkmenistan. There is also the State Flag and the documents telling about the main attributes of the country's independence.

4. Write out the words from the text denoting:

- | | |
|--------------|------------------|
| a) buildings | b) public places |
| construction | museum |

5. Make up your questions to the underlined words.

1. Many visitors come to see its galleries and halls and enjoy the full spectrum of the national culture.

Who ...?

2. Total height of the building is 34 meters.

What ...?

3. The first floor has three exhibitions and four symmetric conference halls for 60 people each.

How many?

4. In the center of the giant atrium there are the sculptured State Emblem of Turkmenistan, the State Flag and the documents.

What ...?



Homework:

1. Ex. 3 (orally).
2. Ex. 5 (in written form).

UNIT II

LESSON 8

1. Read and learn.

administrative (adj) – executive, managerial, management, supervisory, organizational.

embrace (v) – hug, clasp in the arms, accept, include, contain, cover.

enterprise (n) – undertaking, project, campaign, program, operation, effort, task, initiative, drive.

manufacture (v) – produce, mass-produce, make, fabricate, form, create.

consumer (n) – user, customer, buyer, purchaser, client.

dedicate (v) – devote, give completely, present, address.

verge (v) – edge, border, brink, skirt, lip, end, be near, approach.

2. Write questions to the underlined parts of the following sentences.

1. Every year on October 27, the Independence Day is celebrated in Turkmenistan.

When ...?

2. For a short time Turkmenistan gained impressive achievements.

What ... ?

3. The anniversary of the sovereign country is celebrated in every part of Independent Turkmenistan.

Where ... ?

4. The official ceremony is started by raising the State Flag of Turkmenistan on the «Independence» square of the capital.

How ... ?

5. We have established our own national, independent State.

Who ... ?

6. We took our flag and marks of the State from the essential meaning derived from our profound roots.

What ... ?

3. Read the following text and then summarize it in your own words.

Administrative and territorial division

According to the administrative structure the country's territory is divided into five administrative and economic regions (velayats): Ahal, Balkan, Dashoguz, Lebap and Mary, embracing 50 etraps and 528 gengeshliks.

The capital of Turkmenistan. Ashgabat is singled out as an independent administrative and economic



mic unit, including several etraps. The capital is situated in the south of the country, at the foothills of the Kopetdag Mountains. Its population is about one million people. It was founded in 1881.

Ashgabat is not only the administrative, cultural and scientific center of the country, but the most important industrial center. Many branches of the national economy depend on its development.

In the years of independence Ashgabat has fundamentally changed its appearance. Owing to the efforts of the President of Turkmenistan, many large-scale architectural structures have been constructed. Many of them have no analogues in Central Asia, such as the Turkmenbashy Palace, the Neutrality Arch, the National Museum, swimming complexes, buildings of higher educational institutions, mosques, hotels, offices, business centers, etc.



You can see new wide streets, green parks, public gardens and fountains in Ashgabat.

Ashgabat is on the way to becoming one of the largest business centers in Central Asia.



Homework:

1. Speak about Turkmenistan and its capital, Ashgabat.
2. Ex. 2 (in written form).

PART II

UNIT III

LESSON 1

1. Answer the following questions about your family.

1. Are you from a large family?
2. How many brothers and sisters have you got?
3. Do you have any other members of the family living in with you? Say who are they?
4. Who does the housework?
5. Who looks after the children?
6. Who looks after old relatives?

2. Read the following adjectives. Match them with the given nouns and make up your sentences with them.

E.g. My father told me a wonderful story.

Careful	work
Fruitful	story
Wonderful	picture
Truthful	life
Peaceful	attention

3. Ask and answer. Choose the correct answer from the right hand column.

	if there is not enough salt in the soup?	I am as hungry as a hunter.
What do you say	if you don't like to have dinner alone?	Let us have dinner together!

if you want to have some brown bread?	Pass me the salt, please.
if you want to have another cup of tea?	Pass me some brown bread, please.
if you are very hungry?	May I ask for another cup of tea?

4. Grammar.

Negative form of **must**:

a. Use **must not** to describe something that is not allowed, or to say that it is very important not to do something.

Example: If the light is red you must not move ahead.

b. Use **don't/doesn't have to** – to say that it is not necessary to do something.

Example: You don't have to leave school to make money. She doesn't have to cook the big cake for the party.

5. Make up your own sentences using the modal verbs in the negative form.

 Homework:

1. Ex. 1 (orally) Tell about your family.
2. Ex. 5 (in written form).

1. Read and translate the following words and word combinations.

a) A post-office, counter, to fill in a form, how much is it?, to send a telegram, an urgent telegram.

b) To write an address, a postage stamp, to close an envelope, to drop a letter into a letter-box.

2. Make up your own sentences using the words and word combinations given in exercise 1.

3. Learn the dialogue. Make up your own one.

At the post office

A: I would like to send a telegram. Where can I get a form?

B: You'll find some forms over there. Put your name and address and hand it in at the next counter.

A: How much will it cost me to send the telegram to France?

B: Let me see how many words. 18 words. That'll be four shillings and sixpence. Here is the receipt.

A: Thank you!

4. Retell the dialogue in indirect speech.

5. Ask and answer. Choose the correct answer from the right hand column.

What do we call	a receipt post?	1. a paper showing that the money has been paid
	a post?	2. any communication (written or oral)
	a mail?	

a pillar-box?	3. the government system of carrying and delivering letters, parcels, etc.
postmark?	4. letters, newspapers, etc, sent or delivered by post
a letter?	5. a written message.
a message?	6. a box for posting letters
	7. a mark of the post-office
a letter-box?	8. an apparatus for transmitting speech to distance

6. Write the following sentences using the prepositions: in, by, at, on, for.

1. What's ___ TV tonight?
2. Do you come to school ___ bus?
3. I am very busy ___ the moment.
4. They are ___ China.
5. Romeo and Juliet is a play ___ William Shakespeare.
6. I like to come ___ time.
7. He read an interesting article ___ the paper today.
8. Here is a birthday present ___ you, my dear.
9. We met ___ a party.
10. – Why does the girl look so happy? – Because she is ___ love.

7. Learn and remember the following phrasal verbs:

to hand down – düşmäge kömek bermek

to hand in –	gowşurmak, arza ýazmak
to hand out –	1. paýlamak 2. düşürmek
to hand over –	başga birine geçirmek
to hand up –	aşakdan ýokara äbermek
to hand it to smb –	birini hormatlamak

8. Make up your own sentences with the phrasal verbs.



Homework:

1. Ex. 3 (orally).
2. Ex. 8 (in written form).

UNIT III

LESSON 3

1. Phonetic drills.

Worrying About the Weather

Whether the weather is cold
 or whether the weather is hot
 We'll weather the weather
 Whether the weather
 Whether we like it or not.

2. Work on the dialogue. Make up your own dialogue.

- Where have you been?
- I have just come from Lebap I was visiting my friend there.
- How long have you been there?
- I have been there for 3 days. I haven't been there since 2000.

Turkmenabat has greatly changed. I like it very much. And you?

– I came to Ashgabat to visit my uncle. I enjoy living in Ashgabat.

It became a very beautiful city. It is very pleasant to visit its parks, squares, museums and monuments.

– Ok! Take my telephone number. I shall give you call some time.

3. Ask questions according to the model.

E.g. to furnish a room – Does it take time to furnish a room?

1. to hang a picture on the wall.
2. to buy new curtains to brighten the room.
3. to move furniture from one place to another.
4. to make the place fit to live in.
5. to buy a wall unit.

4. Find the right word with the opposite meaning of the given words in right hand column.

To destroy	to separate
Proper	unwise
Life	to lose
To move	to make worth
To improve	death
Wise	to stay
To unite	wrong
To find	to create

5. Grammar.

The **Future Perfect Tense** is used to express an action to be completed by a certain moment in the future (**shall or will have +V3**).

E.g: We shall have painted the gate by six o'clock in the evening tomorrow.

The workers will have finished their work before the end of the month.

6. Put the verbs in brackets in the Future Perfect Tense.

1. I (to read) this book by the end of this week.
2. Myrat (to return) from Mary by this time tomorrow.
3. They (to write) this composition by 2 o'clock.
4. By this time next year you (to finish) your studies.
5. We (to arrive) there by 10 o'clock in the evening.
6. My brother (to finish) this work by the end of this week.

7. Make up your own sentences using the Future Perfect Tense.



Homework:

1. Ex. 2 (orally).
2. Ex. 6 (in written form).

UNIT III

LESSON 4

1. Read and learn.

Cartoon, feature film, impressive, true to life, travelogue, documentary, cinema, hall, newsreel, the main part, show, producer, adventure film.

2. Read and translate the text.

A young girl was to be starred in Hollywood adventure film. To make the film more exciting there was a scene in the script where the girl was to jump from a

high mountain into the water. When the girl was shown the place she ran to the producer and said: «I won't make the jump. There's just a foot of water at the bottom of the mountain». «Why, that's all right», answered the producer, «do you think we want you to drown?»

3. Answer the questions.

1. What film did you see last week?
2. Do you usually go to morning shows or to evening shows?
3. Is it difficult or easy to get tickets for evening shows?
4. Did they show newsreel before the film?
5. Are cartoons usually technicolour or noncolour?
6. Are they true to life?
7. What kind of films are you fond of? Why?

4. Grammar.

An Attributive Clause is a subordinate clause that modifies or describes a noun or pronoun in independent clause of a complex sentence. An Attributive Clause often begins with a relative pronoun, such as **who**, **whom**, **whose**, **which**, and **that**. It may also begin with the word **where** or **when**.

E.g: The boy is swimming in the river.

He is my brother.

The boy who is swimming in the river is my brother.

5. Complete the following sentences.

The singer who

The old man who

The author who

Magtymguly is a great poet who

Oguz Han was the leader who

Gorkut Ata was a very wise man who

6. Combine each pair of sentences to make a new sentence.

1. Mary is an ancient city. They live in this city.
2. The old woman is a teacher. She teaches Turkish.
3. I read the book. My friend gave it to me.
4. He knows the people. I work with the people now.
5. I attend the school. My father finished the school.
6. The company makes cars. They are very nice.



Homework:

1. Ex.5. 6 (in written form).
2. Tell about your going to the cinema.

UNIT III

LESSON 5

1. Read with your teacher.

My country, your country,
Travel East or West.
If North is good and
South is better,
Which place is the best?
Learn to live with
one another!
One world is best.
One world is best.

2. Grammar. Learn and Remember

Participle I – V + ing – playing (V 4)

Participle II – V + ed – played (V 3)

3. Read the following sentences and translate them.

1. We like to listen to a girl **playing** the piano.
2. He looked at the **falling** yesterday was very interesting.
3. The game **played** yesterday was very interesting.
4. The story **told** by his uncle impressed us greatly.

4. Translate, using Participle I and Participle II.

a) Oýnaýan çagalar, uçýan guşlar, diňleýän okuwçylar, okaýan oglan, ýazýan gyz, surat çekýän okuwçy, saýraýan guşlar.

b) Ýazylan hat, oýnalan oýun, bişirilen nahar, okalan kitap.

5. Make up your own sentences using the examples given in ex. 4.

6. Match the two parts of the sentences.

- | | |
|---|--------------------------------|
| 1. I have brought you | a) the picture taken in London |
| 2. I can tell you | b) are always tasty |
| 3. Vegetables cooked by my mother | c) the story told by my granny |
| 4. The letters received yesterday | d) were very important |

7. Read and translate the following sentences.

1. The children swimming in the sea are my brothers.
2. The plane flying in the sky is very big.
3. We saw the bird singing in the sea.
4. The boy playing in the yard is my friend.
5. We looked at the falling leaves.
6. I listened to the woman telling the story.



Homework:

1. Make up your own sentences with the given word combinations:

The smiling girl, the plane flying in the sky, the bird singing in the tree, the children swimming in the sea, people living in towns, factories producing food, visiting guests, mistakes made in the test, the received letter, cooked dinner.

2. Tell about the weather in Turkmenistan.

UNIT III

LESSON 6

1. Give some information about yourself. The following sentences can help you.

1. When I was a child, I liked ... (disliked).
2. I was interested in (growing flowers, drawing pictures, singing, dancing).
3. I used to work in the garden.
4. My hobby was reading.
5. I really enjoyed (going to the forest, field)
6. I dreamed of becoming a teacher.

2. Grammar. Subjunctive Mood.

You can say: I wish you luck, every success, a happy birthday, etc.

I wish you a pleasant trip.

The subjunctive is used to express situations which are hypothetical or not yet realized, and it is used for what is imagined, hoped for or expected.

When we use **wish** in this way, we use the past (knew, lived, were), but the meaning is present.

E.g. I wish I were a doctor.

3. Read and remember.

1. I wish I could remember his name.
2. I wish I could stay at the party.
3. I wish you didn't return here again.
4. I wish I lived in London.
5. I wish I knew much about this writer.

4. Complete the following sentences.

1. I wish my friends (be) here now.
2. I wish my mother (be) healthy.
3. I wish I (live) in a village.
4. I wish you (listen) to me.
5. I wish we (have) a new flat.
6. I wish I (be) in Moscow.

5. Learn and remember the following phrasal verbs.

to hold back – 1. bir zatdan saklamak

2. saklanmak

3. gizlemek

to hold by – maslahaty kabul etmek, almak

to hold down – tabyn etmek, boýun etmek

to hold forth – teklip etmek

to hold in – saklamak

to hold on – 1. bir zada berk ýapysmak

2. bir zady etmegi dowam etmek,
erjellik görkezmek

to hold out – 1. eli uzatmak

2. umyt bermek

3. çydamak

to hold over – 1. aýyrmak

2. kärinde goýmak

to hold together – jemlenmek, birleşmek
to hold up – görkezmek, makullamak
to hold with – razylaşmak, ylalaşmak

6. Make up your own sentences with the phrasal verbs from ex. 5.



Homework:

1. Ex. 1 (orally).
2. Ex. 6 (in the written form).
3. Ex 5 (learn by heart).

UNIT III

LESSON 7

1. Read the extract and describe the castles.

Life Castles

Life is led in three castles. **The first castle** lasts for a lifetime, and the other two follow the footsteps of time. The lifelong castle is your homeland. You are in it from your birth till your last day in the world.

The second castle is the home you are born and raised in. You are raised with parental affection in this castle. This is sacred place for you because this place includes your mother and father who provide for you and protect you from evils. You start speaking in this castle. You become mature in this castle. This castle provides you with the necessary means to survive in the third castle.

The third castle is the home you establish with you beloved one. This is the life castle that will blossom like a rose and gain meaning. You should always re-

main indebted to your parents when you are in this castle, and you should behave consistently and show that your parents raised a good child.

2. Read and learn.

castle (n) – a strong building (built in the past) where soldiers and people could usually be safe. There are a lot of castles in Britain;

affection (n) – love, inclination, bent of somebody;

remain (v) – stay, be left. Ten students left but the others remained.

behave (v) – do something in a good or in a bad way. My children behave well at school.

indebted (adj) – obliged to do something, one's duty to do something. You should always remain indebted to parents.

mature (adj) – grown-up, well-developed;

consistent (adj) – stable, firm. The parents are being consistent and firm in their reactions.

3. Match each sentence part in column A with one in column B.

Column A

1. Your house is a ... place for you.
2. Life is ... in the castles.
3. The lifelong ... is your homeland.
4. You are raised with parental
5. Your mother and father ... for you and ... you from evils.
6. you should always ... to your parents.

Column B

- a) affection
- b) sacred
- c) provide
- d) led
- e) castle
- f) protect
- g) remain indebted

4. Grammar. The Modal verb *would*.

To offer or to invite, we use *would you like ...?*

Would you like a cup of coffee?– Yes, please.

Would you like to come to dinner tomorrow evening?

– I'd love to. I would like – I'd like.

A polite way of saying what you want:

I'd like to ask some information about these monuments, please.

I'd like to buy this jacket, please.

5. Write your own sentences using *would*.

1. You offer your guest something to eat.

2. You want to invite your friend to dinner.

3. You are in a car. The driver's car very fast. You ask him to slow down.

4. You are at the library. You want to get information about the definite author.

6. Make up your own sentences using *would*.



Homework:

1. Ex. 1 (orally).

2. Ex. 6 (in written form).

UNIT III

LESSON 8

1. Discuss the following statements with your deskmate.

1. A real friend makes your life happier and more interesting.

2. A friend is easier lost than found.

3. If you want to have a friend, you have to be good friends yourselves.

4. A friend in need is a friend indeed.

2. Read the text and try to explain the difference between a brother and a friend.

May brothers be friends and friends be brothers

The Turkmen is ready to sacrifice his life for his friend. There are many cases in history that exemplify this. It is necessary to have friends, but this need is much greater at difficult times. A friend in need is a friend indeed.

When the Turkman wishes to speak well of someone, he says: "May your brother be your friend, and your friend be your brother." The friend and the brother are the same in rank.

A friend is one's "second self". But it is not possible to say the same of every brother.

There are many examples in our life which are about how the Turkmen values his brother. Only brothers can understand their mutual values, and the one who gave birth to them.

If parents die, among the remaining children the eldest in age replaces the parents. He is to raise all the other children, help them be educated, marry and socialize.

Two brothers make two hands of the same body. One hand washes the other hand, but two together can wash the face.

