

R.Nazarow

IÑLIS DILI

Umumy orta bilim berýän mekdepleriň
11-nji synpy üçin synag okuw kitaby

*Türkmenistanyň Bilim ministriligi
tarapyndan hödürlenildi*

Aşgabat
Türkmen döwlet neşirýat gullugy
2014

UOK 373:811.111

N 41

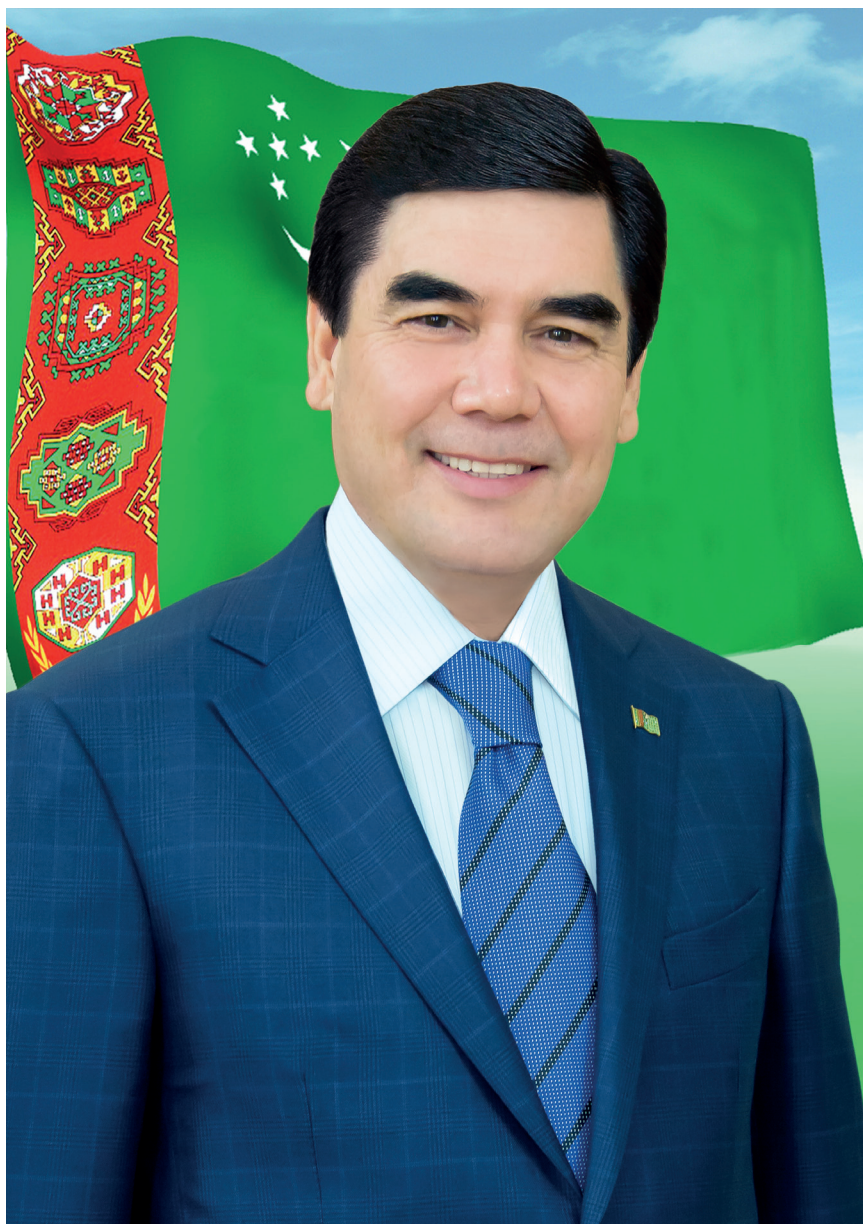
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N 41 **Iňlis dili.** Umumy orta bilim berýän mekdepleriň 11-nji synpy üçin synag okuw kitaby. – A.: Türkmen döwlet neşirýat gullugy, 2014.

TDKP №256, 2014

KBK 81.2 (iňl)

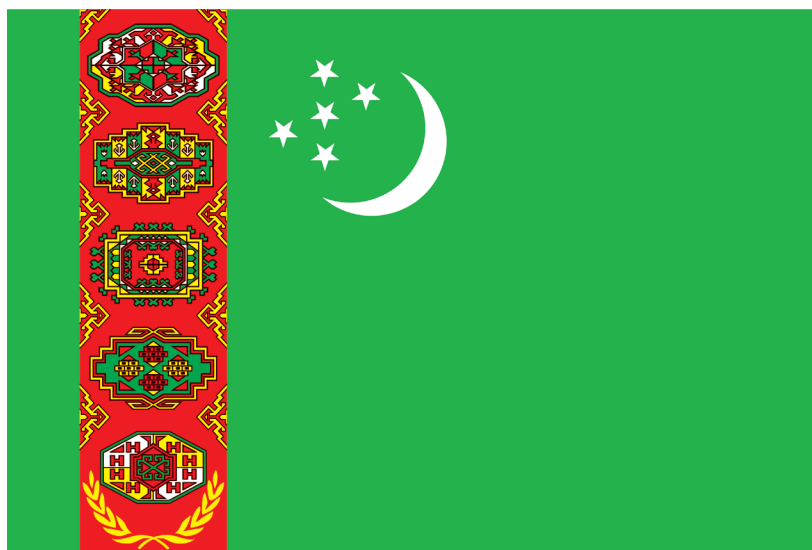
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**TÜRKMENISTANYŇ PREZIDENTI
GURBANGULY BERDIMUHAMEDOW**



TÜRKMENISTANYŇ DÖWLET TUGRASY



TÜRKMENISTANYŇ DÖWLET BAÝDAGY

TÜRKMENISTANYŇ DÖWLET SENASY

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

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!

UNIT 1 BACK AT SCHOOL

LESSON 1

1. Welcome back to school! We hope you have had a nice holiday. Your memories of summer are quite vivid. Look at the pictures and say which of them describes your summer holiday best. Use the list of words and phrases given below to talk about the picture you have chosen.





Have a picnic, take pictures, go to a seaside resort, have a great time, lie on a beach, sunbathe, go hiking, cook th on a barbecue, cook shish kebab, pilau.

2. Match the headings: *Seaside, Picnic and Summer Camp* to the pictures.

3. Vocabulary development. Here are some useful words related to travelling. Make sure you know them.

flight – journey by air, especially in a plane. *Eg. A domestic/an international flight.*

arrival – coming to a place.

departure – leaving a place. *Eg. Arrivals and departures.*

to land – to come down through the air onto the ground. *Eg. The plane landed safely.*

to cancel – to decide that sth that has been arranged will not now take place. *Eg. All flights have been canceled because of bad weather.*

to delay – to make sth happen at a later time.

to miss – to be or arrive too late for sth. *Eg. To miss the plane/bus.*

to book sth – to arrange for sb to have a seat on a plane; to arrange with hotel, restaurant etc. to have a room, seat on a particular date. *Eg. To book tickets.*

to check in – to go to a desk in a hotel, an airport etc. and tell an official there that you have arrived.

to check out – to pay your bill and leave a hotel, etc. *Eg. Guests should check out of their rooms by noon.*

to do sightseeing – visiting interesting places as a tourist.

to sunbathe – to sit or lie in the sun in order to go brown.

4. Complete the sentences, using the given vocabulary: *landed, sunbathe, flight, delay, have a good time, check in.*

- 1) Attention, please!. The flight 245 from Turkmenbashi has just
- 2) I've just come back from Avaza. – Did you? – Oh, yes. It was wonderful. I enjoyed the trip very much.
- 3) If I don't leave now, I'll miss my plane.
- 4) Please, at least an hour before departure.
- 5) We met on a from Ashgabat to Turkmenabat.
- 6) Don't – call us today.
- 7) The weather is fine today. Let's That's a good idea.

5. Match the column A to the column B.

A

B

- | | |
|--|--------------------------------------|
| 1. I have to call my mom | a) you have to check in. |
| 2. She always dreams of | b) that the flight is delayed. |
| 3. I failed to arrive in time | c) going sightseeing. |
| 4. When you come to a hotel | d) that I missed my plane. |
| 5. If we don't leave now | e) we'll miss the flight. |
| 6. The weather is nice. | f) then you go to the boarding gate. |
| 7. First you should check in your luggage, | g) Let's sunbathe. |

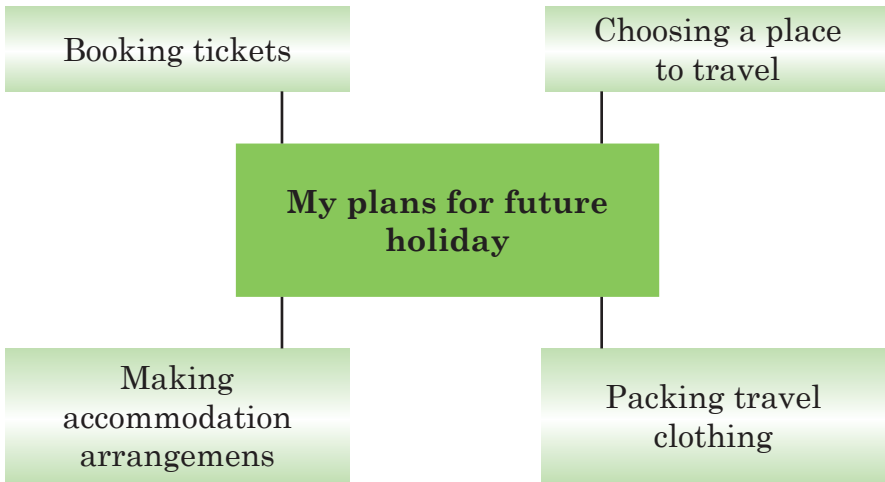
6. Pair off with a student and discuss if your partner enjoyed his/her summer holidays. Take turns to ask your partner sample questions like these.

1. Have you had a good time?
2. Where did you go?
3. Whom did you go with?
4. Did you go by air/water/bus and etc.?
5. Was the journey safe?
6. Did you make any friends there?
7. Did you go any sightseeing?
8. Did you take any pictures?

7. Listen to your fellow students' stories and decide who enjoyed his/her summer best.

8. Write a paragraph about how you travelled last summer.

9. Try to write a paragraph or two, where you make a plan for your future holiday. Use the cluster.



UNIT II

BRUSH UP YOUR
ENGLISH

LESSON 1

IMPROVE YOUR GRAMMAR

1. Change the direct speech into the reported speech according to the pattern.

He said, "I made a mistake".
He said that he had made a mistake.

1. The customer said, "I like your house painted white".
2. The father said, "There is a lot of work to be done first".
3. The judge said, "To say such a thing is ridiculous".
4. The coach said, "Everything has gone wrong".
5. The doctor said, "The old man is getting weaker".
6. The milkman said, "The milk tastes sour".
7. The carpenter said, "I shall finish this work before five o'clock".
8. Ayna said, "I shall work harder next year".
9. Mike said, "The concert started before we got to the hall".
10. The referee said, "The swimmer failed to reach the shore".

2. Rewrite the sentences according to the pattern.

Diana asked, "John, are you well enough to travel?"
Diana asked if John was well enough to travel.

1. He asked me, “Have you been to London?”
2. Meret asked her, “Have you seen Kerim?”
3. At breakfast I asked Gozel, “Will you wait for me a little bit?”
4. The manager asked the young man, “Do you like your profession?”
5. The teacher asked the student, “Do you like the English classes?”
6. The girl asked the fortune-teller, “Will my dream come true?”
7. The little girl asked her mother, “Will you buy me this nice dress?”

3. Read the sentences with Complex object and write down 5 sentences using the model.

1. The police helped the little boy cross the street.
2. I saw a man go past, but I didn’t look at him.
3. They heard the teacher saying something, but didn’t listen to him.
4. They found the little girl sitting at the bedside of her brother.
5. The landlady had my flat decorated before I moved in.

4. Fancy that you are in these situations. For each situation write a sentence with *I wish...*

1. You’ve painted the gate red. Now you think that it doesn’t look very nice.

You say, **I wish I hadn’t painted it red.**

2. You didn’t have any breakfast. That’s why you are hungry now.

You say,

3. You don't know many people here and you are lonely now.

You say,

4. You can't visit your parents very often and you miss them.

You say,

5. You have lost your key and you can't open the door.

You say,

6. You are visiting a wonderful country, but you left your camera behind.

You say,

7. You can't afford buying the book, because it's expensive.

You say,

5. First complete these sentences, describing your classroom. Then write a paragraph about your classroom, using these sentences.

1. There is a under the
2. A stands opposite the
3. There is a on the left/right of the door.
4. In front of the there is a
5. The is by one wall of the room.
6. Beside the is the
7. There is a in the corner.

LESSON 2

HOW WELL DO YOU SPEAK?

Pre-Reading

1. Vocabulary development.

skill – the ability to do sth well, Eg. Computer skills, practical skills.

acquire – to gain sth by your own ability. Eg. to acquire skills.

checklist – a list of the things that you must remember.

irritate – to annoy sb, make sb feel angry.

interrupt – to make the speaker stop what s/he is saying.

expression – showing feeling while speaking.

body language – the way you move your body while speaking.

2. Complete the sentences using the given vocabulary: *to interrupt, acquired, irritate, expression, skills, checklists.*

1. She has a good knowledge of English.
2. Some painkilling drugs the stomach.
3. There was a worried on her face.
4. The job requires experience and computer
5. People sometimes do shopping taking with themselves.
6. Sorry, but there 's someone to see you.

3. Read the text.**How to speak?**

There are four language skills. They are listening, speaking, reading and writing. Using language means acquiring all these four skills. Listening and speaking go together like a hand and a glove. If you learn to be a good listener, you will probably learn to be a good speaker.

How effectively do you speak? Here is a checklist to guide you in your speaking skills.

1. Do you speak clearly? If you run your words together or mispronounce words, you will not be understood.

2. Do you speak loudly enough without shouting? Loud talkers can be irritating to listeners, and very soft speakers can hardly be heard.

3. Do you speak at the correct speed? If you speak too fast, you will be hard to understand. If you speak too slowly, it will be hard to pay attention to you.

