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IŇLIS DILI

Umumy orta bilim berýän
mekdepleriň VI synpy üçin okuw kitaby

Ikinji neşir

*Türkmenistanyň Bilim ministrligi
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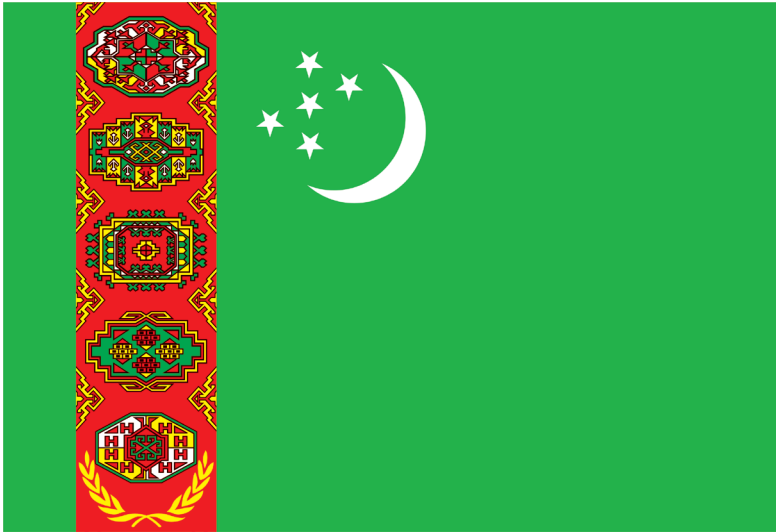
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**TÜRKMENISTANYŇ PREZIDENTI
GURBANGULY BERDIMUHAMEDOW**



TÜRKMENISTANYŇ DÖWLET TUGRASY



TÜRKMENISTANYŇ DÖWLET BAÝDAGY

TÜRKMENISTANYŇ DÖWLET SENASY

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

Gaýtalama:

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

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

Gaýtalama:

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

PART I

Unit 1

Lesson 1

1. Read.

September

September is the month
When birds migrate,
When the leaves begin
To turn yellow and red,
When apples ripen,
And nights are cool.



Road safety – köçe-ýol hereketiniň düzgünleri; правила безопасности дорожного движения

Initiate – başlangyç; начальный

Honorable – hormatly; благородный

Include – öz içine alýar; включать (в себя)

Responsibility – jogapkärçilik; ответственность

Participant – gatnaşyju; участник

Behavior – tertip; поведение

2. Read the text about road safety.

Road Safety – Peace of Our Life

Under such name, a Road Safety Month starts in Turkmenistan on the 1st of September. Annual action was initiated by President of Turkmenistan Gurbanguly Berdimuhamedov. Within the framework of a month, it is being organized various events, including conferences en-



titled “Road Safety – Peace of Our Life”. Contests entitled “Young Traffic Regulation Officers”, “Traffic lights-our friends”, “Green light” will be held in the comprehensive schools and children’s preschool institutions with awarding of winners honorable mention prizes.

It is also planned a scale work on organization of school corners, educative stands devoted to road safety and training grounds on the basis of secondary schools and children’s preschool institutions. Program events aimed at promotion and consolidation in our society of standards of behavior on roads, awareness of personal responsibility of every participant of traffic for his safety will be also widely expanded all over the country.

Proverbs:

- 1) He who begins many things finishes only few.
- 2) Art and knowledge bring bread and honor.

3. Read and learn.

Continent – kontinent (dünyä bölegi); континент

Establish – düýbüni tutmak; основывать

Major – esasy; главный

Mail – hat, poçta; письмо, почта

Purpose – maksat; цель

Professional – ussat, professional; мастер, профессионал

Unknown – näbelli, nätanuş; неизвестный

4. Match the synonyms.

- | | |
|-----------------|-----------------|
| 1. greater | a) major |
| 2. post | b) mail |
| 3. reason | c) purpose |
| 4. well trained | d) professional |

5. Read the text.

English as a World Language

English is one of the major languages in the world. In Shakespeare’s time a few million people spoke English. The language wasn’t taught by the other nations, and was unknown to the rest of the world.



People who speak English fall into one of three groups: those who learn it as their native language; those who learn it as the second language and those who use it for a practical purpose – professional or educational.

75% of the world's mail and 60% of the world's telephone calls are in English.

Nowadays English has become the world's most important and universal language. It is the official language in over forty countries and the most used language in international business, science, medicine, trade and cultural relations. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the USA, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, the Republic of South Africa.

It is one of the official languages of the United Nations Organization and other international organizations. It is the language of world's scientific literature and computer technology.

6. Find the missing words from the text.

1. ... is one of the major ... in the world.
2. In Shakespeare's time a few million ... spoke English.
3. It was ... to the rest of the world.
4. Today, English is a ... language.
5. People who speak English fall into one of ... groups.
6. 75% of the world's ... and ... of the world's telephone calls are in English.

7. Make up questions to the given answers.

1. ... ? A few million people.
2. ... ? 75% of the world's mail is in English.
3. ... ? 60% of the world's telephone calls is in English.
4. ... ? People who speak English fall into three groups.

Homework

1. Choose the ways you learn English and write them down in your notebook.

1. I read English books. 2. The teacher teaches me English. 3. I was in America. 4. I lived in England. 5. I go to the English club. 6. I practice



every day. 7. English is my mother tongue. 8. I watch films in English. 9. I learn English grammar. 10. I often listen to English songs and write in English.

2. Put the words in the correct order:

- 1) The / official / over / It / in / countries / forty / is / language.
- 2) Is / language / scientific / It / world's / technology / the / of / and / literature / computers.
- 3) New / and / brought / traders / Many / travel / words / were / by.
- 4) Become / important / English / universal / world's / Nowadays / has / most / and / the / most / language.

3. Write past forms of the following verbs.

Speak, learn, use, are, is, read, live, write, teach, go.

Unit 1

Lesson 2

Present Simple

1. Remember this rule.

The Present Simple is used to talk about facts in general. We think not only about now. We use it to say that something happens all the time or repeatedly or that something is true in general. It is not important whether the action is happening at the time of speaking. We use the present simple when we say how often we do things.

- *I get up at eight o'clock every morning.*
- *In summer children usually play tennis.*

The Present Simple expresses a fact which is always true, or true for a long time.

- *She works in a bank.*

It also expresses a habit.

- *Shirin goes skiing in winter.*



Remember that we say *he, she, it verb + s*.

Don't forget the "s"

- *She speaks English very well.*
- *Aman plays volleyball.*

Time expressions: *every day (week, month, year, summer...), usually, seldom, often, sometimes.*

Remember:

Spelling changes in the third person (*he, she, it*)

When the infinitive of the verb ends in consonant +y, change the y to ies:

I try, she tries.

When the infinitive of the verb ends in -ss, -x, -ch, or-sh, add "e" before the s:

I pass, he passes.

When the infinitive of the verb ends in -o, add e before the s:
I do, she does.

The verb have is irregular: *I have, it has.*

Positive form	Negative form	Interrogative form
1. I like winter holidays	I don't like winter holidays.	Do you like winter holidays?
2. My mother cooks every day.	My mother doesn't cook every day.	Does your mother cook every day?
3. Kate and Bill have many interesting books	Kate and Bill don't have many interesting books.	Do Kate and Bill have many interesting books?

We use "**do, does**" to make questions and negative sentences.

2. Find the verbs and write them in the present tense.

- | | | | | |
|------------|------------|-------------|----------|------------|
| 1. Played | 5. Touched | 9. School | 13. Ate | 17. Began |
| 2. Ready | 6. Got | 10. Guests | 14. Left | 18. Filled |
| 3. Dish | 7. Made | 11. Easy | 15. Book | 19. Wrote |
| 4. Written | 8. Does | 12. Guessed | 16. Did | 20. Went |



3. Make up interrogative sentences.

Example: *I often play with my little sister. – Do you often play with your sister?*

1. We like big black dogs.
2. Our teacher gives us good marks.
3. Mark makes a lot of mistakes in his dictations.
4. Sometimes they go to the theatre.
5. Maral speaks English very well.
6. Those boys run every morning.
7. His father drives his car very fast.
8. Usually she drinks apple juice.
9. We start our classes at 9 o'clock.

4. Complete each sentence with *do/does, don't/doesn't*.

Examples: *We don't go to school on Sundays.*
Do they stay late at school every day?
No, they don't.

1. A: you live in London?
B: Yes, I
2. A: your mother work in a bank?
B: No, she She's a teacher.
3. A: your friends work in computers?
B: Yes, they
4. A: you live with your parents?
B: No, I I have a room at the university.
5. A: they come from America?
B: No, they..... They come from Great Britain.



Commonly spoken – umumy gürlenilýän; общий разговорный

Official – resmi – официальный

Communication – gepleşik, aragatnaşyk; общение

Science – ylum; наука

Mass entertainment – körçülikleýin aragatnaşyk; массовое развлечение

Popular – meşhur; известный, популярный

Colony – koloniýa; колония



5. Read the text.

English – Speaking Countries

Great Britain, the USA, Canada, Australia and New Zealand are English speaking countries. They are situated in the different parts of the world and differ in many ways. The nature of these countries, their weather, climate and the way of life of their people are different. Each country has its own history customs, traditions, its own national holidays. But they all have a common language. English, the language of the people who left England to make their names in new countries. The United Kingdom of Great Britain and North Ireland consists of four parts: England, Scotland, Wales, Northern Ireland. The British Isles are group of islands lying on the north-west coast of the continent of Europe. There are no high mountains, no very long river, no great forest in U.K. The population of the U.K. is almost 56 million people. Great Britain is a large country.

The USA is situated in the central part of the North American continent. The population of the USA is more than 236 million people.

Canada has area of nearly 10 million square km. and its population is 26 million people. Australia has an area of nearly 8 million sq.km. Its population is over 16 million people.

New Zealand is situated on south-east from Australia. The population of New Zealand is over 3 million people.

Country	Territory	Population	Capital	Location
Great Britain	229,946 km ²	63 mln.	London	British Isles
The USA	983,400 km ²	318,9	Washington	North American continent
Canada	9,985,000 km ²	35,16	Ottawa	North American continent



Australia	7,686,850 km ²	24.13	Canberra	Australia continent
New Zealand	269,000 km ²	3.5	Wellington	South east from Australia

6. Answer the questions.

1. What English-speaking countries do you know?
2. Why do we learn English?
3. Is English very popular in Turkmenistan? Why?
4. Is it difficult to learn English?
5. How do you speak English? When and where do you use it?

7. Read and explain the meaning of the following proverbs.

1. Knowledge is power.
2. Many hands make light work.
3. Many men, many minds.
4. Never do things by halves.
5. Open your mind.

Homework

1. Learn new words.
2. Retell the text about English speaking countries.
3. Complete each sentence using the correct form of the verbs in brackets.

Example: Maral gets up late on Sundays.

1. I (live) ... in London with my friends and my parents (live)... in Canada.
2. We (have) ... dinner at eight o'clock at home every day, but on Saturdays we (go) ... out.
3. Her sister is a teacher. She (work) ... at a primary school.
4. School (start) ... at 8.30.
5. On Tuesday afternoons we (do) ... Art and Design.
6. Charlie (come) ... from Ireland.



Active and Passive Sentences**Remember:**

The Passive is used when:

1) We want to focus on an action, not who or what did it;

Ex: The classrooms are cleaned every day.

Music isn't taught at this school.

2) When we don't want to take responsibility for something or don't know who did something;

Ex: The window was broken last night.

The rooms weren't cleaned yesterday.

If we want to say who or what is responsible for an action, we use by and the agent:

Ex: These biscuits were made by a friend of mine.

1. Learn it.

Study this example: This book *is read* by my friend.

is read is in a passive form

Compare active and passive: My friend *reads* this book.

reads is in an active form

friend is the subject ____ **book** is the object

This book *is read* by my friend.

is read is in a passive form

book is the subject

An Active verb is used to say what the subject does.

Ex. *Maral reads a book*

We use a passive verb to tell what happens to the subject.

Ex. *The book is read by Maral.*

Tell what the subject is and what the verb is in an active form in each sentence.

1. My father is a worker. He **builds** houses.
2. He **reads** interesting books.

Tell what the subject is and what the verb in a passive in each sentence is.

1. This house is built by my father.
2. The book is read by my friend.

To tell who does or what causes the action, use “by”.

*Ex. This house is built **by** my father.*

Present form of Passive Verbs

Passive verbs are formed by using be + Past Participle		
Tense	Active	Passive
Simple Present	The news surprises me. The news surprises Sam. The news surprises us.	I am surprised by the news. Sam is surprised by the news. We are surprised by the news.

2. Change the active sentences to the passive.

1. They built a new house. 2. The teacher helps Maral. 3. The teacher helps us. 4. The teacher reads a magazine. 5. We read a story. 6. They read a book.

3. Complete the sentences with a verb from the box in the positive form of the present simple or passive.

Arrest, ask, lock, make, give, play, serve, write

Example: *This book is written in 1954.*

The gates are locked at midnight.



1. He ... a list of instructions this morning. 2. Lunch ... at one o'clock. Please, don't be late. 3. I ... to buy presents for all the office staff for the New Year's party. 4. Football ... all over the world. 5. The thief ... by the police at 2:25 a.m. 6. Some of the best chocolates ... in Belgium.



Harvest – hasyl; урожай

Pumpkin – kădi; тыква

Corn – dăne, mekgejowen; кукуруза, зерно

Squirrel – belka; белка

Gather – ýugnamak; собирать

Nut – hoz; орех

Weekend – dynç günleri; выходные дни

4. Read the text.

Autumn

Autumn is also called fall. Autumn days are cool. Days get shorter in autumn. Leaves begin to fall from the trees. There are yellow, red, orange and brown leaves. The colors of fall are beautiful.

Autumn is a harvest time. It is the time to gather apples, pumpkins and corn. Farmers pick cotton in autumn. Many birds fly to the south. Students go back to school in the fall.

Football is a popular fall sport. Thousands of people go to play football at the weekend.

In autumn, the leaves start to change color. They change to red, yellow and brown. In autumn, the leaves start to fall from the trees. That is why autumn is also called the fall. In autumn, the weather starts to get cooler. We start to wear long sleeved shirts, long pants and sweaters.

School starts in autumn. We see children going to school. Trees start to spread their seeds in autumn. In autumn, the birds migrate to the south. To migrate means moving from one place to another for a long time.

Autumn is a busy and fun time of the year.



5. Write the true facts from the text.

In autumn ...

- the days are shorter and cooler.
- there are beautiful colors.
- birds like to pick cotton.
- the most popular sport is football.
- football is played only in college.
- football games are played on Wednesdays.

Proverb: The blossoms in the spring are the fruit in autumn.

(Latin proverb)

Homework

1. Put the missing nouns and write the sentences.

1. Autumn is also called 2. ... begin to fall. 3. ... pick cotton. 4. It is the time to gather apples, ... and corn. 5. ... gather nuts. 6. Many ... fly to the south.

2. Read and retell the text “Autumn”.



Irregular Verbs

1. Read and compare.

I (present)	II (past)	III (past participle)	IV (present participle)
put	put	put	putting
spend	spent	spent	spending
read	read	read	reading
have	had	had	having
get	got	got	getting
bring	brought	brought	bringing
think	thought	thought	thinking
swim	swam	swum	swimming

2. Write the sentences in the Passive voice.

Example:

Active: *The girl reads a book.*

Passive: *The book is read by the girl.*

1. Boys play football. 2. The girl watches TV. 3. The man drives a bus. 4. The woman cooks a meal. 5. The boy opens a window. 6. The girl plays the piano.

3. Complete these sentences using the verbs in the brackets in the Present Simple Passive.

1. Turkmenistan (to wash) by the Caspian Sea. 2. Tea (to grow) in India. 3. Beautiful carpets (make) in our country. 4. Toyota cars (to produce) in Japan. 5. This shirt (to make) of cotton.

4. Rewrite the sentences in passive voice.

1. He opens the door. The door is opened by him. 2. We set the table. 3. She pays a lot of money. 4. I draw a picture. 5. They wear blue shoes. 6. He doesn't open the book. 7. They don't help you.



5. Read and try to learn.

If the time has **come came come** when it aches
To **learn learnt learnt** irregular verbs by heart
Just **have had had** the time it takes
To **sing sang sung** this poem instead of a chart

Once all of them in mind you have **get got got**
It will be easier for you to **speak spoke spoken**
And **let let let** you stop speaking you should not
So that none of them you ever **forget forgot forgotten**

It will **become became become** a second nature
Words will **spring sprung sprung** to your mind
Soon will you **find found found** a common feature
Between several verbs of a kind

Homework

1. Learn the poem.

2. Write the basic forms of the given verbs.

1. Go. 2. Read. 3. See. 4. Play. 5. Listen 6. Talk. 7. Work.

Unit 1

Lesson 5

1. Read.

Sports in Turkmenistan

Turkmenistan has been around for a long time and is actually part of the Great Silk Road. Bordered by Afghanistan, Iran, Kazakhstan and Uzbekistan, Turkmenistan is a peaceful country where people can be engaged in various types of sports.

Traditional sports include horse riding and falconry but the most popular sport today is football. Turkmenistan has been a member of FIFA and AFC since 1994. Turkmenistan has established its local league and championship (Turkmenistan Cup) since 1992.



In order to raise the qualification of coaches, it is necessary to arrange their training at the foreign sport schools.

According to the President of Turkmenistan, special attention must be paid to the preparations of the V Asian Indoor and Martial Arts Games to be held in 2017. It is remarkable that Ashgabat has become the first city in Central Asia, which got the right to host these sport games.

As a part of the Asian Games, its programme will include competitions in weightlifting, track and field athletics, basketball, futsal, sport wrestling, sambo, taekwondo, national wrestling “goresh”, tennis, sport dance, cycling and etc.

Additionally, according to the decision of the Olympic Council of Asia in the Asian Indoor and Martial Arts Games, there will be sport competitions in the types of sport not enlisted in the program of the Asian Games. There will be competitions in e-sports, swimming, and billiards, bowling, chess and some others.

Specifically speaking, included in the program of competitions of the Asian Games 21 sports will be attended by athletes from 45 Asian countries and 17 states of Oceania.

2. Answer the questions of the text:

1. What are the traditional sports?
2. When have our people established their local leagues?
3. What kinds of sport will be in the V Asian Indoor and Martial Arts Games?
4. What sport games do you like?

The Motto of the V Asian Indoor and Martial Arts Games in 2017 reflected to the three spiritual missions of sports:

Health: Assert human health as the main value of life.

Inspiration: Inspire and embody the aspiration to victory.

Friendship: To build bridges of friendship and understanding, strengthen the spirit of brotherhood.



Edi- tion	Year	Host city	Host Country	Start date	Number of Countries
I	2005	Bangkok	Thailand	12 November	45
II	2007	Macau	Macau	26 October	44
III	2009	Hanoi	Vietnam	30 October	43
IV	2013	Incheon	South Korea	29 June	44
V	2017	Ashgabat	Turkmenistan	17 September	65

3. Learn it.

Adjectives and Adverbs

Adjectives are words that describe nouns. Interesting adjectives make for a more better story because adjectives help the reader know what their character looks like and acts like. Adjectives help the reader know how the people and setting of the story look, smell, taste and feel.

Example: *My house is big.*

As we will see, adverbs often tell when, where, why or under what conditions something happens or happened. Adverbs frequently end in *-ly*, however many words and phrases not ending *-ly* serve an adverbial function and an *-ly* ending is not a guarantee that a word is an adverb. The words lovely, lonely, motherly, friendly, neighborly, for instance, are adjectives.

Example: *That lovely woman lives in a friendly neighborhood.*

Study these examples:

- Our holiday was too short. The time went very quickly.
- The driver of the car was seriously injured in the accident.

Quickly and seriously are adverbs.

Many adverbs are formed from an adjective **+ly**.

Adjective: quick serious careful quiet heavy

Adverb: quickly seriously carefully quietly heavily



Not all words ending in *-ly* are adverbs. Some adjectives ***end in -ly also.***

For example: *friendly, lively, elderly, lonely, silly, lovely.*

Learn it.

+ -ly	-y to -ily	irregular
Bad – badly Slow – slowly Careful – carefully	Happy – happily Busy – busily Noisy – noisily	Good – well Fast – fast Hard – hard

4. Choose the correct word to complete these sentences.

1. I usually spend my day working, but ... (occasional, occasionally) I relax and read a book. 2. The boy ... (one, once) saw the goat's game and wanted to play with them. 3. The clothes were ... (newly, new) washed. 4. When the lesson was over the students ... (quick, quickly) left the room. 5. The goat bent its head ... (forward, forwardly).

Homework

- 1. Write about your favorite sport.**
- 2. Make up question and answer it, using adverb.**

For example: *Batyr is a good player. How does he play?*
*He plays **well**.*

1. You are a bad swimmer.
2. She is a careful driver.
3. Alma is a slow learner.
4. They are hard workers.
5. Kadyr is a fast runner.



September Holiday

*The Second Sunday in September
is Turkmen Bagshy's Day*



1. Write a list of Turkmen musical instruments. Compare your list with other classmates. Whose list is longer? What musical instruments do you like?



2. Read and learn.

Prisoner – a person legally committed to prison as a punishment for crimes.

Compete – strive, to gain or win something by defeating or establishing superiority over others.

3. Read the story.

Shukur Bagshy

Many years ago there lived a great Turkmen bagshy. His name was Shukur. He had a brother. His name was Berdi.

Once his brother was captured by Mametyar Khan from Iran. The head of Turkmen people, Chapyk Khan, wanted to go to Iran to release Berdi. He called all his fighters to come with their arms. They gathered and Shukur Bagshy came with no arms but with his dutar.

Chapyk Khan saw Shukur bagshy without arms and got very angry. He couldn't understand Shukur bagshy's plans. Bagshy explained to him that he wanted to go and release his brother by himself only with his dutar. He said that he didn't want to shed people's blood. He went there and competed with Gulam bagshy. Gulam bagshy served Mametyar Khan and he believed in himself very much. But Shukur bagshy played better than Gulam bagshy. He won the competition. He took his brother home from that prison. Gulam bagshy asked that great Turkmen bagshy, to take his grandchild and to teach him to play dutar. His grandson became as great as Shukur Bagshy.

4. Answer the following questions.

1. What was the bagshy's name?
2. Who was captured by the enemies?
3. Where was Berdi captured?
4. What did Chapyk Khan want?
5. Who came unarmed?
6. Who is the main hero of this story?
7. What did Gulam bagshy want?
8. Could Shukur Bagshy set free his brother?
9. Have you watched the film about this story?
10. What other musical instruments did you see in that film?

Homework

1. Make up a dialogue about Turkmen music.
2. Retell a story about Shukur Bagshy.

Possessive Pronouns

1. Remember this rule.

Possessive pronouns	Possessive determiners
mine	my
yours	your
hers	her
his	his
its	its
ours	our
yours	your
theirs	their

2. A possessive pronoun used without a noun following it.

For example:

The book is **mine**.

The book is **yours**.

The book is **hers**.

The book is **his**.

That book is **ours**.

The books are **yours**.

The book is **theirs**.

A possessive determiner is used only, with a noun following it.

For example:

I have **my pen**.

You have **your pen**.

She has **her pen**.

He has **his pen**.

We have **our pens**.

You have **your pens**.

They have **their pens**.

The possessive **its** is used only with a noun following it. Note that possessive **its** has no apostrophe. **It's** is a construction of '**it is**'.

Example: *I have a book. Its cover is black. It's (it is) on the table.*



2. Open the brackets and choose the correct pronoun.

1. Children obey (his, their) parents.
2. Excuse me. Is this (my, mine) dictionary or (your, yours)?
3. This one is (my, mine). (Your, Yours) is on (your, yours) desk.
4. The bird cleaned (its, it's) feathers with (its, it's) beak.
5. What kind of bird is that? (Its, It's) a crow.

3. Complete the sentences.

1. She has a bird. It is **her** bird.
2. You have a nice dress. It is ... dress.
3. We have a beautiful garden. It is ... garden.
4. Dovlet has a small hotel. This is ... new hotel.
5. She has a luxury yacht. That is ... yacht.
6. It is your money. It is
7. Give me that book. It is ...
8. Soltan's family bought a new house. This is ...
9. His room bigger than
10. Which one is ... ? That one is

Homework

1. Write down the sentences, using Possessive Pronouns.

*For example: It's my pen. – It's mine
They're our books. – They're ours.*

1. It's his car.
2. It's their house.
3. It's Merdan's coat.
4. It's her coat..
5. It's your house.
6. It's Jeren's bag.
7. They're our friends.
8. They're your friends.

Unit 1

Lesson 8

Present Progressive

1. Read and compare.

The Present Progressive or the Present Continuous is used for something that is happening at or around the time of speaking. The action is not finished.

Time expressions: now, at the moment, right now.

Example: I am reading the grammar theme now.



	Simple Present	Present Progressive
Statement	{I-you-we-they} work {he-she-it} works	I am working. {you-we-they} are working. {he-she-it} is working.
Negative	{I-you-we-they} do not work {he-she-it} does not work	I am not working. {you-we-they} are not working. {he-she-it} is not working.
Question	Do {I-you-we-they} work? Does {he-she-it} work?	Am I working? Are {you-we-they} working? Is {he-she-it} working?

- Contractions of pronouns with be: I'm, you're, we're, they're, he's, she's, it's.
- Contractions of verbs with not: don't, doesn't, aren't, isn't.
(Note: am and not are not contracted)

2. Look and read.



To draw a picture.
Ayna is drawing a picture.



To play a computer.
Serdar is playing a computer.

3. Time for fun.

Larry: I'm not going to go to school any more.

Mother: Why?

Larry: On Monday, the teacher said 4 and 4 is 8. On Tuesday, she said 6 and 2 is 8. Today, she said 7 and 1 is 8. I'm not going back to school again until the teacher makes up her mind.

4. Complete the sentences by using the words in brackets. Use the simple present or the present progressive.

Example: *Shhh. The baby (sleep) is sleeping.*

*The baby **sleeps** for ten hours every night.*

1. Right now I'm in class. I (sit) ... at my desk. I usually (sit) ... at the same desk in class every day. 2. Maral (speak) ... Turkmen. Turkmen is her native language, but right now she (speak) ... English. 3. Our teacher (not stand) ... up right now. She (sit) ... on the corner of her desk. 4. It's 6:00 p.m. Mary at home. She (eat) ... dinner. She always (eat) ... dinner with her family around six o'clock. 5. It (not rain) ... right now. The sun (shine)... , and the sky (be)... blue. 6. (Rain, it) ... a lot in southern California? 7. Look out the window (rain) ... it? Should I take my umbrella? 8. It's 7:30 and the Wilsons are in their kitchen. Mrs. Wilson (sit) ... at the breakfast table. She (read) ... the morning paper.

5. Describe the picture. Use the simple present or the present progressive.



Homework

1. Complete the sentences by using the words in brackets. Use the simple present or the present progressive.

1. Don't put your coat on. The sun (to shine) **is shining**.
2. In summer the sun (to shine) brightly.



3. We (to have) coffee every morning.
4. Shirin likes tea, but she (to have) coffee right now.
5. Mr. Amanov's children usually (to play) football in the yard.
6. Don't touch me. I (to write) my homework.
7. Chemen always (to help) her mother cook dinner.
8. His brother (to take) him to the zoo every month.

Unit 1

Lesson 9

What do you do every day?

1. Read and learn.

Rule, as a rule

I get up early in the morning as a rule.