A brother and his elder brother should pay respect to one another.

3. Read and learn.

To sacrifice, to exemplify, mutual value, need, rank.

4. Write the sentences from the text with the words given above and translate them.

5. Make up your questions to the text.



Homework:

1. Ex. 3 (learn by heart).
2. Ex. 2 (orally).

UNIT III

LESSON 9

1. Read and learn.

Friendship, brotherhood, accompany, independence, principle, society, harmonious relations, spiritual and ethical issue, concept, peculiar, material benefit, accomplished task.

2. Read the text and speak about friendship and friend.

Friendship is great power

My dear, Turkmen Nation!

May friendship and brotherhood always accompany the Turkmen.

The Turkmen reached their desired day of independence. Let us adopt friendship and brotherhood as our main principle in our independent society.

Friendship means the harmonious relations, that result from the love and respect between people. Friendship is a spiritual and ethical issue. It is for this reason



that friendship is peculiar to human being, or it is a concept related to man. Making friends and being friends to others is not easy. A person becomes a friend only to people who are close to his heart and with whom he has mutual understanding.

The real friendship has nothing to do with material benefits. It is first of all the harmony between souls, characteristics and ideas.

Therefore there are different kinds of friends: true friends, friends of gluttony, friends of women, friends of material values, friends of professional posts.

Only the first is a real friend. Independent and Permanently Neutral Turkmenistan should be a country of friendship and brotherhood.

3. Answer the following questions.

1. Do you have a real friend?
2. Do you agree that a friend gives meaning to your life?

3. Can you tell your secrets to your friends?
4. When does friendship grow between two people?
5. What is real friendship in your opinion?
6. When is real friendship possible?

4. Speak about your friend.



Homework:

1. Ex. 1 (orally).
2. Ex. 4 (in written form).

UNIT III

LESSON 10

1. Read the poem.

My people (by Longston Hughes)

The night is beautiful,
So the faces of my people.
The stars are beautiful,
So the eyes of my people.
Beautiful also is the sun.
Beautiful also are the souls
of my people.

2. Read the text. Make up 6 general questions to the text.

Popular British Sports and Games

The British people like everyone else like sports and games. But if they are asked to name their favourite sport they will probably name football, cricket and tennis. Though many of them go in for such sports as golf and hockey, athletics, climbing, horse-riding and boating, rugby and rowing.



Britain invented and developed many of the sports and games which are not played all over the world. Football is one of them. Cricket is another popular summer sport. It is sometimes called the English national game.

Boxing as a British sport is one of the oldest. It is existed even in Saxon times. Golf was developed in Scotland and now it is another popular game in Britain. Swimming, boating and sailing have always been popular in Britain and enjoyed by thousands of people. But the British are less interested in skiing and skating.

3. Grammar.

The Past Perfect Tense (Had+past participle)

Rule: Use the Past Perfect Tense to show the relationship between two actions in the past. The Past Perfect Tense indicates the action that took place first.

E.g. When I came to the yard the children had played the game.

4. Use the Past Perfect Tense in the following sentences.

1. Meret arrived at the station after the train (to leave).
2. They went to the museum after they (to have) dinner.
3. We had a rest after we (to play) tennis.
4. When she came to Russia, she (to learn) to speak Russian.
5. When I first met him, he (to become) famous.
6. Before he left for Balkanabat, he (to visit) his friends.

5. Make up your own sentences using the Past Perfect Tense.

6. Learn and remember the following phrasal verbs:

to turn pale – reňki açmak

to turn again – ýene peýda bolmak

to turn against – garşy çykmak

to turn back – kowmak, yzyna gaýtmak

to turn down – kiçeltmek, peseltmek

to turn on – açmak (krany) gazy, çyrany ýakmak

to turn out – ýapmak, öwürmek

to turn up – ýokary galdyrmak, birden peýda bolmak

7. Make up your own sentences using the phrasal verbs given in ex. 6.



Homework:

1. Ex. 2 (orally).
2. Ex. 7 (in written form).



1. Read the dialogue.**Asking the way**

On the first day of my stay in London I went sight-seeing. I saw Piccadilly, one of the most famous streets of London. Then I decided to go to the British Museum. I asked a passer-by to show me the way there.

Guest: – Excuse me, can you tell me the way to the British Museum?

Passer-by: – Certainly, I can. It's 30 minutes walk from here, but if you want to get there quickly you can go by bus from Oxford Circus.

Guest: – How do I get to Oxford Circus?

Passer-by: – Go straight on, turn right at the traffic lights and in three minutes you are there.

Guest: – What bus do I take?

Passer-by: – The 73.

Guest: – At what stop do I get off?

Passer-by: – At Great Russell Street. The bus stops at the museum.

Guest: – One more thing: how long will it take me to get to the museum?

Passer-by: – Not more than 15 minutes.

Guest: – Many thanks.

Passer-by: – Not at all.

2. Make up your own dialogue using the following words and word combinations:

The traffic lights, bus stop, go sightseeing, to go by bus, it will take me... minutes, to get to the museum, go straight on, turn right, turn left, get in, get off.

3. Read and translate the text.

The Tube

You can get to most places in London very quickly if you take the Underground or «Tube», as it's called. But don't travel between 7.30 and 9.30 in the morning, or 4.30 and 6.30 in the evening. These are the «rush hours».

If you do travel then, you will meet a quilt of 2.300 million people who travel by Tube every year.

You have decided where you want to go, so you buy a ticket from an automatic machine. Keep your ticket till the end of your journey. That's when the ticket – collector (or machine) takes it from you. There are eleven different lines with more than 500 stations in London Underground. It is the oldest and longest in Europe.

4. Answer the following questions.

1. What is the quickest way to get to most places in London?
2. What is the London Underground called?
3. At what time of day is it best not to travel by Tube.
4. What means «rush hours»?
5. Where do you buy ticket?
6. How many lines are there in London Underground?

5. Use either ... or, neither ... nor, both ... and in the following sentences.

1. ... Aman ... Perman were late.
2. I was ... tired ... hungry when I came home.
3. ... Selbi ... Batyr came to the party.
4. He ... wrote ... phoned.

5. She was ... Spanish ... Italian I was not sure.
6. ... you ... they bought these flowers.



Homework:

Tell about your trip.

UNIT IV

LESSON 2

1. Read and match the correct definition in Column A with Column B.

A

1. to invent
2. a liar
3. the closed season
4. to catch
5. to allow
6. a bridge

B

- a. a period between specified dates when smth is not allowed
- b. hold something
- c. a man who does not say the truth
- d. make something new
- e. say someone can do something
- f. a way across a river or a road

2. Speak about the famous American writer Mark Twain. Use the following words and expressions:

A pen-name, a real name, Samuel Clemens, the founder of the realistic American novel, the Missouri River, an apprentice printer, a river pilot, a miner in Nevada, a journalist, to become famous, his best books «The Adventures of Tom Sawyer», «The Prince and the Pauper».

3. Read the text and answer why Mark Twain told that he was the biggest liar on the Mississippi.



An anecdote about Mark Twain (1835–1910)

One of Mark Twain's hobbies was fishing, and he used to go fishing even in the closed season when fishing was not allowed. Like many fishermen, he sometimes invented stories about the number of fish he caught.

One day during the closed season, Mark Twain sat fishing under a little bridge. A man crossing the bridge saw him fishing there. The stood watching Mark Twain fishing there, and then he asked, «Have you caught many fish?»

«Not yet,» Mark Twain answered.

«I've only just begun. But yesterday caught thirty big fish here.»

«That is very interesting», the man said.

«Do you know who I am?»

«No,» Mark Twain said. «I don't think I ever saw you before.»

«I am the fishing inspector for this district,» the man said.

«And do you know who I am?» Mark Twain asked quickly.

«No, of course not,» said the inspector.

«I am the biggest liar on the Mississippi,» Mark Twain told him.

4. Choose the necessary word.

1. He sometimes ... stories about the number of fish he caught.

a. told

b. asked

c. invented

2. The man stood ... Mark Twain fishing there.
 - a. waiting b. watching c. greeting
3. Have you ... many fish?
 - a. eaten b. bought c. caught
4. Mark Twain asked ...?
 - a. slowly b. calmly c. quickly
5. I am the biggest ... on the Mississippi.
 - a. writer b. liar c. inspector

5. Answer the following questions.

1. What was Mark Twain?
2. What was Mark Twain's hobby?
3. What are his best books?
4. What books by Mark Twain have you read?



Homework:

1. Ex. 2 (orally).
2. Retell the text.

UNIT IV

LESSON 3

1. Match the words on the left with the definitions on the right. Make complete sentences, using the present tense.

- | | |
|----------------|---|
| 1. litter | a. garbage on the ground or in the street |
| 2. fence | b. a special can for garbage |
| 3. jail | c. everything that a person can see |
| 4. garbage can | d. a wall that separates two places |
| 5. view | e. sickness |
| 6. fine | f. to manage or to stop |
| 7. litterbug | g. a number of people |

- | | |
|------------|--------------------------------------|
| 8. disease | h. money people pay as punishment |
| 9. control | i. a place people stay as punishment |
| 10. group | j. a person who throws litter |

2. Read and translate.

Litter is garbage like scraps of food, paper, and cans on the ground or in the streets. Where many people live together, litter is a problem. Sometimes people don't put their garbage in the garbage can. It's easier to drop wrapping paper than to find a garbage can for it. But litter is ugly. It makes the city look dirty, and it spoils the view.

The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage.

Litter is a health problem, too. Food and garbage bring animals, which something carry disease.

Some people want to control litter. They do never litter themselves, and they work together in groups trying to clean up the city. In most places litter is against the law. The law punishes people who throw garbage on streets. They usually pay a fine, and sometimes they may be imprisoned.

There are two famous sayings in the United States: «Don't be litterbug!» and «Every litter bit hurts!»

3. Learn the words and word combinations given in ex. 1.

4. Reread the text and make up 6 questions to the text.

5. Discuss with your deskmate «Why is litter a problem?»

6. Let's talk.



Homework:

Tell about your keeping the world healthy. You can use the following expressions:

1. Keep the country tidy.
2. Take litter home.
3. Water flowers and trees.
4. Grow flowers and trees.
5. Work in the countryside.
6. Clean pavements.
7. Keep dogs and animals under control.
8. Make the world a better place.

UNIT IV

LESSON 4

1. Read and learn:

Headline, shallow, danger, nature, pollution, waste products, bottom, decay, oxygen, accumulate, soil.

2. Read and translate the text.



Nature and we

Like many lakes in North America, Lake Erie was born more than 10,000 years ago. Its area is 25,745 square kilometres. Lake Erie is the oldest and shallowest of the Great Lakes, so it is natural that it is dying faster than the others.

But it is dying not only because a lot of **soil**, dead **plants**, and animal materials are carried into it. **Pollution** is the greatest danger. **Waste products** of many kinds are brought into the lake by rivers from cities and industries. Some of the wastes kill fish and some kill the life on the **bottom** of the lake. When plants growing in the lake die, they go down to the bottom. The same thing happens to plant life that falls into the water. There they **decay**. But the process of decay impossible without **oxygen**, and in Lake Erie there is so much waste that most or all of the oxygen is taken from the water. Most of the decay stops, and the wastes accumulate on the

bottom. It was found that over 2,500 square kilometres of the lake's bottom water have no oxygen at all.

As decay takes oxygen from the water, the animal life becomes very difficult in Lake Erie. The fish that are best for food are disappearing. They need very much oxygen.

The pollution of Lake Erie is a great danger not only for fish, but for people too. In many places swimming in its waters is impossible now because of the danger to health.

3. Make up 10 questions to the text.

4. Discuss the following topics:

- a) Pollution is the greatest danger.
- b) What actions are carried out in our country to protect nature.



Homework:

1. Ex. 1 (orally).
2. Ex. 3 (in written form).

UNIT IV

LESSON 5

1. Follow the example. Use the absolute forms of the pronouns. *E.g.* The cup belongs to you. It's yours.

1. The painting belongs to my friend.
2. The dutar belongs to my father.
3. This garden belongs to my parents.
4. The piano belongs to Mrs. Tompson.
5. This book belongs to me.
6. These toys belong to us.

7. This flat belongs to you.
8. These carpets belong to them.

2. Speak about your duties in your family.

3. Read and translate the text.

**«Trees as Natural Monuments»
from Neutral Turkmenistan, November, 2013**

A tree is the best monument to human labour. Each of these manmade groves show how many different dendroflora species can live, from this view one can judge about the longevity of every plant species and be sure that the trees planted today will live for centuries. This is essential in soil and climatic conditions of Turkmenistan. Long-lived trees set an example of steadfastness and create better conditions for associating plants.

By creating forest plantations, people conserve the historically formed areas of natural Turkmen forests – open woodlands in the desert and mountainous regions and the river valleys. Scientists and specialists of the Ministry of Nature Protection conduct an assessment of the current afforestation situation and draft action plans, inventory natural forests and conduct monitoring of woodlands and carry out conservation activities to protect such forest tracts in the country.

Autumn is the season of tree planting actions throughout the country. This work is of particular importance every year as it is being carried out in the framework of the National Forest Programme adopted in accordance with the Resolution of President Gurbanguly Berdimuhamedov in January 2013. Tree planting campaign involving thousands of volunteers

throughout the country is of national significance. The campaign involves tree planting actions during which thousands of Turkmen citizens plant trees and provide care for tree plantations. Tree planting activities play a crucial role in mitigating aridization, global warming and desertification.

4. Reread the text and write out the words and word combinations denoting nature.



Homework:

Tell about nature protection in Turkmenistan.

UNIT IV

LESSON 6

1. Read and translate the text. It's interesting to know.

Our Nature

Koitendag is the most beautiful mountains of Central Asia situated in the southeast of Turkmenistan.



Wildlife in the mountains is unique and therefore of great interest for scientists. Moreover, it is the habitat of rare animal and plant species.

An attraction of this region is markhors, the wild goats with very long twisted horns that can be found in the western part of Hojaksar pass mountain ridge and Garlyk village and in the east of Koitendag. Most of their population often stay on highlands near Hojapil village. These graceful animals are also found on the slopes of deep ravines.

The ungulates are solidly built. Adult males weigh up to 85 kilograms and adult females – over 40 kilograms. Males have long, tightly curled, corkscrew-like horns, which close together at the head, but spread upwards toward the tip; corkscrew-like horns of females are shorter and thinner. Most of the year males live apart from females that patronize yearlings that were born in the current and last year. Some animals live alone. Markhors live in mixed flocks during the winter. The rutting season begins in November or December. Females give birth to one or two yearlings in late April – early May. Females are ready for the rut at the age of 3 years, males – much later. These animals live up to 10 years.

Mountain ungulates eat herbaceous plants, leaves, branches of shrubs and some trees and need water. Markhors eat not only plants, but also the reptiles... That's why they are called markhor. The name is believed to be derived from the oriental word 'mar', meaning snake, and 'khor', meaning eater. Although these animals belong to the rare species, they are easily propagated in captivity. Their enemies in nature are predators, such as wolves. Markhor is included in the Red Data Book of Turkmenistan and the Red List of the In-

ternational Union for Conservation of Nature (IUCN). Markhors hunting in our country is strictly prohibited.

The Koitendag State Nature Reserve was established in 1986 to protect nature, flora and fauna in Koitendag. Markhors and other wild animals are kept in the open-air cages in the nursery established to protect and increase the population of markhors. In late April-early May each year, inspectors of the nature reserve look for the sick, weak or abandoned young markhors and transfer them to experienced zoologists of the nursery. Young animals are kept in a separate open-air cage and zoologists render them medical aid and feed them according to the special technology. When markhors reach the age of 2-3, they are released into wilderness where they feel at home, comfortable and safe.

UNIT IV

LESSON 7

1. Match each word in column A with its correct definition in column B.

- | | |
|---------------|--|
| 1. polite | a. something which is important or costs a lot |
| 2. way | b. to think well of someone |
| 3. to present | c. direction how to do something |
| 4. respect | d. to give something to someone when you visit them |
| 5. power | e. not rude, talking in a pleasant way |
| 6. guide | f. you can make other people do what you want, something which make a machine or an engine |
| 7. value | g. someone who shows you places and tell you about them |

2. Read the text and make up 6-8 general questions.

Arch of Neutrality



The project of the Arch of Neutrality was worked out by Erol Tabanja, who heads the «Polimex» building company. Following Saparmyrat Turkmenbashy the Great's idea, the inspiration for the Arch of Neutrality was the traditional Turkmen trivet – a stable tripod, used for holding a cauldron under which a fire is kindled.

In the project the trivet was transformed into three widely curved pylons connected by boards and rings of different diameters and thickness. Here, at the height of 21,5 meters, there is a circular café-bar with a panoramic view. The transparent lift takes visitors to 50 meters, where the upper viewing platform is situated.

At 63 meters height, there is a 12 meter sculpture of Saparmyrat Turkmenbashy the Great on the background of a fluttering flag. This part of the monument gyrates slowly, making one turn every day. The Arch of Neutrality is faced with white marble, with five identical bronze rings. Each of them features relief lattices with images of basic carpet-elements of the five Turkmen tribes. These rings symbolize the unity of the people in creating the new State under the ideas of Saparmyrat Turkmenbashy the Great.