4. Do you look at the people you are talking to? Look at the people you are talking to.

5. Do you interrupt people who are talking? People do not like interruptions. If you have to speak, excuse yourself for interrupting.

6. Do you use feeling and expression in your voice?

7. Do you move your body and face when you speak? Body language and facial expressions add a lot to what you say.

8. Do you think before you speak? Get your thoughts organized before you speak.

Post-Reading

4. Take turns answering the questions on the text.

1. What language skills do you know?
2. Are you a good speaker? Do you follow the rules that are mentioned in the checklist?
3. What language skills do you have to improve?
4. Who is the best speaker in your class? Why do you consider him the best speaker?
5. What is the correct speed of speaking like?
6. What is body language?
7. What do you think of loud talkers?
8. Why do they say 'First think, then speak'?

LESSON 3

HOW TO USE TELEPHONE?

Pre-Reading

1. Vocabulary development.

to identify – to be able to say who or what they are, to introduce yourself. *Eg. Identify yourself.*

to recognize – to know who sb is when you see or hear them.

recognizable – easy to know or identify.

to answer the phone – to pick up the receiver in order to answer the phone call.

message – written or spoken information; To leave a message – to ask someone to pass the over to someone else.

to take a message – to write down a telephone message for someone who is not available at the moment.

telephone answering machine answer phone – a machine which you connect to your phone to answer your calls and record any message left by the person calling.

recorded message – message recorded on your answer phone while the person was not available.

to dial the number – to use a telephone by turning the dial or pushing buttons to call a number.

to pick up the receiver – to lift the handset of the phone.

to hang up – to put down the receiver to its place.

to call back – to telephone sb again.

the wrong number – wrong telephone number.

2. Read and try to use the phrases in italics talking on the phone.

How to Use Telephone?

How well do you communicate on the telephone? Talking on the telephone is an everyday experience that requires listening and speaking. Follow these guidelines for using the telephone.

1. When you call someone, start the conversation by identifying yourself to the person who answers the phone. «*Hello, this is Azat Meredov.*» If you know the person well, you may give just your first name. It is important to identify yourself on the telephone because your voice is not always recognizable.

2. If the person you are calling is not there, you should leave a brief and clear message. Leave your full name and telephone number, and tell the message briefly. Then thank the listener for taking the message. For instance, if you are calling your mother at her office, you can leave this message for her.

Please tell Mrs. Meredova that her son Azat called. I am at my friend Myrat's house. The number is 498629. Please, ask her to call me as soon as she can.

3. If you are taking a message for someone, you should write it down. You take a message by saying: "Can I take a message for him?". If you take a message for someone, it is important to include all the necessary information. The person taking the message for Azat wrote this message for his mother.

Mrs. Meredova, your son Azat called. He is at Myrat's house, 498629. Please call him soon. 3:20. Aman.

4. Have you ever called a business or friend who has a telephone answering machine? After you dial the number, you hear a recorded message that might sound like this: «Hello, this is Doganlar Company. I'm sorry that I can't answer the phone just now. When you hear the tone, please leave your name, number, the time of the call, and your message. I'll get back to you as soon as I can. Thank you.»

Do not panic and hang up! Think before you speak. Then clearly say your complete name and telephone number, if the person might not know it. Tell what time you are calling, and briefly tell why you are calling. Here is the message Azat left for his friend Myrat.

Hi, Myrat. This is Azat Meredov. My number is 261378, and it's 3:30. I was calling about our math homework. I don't understand some of it. Please call me back. Thanks.

5. What do you do if you reach the wrong number? Do you apologize to the person you reached? Do you tell the number that you meant to dial? If the person says you reached a different number, excuse yourself for bothering the listener and hang up. Then carefully redial the number.

Post-Reading

3. Complete the phrases in column A with appropriate information from column B.

- | A | B |
|--------------------------------------|---|
| 1. Someone is calling. | a) I didn't recognize your voice. |
| 2. I'm afraid, he is out. | b) It's the wrong number. |
| 3. I'm sorry. | c) Can you answer the phone? |
| 4. Could you dial the number for me? | d) Can I take a message for him? |
| 5. You have reached 256478. | e) I don't remember it. |
| 6. You can leave a message for her. | f) They have a telephone answering machine. |

4. Read the telephone conversation and try to remember the phrases in bold type.

- Hello, Finance Department.
- Hello, **can I speak to** Adrian Hopwood, please?
- I'm afraid he's in a meeting at the moment. **Can I help?**
- No, I need to talk to Mr Hopwood, I think. What time will he be out of the meeting?
- In about an hour. **Can you call back later?**
- Okay. I'll do that.
- Or **can I take a message?**
- Actually, would you mind? Could you tell him Jennifer McAndrew called and that I'm in the office all day if he could call me back.
- **Can I take your number**, please?
- Yes, it's 5556872.
- 5556872. Okay. **I'll make sure he gets the message.**
- Thank you very much for your help, bye!
- Goodbye!

5. Pair off with a classmate. Take turns being the caller and the receiver. If you make mistakes, point them out to each other.

6. Call the "The Children's World" store to ask about the price of a school uniform. You get a recorded message saying the manager is out of the store, but to leave your name and number and your message. Write it down and check with your teacher.

7. Call a famous person (scholar, writer, actor, actress, etc.) to ask her or him to speak to your school. A secretary answers the phone. Write down the transcript (text) of your phone call.

LESSON 4

HOW TO WRITE?

Pre-Reading

1. Vocabulary development.

to indent – to start a line of writing further away from the edge of the page than the other lines.

topic – subject that you talk, write or learn about.

step-by-step – a series of things that sb does or happen, which forms a part of a process.

logical – seeming natural, reasonable or sensible.

Eg. It was a logical conclusion.

revising means changing sth in order to correct or improve it.

proofreading is reading and correcting a piece of written work.

2. Read the text.

How to Write?

Writing is a special language skill. It is a type of communication when information is expressed in written form. Written texts usually are made of paragraphs. *A paragraph* is a group of sentences that tell about *one main idea*. The first sentence of a paragraph starts on a new line. The first line of a paragraph is always indented. A paragraph often begins with the topic sentence. *The topic sentence* tells what

the main idea of the paragraph is. The other sentences develop this main idea.

The sentences in the paragraph should be logically connected. You usually order your paragraph by time. You start with what happened first, and then what happened after that, in order. So you put your sentences step-by-step order. Certain order words like *first*, *then*, *after*, *next*, *finally* will help you make your steps clear.

Here are some steps for writing a paragraph.

Step One	Chose a topic.
Step Two	Write the first draft of your paragraph.
Step Three	Revise your paragraph.
Step Four	Proofread your paragraph.
Step Five	Make a final copy to share.

While revising, if you want to add something, you should use a caret (∧), the beginning of paragraphs should be marked by a paragraph symbol (¶).

When you proofread, you check your spelling and punctuation.

Post-Reading

3. Read a sample paragraph on the topic “*My first fishing trip*” and try to answer the questions.

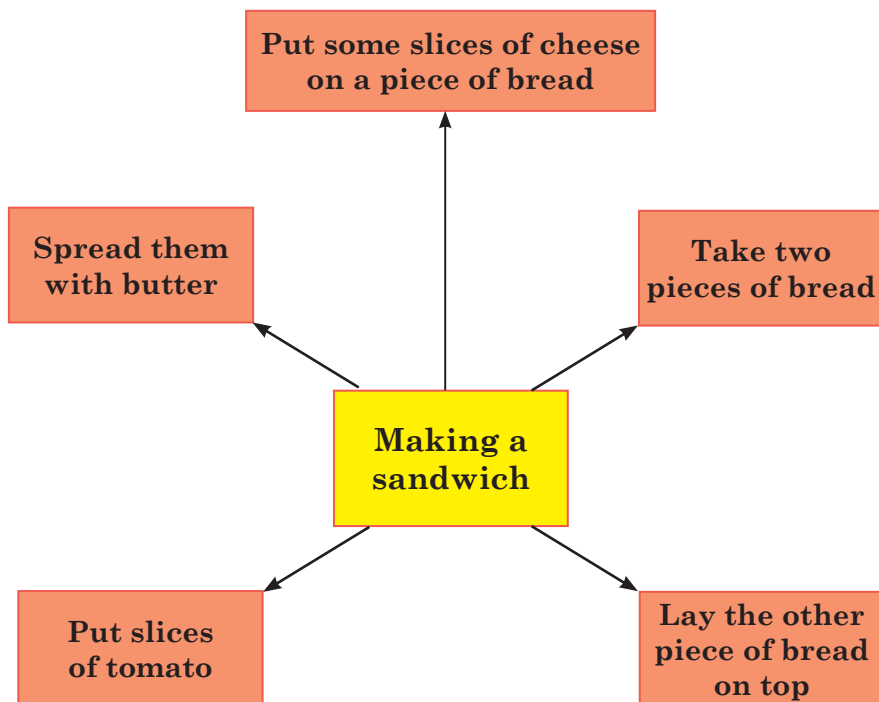
Ahmet and his father picked me up at five o'clock. By the time we got to the lake, the sun was just starting to come up. We packed the boat with our lunches and fishing gear, then

pushed off into the lake. Ahmet’s father showed us how to put the bait on the hooks. Then we waited for the fish to bite. How surprised I was that I caught my first fish! In spite of having to get up early, I really enjoyed my first fishing trip.

- What is the topic sentence of this paragraph?
- What main idea does it state?
- What details are given in the other sentences?

4. Turn to a classmate who sits near you and try to give him step-by-step instructions on how to make coffee. Use the order words from the text above.

5. Write a paragraph on ‘How to make a sandwich?’, using the cluster below.



6. Choose a topic from the list below and write a paragraph.

My first day at school.

My favourite sports.

How to make friends.

7. Pair off with a student and discuss the paragraphs you have written. Make sure you have first chosen the topic of the paragraph, then drafted it and after that you have revised and proofread it.

8. Now answer the questions:

a) What is the topic sentence of your paragraph?

b) What is the main idea of the paragraph?

c) Have you followed all the five steps of paragraph writing?

9. Let's play. The game is called "A funny paragraph". The class divides into three groups. All groups work in secret.

Group 1 should write down the beginning of a sentence, describing something they wanted to do. *Eg. 'I wanted to go to the cinema'.*

Group 2 should write down the next part of the sentence starting with 'so' *Eg 'So I bought a fishing-line'.*

Group 3 should write the last part of the sentence starting with 'but', *Eg 'but I broke the cup'.*

A student from each group in turn reads aloud. The result will be a funny paragraph.

Pre-Reading

1. Vocabulary development.

Do you know the difference in meaning between the verbs *lend* and *borrow*? Read this conversation.

- May **I borrow** your hair dryer?
- I will **lend** it to you for two days.

The person who borrows receives something. *Borrow* means “to take”. The person who lends gives something. *Lend* means «to give.»

Let and *leave* have different meanings, too. The verb *let* means «to allow». The verb *leave* means «to go away».

My brothers **let** me play football with them.
Tomorrow we **leave** for Avaza.

2. Choose a word from the parentheses to complete each sentence correctly.

1. Did you (let, leave) the dog go outside last night?
2. Please (leave, let) me go on the bike ride.
3. We (let, leave) for Mary this afternoon.
4. (Let, Leave) the curtain fall after the first act.
5. (Lend, Borrow) me your bus pass.
6. I usually (leave, let) my house at six o'clock.

7. May I (lend, borrow) your brush?
8. Ayna wants to (lend, borrow) some books from Keyik.
9. Please (let, leave) me (borrow, lend) your mittens.
10. Ms. Roberts will (let, leave) her son take piano lessons.
11. Do not (leave, let) the dough rise too high.
12. None of the neighbours has a mower that I can (lend, borrow).
13. If you need more chairs, (borrow, lend) some from us.
14. (Let, Leave) the adults look after the children.

3. Write the word *borrow, lend, let, or leave* to complete each sentence.

1. Do you remember the flashlight you wanted to _____ from me?
2. Yes, you were going to _____ it to me, and I was going to your hedge clipper.
3. Could you _____ me use it for a few days?
4. I promise not to _____ it out in the rain.
5. My sister-in-law and brother _____ my snow blower every winter.
6. Should you _____ them _____ it so often?
7. Why shouldn't I _____ it to them?
8. They might not _____ you have it back for a long time.
9. _____ me guess who else does the same thing.
10. I will _____ the flashlight on this table for you.

4. Write four sentences of your own, using *lend, borrow, let, and leave* correctly.

5. Vocabulary development.

origin – the point from which sth starts. *Eg. The origin of the world.*

invade – to enter a country using military force.

tribe – a group of people of the same race and with the same customs, language etc. living in a particular area.

generation – all the people who were born at about the same time. *Eg. The young generation.*

explorer – a person who travels to unknown place in order to find out more about them.

settler – a person who goes to live in a new country or region. *Eg. The first settlers of America.*

6. Learn the word derivation

invade (v) – invader (n) – an army or country that enters another country by force; invasion; (n) entering another country by using military force.

settle (v) – to make your permanent home; **settler**

generate (v) – to produce or create sth.; **generation (n).**

tribe (n) – tribal (adj.) – connected with a tribe or tribes. *Ex. Tribal leaders.*

origin (n) – original (adj.) – existing at the beginning of a particular period, process or activity.

explore (v) – to travel to around an area or a country in order to learn about it; explorer (n).

7. Pair off with a fellow student and try to discuss the following.

1. English is the most widely spoken language in the world.

2. English has a larger vocabulary than any other language.
3. English grammar is easy to learn.

8. Read the text.

The English language

Have you ever thought of where the English language had taken its roots? Do you have any idea of what the origins of the English language and the English people are like?

Well, the ancestors of the English people used to live in Europe, along the coast of the North Sea. Before the Anglo-Saxons invaded the British Isles in the middle of the 5-th century, the Celtic people used to live there.

To be more precise, we should note that the Anglo-Saxons were Germanic tribes that used to live nearby the British Isles. The Jutes, third Germanic tribe, were also among the Germanic invaders.

The name England is derived from the tribal name 'Angles' and the country was later known as 'England' ('the land of the Angels'), from which came *England*.