Exercise: morning exercises

I do morning exercise every morning.

To enter

Students stand up when a teacher enters the classroom.

Shower: to take shower

You must take a shower after your morning exercises.

Breakfast: to have breakfast

I have breakfast at 7:30.

To leave: to leave for

I leave at 8 o'clock. I leave for school at 8 o'clock.

Bus; trolleybus; to go by bus (trolleybus); to take bus (trolleybus);

I go to school by bus. I take the trolley bus to school.

Classes; to take classes

Our classes begin at 8:30. I take classes in Physics and Chemistry.

Dinner; to have dinner

I like to have dinner at home.



2. Read the text.

My Working Day

Part I

On weekdays my working day begins early in the morning. I usually get up at 6 o'clock. I do my morning exercises, then go to the bathroom to clean my teeth and take a warm shower. After that I go to my bedroom to get dressed. At a quarter past seven I have my breakfast which consists of a cup of tea and a sandwich. I listen to the radio or watch TV news and then go to school. It takes me 15 minutes to get there. I never take a bus or a trolley bus to school. I usually walk there. Our classes start at 8 o'clock in the morning and last till two o'clock in the morning and last till two o'clock in the afternoon. I have six lessons every day. At the lessons the pupils are very busy studying various subjects. We have ten-minute breaks between the lessons. During the long breaks which are 20 minutes long, we go to the school canteen and have lunch.

3. Answer the following questions.

1. When do you usually get up?
2. Do you do morning exercises?
3. Do you have breakfast?
4. How do you go to school?

4. Put the words in order to make sentences.

1. Early, up, I, get, as a rule, working, on, my, days.
2. Sister, Ann, my, entering, is, room, my.
3. Exercises, I, doing, my, am, morning.
4. Morning, exercises, doing, we, together, are.
5. Taking, a cold, I, shower, am.
6. Breakfast, our, we, our, are, kitchen, in, the, eating.

Homework

1. Complete the sentences using the correct form of "to be".

1. We ... working in the garden.



2. They ... sitting in the classroom.
3. What ... you doing?
4. He ... reading a book now.
5. I ... not reading, I ... writing.

2. Tell us what do you do every day.

Unit 1

Lesson 10

How do you spend your day?

1. Read with your teacher.

- [ei] day, shave, say, tape, play, mate
[ə:] work, early, learn
[ju:] pupil, student
[ʌ] up, brush, bus, discuss, club, much, come, must, other
[ɔ:] morning, ball, hall, performance, sport, volleyball, record, talk, or
[a:] bathroom, class, last, after, master, ask, answer, bath
[ə] sister, enter, together, master, player, teacher, answer, other
[i:] clean, teeth, leave, canteen, meeting, speak, teacher, please
[au] count, how, cow

2. Read.

My Working Day

Part II

If I am on duty, I go to school 10 minutes earlier, because I have to air our classroom before the lessons and get everything in the room ready for the lesson. During the breaks I clean the blackboard, wet the duster and bring the chalk. After classes, if I have no activities, I go home and have dinner there.

After dinner I have a short rest, read newspapers and magazines, listen to music. Then I do my homework. We study many subjects at

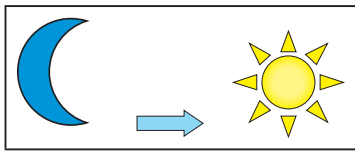


school and it takes me three or four hours to do my homework. I often play with my younger brother. Sometimes I do the shopping and help my mother about the house. I often go to the library. I like to work there. As a rule I have no free time on my weekdays.

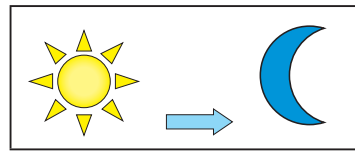
At 8 o'clock in the evening I have no free time on my weekdays. At 8 o'clock in the evening I have my supper. All the members of our family get together in the kitchen, then we go to the sitting room and watch TV, read books or discuss some problems.

At 10 o'clock I go to bed.

3. Tell us what's in the picture?



a.m.

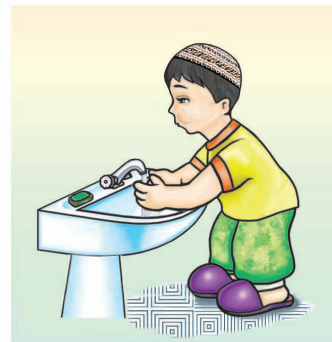


p.m.

4. What are you doing at:

1. 8:00 a.m.
2. 9:30 a.m.
3. 11:00 a.m.
4. 15:30 p.m
5. 17:30 p.m

5. Make up sentences about these pictures.





6. Guess.

One day a bookkeeper noticed that the word balloon had two double letters in it, one right after the other.

“Is there a word that has three double letters one after the other?”

The bookkeeper thought.

There is, and the word is on this page. Can you find it?

School

1. Read and learn.

Subjects We Study at School

Turkmen – [ˈtʃ:kmən]	Geography – [dʒɪəgrəfi]
Literature – [lɪtrətʃə]	History – [hɪstəri]
Mathematics – [mæθɪˈmætɪks]	English – [ɪŋɡlɪʃ]
Algebra – [ˈældʒɪbrə]	Computer science [kəmˈpjʊ:tə saɪəns]
Geometry – [dʒɪˈɒmɪtri]	Russian [rʌʃn]
Natural Science – [nætʃrəl saɪəns]	Biology [baɪələdʒi]
Physics – [fɪzɪks]	Physical Training [fɪzɪkl treɪnɪŋ]

2. Learn it.

To take exams – We take our exams in June.

To pass exams – Did you pass your exams?

On foot (to walk) – I go to work on foot, and usually come home by bus.

Health – Our President takes care of the children's health.

To occupy – Our school occupies a new building.

An hour, period, double period – How many hours do you have a day?

A break, a lunch break – Our lunch break lasts 20 minutes.

Canteen – Our canteen is on the ground floor.

Gym – After classes we often go to the gym to play volley-ball.

Fiction – What kind of fiction do you like?

Equipment – We got new equipment last year.

Workshop – There is modern equipment in our workshop.

To do well – He is a good pupil; he does well in his studies.

3. Read and retell.

Our School

My name is Oraz Gurbanov. I am in the sixth form. Our school is not far from our block of flats and I can easily get there by bus. It takes

me 20 minutes to get to my school. Sometimes I go there on foot. It is healthy to walk.

Our school occupies two buildings. Our classes begin at 8:30. Usually we have six classes (hours) a day. We have a lunch break at 11 o'clock. We have a good canteen and at our lunch time we have our meals there. There is a gym (gymnasium) on the ground floor. Our library is on the second floor. It contains a lot of textbooks and fiction. It is open from 9 in the morning till 4 in the afternoon. Our classrooms and workshops are large and light.

Our workshops have modern equipment. The workshops where we have practical training are on the ground floor.

I do well because I always want to be a good pupil. At the end of the school year we'll take exams. I'll try to pass them successfully.

4. Say "You are wrong" or "You are right".

Example: Our classes begin at 10 o'clock – You are wrong.

1. Our school is not far from our block of flats. 2. Our classes begin at 8:30 a.m. 3. I get to school by bus. 4. Our school occupies five buildings. 5. Our workshop is on the second floor. 6. Our workshop has no new equipment.

5. Answer the questions.

1. How old were you when you entered school?
2. What is the number of your school?
3. In what street is it?
4. Who is the director of your school?
5. What subjects do you study at school?
6. What is your favorite subject?
7. What foreign languages do you study at school?
8. When do your classes begin (over)?
9. What marks do you get?
10. Do you take exams at the end of the school year?

6. Complete the sentences. Use *to take exams, health, canteen, gym equipment*.

1. We want to get new ... for our school.
2. After school we go ... to play games.



3. We take our ... in June.
4. Our President takes care of the ... of our children.
5. At our lunch break we go to the ...

7. Unscramble the letters and write the new words in the correct order.

1. p o r w s h o k
2. s m e x a
3. t l h a h e
4. n c a t e e n

8. Read the text.

At the English school

In England you have to go to school on Monday, Tuesday, Wednesday, Thursday and Friday – not on Saturday nor, of course, on Sunday. Lessons begin at about half past eight in the morning. Lessons end at four o'clock in the afternoon.

There are seven lessons each day at an English school. Break is at about 11 o'clock. Dinner is at a quarter to one.

What do you take to school? You take a satchel. What is there in it? A fountain pen, a ballpoint pen, a felt-tip pen, calculator, sharpener, ruler, eraser, textbooks and notebooks.

Homework

1. Retell about the schools in Turkmenistan and in England.

2. Write 5 differences between the schools of Turkmenistan and England.

Schools in Turkmenistan

1. lunch break at 11:00 a.m.

2.....

3.....

4.....

5.....

Schools in England

1. dinner at 12:45 p.m.

2.....

3.....

4.....

5.....



Present Perfect Continuous Tense

Is it raining?

No, but the ground is wet.

It *has been* raining.

We form the present perfect continuous tense by using:

Have/ has + been+ verb+ ing



I/ we/ they/ you/ have (I've, they've...)	been	doing
He/ she/ it has (He's, it's...)		waiting
		playing

Notice: the have or has is often contacted with the pronoun or noun preceding it.

Example:

I've been waiting. He's been playing.

We use the **Present Perfect Continuous** for an activity that has recently stopped or just stopped.

There is a connection with now:

- You are out of breath. You *have been running*. (You are out of breath now).
- Paul is very tired. He *has been working* very hard.
- Why are your clothes so dirty? What *have you been doing*?

We often use the **Present Perfect Continuous** to show a length of time, especially with **for...** or **since...**

The activity is still happening or has just stopped.

- It is raining now. It began raining two hours ago and it is still raining.

How long *has it been raining*? It *has been raining* for two hours.

- How long *have you been learning* English?



- Tim is still watching television. He's *been watching* television all day.
- Where have you been? I've *been looking* for you for the last half hour.
- George *hasn't been feeling* well recently.
- You can use the **Present Perfect Continuous** for actions repeated over a period of time:
- Debby is a very good tennis player. She's *been playing* since she was eight.
- Every morning they meet in the same café. They've *been going* there for years.

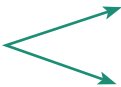
1. Read and compare.


Present Continuous Tense

- Don't disturb me now. I *am working*.
- We need an umbrella. It *is raining*.
- Hurry up. We *are waiting*.

Present Perfect Continuous

Remember this rule.

How long		have you has he	been waiting?
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I have He has		been waiting	for an hour. since 9:00 p.m.
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I haven't He hasn't		been waiting long.
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- I *have been working* hard, so now I am going to have a rest.
- The ground is wet. It *has been raining*.
- We *have been waiting* for an hour.

2. Make up sentences using Present Perfect Continuous.



3. Complete the sentences. Use the Present Perfect Continuous.

1. They (to play) for almost two hours. – *They have been playing for almost two hours.*
2. I (to try) to study at school well.
3. All of the students (to work) hard.
4. Her back hurts, so she (to sleep) on the floor lately.
5. It (snow) all day. I wonder when it will stop.
6. They (live) here since last March.

Homework

1. Read the situations and complete the sentences.

1. The rain started two hours ago. It's still raining now. It has been raining for two hours.
2. I started Spanish classes in December. I am still learning Spanish now. I ... since December.



3. We started waiting the bus 20 minutes ago. We've ... waiting for 20 minutes.

4. Ann began looking for a job six months ago. She is still looking now. She ... for six months.

5. Mary started working in London on January 18. She ... in London for 5 months.

6. Years ago you started writing to a pen friend. You still write to each other regularly now. You ... for years.

Unit 2

Lesson 2

October

October is the month
Of flaming colors
Of nuts and ripe grapes.
Of the last flowers,
And of the first frosts.

1. Read and translate.

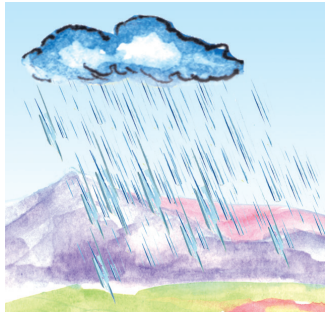
1. The great event of the month is the change of the colours of the leaves. 2. It is hard to say which tree puts on the most beautiful autumn leaves. 3. The flight of the birds to the South countries. 4. Many animals are making their comfortable for the winter.

2. Answer the following questions.

1. Do you like autumn?
2. Which autumn month is October?
3. How many months are there in autumn?
4. What do birds do in autumn?
5. What can you say about autumn?
6. What holiday do Turkmen people celebrate in October?



3. Describe the picture. Use Present Continuous.



Proverb: *A lucky person is someone who plants pebbles and harvests potatoes.*

Homework

1. Write these sentences in Present Perfect Continuous.

Example:

She is waiting. She arrived five minutes ago.

She has been waiting for five minutes.

They are waiting. They arrived at nine o'clock.

They have been waiting since nine o'clock.

Continue.

1. He is sitting in the chair. He sat down 10 minutes ago.
2. They are watching TV. They turned it on at 8:00 p.m.
3. He is writing a letter .He started 10 minutes ago.
4. She is listening to the radio. She turned it on at 7:00 p.m.
5. They are talking to each other. They met 5 minutes ago.
6. It is raining. It started an hour ago.



4. Read and say what is the moral of this story.

The Ant and the Grasshopper

The ant was spending a fine winter day drying grain collected in the summer time. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The ant inquired of him, why did not you treasure up food during the summer?' He replied, 'I had not leisure enough. I passed the days in singing.'" Then he said in derision, "If you were foolish enough to sing all the summer, you must dance supper less to bed in the winter."

5. Tell us about autumn.

Unit 2

Lesson 3

The 6th of October – Memorial Day

1. Read with your teacher.

- [e] memory, memorable, men
- [ə:] earthquake, early, earth
- [ei] danger, dangerous, date.

2. Read the dialogue.

- Myrat: Hello, Oraz! I haven't seen you for ages.
- Oraz: Hi! How are you?
- Myrat: I'm fine, thanks. Where are you going?
- Oraz: I'm going to the monuments of the earthquake victims.
Would you like to go with me?
- Myrat: Oh, Oraz that is good idea. I was going to my uncle's house now, but I'll go there tomorrow. Now I want to go with you.
- Oraz: O.K. I am very glad to go with you. If you remember last year on the sixth of October we went there together.
- Myrat: Yes, of course. We put flowers to the monument.

Oraz: And there were many people. Well, Myrat let's hurry because it's not so early.

Myrat: O.K. Let's hurry.

3. Answer the following questions:

1. When is Memorial Day?
2. When did the earthquake happen in Turkmenistan?
3. Do you know how many people died during the earthquake?
4. Did it happen at night or in the morning?
5. When did Oraz and Myrat go to the monuments?
6. Why did they go there?
7. Were there any people there?
8. What did they put to the monuments?

Ask your grandparents about the earthquake in 1948 in Ashgabat and tell us about it in the classroom.

4. Compare these pictures and say what you see.



Grammar

Some, any, no

Learn it.

In general we use **some (somebody, someone, something)** in positive sentences **any (anybody)** in negative sentences.



	place	person	thing
Some	somewhere	someone somebody	something
Any?	anywhere	anyone anybody	anything
No	nowhere	no one nobody	nothing
Not ...any	not anywhere	not anyone not anybody	not anything
Every	everywhere	everyone everybody	everything

In most questions we use **any**:

Example:

1. *Have you got **any** luggage? No, I haven't.*
2. *Has anybody seen my bag? Yes, it's under the table.*

But we use **some** in questions when we expect the answer "yes"?

Example:

*What's wrong? Have you got **something** in your eye?*

(It seems that you have got **something** in your eye and I expect you to answer "yes").

We use **some** in questions when we offer or ask for things:

1. *Would you like **something** to eat?*
2. *Can I have **some** sugar please?*

We can use these negative words **no, none, nothing, nobody/no one, nowhere** at the beginning of the sentence or alone:

Example:

1. ***No** cars are allowed in the city center.*
2. ***None** of this money is time.*
3. *What did you say? **Nothing**.*
4. ***Nobody (or No one)** came to visit me while I was in hospital.*
5. *Where are you going? **Nowhere**.*

We can also use these words after a verb, especially after **be** and **have**:



Example:

1. *The house is empty, there is **nobody** living there.*
2. *She had **no** difficulty finding a job.*

When you use **no/nothing/nobody** ets.,. Don't use a negative verb (**isn't, didn't, can't** etc):

Example:

1. *I said **nothing**. (not: "I **didn't** say **nothing**").*
2. ***Nobody** tells me **anything** (not: "**Nobody**" **doesn't** tell me)*

5. Complete the sentences with *some, any, or no*.

1. We didn't buy ... flowers.
2. Can you give me ... information about places of interest in the town?
3. It has a holiday, so there were ... schooldays.
4. I haven't got ... money. Can you give me some?
5. This evening I'm going out with ... friends of mine.

6. Read the tongue twister as faster as you can.

Betty Botter has some butter,
"But", she said, "this butter's bitter.
If I bake this bitter butter,
It would make my batter bitter.
But a bit of better butter
That would make my batter better."

Homework

1. Complete the sentences with *some, any, something or anything*.

1. In our classroom there are ... books on the floor.
2. Give me ... to eat. I am hungry.
3. We don't have ... for dinner. Let's go shopping.
4. Tell me ... about him.
5. We have ... dictionaries in the cupboard.
6. Are there ... Spanish students in your class?
7. There is ... interesting in this text.



Grammar Revision

*Something, Nothing, Anything
Somebody, Nobody, Anybody*

1. Learn it.

Somebody / someone / anybody / anyone are singular words

1. Someone is here to see you.

But we often use **they/them/their** after these words.

2. Someone has forgotten their umbrella.

2. Read and translate the text.

That's not My Job

This is the story about four people: Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that Everybody wouldn't do it.

It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.



Realize ['ri:əlaiz] – ýerine ýetirmek; выполнять

Blame [bleim] – aýyplamak, günälemek; обвинять

End up [end'ʌp] – tamamlanmak; завершиться

3. Read the dialogue.

A: There is something wrong with my TV.

B: I am sorry. I wish I could help you, but I can't.
I don't know anything about TV's.

A: Do you know **anybody** who can help me?

B: No, not really. You should talk to Murat, he seems to know **everyone**. I am sure he'll find **somebody** who can fix your TV.

4. Complete the sentences, use **somebody/anybody/nobody**.

1. Is there ... new? 2. There is ... in the room. He wants to speak to you. 3. ... knows his name. 4. There is ... at home now. 5. Is there ... who can explain these words? 6. ... tells me anything true. 7. She didn't tell ... about her future plans. 8. ... came to visit me while I was in hospital. 9. I looked out of the window, but I couldn't see ... 10. My job is very easy. ... could do it.

5. Complete the sentences. Use **something, somebody, anything, or anybody**.

1. I have **something** in my pocket. 2. Do you have ... in your pocket? 3. Merdan doesn't have ... in his pocket. 4. I bought ... when I went shopping yesterday. 5. Rosa didn't buy ... when she went shopping. 6. Did you buy ... when you went shopping? 7. My roommate is speaking to ... on the phone. 8. Merjen didn't tell ... her secret. 9. I talked to ... at the phone company about my bill. 10. Did you talk to ... about your problem?

Homework

1. Complete the sentences with words from the boxes (**something/ someone/ anything/ anyone**).

1. There is **something** in my soup. 2. There is ... in the other room. 3. Is there ... in the refrigerator? 4. Is there ... in the bathroom? 5. There isn't ... in the cabinet. 6. I can't find it. I have looked at ... 7. There is ... to eat for dinner. 8. Would you like ... to drink?



Word Formation

Adjective suffixes,
Noun or verb + suffix

1. Learn it.

Noun or verb	Suffix	Word formation
Music, politics, emotion, industry	-al	Musical, political, emotional, industrial Ex: He was very emotional
Cloud, sun, frog, dirt	-y	Cloudy, sunny, foggy, dirty Ex: Bring me another plate. This one is dirty.
Attract, create	-ive	Attractive, creative Ex: It's very attractive.
Enjoy, comfort, wash, suit	-able	Enjoyable, comfortable, washable, suitable Ex: comfortable chair. Is this jacket washable?
Care, use, help	-ful	Careful, useful, helpful Ex: careful driver, a useful book. Her advice was very helpful.
Care, use, home	-less	Careless, useless, homeless. His work is full of careless mistakes. He was homeless
Child, mother, neighbor	-hood	Childhood, motherhood, neighborhood She had a very difficult childhood.
Drive, dance, act, direct	-er, or	Driver, dancer, actor, director Ex: Mary is a good dancer.
Art, economy	-ist	Artist, economist Ex: His mother is an artist.



Examples of forming adjectives.

- a. The event was a big **success**. → We enjoyed a **successful** event.
- b. It looks like it will rain today. → It looks like we'll have rainy weather today.
- c. She adopted a dog without a home. → She adopted a homeless dog.
- d. Look out, that plant is poison. → Look out for that poisonous plant.

2. Write an adjectives formed from these nouns or verbs.

- | | |
|-------------------------|---------------|
| 1. Attract – attractive | 6. Dirt – |
| 2. Create – | 7. Pain – |
| 3. Use – | 8. Sun – |
| 4. Care – | 9. Music – |
| 5. Enjoy – | 10. Comfort – |

3. Write down the name of the person who does these things as a job.

- | | |
|----------------|--------------|
| Drive – driver | act – |
| Translate – | psychology – |
| Economics – | write – |

4. Choose the adjectives from each of the following groups of words.

1. Inventive, invent, invented.
2. Curiosity, curious, curiousive.
3. Proliferate, prolific, proud.

5. Put suffixes where it is necessary.

- | | |
|-------------|-------------|
| 1. Smell – | 6. Fool – |
| 2. Child – | 7. Lady – |
| 3. Width – | 8. Life – |
| 4. Magic – | 9. Power – |
| 5. Friend – | 10. Month – |

Homework

1. Complete the definitions below.

1. A person or company that employs people – **an employer**
2. A person who manages bank –



3. A person who drives a car –
4. A person who paint –
5. A person who translates into another language –
6. A person who interviews for TV programs –
7. A person who dances ballet –

Unit 2

Lesson 6

Our Flat



Avenue – şaýoly; проспект

Refrigerator – sowadyjy; холодильник

Central heating – merkezi ýyladyjy; центральное отопление

House-warming – täze jaý toýu; празднование новоселья

1. Read the text.

Our Flat

We live in Ashgabat in Turkmenbashy Avenue in a new block of flats. Our flat is large and comfortable. It is four-room flat. We got it two years ago. We live on the fifth floor. There is a shop on the ground floor. There is a lift in our block of flats.

Though there are four rooms in our flat. We like the living-room best of all because in the evenings we gather there to have tea, watch TV, talk and rest.

The living room is large. There are two windows and a door in it. The windows face the street. The door leads to my grandparents' bedroom. There is a table and some chairs in the middle of the room. There is a sofa near the window. The TV is in the corner. There are some armchairs and a piano in the living-room. My sister plays the piano. Bookshelves are on the wall. The ceiling is high.

In the morning we have breakfast in the kitchen. Our kitchen is large and light. The table is near the window. The refrigerator is in the corner. It keeps all the food fresh. It doesn't use much electricity. The



gas stove is opposite the refrigerator. There is always running hot and cold water and central heating in our block of flats.

When we got our flat we invited our friends and relatives to the house-warming party. They presented us a picture.

2. Answer the questions.

1. Where do you live?
2. What is your address?
3. In what house do you live?
4. Is it many-storied house?
5. On which floor do you live?
6. Is there a lift in your house?
7. What is next to your house?
8. How many rooms are there in your flat?
9. What are they?
10. Does your flat have all modern conveniences?

3. Divide these things into two groups.

Things in **the living room** and in the **kitchen**.

Table, arm-chair, refrigerator, stove, book-shelf, sofa, coffee-table, rug, carpet, sink, washing-machine, magazines, spoons, picture, TV-set.

4. Grammar revision.

“There is, there are”

a)

There		is	a stove
		isn't	an apple
		are	some cups
		aren't	any glasses

b)

Is there a stove?

Are there any cups?



c)			
Where	is it?	It's	in the refrigerator.
	are they?	They are	on the bed.

5. Write sentences about your bedroom:

Example: There is a chair in my bedroom. – There isn't sofa in my bedroom.

- | | |
|--------------------|-----------------------|
| 1. There is | 6. There isn't |
| 2. There is | 7. There isn't |
| 3. There are | 8. There aren't |
| 4. There are | 9. There aren't |
| 5. There is | 10. There isn't |

Homework

1. Choose there are or there is?

- 1) There ... two shops and a restaurant in the village.
- 2) There ... chocolate bars, crisps, cheese and a bottle of lemonade if you get hungry.
- 3) There ... carpet on the floor.
- 4) There ... picture on the wall.
- 5) There ... no easy answers to the problem of global warming.

2. Draw and describe your flat using *There are /there is*.

Unit 2

Lesson 7

Memory Work

1. Read together with your teacher.

- [ʌ] country, cover, industry, agriculture, multinational
- [ɔ:] border, warm, resource
- [ə] cover, river, border
- [i] build
- [ə:] first, world
- [au] mountain, town



2. Read the poem.

The Land of the Turkmen

Between the Jeyhun river and the Hazar sea,
The wind of the Turkmen land rises above its desert,
Its blossoming flowers are as precious as the apples of my black eyes,
Torrents rush from the slopes of its tall black mountains.

The Almighty blessed this land with His care,
The herds of thoroughbred camels graze in its deserts,
Its green meadows will blossom with colorful flowers,
The Turkmen steppes are filled with sweet basil.

Magtymguly Pyragy.

3. Do you know the origin variant of Magtymguly's poem in Turkmen language?

Jeyhun bilen Bahry- Hazar arasy ...?

4. Grammar. Learn it. Participle II

A participle is a word formed from a verb which can be used as an adjective.

The Verb	The Past Participle
To rise	The risen sun
To boil	The boiled water
To break	The broken news
To cook	The cooked butter

Past participle has various endings, usually **-ed, -d, -t, -en, -n**.

For example: *broken window, painted frame, destroyed bridge.*

Remember:

Present participle (**-ing**) is used to describe something that causes the feelings.



Past participle (-ed) is used to describe how people feel.

Regular Verbs

Verb + ed
to ask – asked
to translate – translated

Irregular Verbs Third form of verb

to do – **done**
to go – **gone**

We can use **participle** as an adjective.

Example:

The translated text was long.

The pupil's **written** translation was long.

I am **not satisfied** with you and your translation.

5. Write the basic forms of the given verbs.

1. Leave – left – left
2. Break –
3. Fall –
4. Forget –
5. Lose –
6. Cut –
7. Have –
8. Be –
9. Do –
10. Speak –
11. Talk –

Homework

1. Write Participle II of the verbs.

To develop, to occupy, to be, to plant, to go, to read, to wrote, to consist, to connect, to cover, to border, to build, to need.

2. Fill in the Past Participle.

1. The (lose) ... son
2. A (break) ... leg
3. A (close) ... door
4. The (write) ... letters
5. The (sell) ... car
6. A (decorate) ... room



Turkmenistan



- Occupy** – eýelemek; занимать место
Cover – örtmek, ýarமாக; покрывать
Border – araçäk; граница
Connect – birikmek; соединять
Guidance – ýolbaşçylyk; руководство
Be rich in – baý; богат (в)
Develop – ösüş; развитие
Multinational – körmilletli; многонациональный
Independence – garaşsyzlyk; независимость

2. Read the text.

Independent and Permanently Neutral Turkmenistan

Turkmenistan is an independent and permanently neutral country. Its territory occupies an area in 491,2 sq. km in Central Asia, which is north of the Kopetdag Mountains, between the Caspian Sea in the west and the Amudarya River in the east. On October 27, 1991 Turkmenistan became Independent State. On December 12, 1995 the United Nations adopted the resolution about recognition of neutral status of Turkmenistan.