3. Translate the following word combinations from the text:

the traditional Turkmen trivet,
this image of nationhood,
three widely curved pylons, panoramic view,
on the background of a fluttering flag, one full rotation, to survey his country,
with bronze relief composition, bronze rings.

4. Learn and remember the meaning of the following words:



panorama – view of a wide area
pylon – tall steel framework, tall tower

5. Tell your classmates what the following figures are connected with in the text.

21, 5 m –
50 m –
63 m –
12 m –
75 m –

6. Describe the Arch of Neutrality.



Homework:

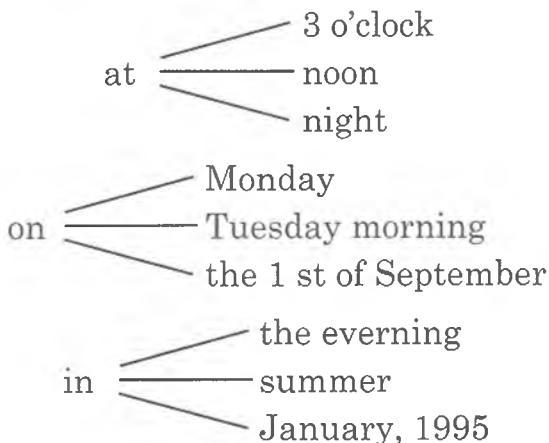
1. Ex. 1 (learn by heart).
2. Ex 6 (orally).

1. Read with your teacher.

Our way is the way of justice.
Our way is the way of welfare.

Our way is the way of unity and solidarity.
Our way is the way of friendship and brotherhood.
Our way is the way of freedom of conscience.
Our way is the way of free labour.
Our way is the way of national integrity.

2. Remember.



3. Insert necessary prepositions.

1. I had breakfast ... 6 o'clock.
2. We came ... the evening.
3. It often rains ... spring.
4. They finished their work ... June.
5. She was born ... 1997.
6. We shall go to school ... the 1 st of September.

4. Read the text and make up a dialogue with your deskmate.

Neutrality Day

The 12th of December is a great day in Turkmenistan. On the 12th of December, 1995 the General Assembly of the United Nations Organization adopted



«The Permanent Neutrality of Turkmenistan». It was unanimously supported by all 185 member states of the UN.

This day is celebrated in Turkmenistan as the national holiday – the Day of Neutrality.

According to the Resolution of the General Assembly of the UN the status of Turkmenistan as a permanent neutral state was fixed on the level of national legislation on the 27th of November, 1995 by the highest legislative body – Halk Maslahaty of Turkmenistan.

Turkmenistan is a member of the UN and recognizes priority of the UN in the solution of any issues of its competence. The status of Neutrality gave particular dynamics to the interactions between States. Neutral state means the state of not supporting or helping either side in a conflict, disagreement during the war.

On this day the city streets are decorated with national flags, slogans and posters. Conferences, seminars,

meetings devoted to the neutrality of Turkmenistan are held all over the country.

5. Make up your questions to the text.

6. Use the Future Perfect Tense in the following sentences.

E.g: I shall have finished my homework by 9 o'clock in the evening.

1. By the end of the year they (to return) from Moscow.
2. By 3 o'clock tomorrow we (to come) home.
3. Before I see you again I (visit) Japan.
4. I (to write) this letter by 5 o'clock tomorrow.
5. They (to publish) the book by the end of this month.
6. Ina (to learn) the poem before her mother comes.



Homework:

1. Make up your own sentences in the Future Perfect Tense using the following expressions:

1. by 8 o'clock tomorrow;
 2. by noon tomorrow;
 3. before I see again;
 4. by the next lesson;
 5. before I go to bed;
 6. by 9 o'clock tomorrow.
2. Tell about Neutrality Day.

UNIT IV

LESSON 9

1. For control reading and comprehension.

The approaching holiday – the New Year's Day is felt in everything. We feel it in the frosty morning air,



the mountain peaks slightly covered with first snow, bright decoration on the beautiful New Year's trees in the Turkmen capital and other towns and villages throughout our country. Numerous shops and bazaars where everyone can buy alive or an artificial New Year's tree and New Year's decorations 'testify' to the coming of the long-awaited, magical and mysterious, merry and sincere holiday.

The winter hasn't pleased us with much snow. However, in the evenings, when dusk is falling, colourful illumination on numerous conifers that stand along the streets and turns the city into a fabulous snowy forest.

A fir tree is the main attribute of the New Year's celebrations. In Turkmenistan, the tallest, most beautiful and fluffy New Year's tree is installed on the square in front of the Alem entertainment centre. The green beauty has grown by the hour like in a fairy tale since mid-December, putting on attire of glittering balls and garlands, in the town of wonders which has sprung up not far from it.

Ayazbaba (Grandfather Frost) with the long beard and his granddaughter Garpamyk (Snowmaiden) will appear in the festively decorated chariot on the square in front of the Alem Centre, and bright lights will come on the main New Year's tree of our country.



Homework:

Give written translation of the text.

1. Read and learn.

Contemporary era, primary aim, revival, values, guidance, equip, certain rules and principles, honour, development, protection, equal member, to ratify, convention, prevention, survival, to achieve.

2. Write down the sentences from the text with words in ex 1.**3. Read and translate the text.****Children's Rights**

In contemporary era, the Golden Age of the Turkmen, our primary aim is the revival of family traditions and family values.

Every well-bred child needs good breeding. The child needs guidance. An unguided child is like an untrained horse.

Equipping the child with social values, and rendering him beneficial to society at large as a skilled individual are the main aims of family good breeding.

Every man is born to live as a part of a society. Without a society, it is impossible for a man to live. However, there are certain rules and principles of human society to be honoured in a society.

Our State concerns for breeding of the rising of generation and carries out projects aimed at humanitarian development of people and protection of human rights. That is why in 1992, neutral Turkmenistan becomes the equal Member of the UN Children's Fund (UNICEF).



On the 23d of September, 1994 Turkmenistan ratified the Children's Rights Convention.

The Convention is based on four fundamental principles:

- prevention of discrimination;
- maximal implementation of the rights of the child;
- right to life, survival and development.

In May 2002, during the first UN Special Session on Children, the State delegations of all countries, including Turkmenistan, decided to achieve within a specific time period (until the year of 2015) the following goals:

- improving health and survival of children;
- providing good-quality education of them;
- protecting them from exploitation and violence.

4. Answer the following questions.

1. What is our primary aim?
2. What does the child need?
3. What is the main aim of the guidance?
4. Is it possible for a man to live without a society?
5. When did Turkmenistan ratify the Convention on the Children's Rights?
6. What are the fundamental principles of the Convention based on?



Homework:

1. Ex. 3 (orally).
2. Ex. 4 (in written form).

1. Read.



New Year

A happy New Year!
The day is so clear,
The snow is so white,
The sky is so bright,
We shout with all our might
«A happy New Year!»

New Year

Come, children, gather round my knee,
Something is about to be



Tonight's December thirty-first,
 Something is about to burst.
 Hark, it's midnight, children dear,
 Hark, hear comes another year!

2. Describe your New Year party.

- a) in your family;
- b) at school;
- c) in your town, village

3. Sing a song «Jingle Bells».

4. Find the words connected with winter, New Year's Day in the following puzzle.

n	e	w	t	o	y	e	a	r	d	s
c	h	r	i	s	t	m	a	s	e	t
a	o	i	p	r	i	d	e	i	c	e
r	l	t	r	e	e	g	g	e	e	r
d	i	l	n	j	o	y	c	o	m	e
b	d	e	c	o	r	a	t	e	b	n
h	a	p	p	y	s	o	n	g	e	r
l	y	s	n	o	w	t	e	d	r	n

5. Read the text and speak how Christmas is celebrated.

Christmas

Christmas is religious holiday. It is celebrated on the 25th of December (Catholic calendar), as the birthday of Jesus Christ. Churches have Christmas Eve

services, which usually begin just before midnight on Christmas Eve and end early on Christmas morning.

Christmas is a family holiday. Stores, post offices, banks and business houses are closed for the day. Schools and colleges are closed for Christmas Holidays.

Every house tries to have a Christmas-tree, which is decorated with toys and little lights. Since it is customary for relatives and friends to give each other presents at Christmas, the presents are placed under the tree. Little children hang up their stockings on Christmas Eve. They believe that when they are asleep, Santa Claus comes to visit them and put gifts in their stockings. In the morning, the children look into their stockings and find their gifts. The traditional Christmas meal is roast turkey and Christmas pudding.



Homework:

Write your greeting card on New Year's Day to your family or friends.

PART III

UNIT V

LESSON 1

People's health is a country's wealth

1. Phonetic drills. Read the poem.

Solomon Grundy
was born on Monday,
finished school on Tuesday,
got married on Wednesday,
fell ill on Thursday,
got worse on Friday,
died on Saturday,
was buried on Sunday.
That was the end of Solomon Grundy.

2. Read and remember new words and word – combinations:

A doctor, a patient, complaint, headache, sore throat, cough, sneeze, to complain of, stomachache, to recover, medicine, to feel (bad, cold, hot, sick), to consult, to examine, high temperature.

3. Translate into Turkmen.

1. In November Johnsy feel ill.
2. She has a high temperature.
3. She coughs and sneezes.
4. She had a headache and lay in bed.
5. The doctor examined her and prescribed medicine.
6. The patient recoved from her illness.

4. Translate into English.

Lukmany çağyrmak, derman içmek, keselden açylmak, üsgürmek, asgyrmak, bokurdak agyry, garyn agyry, barlamak, näsag, erbet duýmak, üşütme, keselleme, derman ýazmak, gyzzyrmak, zeýrenmek, arz, gyzzgyn.

5. Make up your sentences. Tlak with your deskmate.

a) These are the reasons for visit a doctor: check-up, vaccination, accident, illness.

b) A doctor's recommendations can be as follows: medication, special diet, rest, exercise, see specialist, blood test, operation.

6. Make up your own dialogue using the following expressions:

a) A dialogue between a mother and a son: Alan comes home from school looking seedy. What's wrong with you? To have a headache, to take one's temperature, to feel bad, to stay in bed, to call a doctor in;

b) A dialogue between Alan's mother and a doctor: What's the trouble? Take it easy to complain of, a bad headache, to take smb to a hospital, to examine a patient, to recover from illness, to wish a good recovery.

7. Tell about your visit to a doctor using the vocabulary given in ex. 2.

8. Prepare a topic on the theme "People's health is a country's wealth".



Homework:

1. Ex. 2 (learn).
2. Ex. 7 (in written form).



1. Read.

O. Henry [ou'henry], Sue [sju:], Johnsy ['dʒɔnsɪ], Behrman ['bɜ:mən], thermometr [ðə'mɒmətə], chance [tʃa:ns].

2. Read the text.**The Last Leaf (After O. Henry)**

O. Henry (1862–1910) is a well-known American short-story writer. He had to earn his living from the age of fifteen and he educated himself.

O. Henry knew people very well, especially the ordinary people of New York. In his stories you can feel satirical criticism of the American way of life. Most of his short stories are full of warm sympathy for ordinary American people.

Part I

Sue and Johnsy were poor artists who lived in a little New York district west of Washington Square. They painted pictures which they hoped to sell. Their studio was on the third floor of an old brick house.

They became friends in May and decided to live together. In November Johnsy fell ill. She lay in bed near the window and looked at the side of the next brick house.

One morning, the doctor asked Sue to come out into the corridor. «Your friend is very ill, she has one chance in-let us say, ten», he said, as he looked at his clinical thermometr. «And that chance is for her to want to live. Your little lady has decided that she's not going to get well. I promise to do all that. I can, but you must help me. Let her think not of her illness, but of some other things.»

After the doctor had gone, Sue went into Johnsy's room. Johnsy lay with her face towards the window. Sue thought that she was sleeping. So she began a drawing to illustrate a magazine story.

As Sue was working she heard Johnsy counting. She went quickly to the bedside. Johnsy's eyes were open. She was looking out of the window and counting something.

«Twelve», she said, and a little later «eleven», and then «ten», and «nine»; and then «eight» and «seven» almost together.

Sue looked out of the window. What was there to count? There was only a yard and the brick wall of the next house. An old, old ivy-vine was growing on the brick wall. There were only a few leaves on it.

«What is it, dear?» asked Sue,

«Six», said Johnsy. «They're falling faster now. Three days ago there almost a hundred. There goes another one. There are only five left now».

«Five what, dear? Tell me.»

«Leaves. On the ivy-vine. When the last one falls. I must go too. I've known that for three days. Didn't the doctor tell you?»

«Oh, I never heard of such nonsense,» said Sue. «The doctor told me this morning that your chances for getting well were ten to one. Try to take some soup now and let me draw my pictures.»

«No, I don't want any soup. There are only four now. I want to see the last one fall before it gets dark. Then I'll go, too.»

«Johnsy, dear,» said Sue, «will you promise me to keep your eyes shut, and not look out of the window until I finish working? I need the light.»



«Tell me as soon as you have finished,» said Johnsy, shutting her eyes, and lying white and still as a fallen statue, «because I want to see the last one fall».

«Try to sleep,» said Sue. «I must call Behrman up to be my model.»

3. Words to remember.

ivy [ˈaɪvɪ] (n) – plus, climbing ever green plant with shiny leaves

a leaf (n) – yaprak

ordinary (adj) – yönekey

an artist (n) – suratçy

still (adv) – hereketsiz

nonsense (n) – manysyz zat

to paint (v) – surat çekmek

to feel (felt) – duýmak

4. Answer the following questions.

1. What were Sue and Johnsy?
2. When did they become friends?
3. What happened to Johnsy?
4. What did the doctor advise Sue to do?
5. Was Sue a real friend?



Homework:

Retell the story.

UNIT V

LESSON 3

1. Read with your teacher and learn.

A failure, a masterpiece, an artist picture, to paint, a model, ordinary professional, comfortable, to earn, illness, to look ill.

2. Learn and remember phrasal verbs:

to look seedy – to look ill

to look after smb. – to take care of to watch

to look for – to search, see and try to find

to look one's age – years old

to look for smth, smb. – to expect, to hope for smth

to look to smb for smth. – to turn to (for help, for advice, for money)

to look into smth – to examine, to inspect

3. Make up your own sentences using the phrasal verbs.

4. Translate the following sentences:

1. She is thirty but she does not look it.

2. He looks to me to help him.

3. Look here!

4. Look before you leap.

5. To look for a needle in a haystack.

6. It looks like rain. It looks like a fine day.

7. Look at him. He looks pleased.

8. What are you looking for?

9. She looks after her little brother.

10. We look to my father for help.

5. Read the text.

The Last Leaf Part II

Old Behrman was a painter who lived on the ground floor in the same house. He was over sixty. Behrman was a failure in art, but he still hoped to paint a masterpiece. He earned a little by serving as a model to those young painters who could not pay the price of a professional.

Sue found Behrman in his little room. She told him about Johnsy's illness.

«She thinks that she will die when the last leaf falls from the old ivy-vine on the wall of the next house.»

Johnsy was sleeping when they entered her room. They went to the window and looked at each other for a moment without speaking.

When Johnsy opened her eyes the next morning, there yet stood out against the brick wall one yellow and green ivy leaf. It was the last on the vine.

«It is the last one,» said Johnsy. «I thought it would fall during the night. I heard the wind. It will fall today, and I shall die at the same time.»

The day came to its end and even in the evening there was still one leaf on the ivy-vine. Then, with the coming of the night, the north wind began to blow again, the rain beat against the windows.

In the morning, the girls looked out of the window. The one ivy-leaf was still on the vine.

Johnsy lay for a long time looking at it. And then she called to Sue and said, «I've been a bad girl. Something has made that last leaf stay there to show that we must always hope for the best. You may bring me a little soup now, and some milk».

An hour later, she said, «Sue, some day I hope to paint a beautiful picture.»

The doctor came in the afternoon. In the corridor he said to Sue, «She's much better now, she's getting well. Now I must see old Behrman on the ground floor, some kind of a painter, I believe. Pneumonia, too. He's an old man. There is no hope for him; but he goes to the hospital today. He'll be more comfortable there.»

The next day, the doctor said to Sue, «She's out of danger. You've won. Good food and care now- that's all.»

That afternoon Sue came to the bed where Johnsy lay.

«I have something to tell you, dear,» she said. «Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. He was found helpless in his room in the morning of the first day. His shoes and clothing were wet and he was very cold. They also found a lamp and a ladder in the room, some brushes and some yellow and green paints. Now look out of the window, dear, at the last ivy leaf on the wall. Do you know why it never moved when the wind blew? Ah, dear, it's Behrman's masterpiece, he painted it there the night that the last leaf fell.»

6. Remember.

failure (n) – betbagt

masterpiece (n) – nusgalyk iş

pneumonia (n) – öýken sowuklamasy

danger (n) – howp

clothing (n) – eşik

7. Find in the text and answer the following questions.

1. What was Behrman?
2. What did Behrman do to help to save Johnsy's life?
3. What did save Johnsy's life?



Homework:

1. Retell the text.
2. Tell about your friend.

1. Read.

One road leads to London,
One road runs to Wales,
My road leads me seawards
To the white dipping sails.