The English language is made from an international family of words, though most of the English words are of Germanic origin and have been passed on from generation to generation. Many English words originally came from Spanish, French, Italian, and other European languages. Explorers brought back to England riches from all over the world. They also brought words from China, India, Turkey and Africa. Even today English is considered to be one of the most open languages of the world.

Words like 'yoghurt, yashmak' are of Turkic origin, the words 'yoga, yogi, pajamas, pagoda' come from India, 'alpha-

bet, physics and psychology’ from Greek, while *‘algebra, algorithm’* are Arabic loans. Russia also lent words like *sputnik, cosmonaut*’ to English. Early settlers in the United States found much that was new to them. As they named these new things, they borrowed words from Native Americans. Words like *‘chipmunk, moccasin, and suc-cotash’* became a part of the English language in this way. The language of Spanish settlers mixed with that of English settlers. *‘Ranch, vanilla, and cafeteria’* come from Spain.

Even today new words continue to be added to English. They still turn to Latin and Greek to name new ideas and discoveries, such as *‘phonograph and television’*.

Post-Reading

9. Look up 5 English words borrowed from other languages. Then write the meaning of each word.

10. Discuss the following.

1. Who were the ancestors of the English people?
2. Where did they live?
3. Who were the Celts?
4. When did the Anglo-Saxons invade the British Isles?
5. What is the vocabulary of English like?
6. How is the English vocabulary enlarged?
7. Can you think of any Turkic borrowings in English?

8. What makes the English language easy to learn?
9. In what countries is English spoken?
10. What do you think of the future of the English language?

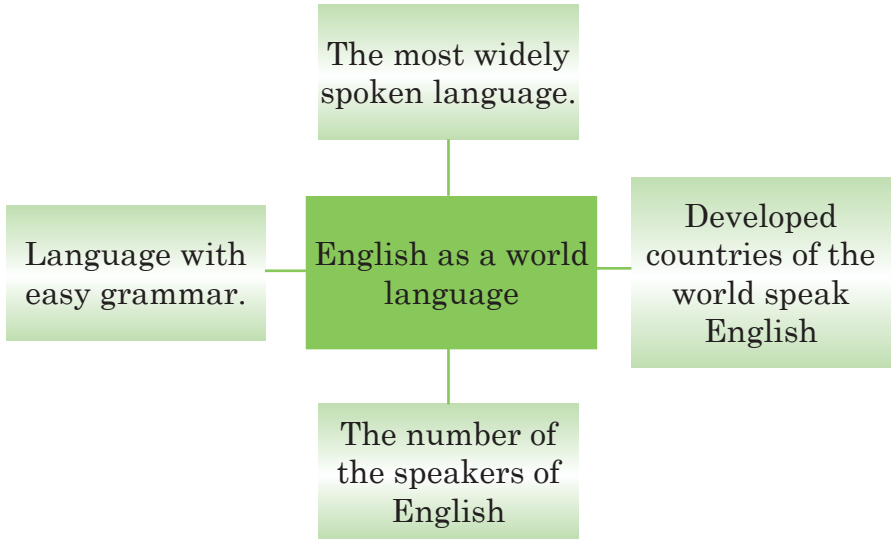
11. Pair off with a fellow student and complete the following by using the phrases in brackets (by practicing dialogues with a partner; by writing then on pieces of paper; by doing grammar exercises; by listening to tapes).

1. The best way to learn new words is...
2. A good way to improve your pronunciation is ...
3. The best way to improve your grammar is ...
4. A good way to improve your communication skills is ...

12. Read through the passage and pay attention to how the sentences are joined into a paragraph.

I am now twenty-two years old. I am going to write about how I decided to study English at university. It happened five years ago when I was living in Bristol and my last year at secondary school. I had got a place at the University of Cambridge. I could study either history or English. I needed to make up my mind quickly because the University had written to me asking for a decision. I wanted to study history because I was good at it and I thought I would get a better degree. On the other hand I was really more interested in English. In the end I decided to study English instead of studying history. I feel now that I did the right thing because I enjoyed studying English and I got a good degree.

5. Write an essay on how and why you think the English language will change in the future. Use the ideas from the cluster given below.



UNIT III

MY MOTHERLAND

LESSON 1

STORIES ABOUT EPENDI

Pre-Reading

Think before you read the story

1. Answer the following questions.

- Look at the picture above. What do you think will happen in the story?
- Have you ever borrowed something from someone and returned it to the owner at a later time?
- Do you know how cauldrons are made? Can you describe it? How and what do we usually cook in it? Discuss with your classmate.
- What other kitchen utensils can you name?
- What does the word 'pots and pans' mean? Check with your dictionaries and make a list of tools that are used in the kitchen.

2. Note the following expressions and words that appear in the story.

- If something happens **in a week**, it means it will happen during the next week.
- Pregnant** means (of woman or female animal) *having a baby developing in her body*.

- c. **To get mad** means *'to become angry'*.
- d. **To admit** means *'to accept, to agree that sth is true'*.
- e. **Greedy** means *'wanting more wealth, possession, power etc. than a person needs'*.

3. Read the story.

Your Cauldron has Died

One day Ependi asked his neighbour for a cauldron. In a week he brought back a small cauldron with the one he had taken.

"What does this mean?" asked the neighbour.

"Actually, your cauldron was pregnant. It got a baby cauldron when it was over our place. Here, I brought you the mother and the baby", replied Ependi.



The neighbour was so happy to admit that Ependi is a fool. He took both of the cauldrons and said:

”Thank you, thank you, Ependi! You should come more often to borrow the cauldron.”

After a while Ependi borrowed the neighbour’s cauldron again. A week passed, then a month passed, but Ependi never brought it back.

”Why didn’t you bring the cauldron back?” asked his neighbour, when they met.

”Two days after I brought the cauldron home, it died, right in this place,” answered Ependi.

Well, the neighbour got mad.

”What are you saying? Are you crazy? How can a cauldron die?” said he.

”Why can’t it die? If you believe that your cauldron can give a birth, why don’t you believe that it can die?” laughed Ependi back.

Post-Reading

Vocabulary comprehension.

4. Match the words with their definitions.

- | | | |
|-------------|-----|--------------------------------------|
| a. cauldron | ● ● | to take and use for a period of time |
| b. admit | ● ● | round metal pot used for cooking |
| c. borrow | ● ● | in fact |
| d. actually | ● ● | agree that something is true |

5. Fill in the gaps with the given words: *borrow, admitted, actually, cauldron, to admit.*

- a. Maysa finally _____ that she had eaten all the jam in the jar.
- b. Soup was bubbling in a _____ over a fire.
- c. No. I'm not a student. _____ I'm a doctor.
- d. Can I _____ your book for a lesson Merjen?
- e. He _____ all his mistakes.
- f. She refuses _____ the truth.

Understanding the story

6. Read the statements and decide whether the statement is true or false .

- a. Ependi borrowed two cauldrons from his neighbour.
- b. The neighbour was very happy to get an extra cauldron.
- c. The neighbour believed that his cauldron had died.
- d. The neighbour got his big cauldron back.

7. Answer the following questions.

- a. What did Ependi borrow from his neighbour?
- b. What made the neighbour happy?
- c. How did Ependi explain the missing of the cauldron?
- d. Ependi taught his neighbour a lesson, didn't he?

8. Read one more fable (story) with a moral. It's called "*The fox and the bird*". Join the sentences with *and*, *but*, *so*. When the bird is underlined, use *it* instead. When the fox is underlined, use *he*. You should have only six sentences in your story.

A bird was hungry.

The bird stole some cheese.

The bird sat in a tree.

The bird began to eat the cheese.

The fox was hungry.

The fox had no food.

The fox praised the bird's voice.

The fox asked the bird to sing.

The bird was proud of its voice.

The bird opened its mouth to sing.

The cheese fell out of its mouth.

The fox ran away with the food.

9. Write a paragraph to answer the question below.

Do you know anyone as greedy as the owner of the cauldron in the story? Describe that person.

LESSON 2

Pre-Reading

Think before you read the story.

1. Answer the following questions.

1. Do you know what a cook-shop is? Discuss with your teacher.
2. Have you ever dined at a cook-shop? How was it inside?
3. Did you enjoy the food ?
4. What was the service like?
5. Do you feel like going there again?

2. Note the following words and expressions that appear in the story.

1. **Make no difference** means that the situation cannot be changed.
2. **Neither... nor ...** means none of two is true.
3. **located** means put or built in a particular place, situated. *A small town located 30 kilometres south of Ashgabat.*
4. **delicious** means having a very pleasant taste or smell. *Eg. The food was delicious.*
5. **for free** means without payment, free of charge *Eg. Children under five travel free. Take a copy for free.*
6. **to be even** means to no longer owe money.

3. Improve your grammar.

Complex object: *Let sb. go*

- a. You are tired. Let your body relax.
- b. Don't let the children swim in the sea. The water is cold yet.
- c. If he thinks he can do it, let him try.
- d. Please let me pass.

4. Read the story.

Ependi and the Owner of the Cook-shop

One day, as Ependi was on his way home, heavy rain started. He entered one of the cook-shops located nearby. It was very warm inside and the room was filled with delicious smell of shish kebab.

As the rain stopped Ependi wanted to leave, but the owner stopped him.

"Where are you going? You haven't paid yet."

"What should I pay for?", wondered Ependi.

"What for? You enjoyed the odor of our food, didn't you?" replied the owner.

"Yes, but I neither saw them, nor tried."

The owner wasn't about to let Ependi go without taking some money.

"It makes no difference. You will have to pay. You can't enjoy the smell of my food for free", insisted the owner.

"All right, I'll pay, but I need to go home and get my money."

Ependi took some coins from his house and returned back to the cook-shop. The owner was waiting for him.



”Did you bring money?”

”Yes”, answered Ependi, and clinked some coins inside his pocket. Do you hear the sound of my money?

”Yes, I do”, answered the owner.

”We are even-stein now. I enjoyed the smell of your kebab, and you heard the sound of my money”, said Ependi, and left the place.

5. Match the words with their definitions.

- | | |
|-----------|--------------------|
| a. insist | smell |
| b. clink | demand forcefully |
| c. odor | surprised |
| d. wonder | short, light sound |

6. Fill in the gaps with the given words below: *wonder, clinked, odor, insisted.*

1. As guests finished proposing toasts we _____ our glasses.

2. I _____ why they left before the dinner even started.

3. My teacher _____ that I should participate in this Olympiad, he says I have good chances to win.

4. A pleasant _____ of bread came from some distant bakery.

7. Read the statement and decide whether the statement is truth or false

a. Ependi entered the dining hall because it was too hot outside.

b. The owner of the dining hall wanted Ependi to pay for enjoying the odor of the food.

c. Ependi paid 10 coins to the owner.

Understanding the story

8. Answer the following questions.

1. Why did Ependi go to the dining hall? What was it like inside?

2. What happened when Ependi was about to leave?

3. How did he pay for enjoying the smell of the food?

4. Don't you think that Ependi taught the cook-shop keeper a lesson?

5. Did you like the way Ependi outwitted the cook-shop keeper?

9. Write a paragraph to answer the question below.

Have you ever paid for something you didn't buy?

10. Project writing. Topic "What I like about Ependi?" Some sample questions.

1. Who was Ependi?
2. What is his name like in the neighbouring countries?
3. What other humorous stories from Ependi's saddle-bag can you tell us?
4. Did you enjoy the stories. If yes, say why.
5. What do you think is the place of humour in our lives?

LESSON 3

ANCIENT TURKMEN CULTURE

Pre-Reading

1. Discuss with your classmate:

- a. Have you ever celebrated the Festival of Nowruz?
- b. What did you do there?
- c. Who did you go with?
- d. Did you enjoy it?
- e. What did you like most?
- f. What Turkmen meals were cooked there?
- g. How old do you think this festival is?

2. Vocabulary development.

hospitality – friendly and generous behaviour towards guests. *Eg. Thank you for your hospitality.*

origin – the point from which sth starts; the cause of sth. *Eg. The origin of life on earth.*

mystery – something that is difficult to understand or to explain.

ancient – belonging to a period of history that is thousands of years in the past. *Eg. Ancient civilization.*

celebrate – to show that a day or an event is important by doing sth special on it. We celebrated 290-th anniversary of Magtymguly Pyragy's birth on May 19, 2014.

festival – series of public events connected with a particular activity; a day or period of the year when people celebrate sth.

meadow – field covered with grass.

wisdom – the ability to make sensible decisions because of the experience and knowledge that you have. *Eg. A man of great wisdom.*

custom – accepted way of behaving or of doing something in a society or community.

abundance – a large quantity that is more than enough.

prosperity – the state of being successful, especially financially.

3. Learn the derivatives.

luxury (n) – a thing that is expensive and enjoyable, but not essential; **luxurious (adj.)**.

festive (adj.) – typical of a special event or celebration;

festival (n) ; festivity (n) – the activities that are organized to celebrate a special event.

mystery (n) – mysterious (adj.)– difficult to understand or explain; strange.

mortal (adj.) – that cannot live for ever and must die;

immortal – opposite of mortal; that lives or lasts for ever.

4. Match the synonyms from the column A to the column B.

A		B
festival	●	● roots, source, beginning.
ancient	●	● glorify, honour, rejoice.
origin	●	● celebration, holiday.
celebrate	●	● age-old, antique.
jewelry	●	● everlasting, eternal, undying.
to awaken	●	● to activate, revive, animate.
immortal	●	● gems, ornaments, treasure.

5. Read the text.

The Festival of Nowruz

The festival of Nowruz originated in time immemorial. And this is why there is always something mysterious in ancient holidays like this. You are always trying to find out how, when and why it started. So ‘*Nowruz*’ goes back to two words, which originally meant ‘*new+ day*’. But it was not just ‘a new day’, actually it was ‘The New Year’s Day’ with our ancestors, who celebrated the New Year in the spring time, on March 21.