It borders in the north with Kazakhstan, in the east and north-east with Uzbekistan, in the south with Iran and in the southeast with Afghanistan. Railways, waterways and airways connect the cities and towns of our country. They connect our country with other highly developed countries, too.

There are five main rivers in Turkmenistan: the Amudarya River, the Tejen River, the Murgap River, the Etrek River and the Karakum River.

Turkmenistan consists of five Velayats. They are the Akhal Velayat, the Balkan Velayat, the Dashoguz Velayat, the Mary Velayat and the Lebap Velayat.

Our country is rich in natural resources. We have gas, oil, hydrocarbon and many mineral resources. Turkmenistan has a highly developed industry and agriculture. Large new factories are being built in our country.

Turkmenistan is a multinational country. All people live peacefully and have friendly relations.

3. Answer the following questions.

1. What is area of Turkmenistan?
2. How many countries does it border on? What are they?
3. What natural resources do we have?
4. How do people live in Turkmenistan?
5. When did Turkmenistan become Independent (Neutral) State?
6. What is the population of the country?
7. What are the main rivers in Turkmenistan do you know?
8. How many regions are there in Turkmenistan? What are they?

4. Proverbs and quotations about Motherland

1. East or west, home is best.
2. Every bird likes its own nest.
3. There is nothing better and more expensive in the world than Motherland. It gives us wings for flight, lights every our step in life.

Homework

1. Retell the text ex. 2. Use the map of Turkmenistan.



Cities and Towns of Turkmenistan

1. Read.

- [iə] real, realistic, realize, really
- [ei] fail, failure, faint, rain, raise
- [ɔ:] warm, walk, wardrobe, afterwards
- [e] get, set, pet, empty

2. Read the text.

Cities and Towns of Turkmenistan

There are more than 50 cities and small towns in our country. The biggest and the most beautiful – is the capital of our country – Ashgabat. Ashgabat is an administrative, business and cultural center.

Balkanabat is the center of Balkan Velayat. It is not as old as many other cities of Turkmenistan, but it is very important. It is the center of oil and gas extracting industry of our country. The other towns of Balkan Velayat are Turkmenbashi, Serdar, Bereket, Hazar and Kumdag.

There are several towns of the Velayats: Mary – the centre of Mary Velayat, Turkmenabat – the centre of Lebap Velayat, Anau – the centre of the Akhal Velayat and Dashoguz – the centre of the Dashoguz Velayat.

Many of cities and towns of Turkmenistan have played a very important part in the history of Turkmenistan.

There are some historical places to mention here. Let's take Kerki, for example. It has archeological sites such as Astanababa Mausoleum or Khazarek-depe.

3. Answer the following questions.

1. What country do you live?
2. What city do you live?
3. What street do you live?



4. When do the Turkmen people celebrate Neutrality Day?
5. What is the meaning of the word “neutrality”?
6. Where is your country situated (located)?
7. What is it washed by in the west?
8. How many percent of its territory is covered by the Garagum Desert?
9. What kind of climate does it have?
10. When did Turkmenistan achieve its independence?
11. How many Velayats are there in Turkmenistan? What are they?
12. Is your country independent?
13. When did it become an independent country?
14. Who is the leader of your independent state?
15. What are your state symbols?
16. When do we celebrate the Day of Independence?
17. What do people celebrate on the 27th of October?
18. Where do they go on that day?
19. Is it a national holiday?
20. What other national holidays do you know?

Homework

1. Retell the text.

Unit 2

Lesson 10

Revision

1. Make the given verbs in the Past Participle form.

1. (repair) watches
2. (steal) computers
3. (fascinate) fans
4. (bore) students
5. (confuse) boys
6. (forget) umbrellas
7. (disappoint) girls

2. Read the word combinations and give their Turkmen/Russian equivalents.

The story told by Granny, the picture taken in London, mistakes made in the test, the present bought for my brother, dinners cooked by mother, the ruined castles, the letters received yesterday.

3. Match the two parts of the sentences.

- | | |
|--|--------------------------------------|
| 1. I have brought you... | a) mistakes made in the test |
| 2. The teacher was surprised at Merdan's ... | b) the story told by my granny |
| 3. I can tell you ... | c) are always tasty |
| 4. Vegetables cooked by mother ... | d) should be translated immediately. |
| 5. The letters received yesterday... | e) the picture taken in London. |

4. Translate into Turkmen/ Russian.

1. The game played yesterday was the best of all games played this season.
2. The museum visited by the schoolchildren impressed them very much.
3. Boys and girls were taking the fallen leaves away.

5. Let us read and learn.

Tongue-twister challenge

Three grey geese in the green grass grazing,
Grey were the geese and green was the grazing.



Homework

1. Find the missing words in the puzzle and write them down at the bottom of the page. How many words did you find? Make up sentences using them.

D	B	A	L	K	A	N	A	K	A	M	K
A	E	K	F	J	K	L	<u>S</u>	O	K	A	E
S	D	H	A	F	G	Y	<u>H</u>	P	A	R	R
H	M	A	D	G	T	H	<u>G</u>	E	R	Y	K
O	A	L	E	B	A	P	<u>A</u>	T	A	E	I
G	R	E	E	N	A	S	<u>B</u>	D	K	E	H
U	Y	F	G	R	Y	U	<u>A</u>	A	U	N	J
Z	S	E	A	S	F	N	<u>T</u>	G	M	N	U
<i>T</i>	<i>U</i>	<i>R</i>	<i>K</i>	<i>M</i>	<i>E</i>	<i>N</i>	<u>I</u>	<u>S</u>	<u>T</u>	<u>A</u>	<u>N</u>
A	M	Y	D	E	R	Y	A	V	N	U	F



PART II

Unit 1

Lesson 1

Personal Pronouns

1. Read.

November

November is the month
Of bare trees
Of the first signs of winter,
And of the first snow;
The first month of the second quarter.

Occasionally, you can still find flowers. The trees have lost almost all their leaves, and you can discover nests that were hidden during the summer. The weather begins to get cold and more and more animals go to sleep. The raccoons stay at home and sleep most of the time. The black bears stay near their dens until it is very cold. Then they go in for their winter sleep.

PERSONAL PRONOUNS

I, You, He, She, It, We, They are used as subjects before verbs.

The words **I, you, he, she, it, we** and **they** are called **personal pronouns**. They take the place of nouns and are used as the **subject** before the verb in a sentence.

Example: *I like English.*
 We can't go to the cinema.

The words **me, you, him, her, it, us** and **them** are also personal pronouns. They also take the place of nouns. These pronouns are used as the **object** of the verb in a sentence.

Object after verbs: He likes it. Tell us what to do.
After prepositions: Look at her. Why is she with him?
After be: Who's that? It's me.



In short answers we can use *me, him* etc (informal) or *I, he* etc with a verb (more formal). The same thing happens after **as** and **than**.

Informal	More formal
I am thirsty. Me too.	I am thirsty. I am too. So am I.
I have got the same number as him.	I have got the same number as he has.
Who is paying? Her.	Who is paying? She is.
She gets paid more than me.	She gets paid more than I do.

The words **myself, yourself, himself, herself, itself, ourselves, yourselves** and **themselves** are called **reflexive pronouns**. They refer to the person or animal that is the subject of the verb.

Here is a table to help you.

Personal pronouns (subject)	Personal pronouns (object)	Reflexive pronouns
I	me	myself
You	you	yourself
He/she/it	him/ her/ it	himself/ herself/ itself
We	us	ourselves
You	you	yourselves
They	them	themselves

2. Change these to make them more formal or less formal.

Example: *I live in the same street as him* → *I live in the same street as he does.*

1. He has got the same car as me.
2. They have been here longer than us.
3. I am much taller than him.
4. He is going to Mary. Me too.
5. Who said that? Her.



6. We are not as old as they are.
7. He had a bigger meal than I did.
8. I am not as quick as she is.
9. We are from Ashgabat. So am I.
10. Who wants to drink? I do.

3. Read the dialogue.

A: What is Shokhrat doing?

B: He's getting dressed.

A: Does he need any help? I can help him.

B: No, that's OK. He can get dressed by himself.

4. Complete the sentences using reflexive pronouns.'

1. I have cut my finger. *I have cut myself.*
2. She is holding a mirror. She is looking at
3. Be careful John! Don't hurt
4. He taught ... to play the guitar.
5. Romeo and Juliet killed
6. We went to a party last night. We enjoyed ... very much.
7. My cassette player is automatic. It turns ... off.
8. They are enjoying They are on vacation.

5. Put reflexive or personal pronouns.

1. Mary bought a book and taught ... to play the guitar.
2. The computer will turn ... off if you don't use it.
3. We looked at ... in the mirror to check our masks.
4. Don't pay any attention to ... he always sad.
5. How much time do you give ... to drive to work.
6. Who gave ... those lovely flowers?

Homework

1. Complete the sentences. Use necessary pronouns.

Example: *It is her book. Give it to her.*

- 1) They're mine. Give ... to
- 2) It's his. Give ... to
- 3) They're hers. Give ... to



- 4) It's ours. Give ... to
- 5) It's theirs. Give ... to
- 6) They're his. Give ... to
- 7) It's mine. Give ... to

2. Put myself, ourselves, yourself, yourselves, himself, herself, themselves.

1. When I am alone, I talk to
2. She never thinks about her friends. She only thinks about...
3. You must not help him. He must answer the question.....
4. They go shopping
5. We try to read difficult texts ...
6. She always translates the texts ...
7. Don't let them do it ...
8. Take care of ... dear aunt!
9. If you want some more coffee, help ...
10. I do my homework ...

Unit 1

Lesson 2

Ashgabat

1. Read.

[j]	yes, yellow, yesterday, yard, young
[au]	now, about, house, mountain, brown, cloud
[é]	palace, stand, national, transport, narrow
[i:]	meet, green, greet, read, tea, mean, easy
[ai]	time, life, wide, white, hide

2. Translate into Turkmen language.

Palace – The President's Palace is in Ashgabat. This palace is very beautiful.

Young – We are young boys and girls. Ashgabat is a young city.

Mountain – There are many mountains in Turkmenistan. The Kopetdag Mountains are near Ashgabat.



Narrow – Before Independence Turkmenistan had narrow streets.

Means of transport – There are many means of transport in Turkmenistan: cars, buses, trolley buses, trains and planes.

Wide – Now Ashgabat is a new city, large and beautiful, with wide and long streets. The widest and longest street in Ashgabat is Turkmenbashi Avenue.

AIMAG – Asian Indoor and Martial Arts Games.

3. Say names of these places of interest in Ashgabat.



4. Answer the following questions.

1. Do you live in Ashgabat?
2. Is Ashgabat the capital of Turkmenistan?
3. What is the population of Ashgabat?
4. What new, wide, and beautiful streets in Ashgabat do you know?
5. When was Ashgabat founded?
6. What institutes are there in Ashgabat?



5. Read.

Ashgabat

Ashgabat is the capital of independent, permanently, neutral Turkmenistan. The city was founded in 1881. Its population is more than one million people.

A very strong earthquake occurred in Ashgabat in 1948. It caused great damage to Ashgabat. Many buildings were destroyed in Ashgabat.

After that strong earthquake, Ashgabat was rebuilt. Many new houses, buildings and streets were built. Ashgabat is becoming a large and beautiful city. Every day we can see change in our city. We can see high buildings and business centers. We can see many beautiful places with fountains where we can rest. There are also new hotels, museums, and factories in Ashgabat. Ashgabat also has higher educational establishments, dozens of secondary, special, and vocational schools.

Besides, from 17 to 27 September 2017 Ashgabat held the 5th Asian Indoor and Martial Arts Games, also known as Ashgabat 2017. It is a multi-sport event that is held every four years among athletes from Asia.

Ashgabat is not only the cultural and educational center of our country, but also it is an important industrial center where economy is rapidly developing.

6. Choose the best answer from reading.

- a) Ashgabat is the capital of Turkmenistan.
- b) Ashgabat is the capital of Ahal.
- a) The Kopetdag Mountains are near Ashgabat.
- b) The Kopetdag Mountains are in Ashgabat.
- a) There is the Monument of Neutrality in Ashgabat.
- b) The Ruhyet Palace is in Ashgabat.
- a) The population of Ashgabat is more than 1,000,000
- b) The population of Ashgabat is more than 2,000,000.
- a) Ashgabat was founded in 1881.
- b) Ashgabat was founded in 1961.



7. Look at these pictures and describe them.



Homework

1. Answer the following questions.

1. How many etraps (districts) are there in Ashgabat?
2. What street is the President's Palace in?
3. When were 5th AIMAG held in Ashgabat?
4. What kind of institutes and universities are there in Ashgabat?
5. When was Ashgabat founded?

2. Retell about Ashgabat.

Unit 1

Lesson 3

The State Symbols of Turkmenistan

1. Read the names of Velayats.

1. Balkan
2. Ahal
3. Mary
4. Lebap
5. Dashoguz

2. Look, read, compare and do exercises.

Names of Velayats and cities	Total area	Population
Ahal	97,16 sq. km.	14.5 %
Balkan	139,27 sq. km.	8.5 %
Dashoguz	73,43 sq. km.	21.1 %
Lebap	94,73 sq. km.	20.5 %
Mary	87,15 sq. km.	22.7 %



3. Choose the best answer.

- a. Mary is the largest Velayat.
- b. Balkan is the largest Velayat.
- a. Dashoguz is larger than Ahal.
- b. Lebap is larger than Mary.
- a. The population of Mary is the smallest.
- b. The population of Dashoguz is the smallest.
- a. The population of Ahal is more than population of Balkan.
- b. The population of Lebap is more than population of Mary.

4. Read.

- 1. compose. 2. concentric. 3. stripe. 4. frame. 5. width. 6. crescent.
- 7. pattern.

5. Read.

The State Emblem of Turkmenistan

The State Emblem of Turkmenistan is composed of 8 corners. On the outside, the emblem is framed by a purple stripe of the same width as the white stripes. The purple outer circle contains a picture of 7 open cotton boxes with green leaves and golden wheat ears in two rows. A crescent and five white stars are located in the upper part of the circle. The first red circle contains five basic carpet patterns. The second blue circle, located in the center of the emblem, where Yanardag, Akhalteke horse is depicted.



The State Flag of Turkmenistan

The State Flag of Turkmenistan is dark green banner. On the left at the flagstaff, there is a purple, vertical stripe containing five basic carpet patterns. The green background has a crescent and five white stars in the upper left corner.



The state emblem and flag are based on national traditions and steer clear of political symbols. The five pointed star symbolized five key elements of the universe: solid, liquid, gaseous, crys-



talline and plasma. The numbers of stars signify five major conditions of life on earth: light, sound, sense of smell, sense of touch and sense of balance. The crescent has since time immemorial signified the hopes of Turkmen for a bright future. The green colour has been traditionally revered by Turkmen, as has red, while carpet patterns are a symbol of Turkmen traditional political, social, cultural, and religious views. The Ahalteke horse is the pride of Turkmenistan, while a wheat ear alludes to the custom of greeting guests with bread and salt.

6. Answer the following questions.

1. What are the state symbols of Turkmenistan?
2. What colour is the State Flag of Turkmenistan?
3. How many carpet patterns are there in our flag?
4. What kind of carpet patterns are there in the flag?
5. What does a wheat ear allude to?
6. Is an Ahalteke horse the pride of Turkmenistan?
7. Where can we see our flag?
8. What does the first red circle contain?
9. What does the second blue circle contain?

7. Read and translate.

1. A green beautiful flag has been hoisted up at our school.
2. The State oath has been said at our school.
3. The National Anthem has been performed at our school.
4. The bell has been rung at our school.
5. Lessons have begun at our school.

Homework

1. Retell the text “The State Flag of Turkmenistan”

2. Complete the sentences.

1. The circles are divided by
2. The first circle contains ... boxes and ... ears.
3. In the center of the emblem you can see

3. Answer the questions.

1. What is the biggest (oldest) city (town) in our country?
2. What is the longest river?



3. What are the state symbols of Turkmenistan?
4. What is the most beautiful place in our country?
5. What is the most popular sport in our country?
6. What national holidays do we celebrate in our country?

Unit 1

Lesson 4

Present Perfect Passive

Present Perfect Passive

Active: subject + have/has + V₃ + object

Passive: Subject + have/has + been + V₃ + by + Object

Ex: She has written the letter.

The letter has been written by her.

The Present Perfect Passive is useful in describing something that happened in the past, but you might not know when or by whom the thing was done.

1. Read and compare.

Present passive	Present Perfect passive
1. Nothing is sent to me.	1. Nothing has been sent to me.
2. Papers are brought to us to sign.	2. Papers have been brought to us to sign.
3. Stories are read to the children.	3. Stories have been read to the children.
4. French is taught to us.	4. French has been taught to us.
5. A car is lent to me.	5. A car has been lent to me.

Examples:

1. A lot of books have been sent to me.
2. Have a lot of books been sent to you?
3. A lot of books have not been sent to you

2. Write in Present Perfect passive.

1. The house is built. 2. The book is read. 3. The boy is seen. 4. The children are taught English. 5. English is taught to the children.



3. Change these sentences from Present Perfect Active to Present Perfect Passive.

For example: They have sent the letter today. *The letter has been sent today by them.*

1. The postman has already brought the mail. 2. The teacher has given us much home work. 3. Somebody has broken the vase. 4. The archaeologists have found many finds of ancient culture. 5. They have done the exercises in writing.

4. Imagine that your classroom and the school yard have been thoroughly cleaned. Say what has been done by whom.

For example: *The windows ... (to wash). The windows have been washed by the girls.*

- 1) The desks ... (to wash)
- 2) The flowers... (to water)
- 3) The floor ... (to mop)
- 4) The furniture ... (to dust)
- 5) The grass ... (to cut)
- 6) The trees ... (to cut)

5. Answer the questions about your English lesson using Present Perfect Passive.

- 1) Have you been asked to read a text?
- 2) Has the text been translated?
- 3) Have the new words been written down?
- 4) Have the exercises been done by all the pupils?
- 5) Has your friend been asked to recite something?

Homework

1. Use Present Perfect Active or Passive of the verbs in brackets to complete the sentences.

- 1) Meret ... (to break) the window.
- 2) The exercise ... (to write) already.
- 3) The text ... (to translate) by Jemal.
- 4) The teacher just ... (to explain) the new rule.



- 5) We (to learn) the Passive Voice already.
- 6) A new school ... (to build) in this street.

2. Change the sentences from Present Perfect Active into Present Perfect Passive.

Example: *I have already finished my work. → My work has already been finished.*

- 1) I have already taken the books back to the library. The books...
- 2) She has just posted those letters. Those letters...
- 3) The teacher has already checked my test. My test...
- 4) He has lost the key. The key ...
- 5) I have bought bread on the way home. Bread...

Unit 1

Lesson 5

Wh – Questions

1. Describe the pictures shown below.



2. Read, learn the poem.

I have six honest serving men.
 They taught me all I knew.
 Their names are What and Why and When
 And How and Where and Who.

Wh - questions

Wh-questions begin with **when, where, what, how old, how much, who and why**. We use them to ask for information. The answer cannot be Yes or No

Question	Answer	Example
What	thing	What is that?
When	Time	When is the game?
Who	Person	Who do you live with?
Where	Place	Where do you live?
Why	Reason	Why are you happy?
How	Directions/feelings	How are you?

3. Put the correct Wh - question.

- 1) ... do you live? – I live in Ashgabat.
- 2) ...'s that girl? – She is my sister.
- 3) ... do you go to school? – By bus.
- 4) ... do banks open? – At 8 o'clock.
- 5) ... are you wearing that coat? – Because it's cold.

4. Match the questions to the answers.

- | | |
|--------------------------------|-----------------------------------|
| 1) Where is your house? | a. because I'm sick. |
| 2) How are you? | b. spaghetti. |
| 3) When is the Flag Day? | c. on Garashsyzyk Street. |
| 4) Who is your best friend? | d. I'm great, thank you. |
| 5) Why are you at home today? | e. Meret. |
| 6) What is your favorite food? | f. On February 19 th . |

5. Fill in the letter.

Ashgabat, Turkmenistan
10 Independence Avenue
15th November, 2008

Dear Jane,

My name ... Maral. My surname is Orazova. I am from Our capital city is There are 5 ... in our country. Our state symbols are



The colour of our flag is There are ... stripes in our state emblem.
I like my country very much.

With best wishes, Maral.

6. Put the words in correct order so you can read sentences.

1. Turkmenistan, capital, the, is, of, Ashgabat.
2. 1881, founded, the, city, in, was.
3. Major, center, Turkmenistan, of today, Ashgabat, a, is.
4. Symbols, flag, State, Turkmenistan, emblem, the, of, are, the.

7. Look and repeat.



Africa	30, 300, 000 km ²
North America	24, 247, 000 km ²
South America	18, 280, 000 km ²
Antarctica	13, 975, 500 km ²
Asia	43, 4000, 200 km ²
Europe	10, 354, 600 km ²
Australia	7, 686, 850 km ²

8. Choose the correct sentences.

- a. *Europe is the largest continent.*
- b. *Asia is the largest continent.*



- a. *Africa is bigger than Europe.*
 b. *Antarctica is bigger than Oceania.*
- a. *North America is smaller than Europe.*
 b. *Oceania is smaller than South America.*
- a. *South America is as big as Antarctica*
 b. *Europe is as big as Africa.*
- a. *Africa is the smallest continent.*
 b. *Australia is the smallest continent.*

9. Answer the following questions.

1. What kind of country is Turkmenistan?
2. What continent is Turkmenistan on?
3. What kinds of animals live in Turkmenistan?
4. Which rivers do you know in our country?
5. What kind of desert is there in Turkmenistan?
6. What mountains do you know?

10. Do you know several plants and trees of Turkmenistan?

Хлопок	Ель	ива	Лейли сач	Чинара
Cotton	fir	willow	Leili sach	plane (tree)
тутовник	пшеница	яблоня	виноград	пальма
Mulberry tree	wheat	Apple tree	grapes	palm

Homework

1. Read the words and copy items that are made of wood.

Mirror, sink, house, telephone, bed, fruit, cradle, car, paper, roof, water, airplane, television, spoon, blackboard, chair, dress, bench, door, window, key, ladder, book, knife notepad.

2. Write a short essay about “Why are the trees useful for us?”



Past Perfect

1. Learn it.

I had worked.

Had I worked?

He had not worked.

The Past Perfect is used when we are already talking about the past, and want to talk about an earlier past for a moment.

Example: *She told me she **had worked** in Mary and Lebap.*

When I got to school, I realized that I **had lost** my pen.

We often use the Past Perfect after **when** and **after** to show that something was completely finished.

Examples: *After he had tried on six pairs of shoes, he decided he liked the first pair best.*

When I had washed and dried the last plate, Paul came in and offered to help.

The time expression **already, for, since, and yet** maybe used in the past perfect tense, as they are in the present perfect simple.

Remember the following rules for using other time expressions:

– Use **after, as soon as, the moment that, until** before using the past perfect tense.

Example: *After she had moved out, I found her notes.*

I didn't say anything **until** she had finished talking.

– Use **before, when, by the time** before the past simple.

Example: *Before I knew it, she had run out the door.*

By the time he phoned her, she had found someone new.

2. Insert the Simple Past or Past Perfect.

Example:

I (be) sorry that I (not to be) nicer to him

I was sorry that I had not been nicer to him.



1. Nobody (come) to the meeting because she (forget) to tell pupils about it.
2. Because he (not checks) the oil for so long, the car (break) down.
3. She couldn't find the book that I (lend) her.
4. It was a poem that I (never hear) of.
5. When she (come) in, we all knew where she (be)
6. The lesson (already start), when she (arrives)

3. Join the beginnings and ends to make sensible sentences.

Beginnings

Ends

After Maral has done all the shopping	he started going through the cupboards down stairs.
When I had washed and dried the last plate	she took short walk round the park.
When Meret had looked through all the drawers in his room	he went to the café in the square for a cup of coffee.
When he had finished eating lunch	Paul came in and offered to help.

4. Use *when* or *after* to make up one sentence for each situation.

1. I wrote to my friend. Then I watched television for an hour or so.
2. Everybody had a chance to say what they thought. Then we took a vote.
3. I posted the letter. Then I felt much better about everything.
4. She stopped trying to lose weight. She looked much healthier.
5. He bought presents for everyone in his family. Then he bought something for himself as well.

Homework

Choose the correct tense (Simple Past or Past Perfect).

1. When I (get) to the car park I realized that I (lose) my keys.
2. She (tell) me she (works) in France and Germany.
3. He (arrive) late; he (not realize) the roads would be so icy.
4. She (be) upset because Andrew (not telephone)
5. They (interest) that we (play).



Great Poets of Turkmenistan

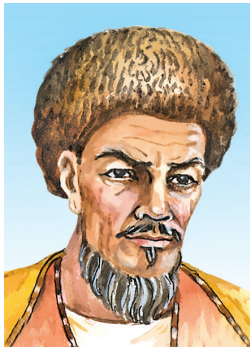
1. Read the names of these great Turkmen writers and poets.



Magtymguly Pyragy
(1724–1807)



Kemine
(1770–1840)



Seitnazar-Seidi
(1768–1830)



Gurbandurdy Zelili
(1800–1852)



Mollanepes
(1810–1872)

2. Answer the following questions.

1. What are the famous Turkmen writers of the 18th century do you know?

2. What did they write about in their poems?

3. Do you read their poems?

4. Tell us about your favorite writer.

3. Read the text.



Love me, my heart wants love,
So wants there is no measure
With love, for one person
Love me for a moment. Here is pleasure.

Gurbannazar Ezizov *(1940–1975)*

Life put Gurbannazar Ezizov at the head of young poets in the 60's. He was a great teacher of those poets.

Each poet comes into literature in his own way. Some come very quickly, others very slowly. Gurbannazar came into literature like lightning. He could have become very popular, but his life was very short, and we lost him. But for that short period of time, he did his best for literature. He did very much and left a great gift for Turkmen poetry.

Gurbannazar's favorite poets were Magtymguly (1724–1807), Alexandr Pushkin (1799–1837) and Michail Lermontov (1814–1841). He was happy to tell about them and their works. He learned everything he knew about poetry from their works.

He passed away when he was very young but we can spend many years getting a lot of interesting and useful things from his works.

By Kerim Gurbannepesov

4. Answer the following questions.

1. When was Gurbannazar Ezizov born?
2. Who were his favourite poets?



3. How long did he live?
4. What did he do for Turkmen poetry?
5. Who wrote about Gurbannazar Ezizov?
6. What was his first book?
7. Why do you like his books?
8. Do many people read his books?
9. Do you know anything by heart from the books of this writer?

Homework

1. Fill in blank spaces.

1. Gurbannazar Ezizov lived only ... years.
2. He liked to read poems of such great poets as ... , ... ,
3. He was a teacher of young poets in the
4. He came into literature as a
5. He did for Turkmen poetry.

2. Retell the text.

Unit 1

Lesson 8

Kerim Gurbannepesov

1. Read the short conversations.

A: Is that an interesting book?

B: Yes, it is about our capital city.

A: May I have it after you?

B: I am sorry, Maral wants it after me. You may have it after her.

A: What are you reading?

B: A book of poems. They were written by Gurbannazar Ezizov.