2. Fill in blanks with the necessary words:

- The house started
a) burn b) burnt c) burning
- The news is very
a) worried b) worrying c) worry
- The life in London was very
a) interested b) interesting c) interest
- The game of tennis is very
a) impressed b) impressive c) impress
- The travelling was very
a) excited b) exciting c) excite
- The book was very
a) bored b) boring c) bore
- My mother looks
a) tires b) tired c) tiring
- The teacher was
a) annoyed b) annoying c) annoys

3. Read and make up 6 general questions to the text.**London in the Dark Ages**

At the beginning of the 11th century England was already a big country and London was a very important city. In 1066 William the Conqueror and his people came to England from Normandy (France).

William the Conqueror became king of England. The King lived in London. Many of his people lived in London too. But William was afraid of the English, so he built the White Tower to live in. Now the White Tower is one of the most important and beautiful buildings of the Tower of London.

All Kings and Queens of London lived in London. By 1600 there were more than two hundred thousand people in London.

In those days people usually built houses of wood and they often were near one another. Something there were fires in the city, but they were usually quite small. Then came 1666, the year of the Great fire of London.

On Saturday, the 2nd of September, 1666 there was a strong wind from the river and Big Fire began. It started in the house of the king's baker, near London Bridge. Soon the next house started burning and then the next and the next. Many houses in London were burnt. The fire destroyed eighty per cent of the city. More than 250 thousand people did not have home any more.

After the Great Fire people built a new city. The city became larger and larger. The railways came and London became richer and richer, but it didn't become nicer. The city became dark and people lived in bad houses. There are still poor people and dirty places in London today, but life is better now and there are many new houses and flats. The city is much cleaner now.

4. Reread the text and complete the following sentences.

1. At the beginning of the ... century England was already a big country.

2. Buy ... there were more than two hundred thousand people in London.

3. Then came ..., the year of the Great Fire of London.

4. More than ... people did not have home any more.

5. ... and London became richer and richer.

6. There are still poor people



Homework:

1. Make up 6-8 questions to the text.

2. Retell the text.

UNIT V

LESSON 5

1. Read.

Westminster, Trafalgar, Square, British Prime Minister, Downing Street, Whitehall, Parliament Square, Houses of Parliament, Big Ben, Sir Benjamin Hall, Westminster Bridge, Westminster Abbey, Charles Dickens and Rudyard Kipling, Buckingham Palace, Queen Victoria Memorial.

2. Read the text and speak about Westminster.

Westminster

The political center of London is Westminster. It is a part of London where there are a lot of offices. If you go down Whitehall from Trafalgar Square, on the right you can see a small street where the British Prime Minister lives. He lives at 10 Downing Street. Whitehall is a wide street leading to Parliament Square. The square is very large. On the left you can see a long gray building with towers, which is the Houses of Parliament.

The large clock in one of the towers is Big Ben. Big Ben is the name of the clock and the bell of the clock tower of the Houses of Parliament. You can hear the sound of Big Ben every hour in London. The clock and the bell got their names from Sir Benjamin Hall. He was a tall man, whose nickname was Big Ben. So people know the clock as Big Ben.

The Thames is behind the Houses of Parliament and the bridge across it is Westminster Bridge.

On the other side of Parliament Square is the Westminster Abbey. It is one of the most famous and beautiful churches in London. It is very old too. It is more than nine hundred years old. There are so many monuments and statues there. Many English kings and queens are buried there: for example, Charles Dickens and Rudyard Kipling.

The Queen of England lives in Buckingham Palace. It is a wonderful building with a monument in front of it, which is the Queen Victoria Memorial. It takes twenty minutes to get from Trafalgar Square to Buckingham Palace.

3. Reread the text and complete the following sentences.

The political center of ... is Westminster. The Thames is behind the ... and the bridge across it is Westminster Bridge. ... is a wide street leading to Parliament Square. The ... of England lives in Buckingham Palace. It takes twenty minutes to get from ... to Buckingham Palace.

4. Answer the following questions.

1. What is the political center of London?
2. Where does the British Prime Minister live?
3. What is Whitehall?

4. What is the name of the large clock?
5. Who is creator of this clock?
6. Where is the Westminster Abbey?
7. Where does the Queen of England live?



Homework:

1. Ex. 4 (in written form).
2. Ex. 2 (orally).

UNIT V

LESSON 6

1. Phonetic drills. Read.

The Sonnet by W. Shakespeare

He that is thy friend indeed.
He will help thee in the need.
If thou sorrow, he will weep
If thou wake, he cannot sleep;
Thus of every grief in heart
He with thee does bear a part.
These are certain signs to know
Faithful friends from flattering foe.

2. Remember the following archaic words from the Sonnet.

Thy – your, thee – you, thou – you.

3. Grammar.

Modal verbs: *must*, *mustn't*, *needn't*.

You must do something. It is necessary for you.
Do it.

You mustn't do something. It is necessary for you
not to do it (so don't do it).

You needn't do something. You don't need to do it (but you can't you like).

We have plenty of time. We needn't hurry or we don't need to hurry.

4. Make up your own sentences with *must*, *mustn't*, *needn't*.

5. Read the text about William Shakespeare's plays.

Shakespeare's plays are wonderfully interesting. His historic works tell the stories of the English kings. Others tell the tragic stories of the ancient world. Shakespeare also wrote his plays for the amusement of those who went to see them. They contain many moral and ethical lessons, which can help to be better, wiser and happier. Shakespeare wrote 37 plays and about 150 sonnets.



ethical ['eθɪkəl] – relating to moral principles or ethics

ethics – moral beliefs and rules about right and wrong

6. This is list of some of Shakespeare's great plays.

1. The Comedy of Errors. 1593
2. Romeo and Juliet. 1595
3. A Midsummer Nights Dream. 1596
4. A Merchant of Venice. 1597
5. Julius Caesar. 1599
6. Twelfth Night. 1600
7. Hamlet. 1601
8. Othello. 1604
9. King Lear. 1606
10. Macbeth. 1606

7. Read the text and speak about the relationship between the father and the daughters.

King Lear

Many centuries ago there lived an old king of Britain. His name was Lear. He had three daughters-Goneril, Regan and Cordelia. Cordelia was his favourite (daughter) child.

As Lear was very old, he decided to divide his kingdom among his three daughters. «I want to divide my kingdom among you,» he said. «The one who loves me most, will have the largest part.»

«I love you more than anything in the whole world», said Goneril.

«I love you more than my life or my freedom» , said Regan.

«And what do you say, Cordelia?» asked the King.

Cordelia raised her head. «Father», she said, «I love you not more than a daughter can love her father».

«King Lear was very angry. «Leave me!» he said. «I don't want to see you ever again.» He divided his kingdom between Regan and Goneril, and Cordelia was given nothing. After some time she left Britain and became the wife of the French King, who loved her more than words can tell. King Lear decided to stay with Goneril. But Goneril who now rich and powerful, did not want to have the old King near her. Lear went to Regan. But Regan said: «I am not so rich as Goneril, and I can't invite you to stay at my house. You had better go back to Goneril!»

Now king Lear had no home and daughters. He was as poor as the poorest man in Britain.

One night a terrible storm broke out. It rained hard, and the moon and the stars were behind the clouds. It

was cold, wet and dark in the fields. King Lear had only two friends with him. One was his fool and the other a knight. The knight's name was Kent. The fool tried to help the old King, but he could only make jokes and sing songs.

King Lear was very ill, and Kent decided to send a man to Cordelia. When Cordelia was told the truth about her father, she came to Britain with many soldiers. King Lear was very happy to see her daughter near him.

8. Answer the following questions.

1. What was the name of the old King of Britain?
2. What did King Lear decide to do?
3. How did Cordelia answer her father's question?
4. What has happened to Cordelia?
5. What has happened to King Lear?
6. Who stayed with him?
7. What shows Cordelia's real love to her father?



Homework:

1. Ex. 7 (orally).
2. Ex. 1 (learn).

UNIT V

LESSON 7

1. Phonetic drills. Read.

Those Evening Bells

Those Evening Bells! Those Evening Bells!
How many tales their music tell,
Of youth and home and that sweet time
When last I heard their soothing chime.

2. Read the text about a brave sailor.

A brave sailor

About three hundred years ago a brave sailor lived in Great Britain. His name was Henry Hudson. He was not afraid of anything. Many times he sailed in a small ship far off the coast of England. He dreamt of crossing the Arctic Ocean. Three times he tried to do so and each time he returned home and told his friends wonderful stories of difficulties he had to go through. Through he had a very small crew, all the three voyages were quite successful.

The fourth time Henry Hudson left England in a small boat called «The Discovery». It was a very dangerous voyage. They had to go through many difficulties before they reached an unknown river and a bay. The river and the bay were named after Henry Hudson.

Soon winter came and troubles began. They were hungry and thirsty as they had very little food and water. The bay and the river covered with ice. They could not get out. The men who were with him decided that Henry Hudson was to blame in all their troubles so they wanted to punish him. They placed Hudson and his friends in a small boat and let it sail off in an ice sea. Nobody had ever heard of this little boat and its crew.

3. Grammar. The modal verb *would*.

To offer or to invite, we use would you like ...?

Would you like a cup of coffee? – Yes, please.

Would you like to come to dinner tomorrow evening?

– I'd love to.

A polite way of saying what you want:

I'd like to ask some information about these monuments, please.

I'd like to buy this jacket, please.

We use would, wouldn't when we imagine a situation or an action (We think of something that is not real).

E.g. It would be nice to buy a new car but we haven't enough money for it.

I would phone Kerim, but I haven't got his number.

It would be interesting to travel abroad by plane, but I can't get a ticket.

I would write a letter to my aunt but I don't know her new address.

I would live by the sea if my parents agree.

4. Write your own sentences using would.

1. You offer your guest something to eat.

2. You want to invite your friend to dinner.

3. You are in a car. The driver's car very fast. You ask him to slow down.

4. You are at the library. You want to get information about the definite author.

5. Make up your own sentences using would.



Homework:

1. Ex. 2 (orally).

2. Ex. 4 (in written from).

1. Read.**God Save the Queen**

God save our gracious Queen,
Long live, our noble Queen,
God save the Queen.
God save the Queen.
Happy and glorious,
Long to reign over us,
God save the Queen.

2. Grammar.

Like means similar to, the same as, having the same characteristics or qualities.

1. What a beautiful house! It's like a palace.
2. What does Sona do? She is a teacher, like me.
3. Be careful! The floor has been polished. It is like walking on ice.
4. It's raining again. I hate weather like this.

3. Remember these idioms and sayings and try to give their meanings.

1. Like a cat on hot bricks.
2. Like a needle in a haystack.
3. Like father, like son.
4. Like mother, like daughter.
5. Like parents, like children.
6. Like teacher, like students.
7. Like master, like man.
8. Like a pearl on one's palm.

4. Complete the following sentences.

E.g. Like his father he goes in for swimming.

1. Like many fisherman
2. Like her girlfriends
3. Like a real friend
4. Like a close relative
5. Like many boys of his age
6. Like her mother

5. Read the text.

London

✓ London is the biggest city in Britain. It is 46 kilometers from north to south and 58 kilometers from east to west. More than seven million people live and work there. This is 13 per cent of the Britain's population. London is one of the most important cities in the world. It is a center of business and tourism. London is in fact three cities: the City of London, the East End and the West End.

✓ In London you can find some of the best theatres, cinemas and museums. There are many beautiful old churches in London. There are about ten thousand streets in



London. Most of the streets are not very wide. You can see many shops in London. Oxford Street is the main shopping center of London. You can buy clothes, shoes and toys in it. You can find many old and new beautiful parks in the city. London is a green city. Hyde Park, St. James's Park and Regent's Park are the biggest parks in London. There is the famous London Zoo in Regent's Park. There you can see crocodiles and monkeys, elephants and giraffes, lions and tigers. In English parks you can sit on the green grass, you can play football and other games, ride horses, watch the ducks, you can walk or have quiet talk with your friends or read your book. Hyde Park is one of the most popular places of Londoners on hot summer days. It also famous for its Speaker's Corner.



Homework:

1. Ex. 4 (in written form).
2. Ex. 5. Retell the text.

UNIT V

LESSON 9

1. Read and learn the following words:

nobility (n) – quality of being noble

noble (adj) – having, showing high character and qualities of high rank title or birth

impoverish (v) – to become poor, to exhaust the strength

2. Read the text and tell about Pushkin.

Alexander Sergeyeovich Pushkin

Alexander Sergeyeovich Pushkin is a great Russian poet. He was born on the 6th of June 1799 in Moscow.



His parents were representatives of impoverished nobility. His father's name was Sergey Ivanovich and he was a retired major. Nadejda Osipowna was the name of the poet's mother. She was Ibragim Hannibal's granddaughter who was from North of Abyssinia. Alexander had an uncle whose name was Nikita Kozlow. He had a brother and a sister. His brother's name was Lev Sergeyevich.

His parents wanted their children to be educated. So they sent their son to closed privileged Tsarskosel'skiy Lyceum. He studied well and wrote many poems. In his poems he expressed his love for his Motherland, people and nature. In his childhood he had a nurse. Her name was Arina Rodionovna. She was a good fairy tales narrator and she told him many tales. In his poems «A nurse» he wrote about his love for his nurse. He wrote many tales for children. One of them is «Tale about Tsar Soltan». His «Ruslan and Ludmila», «Eugene Onegin», «Capitan's Daughter», «I loved you», «A winter morning» are well-known and are still very popular.

On the 29th of January, 1837 he was killed in the duel with Dantes trying to defend his wife's good name.

A.S. Pushkin is known in every corner of the world. His works were translated into many languages.

3. Answer the following questions.

1. When and where was born A.S.Pushkin?
2. What were his father's and mother's names?
3. Did he have any brothers and sisters?
4. Where did he study?
5. What was his nurse's name?

6. What poems and tales by Pushkin do you know?
7. When and how did he die?

4. Fill in blanks with necessary words from the box.

Future, to fight, freedom, beginning, works, famous, to enjoy.

1. Pushkin lived at the ... of the XIX century.
2. He was one of the most ... Russian writers.
3. He was always with those who ... for the freedom of the people.
4. Pushkin was a great poet, and his ... show that he loved ... and thought about a happy ... for the peoples of Russia.
5. We ... Pushkin's fine poems.

5. Make up a dialogue with your partner.



Homework:

1. Ex. 2 (orally).
2. Ex. 4 (in written form).

UNIT VI

LESSON 1

1. Read the following words:

North America, South America, Central America, continent, Italy, Christopher Columbus, Spain, New World, Mayflower, Plymouth, New England.

2. Read the text and speak about America.

Discovery of America

In our days everybody knows what the word «America» means. First of all it is the name of the country the United

States of America. And, besides, America is the name of two continents: North America and South America. These two continents form the part of the world called America.

Christopher Columbus discovered America in 1492.

We do not know much about this man. He was born in Italy but lived in Spain for a long time. He was a sea-man and made sea voyages. In 1492 the King and Queen of Spain gave him money to go to India. He decided to sail west as he was sure that our planet was round. And after sailing 4000 miles, he reached some land. Columbus thought that it must be India but it was not. It was a new land – a new continent. It was America – Central America in fact. People began to speak about the land as «the New World».

Columbus made some more voyages to the New World.

Columbus discovered Cuba in 1493 but he did not know it was an island. He never landed on the mainland of North America. He discovered some more islands in Central America. Spain was very much interested in this land. There were built some Spanish settlements in this territory and in South and North America too.

The England became interested in the New World too. The first English settlements appeared in America at the beginning of the seventeenth century. On the 6th of September 1620 a group of people left England for the New World. They sailed from the English city of Plymouth, on board «Mayflower» ship. They wanted to start a new life and to have no religious problems they had in England.

3. Answer the following questions.

1. What does the word America mean?

2. Did Christopher Columbus discover the new continent of America?
3. When did he discover it?
4. Does anybody remember his voyage?
5. Do we know much about that great discoverer?
6. Where was Columbus born?
7. Where did he live?
8. Who gave him money for the trip to India?
9. Why did Columbus sail west?
10. What countries were interested in the New World?



Homework:

1. Ex. 2 (tell about America).

UNIT VI

LESSON 2

1. Read.

This land is Your Land

This land is your Land, this land is my Land
From California, to the New York island!
From the redwood forest, to the gulf stream waters
This Land was made for you and me.

2. Read the text and speak about native Americans.

Native Americans

The native Americans came from Asia. Over 2000 years ago, they travelled across the land between Siberia and Alaska.

When the English colonists came to the New World on board the Mayflower ship. The Native Americans met them friendly and helped them a lot.



In those days native people lived in small earth houses and grew their own food. Some Indians ate only grass, nuts, and fruit they could find. Other people were fishermen and lived in wooden houses. Most Native Americans were very peaceful. They wanted to live happily with nature and each other. They believed in many gods and thought that the gods live in trees, stones, water and fire. They believed their gods could bring success in hunting, farming and fishing. They often had special ceremonies with dances and music before they went hunting or fishing or when they began farming.

Native American's songs and poems are very important part of their traditions as they help them to keep their history and culture alive.

Another famous tradition was smoking of peace pipe. When they smoked this pipe together with people, they did not know it meant friendship and peace.

Many years ago native American tribes lived in all parts of the USA, and hunted and fished wherever they choose. Now most of them live in poor lands to the west of the Mississippi River.