Why on March 21? It is the time of spring equinox, when the sun is above the equator and day and night are of equal length. It is the time when the nature awakens and arouses sweet dreams in the souls. It is the time, when the green spring meadows with primroses make your soul rejoice. Here comes the immortal word of Magtymguly as a hymn to Nowruz:

*When Nowruz falls the world takes colour – openly,
 Clouds cry aloud, mountains gather haze – openly,
 Even the lifeless come to life – breathing openly,
 Plants before unseen, grow up and blossom – openly,
 All creatures benefit or do us harm – openly,
 They breed their kind and stealthily go by – openly,
 Birds open beaks and sing when summer comes – openly.*



How the festival is celebrated in our country? To be frank the festive excitement reigns in the minds and souls long before the day. People tidy up their yards, plant trees and sew themselves bright attire. Women put on luxurious jewelry. It's also a special event with children, the future of the nation. Since ancient times it was a custom to visit relatives and elderly parents. Gray-haired wisdom and dreamy youth merge into the spring bloom of nature and hope, asserting the eternal truth of life.

It is the time when the nation's hopes for peace, abundance and prosperity are brought into focus.

Nowruz begins its march through the land, looking into every home, every heart. The festivities and spectacular entertainment inspire optimism into every soul. "Ak oy," the nomad's portable tent or a yurt is put up to host the visitors, as the reminder of the heroic past of the nation and as a means to achieve harmony with the environment. The excellent Turkmen 'dastarhan' (cuisine) serves as a sample of Turkmen hospitality, unwritten law in the land of the Turkmen.

During the Nowruz festival the Turkmen hospitality has no borders, extending itself to the neighbouring countries and acquiring an international character and turning into a holiday of peace and humanism.

Post-Reading

6. Compare the original poem by Magtymguly to its English translation by Youssef Azemoun and Brian Aldiss used in the text. Enjoy also its Russian translation by Yuriy Gordiyenko, famous Russian translator. It will help you to understand deeply the feelings of the poet.

*Gelse nowruz äleme, reň kylar jahan peýda,
Ebrler awaz urup, dag kylar duman peýda.
Bijanlar jana girip, ederler dahan peýda,
Görmedigiň gyýalar, gögerip rowan peýda,
Ederler haýwanatga hem sudy-zyýan peýda,
Ýer ýüzüne ýaýylyp, ýörirler nahan peýda,
Wabeste dahan guşlar kylarlar zyban peýda.*

Archaic words: ebrler – clouds, giýalar – grass, plants.

Wabeste – closed, firm; dahan – mouth.

*Наступает Новруз. Мир прекрасен в великом и малом.
После вешней грозы одеваются горы туманом
Каждый новый росток к солнцу гостем является званым.
Покрываются скалы полынью, плющом и бурьяном.
В скалах птицам раздолье – беспечным весенним горланам
Там цветы, исходя ароматом и терпким, и пряным,
Человека и зверя зовут к травянистым полянам.*

7. Look up the meanings of the following words in the dictionary.

Immemorial, reminder, spectacular, harmony, focus, to host, to merge, to reign.

8. Say whether these statements are true (T) or false (F).

Nowruz begins its march through the land, looking into every home, every heart ().

On the Day of Nowruz people tidy up their yards, plant trees and sew themselves bright outfits ().

Since ancient times it was a custom not to visit relatives and elderly parents on the Day of Nowruz ().

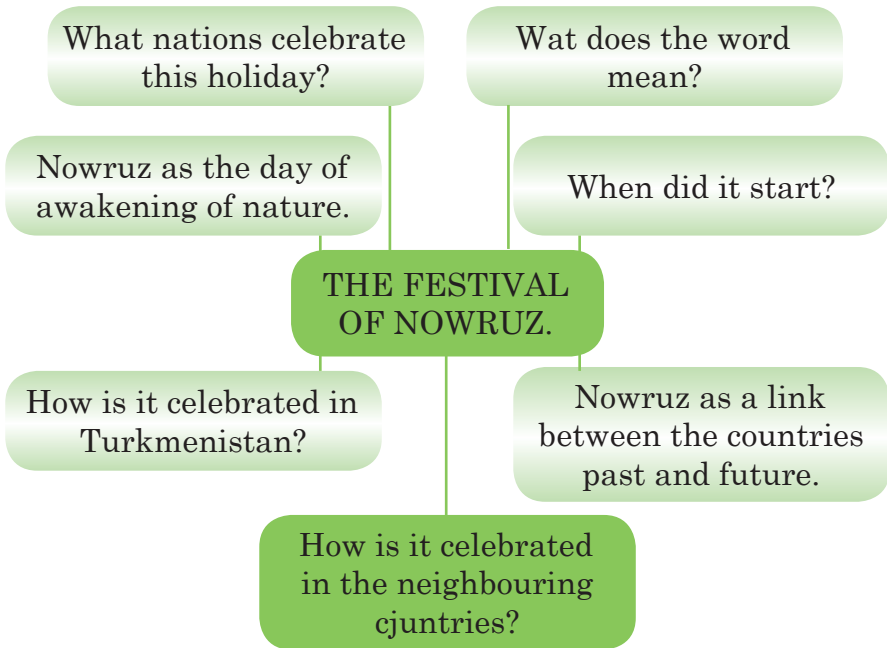
People from neighbouring countries visit Turkmenistan during the Festival of Nowruz ().

9. Answer the comprehension questions on the text.

1. When did the Festival of Nowruz originate?
2. What does the word 'Nowruz' mean?
3. Why is it celebrated on March 21?
4. How do you understand the phrase 'the nature awakes'?
5. How do the Turkmen people celebrate this holiday?
6. What did you do on the last Nowruz?
7. What food do the Turkmen people cook on the Festival of Nowruz?

10. Writing project. "The Festival of Nowruz as a bridge between the past and present history of my

nation.” Please try to use the ideas of the cluster below as a guideline.



LESSON 4

THE TURKMEN HISTORY

Pre-Reading

1. Discuss with a classmate:

1. What ancient civilizations and states on the territory of Turkmenistan do you know?
2. Can you think of any ancient sites in Dashoguz velayat?

3. Where in Turkmenistan is the Mausoleum of Sultan Sanjar?

4. Who was Sultan Sanjar?

5. What were the ancient names of the Amy derya?

6. Do you know any ancient castles on the territory of Turkmenistan?

7. Have you visited them? What impressed you most?

2. Vocabulary development.

be located – means that something exists there or has been put there.

nomad – a member of a tribe that moves with its animals from place to place.

plain – a large area of flat land.

prairies – a flat wide area of land.

cradle – the place where something important began.

excavation – the activity of digging in the ground to look for old buildings or objects that have been buried for a long time.

discovery – a thing, fact or person that is found or learned about for the first time.

terrace – a flat, hard area outside a house where you can sit, eat and enjoy the sun.

court – an area of ground wholly or partly surrounded by walls or buildings.

3. Learn the derivatives:

nomad (n) nomadic (adj) *Eg. nomadic tribes.*

discovery (n) – an act of finding sth. *Eg. The researchers in this field have made an important discovery.*

excavate (v) – to dig in the ground to look for old buildings and objects that have been buried for a long time.

Excavation (n) – the activity of digging in the ground to look for old buildings and objects that have been buried for a long time.

king (n); kingdom (n) – a country ruled by a king or queen. *Eg. the United Kingdom.*

4. Match the synonyms.

- | | |
|-----------------|-------------------------------|
| 1. Castle – | a) fortune, wealth, riches. |
| 2. Last – | b) expand, extend, stretch. |
| 3. Discovery – | c) fighter, combatant. |
| 4. Spread – | d) cup, container. |
| 5. Warrior – | e) finding, exploration. |
| 6. Reveal – | f) collect, gather. |
| 7. Accumulate – | g) show, display, uncover |
| 8. Treasure – | h) fortress, palace, mansion. |
| 9. Vessel – | i) endure, remain. |

5. Read the text.

The Parthian State

Turkmenistan is the land of ancient civilizations and states. And one of them is the Parthian State. Where was this state located? Who are the Parthians? When did they live and what were they famous for?

The Parthian State was founded in 247 B.C. by Arsak, who was leader of the nomadic people that inhabited the territory of ancient Turkmenistan. The Parthians, our ancestors, used to live on the Northern foothills of the Kopetdag Mountains. Actually mountains, plains and prairies of South Turkmenistan became the cradle of the Parthian state.



The Great Parthian State lasted for about 5 centuries. It fell in the 3rd century A.D. Over these 5 centuries about forty kings ruled the country. The kingdom spread as far as the Amyderya River (the Oxus) in the north-east and the rivers Tigris and the Euphrates in the south-west.

The first capital of the state was the Old Nusay (Nisa), which represents an ancient castle with fortifications built on the hills in the vicinity of the city of Ashgabat. The archaeological excavations of the castle were carried out in the 20th century and resulted in extremely valuable discoveries. The excavations revealed a number of brilliant samples of architecture and arts as well as unique archives of house-keeping notes scratched on the ostrakons of ceramic vessels. The Parthian kings accumulated treasures from all over the Kingdom. The Old Nusay was a huge square building with



numerous rooms, terraces and an inner court. The riches of Parthian Kings were kept intact in those rooms for ages. A rich collection of rhytons made of ivory, cattle horns, ceramics and glass was found at the site. The statue of Rodogoune, the daughter of the Parthian King Mithridat I, is a hymn to the unsurpassed beauty and a courageous female warrior who used to head Parthian armies.

This is why the discovery was later declared the discovery of discoveries of the twentieth century. And at the beginning of the third millennium, in 2007, by the Decision of the UNESCO the Old Nusay, the capital of the Parthian state was included into the UNESCO World Treasury List. The site has turned into a place frequently visited by tourists the world over.

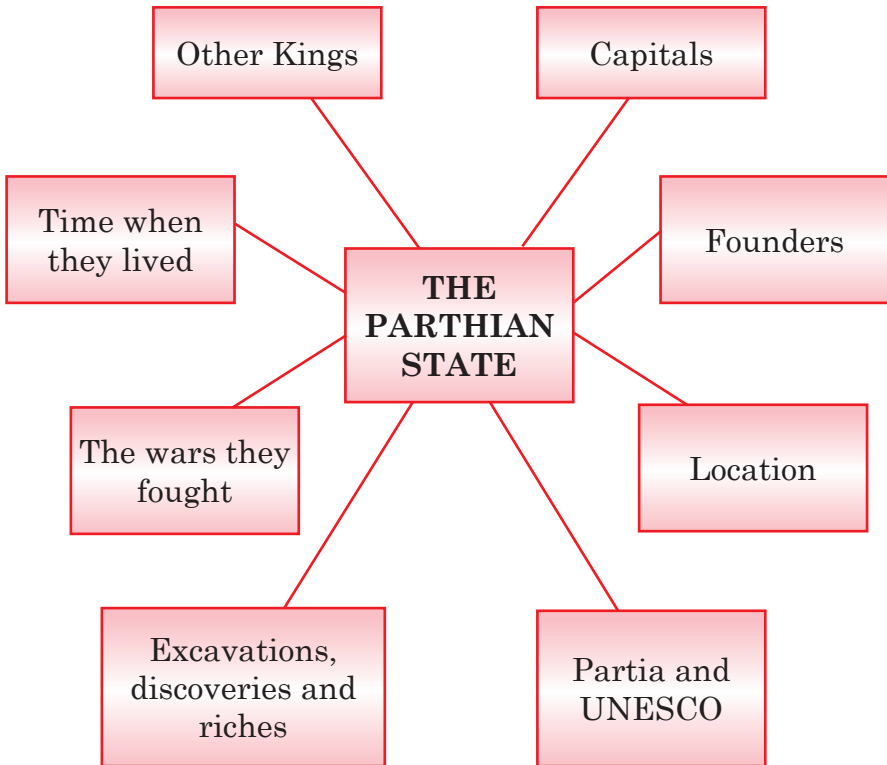
6. Say whether these statements are true (T) or false (F). Check your answers with the text above.

- a. The Parthian state was founded in 247 B.C. by Arsak ().
- b. The Parthians lived nearby the Dashoguz welayat of Turkmenistan on the border with Uzbekistan ().
- c. The Old Nusay was a huge round building with numerous rooms, terraces and an inner court ().
- d. The archeological excavations of the castle were carried out in the 20th century and resulted in extremely valuable discoveries ().
- e. The first capital of the state was the New Nusay (Nisa) ().

7. Answer the following questions.

1. Where was the Parthian State located?
2. Who are the Parthians?
3. When did they live and what were they famous for?
4. When and by whom was the Parthian State founded ?
5. Where did the Parthians live?
6. What was the first capital of the state?
7. When were the archeological excavations of the castle carried out?
8. What did the excavations reveal?
9. What was the Old Nusay like?
10. Who was Rodogoune?
11. Have you visited the site?

8. Write an essay on Old/New Nusay. Try to use materials from the related course-books. The cluster given below could also serve as a guideline for your essay.



UNIT IV WORLD CIVILIZATION**LESSON 1****PINOCCIO'S ADVENTURES****Pre-Reading****1. Answer the following questions.**

1. Do you like folk tales (fairy tales)?
2. Why do you like them?
3. Do you happen to know a Turkmen folk tale where the main character is a small boy/girl?
4. What's his/her name?
5. How do you like that folk tale?

2. Note the following words that appear in the story.

tiny /weeny mean small, very small.

gaze means 'to look at sb/sth for a long time because you're interested or surprised.'

to fade means 'to disappear, become paler or less bright.'

to gasp means 'to take a quick deep breath because you're surprised.'

out of his wits means 'to be very frightened.'

all sorts of tricks means 'the use of various dishonest methods to cheat people in order to achieve what you want.'

3. Vocabulary development.

aware – knowing or realizing sth. *Eg. We were aware that something was wrong.*

blame – to think or say that sb/sth is responsible for sth bad.

puppet – model of a person or animal that can be made to move. *Eg. The other day we enjoyed a performance at the puppet theatre.*

forgive (forgave, forgiven) – to stop feeling angry with sb who has done sth to harm. *Eg. I'll never forgive her for what she did.*

save – to keep sb/sth safe from harm, death etc. *Eg. To save somebody's life.*

spare me – save someone from sth unpleasant.