A: Are you reading them in English?

B: No, I'm not. I'm reading them in Turkmen.

2. Read and learn.

- | | | | |
|-------------|-----------|----------------|------------------|
| 1. Talented | 3. Gifted | 5. Indifferent | 7. Disinterested |
| 2. Laureate | 4. Winner | 6. Boundless | 8. Strength |



3. Read.

Kerim Gurbannepesov (1929–1988)



Kerim Gurbannepesov was a talented Turkmen poet, national writer, and winner of the Magtymguly State Prize.

Kerim Gurbannepesov was born on October 26, 1929 in the village of Geokdepe in Akhal. All members of his family are fond of reading books, folk music and proverbs.

His own poems first appeared in the local newspaper in 1940. He translated a lot of works of foreign writers such as A.S.Pushkin, G.Rodari,

Sh.Petyefi into Turkmen.

Kerim Gurbannepesov was a boy of thirteen when the Great Patriotic War started in 1941. His father was killed and he, the eldest of five children, had to take care of his family.

His first book of poems was published in 1951. At the beginning of his literary career, K. Gurbannepesov's poems were connected with his own family.

“The strength of his prose is boundless. It can make people laugh – even cry. It can thaw an icy heart. It can make a disinterested person think”. Kerim Gurbannepesov's talent could show that strength.

He has been a well-known poet of Turkmen people. He could show his national prose to the world. He wrote many works such as *Father Taymaz*, *Father and Son*, *Bitter Days*, *Sweet Days*, *The Heart Found in the Desert*, *The One of Six*, etc. These works helped to develop Turkmen literature and to make it more beautiful.

4. Translate into Turkmen language.

1. My mother's love for me is boundless.
2. He loves the children boundlessly.
3. Fire thaws ice.
4. I don't like dull people.
5. Kerim Gurbannepesov was a talented poet.



5. Put the words into Past Perfect Tense.

- 1) He (not/be) ... to London before 1997.
- 2) When she went out to play, she (do/already) ... her homework.
- 3) My brother ate all of the cake that our mum (make)
- 4) I could not remember the poem we (learn) ... the week before.
- 5) She (not/ride) ... a horse before that day.

Homework

1. Answer the questions.

1. Who is your favourite writer?
2. What book of this author do you like best of all?
3. Do you like to read poems?
4. What book have you just read?
5. What do you like to read, novels or plays?

2. Retell the text about K. Gurbannepesov.

Unit 1

Lesson 9

Famous Russian Writers

1. Look and learn.



Alexandr Pushkin
(1799–1837)



Michail Lermontov
(1814–1841)



Anton Chekhov
(1860–1904)



Nikolai Nekrasov
(1821–1877)

2. Read the text.

Michail Lermontov

One of the Russia's most famous poets of all times, Michail Lermontov was born in Moscow in the family of a nobleman. He spent his childhood and youth at Tarckany, his grandmother's estate in the province of Penza. In 1830 Lermontov entered the Moscow University,

but very soon had to leave it. Then he entered St. Peterburg School of Cavalry Cadets. He finished it in 1834 and served in the Hussar Regiment of the Imperial Guard.

Michail Lermontov began writing when he was very young. One of his first poems to be published was his poem “Hadji Abrek”. But he won fame as a poet after his poem on Alexandr Pushkin’s death was published. Michail Lermontov’s poems

“Demon”, “Mtsyri” and “Song about Merchant Kalashnikov”, his innumerable lyrics, his great novel “A Hero of Our Time” and his play “Masquerade” are masterpieces of the Russian literature. Whether he chose to write poetry, prose or drama, the stamp of his genius was to be found on his works.

3. Answer the following questions below.

1. What century did Michail Lermontov live in?
2. When was Michail Lermontov born? Where did he live?
3. What book of this writer do you like best of all?
4. Do many people read his books?
5. What did he write about?
6. Did he write about love?

Homework

1. Retell the text.

Unit 1

Lesson 10

Famous English Writers

1. Read and learn.

- 1) Rudyard Kipling (1865–1936) “Rikky-Tikki-Tavi”
“How the Whale Got His Throat”
- 2) Lewis Carroll (1832–1898) “Alice’s Adventures in Wonderland”
- 3) Daniel Defoe (1660–1731) “Robinson Crusoe”

2. Read the text.

Robert Burns

Robert Burns, one of the famous and beloved Scottish national poets, was born near Ayr (Scotland) in 1759. It is a beautiful place. Robert



Burns was a great patriot of his native country – Scotland. His love for his country inspired many lyrics (e.g. “My Heart’s in the Highlands”).

In 1774 Robert Burns wrote his first poems “Death of poor Melie”, “The Jolly Beggars”, “The Two Dogs” and others. He was a man of his nation. He expressed ideas, love and struggle of his people in his poems. Robert Burns’ poems have been translated into many foreign languages. Now his country has produced a phenomenon – the Burns Supper – In January. It is a kind of festival where the supper is divided into three parts: the supper, the speeches and the songs.

3. Answer the following questions:

1. What was Robert Burns?
2. When was Robert Burns born?
3. What did Robert Burns express in his poems?
4. What phenomenon has Scotland produced in memory of Robert Burns?

4. Read the poem “My heart in the Highlands”.

My heart’s in the Highlands, my heart is not here,
My heart’s in the Highlands, a-chasing the deer,
A – chasing the wild deer and following the roe –
My heart’s in the Highlands, wherever I go!

Farewell to the Highlands, farewell to the North,
The birthplace of valour, the country of worth!
Wherever I wander, wherever I rove,
The hills of the Highlands for ever I love.

Farewell to the mountains high cover’d with snow,
Farewell to the straths and green valleys below,
Farewell to the forests and wild-hanging woods,
Farewell to the torrents and long-pouring floods!



American writers

1. Emily Dickenson (1830–1882) – wrote more than 1,700 poems.
2. Edgar Allan Poe (1809–1849) – “The Murders in the Rue Morgue.”
3. Henry James (1843–1912) – “The Portrait of a Lady”.
4. Mary Dodge (1831–1905) – “The Silver Skates”.
5. Albert Malts (1908–1985) – “Peace on Earth”, “Circus Comes to Town”.

Jack London

(1876 – 1916)

Jack London, one of the famous American writers, was born in 1876, in San Francisco. When he was a schoolboy he had to sell newspapers and do other work to earn money for a living. Then he became a sailor. Later he did some other work.

His life was very hard and he described it in his book “Martin Eden”

Jack London wrote about fifty books: short stories, novels and other works.

He was made famous by his book “Call of the Wild”. “Martin Eden” is another of his well-known books.

5. Answer the questions.

1. When was Jack London born?
2. What was Jack London?
3. What is his best novel?
4. Have you ever read his books?
5. Name his novels.

Homework

1. Retell the texts about writers.

Unit 1

Lesson 11

The Past Continuous Tense

The Past Continuous Tense is used for something that was happening at the time when the action was. The action was not finished.

Example: *I was reading the grammar theme.*



	Present Continuous	Past Continuous
Affirmative	I am working. {you-we-they} are working. {he-she-it} is working.	I was working. {you-we-they} were working. {he-she-it} was working.
Negative	I am not working. {you-we-they} are not working. {he-she-it} is not working.	I was not working. {you-we-they} were not working. {he-she-it} is not working.
Question	Am I working? Are {you-we-they} working? Is {he-she-it} working?	Was I working? Were {you-we-they} working? Was {he-she-it} working?

1. Read and translate into your native language.

1. Ann was smiling when he saw her. 2. She was talking to someone when they came up to her. 3. The children were singing when mother returned home. 4. We were waiting a bus when it began to rain. 5. The boys were learning to drive when we saw them. 6. Mother was cooking supper at that moment. 7. We were sitting in the living room when it happened. 8. Helen was working in the yard from 8 till 12 o'clock. 9. They all were watching TV when Mike came into the room. 10. She was looking sad when I came to her house.

2. Use the verbs given in brackets in Past Indefinite or Past Continuous.

- 1) It (rain) when we left home.
- 2) When we (come) to the stadium these two teams (play) football.
- 3) I (wait) for Mary from 2 till 3 o' clock.
- 4) I always (wait) for her for some time.
- 5) The children (gather) apples all day long yesterday .
- 6) They (gather) a lot of fruit last week.
- 7) Aman (water) flowers when I saw her in the garden.
- 8) When she (come) the family (sit) round the table in the dining-room.



Homework

1. Rewrite these sentences in interrogative form.

1. Kate was writing a letter when Ann came from school. 2. Nick was carrying a heavy box when we met him. 3. The boys were moving the table when the teacher came into the classroom. 4. The baby was crying for half an hour. 5. The school children were planting trees all day long. 6. The woman was milking her cow when that dog ran out. 7. The children were gathering berries in the forest. 8. Mike was watering vegetable beds when Pete came to see him.

2. Read and retell about Jack London.

Unit 2

Lesson 1

December

1. Read.

December is the month
Of greatest cold,
Of frozen lakes and ponds,
Of deep snow.

Grammar: Degrees of Comparison of adjectives.

The adjective has the following morphological characteristics:
Most adjectives have degrees of comparison: the comparative degree and the superlative degree.

The comparative degree denotes a higher degree of a quality.

*She is **taller** than her sister.*

*My box is **smaller** than hers.*

The superlative degree denotes the highest degree of a quality.

*She is **the tallest** of the three sisters.*

*Her box is **the smallest** of all our boxes.*

a) Adjectives of two syllables which end in **-y**, **-ow**, **-er**, **-le**.



adjective	Comparative	the Superlative
Happy	happier	(the) happiest
Narrow	narrower	(the) narrowest
Clever	cleverer	(the) cleverest
Simple	simpler	(the) simplest

b) Some adjectives have irregular forms of degrees of comparison.

Good	better	(the) best
Bad	worse	(the) worst
Many, much	more	(the) most
Little	less	(the) least

Far farther (the) farthest
further furthest

2. Translate into Turkmen.

1. He is younger than his brother. 2. Today is warmer than yesterday. 3. August is warmer than November. 4. The 22nd of June is the longest day of the year. 5. This year's harvest is richer than last year's one. 6. October is the rainiest month in our place. 7. Today is the happiest day in my life. 8. This is the brightest lamp in our flat. 9. My father is taller than my mother. 10. Guwanch is the tallest of all the pupils in the class.

3. Write the adjectives in correct form.

1. In summer the days are (shorter, longer) than in winter.
2. In winter the days are (warmer, shorter).
3. In autumn the nights are (longer, shorter) than in spring.
4. In winter the nights are (shorter, longer) than in summer.
5. The (long) day is in (September, June).
6. The (long) night is in (May, December).
7. The (hot) season is (winter, summer).
8. The (cold) season is (autumn, winter).
9. The (hot) month is (October, July).
10. The (cold) month is (March, January).



Homework

1. Write comparative and superlative degrees of the adjectives.

1. Warm – warmer – the warmest
2. Strong –
3. Sharp –
4. Old –
5. Large – large – the largest
6. Late –
7. Ripe –
8. Late
9. Big – bigger – the biggest
10. Hot –
11. Thin –
12. Fat –
13. Easy – easier – the easiest
14. Early –
15. Funny –
16. Lazy –
17. Interesting – more interesting – the most interesting
18. Difficult –
19. Beautiful –
20. Good – better – the best
21. Bad –
22. Little –
23. Far –

Unit 2

Lesson 2

The Weather in Winter

Tongue Twister: *Chilly chipper children cheerfully chant.*

1. Read with your teacher and make up sentences.

Sunny, windy, out-of-doors, indoors, somebody, somewhere, sometimes.



2. Read.

The Weather in Winter

The four seasons of the year are spring, summer, autumn (or fall), and winter. December is the first winter month. December, January and February are the winter months but cold weather sometimes comes earlier in November. The coldest month is January.

Winter days are short and cold. The days get dark early. Sometimes on cold mornings there is frost on the grass and in the streets, sidewalks and cars.

On some winter days it snows. A snowy day is cloudy and cold. Sometimes the wind blows while it snows. Weather that has a lot of snow and wind is called a blizzard (snowfall).

Winter is the time to wear warm clothing and to stay indoors near the fire. It is also a time for winter sports. If the day is sunny and not windy, it is pleasant to ski and skate. The boys and girls are fond of sports and spend a lot of time out-of-doors.

Don't forget that even on cold days there must be plenty of fresh air in your classroom. Air your room!

3. Answer the following questions.

1. Do you like winter? Why?
2. What is the coldest season in our country?
3. What do you do in winter?

4. Read and translate.

1. Let us go out and have some fresh **air**. **Air** the room, please. 2. **In winter** we skate and ski. **On winter** days we spend most of the time indoors. 3. We **work** hard. We are interested in his **work**. 4. It **snows** hard. There is much **snow** on the ground.

5. Write question tags for these sentences.

Example: It is windy, isn't it?

The weather is bad. It is windy. The wind blows. It is blowing hard. It is not windy today. It is not raining. It is not raining hard. We do not like to walk when it rains. We do not like to get wet.



6. Which adjectives describe the weather in Turkmenistan?

Cloudy, frosty, sunny, snowy, rainy, dry, foggy, clear, cold, windy, dusty

Homework

1. Describe the pictures.



2. Read and retell the text “The Weather in Winter.”

Countable Nouns with *a/an*

Countable nouns can be singular and plural:

a dog a child evening an umbrella
 dogs some children the evenings two umbrellas

Before singular countable nouns we can use *a/an*:

Goodbye! Have a nice evening.

Do you need an umbrella?

We cannot use singular countable nouns alone or without *a/an, the, my* etc.

She never wears **a** hat. (not “She never wears hat”)

Be careful of **the** dog. (not “Be careful of dog”)

What a beautiful day!

I have got **a** headache.

We use *a/an* . . . to say what kind of thing or person is:

A dog is **an** animal.

Tom’s father is **a** doctor.

Are you **a** good driver?

We say that somebody has a long nose/ a nice face/ a strong heart etc.

Jack has got **a** long nose. (not “the long nose”)

In sentences like these, we use plural nouns alone.

Dogs are animals.

Jack has blue eyes. (not “the blue eyes”)

Remember to use **a/an** when you say what somebody’s job is;

Sandra is **a** nurse. (not “Sandra is nurse”)

1. What are these things? Try and find out if you don’t know.

Examples: *An ant – It’s an insect.*

Ants and bees – They are insects.

1. The Amyderya River

2. A hen, a duck ...

3. Apples, bananas ...
4. Math, Geography, English ...
5. Earth, Mars, Venus ...

2. Who were these people?

Example: *Beethoven – He was a composer.*

1. Magtymguly, Pushkin ...
2. Shakespeare ...
3. Washington, Lincoln, John Kennedy ...
4. Berdi Kerbabayev ...
5. Gurbannazar Ezizov, Kerim Gurbanpessov ...
6. Ayhan Hajiyev ...
7. Wamberi ...

3. Read about what these people do and tell us about their jobs. Choose one of these jobs.

Driver, instructor, translator (interpreter), journalist, pilot, waiter.

Example: *Maral looks after patients in hospital. She is a nurse.*

1. George works in a restaurant. He brings the food to the tables. He
2. Ron works at airport. He runs airplanes. He
3. My father teaches people how to drive. He
4. Jenny writes articles for a newspaper. She
5. John translates what people say from one language into another, so that they can understand each other. He



Falcon – laçun; сокол

Fox – tilki; лиса

Wolf – möjek; волк

Net – tor; сеть

Blindfold – awçu guşlaryň görüni ýarýan daňu; повязка на глаза

Glove – ellik; перчатка

Claw – dyňnak; коготь

Steel – polat; сталь



Beak – guşuň çüňki; клюв
Get away – gaçmak; убежать

4. Read about hunting falcons and choose countable nouns with indefinite articles.

“Hunting birds”

Hunting with birds is a very old tradition. In some countries the falcon is used for hunting wild animals. They are used for hunting foxes and wolves.



It takes much time to train the falcon to hunt. Hunters catch young falcons in nets made of hair. After the training, the falcon is taken to a field. A blindfold over the birds' eyes keeps it quiet until the hunter is ready. The falcon sits on the arm of the hunter. The hunter's arm is covered with a long special glove to protect it from the sharp claws of the bird.

In the field, as soon as the hunter sees a fox or a wolf, he removes the blindfold. The falcon quickly flies into the air and begins to look for the wild animal.

The falcon sees the animal and catches it with claws like steel. Its beak and claws are strong enough to hold some animals. Usually the bird carries the animal back to the hunter. But some animals can get away, because they are fast and have good eyesight.

Homework

1. Choose the true facts.

Birds

Falcons

- hunt wolves.
- catch hunters.
- have sharp claws.
- are trained to hunt.
- are parts of a very old sport.
- are caught in nets.



Hunters

Hunter	{	train falcons. have sharp claws. catch young foxes. take falcons to a field. wear a special glove. use nets made of hair. wear blindfolds.
--------	---	--

2. Choose the true facts from the reading.

The trained falcon	looks for the wild animal. flies into a tree. has claws like steel. carries the hunter home.
--------------------	---

3. Retell the text.

Unit 2

Lesson 4

Countable Nouns with Some

Some is used with plural countable nouns.

We use some in two ways:

The word **some** means “a number of, a few of, or a pair of”.

I have seen **some** good films (not “I’ve seen any good films”).

Some friends are coming to stay for the weekend.

I need **some** new sunglasses.

Do not use some when you are talking about things in general.

I love bananas (“not **some** bananas”).

My aunt is a writer. She writes books (not “**some** books”)

Sometimes we can make sentences with or without some (with no difference in meaning):

There are (**some**) eggs in the fridge if you are hungry.

The word some means “some but not all.”

Some children learn very quickly. (but not all children)

Some police officers in Britain carry guns. (but most of them do not.)

1. Put in a/an or some where it is necessary. If no word is necessary, leave the space empty (-).

Examples: *I have seen **some** good films.*

*Have you got **a** headache? Most of them are students.*

1. When I was ... child, I was very shy.
2. Would you like to be ... actor?
3. Do you collect ... stamps?
4. What ... beautiful garden?
5. ... birds, for example the penguin, cannot fly.
6. It's a pity we haven't got ... camera. I'd like to take ... photographs of that house.
7. Those are ... nice shoes. Where did you get them?
8. I am going shopping. I want to buy ... new shoes.
9. Maria is ... teacher. Her parents were ... teachers too.
10. When we got to the city center ... shops were still open but most of them were closed.

2. Read the text.



National Decorative Arts and Crafts

The Turkmen decorative art is rich and diverse. It includes many kinds of carpets and carpet articles, felts, embroideries and robes, head-dress, the jeweler and women's decorations, decoration for a horse, leather products and others.



Peculiarities of the people's system and life are reflected in their crafts. Among diverse forms of folk applied arts Turkmen carpet weaving is the most developed and rich one, which has won worldwide fame and still is a success. For Turkmen nomads, the carpets were extremely important, covering wagon floors and forming collapsible walls. Protecting them from cold.

The decorative and applied arts of Turkmen people embrace a wide range of materials used and methods of ornamentation. These include ceramics, metal chasing embossing, woodcarving, jewelry making, silk and gold embroidery, silk weaving, carpet making and leatherwork.

Homework

1. Retell the text.

2. Complete the sentences with a/an and some.

1. I've seen ... good films recently.
2. What's wrong with you? Have you got ... headache?
3. I know a lot of people. Most of them are ... students.
4. When I was ... child, I used to be very shy.
5. Would you like to be ... actor?
6. Do you collect ... stamps?
7. What ... beautiful garden?
8. Do you enjoy going to ... concerts?
9. I've been walking for three hours. I've got ... sore feet.
10. I don't feel very well this morning. I've got ... sore throat.

Unit 2

Lesson 5

Neutrality of Turkmenistan

1. Read.

- [ə:] international, show, friendship, composition
[tʃ] sculpture, future, culture



- [θ] faith, author, theme, think
- [k] constant, comfortable, reflect
- [ou] vote, open, show
- [ŋk] frankness
- [ai] kind, find, mind, human kind

2. Read and learn.

International – halkara; международный

Composition – kompozisiýa; композиция

Faith – унам; вера, доверие

Constant – üýtgemeýän; неизменный, постоянный

Reflect – serpikdirmek; отражать

Vote – ses bermek; голосовать

Frankness – açyk, gizlin däl; искренность, откровенность

Humankind – adamzat; человечество

3. Read.

Neutrality of Turkmenistan

On the 2nd of March 1992 Turkmenistan became a member of the United Nations. The UN is an international organization. It supports peace in the world.

Turkmenistan is an independent and neutral country. Our state gained its status of neutrality on the 12th of December 1995. All 185 members of the United Nations voted for the permanent Neutrality of our country.

In 2010, the Arch of Neutrality was replaced to the foothills of Kopetdag Mountains. The Arch of Neutrality represents the Independence, Neutrality and Friendship of our country. There is a 12 metres tall sculpture on the top. The designer of the monument was the Turkmen sculptor, Babasary Annamyradov. The composition reflects frankness, optimism, and faith of the Turkmen people in the bright, happy future of human kind.



Homework

1. Answer the questions.

1. Who the Highly Esteemed President of our neutral country?
2. When did Turkmenistan gain its Neutrality?
3. Where is the Monument of Neutrality?
4. When was it opened?
5. What is on the top of the Monument of Neutrality?
6. What does the Arch symbolize?
7. Who was the designer of that composition?
8. How tall is the sculpture?

2. Tell 12 sentences about neutrality of our country.

Unit 2

Lesson 6

Table Manners



1. Read the poem and learn it by heart.

Take Your Elbows off the Table

(by C. Graham)

Take your elbows off the table.
Keep those big feet on the floor.
Take your hat off when you come in.
You are not outside! Anymore!
Keep your mouth shut when you are eating.

If you are hungry,
Ask for more.
But take your elbows off the table,
And keep those big feet on the floor.

2. Read.

Table Manners

Table manners are very important in any community. Do not attract undue attention to yourself in public.

When eating take as much as you can, but eat as much as you eat. Never stretch over the table for something you want, ask your neighbor to pass it. Take a slice of bread from the bread-plate by hand, do not harpoon your bread with a fork. Never read while eating.

Chicken requires special handling. First cut as much as you can, and when you can't use knife or fork any longer, use your fingers. The customary way to refuse a dish is by saying, "no, thank you" or to accept, "yes please".

Don't empty your glass too quickly – it will be promptly refilled. Don't put liquid into your mouth if it is already full. Don't eat off the knife.

Vegetables, potatoes, macaroni are placed on your fork with the help of your knife. Try to make as little noise as possible when eating.

And finally, don't forget to say "thank you" for every favor or kindness.

3. Questions and answers.

1) You should say "please", "thank you", and "excuse me" during meals.

- a. true
- b. false

2) You should wash your hands before meals.

- a. true
- b. false

3) You should start eating as soon as you sit down at the table.

- a. true
- b. false



- 4) You should reach across the table to reach a dish.
 - a. true
 - b. false
- 5) You should not eat off your knife or lick it.
 - a. true
 - b. false
- 6) You should not pick food out of your teeth at the table.
 - a. true
 - b. false

Homework

1. Learn the poem by heart.
2. Tell your opinion about good manners.

Unit 2

Lesson 7

1. Read and answer questions.

The Shortest Day and the Longest Night

On December 22nd, we have the shortest day and the longest night of the year. When snow covers the ground, you have a good chance to look for the tracks of animals. The track will show their gait and also the speed at which the animal moved.

The rabbit usually moves by bounds. The tracks of the hind feet are placed in pairs and in front of the forefeet. The tracks of the forefeet are smaller and one is placed a little ahead of the other. If the distance between two groups of tracks is one or two feet, the rabbit did not hurry. If it is six or seven feet, the rabbit moved very fast.

2. Answer the questions.

1. What is the shortest day and the longest night of the year?
2. When do you have a good chance to look for the tracks?
3. Have you seen rabbits moving by bounds?
4. If yes, where did you see them?



5. When does a rabbit move fast?
6. What do we call a rabbit child?
7. What does a rabbit eat?
8. What colour are rabbits?

3. Fill in the blank spaces.

1. On , we have the shortest day.
2. On December 22, we have the ... night of the year.
3. When the ground, you have to look for the tracks.
4. The ... usually moves by
5. The tracks of the forefeet are ... and one is placed ... ahead of the other.

4. Do you know these proverbs? If you know explain meaning; if not, learn them.

- | | |
|------------------------|-----------------------|
| 1. Quiet as a mouse | 6. Busy as a bee |
| 2. Sly as a fox | 7. Wise as an owl |
| 3. Strong as an ox | 8. High as a kite |
| 4. Hungry as a wolf | 9. Stubborn as a mule |
| 5. Pretty as a picture | |

5. Read together with your teacher.

Christmas day, Christmas cards, Christmas tree, Christmas eve, decorate, decorations, stocking, roast turkey, pudding, Father Christmas, Santa Claus, cheery, cheeks, twinkle, receive

6. Read and learn.

Cheery – funny, joyful, happy

Cheek – side of face

Twinkle – shine, glimmer

Decoration – beautification

Receive – get, take in

7. Listen and read.



Christmas Day (December 25)

Christmas is a time of giving and receiving presents. Father Christmas (Santa Claus) comes into houses in the night and leaves gifts for the children.

Americans gave Santa Claus a white beard, dressed him in a red suit and made him a cheery old gentleman with red cheeks and a twinkle in his eyes.

American children believe that Santa Claus lives at the North Pole with his wife. All year he lists the names of children, both those who have been good and those who have been bad. He decides what present to give to the good children.

On December 24, Christmas Eve, American children listen to their parents reading “The Night on Christmas Eve” before they go to bed on Christmas Eve.

8. Answer the following questions.

- 1) When do you give friends presents?
- 2) What sort of presents do you like?
- 3) When do we have holidays?
- 4) What does Santa Claus wear?
- 5) When does he come?

3. Christmas Eve is on the
 4. Children listen parents read
 5. Christmas is a time of ... and presents.
2. Do you celebrate Christmas? If yes, tell about how do you do it?

Unit 2

Lesson 8

Grammar: Each and Every

1. Look at the picture carefully. Describe the people and the atmosphere.



2. Which of the words do we normally associate with Christmas?

	YES		NO	
1	<input type="checkbox"/>		<input type="checkbox"/>	night
2	<input type="checkbox"/>		<input type="checkbox"/>	stocking
3	<input type="checkbox"/>		<input type="checkbox"/>	seaside
4	<input type="checkbox"/>		<input type="checkbox"/>	apples and oranges
5	<input type="checkbox"/>		<input type="checkbox"/>	dinner
6	<input type="checkbox"/>		<input type="checkbox"/>	laughing
7	<input type="checkbox"/>		<input type="checkbox"/>	loneliness
8	<input type="checkbox"/>		<input type="checkbox"/>	brandy

9 unhappiness

10 nuts and raisins

3. Now read the poem about Christmas and fill in the missing words using *away, fine, face, there*. Then compare it with your ideas about Christmas in Exercise 2.

Adrian Henri's Talking after Christmas Blues

Well I woke up this morning ... it was Christmas Day.

And the birds were singing the night . . .

I saw my stocking lying on the chair.

Looked right to the bottom but you weren't

There were
apples

oranges

chocolates

and after shave 2

... but no you.

So I went downstairs and the dinner was ...

There was pudding and turkey and lots of wine

And I pulled those crackers 3 with a laughing

Till I saw there was no one in your place.

There were

mince pies 4

brandy

nuts, raisins

and mashed potatoes

... but no you.



bottom – in aşakdaky nokat; низ, дно

mince pie [mins paɪ] – süýjülik; сладкий пирожок

4. Each and Every.

Each and **every** are similar in meaning. Often it is possible to use **each** and **every**:

Each time (or every time) I see you, you look different.