3. Answer the following questions.

1. Where did the native Americans come from?
2. How did they travel?
3. Where did they live?
4. What did they eat?
5. What did the native Americans believe in?



Homework:

Ex. 2 (tell about native Americans).

1. Read.**This land is Your Land**

As I was walking a ribbon of highway,
I saw above me an endless skyway,
I saw below me a golden valley,
This land was made for you and me.

2. Grammar. The usage of even.

We use even to say that something is unusual or surprising.

E.g. Meret likes watching television. He has a TV set in every room of the house even in the bathroom.

He always wears a coat even in a hot weather.

Nobody could help her even her best friend.

He never shouts, even when he is angry.

3. Make up your own sentences using even.**4. Read the given words and make up your own sentences with them.**

Native Americans, Asia, over 2000, Mayflower, Siberia, Alaska, English colonists, New World, Mississippi River.

5. Read and learn the dialogue.

- Where did the Native Americans come from?
- They came from Asia.
- When did they travel across the land between Siberia and Alaska?
- Over 2000 years ago, they travelled across the land between Siberia and Alaska.
- What did English colonists come on?
- They came on the Mayflower board.
- How did Native Americans meet them?
- They were very friendly and helped them a lot.

6. Read the text and speak about the rich lady who invited Mark Twain to the opera.

Mark Twain

Once Mark Twain was invited to the opera. He accepted the invitation. The box he had a seat belonged to a very rich man. The rich man and his wife were very proud because all their friends saw the famous writer in their own box. During the performance the man and his wife talked all the time. They talked loudly and so much that it was often impossible for Mark Twain to listen to the opera.

He realized that neither the rich man, no his wife understood music and they came to the opera just to show that the famous writer was a friend of theirs.

Mark Twain was very sorry he had accepted their invitation. That was very foolish of him. Still there was no way out. He had to wait until the end.

Towards the end of the performance the rich lady turned to Mark Twain and smiled. She was quite sure that the famous writer had enjoyed the opera. So she invited Mark Twain to listen to another opera. She told him that she and her husband would be happy to see him in their box the following Friday. She added that «Carmen» would be on.

The great writer expressed his gratitude for the invitation and said: «That'll be fine. I never heard you in «Carmen».

7. Tell about Mark Twain.

8. Tell about the rich man and his wife.



Homework:

1. Ex. 6 (tell the story).
2. Prepare topic work «My favourite writer».

1. Read and explain the meanings of the following proverbs and sayings.

East or West, home is best.

Every country has its customs.

Cod helps those who help themselves.

He who makes no mistakes makes nothing.

Idleness is the mother of all evils.

If you want a thing well done, do it yourself.

2. Read and tell about USA, make up 6 special questions.

The United States of America

The USA is one of the largest countries in the world. The USA plays an important role in international political life. The country is situated in the part of the North American continent. It is washed by the Pacific and At-



lantic oceans. The population of the United States is nearly 290 million people and most of the people and most of the people live in towns and cities. People of different nationalities live in the USA.

The official language of the country is English. The capital of the country is Washington. It was named after the first US president George Washington. As the USA is a large country, the climate varies a lot from one region to another.

There are many monuments in the USA. The highest peak of the Cordilleras is 4,418 meters. The main river of the country is Mississippi. Louisiana Americans call it Mother River. There are many other great and beautiful rivers there: Colorado in the south and Columbia in the northwest. There are five Great Lakes between the USA and Canada and the most beautiful of them is Ontario.

In the USA people grow corn, wheat, cotton and tobacco. Only 4 per cent of the population involved in the agricultural sector.

Main American cities are Washington, New York, Boston, Chicago, San Francisco, Los Angeles, Detroit and Philadelphia. Washington is the capital of the country, where the two-chambered US congress works and the president lives. New York is the biggest business and cultural center. Boston is famous for its three best-known universities. Chicago is one of the largest industrial cities of USA. Detroit is the capital of motor-car industry. Hollywood is a small city near Los Angeles, movie business center.

The USA has an Academy of Science that is internationally known. There are a lot of institutes and laboratories, museums and libraries. Most famous is the US

Congress Library where one can find nearly everything that was published anywhere in the world.

The USA is rich in mineral resources such as aluminium, salt, zinc, copper, natural gas, gold and silver. Such industries as car-manufacturing, machine-building, automatic processing lines, telecommunications and computers are highly developed in the USA.

3. Speak on the map of the USA.

4. Write questions to the underlined part of the following sentences.

1. The USA plays an important role in international political life. What role ...?

2. The country is situated in the central part of the North American continent. Where ...?

3. The population of the USA is nearly 290 million people. What ...?

4. The official language of the country is English. What ...?

5. The capital of the country is Washington. What ...?

6. People grow corn, wheat, cotton and tobacco. What ...?

5. Name the most important industrial and cultural centers of the USA.

6. Name the main American cities.



Homework:

1. Ex. 2 (tell about America).
2. Ex. 4 (in written form).

1. Read with your teacher. Make up your own sentences with the following words.

The Pacific ocean, The Atlantic ocean, California, Great Lakes, Louisiana, Mother River, Washington, New York, Boston, Chicago, San Francisco, Los Angeles, Detroit, Philadelphia, Academy of Science, telecommunications.

2. Read and learn the dialogue.

– Is the USA one of the largest countries in the world?

– Yes, it is. The USA is one of the largest countries in the world.

– How many states are there in the USA?

– There are 50 states in the USA.

– What do you know about the population of the United States of America?

– The population of the United States is nearly 290 million people and most of the people live in towns and cities.

– What is the capital of the USA.

– Washington is the capital of the USA.

– What American rivers do you know?

– They are Colorado and Columbia, Mississippi.

– Which one is the longest and most important?

– The main river of the country is Mississippi, Louisiana African – Americans call it Mother River.

3. Complete the following sentences using the necessary words from the box.

Grow, rich, population, official, named, washed

1. The ... language of the country is English.
2. It was ... after the first US President George Washington.
3. In the USA, people ... corn, wheat, cotton and tobacco.
4. The USA is ... mineral resources.
5. The ... of the United States is nearly 297 million people.
6. It is ... by the Pacific and Atlantic Oceans.

4. Work with the map of America.

- Tell about:
- a) Its geographical position and climate;
 - b) Main cities;
 - c) Agriculture and industry.



Homework:

1. Ex. 2 (orally).
2. Ex. 3 (in written form).

UNIT VI

LESSON 6

1. Read.

This Land is Your Land

I've roamed and rambled and I've followed my footsteps
To the sparking sands of her diamond deserts.
And all around me voice was sounding;
This land was made for you and me.

2. Grammar. The use of *so* and *such*.

So and *such* make the meaning of an adjective (or adverb) stronger.

E.g. It is a beautiful day! It's so warm.

3. Read the following sentences paying attention to using of *so* and *such*.

1. It was so difficult to understand him because he talks so quietly.

2. I was so tired I fell asleep very soon.

3. I didn't think that she was so nice.

4. It was such fine weather we spent all the day in the yard.

5. I liked my aunt and uncle. They are such nice people.

6. It was such a good book that I couldn't put it down.

4. Make up your own sentences with *so* and *such*.

5. Read the text and speak about the American symbols.

American Symbols

The American flag is often called «The Stars and Stripes». There are three colours on the flag of the United States – red, white and blue. As there are fifty states in the USA, there are fifty stars on the American flag: one star for each state.

The American flag has thirteen stripes. The stripes are red and white. The flag has seven red stripes and six white stripes.

People must know many things about the flag: for example, you should display it only during the day and you should fold it in a special way. In some schools there



is a flag in each classroom, and children stand in front of the flag every day. You can see the American flag in shops and offices, in the streets and squares, in small towns and in big cities. Americans are proud of their flag and display it in many places.

One of the most famous symbols of the USA is the Statue of Liberty. France gave the statue to American in 1884 as a symbol of friendship. The statue is in New York on Liberty Island. It is one of the first things people see when they arrive in New York by sea.

The eagle became the official national symbol of the country in 1782. It has an olive branch (a symbol of peace) and arrows (a symbol of strength). You can see the eagle on the back of a dollar bank note.

The USA has an official song too. It is called «the Star-Spangled Banner». Every state in the USA has its own flag, its own symbol and its own song too.

6. Answer the following questions.

1. What do people often call the American flag?
2. What are the colours of the American flag?
3. How many states are there in the USA?
4. How many stars are there on the American flag?

Why?



5. How many stripes does the flag have?
6. What other American symbols do you know?
7. Where is the Statue of Liberty?



Homework:

1. Ex. 4 (in written form).
2. Ex. 5 (tell about the American symbols).

UNIT VI

LESSON 7

1. Remember.

What is flag?

Flag is usually an oblong or square piece of cloth with a particular design, that can be attached by one edge to a rope, pole etc. and used as a symbol of a country or a signal.

2. Read the text and speak about the American Flag Day.

American Flag has changed its designs more times than the any other flag in the world. The first flag called the Grand Union was invented on January 1, 1776. On June 14, 1777, Congress declared that the United States have the Grand instead of the British Union Jack. The thirteen stars of the flag represented the thirteen new states. The first official Flag Day was observed in Philadelphia Pennsylvania in 1893.

June 14 was proclaimed as Flag Day in America. In August, 1949, President Harry Truman declared June 14, as Flag Day.

The current flag has thirteen red and white alternating stripes (representing the original 13 States) and

50 stars. Each star represents one of the States of the Union on a blue background.

3. Complete the following sentences using the correct word.

1. American flag has changed its ... more times than any other flag in the world.

- a) maps b) design c) colours

2. On June 14, 1777 Congress ... that the United States have the Grand.

- a) named b) design c) declared

3. June 14 was ... as Flag Day in America.

- a) declared b) proclaimed c) made

4. The ... flag has thirteen red and white alternating stripes and 50 States.

- a) current b) present c) future

4. Describe the State Flag of Turkmenistan.

5. Tell about the State Flag Day of Turkmenistan.



Homework:

Tell about American symbols.

UNIT VI

LESSON 8

1. Read.

Take me home, Country Roads

Almost heaven, West Virginis
Blue Ridge Mountains, Shenandoah River
Life is old there, older than the trees



Younger than the mountains, blowing like a breeze.
Country roads, take me home.
To the place I belong
West Virginia, Mountain Mama
Take me home, country roads.

2. Read the following text and speak about the biography of Jack London.

Jack London



Jack London one of the famous American writers, was born in San Francisco, in 1876. The London's was very poor and Jack began to work selling newspapers when he was nine years old. On Saturdays and Sundays he worked at a hotel. The boy liked to read and spent much of his time with books. He left school at thirteen.

Jack London had worked in different places before he became a writer. His life was very hard, often he had no money and looked for work.

In 1896 gold was found in Alaska and Jack London went there. He met his heroes, strong men, for his books in Alaska.

After he had come from Alaska, he began to write books. People liked them very much. He wrote about animals and people who were afraid of nothing.

In 1909 he wrote his famous book "Martin Eden" in which he told about himself he put his real soul into this novel. He died in 1916.

3. Make up questions to the underlined words.

1. Jack London was born in San Francisco, in 1876.
2. Jack began to work selling newspapers.
3. He left school at thirteen.
4. In 1896 Jack London went to Alaska.
5. He wrote about the sea and the North animals and people.

4. Answer the following questions.

1. Do you know other American writers or poets?
2. What American books have you read?
3. Did you like them? Why?
4. What American films have you watched?
5. Are they interesting?

 Homework:

1. Ex. 1 (learn by heart).
2. Ex. 2 (orally).

UNIT VI

LESSON 9

1. Answer the following questions.

1. Are books your good friends?
2. Why are they your good friends?
3. Do they help to know things better?
4. Do you enjoy reading?
5. Are there many great readers in your class?
6. What English writers and poets do you know?
7. Who is your favourite English writer?
8. What books by English authors have you read?

3. Read the extract from «Martin Eden» the novel by Jack London.

**How Martin Eden
became a writer**

When Martin Eden decided to become a writer, his first task was to receive an education. But he was not admitted to the the university, because he could hardly read, and did not know English grammar. Besides, he had not studied the subjects that every child learns at school. Martin Eden was alone in the world: he had no parents or relatives who were interested in his future.

There was only one person who agreed to help him. She was Ruth, the daughter of a rich business man. But even she did not believe that Martin would become a writer. She taught him the English language and English literature, but she didn't want him to become a writer. Nevertheless Martin Eden became one of the most popular writers in America.

4. Read the text and write questions to the underlined parts of the following sentences.

1. When Martin Eden decided to become a writer, his first task was to receive an education. What _____?

2. But the he was not admitted to the university, because he hardly read, and did not know English grammar. Why _____?

3. There was only one person who agreed to help him. Who?

4. She didn't want him to become a writer. What _____?

5. Martin became one of the most popular writers in America. Where _____?

5. Tell about your favourite writer and his books.



Homework:

1. Ex. 5 (orally).
2. Ex. 4 (in written form).

UNIT VI

LESSON 10

1. Read the text and name the sights of Washington.

Washington

Washington is the capital of the United States of America. The city is situated on the left bank of the Potomac River. The city was named after the first US President George Washington. The population of the city is nearly three million people. There are many beautiful parks and gardens in Washington. There are famous cherry trees gifted by a Japanese delegation in 1912. There are a lot of libraries, museums and art galleries in the city. You can visit the National Gallery of Art. It was opened in 1941. It has several art collections from 14th to 19th century. There is one of the finest picture galleries in America. The NASA museum is devoted to the US achievements in outer space. The Capitol is the seat of Congress.

The Capitol is the center of the city. The Capitol was built according to William Thornton's plans. He was an architect. The Capitol is made of stone and marble. There are 540 rooms in it. It is on the Capitol Hill, which is the highest of the sights in the city. There is law that forbids to build houses higher than the Capitol.



The American Congress consists of two Chambers: the Senate and the House of the Representatives. From the Capitol to the White House where the President of the USA lives and works, runs Pennsylvania Avenue. All parades are held there.

The White House is the official residence of all the USA presidents since 1800. George Washington (1732–1779) did not live in the House. The second US President John Adams was the first who lived there. The White House has 132 rooms.

The Metro system is quite modern in Washington. If you want to take metro you should look for the letter «M». The ticket price depends on the hours of the day and the distance.

There are a lot of parks there, but it is quite difficult to find one without a monument or a memorial. Lincoln Memorials and Washington Monument are the most famous and nice. Lincoln Memorial was opened on Memorial Day May 30, 1922. It has 36 columns. There is the realistic figure of Lincoln on it.

Washington Monument is one of the most impressive sights of the city. It is in the Photonic Park. It was built in memory of the first US President in 1888.

2. Read the text and find the sentences in which the following words and combinations are used.

The United States of America, the Potomac River, George Washington, the National Gallery of Art, a Japanese delegation, the White House, the Capitol, the Metro, Lincoln Memorial, Washington Monument.

3. Complete the following sentences and match the correct parts of the two columns.

- | | |
|--|--------------------------------------|
| 1. The city is on the left bank | a. on Memorial Day |
| 2. The Capitol is the seat | b. of all US presidents. |
| 3. The White House is the official residence | c. was opened in 1941 |
| 4. The National Gallery of Art | d. one of the most impressive sights |

5. Washington Monument e. of Congress
is

6. The Lincoln Memorial f. of the Potomac River
was opened

4. Answer the following questions.

1. What is the capital of the USA?

2. Where is Washington situated?

3. Who was the first President of the United States
of America?

4. What do you know about the famous cherry trees
in Washington?

5. What are the sights there in the city?

6. When was the National Gallery of Art opened?

5. A game.

Read these words: a priest, a businessman, a flight
attendant, a minister, a policeman, an artist, an actor,
a doctor, a teacher, a lawyer, a banker, a writer, a jour-
nalist.

All these people are on a jet plane board. They are
flying from London to New York. Suddenly a flight at-
tendant in-forms all the passengers that the plane is
going to fall down into the Atlantic Ocean. The flight
attendant tells everybody that there is only one para-
chute which can save only one person's life. Each per-
son must explain and persuade the others why he is the
most important and he is the only person who is worthy
of survival.



Homework:

1. Ex. 1 (tell about Washington).
2. Ex. 3 (in written form).

UNIT VI

LESSON 11

1. Read.

The Land is Your Land

In the squares of the city, in the shadow of the steeple
Near the relief office I see my people
And some are grumbling, and some are wondering
If this land's still made for you and me.



2. Grammar. The usage of enough and too.

Enough goes after adjectives and adverbs.

E.g. Let's go. We've waited long enough.

Is he going to apply for a job? Is he experienced enough?

Too goes before adjectives and adverbs.

E.g. They are too young to do this work. He is too far from here.

You never stop working. You work too hard.

3. Complete the following sentences using enough and too where necessary.

1. We couldn't carry the boxes. They were ... heavy.
2. I can't drink this coffee. It is ... hot.
3. Don't eat these apples. They are not ripe
4. They haven't got ... money to buy this carpet.
5. You are ... young to get married.
6. The child couldn't take his toys from the table. It was high

4. Make up your own sentences using enough and too.

5. Read the following text and speak about the holiday.

Thanksgiving Day

Thanksgiving Day is a day when the people of the United States give thanks for their blessings. Thanksgiving is an old custom. The best known Thanksgiving in the United States was held by the Pilgrims in 1621 in Massachusetts. Their first winter in the new country had been difficult. The next autumn the Pilgrims had

an abundant harvest and had plenty of food. They were thankful and had a feast to give thanks. This was the first Thanksgiving.