4. Fill in the blanks with the given words: *aware, saved, to blame, trick, puppet.*

- a. He used the old _____ of attacking in order to defend himself.
- b. Which driver was _____ for the accident?
- c. She _____ a little girl from falling into the water.
- d. Were you _____ that something was wrong?
- e. The city is famous for its _____ theatre.

5. Read the tale.

Pinocchio's Adventures

(by Carlo Collodi)

Old Geppetto was very, very lonely. He sat in his little room playing with a piece of firewood. "If only I had a friend, a tiny, weeny friend." He gazed sadly at the piece of wood



and a sudden idea flashed through his mind. Old Geppetto smiled to himself and picked up his knife, "I'm going to have a little friend. With a long pointed nose and mischievous eyes. And I'll conjure him up all on my own. He'll dance, fence and get up to all sorts of tricks." The old man set to work. All through the night he worked wonders with his knife and when the last star faded from the sky the job was done. And would you believe it, as he made the last cut, the little chap moved, gave him a saucy wink, and then in the end, Oh! in the end, he even stuck out his tongue at the old man. "My goodness me," gasped Geppetto "what a little devil." What on earth shall I call him? he said to himself. I'll call him Pinocchio. That'll be a lucky name. And this is how Pinocchio's adventures began. What kind of adventures? Well, listen!



Pinocchio, Pinocchio, where have you run off to this time? Oh, I know, you've gone to see your little wooden brothers at the puppet theatre ruled by the terrible Fire Eater thought Geppetto. What a welcome that was! Everybody ran up to Pinocchio to give him a hug – Sunny Jim, the Jester, even the Princess – all quite forgetting they ought to have been standing in a row on the stage acting a play for the children. The extraordinary commotion soon made their master aware that things were not as they ought to be, and he suddenly appeared in their midst. "So you're the one who is causing all the trouble. But you've arrived just at the right time. I've run short of firewood, so it's into the fire with you, "Mercy, mercy!" Pinocchio cried frightened out of his wits, "believe me, honoured sir, I'm not to blame for anything. I'm only Uncle Geppetto's poor son. Spare me please." And, at heart, Fire Eater was not as wicked as he seemed, he spared Pinocchio in the end and forgave him. Hurrah, hurrah – shouted the puppets dancing and frolicking because their little brother had been saved.



6. Match the words with their definitions.

- | | |
|---------------------|--|
| 1. to flash | a) something you do to deceive somebody. |
| 2. wicked | b) very unpleasant, making you unhappy. |
| 3. trick | c) a problem, worry, difficulty. |
| 4. to give sb a hug | d) to shine very brightly for a short time. |
| 5. terrible | e) dangerous, harmful. |
| 6. trouble | f) to put your arms around someone and hold tightly. |

7. Match the synonyms.

- | | |
|---------------|--|
| 1. wicked | a) to excuse, to pardon. |
| 2. trouble | b) disorder, unrest, disturbance . |
| 3. to forgive | c) awful, fearful, evil, dreadful. |
| 4. tiny | d) miracle, fascination. |
| 5. to fade | e) to bewitch, do tricks. |
| 6. commotion | f) worry, difficulty, problem , concern. |
| 7. to gaze | g) to look, to stare, to watch. |
| 8. to conjure | h) to disappear, to bleach. |
| 9. tender | i) weeny, little, mini, small |

8. Read the statements and decide whether the statement is true or false .

1. Old Geppetto said 'I am going to have a big friend'.
2. The little wooden brothers at the theatre did not like Pinocchio.
3. The Fire Eater wanted to throw Pinocchio into the fire.
4. The terrible Fire Eater spared Pinocchio in the end and forgave him.
5. The puppets began dancing when their little brother was saved.

9. Answer the following questions on the story.

1. Why did old Geppetto decide to have a little friend?
2. What could the little puppet do?
3. What was the puppet's name?
4. Can you describe the puppet?
5. How did Pinocchio happen to be at the theatre?
6. Whom did he meet there?
7. Were the wooden puppets friendly to Pinocchio?
8. What trouble did Pinocchio cause to the Fire Eater?
9. Did the Fire Eater spare Pinocchio in the end?
10. Did you like Pinocchio's first adventure?

10. Pair off with a partner and discuss your visit to a puppet theatre.

1. Is there a puppet theatre in your city/town?
2. Have you ever been to a puppet theatre?
3. When did you visit the puppet theatre last?
4. Who did you go with?
5. What were the characters like?

6. Which character did you like most?
7. Did you enjoy the performance?

11. Fancy that you are a craftsman. And if you had a chance to make yourself a tiny pet what would it look like? Write 3-4 paragraphs to answer the question.

12. Pinocchio had some other fascinating adventures. Write a short account of an adventure you have read.

13. Try to find some similarity between the adventures of Pinocchio and Yartygulak. Share with your fellow students.

14. Talk about your visit to a Puppet Theatre in more details.

15. Dramatize an adventure of Pinocchio at your English Language Club party.

LESSON 2.

WONDERS OF THE WORLD

Pre-Reading

1. Pair off with another student and try to discuss the following:

1. Have you ever heard about the Guinness's "Book of Records" ? What is it like?

2. What famous places in the world do you know?
3. What are they famous for?
4. Where are they?
5. How can you get there?
6. Will the trip be expensive?
7. Can you think of any famous places in our country?
8. Have you visited them?
9. How can we protect them?

Emphatic construction

'It was N who...' or 'It was N that...'

Eg.: Tom wins the competition.

It was Tom who won the competition (not David).

2. Read and try to find equivalents for the emphatic construction in your mother tongue.

1. It was the computer that gave me a headache.
2. It was on Thursday that we watched the movie.
3. It was John who travelled around the country last year.

3. Make these neutral sentences emphatic.

1. Rachel's stereo kept me awake.
It was Rachel's stereo
2. Myrat plays piano very well.
3. Jessica is looking for a job in television.
4. Mike's uncle is a famous actor.

4. Pay attention to the meaning of the grammatical construction with 'used to + infinitive', which expres-

ses regular actions that went on for a time in the past.

Write down three sentences of your own.

1. I used to go to music school when I was a child.
2. When Claire was younger, she used to be a singer in a rock band.
3. The old man used to smoke when he was young, but he gave it up.
4. My dad used to play tennis and now he is a coach.
5. There used to be a cinema here before the war.
6. My uncle used to play football before his marriage.
7. People used to think that the sun travelled round the earth.
8. That's where I used to live when I was a boy.

5. Vocabulary development.

ancient – very old; belonging to a period of history that is thousands of years in the past. Eg.: *ancient history, ancient civilization, ancient Greece.*

natural – existing in nature, not made by human beings. eg. *natural resources (coal, oil, gas, forests etc.), ancient wonders, wonders of the world.*

wonder – something or a quality in something that fills you with surprise and admiration. Eg. *natural wonders.*

list – a written series of names.

pyramid – large building with square or triangular base. The ancient Egyptians built stone pyramids as places to bury their kings and queens.

ruler – a person who rules or governs.

palace – the official home of a king, queen, president etc. Eg. *Buckingham Palace.*

6. Fill in the gaps with the given words: *palace, pyramids, ruler, used to, list, it was ... who, full moon, at one time, runs around.*

1. I've made a _____ of places I'd like to visit while we are in Paris.
2. The country was finally united under one _____ .
3. The _____ stands on the west bank of the river. This magnificent palace took over twenty years to complete.
4. The theatre _____ be in the centre of the town.
5. We set off to see the _____ of Egypt.
6. A wall made of mud bricks _____ castle.
7. _____ _____ he was a good chess player.
8. The _____ glowed above them through the mist.
9. _____ this engineer _____ got the factory working.

7. Read the text.

Wonders of the World

(after Vicky Shipton)

In Ancient Greece, about 2,500 years ago, the writer Herodotus made a famous list of seven great places. Five of these places were Greek. Herodotus was Greek. But Herodotus called his list the "Seven Wonders of the World". Today only one thing on Herodotus's list is standing – the Great Pyramid in Egypt.

But many people today discuss the 'Wonders of the world'. Some of the wonders of the world are old and some are new. Some of those wonders are built by people and some of them are natural wonders.

In ancient times people built many of the famous buildings in the world for great rulers or for their churches. They could go into churches, but usually they could not visit the palaces.

Countries' rulers often built great buildings. They often lived in them or visited them. They were rich and they wanted to show that to their people and to the world.

So the world is full of beautiful and interesting buildings and places. Here are some of them.



The Great Pyramid

The Great Pyramid at Giza, near Cairo in Egypt, was on Herodotus's list of Seven Wonders, and it is very famous today, too. The Egyptians used to call it 'Pharaoh', from an Egyptian word meaning 'Great House'. This pyramid is 4,500 years old and 150 metres tall. People think that there are about 2.3 million big stones in it. Each stone is very heavy – more than 2,000 kilos. The pyramids were built for the country's dead rulers. It was Khufu who built the Great Pyramid. It took about twenty years. So the Great Pyramid serves as a bridge to the ancient world.



The Forbidden City

The Forbidden City in Beijing was home to twenty-four Chinese rulers between the years 1420 and 1911. The Chinese ruler Yong Le built the palace when he made Beijing his most important city. A 10 – metre wall runs around the buildings. At one time, 6,000 people could live in the Forbidden City. But people from outside could visit only when the ruler said yes. The Forbidden City was not open to most people.



The Taj Mahal

But many people think that the Taj Mahal, outside Agra in India, is the most beautiful building in the world. It takes its name from a woman – one of Shah Jahan’s wives.

Shah Jahan built the Taj Mahal for her, but it was not a home. He built it when she died in 1632. Twenty-two thousand people worked on the building for more than twenty years. The outside of the building is white stone, and it looks

very different at different times of day. People say that the Taj Mahal is most beautiful by the light of the full moon.



8. Match the sentence parts below.

- | | | |
|---|-----|--|
| 1. At one time 6,000 people could ... | ● ● | a) visit palace when the ruler said yes. |
| 2. People from outside | ● ● | b) build beautiful palaces. |
| 3. In the past many rulers were rich, so they could ... | ● ● | c) by the light of the moon. |
| 4. The Taj Mahal is most beautiful... | ● ● | d) live in the Forbidden City. |

9. Read and say whether the statements are true or false?

1. Herodotus made a list of nine wonders of the world.
2. Two of the places from Herodotus's list are standing now.

- 3. The Great Pyramid is located in Cairo.
- 4. The Taj Mahal was built for the ruler's wife.
- 5. All the people could freely visit the Forbidden city.
- 6. At one time 10,000 people could live in the Forbidden City.
- 7. The pyramids were built for the country's living rulers.

10. Write questions for the answers below.

1.

The Chinese ruler Yong Le built the palace.

2.....

The Taj Mahal is thought to be the most beautiful building in the world.

3.

This pyramid is 4,500 years old.

4.....

It was Khufu who built the Great Pyramid.

5.....

The woman called Taj Mahal was Shah Jahan's wife.

6.....

Twenty-two thousand people worked on the building of the Taj Mahal.

7.....

Shah Jahan built the Taj Mahal when one of his wives died.

8.....

People say that the Taj Mahal is most beautiful by the light of the full moon.

11. Answer the questions on the text.

1. When did Herodotus make his famous list?
2. What is the Great Pyramid famous for?
3. Where is it located?
4. Who built it?
5. How old is the Great Pyramid at Giza?
6. Who did the Egyptians build the pyramids for?
7. Which building's name meant 'Great House'?
8. Where is the Forbidden City located?
7. How tall is the wall that runs around these buildings?
8. Did you enjoy the picture of the Taj Mahal?
9. Which building takes its name from somebody's wife?
10. Where is the Taj Mahal?

12. Pair off with another student and discuss the following.

1. What other wonders of the world do you know?
2. What are they famous for?
3. What country are they in?
4. Have you seen it/them?

13. Work in three groups. Make notes, then discuss your ideas. Which group has the best ideas?

Group A: You think that ancient buildings are the most interesting and beautiful wonders of the world.

Group B: You think that new buildings are the most important.

Group C: You think that natural places are the true wonders of the world.

14. Work in groups and try to make lists of famous bridges, dams, statues and canals.

15. Imagine you work for the company “*Wonder Vacations.*” Write an advertisement for your company. Invite people to visit old or new wonders of the world during their vacations. Use ideas of the cluster below:



16. Which are your wonders of the world? Chose and write a home essay on some other wonders of the world like the Great Wall of China, the Colosseum, Hagia Sophia, Stonehenge, the Leaning Tower of Pisa, the Statue of Liberty, Crystal Island etc. Use the pictures below.

The Great Wall of China, The Colosseum, The Statue of Liberty, The Leaning Tower of Pisa



LESSON 3

SHAKESPEARE'S BIRTHDAY
CELEBRATIONS

Pre-Reading

1. Discuss with a partner.

1. What Turkmen writers (poets, playwrights) do you know?
2. What are they famous for?
3. What can you say about translations of Magtymguly?
4. Do you remember the translators' names?
5. What English/American writers (poets, playwrights) do you know?
6. Can you name some of their works?
7. Can you recite any poems in English?

2. Vocabulary development.

camp – a place where soldiers live. *An army camp.*

imagine – to form a picture in your mind of what sth might be like.

imagination – the ability to create pictures in your mind.

to appeal to imagination – to find sth interesting and exciting.

community – all the people who live in a particular area or country. *The local community.*

tribute – showing your respect or admiration.

to pay tribute to – express your respect to sth or sb.

genius means unusually great intelligence. *the genius of Shakespeare.*

celebrate – to show that a day or an event is important by doing sth important on it.

celebration – a special event organized to celebrate sth.

dignitary – a person who has an important official position.

VIP – very important person. *VIP treatment.*

3. Look up the meanings of the following words in the dictionary and write them down: *charming, rigid, wreath, tomb, ambassador, romantic, artificial, surroundings, rural, sweep.*

4. Match the column A to the column B.

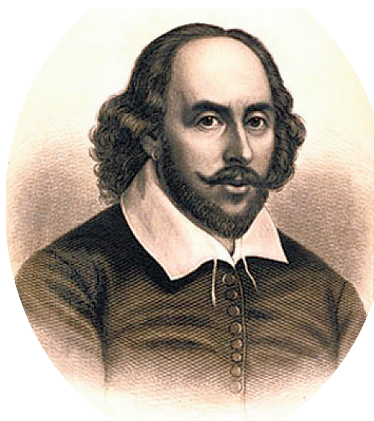
A	B
1. The world community is concerned	a) to attend the Independence Day festivities.
2. All the dignitaries are expected	b) we celebrate Magtymguly's Poetry Day.
3. Annually on May 19-th	c) we lay wreaths to the monuments of war veterans.
4. On the V-Day	d) about the education of young generation.