There's a telephone in each room (or every room) of the house.

But **each** and **every** are not exactly the same.

Study the difference:

<p>We use each when we think of things separately, one by one.</p> <p>Study each sentence carefully = study the sentences one by one.</p> <p>Each is more usual for a small number:</p> <p>There were four books on the table. Each book was a different colour.</p>	<p>We use every when we think of things as group; the meaning is similar to all.</p> <p>Every sentences must have a verb = All sentences in general.</p> <p>Every is more usual for a large number:</p> <p>Maral loves to read. She has read every book in the library (all the books).</p> <p>I would like to visit every country in the world (all the countries).</p>
--	---

Each (but not every) can be used for two things:

In a football match, each team has 11 players (not every team).

We use **every** (not each) to say how often something happens:

“How often do you go shopping?” “Every day” (not each day)

There is a bus every ten minutes (not each ten minutes).

Compare the structures we use with **each** and every:

You can use each with a noun: Each book each pupil	You can use every with a noun: Every book every student
---	--



<p>You can use each alone (without noun): None of the rooms was the same. Each was different. (=Each room)</p> <p>Or you can use each one: Each one was different.</p> <p>You can say each of the of these, etc. Read each of these sentences carefully. Each of the books is different colour. Also each of us (you, them). Each of them is a different colour.</p>	<p>You can say every one (but not use every alone): Have you read all these books? Yes, every one.</p> <p>You can say every one of ... (but not every of ...) I've read every one of those books (not every of those book) I've read every one of them.</p>
---	---

You can use each in the middle or at the end of a sentence.

Example:

1. The pupils were given a book by **each** = **Each** student was given a book.
2. These oranges cost 25 pence **each**.

5. Use each or every to complete the sentences.

1. All the students enjoyed the snow. ... student enjoyed it.
2. The school rooms are pretty. ... one is decorated differently.
3. In the winter, ... student must wear a warm coat out-of-doors.
4. There are 20 children at the lesson. ... child is well prepared.
5. Rejep drew 3 pictures. ... picture is different.
6. ... child received a gift from Santa Claus.

Everyone and **every one**

1. **Everyone** (one word) is only for people = everybody.



2. **Every one** (two words) is for things or people, and is similar to **each one**.

Everyone enjoyed the party = Everybody.

He is invited to lots of parties and he goes to **every one** = to every party.

6. Use everyone or every one to complete the sentences.

1. "Good morning class", the teacher said. "I ... prepared today?"
2. Maral dropped her pencils. Now she must pick up
3. He got many presents and he enjoyed
4. When snow is on the ground, ... must walk carefully.
5. ... like holiday celebrations.

Homework

1. Write five sentences using *each*, *every*, and *everyone*.

2. Use *each*, *every* and *everyone* where it is necessary.

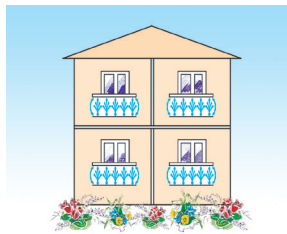
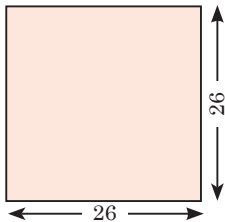
1. ... has the right to freedom of expression.
2. Read ... of these sentences carefully.
3. There's a bus ... ten minutes.
4. ... wants to find out what is going on.
5. In football match ... team has 11 players.
6. "How often do you go shopping?" "... day".

Unit 2

Lesson 9

New Year's Day

1. Look at the pictures and complete the sentences with *each* and *every*.



9:15 14:15
10:15 15:15
11:15 16:15
12:15 17:15
13:15 18:15
19:15



Games played: 24

Won: 24 lost: 0

1. ... pupil has three pens.
2. Maral has read every book in the library.
3. ... side of a square is the same length.
4. ... seat in the theatre was taken.
5. ... apartment has a balcony.
6. There's a train to London ... hour. She was wearing five rings on ... finger.
7. Our football team has been very successful. We have won ... game this season.

2. Insert in *each* or *every*.

1. There were four books on the table. ... book was different colour.
2. The Olympic Games are held ... four years.
3. ... parent worries about their children.
4. In a game of tennis there are two or four players. ... player has a racket.
5. Durdy plays volleyball ... Thursday evening.
6. I understand most of what they said but not ... word.
7. The book is divided into five parts and ... of these has three sections.
8. We had a great weekend. I enjoyed ... minute of it.
9. I tried to phone her two or three times, but ... time there was no reply.

3. Complete the sentence using *each*?

1. The price of one of those oranges is 25 pence. Those oranges are 25 pence



2. I had ten pens and so did Sona. Sona and I ... had ten pens.
3. One of those postcards costs 40 pence. Those postcards are 40 pence
4. The ticket was expensive. I paid \$40 and so did you. We ... paid \$40.

4. Read.

According – laýyklykda, görä; соответственно

Assure – ynandyrmak; уверять

Customs – döp-dessur; обычай, традиция

Celebrate – bellemek; праздновать

Expect – umyt etmek, garaşmak; надеяться, ожидать

Release – boşatmak; освободить

Sentiment – duýgy, pikir; сентиментальность, чувство

Shrine – mukaddes ýer; святыня

5. Answer the following questions.

1. What holiday do we celebrate on the 31st of December?
2. Why do we celebrate it on that day?
3. Where do you celebrate it?
4. What do you decorate on that day?
5. How do you decorate it?
6. Who comes to your party on that day?
7. What does Santa Claus usual speak about?
8. What do you do when Santa Claus comes?
9. What date is the first day of New Year?

6. Read the text.

New Year's Day

The beginning of the New Year has been welcomed on different dates throughout history. Ways of celebrating differ as well, according to customs and religions of the world. People in Turkmenistan, for example, celebrate the New Year by wearing new clothes. Southeast Asians release birds and turtles to assure themselves good luck in the twelve months ahead. Hindus of India leave shrines next to their beds, so they can see beautiful objects at the start of the New Year.



Japanese prepare rice cakes at a social event the week before the New Year.

Whatever the custom, most of people feel the same sentiment. With a New Year, we can expect a new life. We wish each other good luck and promise to do better in the following year.

7. Complete these sentences.

1. Ways of celebrating differ as well,
2. Turkmen people celebrate ...
3. ... people release birds and turtles.
4. Japanese prepare
5. With a New Year, we can expect

8. Read and learn with your teacher:

Auld Lang Syne

[æld] [læn] [zain]

At parties, American people sing the Scottish traditional song as the clock strikes midnight on New Year's Eve. The expression "Auld Lang Syne" means "old days gone by". The Scottish poet Robert Burns wrote "Auld Lang Syne" in the 18th century.

Should auld ac-quain-tance be for-got, and never brought to.
mind? Should auld ac-quain-tance be for-got, and
days of auld lang syne? For auld—lang—
syne, my dears, For auld—lang—syne. We'll
take a cup of kind-ness yet, For auld—lang—Syne



Should auld acquaintance be forget,
And never brought him to mind?
Should auld acquaintance be forget,
And days of auld lang syne?
For auld lang syne, my dear,
For auld lang syne.
We'll take a cup o' kindness yet
For auld lang syne.

Homework

Tell us how you celebrate the New Year.

Unit 2

Lesson 10

Verb + ing (Enjoy Doing/Stop Talking)

Look at these examples:

1. I enjoy dancing. (not “I enjoy to dance”)
2. Would you mind closing the door? (not “mind to close”)
3. Meret suggested going to the cinema. (not “suggested to go”)

After enjoy, mind and suggest, we use – **ing** (not to ...)

Here are some verbs that are followed by – **ing**:

stop	practice	involve
finish	risk	miss
delay	avoid	consider
postpone	imagine	follow

1. Suddenly everybody stopped talking. There was silence.
2. I'll do the shopping when I finish cleaning the flat.
3. He tried to avoid answering my question.
4. I don't fancy going out this evening.
5. Have you ever considered going to live in another country?

Note: the negative form *not – ing*:



“When I’m on holiday, I enjoy not having to get up early”.

We also use – ing after:

give up = stop

put off = postpone

carry on, go on = continue

keep or keep on = do something continuously or repeatedly

1. A boy is giving up writing.
2. Don’t keep speaking while I am explaining.

With some verbs we can use the structure verbs + somebody + ing:

1. I can’t imagine George riding a motorbike.
2. You can’t stop me doing what I want.
3. Sorry to keep you waiting so long. That’s all right.

Note the passive form (being done/seen/kept etc.)

1. I don’t mind being kept waiting. = I don’t mind people keeping me ...

When we are talking about finished actions, you can say having done/stolen/said/etc.

1. She admitted having broken the silence.

But it’s not necessary to use having (done). We can also use the simple -ing form for finished actions:

1. She admitted breaking the silence.
2. I now regret saying (or having said) what I said.

1. Complete each sentences with the **-ing** form of one of these verbs.

be, listen, make, wash, work, write.

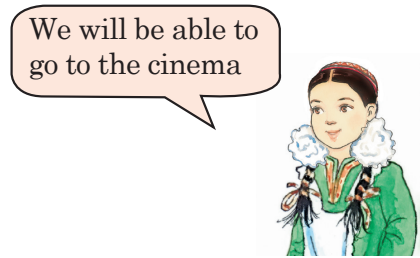
Example: *He tried to avoid **answering** my question.*

1. Could you please stop ... so much noise?
2. I enjoy ... to music.
3. Have you finished ... your hair yet?
4. If you walk into road without looking, you risk ... knocked down.
5. Jim is 65 but is not going to retire yet. He wants to carry on
6. I’ve put off ... the letter so many times. I really must do it today.



2. Complete the sentences for each situation using – *ing*.

Example: She suggested **going** to the cinema.



1. He didn't fancy
2. He admitted
3. She suggested
4. They didn't mind.....

Homework

1. Complete the sentences so that they mean the same as the first sentence. Use *-ing* forms of the verbs.

Example:

*I can do what I want and you can't stop me. You can't stop me **doing** what I want.*

1. It's not a good idea to go out during windy weather.
It's better to avoid ...

2. Shall we go away tomorrow instead of today?
Will we postpone ... until?
3. The driver of the car said it was true that he didn't have a licence.
The driver of the car admitted
4. Could you turn the radio down, please?
Would you mind ... ?
5. Please don't interrupt me all the time.
Would you mind ... ?

Unit 2

Lesson 11

Revision

1. Complete the sentences using words *polite, track, rabbit, shortest, Christmas Eve, Christmas Day, every, each, according, customs, answering*.
 1. He tried to avoid my question.
 2. Ways of celebrating differ as well, ... to ... and religions of the world.
 3. None of the rooms was the same. ... was different.
 4. When company comes I am very
 5. I like to look for the ... of the animals.
 6. The ... moves by bounds.
 7. On December 22nd, we have the ... day.
 8. On December 24th,
 9. ... is on the 25th of December.
 10. I have read ... one of those books.
2. Write your own essay about December.



3. Look and speak on the pictures.



The Christmas Tree

A Christmas card

Stockings for Santa's presents

The rabbit moves by bounds



The track of rabbit

At the New Year Party

The day is snowy

The Shortest day



The Longest night

Winter holidays

HAVE A GREAT TIME!

HAPPY NEW YEAR!



1. Read.

January

January is the month
Of the greatest cold,
Of frozen lakes and ponds,
Of, deep snow.

2. Answer the following questions.

1. When do you have your winter holidays?
2. Is the weather fine in winter?
3. What winter sports do you know?
4. Can you make a snowman?
5. What holiday do we celebrate on the 1st of January?
6. What holiday do American and English people celebrate on the 25th of December?
7. Do you like winter holidays?

3. Read the poem and discuss it.

In winter time we go
Walking in the fields of snow,
Where there is no grass at all;
Where the top of every wall,
Every fence and every tree
Is as white as white can be.

Painting out the way we came,
Everyone of them the same –
All across the fields there be
Prints in silver filigree;

And our mothers always know
By our footprints in the snow
Where the children go.

4. Time for fun.

High temperature

The champion was told that he had a temperature.
“How high is it, doctor?” he wanted to know.
“A forty-one”, said the Doctor.
“And what’s the world record?” asked the champion.

5. Read.

Crawl – emedeklemek; ползать

Suspect – şübhe; подозрение

Soak – öllemek; замачивать

Moisture – ıyg; влага

Cure – melhem; лекарство

6. Answer the following questions.

1. When does cold weather come?
2. What do you wear when it is cold?
3. What do you do to make your house warm?
4. Do you keep your head wet when you wash your hair?
5. Do you drink clean water?
6. How much do you drink?
7. Do you drink fruit juice?
8. Do you eat soup?
9. What do you do when you have caught cold?

7. Read the text.

What Causes Cold?

Ker-choo! Pardon me, but I do seem to have a cold. I wonder how I got it. Let me fix a cup of tea, crawl into bed, and look at my list of suspects.

Suspect number one: Cold weather. People have blamed colds on cold weather for centuries. But, come to think of it, people have colds



all year round, not just when it's cold outside. Let's keep looking for suspects.

Suspect number two: Cold and wet feet, hands, or head. I always dress for the weather, but once in a while, the rain surprises me and I get soaked. Maybe I'll get a cold, or maybe not. Let's go on to the next suspect.

Suspect number three: The cold virus. Hundreds of different germs, called viruses, float in the air in tiny drops of moisture. When you breathe, some of these cold germs glide into your body. Once there, they make you sick – and they are truly guilty of causing colds. No one has discovered a cure for the common cold. You can be certain, through, that scientists will be searching until a cure is found.

For now we know these things can help you feel better if you have a cold: drink at least 2 liters of clean water each day; drink fruit juice that is high in vitamin C; eat soup; get plenty of rest.

8. What can you advise these children?



Children are playing
They didn't wear
scarves or hats.
It is snowing.



It is raining.
Children went out
without an umbrella.
They get wet.



It is very cold.
Children are eating
ice-cream.

Homework

Answer the questions. YES or NO.

1. Do you wear warm clothes when it is warm?
2. Do you wear warm clothes when it is cold?
3. Do you carry an umbrella when it rains?



4. Do you go out without an umbrella when it rains?
5. Do you eat ice cream in winter?
6. Do you drink fruit juice?
7. Do you go to the doctor when you have caught a cold?
8. Do you go to school when you have a high temperature?

Unit 1

Lesson 2

Capital Cities

1. Answer the following questions.

1. What is the capital of Great Britain?
2. What is the capital of the USA?
3. Have you been to London?
4. Have you been to Great Britain?
5. Have you been to the USA?
6. Have you been to Washington, D.C.?
7. If you have been, what was the reason?

2. Read.

- [ou] go, home, stone, devote, dome
[ə:] her, early, girl, amateur
[e] fresh, erect, senate, president, temple
[ei] take, great, place, dedicate
[ɔ] hot, dominant
[ə] forbid

3. Read and learn.

Devote – baguş etmek; посвящать

Amateur – höwesjeň; любитель

Dedicate – baguş etmek; посвящать

Forbid – gadagan etmek; запретить

Dome – beýik binanyň üçegi; купол

Feature – aýratynlyk; особенность

4. Read and answer the questions.

Washington, D.C.

Part I

Washington, D.C. is the capital of the United States of America. The city is situated on the left bank of the Potomac River. The city was named after the first U.S. President, George Washington. The population of the city is nearly three million people. There are many beautiful parks and gardens in Washington. It is interesting to see the famous cherry trees. These trees were a gift from Japan in 1912.

There are many libraries, museums, and art galleries in the city. One example you can see The National Gallery of Art. It was opened in 1941. It has a lot of art collections by the great masters from the 14th to the 19th centuries. It is one of the finest art galleries in America. The NASA Museum is devoted to the US achievements in the exploration of space.

The Capitol is the centre of the city. The Capitol was built according to the plans of William Thornton. He was an amateur architect. It is made of stone and marble and contains 540 rooms. It is situated on Capitol Hill. Capitol Hill is the highest place in the city. Topping the dome is a 19 foot tall bronze statue of Freedom. There is a law that forbids' building houses higher than the Capitol. The Capitol is the seat of Congress.

Congress consists of two chambers: The Senate and the House of Representatives. From the Capitol to the White House runs Pennsylvania Avenue used for all processions and parades. The White House is the place where the President of the USA lives and works. It is the official residence of the USA presidents.

5. Answer the following questions.

1. What is the capital of the USA?
2. Where is Washington, D.C. situated?
3. Who was the first President of the USA?
4. What do you know about cherry trees in Washington, D.C.?
5. What kind of interesting places are there in the city?



6. What is the Capitol?
7. Where is the Capitol?
8. What do you know about the White House in Washington?

Homework

1. Complete the sentences.

1. ... is the capital of the USA.
2. This was named after the first U.S. President,
3. The population of the city is nearly
4. The ... is the centre of the city.
5. It is situated on
6. The is the place where the president of the USA lives and works.

2. Tell us about Washington, D.C.

Unit 1

Lesson 3

Washington, D.C. Is the Capital of the United States of America

1. Read and answer the questions.

Washington, D.C.

Part II

The White House was first occupied in 1800. George Washington died in 1799 and he didn't live in that House. John Adams was the first President who lived in that the White House.

The White House has 132 rooms. The Metro system is an up-to-date one in Washington. If you want to go by metro, you have to find the letter "M". The fare in the metro is connected with the time of a day and the distance of your traveling.

There are a lot of interesting places in Washington, D.C. It is difficult to find a park or a square without a monument or a memorial. The



Lincoln Memorial and Washington Monument are the most famous and nice ones.

The Lincoln Memorial was dedicated to the Memorial Day – May 30, 1922. It was built in the style of a classic Greek temple. It has 36 columns. Each column represents a state in the Union at the time of Lincoln’s death. But the dominant feature of the building is the realistic figure of Lincoln.

The Washington Monument is one of the city’s most impressive sights. It is situated in Potomac Park. It was erected in 1888, to the memory of the first president of the USA. It is called “The Pencil”, because it is one of the tallest stone constructions in the world and the tallest stone structure in the USA. This monument is over 555 feet high. The Pentagon is also in Washington, D.C. It is a building which was built between 1941–1943. Now it is the US military centre. A lot of people work there. Washington is a city almost without industry.

2. Answer the following questions.

1. Did George Washington live in the White House?
2. Is metro fare connected with the time of a day?
3. Can you name the most famous monuments in the city.
4. The Pentagon is a military centre, isn’t it?
5. Is there any industry in Washington?

Homework

Tell us about the capital city of the USA.

Unit 1

Lesson 4

Great Britain

1. Tell us what you know about Great Britain.
2. Read.

[e] pet, set, bury, Thames	[ju:] pupil, beautiful, huge
[f] she, ancient, population	[ei] gave, hate, pavement



3. Read and learn.

Bury – gömmek, jaýlamak; хоронить, закапывать в землю

Ton – tonna; тонна

Thames – Temza derýasy; река Темза

Huge – öran uly; огромный

Pavement – ýol, ruýadalar üçin ýol; тротуар

4. Read.

London

London is the capital of Great Britain. It is a very old city. It is 2,000 years old. London is not only the capital of the country; it is also a huge port. London is situated upon both banks of the Thames River. There are 17 bridges over the river.

The population of London is about 9 million people. London has three parts: the City of London, the West End, and the East End. The City of London is the oldest part of London. You can see narrow streets and pavements there. There are many offices, firms and banks in this part of London. The city of London is the financial centre of the United Kingdom. The West End is the centre of London. There are many places of interest in the West End. One is the Houses of Parliament with its famous clock, Big Ben. It is interesting that the clock “Big Ben” came into service in 1859. Big Ben is the biggest clock with its bell in Britain. It weighs 13.5 tons. Another interesting place is Westminster Abbey, which was founded in 1050. It is situated in the centre of London. Many great Englishmen were buried in the Westminster Abbey: Newton, Darwin and others. The official London residence of the Queen is Buckingham Palace. It was built in the 18th century.

There are many beautiful squares in London. Trafalgar Square is one of them and it is in the centre of the West End. One can see a statue of Admiral Nelson in the middle of this square.

There are many museums, libraries and galleries in London. The Tate Gallery is one of the well-known galleries in London. Henry Tate was a sugar manufacturer. He was fond of paintings and collected many pictures.

The British Museum is a very interesting place in London. It was founded in 1753. The library of this Museum has a lot of books.



The East End of London is the district for the working people. There are many factories, workshops, and shipping docks there.

5. Answer the questions.

1. What is the capital of Great Britain?
2. What do you know about the population of Great Britain?
3. Are there any beautiful parks in London?
4. Can you name 3 main parts of London?
5. What kind of interesting places are there in London?
6. Where is Trafalgar Square?
7. What do you know about the British Museum?
8. Where is the official London residence of the Queen?
9. The Tate Gallery is one of the well-known galleries in London, isn't it?
10. Have you been to London?

Homework

Tell us about London.

Unit 1

Lesson 5

Capital Cities around the World

Capital: Every country has a capital. The capital of a country is a city or town in which the official seat of the government is located.

1. Find these countries and their capital on the map.

Country	Capital	Continent?
1. Australia	Canberra	Australia
2. Argentina	Buenos Aires	South America
3. Brazil	Brasilia	South America
4. France	Paris	Europe
5. Greece	Athens	Europe
6. Germany	Berlin	Europe
7. India	Delhi	Europe
8. Mexico	Mexico city	South America
9. Pakistan	Islamabad	Asia
10. Thailand	Bangkok	Asia



2. Read and retell about the capital cities.

1. **Ashgabat** is the capital of Independent and Neutral Turkmenistan. It attracts tourists from all over the world. To be exact, the implementation of a wide – scale city – building program in turn on constructions of dwelling – houses with all modern conveniences, buildings for social and cultural purposes has begun in our capital.

Thus Ashgabat will become one of the most beautiful cities not only in Central Asia but in the whole world.

2. **Brasilia** is the new, modern capital of Brazil, the largest country in South America and the fifth largest country in the world. The old capital was Rio de Janeiro on the Atlantic coast.

3. **Paris** is the capital and largest city of France. It is one of the most beautiful cities in the world. There are many parks and historic cities throughout Paris and at night the city lights up its magnificent palaces and monuments. That's why Paris has been given the nickname "City of Light".

Paris is famous for the Eiffel Tower. It was built in 1889. It is 984 feet high (1,056 feet including the television tower).

4. **Moscow** is the capital of the Russian Federation, its administrative, economic, political and educational centre. The President of Russia lives and works here; government offices are located here too.

Moscow is known for its many historical buildings, museums and art galleries, as well as for the famous Bolshoi, Maly Theatre and Art theatres. There are more than 80 museums in Moscow, among them the unique Pushkin Museum of Fine Arts and the State Tretyakov Gallery, Andrey Rublev's Museum of Ancient Russian Art and many others.

5. **Tokyo** is the capital of a small, but very rich country Japan. It is the main business center of Japan as well as the headquarters of the national government. Japan is rich because it makes and sells many modern machines: cars, motorcycles, computers, televisions, and radios. Perhaps your family has a Japanese car or a Japanese television.

Tokyo is a very modern city – there are a lot of factories and high apartment buildings. But you can also see beautiful old houses. Outside, an old Japanese house is made of wood. Inside, the walls and doors are



made of paper. There aren't any chairs and beds inside the house; people sit on mats and eat at small tables.

Homework

Tell us about the capital of one of these countries.

Unit 1

Lesson 6

Famous Sights From Capital Cities

1. Look at the pictures and tell about them.



The White House



The Statue of Liberty



The Capitol



The Houses of Parliament



Westminster Abbey



The British Museum



Trafalgar Square



Buckingham Palace

2. Read together with your teacher.

1. **The White House** is the official residence of the President of the United States. The President lives and works in this world – famous building in Washington D.C. The address of the White House is 1600 Pennsylvania Ave. The White House has 132 rooms. John Adams was the first President who lived in the White House.

2. **Statue of Liberty** raises her torch [tɔ:tʃ] to travelers arriving in New York's harbour [hɑ:bə]. In 1884, France gave this enormous, 151 ft. (46 m.) high copper statute to the United States to mark 100 years of American freedom, or liberty, from foreign rulers. Visitors can walk up inside the Statue and look across the harbor from windows in the crown.

3. **The Capitol** is in the centre of Washington, DC. The Capitol was built according to the plans of William Thronton. He was an amateur architect. It is made of stone and marble and contains 540 rooms. It is situated on Capitol Hill. There is a law that forbids building houses higher than the Capitol. The Capitol is the seat of Congress.

4. **The Houses of Parliament** are known to be designed by Sir Charles Barry. They are the most beautiful buildings in Europe. This is the place where the English government, and Parliament work.

5. **Westminster Abbey** is famous for its architecture and historical associations.

6. **The British Museum** is really a history museum. It is one of the most famous museums of the world. Turkmen tourists always visit it, they can see books of Great Turkmen poet Magtymguly there. There is a guide there who shows his books.

7. **Trafalgar Square** is named in memory of Admiral Nelson's great victory. In the middle of the square stands the famous Nelson's Column with the Statue of Admiral Nelson on the top of it. It is a traditional place of mass meetings.

8. **Buckingham Palace** is known all over the world to be the home of Britain's kings and queens.

Homework

1. Compare the places of interest in the USA and Great Britain with the places in Turkmenistan and tell us about them.



The Russian Federation (Russia)**1. Let's talk about Russia.**

1. What is the capital of Russia?
2. Is Moscow a modern city?
3. Are there many plants in Moscow?
4. There are many kinds of transport in Moscow, aren't there?
5. Do you like to go by metro?
6. Have you been to Moscow?

2. Read and write transcription of the following words.

Europe, Asia, square, ocean, climate, zero, Siberia, pure, temperature, percent, iron, coal

3. Read the text.**Russia**

Russia is one of the largest countries in the world. It occupies about one-seventh part of the dry land of earth. It is situated in Europe and Asia. Its total area is over 17 million square kilometres.

The country is washed by seas and oceans. There are different types of climate throughout the territory of this large country. It is very cold in the country even in summer. The central part of the country has a mild climate: the winters are cold, springs and autumns are warm or cool and summers are hot and warm. In the south the temperature usually is above zero all year round, even in winter. Summer is really hot; the climate is very favorable. The climate of Siberia is continental: summers are hot and dry, winters are very cold. Some parts of the country are covered with mountains and hills.

There are many rivers in Russia; the longest rivers are the Volga in Europe and the Yenisei and the Ob in Asia. The deepest lakes are the Baikal and Ladoga. The water of the lake Baikal is the purest in the world. The Russian Federation is very rich in mineral resources, such as oil, natural gas, coal, iron, gold and others. Russia borders on many countries. Among them are Estonia, Latvia, Finland, Poland, China,



Mongolia, and Korea. Moscow is the capital of Russia. It was founded in 1147. There are many places of interest in Moscow. Russian people are proud of the Moscow Kremlin.

The first President of Russia was B. N. Yeltsen. The second President of Russia was V.V. Putin. The Russian president works in the Kremlin.

Russia and Turkmenistan have friendship relations.

4. Answer the following questions.

1. Is the Russian Federation one of the largest countries in the world?
2. Where is the Russian Federation situated?
3. What kind of climate is in the country?
4. What do you know about the climate in the south of the country?
5. What kind of mineral resources does Russia have?
6. What lakes are there in the country?
7. What is the capital of Russia?
8. What countries does Russia border with?