Thanksgiving became a national holiday many years later because of woman named Sarah Hale. For forty years Sarah Hale wrote to each president and asked for a holiday of Thanksgiving. At last she was successful.

First president George Washington proclaimed the day of the adoption of the Constitution in 1789 for a day of Thanksgiving. Then in 1863 president Abraham Lincoln named the last Thursday in November as the first national Thanksgiving Day.

- 6. Answer the following questions:** What similar national holidays are marked in our country? What can you tell about them?



Homework:

1. Ex. 4 (in written form).
2. Ex. 5 (orally).

UNIT VI

LESSON 12

- 1. Read the text and give the gist of it.**

Statue of Liberty

Statue of Liberty is an inspirational monument that represents Liberty enlightening the World, a symbol of welcome to immigrants. The copper statue stands on Liberty Island in New York harbor and has become also a symbol of the freedom and democracy of the United States.





The figure is that of dignified woman dressed in a flowing robe. In her right hand she holds high a blazing torch. In her left hand there is a tablet with the date of the Declaration of Independence (1776). A crown rests on her head.

The Statue is 46 meters tall, and it weighs 225 tons. The height from the foundation of the pedestal to the tip of the torch is 92 meters.

Statue of Liberty was the gift from the people of France to the people of the United States in 1886, commemorating the alliance of France and the US during the war of American Independence.

Thousands of tourists visit Liberty Island and the Statue every year.

2. Read and remember the meaning of the following words:

statue (n) – a figure of a person, an animal in wood, stone, bronze, etc.

pedestal (n) – base on which a statue or some other piece of sculpture stands.

torch (n) – means of illumination.

dignity (n) – a sense of pride in oneself, self-respect.

3. Complete the following sentences using the correct word.

1. The ... Statue stands on Liberty Island in New York harbor.

- a) gold b) copper c) bronze

2. The figure is that of dignified woman dressed in a flowing

- a) dress b) robe c) coat

3. in her right hand she holds a blazing

- a) flag b) star c) torch

4. ... rests on her head.

- a) hat b) a crown c) a kerchief

5. The statue is ... meters tall.

- a) 65 b) 92 c) 46

6. Statue of Liberty was ... from the people of France to the people of the United States.

- a) a monument b) an arch c) a gift

4. Make up 6 general questions to the text.

5. Describe the Statue of Liberty.

 **Homework:**

1. Ex. 1 (tell about the Statue of Liberty).
2. Ex. 4 (in written form).

PART IV

UNIT VII

LESSON 1

1. Phonetic drills.

Yours and Mine

The sun, the trees, the grass, the sky,
The silver moon that's sailing by,
The rain and dew and snow – flakes white,
The flowers sweet and stars at night!
The songs of birds, wind whispering,
The autumn leaves, the buds of spring
Such lovely things to hear and see
Belong to you, belong to me!



2. Watch the nature around you and describe it.
Use necessary words and combinations from
the given poem.

3. Read, learn, remember.

Uncountable nouns

money

hair

advice

work

information

weather

knowledge

progress

4. Read and translate the following sentences.

It is useful advice.

What long hair!

It is fresh milk.

It is such great progress.

It is necessary knowledge.

What clean air!

It is important information.

What fine weather!

If you take down a piece of information or statement.

It is good news.

It is such tasty water.

5. Read and learn by heart the following phrasal verbs:

1. **to take after** – birine meňzemek.

Maya takes after her father, but Bahar takes after her grandmother.

2. **to take away** – aýyrmak, ýok etmek.

If you are not going to eat the cake, take it away.

3. **to take back** – yzyna bermek.

4. **to take off** – aýyrmak, çykarmak, uçup gitmek.

The wind is taking off.

It is the time for the plane to take off?

5. **to take down** – aýyrmak, ýazmak, bellemek.

Take down my telephone number.

If you take smth down, you reach up and get it from a high place such as a shelf.

6. Translate the following sentences into English using the phrasal verbs given in ex. 4.

1. Men kakama meňzeýärim, emma Gözel öz ejesine meňzeýär.

2. Çagalary alyp gidiň, olar ýatmaly.
3. Bu otag ýyly, sen papagyňy we ellikleriňi çykar.
4. Uçar wagtynda uçdy.
5. Meniň telefon belgimi ýazyp alyň.
6. Bu suraty men halamok, ony aýryň.
7. Bu kitaby yzyna tabsyrmagy ýadyňyzdan çykarmaň.



Homework:

1. Ex. 1 (learn the poem).
2. Ex. 6 (in written form).

UNIT VII

LESSON 2

1. Read and learn the following proverbs and sayings. Give their Turkmen equivalents.

1. Follow the river and you'll get to the sea.
2. He carries fire in one hand and water in the other.
3. It is no use pumping a dry well.
4. It is good fishing in troubled waters.
5. Still waters run deep.
6. Salt water and absence wash away love.

2. Grammar.

It's time. It's time (for smb.) to do smth. **It's time to go home.** **It's time for us to go home.**

You can also say: It's late. It's time we went home. Here we use the Past (went) but the meaning is the present or future, not past.

3. Read and translate into Turkmen the following sentences.

1. My beloved brothers, it is time to live in comfort and wealth.

2. It's high time to understand everything.
3. It's time to prepare this work.
4. It's time the children were in bed. It's long after their bedtime.
5. The windows are very dirty. I think it's time to clean them.
6. You are very selfish. It's high time to realize that you aren't the most important person in the world.

4. Put the words and word combinations in priority sequence:

a) Things that help us to keep fit:

healthy food	physical activity
quiet life	good doctors
sports	regular eating
medicines	modern conveniences
clean water and air	

b) Food that is good for your health:

fruit	meat	milk
vegetables	eggs	butter
bread	tea	sour cream

5. Work in pairs. Discuss with your partner:

- What helps you to keep fit?
- What do you usually do when you fall ill?
- What kind of sports do you prefer?
- Do you go in for sports?
- How much time do you spend in front of TV set?
- What should we do to be healthy and strong?

Homework:

Ex. 4, 5 (orally).



1. Read and remember.**Nouns**

millions of stars

thousands of people

hundreds of houses

Numerals

five million stars

two thousand people

three hundred houses

1. There were hundreds of beautiful flowers in my father's garden.

2. I know ten million answers to your question.

3. Millions of books were collected in the best libraries of the world.

4. There are thousands of books in our library.

5. There are hundreds of new modern houses built in Ashgabat during these years.

6. We cultivate two million hectares of our land.

2. Read and translate the following sentences, pay attention to the italicized words and word combinations.

1. There you can see *fertile lands, cultivated lands*.

2. Today, we cultivate approximately two million hectares of the land.

3. *Irrigation canals, dams, man-made pools* and *artesian wells refreshed* our territory in Kes-earkach, Balkan, Dekhistan, Misserian, Hawaran plateau, Merv, Amul, Urgench and Etrek Gurgen.

4. Today almost all of them still *satisfy the water needs* of our people.

5. Our *ancestors were well aware* of the *value* of life.

3. Write out the italicized words, word combinations from ex. 2 and learn them by heart.

4. Read the text and tell how the Turkmen people solved their water problems in remote past.

Love for life

Anyone who flies over Turkmenistan in a plane, can see ruins of cities built in ancient times in the territory of the country.

If you look from above, you can see fertile, cultivated lands. Wherever you look, you can see irrigation canals.

Today, we cultivate approximately two million hectares of the Turkmen land. But, our ancestors cultivated more than that. Irrigation canals, dams, man-made pools, and artesian wells refreshed our territory in Ke-searkach, Balkan, Dekhistan, Misserian, Hawaran plateau, Merv, Amul, Urgench and Etrek Gurgen. These canals are signs that the Turkmens are hard-working people.

There were wells of 200-300 meters deep in the Turkmen lands like Dehistan, Misserian, Ahal, Karakum, in the deserts along the Amudarya. Today, almost all of them still satisfy the water needs of our people.

Our ancestors managed to reach the underground waters by digging wells in the sands and building them using desert plants and vegetable fibre. Wells were very deep.

The Turkmen people needed thousands of wells to live at ease, taking into account that ninety percent of the Turkmen land were desert. Our ancestors dug a great number of wells because they were well aware of the value of life. They dug wells in desert to collect underground water and used it. Such wells are called «sardoba». Our ancestors grew melon, watermelon, sesame, lentil and other crops on their lands. They sowed wheat and harvested it. It was our ancestors' love for life.

5. Answer the following questions.

1. What can you see when you fly over Turkmenistan in a plane?
2. What area did our ancestors cultivate?
3. What did our ancestors do to get water?
4. How did they satisfy their water needs?
5. What can prove that the Turkmen are hard-working people?
6. What did they grow on their lands?



Homework:

1. Ex. 3 (orally).
2. Make up a dialogue with your partner about the irrigation system in Turkmenistan.

UNIT VII

LESSON 4

1. Match the synonyms.

- | | |
|---------------|---------------|
| 1. valuable | a. not rude |
| 2. obligation | b. to support |
| 3. cleanness | c. purity |
| 4. truth | d. to save |



- | | |
|---------------|----------------|
| 5. polite | e. expensive |
| 6. to help | f. real |
| 7. to protect | g. duty |
| 8. honourable | h. respectable |
| 9. proper | i. right |

2. Grammar.

Passive Voice (to be +V3) denoting or relating to voice of verbs in which the subject undergoes the action of the verb. When we use the Passive Voice, we say what happens to the subject.

E.g. This house is quite old. It was built in 1915.
 This dress is very nice. It was made by my mother.
 They were killed. (as opposed to) He killed them.

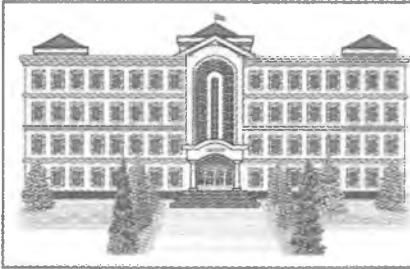
3. Complete these sentences using the Passive Voice.

1. The trees (to water)
2. This story (to tell) by my friend.
3. The classroom (to clean) by us.
4. The girls (to invite) to dinner.
5. The flowers (to water) by me.
6. The clothes (to wash).
7. The book (to read) by me.

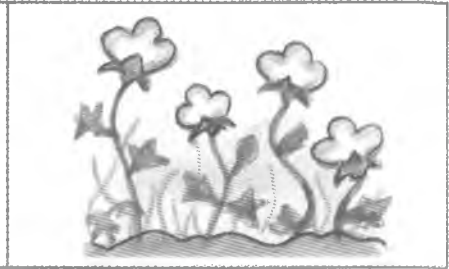
4. Put the verbs in the following sentences in the Passive voice.

1. We received this letter after he left.
2. Bees gather honey from the flowers.
3. The man sells ice cream.
4. They often speak about him.
5. She bought an English book in the shop.

5. Make up your own sentences using the Passive.



1. Our school (to repair)
every summer.



2. Cotton-plant (to sow)
every spring and (to pick)
every autumn.



3. This newspaper (to
publish) 3 times a week.



4. Sugar, butter and meat
(to buy) every week.

6. Translate the following sentences using the Passive Voice.

1. Bu ýadygärlik geçen ýyl guruldy.
2. Men nahara çagyryldym.
3. Tomusda agaçlar suwarylýar.
4. Pagta ýazda ekilýär we güzde ýygylýar.
5. Bu žurnal her aý çap edilýär.
6. Çörek her gün alnýar.
7. Barlag işler her aý ýazylýar.
8. Bu hat meniň ene-atama ýazyldy.
9. Çagalar iýun aýynda Gökderä iberildi.
10. Bu ýakgap Türkiýede edildi.



Homework:

1. Ex. 4 (in written form).
2. Ex. 6 (in written form).

UNIT VII

LESSON 5

1. Learn by heart the following words.

Bank, between, enemy, noble, honest, devoted, birch, brave.

2. Choose the necessary word from ex. 1.

- _____ the land along the side of a river, a lake.
_____ one who is not a friend.
_____ one who doesn't lie or steal.
_____ one who can face danger without being afraid.
_____ a tree, which the Russian people love.

3. Read and learn.

gateway (n) – entrance, entry

seabed (n) – the bottom of the sea

refer (v) – to send, to direct, to allot, to cite

various (adj) – different

shape (n) – form or figure or something especially in regard of appearance

evolve (v) – to develop

conception (n) – sense, meaning

unique (adj) – being the only one of its type

millennium (n) – a period of 1000 years

memoir (n) – a hystorical account or biography written from personal knowledge

naval (adj) – having to do with war ships or a navy.

4. Complete the following sentences with one of the words from the box

Millennium, seabed, gateway, naval, various, conception, to evolve, shape, memoir.

1. The Caspian Sea is Turkmenistan's major commercial

2. The reserves of oil and gas lie under its

3. The Avesta was compiled in the Caspian region in the first

4. The lake was known by ... names, in the ... and on the maps of the ancient period.

5. Modern ... of the ... of the Caspian sea began ... in 1856.

6. The Russian ... officer drew the map of the Caspian Sea.

5. Describe the picture. Use the following words and expressions:

The Caspian Sea, to swim, to get sun burnt, to have a good time, to enjoy the sea, fresh air, it's good for health, pleasant.





Homework:

1. Ex. 2 (learn the words).
2. Ex. 4 (orally).

UNIT VII

LESSON 6

1. Match the synonyms.

- | | |
|---------------|---------------------------|
| 1. various | a. different |
| 2. to evolve | b. meaning |
| 3. conception | c. a period of 1000 years |
| 4. millennium | d. to develop |
| 5. a seabed | e. road, way |
| 6. a gateway | f. the bottom of a sea |

2. Read the text and speak on the history of the Caspian Sea.

The Caspian Sea's Seventy Different Names

The Caspian Sea is Turkmenistan's major commercial sea gateway and a source of potential wealth. Quite often it is considered as huge lake, what is inaccurately. According to its size, character of processes, history of development the Caspian Sea is a sea. It has been referred to the writings of travellers, works of literature, historical and geographic writings, memoirs and on maps under about seventy different names. People discovered oil for the first time on the shores of the Caspian Sea. The first term for oil (the word nafta) appeared in Avesta, the Zoroastrian holy book, compiled in the Caspian region in the first millennium B.C. In the Avesta this sea was called Vouru-Kasha (a vast reservoir in ancient Persian). The name Caspian was used for the first time by the ancient Greeks (Káspion pélagos)



while the Romans used the name Caspium Mare (the Caspian Sea). The sea was known under various names in the writings of ancient authors and on the maps of the ancient period. The earliest maps of the Caspian were made by Claudius Ptolemy in the second century A.D. Modern conceptions of the shape of the Caspian began to evolve in 1856 with the publication of the map of the Caspian Sea charted by N.A. Ivashintsev, the Russian naval officer. There is no other body of water in the world with such a collection of names connected with tribes and peoples, countries and states. Behind each of these names there is a fascinating pages of history with tales of perilous raids far from home, geographical discoveries, military and political victories. Despite of the diversity of names, there are seventy of them, only two are now in use. The first is Caspian and the second is Khazar.

a raid – a sudden attack

perilous – dangerous, full of risk

fascinating – having a strong charm or attraction

3. Answer the following questions.

1. What is the Caspian Sea for Turkmenistan?
2. It is a sea or a lake?
3. How many names did it have in writings and memoirs?
4. What was the name of the sea in Avesta?
5. Who used the name Caspian for the first time?
6. Who charted the earliest maps of the Caspian sea?
7. What are the two names of the sea used now?



Homework:

1. Retell the text.
2. Ex. 3 (in written form).

UNIT VII

LESSON 7

1. Read the given vocabulary. Learn the meaning of the words.

essence (n) – basic and most important characteristic which gives its individual identity

evidence (n) – indication; a reason for believing; proof

environment (n) – the surrounding, apace, conditions

to inhabit (v) – to live, to populate

to vary – be different

simple (adj) – ordinary

to regain (v) – to get back something you had lost

to harmonize (v) – to be in agreement or harmony with something

fertility (n) – productiveness

feature (n) – specific detail

origin (n) – the point or place where something begins arises, or is derived (eg. place of birth)

2. Complete the sentences with one of the following words, translate them.

Evidence, essence, nature, fertility, source, environment, harmonize, origin, inhabit, value, regain.

1. The ... of the Turkmen is the first and main ... of understanding of the spiritual world of the Turkmen.

2. The life of the nation which ... with nature will last as long and be as fruitful as nature itself.

3. The historical ... shows that the origin of white wheat is in Turkmenistan.

4. We ... on the Earth.

5. Our material, spiritual and cultural ... have been developed within the natural

6. Our beautiful land will ... the beauty and ... that was hers in the era of our ancestors.

3. Read, translate the following sentences. Write the same sentences using ought to.

1. You should keep to a fruit diet.

2. You should cook a vegetable soup.

3. You should eat more dairy product.

4. You should buy some cream and cheese for your grandmother.

5. You should clean the flat with the vacuum cleaner.

6. You should have showers, not baths.



Homework:

1. Ex. 1 (orally).

2. Ex. 3 (in written form).

- 1. Read the following sentences and pay attention to the usage of the conjunctions as ..., as ... as, so ... that.**

1. The Turkmen hearts are unlocked, their eyes are pure and brilliant as spring water, and their hearts are as clear as the sky.