5. Read.

Shakespeare's Birthday Celebrations

(From "The Story of Stratford – upon-Avon"
by Tudor Edwards)

One of the most famous writers of the world William Shakespeare was born on the twenty-third of April, 1564 in Stratford-upon-Avon. Stratford is a little charming village



in beautiful Warwickshire, UK. Near at hand were the forest of

Arden, the old castles of Warwick and Kenilworth, and the old Roman camps and military roads to appeal powerfully to the boy's lively imagination. The world community gather on Shakespeare's birthday to pay tribute to his genius.

Shakespeare's Birthday in Stratford is one of these characteristically English occasions where small-town pomp is commingled with the respect of the world.



The tradition of the Birthday celebrations is so well established that it has become a day of almost rigid charm.

It has been said many times that on the 23rd April the world comes to Stratford. And as you push your way through the crowds which swell around the narrow streets you see

how true this is. The day begins in a way which has been familiar to Stratford's Shakespearian Celebrations since Garrick held his spectacular Jubilee of 1769. The bells of the Bard's church – Holy Trinity- peal out across the town.



The Mayor and Corporation of Stratford follow the Town Beadle in procession through the town, first to the Birthplace and then to Holy Trinity Church. Entering the Holy Trinity Church they lay wreaths on the poet's tomb.

During the morning, local children dance on the broad green sweep of the Bancroft. By noon the diplomats, ambassadors and VIPs are arriving for the Birthday Luncheon – strictly for dignitaries- with its toasts, “The Immortal Memory of William Shakespeare” and “The Drama”.

The scholars usually note two outward influences that were powerful in developing the genius of Shakespeare – the little village of Stratford, center of the most beautiful and romantic district in rural England, and the great city of London, the center of the world's political activity. In one he learned to know the natural man in his natural environment, in the other, the social, the artificial man in the most unnatural of surroundings.

6. Say if these statements are true or false. (T/F)

1. William Shakespeare was born on the 23rd of April, 1564 ().

2. There were old German camps nearby the birthplace of Shakespeare ().

3. The Mayor of Stratford participates in the Birthday Ceremony ().

4. People lay wreaths on the poet's tomb ().

5. The world community pays tribute to Shakespeare's genius ().

7. Match the sentence parts from columns A and B.

A

1. By noon the diplomats and VIPs
2. There were two outward influences
3. The children of Stratford
4. On the 23-rd of April
5. On this day the world

B

- a) play on the lawns in the morning.
- b) the world comes to Stratford.
- c) are arriving for the Birthday Luncheon.
- d) that were powerful in developing the poet's genius
- e) community pays tribute to the poet's genius.

8. Answer the reading comprehension questions.

1. Who is William Shakespeare?
2. When was he born?
3. Where was he born?
4. What was in the neighbourhood of Stratford?
5. Who comes to Stratford to celebrate Shakespeare's birthday?
6. Does the Mayor of Stratford participate in the ceremony?

7. What can you say about the Holy Trinity Church in Stratford?
8. How do you understand the phrase "romantic district in rural England"?

9. Pair of with a partner and discuss the following.

1. What works by William Shakespeare do you know?
2. Can you think of any Turkmen translations of works of Shakespeare?
3. Are you a good theatre-goer? Do you know the names of famous Turkmen actors and actresses who played Shakespeare's characters?
4. Do you know any films made on Shakespeare's works?

10. William Shakespeare was an unparalleled sonnet (14 line lyric poem) writer. Read the most famous sonnet by Shakespeare and discuss with a partner.

Sonnet 18

Shall I compare thee to a summer's day?
 Thou art more lovely and more temperate:
 Rough winds do shake the darling buds of May,
 And summer's lease hath all too short a date:
 Sometimes too hot the eye of heaven shines,
 And often is his gold complexion dimmed;
 And every fair from fair sometimes declines,
 By chance or nature's changing course untrimmed;
 But thy eternal summer shall not fade,
 Nor lose possession of that fair thou ow'st;
 Nor shall death brag thou wander'st in his shade,
 When in eternal lines to time thou grow'st:
 So long as men can breathe, or eyes can see,
 So long lives this, and this gives life to thee.

Note Modern English equivalents of Middle English words:
Thee – you, **hath** – have, has, **thy** – your, **thou** - you,
thou ow'st – you own, **thou wander'st** – you wander, **thou grow'st** – you grow.

11. Compare the original sonnet by W. Shakespeare with its Turkmen translations by Saparnepes Atabayev and Gulalek Nuryyeva and Russian translations by Samuel Marshak and B. Ber.

Sonet 18

Ýaz gününe deňäýinmi gül keşbiň?
 Ýöne sen ondanam görkli, mylaýym.
 Baharmyzam çak ederden tiz geçýär,
 Ýellerem yrap ýör güllerin Maýýň.
 Güne meňzeş ýüzüň ýagtylýar käte,
 Käte tukatlygna gelýärin gabat.
 Jahanda bar bolan gözellikleri,
 Bir gün alar gider ynjyk tebigat.
 Ýöne weli solmaz seniň gül roýuň,
 Ýitirmez seň görküň-görmegiň.
 Seni penjesine salmaz şum ajal,
 Bezegikän şahyr setirlerimiň.
 Göreçler görýärkä, alýarkak demi,
 Bu goşgym ýaşar hem ýaşadar seni.

(Translated by Saparnepes Atabayew)

Sonet 18

Deňäýinmi seni bahar gününe?
 Näzik keşbiň seniň şeýle mylaýym,
 Çapgyn şemal yrar Maýýň gülünü,

Ýaz wagty tiz geçýär her günüm-aýym.
 Käte gün şöhlesi ýandyryp barýar,
 Nurly keşbiňde-de görünýär ünji.
 Gözellik baky däl, ol solup barýar,
 Gözelligiň solmaz, duran bir hünji.
 Bahar-ýazyň seniň sowulmaz asla,
 Elwan gülleň solmaz seniň, bakydyr.
 Ne-hä ýitirersiň ajap görküňi,
 Ne-de ajal dözer ol gözellige.
 Gözi görüp, dem alyp dursa ynsan,
 Baky ýaşar, ýaşadar seni kyssam.

(Translated by Güläle Nuryýewa)

Сонет 18

Сравню ли с летним днем твои черты?
 Но ты милей умеренней и краше.
 Ломает буря майские цветы,
 И так недолговечно лето наше!
 То нам слепит глаза небесный глаз,
 То светлый лик скрывает непогода.
 Ласкает, нежит и терзает нас
 Своей случайной прихотью природа.
 А у тебя не убывает день,
 Не увядает солнечное лето.
 И смертная тебя не скроет тень –
 Ты будешь вечно жить в строках поэта.
 Среди живых ты будешь до тех пор,
 Доколе дышит грудь и видит взор.

(Перевод Самуила Маршака)

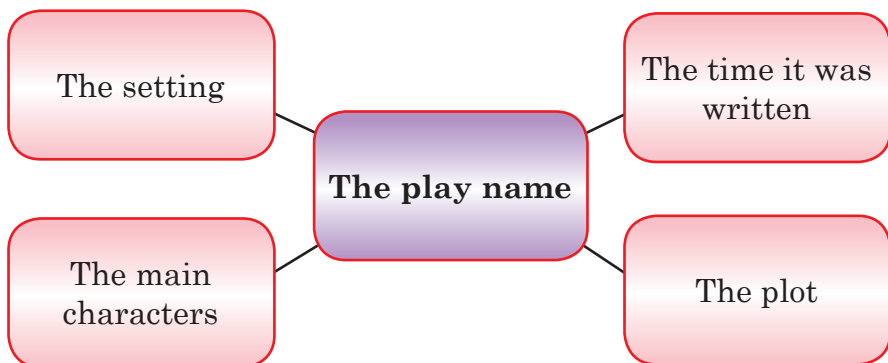
Сонет 18

Сравню ли я тебя с днём светлым лета?
 Милей его ты, кротче и нежнее.
 Холодный ветер – злобный враг расцвета,
 Дни летние могли бы быть длиннее.
 Порою око неба слишком знойно,
 Иль золото его закрыто тучей,
 И красота боится беспокойно
 Природы иль случайности летучей.
 Твоё лишь лето вечное не минет,
 И красота не будет скоротечность.
 Смерть с похвальбой тень на тебя не кинет,
 Когда в стихе изведает ты вечность.
 Пока есть люди и пока есть зренье,
 Жив будет стих и ты, его творенье.

(Перевод В.Бера)

12. Say which translation you liked most and why. Try to make your own translation.

13. Write a short composition on the plot of a play by William Shakespeare.



UNIT V

HEALTH, NATURE AND
ENVIRONMENT

LESSON 1

HEALTHY LIFESTYLES

Pre-Reading

1. Discuss the following with a partner.

1. Do you go in for sports?
2. Why do people go in for sports?
3. What's your favourite sport?
4. Are you a football fan?
5. What sports are popular in Turkmenistan?
6. What winter sports are popular in our country?
7. Are there any fitness clubs in your town/city?
8. What Turkmen national sports do you know?
9. What sport events are held at your school?
10. What is the most popular sport at your school?

2. Try to answer the following questions.

1. What are dairy foods?
2. What foods contain sugar ?
3. What foods contain fat ?
4. What are over-weight people like?

5. What is obesity? What causes obesity?
6. Do you know what slimming is?
7. What do you think is a healthy food?
8. Are you familiar with the guidelines of the Balance of Good Health?

3. Vocabulary development.

sound – not damaged/hurt, strong, healthy.

lifestyles – the ways in which a person or a group of people lives and works.

priority – something that you think is more important than other things and should be dealt with first. Education is a top priority.

trend – a general direction in which a situation is changing or developing .

primary – main; most important.

facility – buildings, services, equipment, etc. that are provided for a particular purpose.

presuppose – to accept sth as true or existing.

fast food – food that requires little preparation before being served.

destroy – to damage something so badly that it no longer works.

4. Match the synonyms.

- | | |
|--------------------|--------------------------------------|
| 1. primary | a) first, greatest, highest, crucial |
| 2. priority | b) abstain from, escape |
| 3. sound | c) drill, practice, use, try |
| 4. destroy | d) jogging, trotting.. |
| 5. running | e) break, crush, kill |

6. **avoid** f) rank, precedence.
 7. **exercise** g) healthy, strong.

5. Read the text .

Healthy Lifestyles

The ancient Romans used to say “A sound mind is in a sound body”. The saying brings into focus the importance of health in human beings’ lives. The Turkmen also have got an identical saying, which sounds like “The best wealth is health”. Needless to say that health is so important in our everyday life. So to be healthy we must lead healthy lifestyles. What are healthy lifestyles?

The health of the nation is a priority trend of development of this country. To be strong and healthy we should take care of our physical and mental health. There are several ways to do that. Sport is of primary importance. Nowadays different kinds of sports become more accessible for people in our country. Vast network of sport clubs offers a great choice having necessary equipments and facilities for sport activities. In terms of speaking of sports in Turkmenistan the country has been declared by the





President as “the country of health and high spirituality”. Just think of the sports facilities recently built for keeping up the nation healthy and fit! Moreover the month of April has been declared in the country the Month of Health and Happiness. The people all over the country get involved in more and more sports events during this month. The most healthy kind of sports are swimming and jogging. Healthy lifestyle presupposes also healthy food. This is why they say that “We are what we eat”. Our daily menu should include meat, milk products, fruits and vegetables. Fruits and vegetables contain different vitamins and give us energy. People usually avoid eating fast food. For a healthy person there’s no room for smoking, alcohol or drugs because they are sure to destroy both body and brain. Your body works very hard to keep you healthy so you should not do things that work

against your body. Another component to being healthy is exercise. You should exercise daily, even if it is just for an hour. Exercising keeps the body in shape and youthful. People who exercise also have good strength and are able to perform physical activity for a good amount of time.

Having a healthy lifestyle is something you can make. It is not as hard as it may seem. It is just the matter of having to change habits and getting used to eating healthier. Your food and physical activity choices each day affect your health – how you feel today, tomorrow and in the future.

Post-Reading

6. Say if the statements are true or false. (T/F)

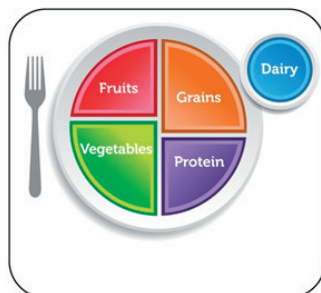
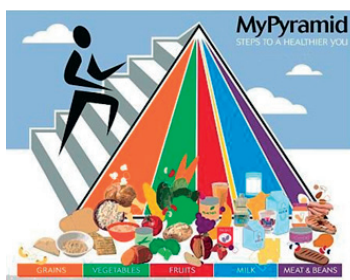
1. Healthy lifestyle presupposes also healthy food ().
2. Having a healthy lifestyle is something you can make ().
3. The month of January has been declared in Turkmenistan the Month of Health and Happiness ().
4. People usually do not avoid eating fast food ().
5. Sport is of primary importance in having a healthy lifestyle ().

7. Pair off with a partner and take turns giving healthy recommendations. Make use of the words and phrases given below:

- to eat a variety of foods;
- to eat less sugar and fat;
- to eat more fruits and vegetables;
- to have tea and coffee without sugar;
- to cut down on salted products;

- use less salt in cooking;
- sugar is the main cause of obesity and tooth decay;
- avoid eating fast food.

8. Have a look at these two charts and a picture on healthy eating and work out useful instructions for pre-schoolers. Make use of the phrase-list given under the charts as a general guide. Team work is encouraged.



Veggies

Make your veggies fun! Get lots of colours and try new things.

Make half your plate fruits and veggies.