Homework

1. Answer the questions.

1. What is the state language of Russia?
2. Who is the first president of Russia?
3. What Russian poets, artists, actors, and films do you know?
4. What kind of Russian TV program for children do you know?
5. Which Russian TV program do you like?
6. What cartoons do you know?
7. When do Russian people celebrate The Day of Great Victory?

2. Retell the text about Russia.

Unit 1

Lesson 8

February

1. Read.

February is the shortest month
The next to the coldest.



Winter is still with us,
But the days are growing longer.

2. Read and learn.

Januarius – Rumyn mifologiýanyň hudaýy; Бог в румынской мифологии с двумя лицами (двуликий Янус)

purify – arassalamak (arassalanmak); очищать(-ся)

3. Read and tell us your own story about February.

February

February is the second and shortest month of the year. Usually, this month has only twenty-eight days. But every fourth year is called leap year – and an extra day is added. This keeps the calendar in time with the seasons. If you were born on February 29, you have a real birthday only once every four years.

At one time the Roman calendar had only ten months. Then, the Romans added two months, Januarius (January) and Februarius (February). They made Februarius the last month of the year.

Februarius comes from the Latin word februare, which means “to purify” or “to make clean”. It was in Februarius that the Romans prepared themselves for the start of the New Year, which began on March 1.

Long ago, people living in England called the month Kale – month. Kale is a kind of cabbage. This was the time of year when the Kale plants started to appear. Later, the name was changed to Sol-monath, or “Sun’s month”, because at this time of year the sun again begins to warm the earth.

4. Read and learn.

February 2 – Candlemas Day

If Candlemas be fair and bright,
Winter will have another flight;
But if it is dark with clouds and rain,
Winter is gone and will not come again.



5. Read and think about it.

February 2 – Groundhog Day

Do you think that a small, furry animal can tell what the weather is going to be like? Some people in the United States think that the ground hog, or woodchuck, can.

Homework

1. Answer the following questions.

1. Which month of the year is February?
2. How many days are there in February?
3. When is an extra day added?
4. What does “februare” mean?
5. How do English people call that month?
6. How was the name changed later?

2. Tell us your own story about February.

Unit 1

Lesson 9

Grammar: Could (do) and could have (done)

1. Remember it.

Could is used in a number of ways. Sometimes **could** is the past of **can**.

- Listen. I can hear something. (now)
- I listened. I could hear something. (past)

But **could** is not only used in this way. We also use **could** to talk about possible actions now or in the future (especially to make a suggestion).

- A. What shall we do this evening?
- B. We **could** go to the cinema.



It's a nice day. We **could** go for a walk.

When you go to New York next month, you **could** stay with Barbara.

Can is also possible in these sentences: We **can** go for a walk.

Could is less sure than **can**. You must use **could** (not **can**) when you do not really mean what you say. For example:

I am so angry with him, I **could** beat him. (not, I **can** beat him)

We also use **could** to say that something is possible now or in the future:

The phone is ringing. It could be Mergen.

I don't know when they'll be here. They could arrive at any time.

Can is not possible in these examples. (not, It **can** be Mergen).

In these examples **could** is similar to **might**.

E.g. The phone is ringing. It might be Meret.

Compare **could** (do) and **could have** (done):

I'm so tired; I could sleep for a week. (now)

I was so tired; I could have slept for a week. (past)

Most often, we use **could have** (done) for things which were possible but did not happen:

Why did you come to school when you were unwell? You could have stayed at home. (= you had the opportunity to stay at home but you did not)

The situation was bad but it could have been worse.

Sometimes **could** means "would be able to..."

We could go away if we had enough time (= we would be able to go away)

I don't know how you work so hard. I couldn't do it.

Could have (done) = would have been able to (do):

Why didn't Leyli apply for the job? She could have gotten it.



We could have gone away if we'd had enough time.
You did very well to pass the exam. I'm sure I couldn't have passed it.
(= I wouldn't have been able to pass it if I had taken it.)

2. Complete these sentences, use: *can, can't, could, couldn't* or *could have*.

1. I'm so hungry, I ... eat a horse.
2. This is a beautiful city I ... stay here forever.
3. Maksat was so tired he ... slept for 100 years.
4. If I had studied harder for the exam I ... gotten a better grade.
5. I'm not busy today so we ... go to the cinema.
6. She ... come to the party because she was busy.
7. They ... buy many things at the store because they didn't have any money but now they
8. You ... watch TV now, you must study.
9. They ... read or write before they went to school, but now the
10. Aygul finished her studies at university and now she ... speak many foreign languages.

Homework

Make up 6 sentences your own using *could (do)* and *could have (done)*.

Unit 1

Lesson 10

Grammar: "Should"

Learn it.

We ***should do*** something = it is a good thing to do or the right thing to do.

We can use ***should*** to give advice or to give an opinion.

Example:

You look tired. You ***should*** go to bed.

Those boys ***shouldn't*** be playing football at this time. They ***should*** be at school.

1. Give your ideas.

If you want to stay healthy, what are some things you should do?



2. What are some things that you shouldn't do?

3. Make sentences with should and shouldn't. Give advice.

1. Your friend wants to lose weight. 2. Someone wants to learn your language. 3. Your friend wants to be a millionaire. 4. Someone wants to meet new friends. 5. Your friend wants to be fitter and healthier. 6. Someone wants to get a raise.

4. You have met 2 pupils of your age from the United States and you have invited them to dinner.

What will you tell them they should do, shouldn't do, can do and can't do so that they don't offend your parents and keep within the traditions of Turkmenistan?

5. Fun with English.

This recipe was written by an English teacher:

Recipe for the Perfect Pupil

1 cup of motivation (operative)

1 cup of determination (decide)

½ cup of patience

½ cup of tolerance

1 cup of laughter (laugh)

1 cup of imagination

1 cup of independence

½ cup of cooperation (friendship) with others

1 pinch of fun

Now, with the person sitting next to you, write a recipe for one of the following or choose a topic of your own.

- Recipe for the perfect boyfriend or girlfriend.
- Recipe for the perfect teacher.
- Recipe for the perfect mother or father.

Homework

1. Give advice in these situations.

E.g. A: *I'm driving across the desert next week.*



B: *You should have your car checked / You should have radiator checked. / You should get it turned up.*

1. My jacket's very dirty.
2. There are holes in my shoes.
3. My camera's broken.
4. My overcoat's too long.
5. My pants are too short.
6. I can't see very well.
7. My watch battery is dead.
8. I often ask people to repeat themselves. I don't hear very well.

Unit 2

Lesson 1

The President of Turkmenistan

1. Read and learn.

Research – barlag, gözleg geçirmek; исследовать, изучение

Confer – maslahatlaşmak; представлять, обсуждать

Dean – dekan; декан

Chairman – başlyk; председатель

2. Read and retell the text.

Gurbanguly Berdimuhamedov

Gurbanguly Berdimuhamedov, the second President of Turkmenistan was born on June 29, 1957 in the village Babarap, the Geokdepe etrap. His father was a school teacher and his mother was a housekeeper. Later his family moved to Ashgabat. At the age of seven Gurbanguly Berdimuhamedov went to school 43 in Ashgabat. At school he was good at all subjects. When he left school in 1974, he entered the Turkmen Medical Institute. During the years of training he did much research work too. He graduated from the Institute in 1979 and after graduation he continued his research work. He was conferred two high scientific degrees: Candidate of Medicine and Doctor of Medicine.

In 1979–1997 he held the appointments at the Ministry of Health and Medical Industry of Turkmenistan. He worked as a lecturer, As-





sistant Professor of the Department of Preventive Dentistry, the Dean of the Department of Stomatology of the Turkmen State Medical Institute, Director of the Stomatology Centre of the Ministry of Health and Medical Industry of Turkmenistan. He is a doctor of Medicine, Doctor of Economics, Professor and Academician of the Academy of Sciences of Turkmenistan.

In December 1997, held an appointment as Minister of health and medical Industry of Turkmenistan. He was additionally appointed as Executive Director of the Healthcare Development Fund of Turkmenistan and Acting Rector of the Turkmen State Medical Institute

At the nation wide elections on the 11th of February 2007, Gurbanguly Berdimuhamedov won the full confidence of the electorate and was elected the President of Turkmenistan.

The title of Hero of Turkmenistan was conferred to the President of Turkmenistan Gurbanguly Berdimuhamedov on October 25, 2011.

He has many national and foreign orders and medals. Gurbanguly Berdimuhamedov is Honorary Doctor and Academician of a number of universities and academies of foreign countries. His hobbies are sport and horse riding.

3. Answer the following questions.

1. When was Gurbanguly Berdimuhamedov born?
2. What school did he go at the age of seven?



3. When did he leave the school?
4. Where did he study after school?
5. What posts did he occupy?
6. When was he elected the President of Turkmenistan?

Homework

Retell the text.

Unit 2

Lesson 2

Abraham Lincoln

1. Read.

- [ou] go, home, bone, bold, borrow
[i] will, big, hill, split, spilt, spirit
[ɔ] hog, dog, lock, block, log, Lincoln
[ei] gave, sale, safe, nickname, slave, slavery, nation

2. Read and learn.

Nickname – lakam; кличка

Split – jaýrylmak; раскалывать

Log – töňňe; бревно

Slave – gul; раб

Slavery – gulçulyk; рабство

Borrow – karz almak; занимать, брать на время

3. Read and answer the questions.

February 12 – Abraham Lincoln's Birthday

Abraham Lincoln, the sixteenth President of the United States, had many nicknames.

As a young man, Lincoln and a friend borrowed money to buy a store. After only a few months, the store went out of business. Then Lincoln's friend died. Lincoln worked long and hard to pay back all the money himself. He finally did. This helped earn him the nickname "Honest Abe".

Another of Lincoln's nickname was "the Railsplitter". This nickname recalled the days when, as a young man, Lincoln had split logs to make



fence rails. Lincoln became President in 1861. Soon, war began between the Northern and Southern states. One reason for the war was slavery. The South had black slaves and wanted to keep them. Many people in the northern States wanted to stop slavery.

During the war, President Lincoln issued a law freeing all black people living under Confederate (Southern) control. Because of this action, Lincoln gained the nickname “The Great Emancipator”, meaning “one who sets people free from slavery”.

The law did not really set free any slave. Because of the war, there were no slaves free. But after the war was over, the law of the land was changed. A new law put an end to slavery in all parts of the nation.

Unfortunately, Lincoln did not live to see this new law passed. On the night April 14, 1865, he was shot while at the theatre. He died the next morning.

Illinois, where Lincoln lived for a long time and where he was buried was the first state to make his birthday a holiday. Most of the states that celebrate Lincoln’s birthday do so on February 12. This is the date on which he was born in 1809 in a log cabin in Kentucky.

A few states celebrate Lincoln’s birthday on the first Monday in February. Other states combine Lincoln’s and Washington’s birthdays. In these states, the celebration – called President’s Day – is held on the third Monday in February.

4. Read and translate into Turkmen language.

1. The sixteenth President of the United States had many nicknames
2. Lincoln had split logs to make fence rails.
3. One reason for the war was slavery.
4. The South had black slaves and wanted to keep them.
5. A new law put an end to slavery in all parts of the nation.

5. Time for fun.

A Ready Answer

Father: What are doing up in the tree, boy?

Boy: One of the apples fell down, and I’m trying to put it back.





How Mergen broke his arm

- Juma: How did you break your arm?
Mergen: Do you see those stairs over there?
Juma: Yes.
Mergen: Well, I didn't.

Homework

1. Retell the text.
2. Answer the questions.
 1. What was Lincoln's first nickname?
 2. What was his the second nickname?
 3. Why did he gain it?
 4. When did he become President of the USA?
 5. What was one reason for the war?
 6. Where did he live?
 7. Where was he buried?

Unit 2

Lesson 3

Grammar: Relative Clauses (1) – Clauses with *Who / That / Which*

1. Look at this example sentence:

The girl who lives next door is a pupil.

Relative clause

A clause is a part of a sentence. A relative clause tells us which person or thing (or what kind of person or thing) the speaker means:

The girl *who lives next door* ... (“who lives next door” tell us which girl)

People *who live in Ashgabat* ... (“who live in Ashgabat” tells us what kind of people)

We use **who** in a relative clause when we are talking about people (not thing). We use **who** instead of he (she/they):

The girl she lives next door is a pupil.

↓

→ The girl **who lives next door** is a pupil.

We know a lot of people they live in Ashgabat.

↓

→ We know a lot of people who live in Ashgabat.

- A teacher is someone *who teaches children*.
- What was the name of the man **who called you**?
- Anyone *who wants to know much must* read more.

You can also use that (instead of who)

But sometimes you must use who (not that) for people.

When we are talking about *things*, we use *that* or which (not “who”) in a relative clause:

Where is the cheese? It was in the fridge.

→ Where is the cheese { that } was in the fridge?
 { Which }

I don't like stories *that have unhappy endings*. (or stories which have)

Bayram works for a company *that makes washing machine* (or ... company which makes ...)

That is used more often than which, but sometimes you must use which (not “that”)

You cannot use **what** in sentences like these:

Everything **that happened** was my fault (not “Everything what happened” ...)

What = the thing(s) that.

What happened was my fault (= the things that happened)

Remember

In relative clauses we use *who/that/which* instead of *he/she/they/it*

- So we say:

Do you know the girl **who** lives next door?
(not ... the girl she lives next door)

2. In this exercise you have to explain what some words mean. Choose the right meaning from the box and then write a sentence with *who*. Use a dictionary if it is necessary.

He {
she { makes dress
drives a car
teaches pupils
designs buildings

He {
she { gives concerts
paints pictures
studies at school
works at the factory
works at a hospital

Example: (a teacher). A teacher is someone who teaches children.

1. (a driver)
2. (an architect)
3. (a tailor)
4. (a doctor)
5. (a pupil)
6. (an artist)
7. (a singer)
8. (a worker)

3. Make up one sentence from two. Use *who/that/ which*

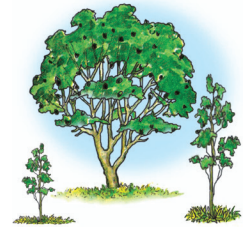
Example: A girl was injured in the accident. Now she is in a hospital.
The girl who was injured in the accident is now in a hospital.

1. A man answered the phone. He told me you were away.
2. The man ...
3. A waitress served us. She was very polite and patient.
4. The ...
5. A building was destroyed in the fire. It has already been rebuilt.
6. The building ...
7. Some people were arrested. They have already been released.

8. The ...
9. A bus goes to the airport. It runs every half hour.
10. The bus ...

4. Time for fun. Read and act.

A man had a large square field in which there were sixteen trees, as shown in the picture. He wanted (we didn't know why) to put up five straight fences, so that every tree could be in a separate enclosure.



How did he do it?

Just take your pencil and draw five **straight** lines across the field so that every tree will be in a separate enclosure.

5. Read the poem and tell whether “who” is in a relative clause or not.

Who Has Seen the Wind?

Who has seen the wind?
 Neither nor you I
 But when the leaves hang trembling
 The wind is passing through.

Who has seen the wind?
 Neither you nor I
 But when the trees bow down their heads
 The wind is passing through.

Homework

Match the two columns to make up correct sentences.

- | | | |
|---|--|---|
| <ol style="list-style-type: none"> 1. A dictionary is a book 2. I don't like pupils 3. What was the name of the horse 4. The book is about a girl | | <p>who run away from school.
 that gives the meaning of words.
 who doesn't like to study
 which won the race</p> |
|---|--|---|

The State Flag of Turkmenistan

1. Look and read.



Teke Carpet Pattern



Saryk Carpet Pattern



Yomud Carpet Pattern



Dashoguz Carpet Pattern



Arsary Carpet Pattern



Olive Leaves

2. Read and learn.

Wave – pasyrdamak; развеваться, волна

Brave – batyrgaý; храбрый

Bold – batyr; отважный

Brag – öwünmek; хвастовство

3. Look, read and learn.

The Flag of Turkmenistan

You're a great new flag
 You're a high – flying flag
 And forever in peace you may wave;

You're the emblem of The Land I love
 The home of the strong and the brave

Every heart beats bold
 Under red, green and gold
 Where neutrality's not a brag.

So our nation's pride
 Is ne'er forget
 Keep your eye on the great new flag!

Have you found the keys you lost? **or** ...the keys **that** you lost?
Is there anything I can do? **or** ... anything **that** I can do?

Note that we say:

The keys you lost (not "the keys you lost them")

Note the position of prepositions (*in/at/with/etc*) in relative clauses:

Do you know the girl – Meret is talking **to** her
→ Do you know the girl (who/that) Meret is talking **to**?
The bed – I slept **in** it last night – wasn't very comfortable.
→ The bed (that/which) I slept **in** last night wasn't very comfortable.

- Are these the keys (*that/which*) you were looking for?
- The man (*who/that*) I was sitting next to on the plane talked all the time.

• *In all these examples, you can leave out who/that/which.*

Note that we say:

• The books you were looking for (not: the books you were looking for them). You cannot use **what** in sentence like these:

• Everything (*that*) they said was true (not: everything what they said)

• I gave her all the money (*that*) I had (not: all the money what I had)

What = the thing(s) that:

- Did you hear what they said (= the things that they said)

2. Can you say this tongue twister?

How much wood
Would a woodchuck chuck?
If a woodchuck
Could chuck wood?

3. In some of these sentences you don't need *who* or *that*. If you don't need these words, put them in brackets like this (*who*) (*that*)



Example:

• *The girl who lives next door is a doctor. (“Who” is necessary in this sentence)*

• *Have you found the keys (that) you lost? (In this sentence you don’t need “that”)*

1. The pupils who we met at the party were very friendly.
2. The pupils who study at school are very friendly.
3. The pupils who I talked to were very friendly.
4. What have you done with the money that I gave you?
5. What happened to the money that was on the table? Did you take it?
6. It was an awful film. It was the worst film that I’ve ever seen.
7. It was an awful experience. It was the worst thing that has ever happened to me.

4. Complete these sentences with a relative clause. Use the sentences in the box to make your relative clause.

1. We drove a car.
2. Ayna is wearing a nice dress.
3. You lost some keys.
4. You’re going to see a film.
5. You had to do some work.
6. We wanted to visit a museum.
7. I invited some pupils to the party.
8. Meret recommended a hotel to us.

Example: *Have you found the key you lost?*

1. I like the dress ...
2. The museum ... was shut when we got there.
3. Some of the pupils ... couldn’t come.
4. What’s the name of the film ...?
5. Have you finished the work ...?
6. The car ... broke down after a few miles.
7. We stayed at a hotel ... ?

5. Time for fun.

Teacher: Sapby, name five things that contain milk.

Sapby: Butter and cheese, ice-cream and two cows.

Teacher: What is the surest way to keep milk from souring?

Sapby: Leave it in the cow.



Homework

Complete these sentences using a relative clause with a preposition.

We went to a party last night.
I work with a number of people.
You were looking for some keys.
You can rely on Mergen.
I applied for a job.

I saw you with a boy.
We were invited to a party.
You told me about a hotel.

Example: *Are these keys you were looking for?*

1. Unfortunately we couldn't go to the party
2. I enjoy my job. I like the people
3. What's the name of that hotel ... ?
4. The party ... wasn't very enjoyable.
5. I didn't get the job
6. Mergen is a good person to know. He's somebody
7. Who was that boy ... in the street?

6. Try to make up your own funny story using a relative clause.

Unit 2

Lesson 6

Nature Around Us

1. Read and discuss.

...where the clouds are when the sky is clear

We know the clouds are made of water, and water can exist in the air in many different forms. When the water forms a cloud, it is in the form of drops, like drops which form our breath on a cold winter day.

There is water in the sky when it is quite clear. How can it be? The thing is that the air is able to hold all the water in the form of a gas.

It is difficult for us to realize when we look up at the sky on a fine day that we are looking through water. So we can say that water forms part of the air, and a very useful part, too. If there were no water in the air, the heat of the sun would scorch us.





... does a cloud weigh anything?

When we see a cloud floating in the sky, we think that it has no weight. We often say “as light as a cloud” when we want to describe something very light indeed.

But a cloud has weight because it consists of drops of water, and a large cloud may weigh tons.

You may ask why, if a cloud is heavy, it floats and doesn't fall. The answer is that a cloud only seems to float and that all time the little drops of water in it are slowly falling.

The clouds seem still because new drops of water condense and replace the falling drops, which often evaporate, when they fall, and never reach the ground.

... are the clouds part of the earth and do they go round with it?

Of course, the clouds are part of the Earth. We sometimes forget that we do not really live on the outside of the earth, but only at the bottom of its outside layer, which we call the air or the atmosphere. This outside layer, which contains clouds, is part of the Earth. So the clouds go round with the Earth, as the atmosphere in which the clouds are.

2. Answer the following questions.

1. What are clouds made of?
2. Where are the clouds when the sky is clear?
3. Does a cloud weigh anything?
4. How can you explain the phrase “Light as a cloud”.
5. Are clouds part of the Earth?

Homework

Do exercise 2 in written form.



1. Read the following poem.

March

March is the month
 Of the last frost,
 Of the first buds and green,
 Of earliest spring flowers
 Of the first migratory birds.

2. Read and learn.

Equal – deň; равный

Length – uzynlyk; длина

Vernal equinox – gije-gündiziň deňleşmegi; весеннее равноденствие

3. Read the text about spring.

March's Holiday

March, April, May are spring months. It's a very nice season. The weather is nice; it is warm. There are many green trees in the streets, in the parks and in the yards. Sometimes it rains, but usually the sun shines brightly. The birds return from the warm countries and make their nests.

Toward the end of March, you can find first spring flowers, and the very first snowdrops, of course.

On the 8th of March we celebrate International Women's Day. This holiday is celebrated all over the world. Thus, the first spring flowers are the best present for your mothers, sisters and teachers on this day.

On March 21st, the number of hours of daylight and darkness are equal. This day is called the *vernal equinox*.

We have a holiday "Nowruz" on that day. People celebrate the beginning of a New Year according to the Muslim calendar.

4. Answer the following questions.

1. Which months are spring months?
2. What is the weather like in spring?

3. What do birds do?
4. What are the very first spring flowers? Have you ever seen them?
5. What holidays do we celebrate in spring?
6. What do we do on International Women's Day?
7. What happens on March 21st? What do people celebrate on that day?

5. Match the words with their meanings.

- | | |
|---------------------|--|
| 1. <i>frost</i> | a. <i>System fixing the year's beginning, length, and months</i> |
| 2. <i>buds</i> | b. <i>Early spring plants with white drooping flowers</i> |
| 3. <i>migratory</i> | c. <i>Temperature below freezing point</i> |
| 4. <i>nests</i> | d. <i>A place where a bird lays eggs and keeps its young</i> |
| 5. <i>snowdrop</i> | e. <i>Flower of leaf not fully open</i> |
| 6. <i>calendar</i> | f. <i>Morning from one place to another</i> |

Homework

1. Describe a typical spring day. Use the following words and expressions.

- | | |
|------------------|---------------------------|
| 1. first birds | 4. bright sun |
| 2. rainy weather | 5. light clothes |
| 3. green grass | 6. first buds and flowers |

2. Complete the following sentences.

1. In spring the weather is usually ...
2. People wear light clothes such as ...
3. Everything becomes green ...
4. We can hear the voices of ...
5. On March 21, ...

Unit 2

Lesson 8

International Women's Day

1. Read and learn.

Salary – а́лык хаку; заработная плата

Solidarity – раўдашлык; солидарность, единство

Gift – sowgat; подарок

2. Read the text.

The 8th of March

The 8th of March is the day of international solidarity of women all over the world. This holiday has a long history. In 1910 the international conference of women decided to celebrate International Women's Day every year. In 2000 Turkmenistan began to celebrate the 8th of March as a national women's holiday. There are many national holidays in our country; the 8th of March is one of them. It is a happy and nice holiday. It's tradition in our country to give presents and flowers to women and girls on this day. Some families celebrate the 8th of March by going to the theatres and concerts. Others prefer to invite guests and stay at home.

There is a similar holiday in America and England. It's called Mother's Day. Sons and daughters come and give gifts to their mothers on this day. Often they call on the telephone and have a long conversation with her, also.

If it is not possible to see one's mother, one can send her presents and cards. Flowers and cards are the traditional gifts for all mothers in America and England. Mother's Day and International Women's Day are special days to celebrate the special women in our lives.

3. Answer the following questions.

1. Is the 8th of March a very nice holiday?
2. What kind of holiday is the 8th of March in Turkmenistan?
3. How do you celebrate this holiday?
4. What similar holiday do American and English people celebrate?
5. Do you like this holiday and what do you do on the 8th of March?

Homework

1. Complete the sentences using these word.

Nice, happy, traditional, national, theatre, concerts, flowers, cakes.

1. Some families celebrate the 8th of March going to the ... and
2. ... and ... are the traditional gifts for mothers in America and England.
3. The 8th of March is a ... holiday in our country.
4. This day is a special one to celebrate the ... in our

2. Tell us about this nice holiday.



Let's Learn about the Calendar

1. Read and learn.

Roman – rimli; римлянин

Switch – geçiş, geçirmek; переводить

Jewish – ýewreý; еврей

2. Read and discuss.

When Does a Year Begin?

For most people, the first day of the year is January 1. But this was not always so. The ancient Greeks started their year on the first day of winter – December 21 or 22. The Romans began their year on March 1. Then they changed the calendar and moved the start of the year to January 1.

Many other countries also used January 1. But some went back to March 1 and others chose September 1. At one time, some Christian countries made December 25, Christmas, the first day of the year. And, about a thousand years ago, many nations switched to March 25.

At one time a French king made Easter the first of the year. Another time, about 200 years ago, the French moved the start of the year to September 22.

Even today, many people celebrate the first of the year on different dates. The Jewish New Year is on Tishri 1, between September 5 and October 5. And in the Russian Orthodox Church, the year starts on January 14.

In Turkmenistan, as in many others Muslim countries, the New Year begins on March 21. They call this Novruz, which means “New Day”. And many Chinese living outside China celebrate the old Chinese New Year. It falls between January 21 and February 19.

There is nothing special about January 1. It really doesn't matter when a year begins.



3. Complete the following sentences.

1. The ancient Greeks started their year on the first day of winter – December ... or
2. The Romans began their year on March
3. Christian countries made December ... , Christmas, the first day of the year.
4. The French moved the start of the year to September
5. In Turkmenistan, the New Year begins on January

Homework

1. Read about seven days of a week.

1. Sunday is the first day of the week. It is named for the sun.
2. Monday is the second day of the week. It is named for the moon.



3. Tuesday is the third day of a week. It is named for Tyr, the Norse god of War.



4. Wednesday is the fourth day of the week. It is named for Woden (Odin), who was the most powerful of the Norse gods.



5. Thursday is the fifth day of the week. It is named for Thor, the Norse god of thunder.



6. Friday is the sixth-day of a week. It is named the Frigg, the Norse Goddess of Love.



7. Saturday is the seventh day of a week. It is named for Saturn, the Roman God of Garming.



1. Read.**American Food and Drink**

What is “American” food? The answer is that it is part Italian, part British, part German, part Mexican, part Chinese... When people from other countries came to live in the US, they brought different cooking traditions. Some of them opened restaurants. Today Americans enjoy food from all over the world. Over the years some foreign dishes changed a little. Doughnuts were originally from Holland. In 1847 a young American boy told his mother that her doughnuts were never cooked in the middle. He cut out the centers and his mother cooked them – and they were very tasty!

Maybe the US is most famous for “fast foods”. The first fast food restaurants served hamburgers, but now they serve other kinds of food too. Inside there is often a “salad bar”, where you can help yourself to as much as you want.