2. No other nation has faced as many wars as the Turkmen nation has.

3. The hearts of the Turkmen people are as good as the Turkmen carpets, as brilliant as our cotton, as emotional as our music, as modest as our nature.

4. People displaying heroism as a way of life are always brave.

5. It is essential to be knowledgeable, and skillful so that our homeland can survive, be powerful and independent so that our people remain prosperous and heroic for ever.

- 2. Fill in the blanks with one of the following conjunctions: as, so ... as, as ... as, both.**

1. I shall return ... fast ... I can.
2. Jeren is not ... clever ... her brother.
3. I want to play tennis ... my uncle does.
4. This winter is not ... cold ... the last one.
5. The boys were ... quick and strong.
6. The man was ... modest ... our nature.

- 3. Make up your own sentences using as, so ... as, as ... as, both.**

- 4. Match the words with their definitions.**

- | | |
|---------------|---|
| 1. a chain | a) a very high building |
| 2. mighty | b) different things put together |
| 3. skyscraper | c) rings joined together |
| 4. a mixture | d) a waterless desolate area of land with little or no vegetation typically one covered with sand |
| 5. desert | e) strong, powerful |
| 6. to start | f) to begin |

5. Here are some facts from the history of the Turkmen people. Match the columns.

- | | |
|---|----------------|
| 1. He was a great poet of his time. He praised Oguz's alphabet. He is the author of the poem «Beautiful 25» | Magtymguly |
| 2. They were Michael's sons and Seljuk's grandsons. The meaning of their names is eagle. | Gorkut ata |
| 3. He was a great poet and scientist of his time. He was born near Gurgen river in Hajygowshan. | Sheydayi |
| 4. He has of the Bayat clan. He was the wise man of the Oguz people and what he said happened. | Envery |
| 5. Under Soltan Sanjar's patronage he became the most famous poet of all Seljuk Turkmens, Arabs and Persians. He is one of the three poets who followed the way of Prophet. | Alp Arslan |
| 6. In 1063 he ascended to the throne. He is Chagry's son. He was the Great Soltan who unlocked the door of Anatolia. | Togrul, Chagry |

6. Tell about the famous Turkmen heroes.

Homework:

1. Ex. 5 (orally).
2. Ex. 6 (in written form).

UNIT VIII

LESSON 1

1. Choose the right word.

1. They are ... drivers. They drive their cars ... (dangerously, dangerous). Dangerous driving.

2. Do you think his English is ...? Does he speak ... (fluent, fluently).

3. His speech impressed me It was his ... work (greatly, great).

4. He got up ... and left the room. She gave us a ...look but did not say a word. (quickly, quick).

5. Walk across the road My father is a ... driver. (carefully, careful).

6. I have a ... plan. Many years ago people called this place ... in different way (differently, different).

2. Describe the Akhalteke Horse.



- | | |
|---------------|---|
| 1. a chain | a) a very high building |
| 2. mighty | b) different things put together |
| 3. skyscraper | c) rings joined together |
| 4. a mixture | d) a waterless desolate area of land with little or no vegetation typically one covered with sand |
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6. Tell about the famous Turkmen heroes.

Homework:

1. Ex. 5 (orally).
2. Ex. 6 (in written form).

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5. Walk across the road My father is a ... driver. (carefully, careful).

6. I have a ... plan. Many years ago people called this place ... in different way (differently, different).

2. Describe the Akhalteke Horse.



3. Choose the correct meaning of the underlined word.

1. Thousands of people will starve if the harvest is poor.
 - a. not have enough food and sometimes die;
 - b. be hurt or punished;
 - c. leave the country;
 - d. have no water at all.
2. The river is shallow here.
 - a. not dirty;
 - b. not healthy;
 - c. not calm;
 - d. not deep.
3. His horse is always well-kept and healthy.
 - a. not ill;
 - b. strong;
 - c. energetic;
 - d. well-kept
4. They take care of their mother.
 - a. cure;
 - b. teach;
 - c. look after;
 - d. give money to.
5. These kinds of values clearly demonstrate the perfection of free development of the Turkmens.
 - a. the amount of money something is worth;
 - b. wealth
 - c. treasure;
 - d. things.

4. Tell about Horse Day.



Homework:

1. Ex. 1 (in written form).
2. Ex. 2 (tell about Horse Day).

UNIT VIII

LESSON 2

1. Complete the following sentences using the given words: supper, lunch, breakfast.

Use a or the where necessary.

1. Are you going out his evening? Yes, after dinner.
2. every day our family have ... together.
3. It was very nice ... I liked it very much.
4. We are going to have ... in a restaurant.
5. When do you usually have ...?

2. Word-building: suffix – ly forms adverbs from adjectives.

E.g. oral – orally, quick – quickly, strict – strictly, happy – happily, particular – particularly, exact – exactly, dear – dearly, special – specially, attentive – attentively.

3. Use the words given in ex. 2 in your own sentences.

E.g. She was happy. They live happily.

4. Read and learn the meaning of the following words.

particular (adj) – special, relation to one as distinct from others, very exact.

strictly (adv) – sternly, dearly, exactly defined, precisely limited

standard (n) – something used as a test or measure

tiny (n) – very small

amount (n) – add up, be equal to total, whole quantity

5. Choose the correct word from the words given in ex. 4 in the following sentences.

1. The English families are very ... about their meals.
2. They ... keep to their meal times.
3. Breakfast is absolutely ... whether at a hotel or at a restaurant.
4. You have a fried egg with a ... thin well fried slice of bacon.
5. They serve a very small ... of soup.

6. Read the poem.

Take Your Elbows off the Table (by Graham)

Take your elbows off the table
Keep those big feet on the floor
Take your hat off when you come in
You're not outside anymore

Keep your mouth shut when you're eating
If you're hungry, ask for more
But take your elbows off the table,
And keep those big feet on the floor.

7. Answer the following questions using the conjunctions *either ... or, neither ... nor, both ... and.*

E.g. Who can read this book? (I, he)

Both he **and** I can read this book.

1. Who can bring her a cup of tea. (I, Ann)
2. What had you for breakfast yesterday?

E.g. Had you coffee or tea with dinner?

I had neither coffee nor tea with dinner.

1. Has he eaten potatoes or salad for lunch?

2. Do you want fish or meat for dinner?

E.g. I have my dinner (Institute, home).

I have my dinner either at the Institute or at home.

1. My brother likes (porridge, corn-flakes).

2. We shall have breakfast (7 o'clock, 8 o'clock).

8. Read the text and speak on English meals.

English meals

The English families are very particular about their meals and strictly keep to their meal times.

Breakfast is from any time until 9 o'clock, lunch is between 12 and 2 p.m., tea at 4 o'clock and dinner between 7 and 9 p.m.

Breakfast is absolutely standart whether at a hotel or at a restaurant. A small glass of orange or grape juice then you have a small plateful of cornflakes sprinkled with sugar and milk, then fried egg with a tiny thin well fried slice of bacon. Then you drink tea or coffee with toast and marmalade, which is kind of an orange jam.

Lunch is more like our dinner as it is the meal at which they sometimes serve soup. Sometimes they even call it dinner. They serve a very small amount of soup. Then follows meat or fish and a sweet dish (pudding or fruit).

Dinner is much the same as lunch but they do not often eat at dinner. But sometimes when they have

guests dinner is the biggest meal and they have some roasted meat, fish, potatoes and vegetables and fruit.

Supper usually means a very small evening meal. In the evening one may have either supper or dinner. Thus both supper and dinner are eating meals.

For supper they usually have either an omelet, or sausages, sometimes bacon and eggs and sometimes just bread and cheese and a cup of tea or coffee.



Homework:

1. Ex 6, 8 (orally).
2. Tell about Turkmen meals.

UNIT VIII

LESSON 3

1. Don't forget

Too little food makes you thin.

Too much food makes you fat.

The wrong food makes you ill.

The right food keeps you well.

Too many sweets are bad for you, especially for your teeth.

2. Make up true sentences using the table.

The Great Patriotic War	began in	1941
The War against Napoleon		1939
The 1st World War		1914
The 2nd World War		1812

3. Read and learn the following words.

Solemn, contribute, fierce, courageous, award, citizen, perform, gain, selfishly, ferocious, compatriot, cleave, tribute.

4. Read and translate the following word combinations.

Heroic defenders, at the cost of their lives, substantial and active support, labour veterans, to pay tribute, in honour of war veterans, the fallen heroes, the field of battle, to perform.

5. Make up your own sentences using the word combinations given in ex.4.

6. Give synonyms to the following words.

great

celebrate

motherland

respect

citizen

return

melody

earth

cover

arrange



Homework:

1. Ex. 1 (learn by heart).
2. Ex. 5 (in written form).

UNIT VIII

LESSON 4

1. Transform the following sentences using ought to.

1. Walk or use bicycle.
2. Plant more trees.
3. Feed birds in winter.
4. Take care of your little sister.
5. Eat more fruit and vegetables.
6. Visit your grandparents.

7. Buy the medicine for your father.
8. Keep to a fruit diet.

2. Read and learn the meaning of the following new words:

response (n) – answer, reaction

reply (v) – give as an answer to, in words or action

delight (v) – give great pleasure to, please greatly

astonish (v) – surprise greatly

share (v) – make a fair division with others

3. Match the antonyms.

to reply	usual
to delight	to differ
special	common
unusual	large
to remember	to upset
a friend	to ask
tiny	past
future	an enemy

4. Read and learn new words.

Solemnly, significantly, fierce, contribute, title, silence, arrange, compatriot.

5. Read and translate the following word combinations:

the great national holiday

the Great Victory

fierce fighting

on the fields of battle

citizens of Turkmenistan

the National Anthem
the heart-felt melody
a sweet – smelling carpet of spring flowers
our courageous sons
to defend our homeland
widely celebrated
the heroic defenders
national heroes

6. Make up your own sentences using the above-given word combinations.



Homework:

1. Ex. 1 (in written form).
2. Ex. 6 (orally).

UNIT VIII

LESSON 5

1. Learn and remember.

Word – building. The prefix – *im* has often a negative meaning.

Mobile – immobile

Patient – impatient

Possible – impossible

Probable – improbable

Proper – improper

Perfect – imperfect

2. Grammar.

The main cases of the usage of preposition «of»:

a) possessive case:

citizen of Turkmenistan, the names of the heroes;
death of a hero

b) One or some from the group of things:
some of the heroes, one of the holidays, many of
them, a group of people

c) The substance or material which a thing is
made of:

the house is built of bricks

cheese is made of milk

a dress is made of cotton

3. Read and remember the following word combinations and use them in your own sentences:

to fight for freedom,

to be awarded for the courage,

in honour of war veterans,

to pay tribute to the memory of our compatriots,

the names of the fallen heroes,

at the cost of their lives.

4. Read and translate the text.

The Victory Day

On the 9th of May Turkmenistan widely and solemnly celebrates the great national holiday.

The Turkmen people significantly contributed to gaining the Great Victory in the fierce fighting for freedom of the Motherland. Thousands of our courageous sons fell on the fields of battle defending our homeland and people. The title Hero of the Soviet Union was awarded to over a hundred citizens of Turkmenistan for their courage in 1941-1945 War.

The National Anthem of Turkmenistan was performed. The heart-felt melody Kechpelek followed. The



sea of people stood still in solemn silence. A sweet-smelling carpet of spring flowers covered the memorial.

On that spring day we arrange the celebration in honour of war veterans and all those who selflessly worked day and night forging the Great Victory, paying tribute to the memory of our compatriots who died a hero's death in the ferocious battle against fascism. War and labour veterans and war widows are held in great respect in our country. The state provides substantial and active support to them. The names of the fallen heroes are immortalized in the book *Hatyra* and the names of warriors who returned home from the war in the book *Shohrat*. Paying tribute of the memory and respect to the heroic defenders of the Motherland. Turkmenistan's citizens laid flowers to the monuments to National Heroes, who had achieved peace on earth at the cost of their own lives.

5. Make up 6 special questions to the text.



Homework:

Retell the text.

UNIT VIII

LESSON 6

1. Read and learn.

Friends
(by Larry Groce)

The stars are out , the moon is up
It's time to go to bed.
I'm so glad you have a place
To lay your little head.
Have a deep and peaceful sleep,
Dream away the hours.
When you wake the sun will come.
To smile upon the flowers.
Go to sleep, my little friend,
Beneath the evening star.
You will always have a friend,
No matter where you are.

2. Match each sentence part in Column A with one in Column B.

A

B

1. The Turkmen should
take care of ...

1. knowledge of science

2. He should not

2. he wears

- | | |
|--|---|
| 3. The real Turkmen should be careful about the clothes ... | 3. his eating and drinking to preserve his health |
| 4. Every citizen of Turkmenistan should have | 4. eat greedily |
| 5. The way he dresses | 5. goodness |
| 6. The Turkmen man should lead his family efficiently and direct them to | 6. should be reasonable |

3. Choose the correct word, mind tenses of verbs.

1. *Poet, poetry*

- Magtymguly is the great ... and thinker.
- Magtymguly's ... came from the tradition of the Arabic and Persian literature and scholarship.

2. *Celebrate, celebration*

- The ... of Magtymguly's poetry is held annually in Turkmenistan in May.
- The Turkmen people ... some holidays in May.

3. *Compare, comparison*

- The Turkmen people ... the poetry of great Magtymguly with Jamshids magic bowl.
- There is no between them.

4. *To point, point*

- Magtymguly's poetry is one of the highest ... in the Turkmen literature.
- The child saw a beautiful toy and ... to it.

4. Do you know? Give the correct answers.

- When was Seljuk the Great founded Turkmen State?

2. Who founded the State of the Turkmens?
3. Who are Togrul and Chagry begs?
4. Where did Arslan Khan down in?
5. When and where did Soltan Mesut fight with the Seljuks?
6. When did Alp Arslan, the son of Chagry beg, ascend to the throne?
7. Who was Alp Arslan?
8. Where did Soltan Sanjar reign?
9. What part of the world did the Great Seljuk capture?



Homework:

1. Ex. 4 (in written form).
2. Ex. 1 (orally).

UNIT VIII

LESSON 7

It is interesting to know.

- 1. Some British children think that there are six steps to happiness.**

Six steps to Happiness

1. Work hard at what you like.
 2. Be helpful to others.
 3. Discover what makes you happy and make time to do it.
 4. Run, go in for sports and dance to keep you fit.
 5. Make plans. Be organized.
 6. Remember: We all have our rights and laws.
- 2. What are your steps to happiness? Discuss with your deskmate.**

3. What is the most important for you in your life? Why? Write the most important things in your life in priority order.

Your family

Your school

Your appearance

People around you

Your friends

Your country/city

Your hobby

What you are good at

Your problems

Your likes – dislikes

4. Read the text. Try to find some more information about Oxford University.

Oxford University was founded in the 12th century. There is one of the best libraries of the United Kingdom in it. The library contains 4. 000.000 books. During the University terms there are 12.000 students living there.

In 1214, the University of Oxford was given its Charter. For some years the masters and their students went on living together in halls. The people of Oxford paid the University some money every week.



Charter – Rugsatnama; an official paper giving permission to do something or giving rights.

5. What is Oxford University famous for?

6. What additional information can you give about Oxford University?

7. Speak about Turkmen State University named after Magtymguly.

8. What can you tell about your rights and duties?



Homework:

1. Ex. 7 (orally).
2. Ex. 8 (in written form).



1. Read the poem and answer: Are you special?

I'm special (unusual, or a particular kind)
I'm different, yes, it is true,
But there's so much that I can do
I can paint my feelings; I can sing my song
I have love to make me strong
If you don't believe I'm as good as you,
Stick around, I'll prove it's true.

2. It is interesting to know.**Have you ever heard about Madame Tussaud's Waxworks museum?**

Madam Tussaud was born in France two hundred years ago, but became famous in England because she made wax figures and opened a gallery.

There are wax figures of famous people from the past and the present.

It's a very good idea to visit Madame Tussaud's Museum. It's just the thing. It's one of the most interesting museums in Great Britain. The exhibition of life-style figures was started in Paris. In 1802 it was taken to London by Madame Tussaud. Here you can find famous historical characteristics – the royal family, politicians, statemen, and sportsmen, film and pop stars. There are in wax. It's really exciting. The museum was opened in 1835.

3. Read the text. Tell about the beauty of our land.**In Harmony with Nature**

The Turkmen people have been living in harmony with nature over many centuries. They pass on the fundamental principles of the concern and respect for na-

ture from one generation to another and bring youth to love the native land and cherish its beauty, be aware of the fragility of wildlife and realize the importance of efficient use of natural wealth.

The Turkmens' thirst for beauty has been expressed in their beautiful carpets, in pleasant melodies of dutar, in swift and stately horses. Beauty has been expressed in morals and behavior of women, in the courage of Turkmen youth, in Turkmens' hospitality, in their traditions of protecting the weak in being humane and merciful to people.

Magtulguly praised in songs the beauty of the Turkmen land. In his descriptions the Turkmen landscape, the mountains, rivers, plains remind the beautiful sights of the Garden of Edem.