Fruits

Fruits is good for you!
Smoothies and frozen fruits are great treats.
Whole fruit is better than juice.

Grains

Make half your grains whole.
Popcorn is a whole grain.
Try whole grain pasta, cereal and bread, too.

Protein

More than just chicken nuggets, hot dogs and burgers.
Keep it lean.
Nuts, beans, peas, poultry, seeds, soy, seafood, eggs and lean meat are good choices.

Dairy

Kids need calcium.
Choose low-fat or fat-free dairy.
Choose skim or 1% milk and yogurt, too.

9. Answer the following comprehension questions.

- 1). What does to eat healthily (healthy food) mean?
- 2). What makes food an important part of our life?
- 3). What do you think of the role of exercise in leading a healthy life?
- 4). What do you think of the fast food? Do you find it healthy?
- 5). Do you think you lead a healthy lifestyle?
- 6). Do you think having a healthy lifestyle is something you can make?

10. Below is given the ingredients for cooking a Turkmen pilau. Advertise the meal to a foreigner (a tourist, a pen-pal etc.). Write down a recipe for cooking this healthy food. Share your recipe with your fellow students.

The ingredients:

1. Vegetable oil – 200 gr.
2. Lamb/beaf – 0.5 kg.
3. Rice – 1kg.
4. Carrots – 0.5 kg.
5. Onions – 0.2 kg.

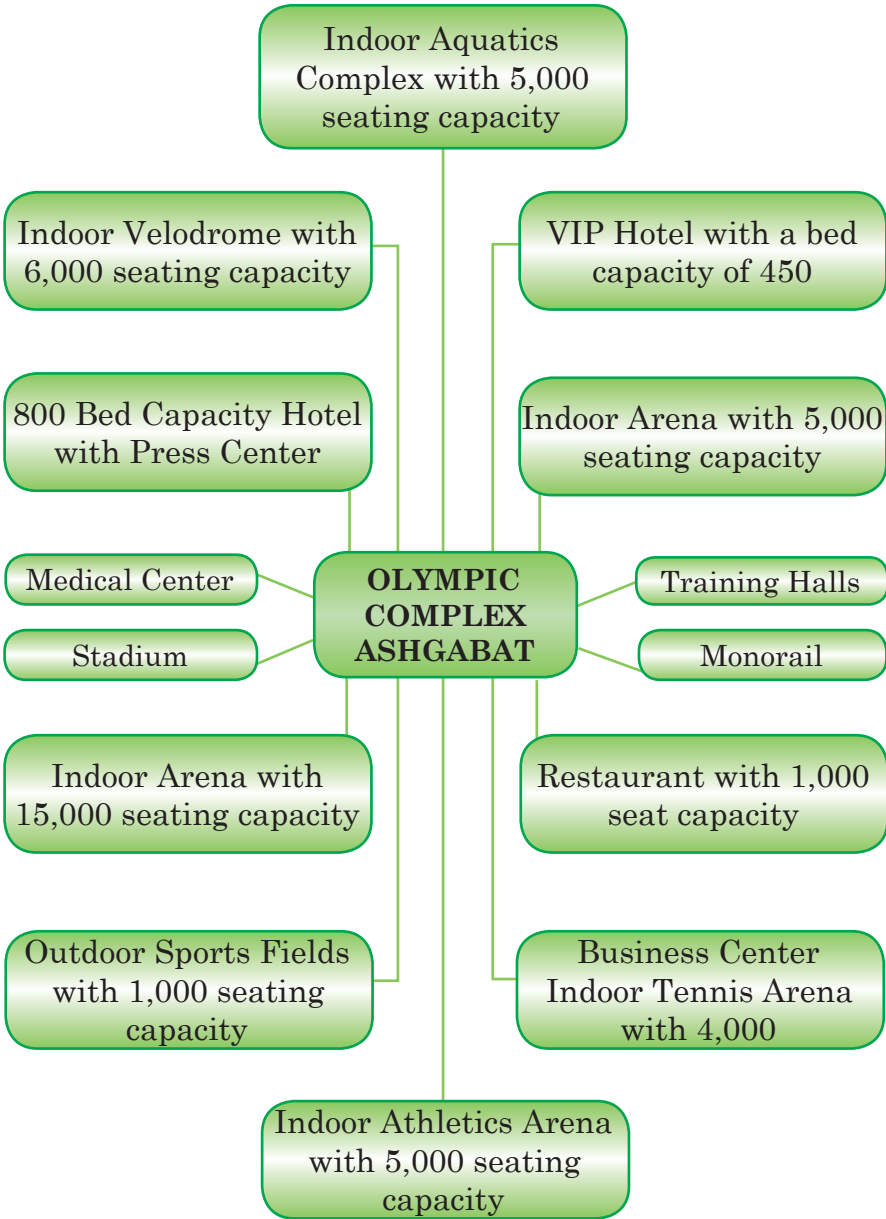
11. Talk about your Daily Food Plan. Focus on homemade food and delicious national meals.

12. What do you think the saying “We are what we eat” means? Do you agree with it? Write down a paragraph or two to support your arguments.

13. Talk about the sports facilities available in your city/town/village.

14. Talk about disadvantages of junk food and advantages of health food.

15. Writing project: “Sports in my country”. Focus mainly on the upcoming Fifth Asian Indoor and Martial Games of 2017 to be held in Ashgabat. Use the information given in the cluster below.



LESSON 2

ENVIRONMENTAL
PROTECTION

Pre-Reading

1. Discuss the following with a partner before you read the text.

1. Where do you live?
2. Do you live in a town/city or a village?
3. How clean is the air in your home town/city/village?
4. Do you have many cars in your home town/city/village that pollute the air?
5. Do you have many trees in your town/city/village?
6. Are there any remarkable nature reserves nearby the place you live?
7. Is there any possibility of reducing the pollution?

2. Note the following words and expressions that appear in the text.



farming – working on a farm to grow crops or animals.

pollution – the process of making air, water, soil etc. dirty. Eg. Air pollution, water pollution.

blanket – a thick layer or covering of something. Eg. A blanket of fog, a blanket of snow.

trapping – the process of catching, capturing or keeping in a place and preventing from escaping. Eg. They were trapped in the burning building.

3. Vocabulary development

greenhouse – *a building with glass sides and a glass roof for growing plants in.*

greenhouse effect – the problem of the gradual rise in temperature of the earth's atmosphere, caused by an increase of gases.

greenhouse gas – the gases that are thought to cause the greenhouse effect.

heat – hot weather, hot conditions.

fertilizer – a substance added to soil to make plants grow more successfully.

rubbish – things that you throw away because you no longer need them. *Ex. A rubbish bin. The streets were littered with rubbish.*

conserve – to protect sth and to prevent it from being destroyed.

fossil – the remains of an animal or a plant which have become hard.

fossil fuel – fuel such as coal or oil that was formed over millions of years from the remains of animals or plants.

soil – the top layer of the earth in which plants, trees grow.

erosion – gradual destroying of the surface of something. *Ex. Soil erosion.*

4. **Fill in the blanks with the given words:** *to conserve, fossils, soil, fertilizers, erosion, greenhouse.*

1. The natural museum displays a collection of
2. Using too much chemical in farming is harmful.
3. The destruction of forests is contributing to effect.
4. The of the coastline by the sea causes serious (ecological) problems.
5. The sandy is not good for farming.
6. The country has developed new laws wild-life in the area.



5. **Read the text.**

Environmental Protection

125,000 years ago there were lions and elephants in Europe. At that time the climate was 3°C hotter than today and forests covered Greenland. Soon it may be 3°C hotter again.



But this change isn't happening naturally. It's happening because of pollution and very quickly.

What is the Greenhouse Effect?

The atmosphere is a blanket of gases around the Earth. For thousands of years these gases have kept the planet's temperature at about 15°C. How? By trapping some of the sun's heat. But now, because of pollution, there are more and more gases in the atmosphere. This means that the Earth is getting hotter. A greenhouse becomes hot for the same reason. Its glass lets the sun's heat pass through, then stops some of it from leaving. That's why scientists call the problem of Earth's rising temperature "The Greenhouse Effect."

Why is it happening?

Pollution sends 4 main 'greenhouse gases' into the atmosphere. These gases are in aerosols, refrigerators, plastic boxes, fertilizers and rubbish.



What will it do?

Most scientists agree that the Greenhouse Effect will add between 1,5 ° – 4 ° to the Earth's temperature by 2030. This will change the weather everywhere. And when that

happens the level of the sea will rise. There might be serious floods in many countries. When the climate changes there will be less food in the world. The land might become too dry for farming. It won't be possible to grow the same amount of food as before.



How can We stop It?

We can't stop the Greenhouse Effect, but we can slow it down. There are several ways to do this: to conserve fossil fuels, to conserve rainforests, use natural energy and ban chloro – fluoro – carbons.



Today pollution of air and water is an increasing danger to the health of the planet. Each day thousands of tons of gases come out of the exhausts of motor vehicles. The air in

cities is becoming increasingly unhealthy. The pollution of water is equally harmful.

6. Answer the following comprehension questions.

1. What is environmental protection?
2. What is air/ water pollution?
3. What is a waste?
4. What is the greenhouse gas?
5. What is the Greenhouse Effect?
6. Why is it happening?
7. What will it do?
8. How can we stop it?
9. What are fossil fuels?
10. How rain forests are conserved?
11. What is soil erosion?
12. What is happening to the air in cities?

7. Pair off with a partner and discuss the following.

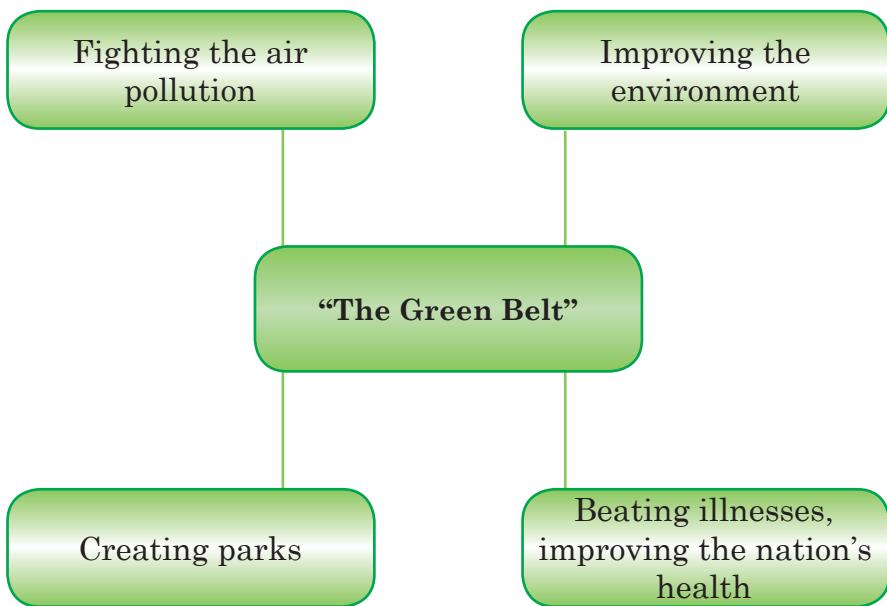
1. Do you know any animals in danger?
2. Are hunters to blame for that?
3. Do you know any laws to protect animals in danger?
4. What harm does illegal fishing?

8. Here are instructions how to make a perfect lawn. Join then to make one paragraph. Use some of these words: *first of all, then, after this, when, also it, because.*

1. Prepare the earth.
2. Remove all stones.
3. Remove all weeds.
4. Weeds are bad for grass.
5. Plant the seeds in moist soil.

6. Cover the seeds with a little soil.
7. (When) The grass is 4 cm high.
8. Cut the grass.
9. Water the grass often.
10. The grass needs water.
11. Put fertilizer on the grass in July.
12. Make tiny holes in the soil with a garden folk in autumn.
13. The grass needs air.
14. You have a perfect lawn.

9. Unit project. Write an essay on “The Green Belt” programme of our country. Use the cluster.



UNIT VI

EVERYDAY HEROISM

LESSON 1

A LESSON IN CARING

Pre-Reading

1. Read the sentences with Complex object and translate them. Check your translations with your teacher.

1. I heard my name called.
2. We found the house deserted.
3. I want this work finished quickly.
4. They chose him as the leader.
5. They elected Mr Grey chairman.
6. The mother watched her daughter grow quickly.
7. They have named the ship "Queen Mary".
8. The police found the room empty.
9. I expected you to come earlier.
10. I do not want any of you to misunderstand me.

2. Discuss the following. You can be a hero.

1. Are you always kind to people in every situation?
2. Have you ever tried to help someone who is ill?
3. Have you ever heard of people who help the poor?
4. Have you ever heard of someone who saved a person from a burning building?

5. Are they heroes? So, who is a hero?
6. What is 'everyday heroism'?
7. Can you think of any examples of everyday heroism?

3. Pair work. Discuss these questions. Then read the story, and compare your ideas with the author's.

1. Why do you think some people volunteer to help others?
2. Do you think people who volunteer to help others are heroes? Why or why not?
3. Do you think that volunteering to help someone else might help the volunteer?

4. Vocabulary development.

guy (n) – man; *Eg. a nice guy, a tough guy, a bad guy.*

cardboard – stiff, very thick paper, often used for making boxes. *Eg. a cardboard box.*

volunteer – a person who does the job without being paid for it.

to deliver – to take sth. to the people. *Eg. they have been sent to.*

to be delighted (by/at/with sth.) – to be very pleased; *I was delighted with my presents.*

to be excited – (about/at/by sth.) feeling or showing happiness.

suffering – physical or mental pain. *Eg. To ease someone's suffering.*

poverty – being poor. *Extreme poverty.*

to sign up – to apply for, to become a member of an organization.

valuable – very useful or important; *Eg. valuable experience, valuable resource.*

to urge – to advise or try hard to persuade sb to do sth. *She urged him to stay.*

package – bag, box etc. in which things are wrapped.

the needy (*people*) – poor people, the poor.

reluctant – hesitating before doing sth because you do not want to do it because you are not sure that it is the right thing to do. *Eg. He finally gave a reluctant smile.*

to hug – to put your arms around sb and hold them tightly, especially to show that you like them. *She hugged her mother tightly.*

opportunity – right time or situation to achieve sth.; possibility. *At every opportunity.*

benefit – a helpful and useful effect . *I've had the benefit of a good education.*

5. Fill in the blanks with the given words: *valuable to benefit to be delighted to be excited the opportunity the needy.* **Then compare your answers with a partner. Change the form of the word if necessary.**

1. I _____ that you could stay.
2. The children _____ about opening their presents.
3. They provided food for the homeless and _____
4. You'll have _____ to ask questions at the end.
5. She is sure _____ from the regulations.
6. The book provides _____ information on recent changes.