Americans eat a lot, and when they go to a restaurant, they don’t expect to be hungry afterwards. Most restaurants will put a lot of food on your plate – sometimes it can be too much. But if you can’t finish it all, don’t worry: they will give you a “doggy bag” and you can take it home.

Most Americans now have a light breakfast instead of the traditional eggs, bacon, toast, orange juice and coffee. But on weekends there is more time, and a large late breakfast or early lunch (“brunch”) is often eaten with family or friends.

2. Say why you think:

- 1) American food is part of Italian, British, and German cuisine.
- 2) much famous food in America is “fast food”.
- 3) there are usually “salad bars” inside fast food restaurants.



- 4) restaurant people bring “doggy bags” to those who can’t finish all the food on their plates.
- 5) Americans now have a light breakfast.

3. Answer the questions.

1. How often do you eat at fast food?
2. What’s your favorite restaurant?
3. Do you like pizza?
4. Do you like to try new foods from different countries? What have you tried?
5. Which American foods do you like? Which ones do you dislike?
6. What can you tell about the fast food in Turkmenistan?

4. Insert *who*, *whom* and *which*. Where it is necessary.

1. The writer ... we met yesterday is very famous.
2. I know the man ... is standing there.
3. A novelist is someone ... writes novels.
4. The boy ... we met is from New York.
5. The restaurant ... I usually have dinner is nice.
6. The apple ... is lying on the table is sweet.
7. The teacher ... lives next door is 90.
8. I read the book ... is on the table.
9. I visited the town ... you told me about.
10. The man ... is standing there is a famous writer.

Homework

Read and retell the text.

**Grammar: “Although, though,
in spite of, because, because of”**

1. Complete the sentences. Use although + a sentence from the box.

Example: Although I had never seen her before, I recognised her from a photograph.

1. I didn't speak the English language
2. I had never seen her before
3. It was quite cold
4. I'd met her twice before
5. We don't like them very much
6. The heating was on
7. We've known each other for a long time

1. She wasn't wearing a coat 2. We thought we'd better invite them to the party 3. I managed to make myself understood. 4. ... , but the room wasn't warm. 5. I didn't recognize her 6. We're not very good friends.

2. Complete the sentences with although/in spite of/ because/ because of.

Example: Although it rained a lot, we enjoyed our holiday.

1. ... all our careful plans, a lot of things went wrong.
2. ... we had planned everything carefully, a lot of things went wrong.
3. I went home early ... I was feeling unwell.
4. I went to work next day ... I was still feeling unwell.
5. I managed to get to sleep ... there was a lot of noise.
6. I couldn't get to sleep ... the noise.

3. Read and pay attention to the meaning of “because”.

It's Interesting to Know

Why we put a spoon in a glass before we pour hot water into it. When we pour hot water into a glass the heat may sometimes expand

inside of the glass too quickly and break the glass. A spoon is a good conductor, and if we put it in the glass, it takes some of the heat from the water. The best spoon for this is silver or copper one. But any spoon will be good, because all metals are good conductors of heat.

Homework

1. Use your own ideas to complete the following sentences:

1. He passed the exam although
2. He passed the exam because
3. I didn't eat anything although
4. I didn't eat anything in spite of

2. Use the words in brackets to make a sentence with *though* at the end.

1. The house isn't very nice (like/garden)
2. It's quite warm. (a bit windy)
3. We didn't like the food. (ate)

Unit 2

Lesson 12

Novruz Has Come to Our Land

1. Answer the following questions.

1. What months does March come between?
2. What the season of the year begins with March?
3. What holidays do we celebrate in March?
4. What does the word *Novruz* mean?
5. What do people cook on Novruz Holiday?
6. Why do people celebrate this holiday on the 21st of March?
7. What begins for pupils at school after Novruz Holiday?

2. Read and answer the questions.

Novruz is the first day of a year and great holiday. It is also a time to look back and a time to look ahead. It is time to make a new work. Many



people make Novruz resolutions: they promise themselves to do better in the new days than they did in the old days.

But it is also a day to visit friends and relatives and to exchange gifts. In our country, mass walking, concerts, sport games, theatre showing are the big events of the day.

- 3. Write your own resolution: what you want to do better in the new days of a new year.**
- 4. Read the first couplet from the poem of Sheidai and learn it by heart.**

Novruz has come – The whole world flowers today,
Nightingale sings about a rose today.
The heart exults, drinks happy today
Love is everywhere, everything lives today.
In the desert – a garden of happiness grows today.

Explain the meaning “the heart exults, drinks happy today” from the poem.

Homework

Write how you would like to meet Novruz Holiday.



1. Read and discuss.

April

April is the month
Of heavy spring rains,
Of the return of birds,
Of new grass,
Of new leaves,
Of spring flowers.

You can see the first violets in April. There are so many flowers into bloom at this time that it is hard to name them all.

In April many young animals are born. The sheep, goats, the fox and many others have two or more young ones.

More birds are coming back from other places. By this time the birds that came in March are building their nests. Some of them, for example, usually build their nest on a branch of a tree. They use grass, little sticks, and even small pieces of paper.

April is the month when early morning is announced by a bird concert.

2. Make up sentences and read.

1. Rains, spring, April, is, month, the, of heavy.
2. April, the, is, of birds, return, of, the, month.
3. Of, new, leaves, April, is, the, month.
4. Flowers, month, April, the, is, of spring.

3. Answer the following questions.

1. What is a beetle?
2. What is an eagle, a cuckoo, a pigeon, an owl?

3. What is a salmon, a shark, a pike?
4. What is lilac, an aster, a lily, a rose?

4. Make up sentences.

Bears, butterflies, hens, zebras, storks, camels, rabbits, turkeys, roses, tigers, chickens, foxes, violets, lions, wolves, pigs, dogs, eagles, bees, donkeys, swallows, grasshoppers, cows, horses, squirrels, ducks, monkeys, flies, goats, ladybirds, sparrows, ants, sheep.	are	birds domestic animals wild animals insects flowers
---	-----	---

5. Read the situations and make sentences using just in time.

Example:

- *A child ran across the road in front of your car.
 You saw the child at the last moment. (managed/stop).
 I managed to stop just in time.*

1. You were walking home without an umbrella. Just after you got home, it started to rain very heavily (get/home)
2. Tim was going to sit on the chair you had just painted. You said, “Don’t sit in that chair!”, so he didn’t. (stop/him)
3. You went to the cinema. You were a bit late and you thought you would miss the beginning of the film. But the film began just as you sat down in the cinema. (get to/cinema/ beginning of the film)

Homework

1. Choose the necessary word.

1. can run fast (a cow, a rabbit).
2. It is said that is a friend of man (a dog, a sheep).
3. Animals can’t fly, but can fly (birds, insects, a cat).
4. It is known that is larger than a duck (a goose, a bee).

2. Complete the sentences with *on time* or *in time*.

Example: *The bus was late this morning but it's usually **on time**.*

The film was supposed to start at 8:30 but it didn't begin

I like to get up ... to have a big breakfast before going to school.

We want to start concert ... so please don't be late.

I've just washed this shirt. I want to wear it this evening so I hope it will be dry

I nearly forget that was his birthday. Fortunately I remembered

Why are you never ... ? You always keep everybody waiting.

Unit 1

Lesson 2

William Shakespeare

(1564–1616)

1. You probably know about Shakespeare's plays but do you know anything about his life?

2. Read.

[ei] April, Stratford-on-Avon, shake, Shakespeare, playwright

[ai] write, writing, quite, playwright, retire

[i:] seem, fever, queen

[ɔ:] born, form, perform

3. Read and learn.

Playwright – dramaturg; драматург

Perform – ýerine ýetirmek; исполнять

Fever – gyzgynlyk; жар, лихорадка

4. Read.

Shakespeare's Life

William Shakespeare was born in April, 1564, in Stratford-on-Avon. His family was quite wealthy and as far as we know Shakespeare was lucky enough to attend school.



In 1582, when he was 18, Shakespeare got married to Anne Hathaway, a woman from a nearby village. They lived happily together for a few years and had 3 children.

Suddenly, in the late 1580's Shakespeare left his family behind and went to London with a group of travelling actors. While in London he started writing the plays, which were to make him famous. He became known both as a playwright and an actor performing in plays for Queen Elizabeth I. In 1599, he became part owner of the Globe Theatre.

About 1610 Shakespeare seems to have left London to retire in his native Stratford where he lived the life of a country gentleman until he died of a fever on April 23, 1616.

5. Answer the following questions.

- a) Did Shakespeare go to school?
- b) How many children did Shakespeare have?
- c) They lived happily, didn't they?
- d) What made his famous?
- e) Were Shakespeare's parents poor?
- f) Was he poor when he died?

6. Look at the picture and describe it. Shakespeare with his family.

William Shakespeare

7. Read the following text about Shakespeare and Queen Elizabeth I with a dictionary and then do the true/false exercise.

There is a story that the Queen was very fond of Falstaff, a jolly fat gentleman, who appears in "Henry IV" and "Henry V". She asked Shakespeare to write a play for her. Shakespeare did this in 1601. Nobody, however, has recorded whether the Queen enjoyed this play or not.

Presenting plays at court was a great honour for Lord Chamberlain's Men, but it was also a great chore. It meant many extra rehearsals and special preparations. The costumes had to be that much more lavish, and the make-up that much more perfect, to please the Queen.

8. Choose.

True False

		Shakespeare wrote Henry IV and Henry V before 1601.
		Falstaff was a character in Henry IV and Henry V.
		The Lord Chamberlain's Men was a group of singers.
		The Lord Chamberlain's Men pleased the Queen.

Homework

1. Look at the picture of Shakespeare's family again and complete the sentences below.

1. Shakespeare had ... son and ... daughters.
2. His wife is ... in the armchair.
3. His father is ... a book.
4. Shakespeare is ... his sonnet.
5. The children like their ... sonnet.

2. In your own words tell us about Shakespeare's life.

Unit 1

Lesson 3

A DROP OF WATER – A GRAIN OF GOLD

1. Read.

- [ei] gate, great, grain, flame, paper, away, tasty
- [i] fill, begin, trip, stiff, dish, clip
- [ɔ] hot, got, from, because
- [ɔ:] water, corner, small



2. Listen, read and learn.

Fire – ot; пламя, огонь

Stiff – maýuşgak däl, gaty; негибкий, жёсткий

Clip – gysdyrguç; скрепка, зажим

3. Read for surprise.

Boil Water in a Paper Dish

Do you believe that it is possible to boil water in a paper dish over a flame? Do you think the paper will catch on fire from the heat of the flame? From a piece of stiff paper make a small dish.

Fix the corners with paper clips. Then fill the paper dish with water and put it on the gas. The flame must not reach that part of the paper, which is above the water. The corners must not be in the flame either. After a while the water will begin to boil without the paper getting burnt.

Why? Because during the heating the water takes away the heat which the paper receives from the flame, and the paper never becomes hotter than 100 °C, the boiling point of water. This temperature is much lower than the temperature at which paper catches fire.

If sometimes, when you go on a trip, you have nothing to make soup in, use a paper dish. Who knows what tasty soup you will be able to make in it?

4. Answer the following questions.

1. Have you read about a paper dish before?
2. What other surprising things do you know?
3. Why doesn't the paper dish become hotter than 100° C when there is water in it?

5. Complete the sentences.

1. It is possible to boil water in a ... over the flame. 2. Make a small dish from a piece of 3. Fix the corners with 4. After a while the water will begin to boil without

Homework

1. Write your own paragraph about a surprising thing you remember.
2. Tell us how you spent the first Sunday of April.



Spring





Look! The snow is starting to melt.
 Spring is coming, spring is coming.
 Look! The flowers are starting to bloom.
 Spring is coming soon.
 Look at the trees! Look at the flowers!
 Spring is here, spring is here.

(by Carolyn Graham)

1. Answer the following questions.

1. What is your favorite season?
2. Why do you like it best?
3. How many seasons are there in the year?
4. What is the coldest winter month?
5. What is the hottest summer month?
6. When is it warmer in April or in September?
7. When does it often rain?
8. What is the best season of the year for holidays?
9. Do you go in for sports in summer?
10. When do trees begin to burst into leaf?
11. When do people put on the light clothes?

2. Can you think of words and phrases for each of the seasons? List them below.

Spring	Summer	Autumn	Winter
			

1. Think and discuss in pairs.
2. Autumn is often described as a “melancholic” time. Can you explain why?

3. Spring is often described as a time of “hope”. Can you explain why?
4. Winter is often described as “bleak”. Can you explain why?
5. Summer is often described as “lazy”. Can you explain why?

3. Look at the picture and describe it.



4. Can you name any birds and animals you see in spring? List them below.

Birds	Animals

5. The poem is called “I So Liked Spring”.

1. What do you think it will be about?
2. Do you think it will be a happy poem?

6. Read the poem slowly.

I so Liked Spring

(by Charlotte Mew)

I so liked spring last year
Because you were here



The thrushes (birds) too
Because it was these you so liked to hear
I so liked you.

This year's a different thing.
I'll not think of you.
But I'll like spring
Because it is simply spring
As the thrushes do.

7. Complete the sentences below using the words.

Birds, the poet, friend, has gone

1. Thrushes in the poem are 2. The poet had 3. But this year he 4. "T" in the poem is

Unit 1

Lesson 5

Grammar: *At the End / In the End*

At the end (of something) = at the time when something ends.

Example:

At the end of the month

At the end of the film

At the end of January

At the end of the course

At the end of the match

At the end of the concert

- I am going away **at the end** of April/**at the end** of the month.
- **At the end** of the concert, there was great applause.
- All the players shook hands **at the end** of the match.

We cannot say ***in the end*** of something. So we cannot say ***in the end*** of January or ***in the end*** of the concert.

The opposite of the end is ***at the beginning***:



At the **beginning** of January at the **end** of the concert.

In the end = finally

We use **in the end** when we say what the final result of a situation was:

- We had a lot of problems with our car. **In the end** we sold it and bought another one = (finally we sold it).
- He got more and more angry. **In the end** he just walked out of the room.
- Jim couldn't decide where to go for his holidays. He didn't go anywhere **in the end**.

The opposite of in the end is usually at first:

- At first we didn't like each other very much, but in the end we became good friends.

1. Complete the sentences using at the end + one of the following:

the course the interview the month the race

Example: All the players shook hands **at the end** of the match.

1. I normally get paid ...
2. The students had a party ...
3. Two of the runners collapsed ...
4. To my surprise I was offered the job.

2. Write sentences with in the end. Use the verb in brackets.

Example: We had a lot of problems with our car.

(sell) **In the end** we sold it.

1. Durdy got more and more tired with his work (rest)
2. I tried to learn German but I found it too difficult. (give up)
3. We couldn't decide whether to go to the party or not. (not/go)

3. Talk together. Tell each other what you do every day to begin your homework in time, not to begin it late.

Discuss the best way to begin to do homework.

What must everybody do to do homework well?

Homework

Make up 10 sentences using "at the end / in the end".



Wishes: If you had one wish, what would it be?

1. Answer the following questions about wishes:

1. If you were a bird, where would you fly?
2. If you had much money what would you buy?
3. If you had a new car, where would you drive?
4. If you were the director of your school, what would you do?

2. Answer the following question.

1. If you were these people, what would you do?
2. Doctor, pilot, teacher, engineer, shepherd, jeweler, lawyer, mechanic, artist, musician.

3. Read and learn.

Assistant – kömekçi; помощник, ассистент

Shepherd – çoran; пастух

Immediately – bada-bat; прямо, сразу

Graze – bakmak; пасти

Contentment – kanagatlylyk; удовлетворенность

Ability – ukur; способность

Discord – närazylyk; разногласие

Destruction – ýumurma, weýrançylyk; разрушение

Remain – galmak; оставаться

4. Read the story.

The Bird of Fortune

Once upon a time there were three brothers. The eldest brother wanted to be a jeweler. So, he became an assistant to a jeweler. The middle brother was a Bai's shepherd. The little brother worked as a farm hand. He sowed and gathered the harvest in others' fields.

One day the bird of fortune flew to the eldest brother and said, "I want to help you! You may ask anything you want!"

Without thinking, the eldest brother told the bird his dream, “Give me one sack of golden coins. That will make me rich,” he said. And his dream came true immediately.

Next, the bird of fortune went to the middle brother. The bird asked him what his dream was and told him he would make his dream come true.

The middle brother thought a little. “Though I have grazed the Bai’s sheep for several years, I can hardly make ends meet. If I had my own flock of sheep I could live better than the Bai”. So he asked for a flock of sheep from the bird of fortune. His dream also came true immediately.

Then the bird of fortune found the little brother and stood face to face with him. “Ask anything you want in this world!” said the bird of fortune.

The little brother said, “I need neither gold nor animals. I need only health, peace and contentment. “Why, don’t you ask for wealth?” wondered the bird of fortune.

“If I am healthy, my ability to work will remain forever.”

Health is at the beginning of everything. When you are unhealthy, your wealth is nothing. (If there is no health, there is no wealth). If there is no peace and contentment, there will be discord and war and war brings only destruction.”

The bird of fortune liked his answer. “You have made a good choice. From this day forward, I will not leave you”.

So the little brother lived his life in happiness while the elder brother worked day and night to increase his wealth and the middle brother didn’t trust his flock to anyone and had a hard time grazing his sheep.

5. Answer the following questions:

1. What did each of the brothers ask for when the bird of fortune wanted to help?
2. Why didn’t the little brother ask for wealth?
3. Whose answer did the bird of fortune like the best?
4. Who was the happiest of all the brothers? Why?
5. Do you agree with the little brother’s choice? Why?

6. Say Yes or No.

1. The elder brother wanted to be a jeweler.
2. The bird of fortune went to the little brother first.
3. The middle brother had many cows.
4. The little brother asked for a flock of healthy sheep.
5. The elder brother lived happily ever after.

7. Fill in the blanks with the words below.

Assistant, shepherd, harvest, immediately, graze, contentment, ability, discord, destruction, gather, wealth, health, choice, remain.

1. Bairam's mother said, "Please come here ...".
2. The ... watches his sheep carefully.
3. A farmer must ... his fruit and vegetables before he can sell them.
4. The three brothers had a ... of what they wanted to ask the bird of fortune.
5. We all have the ... to do something well: to speak English, to play the dutar, or care for animals
6. The little brother thought that ... was the most important.
7. My brother is the ... to the manager of a store.
8. ... is another word for trouble or disagreement.
9. War causes much ... of homes, lives and property.

8. Parts of Speech: Fill in the table with the corresponding words as much as you can.

Noun	Verb	Adjective	Adverb
Destruction	Assist	Wealthy	Kindly
Ability	Want	Safe	contentedly

Homework

1. Read the following words and write the transcription and translation.

Assistant, shepherd, harvest, immediately, graze, contentment, ability, discord, destruction, gather, wealth, health, choice, remain

2. Put the above words into alphabetical order.

3. Write a dialogue between you and the bird of fortune.



Grammar: Verb + Object + to ...
(I Want (you) to Do)

want	ask	help	would like	would love
expect	beg	mean	would prefer	would hate

These verbs are followed by to . . . (infinitive).

The structure can be:

Verb + to . . . or Verb + Object + to ...

We expected to be late. We expected Tom to be late.
 Would you like to go now? Would you like me to go now?
 He doesn't want to know. He doesn't want anybody to know.

*Be careful with **want**. Do not say, "want that".*

Example:

- *Do you want me to come with you? (Not "Do you want that I come").*
- *After help we can use the infinitive with or without **to**.*

Example:

- *Can you help me to move this table? or*
- *Can you help me move this table?*

tell	remind	force	unable	teach
order	warn	invite	persuade	get

These verbs have the structure verb + object + to . . .

- Can you remind me to phone Aman tomorrow?
- Who taught you to drive?
- I didn't move the piano by myself. I got somebody to help me.
- Juma said the switch was dangerous and warned me not to touch it.

1. Read and translate.

1. When I was young, my father wanted me to be a doctor.
2. He wanted me to work hard.

3. My mother wanted me to be an actor / actress.
4. My teachers wanted me to drop out of school.
5. My father didn't want me to walk till night.
6. My mother didn't want me to drink cold water.
7. My teachers didn't want me to be a teacher.

2. Make up sentences.

She / them / make dinner.

She wants them to make dinner.

1. He / me / call him.
2. I / him / help me.
3. They / her / clean the room.
4. My parents / me / learn English.
5. The police / them / stop.
6. She / me / dance
7. The teacher / us / do our homework.

In the next example, the verb is passive (was warned)

- I was warned not to touch the switch.

Note: that you cannot use suggest with this structure

Verb + object + to ...

- Jeren suggested that I should study well (Not Jeren suggested me to study).

advise, recommend, encourage, allow, permit

There are two possible structures after these verbs:

Verb + ing (without an object) verb + object + to ...

1. I wouldn't recommend staying in that hotel.
2. He doesn't allow watching TV at the work place.
3. I wouldn't recommend anybody to stay in that hotel.
4. He doesn't allow us to watch TV at the work place.

Compare these examples with (be) allowed (passive).

1. Watching TV isn't allowed at the work place.
2. We aren't allowed to watch TV at the work place.



Homework

1. Make up sentences.

When I was young, my parents wanted me to be a doctor. They wanted me to work hard.

What
did your

father
mother
parents
teachers

want you to do?

What did you want to do?

Unit 1

Lesson 8


Grammar

1. Complete the questions. Use *do you want me to ...?* Or *would you like me to ...?* with one of these verbs: *lend, repeat, show, shut, wait* (+ any other necessary words).

*Example: Do you want to go alone or do you want me to go with you?
Do you want to go alone or would you like me to go with you?*

1. Have you got enough money or do you want ... ?
2. Should I leave the window open or would you ... ?
3. Do you know how to use the computer or would ... ?
4. Did you hear what I said or do ... ?
5. Can I go now or do

2. Complete the sentences for each situation.

Lock the door	 <p>She told him to lock the door</p>	Ok!
---------------	--	-----

Come and stay
with us for a few
days



They invited him...

Yes, I'd love to.

Can I use your
phone?



She wouldn't let...

No!

Be careful!



She warned...

Don't worry!

Can you give me
your pen?



He asked...

Yes, of course.

3. Read and translate.

1. Your teacher wants you to read and translate these sentences.
2. Your teacher expected Maral to be late.
3. Do you expect her to be late?
4. Your teacher reminds you to learn the poem about Akhalteke horses.
5. The teacher warns you not to touch dangerous things.
6. Your teacher recommends you studying well.
7. Your teacher doesn't allow you to eat during the lesson.

Homework

1. Put the verb in the right form: - *ing* or infinitive (with or without to)

Example: She doesn't allow jumping in the house. (jump)

1. I've never been to Lebab but I'd like ... there. (go)
2. I'm in a difficult position. What do you advise me ... ? (do)
3. She said the letter was only for her and wouldn't allow my ... it. (read)
4. Where would you recommend my ... for my holidays. (go)
5. The film was very sad. But they didn't allow (cry)

Unit 1

Lesson 9

Health

1. Read and learn.

Cell – öýjük; клетка

Tiny – has kiçi, ownuk; очень маленький

Shape – görnüş; форма, вид

Multiply – köpelmek; умножать

Peek inside – ünsli seretmek; заглядывать

2. It's interesting to know. Read and learn.

Your Body

If you could peek inside your own body, what would you see? Hundreds of bones, miles of blood vessels and trillions of cells, all of which are constantly working together.



Cells

Did you know?

There are 26 billion cells in a newborn baby and 50 trillion cells in an adult.

Some Different Cells

1. **Bone** cells help build your skeleton by producing the fibers and minerals from which bone is made.
2. **Fat** cells contain fat, which is burned to create energy.
3. **Muscle** cells are organized into muscles, which move body parts.
4. **Nerve** cells pass nerve messages around your body.
5. **Red** blood cells carry oxygen around your body.

3. Read and answer questions.

Why Are You Growing?

You know how to make a building out of blocks. Your plan, adding one block at a time. Did you know you are made of “building blocks”, too? These blocks are called “cells”. They do not look like the blocks you play with, and they are too tiny to see with your eyes.

With a microscope you could see how cells are shaped. A microscope makes small things look big, so we can study them. That dot in the middle of each cell is the control center. There is a plan just for you in that control center, something like a secret code.

You began as one cell. The plan in the first cell decides almost everything about you: how tall you will be, what you will look like, and more. One cell turns into more and more, and more. We say it multiplies. You keep growing because your cells keep making more cells. When you are fully grown, you will be made of trillions of cells. That’s a lot of blocks.

4. Read and translate.

1. Cell is noun and its plural is cells.
2. Cell is tiny unit of living matter that makes up all animals and plants.
3. With a microscope we could see how cells are shaped.
4. One cell turns into more and more cells. We say it multiplies.



5. Answer the following questions.

1. What are you made of?
2. Can you see cells with your eyes?
3. What can you see cells with?
4. What can you see with a microscope?
5. What kind of cells do you know?
6. What do cells do?

Homework

1. Find 13 more words describing parts of the body, either across or down, in this word square.

C	E	L	B	O	W	A
H	T	I	A	E	N	R
I	O	P	C	Y	A	M
N	E	C	K	E	I	H
I	H	A	N	K	L	E
K	C	H	E	S	T	E
C	H	E	E	K	A	L

2. Try to retell the text.

Unit 1

Lesson 10

The Last Sunday of April

1. Answer the following questions.

1. What holiday do we celebrate in April?
2. What holiday do we celebrate on the last Sunday of April?
3. Where do you go on that Sunday?
4. Do you like to ride a horse?
5. What colour are the Akhalteke horses?



2. Read and learn.

Praise – öwgi, taryp; хвала, восхваление

Treasure – hazyna; сокровище

Defend – goramak; защищать

Imagine – hyýal etmek; представлять себе, воображать

3. Read and answer the questions.

Praise of Horse

“I have a horse – I have wings”

“One has a horse – that one has wings”

We can read these words in the poems, stories, and novels of Turkmen poets and writers. We can read them in “Gorogly Epos”. Every Victory of Gorogly happened with the help of his Gyrat horse. The victories of Rustem Zal was also with the help of his horse, Bedew.



The white horse in the middle of State Symbol means that Turkmen people love horses very much. We have a saying, “Getting up early in the morning to see your horse and then your father”.

In ancient times, one of the treasures of Turkmen people was a horse. They used the horse as a means of transport. During dangerous battles with the enemy, a Turkmen’s horse’s help was great to defend our country. Turkmen people couldn’t imagine life without their horses.

Now, Turkmen people raise horses for horse races. Every year on the last Sunday of April there are horse races in Ashgabat. At every competition the fastest horse gets our President’s Prize. We like horses very much.

4. Answer the following questions:

1. What was Gyrat?
2. Who helped Gorogly to defeat the enemy?
3. What was Bedew?

4. Why do we have a depiction of a horse in the middle of our State Symbol?
5. Did Akhalteke horses help people to defend the country?
6. When do we celebrate a Day of Akhalteke Horse?
7. What does the fastest horse get?
8. Do you like horses?

Homework

1. Draw a horse and describe it in English.
2. Tell us about the Day of Akhalteke Horse.

Unit 1

Lesson 11

First Riding Lesson

1. Read and learn.

Approach – ýakynlaşma; приближение

Mount – münmek; садиться на лошадь, подниматься

Stirrup – üzeňňi; стремя

Grab – gysymlamak; схватывать

Saddle – eýer; седло

Relax – dунç almak, rahatlanmak; ослаблять, расслаблять

Heel – topuk; пятка

Spook – ürküzmek, gorkuzmak; пугать

Rein – uýan; вожжа, вожжи

Swing – sallanmak; качание

2. Read and translate.

1. We must approach the horse from the front and a bit to the side, so we don't spook her.
2. We mount the horse on the left.
3. Put your left foot in the stirrup, grab the saddle, lift yourself up and swing your right leg over.
4. Now, sit up straight, with your back and shoulders relaxed.