During the lifetime of Magtulguly the heavy part of social rules was given to the moral rules of upbringing children in national spirit.

 to cherish (v) – to protect and to care

to praise (v) – express thanks to or respect for God

harmony (n) – agreement

concern (n) – worry, a cause of anxiety, interest or importance

 Homework:

Retell the text.

UNIT IX

LESSON 1

Taking care of the Earth is everybody's concern

1. Let's discuss:

a) What do you do to keep the world healthy?



Use the following expressions:

- to keep the country tidy
- put rubbish in a rubbish bin
- never break plants and young trees saplings
- water flowers and trees in your garden
- clean gardens and streets

b) What happens if you don't follow the rules above?

If you don't take care of nature;

- wild flowers are putted out
- animals are hurt
- trees are damaged
- the water is polluted
- the countryside is spoiled
- the fire is started

2. Read and learn the following words and word combinations to the text:

fragile (adj) – easily broken, destroyed

realm (n) – country, province, sphere, field

breeze (n) – a light gentle wind

to exude (v) – come or pass out through the pores

subtle (adj) – difficult to describe

worldwide (adv) – found in, spread over every part of the world

gallant (adj) – brave and daring, fine, gay

florescene (n) – a process of flowering

to fade away – become very weak, to disappear, to vanish

3. Read and translate the text.

The First Flowers

Short Turkmen spring is wonderful. Vast territory of the Karakum Desert warmed by the sun rays looks like grain fields. The flowers of merenderarobusta,

which look like the drops of milk with bright yellow anthers bending from the emerald green stalks, peeped out of the frozen hillsides in that realm of cold. Their timed florescence seemed a challenge to the winter and cold, a call for spring and warmth. Flowers exuded the subtle and extremely pleasant smell that was spread by the breeze and faded away in the cold blue mist.

The flowers of merenderarobusta, the firstling of spring widely called snowdrop or sermenek, bloom on the sandy plains of the Karakum Desert and at the rolling foothills, at the foot of the Kopetdag Mountains. Over 50 different snowdrop species occur worldwide. The Italians call this elegant and gallant flower «a snow ear ring» or «a drop». Merendera in Greek means «free». This fragile plant is blooming for 15-20 days; 2-3 flowers often bloom together.

4. Name spring flowers.



Homework:

1. Ex. 3 (translate).
2. Write a composition on the theme «Turkmen Nature».

UNIT IX

LESSON 2

1. Let's discuss these suggestions how to care of the environment. Are they important?

Take care

Plant a tree to create homes for birds, and small animals.

Be a friend to fish.

Don't leave rubbish in the wild nature.

Don't pollute

Leave wild flowers for others to enjoy.

When you hike, leave the place clean.

Use your head. Smart people recycle (tazedenu-lanaryaly) aluminium, paper, glass.

Paint a picture not a wall, a rock.

2. What can you say about the environment problems in our country? Use the following words in the columns and finish the sentences.

	the animals		
	the trees		cut down.
	the sea		polluted.
In my country	the river	are not	destroyed.
	the forests	is not	killed.
	the birds		captured.
	the air		sold.

3. Read and learn the following.

amazing (adj) – surprising very much

a gorge (n) – a deep narrow valley, rocky sides

to extend (v) – to make longer or larger

to erode (v) – to wear away slowly of wind, water or other natural agents

afforestation (n) – changing into a forest (a process of planting large number of tree)

to accumulate (v) – come or gather together

4. Read the text and tell about the amazing «iron» tree.

Dagdan agaji – the scared «iron» tree

If you happen to come across Caucasian hackberry, or dagdan, in mountain gorges of Kopetdag, Badhyz and Koytendag, then take a careful look at this amazing plant, since this is a tree of legend.

Hackberry is a much-branched tree up to 15 meters in height with a smooth gray bark and blue-grey leaves, unequal-sided at the bottom. Its beautiful dark green crown is an ornament of any mountain gorge, in shadow of which one can always relax and gain strength. The range of Caucasian hackberry extends from Eastern Turkey to Pamir-Alai, Jungar Alatau and countries near the Himalayas.

The hackberry unfurls small flowers in April and May before the leaves appear, and the small spherical drupes ripen in September and October. Scientists of botanical gardens recommend Caucasian hackberry for urban landscape gardening, for strengthening of eroded lands and river banks, as well as for afforestation of foothills. Traditional healers recommend it for the treatment of gastrointestinal diseases. In the natural environment many animals use hackberry leaves and fruit as a plant food.

The wood of the plant has long been used for handicraft millwork of souvenir and attributive nature, the bark used for tanning of skins and dyeing of fabrics. Due to its solid and dense wood the hackberry is usually called an «iron» tree. The Turkmen people accumulated rich experience of traditional use and knowledge about the value of the hackberry wood, and also legends about the tree. Our ancestors believed that the tree protects a person from negative energy, gives him a positive power. Therefore, the hackberry wood was used for various ornamental works, and such charms were kept at home, thus protecting the hearth from the dark forces.

Caucasian hackberry – the valuable local tree species, since ancient times involved in the formation of

special xerophilous woodlands of arid mountains in Turkmenistan is a beauty of the Turkmen nature.



Homework:

1. Make up 6-8 questions to the text.
2. Tell about Dagdan agaji.

UNIT IX

LESSON 3

1. Read the poem by Magtymguly Fraghi.

The tribes live as one family,
One tablecloth is spread for all.
Great tribute is paid to the fatherland.
And granite melts before the troops of Turkmenia.

2. Answer the following questions.

1. What education has the great poet Magtymguly got in his youth?
2. Where did he study?
3. Do you know his poems? Name them.
4. Do you like them?
5. What are his poems about?
6. When do Turkmen people celebrate Magtymguly's Poetry Day?

3. Describe Magtymguly's family tree.

4. Read and learn the following words and word combinations.

to plead (v) – argue in favour of; make an answer to an accusation.

to admit (v) – to allow to come or go in; take in.

captivity (n) – the state of being held as a prisoner.



invasion (n) – an attack.

suffering (n) – pain of body or mind.

a witness (n) – a person or thing that supplies proof.

prayer ['preə] (**n**) – the act of praying to God.

to commemorate (v) – keep or honour the memory of a person.

5. Read and translate the text.

Honouring Magtymguly Fraghi in Germany

In 2014 an event dedicated to the 290th birth anniversary of the great Turkmen poet and thinker Fraghi was held in Hamburg (the Federal Republic of Germany). It was organized by the Embassy of Turkmenistan to the Federal Republic of Germany.

The Turkmen delegation consisting of 30 members, including scientists, poets, cultural and art workers, participated in the science conference «Magtymguly – Cheshmeli Dunyadyr» and the celebrations in honour of the great son of the Turkmen people. Participants recited the immortal poems of Magtymguly in the Turkmen and German languages and the works by the contemporary poets dedicated to the coryphaeus of Turkmen poetry. Magtymguly's poetry as a part of cultural heritage of mankind arouses interest all over the world. Through getting acquainted with the creative work of Magtymguly Fraghi, the world public discovers the culture and spiritual wealth of the Turkmen people.

 Homework:

Tell about Magtymguly's Poetry Day.

- 1. Read the poem and develop the idea written in these lines.**

You wiped out my country and its flower
Filled with blood, my beautiful country
You separated me from father, mother and brother
You darkened this whole world for me, Fetakh!

- 2. Read the following sentences and fill the gap with the necessary word given in the box below.**

1. It was a sad ending for his
Teke, Yomut, Goklen, Yazyr and Alili
– all five we must become one family.
2. He ... in Ak Tokay Iran.
3. Magtymguly played a ... role in Turkmen society.
4. He ... the events and feelings of the Turkmens in his poems.
5. They are now one of the valuable ... of Turkmen history.
6. Magtymguly ... in granite, paintings, plays, films and poems.

To be commemorated, sources, prayer, to be buried, significant, narrated

- 4. Read the text and try to retell it.**

Magtymguly Fraghi, the prominent national philosopher, thinker and poet of the Turkmens, unlike the other Turkmen poets, came from an educated family. He was born in 1773 but no one knows for certain his birth date.

His father, Dowletmamet Azadi was also a poet and gave his son a good education. At the age of 20 he went to Bukhara where he was admitted to Gokeltash medresse. After leaving the medresse Magtymguly travelled much around the countries in the Middle East. His love for his country and people was great. He pleaded with the Turkmens to unite and form a union as that was the only way they could stand together against the enemies of the Turkmen land. Magtymguly was twice taken captive with other Goklens to Persia. He was a witness to the ruinous invasion into his country by Nadir Shah. He narrated the sufferings of the Turkmens from the Kizilbash Persians in his poems.

5. Make up your own questions to the text and ask your deskmate.
6. Pair work. Discuss with your deskmate this line «Here brotherhood is custom and friendship – the law»
7. Do you remember Magtymguly's advices to the youth? Name them.

 Homework:

Retell the text.

UNIT IX

LESSON 5

1. Read the following word combinations and translate them.

The great representative, poetry, legendary, a magic bowl, philosopher, oriental education, galaxy of talent, academic center.

2. Work in pairs:

Discuss the following topics:

- a) The life and fate of the poet.
- b) The poems by Magtymguly.

3. Tell about Magtymguly's place in the literature of the world.



4. Describe Magtymguly's monument.

5. Make up dialogues using the following words and word combinations:

Turkmen poet, literature, a prominent place, the love for his poetry, to be widely known, received a classical oriental education, Turkmen poetry, the heritage of all mankind.

6. Test yourself.

1. What poems by Magtymguly do you know? Name them.
2. What did Magtymguly express in his poetry?
3. Recite one of his poems.
4. What is the main idea of the poem «Be not Poor»
5. Discuss your visit to the monument of the great poet.

ENGLISH-TURKMEN-RUSSIAN DICTIONARY

A

accomplishment [ə'kɒmplɪʃmənt] – tamamlanma, neti-
je, ýerine ýetirme, gazanylan üstünlik – завершение,
достижение, результат

administrative [əd'mɪnɪstrətɪv] – ýolbaşçy-dolandyryş –
административный

affection [ə'fekʃn] – ysnyşmaklyk, söýgi, ysnyşyk –
привязанность, любовь

assume [ə'sju:m] – güman etmek, çaklamak, ýol bermek,
öz üstüne almak – предполагать, допускать, брать на
себя

attain [ə'teɪn] – gazanmak, ýetmek, eýe bolmak, ele al-
mak – достигать, достигнуть, приобретать

B

behave [bɪ'heɪv] – özüni alyp barmak – вести себя

belong [bɪ'loŋ] – degişli bolmak, ybarat bolmak, durmak,
bolmak – принадлежать, состоять

bundle [ˈbʌndl] – düwün, desse, çugdam – узел, вязанка

C

capacity [kə'pæsɪtɪ] – göwrüm, sygum – ёмкость

castle ['kɑ:sl] – gala – замок, крепость

conception [kən'sepʃn] – konsepsiýa, düşünje – концеп-
ция

condemn [kən'dem] – ýazgarmak, günäkärlemek, püçege çykarmak – осуждать, браковать
confuse [kən'fju:z] – bulaşdyrmek, ýalňyşdyrmak – конфуз
consciousness ['kənʃəsnɪs] – aň, özbaşdak aňlamak – сознание, самосознание
consistent [kən'sɪstənt] – uzygiderli – последовательный
consumer [kən'sju:mə] – sarp ediji, ulanyjy – потребитель
contemporary [kən'tempərəri] – häzirki zaman, döwrebar – современный

D

damage ['dæmɪdʒ] – ýitgi, zelel, zyýan – ущерб, повреждение
dedicate ['dedɪkeɪt] – bagyşlamak – посвящать
deny [dɪ'naɪ] – inkär etmek – отрицать
destiny ['destɪni] – ykbal – судьба
dignity [dɪɡnɪti] – mertebe – достоинство
distinct [dɪ'stɪŋkt] – aýdyň, anyk, kesgitli – отчетливый, определенный
disturb [dɪ'stɜ:b] – biynjalyk etmek, päsgel bermek, bozmak – беспокоить, нарушать, мешать

E

efficient [e'fɪʃənt] – netijeli, işjeň – эффективный, деловитый
embrace [ɪm'breɪs] – gujaklamak, gurşap almak – обнимать, охватывать
enterprise ['entəpraɪz] – kärhana, başarjaň – предприятие, предприимчивость
entire [ɪn'taɪə] – бүtin – весь
environment [ɪn'vaɪə(ə)nment] – gurşaw, daşky gurşaw – среда, окружающая среда

essence ['esns] – many, esas, essensiýa – сущность
evidence ['evidns] – subutnama, görkezme, alamatlar –
доказательство, показания, признаки
evolve [i'vɔlv] – ösdürmek, täzeden ösdürmek –
развивать
excavate ['ekskəveit] – gazyp agtarmak, gazyp çykar-
mak, gazuw-agtaryş işlerini geçirmek – раскапывать,
выкапывать, производить раскопки
exchange [iks'tʃeindʒ] – pikir alyşmak, alyş-çalyş etmek –
обмен, обменивать

F

feature ['fi:tʃə] – häsiýetli, aýratynlykly – черта, осо-
бенность
fertility [fə:'tɪləti] – önümçilik, hasyllylyk, nesil galmak-
lyk, baýlyk – плодородие
flatter ['flætə] – ýaranjaňlyk etmek, ýallaklamak, göwün
götermek – льстить
fortitude ['fɔ:tɪtju:d] – durnuklylyk – стойкость, сила
духа

G

gateway [geitwei] – derweze – ворота
grand [grænd] – ägirt, läheň, beýiklik, ajaýuplyk – гран-
диозный, величественный, великолепный

H

hormonize ['ha:mənaɪz] – sazlaşdyrmak – гармониро-
вать

I

impediment [im'pedimənt] – garşylyk, böwet – пре-
пятствие

indebted [in'detid] – borçly bolmak – должный, находящийся в долгу

inhabit [in'hæbit] – yaşamak, mesgen tutmak – населять

inherit [in'herit] – miras galdyrmak, miras almak – наследовать, унаследовать

L

labour ['leibə] – zähmet, işçi güýji – труд, рабочая сила

legitimate [li'dʒitimət] – kanuny, kanunlaşdyrylan – законный, легальный

M

manufacturer [mænju'fæktʃərə] – taýýarlaýjy, öndüriji – изготовитель, производитель

mature [mə'tʃuə] – ýetişen, bişen, ýetişmek, bişmek – зрелый, спелый, зреть, спеть

memoir [memwa:] – biografik ýatlama – краткая (авто)биография; воспоминания

millennium [mi'lɛniəm] – müňýylyk – тысячелетие

N

naval ['neivl] – harby-deňiz, deňiz – военно-морской, морской

O

ordinary ['ɔ:dnri] – adaty – обыкновенный, обычный, простой

origin ['ɔ:ridʒin] – gelip çykyşy – происхождение

P

particular [pə'tikjulə] – aýratyn, hususan – редкий, исключительный, особый, привередливый, разборчивый

pedestal ['pedistl] – münber, mertebe, dereje – пьедестал

perceive [pə:'si:v] – kabul etmek, düşünmek – воспринимать, понимать

pledge ['pledʒ] – borçnama, borçlanmak – обязательство, заверять, обещать, клясться

precious ['preʃəs] – gymmat, gymmat bahaly – ценный, драгоценный

predator ['predətə] – ýurtyjy – хищник

profligate ['prɒfligət] – sowajaň, biderek sarp edýän, bisarpa – расточительный

protect [prə'tekt] – goramak – защищать

R

rare [rɛə] – seýrek – редкий

refer [rɪ'fɜ:] – ugratmak, ibermek – отсылать, направлять

regain [ri'geɪn] – täzeden almak, täzeden kabul etmek, täzeden edinmek – вновь обретать

remain [rɪ'meɪn] – galmak, saklanmak – оставаться, сохраняться

remnant [remnənt] – galyndy – остаток

resemble [rɪ'zembl] – meňzeş bolmak, meňzemek – походить, иметь сходство, напоминать

S

save [seɪv] – halas etmek, tygşytlamak, gaýra goýmak, saklamak – спасать, экономить, откладывать, сохранять

sea bed [si: bed] – deňziň düýbi – морское дно

shape [ʃeɪp] – şekil, kemala getirmek, ýasamak, bezemek – форма, формировать, лепить, оформлять

spiritual ['spɪrɪtʃuəl] – ruhy – духовный

standard [sta:ndəd] – dereje, standart – уровень, стандарт

stare [stɛə] – dykgatly, siňe seretmek – пристально глядеть

strictly [striktli] – berk, anyk – строго, точно

T

tiny ['tɑɪnɪ] – owunjak – крошечный

torch [tɔ:tʃ] – fakel – факел, фонарь

traitor ['treitə] – dönük – предатель (ница)

transmit [træ niz'mit] – geçirmek, alyp bermek – передавать, передать

treason [tri:zn] – dönüklik – измена

U

unique [ju:'nik] – örän seýrek duş gelyän, diýseň gowy – уникальный, исключительный

V

various ['vɛəriəs] – dürli-dürli, dürli – различный, разный

vary ['vɛəri] – köpdürlülük, tapawutlanmak – разнообразие, различаться

verge ['vɜ:dʒ] – ýoluň gyrasy – край, грань, обочина

W

waste [weist] – harçlama, ýoklama – растрата

Y

yarn [jɜ:n] – нить, пряжа

MAZMUNY

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