6. Read the story.

A lesson in caring

(after Teddy Gross)

I didn't even notice him. It was a chilly November evening in New York City, and my daughter and I were walking up Broadway. I was thinking, «Milk, dry cleaners, home.» Was I supposed to notice a guy sitting inside a cardboard box next to a newsstand? No, but Nora did. She wasn't even four, but she pulled at my coat sleeve and said, «That man's cold, Daddy. Can we take him home?»

I don't remember my reply – probably something like, «That wouldn't really be helping him.» Maybe I made her feel better by giving her an apple. I don't know. But I do remember a sudden heavy feeling inside me. I had always been delighted at how much my daughter noticed in her world, whether it was birds in flight or children playing. But now she was noticing suffering and poverty.

A few days later, I saw an article in the newspaper about volunteers who delivered meals to elderly people. The volunteers went to a nearby school on a Sunday morning, picked up a food package, and delivered it to an elderly person, it was quick and easy. I signed us up. Nora was excited about it. She could understand the importance of food, so she could easily see how valuable our job was. When Sunday came, she was ready, but I had to push myself to leave the house. On the way to the school, I fought an urge to turn back. The Sunday paper and my coffee were waiting at home. Why do this? Still, we picked up the package and phoned the elderly person we'd been assigned. She invited us right over.

The building was depressing. I remember thinking, «No

one knows we're doing this. We can still go home.» Then the door opened. Facing us was a silver-haired woman in an old dress. She took the package and asked if we would like to come in. Nora ran inside. I reluctantly followed. Once inside, I saw the apartment belonged to someone poor. Our hostess showed us some photos of her family and some travel souvenirs. Nora played and laughed. I accepted a second cup of tea. When it came time to say good-bye, we three stood in the doorway and hugged. I walked home in tears.

Professionals call such a visit a «volunteer opportunity.» They are opportunities, I've come to see. Where else but as volunteers do you have the opportunity to do something enjoyable that's good for others as well as for yourself? Indeed, the poverty my daughter and I helped lessen that Sunday afternoon was not the old woman's alone – it was in our lives, too. Nora and I regularly serve meals to needy people and collect clothes for the homeless. Yet, as I've watched her grow over these past four years, I still wonder– which of us has benefited more?

7. Divide into groups and discuss these questions. Then share your answers with the class.

1. In what way do you think the author and his daughter benefited from the visits?
2. What do you think motivated the author to begin doing volunteer work?
3. Would you consider the author a hero? Why or why not?
4. Can you think of services for the aged and needy people in our country?

8. What would you do if someone needs your help. Discuss it with your partner.

9. Talk on the saying “A trouble shared is a trouble halved”. Do you agree?

10. Write an essay on “Everyday heroism”. Use the questions of Exercise 1 for your draft.

11. Unit project. Prepare a presentation on the topic “Sharing is caring”. Use the cluster given below.



LESSON 2

THE ROADS WE TAKE

Pre-Reading

Discuss the following with a partner.

1. When will you be leaving school ?
2. What are your future plans?
3. Have you chosen your future profession?
4. What do you want to be?
5. Why have you chosen this profession?
6. What are the benefits of learning English?
7. Will it be of any help in your future profession?

2. Match the names of the famous people to the professions on the right column.

- | | |
|-----------------------|-------------|
| 1. Mark Twain | – painter |
| 2. Gurbannazar Ezizov | – doctor |
| 3. Chary Bayryyev | – singer |
| 4. Sahy Jepbarov | – writer |
| 5. Bashim Nuraly | – scientist |
| 6. Aman Gulmammedov | – poet |
| 7. Dmitriy Mendelejev | – actor |

3. Vocabulary development.

encourage – to give sb support, courage or hope. *My parents have always encouraged me in my choice of career.*

education – a process of teaching, training and learning

especially in schools or colleges. *Eg. Secondary education, higher education, full-time education.*

a guide – a person who advises you on how to live and behave.

realm – an area of activity, interest or knowledge. *Eg. In the realm of literature/science.*

shift – to change, to move from position into another.

crossroads – a place where two roads meet and cross each other. *Eg. At the next crossroads, turn right.*

milkman – a person whose job is to deliver milk to customers each morning.

shorthand – a quick way of writing using special signs or abbreviations.

4. Learn the derivatives:

educate (v) – to teach sb over a period of time at school, university etc. *Eg. She was educated at Oxford, education (n).*

prefer (v) – to choose one thing rather than sth else because you like it better. *Eg. “Coffee or tea?” – “I’d prefer tea., thanks”.*

preference – a greater interest in or desire for sb/sth than sb/sth else.

to encourage (v) - encouraging means giving hope or support. *Encouraging letter.*

law (n) – the whole system of rules that everyone in a country or society must obey. To break law, to pass a law.

lawyer – a person who is trained and qualified to advise people about the law, to represent them in a court of law.

to decide (v) – to think carefully about the different possibilities that are available and chose on of them. *Eg. It was difficult to decide between the two candidates. Decision (n).*

5. Read the text.**The Roads we Take**

Dear friend ,

You might well remember the day when you came to school first. My guess is that it might have been a special day both for you and for your family. Can you think of the name of your first teacher who kindly encouraged and guided you into the world of knowledge and realm of wisdom? You might also remember your first picture at school, the tiny curious kid. That might have been a special turning point in your life – a shift from kindergarten to the world of knowledge.

Time really flies. So the school-leaving age has come. Soon you have to make one more very important decision in your life. Leaving school means at the same time being at the crossroads. Young people at this point have to decide what kind of road they have to take.

Have you decided what you want to be? What would you prefer to do in future? Soon you'll have to decide what job you want to do.

There are jobs indoors and jobs in the open air. There are jobs for your hands and jobs for your brain. There are jobs where you have to stand up and jobs where you have to sit down. You can be a teacher, a doctor or a lawyer; or you can be a milkman, a lorry-driver or a shorthand-typist. Which job will you choose, or haven't you decided yet?

Nevertheless one thing is sure: there aren't any good or bad jobs. What counts is whether you are a professional in your field or not. One very special saying comes to my mind in this connection "Love it or leave it". Your country has re-

ally done a lot for you, but the most important thing is that it has given you an education. And what can you do for your country? That is the question.

Good luck to you!

Sincerely yours,
The well-wisher.

Post-Reading

6. Try to find Turkmen/Russian equivalents of the following phrases and sentences from the text. Check them with your teacher.

1. The world of knowledge _____
2. The realm of wisdom _____
3. To guide someone to _____
4. A special turning point _____
5. A shift from kindergarten to _____
6. Time really flies _____
7. Jobs for your hands _____
8. Jobs for your brains _____
9. "Love it or leave it" _____
10. Sincerely yours _____

7. Pair off with a student and discuss these questions.

1. What was your first teacher's name?
2. When did you go to school?

3. Was it fun at school?
4. The school leaving-age has come, hasn't it?
5. What was your favourite subject at school?
6. Can you name some of the best teachers whose classes you enjoyed?
7. What do you want to be? Have you made your decision?

8. **What makes a good professional (teacher, doctor, engineer etc.)? The cluster will help to express your ideas .**



9. Talk about your plans for future. The sample paragraph below written by an English school-girl may help you.

I am sixteen years old and I am studying at Leeds Girls High School. I have never been out of England and I really want to visit France. If I do well in my exams at the end of this year, my parents have promised to help me. If they give me enough money, I will spend all next summer in France. I will ask my French teacher to write to a family in France. If she finds a French family who are willing to take me, I will go and stay with them. If they have a daughter who wants to visit England, she can come and stay with me the year after. If I succeed in my plan, I will be staying in France next summer. If do not succeed, I will try again the following year.

10. Project writing : “The best job in the world.”

Syllabus, English 11					
Units	Functions	Revised material Grammar	Vocabulary development	Writing skills	Hours
Unit I. Back at school. How I spent my summer holidays.	Revising Describing activities in the past Describing a place	Simple Past Vocabulary Simple Future	Flight, departure, to cancel, to miss, arrival, to land, to delay, to book sth, to check in, to check out, to do sightseeing, to sunbathe	Writing a paragraph	6
Unit II. Brush up your English. LESSON 1 Improve your Grammar. LESSON 2 How to speak. LESSON 3 How to write. LESSON 4 The English Language.	Explanations and instructions Giving instructions for using a telephone Writing instructions	Reported speech. Unreal sentences. I wish..... Vocabulary The Passive Voice. Used to+Inf You should +Inf	To acquire, skill, checklist, irritate, interrupt, expression, body language. To identify, to recognize, to answer the phone, message, to take a message, telephone answering machine/ answer phone, recorded message. To dial the number, to pick up the receiver, to hang up, to call back, the wrong number. To indent, topic, step-by-step, logical, revising, proof-reading, to lend, to borrow, to let, to leave. Origin, to invade, tribe generation explorer settler	Planning a paragraph Paragraph structure	6 6 7 6

<p>Unit III. My Motherland.</p> <p>LESSON 1 Turkmen folklore (Stories about Ependi).</p> <p>LESSON 2 Ancient Turkmen culture (The festival of Nowruz).</p> <p>LESSON 3 Turkmen history (The Parthian State).</p>	<p>Reading and comprehension of Turkmen stories and fables with a moral</p> <p>Reading and understanding of cultural texts</p> <p>Reading and comprehension of texts on ancient Turkmen history</p>	<p>The Present Progressive</p> <p>If-clauses</p> <p>General questions</p> <p>Wh-questions</p> <p>Time clauses with –as</p> <p>Indirect questions</p> <p>When-clauses</p> <p>Participle constructions</p> <p>Attributive clauses</p>	<p>in a week, pregnant, to get mad, to admit , greedy, make no difference , Neither... nor ... located , delicious , for free , to be even. Hospitality, mystery, ancient, to celebrate, festival , meadow, wisdom, custom, abundance, prosperity, to be located, nomad, plain, prairies, cradle, excavation, discovery, terrace, court.</p>	<p>Guided writing</p> <p>Joining sentences to make one paragraph</p> <p>Project writing</p>	<p>7</p> <p>6</p> <p>6</p>
<p>Unit IV. World civilization.</p> <p>LESSON 1 Pinocciho’s adventures.</p> <p>LESSON 2 Wonders of the World. The Taj Mahal et al.</p> <p>LESSON 3 Shakespeare’s Birthday.</p>	<p>Reading and comprehension of stories and texts related to world civilization and British culture</p>	<p>Modal verbs: ought to+ Inf.</p> <p>Emphatic sentences</p> <p>Imperative</p> <p>Mood</p> <p>Complex object</p> <p>It was N who ...</p> <p>It was N that ...</p> <p>Used to + Inf.</p> <p>Sentences with There is /there are</p>	<p>tiny /weeny, to gaze, to fade, to gasp, out of his wits, all sorts of tricks , aware, blame puppet</p> <p>forgive (forgave, forgiven), save, spare me, ancient, natural, wonder, list, pyramid, ruler, palace,</p>	<p>Guided writing</p> <p>Project writing</p>	<p>6</p> <p>6</p> <p>6</p>

			camp, imagine , imagination, community, tribute, to pay tribute to, genius, to celebrate, celebration, dignitary, VIP.		
Unit V. Health, nature and environment. LESSON 1 Healthy lifestyles. LESSON 2 Environmental protection	Developing responsibility to protect nature and to promote healthy lifestyles. Developing creative thinking. Developing interdisciplinary links.	Present Perfect Passive	Sound, lifestyles, priority, trend, primary, facility, presuppose, fast food, to destroy, farming , pollution, blanket, trapping, greenhouse, greenhouse effect , greenhouse gas, heat, fertilizer, rubbish, to conserve, fossil, fossil fuel, soil erosion	Developing skills of free writing of several paragraphs.	6
		Should + Inf. Emphatic sentences Degrees of comparison of adj. Adverbs of frequency and time		Project writing	6

<p>Unit VI.</p> <p>Society and me.</p> <p>LESSON 1 A lesson in caring.</p> <p>LESSON 2 The roads we take</p>	<p>Considering and developing humane ideas and feelings of caring about the needy</p>	<p>Past Progressive</p>	<p>Guy, Cardboard, volunteer, to deliver, to be delighted (by/at/with sth). to be excited, suffering, poverty, to sign up, valuable, package the needy (people), reluctant, to hug, opportunity, benefit, to encourage,</p>	<p>Developing skills of free writing of several paragraphs</p>	6
		<p>Modal words</p> <p>Indirect questions</p> <p>Attributive clauses</p> <p>Modal verbs:</p> <p>Might, might have been</p>			<p>Project writing</p>

		I would prefer	education, to guide, realm, to shift, crossroads, milkman shorthand.		
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Rejebaly Nazarow

IŇLIS DILI

Umumy orta bilim berýän mekdepleriň 11-nji
synpy üçin okuw kitaby

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Çap etmäge rugsat edildi. . Ölçeği 60x90^{1/16}.
Şertli çap listi . Şertli reňkli ottiski . Çap listi
Hasap-neşir listi .Sargyt №1446. Sany

Türkmen döwlet neşirýat gullugy.
744000. Aşgabat, Garaşsyzlyk şaýoly, 100.

Türkmen döwlet neşirýat gullugynyň Metbugat merkezi.
744004. Aşgabat, 1995-nji köçe, 20.

Okuw kitabynyň peýdalanylyşy barada maglumat

№	Okuwçynyň ady we atasynyň ady	Okuw ýyly	Kitabyň saklanyş ýagdaýy	
			Okuw ýylynyň başynda	Okuw ýylynyň ahyrynda
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