5. Keep your heels down.
6. Take the reins lightly in your left hand.

3. Complete the sentences below using these words: *reins, heels, on the left, approach, get on*

1. How do I ?
2. We ... from the front of the horse.
3. We need ... to control the horse.
4. We must keep our ... down when we are on the horse.
5. We mount the horse

4. Read the text.

The First Ride

This is my horse. We'll approach the horse from the front and a bit to the side, so we don't spook her. And we'll mount on the left. My horse is big. How do we get on?

"Just put your left foot in the stirrup, grab the saddle, lift yourself up, and swing your right leg over! It's a big step.

Now, you have mounted the horse. Now, sit up straight, with your back and shoulders relaxed. Keep your heels down. Take the reins lightly in your left hand. You'll need them to control the horse. But take care not to pull on them, expect to hold back a little when you stop. Pulling the reins can hurt the horse's mouth.



5. Answer the questions.

1. Is it easy to mount a horse? Why?
2. Are you afraid of horses? Why?
3. How should one approach a horse?
4. What hand must you take reins in?
5. Why should one need the reins?
6. What do you keep down?
7. How do you sit on the horse?
8. Do you know how horses walk or run?



6. Look at the pictures and discuss.



A walk is the slowest and sturdiest gait, with one foot at a time hitting the ground



A trot is a slow, two-beat gait in which two feet at a time hit the ground.



A canter is quick, three-beat gait. First one foot, then two feet, the one-foot, hits the ground.



A gallop is the fastest gait. It is a four-beat gait in which each foot hits the ground separately.

7. Write about the picture above using the adjectives: *faster, slower, the fastest, and the slowest*

Example: A gallop is the fastest gait.

Homework

1. Write your own paragraph about horse riding and gaits.

2. Answer the questions:

- 1) Which gait do you like best of all?
- 2) Have you ridden a horse?

Unit 2

Lesson 1

1. Read.

May

May is the month
Of blossoming fruit tree,
Of late spring flowers,
Of singing birds.

2. Tell us what happens in May?

Example: In May most of our summer birds come back. So many birds can be heard singing that it is often hard to tell which bird is singing now. These birds' songs tell us that May is here!

3. Time for fun.

How Did They Cross the River?

On one May day Meret and Serdar, with their father and the village postman, were standing near the river. They had to cross it, because their village was on the other side of the river.

Meret and Serdar weighed 44 kg each. Their father and postman weighed 88 kg each. But the boat could carry only 88 kg at a time.

How did they cross?

The answer begins and ends with: Meret and Serdar crossed the river first. Brothers crossed the river last.

Can You Answer?

Serdar went out with his dog. He did not go in front of him, behind or on one side of it.

Where did he go then?



Homework

1. Complete the sentences below. Use the words shown below: *victory, the 8th of May, spring, over, 31, Poet, carpet.*

1. There are ... days in May.
2. We celebrate the ... on the 9th of May.
3. May is the last ... month.
4. On the 25th of May school is
5. We celebrate Magtymguly's ... Day on the 19th of May.
6. The last Sunday of May is ... holiday.
7. The ... is a commemoration day in Turkmenistan.

2. Tell us about one of the holidays in the sentences above.

Unit 2

Lesson 2

Sport – in Our life



Sports is very important in our life. It is popular among young and old people. Many people do morning exercises or jog in the morning or evening. Lots of others go in for different kinds of sports, take part in sport competitions, and even championships. Sports help people to keep in good health. If you go in for sports, you have good health and don't catch colds so often. There are some popular kinds of sports in our country: football, volleyball, basketball, table-tennis, and weightlifting.

Track and field is one of the most popular kinds of sports. It includes such sports as: running, jumping, throwing, and others. Everybody may choose the sport he or she is interested in.

1. Fill in the blanks according to the text.

1. Sports ... in our life.
2. ... do morning ... , or jog in the morning or
3. If you ... , you have and don't
4. Some popular sports in our country are ... , ... , ... ,
5. Track and field is ... popular kind of sports.
6. Everybody may ... he or she is

2. Find words about sport among these letters.

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

Homework

1. Write how you play your favourite sports. What do you need for playing it?
2. Write the names of these sports according to the given pictures.

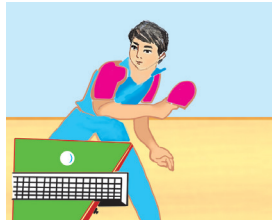




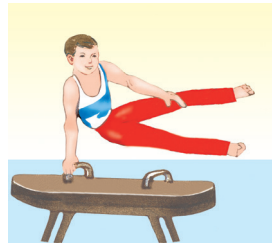
1. _____



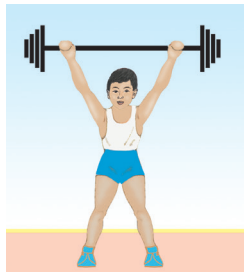
2. _____



3. _____



4. _____



5. _____



6. _____

Unit 2

Lesson 3

Olympic Games

1. Read.

[ʃ] wash, dish, competition, international, Asia, ocean

[tʃ] catch, child, chest, century, future

[θ] think, thought, thank, athlete, athletics

2. Read and learn.

Wrestle – gōreş; борьба, бороться

Flame – ýalyn; огонь, пламя

Set up – gurmaq, sazlamak; настраивать

776 B.C. – Before Christ [kraist] – biziň eramyzdan önki; 776 год до нашей эры

3. Read the text.

Olympic Games

Olympic Games are the greatest international sports games in the world. The Olympic Games have an interesting and long history. Competitions of athletes took place in Greece. They were only for men. It was twenty eight centuries ago in 776 B.C.

The most important competitions in the Olympiad were named the Olympic Games. The Olympic Games were a holiday. They were held every four years. The Olympic Games included events in racing, boxing, jumping, horse racing and wrestling.

The Olympic Games became the symbol of peace and friendship. In 1896 we again heard about the Olympic Games. The International Olympic Committee was set up and began to work in 1896. There were competitions in many kinds of sports: jumping and running, boxing and swimming, track and field, football, basketball, and others.

Summer and Winter Games are held separately. Winter Olympic Games first took place in 1924. There were competitions in skiing, skating, ice hockey, etc. Since 1936 the opening ceremony is celebrated by lighting a flame, which is called “The Olympic Flame”.

Many people want the Olympic Games to be held in their cities, but it depends on the decision of the International Olympic Committee. The Olympic Games were held in the cities of Europe, America, Asia and Australia.

All of the Olympic Games are a holiday of health, peace and friendship of people all over the world.

4. Answer the following questions.

1. What are the greatest international sports games in the world?
2. Do these games have a long history?



3. What competitions did the First Olympic Games include?
4. How often are the Olympic Games held?
5. The Olympic Games became a symbol of peace, didn't they?
6. When was the International Olympic Committee set up?
7. Where were the Olympic Games first held?
8. Do you like to watch the Olympic Games?

Homework

1. Retell the text about Olympic Games.
2. Do ex. 4 in a written form.

Unit 2

Lesson 4

“Sport helps us to be healthy; books help us to be self-educated”

1. Read and learn.

Consider – göz önünde tutmak; рассматривать

Human – ynsan; человеческий, людской

Solve – çözmek; решать

2. Read.

Books ... I think we can't live without them. I believe that books are with us during our whole lives. When I was a child my parents read them to me. I was pleased to listen to the stories *Father Gorkut*, *Gorogly*, *Blind Keymir* and tales *Enejan*, *Poor boy*, *Guljan* etc. I learned a lot of interesting thing from books. I remember, I liked thick books.

Later I could read myself. I like to read books about animals, nature and children. I like to get presents on my birthday. I am happy if it is a book. It doesn't matter what kind of book it is. I like to read almost all books. If I have free time I like to spend it with my favorite book. Now, I am fond of reading too. But I prefer to read books about travels. I travel with the heroes of the stories. I saw many interesting places and learned a lot of important facts about other countries and people.



Our family has many books. All the members of our family buy books and read them. My mother says that books help us in self-education. In ancient times books were written by hand. It was difficult to write a book with a pen (a feather). Then printing came into our life. Printing played an important role in the development of literature and culture.

Now there are a lot of books in the shops, there are many books in our flats. But it is difficult to buy all the books which we want to read. That's why we get books in libraries.

Sometimes it is difficult to solve some problems of life. I think that books can help us.

3. Answer the following questions.

1. Do you like to read books?
2. What kind of books do you read?
3. Where do you get books?
4. Do you read English books?
5. Do you read books by foreign authors in the original or in Turkmen translation?
6. What is your favorite writer?
7. What book by this writer do you like best?

Homework

1. Tell us about your favorite book.
2. Learn by heart this poem.

Book Look

Since books are friends,
They need much care.
When you're reading them and fair!
Be good to them and fair!

Use book-marks children,
To hold your place,

And don't turn a book
Upon its clear face

Remember, children, then
Books are meant to read
Do not cut or colour them
No, really, never indeed!

(By Barbara Walker)

Unit 2

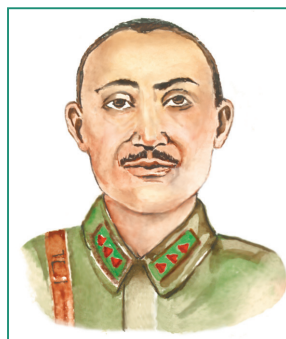
Lesson 5

The Day of Victory

1. Look at the pictures and tell us about the heroism of these people.



Hero son of Turkmenistan
Kurban Durdy Ogly



Hero son of Turkmenistan
Aydogdy Tahyr Ogly

2. Read and learn.

Decisive – aýgytly; решающий

To achieve victory – ýeňiş gazanmak; достичь победы

Depend upon – bagly bolmak; зависеть

Realize – amala aşyrmak; осуществлять

Anniversary – ýubileý; юбилей, годовщина

3. Read the text and tell us about what you are doing at this day.

In summer 1941 the Great Patriotic War began for many nations. They clearly understood that the future of mankind depended upon the outcome of the war. War went on for four years. The victory over fascism in 1945 showed the friendship and courageous fighting strength of many nations.

This day takes an important place in the national calendar, as it embodies the idea of peaceful coexistence, goodwill and humanism.

President of Turkmenistan Gurbanguly Berdimuhamedov takes part in the celebration by delivering speech addressed to the citizens of Turkmenistan and the war veterans who bravely fought during the Great Patriotic War. On May 9, a solemn flower-laying ceremony is held at the monument to the heroes killed in the war near the memorial complex in Ashgabat. The action brings together all the war veterans, as well as many representatives of labor collectives, residents of Ashgabat, including sons and daughters, grandsons and great-grandsons of the hero war veterans. Young soldiers, who currently serve in the armed forces of Turkmenistan, stood shoulder to shoulder with the war veterans in the square in front of the memorial complex.

Various events are conducted to mark this holiday. Victory Day in Turkmenistan has literally become a family day where families go out and enjoy the day by taking part in the activities in the street and visiting war memorials and famous landmarks in the country.

4. Answer the following questions.

1. When do we celebrate the Day of Victory?
2. Who played decisive role in the victory over German fascism?
3. How was the victory achieved?
4. What did nations clearly understand?
5. How long did the Great Patriotic War go on?
6. What did the victory over fascism show?
7. What will be remembered forever by grateful mankind?

5. Sing songs or poems about the victory in your native language.

Homework

1. Write your own paragraph about one of the heroes.



The School Year Will Be Soon Over

Grammar

Compare *school* and *the school*.

Durdy is 13 years old. Every day he goes to **school**. He's at **school** now.

School begins at 9:30 and finishes at 3 o'clock.

*We say a boy goes **to school** or is at **school** (as a pupil). We are not necessarily thinking of a particular school. We are thinking of **school** as a general idea.*

Today Durdy's mother wants to speak to his son's teacher. So she has gone to **the school** to see the teacher. She's at **the school** now.

*Durdy's mother is not a pupil. She is not: "**at school**". She doesn't "go to school". But if she wants to see Durdy's teacher she goes to **the school** = Durdy's school, a particular school*

We use *hospital, university, and church (or mosquet)* in a similar way. We do not use *the* when we are thinking of the general idea of these places and what they are used for. Compare:

Juma had a cold last week. He was taken to hospital. He's still in hospital now.
(As a patient)

Meret has gone to the hospital to visit Juma. He is at the hospital now.
(As a visitor)

*We say **the sky, the sun, the sea, the ground, the country, the environment, the cinema, the theatre, the same.***

1. Complete the sentences with the word given (*school, etc*). Use *the* where it is necessary.

1. Every month parents are invited to ... to meet the teachers.
2. Why aren't your children at ... today?
3. What time does ... start in the morning?

4. How do you get home from ...? There were some people waiting outside to meet their children.

2. (hospital)

1. Maral works as a cleaner at
2. When Durdy was ill we all went ... to visit him.
3. My brother has always been very healthy. He's never been in
4. Durdy had still cold and was kept in ... for a few days.

Homework

1. Complete the sentences using a preposition (to/at/in etc.) + one of the words: *home, hospital, school or work, university*

1. The people were ill and were taken
2. In Britain, children from age of five have to go
3. Meret didn't go our last night. He stayed
4. I'll have to hurry. I don't want to be late
5. There is a lot of traffic in the morning when everybody is going
6. Maral's mother has just had an operation. She is still
7. When Leyla leaves school, she wants to study

Unit 2

Lesson 7

We celebrate Magtymguly's Poetry Day

1. Read the poem by Magtymguly Fraghi.

The tribes live as one family,
One tablecloth is spread for all.
Great tribute is paid to the fatherland.
And granite melts before the troops of Turkmenistan.

2. Read the following word combinations and translate them.

The great representative, poetry, legendary, a magic bowl, philosopher, oriental education, galaxy of talent, academic center, tribes, great tribute, granite melts.



3. Read.

Magtymguly Pyragy

*Magtymguly is equal and valuable for all tribes.
He is a great national Turkmen poet.*

Academician A. E. Krymskiy

Magtymguly lived in the 18th century. He was the first person who wrote Turkmen classic literature. He did his best to develop the Turkmen national language. He dreamed about Turkmen people's friendship and freedom.

In all his works he wrote about the life of the Turkmen people and about their dreams. Magtymguly was born in Hajygowshan near the Etrek River in about 1724. He wrote where he was from in one of his poems.

**Spring will come and in time will go but eyes are sleeping,
They are not being opened, how difficult opening
Tell them who don't know this poor name
Home Gerkez, Land is Etrek and name is Magtymguly**

Magtymguly was an educated man. He had many difficulties in his life, but in spite of those difficulties and with the help of his father, he studied first at Idris-Baba madrassah in Khalach, after in Bukhara, then in Khiva, and last in Shirazi, the most famous medresa and *etc.*

Magtymguly's greatness and fame are not only in Turkmenistan. There are many works of Magtymguly in British libraries. There are many books by well-known researchers about Magtymguly in world libraries. Yusuf-Azmun is one such researcher. He lives in England. He translated many poems of Magtymguly into English. With his help the Society, "Magtymguly's Friends," was founded in England.

Each year on the 18th of May, Turkmen people celebrate Magtymguly Poetry Day. Every year Turkmen delegations go to the Aktokay (white



forest) cemetery in Iran to visit Great Poet's Corner. It is an honour for everyone.

4. Answer the following questions.

1. When was Magtymguly born?
2. Where was he born?
3. Who was his father?
4. Do you remember Magtymguly's grandfather's name?
5. Who was Magtymguly's mother?
6. Who learns Magtymguly's works?
7. When do Turkmen people celebrate Magtymguly's Poetry Day?
8. Where do Turkmen delegations go every year to?

5. Complete the poem and write.

1. Between the ... and the ... Sea.
2. From the descends the ... of the Turkmen

Homework

1. Put the words in correct order so that you can read the sentences.

1. Was, in Magtymguly, 1724, born. 2. Died, 1807, he, in. 3. Father, born, Magtymguly's, was, 1700, Dowletmamet Azady, in. 4. His, was, in, 1654, grandfather, born, Magtymguly Yonachy. 5. Was, from, he, Gerkez.

2. Speak about the Great Poet.

Unit 2

Lesson 8

Magtymguly's Advice

1. Read the poems and compare them with Turkmen variant.

Never speak sharply to a fellow man
The poor is aided by your courtesy
Stay distant from the sinner if you can
Doing your work needs efficiency

When meeting orphans, greet them with a smile
And, better yet, provide a meal meanwhile
Comfort the sad in gently hopeful style
Support the helpless man with constancy!

2. An Age without Morality.

Says Magtymguly, “Find your path and learn
God gives you only five days to discern
The truth. Where are the souls already fled?
Each one of us must follow in our turn.

3. Exhortation in Time of Trouble.

My fortune seems to be taking wing
Since we pray and rend our clothes
Fulfill our wishes, O Great Lord
The Kysylbash have ruined everything

Send warriors to the steppes, where habitable,
Make our homeland structures robust,
Gol the heads of our brave youth
Above all, let our food all be served on one table

If Turkmens would only tighten the Belt of Determination
They could drink the Red sea in their strength
So let the tribes of Teke, Yomut, Gokleng, Yazir, and Alili
Unite into one proud nation

Homework

1. Read and learn one of the poems.



Turkmen Carpet Day

1. Look at the picture and compare.



2. Read and learn.

Exceptional – aýratyn, adaty däl; необычный

Strength – güýç; сила

Durable – berk, mäkäm; прочный, крепкий

Knot – çitim, düwün; узел

Square – inedördül; квадрат

Unique – ýeketäk; единственный

Admire – guwanmak; любоваться

3. Read the text.

Turkmen Carpets

Turkmenistan celebrates Turkmen Carpet Day on the last Sunday of May. Turkmen carpets are famous all over the world. These carpets are exceptional out of their colour, design, strength and durability.

Turkmen people have been weaving carpets for many centuries. The high quality and many of the patterns have remained the same for hundreds of years. Turkmen carpets are very heavy and durable with over one million hand-made knots in every square metre of carpet. They are made from pure wool from a variety of different races of sheep.

Turkmen carpet makers are artists who are able to create ancient designs, unique panels and even modern portraits. Some of the tradi-

tional designs are: Teke, Yomut, Saryk, Arsary, and Dashoguz. Traditional colours are red, white, black, orange, green, blue and yellow.

People all over the world admire Turkmen carpets for their design, colour, and very high quality. Turkmen carpets can be seen in homes and offices all over the world. They add comfort, warmth, interest and elegance to any environment.

4. Look at the picture and tell us about them.



Homework

Answer the following questions.

1. When does Turkmenistan celebrate Turkmen Carpet Day?
2. What are Turkmen carpets famous for?
3. How long have Turkmen people been weaving carpets?
4. What are the Turkmen carpets made from?
5. What are the traditional designs?
6. What are traditional colours?
7. Why do people all over the world admire Turkmen carpets?
8. Where can Turkmen carpets be seen?
9. What do they add to any environment?

Unit 2

Lesson 10

Revision

1. Find the most general word.

1. Turkmenistan, Russia, the USA, country, Great Britain.
2. Teke, Yomut, Beshir, Dashoguz, carpet.
3. Ashgabat, Moscow, London, Washington, capital.
4. river, water, sea, lake, ocean.
5. gas, oil, coal, iron, resources.

2. Read the text and answer the questions.

We are having our last lessons at school. Before the school is over we usually speak about our achievements in English. This year we read and spoke more than last year. In October we celebrated the Independence Day of our country. When we read about Independence of our country we were proud of our country. We spoke about our favourite poet Magtymguly and about English poet William Shakespeare. We read about them with a great interest. It was very interesting when we spoke about the heroes of Turkmenistan. We were shown a very fine film about heroism of Turkmen people. We never forget everything what we learnt at our English lessons.



Soon the school year will be over. Now, we are planning what to do during our summer holidays. We want to do useful things for our friends, our families and our country. We are sons and daughters of Turkmenistan and we must do our best to learn and work well.

3. Answer the following questions.

1. When does school year begin?
2. How many quarters are there in a school year?
3. Do you think you'll take another English class next year?
4. Who is the best student in your English class?
5. In your opinion, what is the most difficult profession in the world?
6. Where is the best place to spend a summer holiday?
7. What was the easiest subject for you in 6th grade (form)?
8. Is your English improving?
9. Is your accent getting better?
10. Is your writing better today than it was last year?
11. Can you understand me when I speak quickly?
12. Can most people understand you when you speak English?
13. What are you going to do after class today?
14. Are you going to go out tonight?
15. I'm not feeling very well. What do you think I should do?
16. I have a terrible cold. What should I do?
17. What did you eat for lunch today?
18. Do you enjoy eating alone?
19. Do you usually prepare your own lunch?
20. Does your father cook?
21. Do you enjoy eating out?
22. What did you wear yesterday?
23. How much money did you spend today?
24. How did you get to school today?
25. How long did it take you to come to school today?

HAVE GOOD SUMMER HOLIDAYS!

English-Turkmen-Russian Vocabulary

A a

ability	[ə'bilɪti]	başarjaňlyk, ukyplylyk	способность
accompany	[əkəmpəni]	bile ugratmak, ýany bilen iber- mek, gitmek	сопровождать
according	[əkɔ:diŋ]	ylalaşyk, laýyklyk	согласие, согласно
achieve	[ətʃi:v]	ýetmek, gazanmak	достигать, достичь
admire	[əd'maɪə]	guwanmak, geň galmak	любоваться, восхищаться
adopt	[ədɔpt]	ogullyga almak	усыновлять
amateur	[ˈæmətə]	söýüji, höwesjeň,	любитель
anniversary	[æni'vɜ:səri]	ýyllyk	годовщина
apple	[æpl]	alma	яблоко
approach	[ə'proutʃ]		подходить, подойти
appropriate	[ə'prɔupriɛit]	amatly, çemeli	подходящий
Asia	[eɪʃə]	Aziýa	Азия
Asia Minor	[eɪʃə 'maɪnə:]	Kiçi Aziýa	Малая Азия
assistant	[ə'sɪstənt]	kömekçi, assistent	помощник, ассистент
assure	[ə'ʃuə]	ynandyrmak	уверять
attain	[ə'teɪn]	ýetmek, gazanmak	достигать, достичь
attract	[ə'trækt]	çekmek	привлекать, привлечь
autobiography	[ɔ:təbaɪ'ɔgrəfi]	terjimehal	автобиография
avoid	[ə'vɔɪd]	sowulmak, gaç- mak, gaça durmak	избегать, избежать



B b

badger	[bædjə]	torsuk	барсук
be fond of	[bi: fɒnd əv]	halamak	нравиться
be rich in	[bi; rɪʃ in]	baý bolmak	быть богатым
beak	[bi:k]	çüňk	клюв
beam	[bi:m]	pürs, kal	балка, луч
bit	[bit]	bölejik	кусочек
blindfold	[blaɪndfəʊld]	göz üçin daňy, baglamak	повязка на глаза
blizzard	[ˈblɪzəd]	syrgyn	метель
bold	[bəʊld]	batyrgaý, ýürekli, dogumly	смелый
bonfire	[ˈbɒnfaiə]	ot	костёр
book-mark	[bukmɑ:k]	kitap belligi	закладка
border	[ˈbɔ:də]	araçäk	граница
borrow	[ˈbɒrou]	karz bermek, borçly etmek	одолжить
bound	[baʊnd]	baglanyşdyrmak	связывать
bow	[bau]	baş egmek	кланяться
brag	[bræg]	öwünmek	хвастаться
brave	[breɪv]	batyr, güýçli	храбрый
bury	[ˈberi]	jaýlamak	хоронить

C c

ceiling	[ˈsi:lɪŋ]	potolok	потолок
celebrate	[ˈselɪbreɪt]	baýramçylyk etmek	праздновать
cell	[sel]	öýjük	клетка
central heat	[ˈsentrəl hi:t]	merkezi ýyladyş	центральное отопление
cheek	[tʃi:k]	duluk, ýañak	щека



cheery	[tʃi:əri]	şadyýan, wagtyhoş	веселый, жизнерадостный
claw	[klɔ:]	penje	коготь
climate	[ˈklaɪmət]	howa ýagdaýy	климат
clip	[klɪp]	gysdyrgyç	скрепка, зажим
clue	[klu:]	ýumak	клубок, моток
coal	[koul]	kömür	уголь
collect	[kəˈlekt]	ýygmak ýygnamak	собирать
commemora- tion	[kəˈməmoureɪʃn]	Dabaraly belleme, hatyrasyna	ознаменование
compete	[kəmˈpi:t]	ýaryşmak, bäsleşmek	соревноваться, конкурировать
competent	[kəmˈpɪtənt]	tejribeli, işine ökde, erjel	компетентный, опытный
compose	[kəmˈpouz]	düzmek	составлять
composition	[kəmˈpəzɪʃn]	düzme	сочинение
concentration	[kɒnsənˈtreɪʃn]	pikiriňi birýere jemlemek, ünslü- lik	сосредоточенность, концентрация
concentric	[kənˈsentrɪk]	umumy merkezli	концентрический
concept	[kənˈsept]	düşünje	понятие
conceptual	[kənˈseptʃuəl]	düşünjeli	понятливый
connect	[kəˈnekt]	birleşdirmek	соединять
consider	[kənˈsɪdə]	oýlanmak	обдумывать
consolidation	[kənˈsɒlɪdeɪʃn]	birleşik	союз
constant	[ˈkɒnstənt]	hemişelik	постоянный
contentment	kənˈtəntmənt]	kanagatlanma	удовлетворение
continent	[ˈkɒntɪnənt]	materik	материк
cool	[ku:l]	salkyn	прохладный
corn	[kɔ:n]	mekgejöwen	кукуруза
couplet	[ˈkʌplɪt]	bent	куплет



courage	[kʌrɪdʒ]	batyrlyk, batyrçaýlyk	храбрость
court	[kɔ:t]	meýdança, sport meýdança	корт, площадка
cover	[kʌvə:]	örtmek, ýapmak	покрывать
crack	[kræk]	uş, deşik, ýaryk, jaýryk	щель, трещина
crawl	[krɔ:l]	süýrenmek, emedeklemek	ползать
crescent	[kresənt]	ýarym aý	полумесяц
critical	[krɪtɪkəl]	gorkuly, agyr, howply	критический
crystalline	[krɪstəlaɪn]	arassa, tämiz, dury	кристальный
cure	[kjʊə]	bejermek, sagalt- mak	вылечивать
customs	[ˈkʌstəmz]	adat, döp	обычай

D d

damage	[ˈdæmɪdʒ]	hasaplama, bozulma	повреждение, повреждать
decisive	[ˈdiːsaɪsɪv]	ýürekli, gork- mazak	решительный, убедительный
decoration	[dekəˈreɪʃn]	bezeg, bezeme	украшение
dedicate	[ˈdedɪkeɪt]	bagyş etmek, bagyşlamak	посвятить, посвящать
defend	[dɪˈfend]	goramak	защищать, ограждать
depend upon	[dɪˈpend əpən]	daýanmak, bil baglamak	зависеть, рассчи- тывать
destruction	[disˈtrʌkʃn]	berbat bolmak, weýran bolmak	разрушение

develop	[di'veləp]	ösmek, güýçlenmek	развиваться
devote	[di'vəut]	habardar etmek, mälim etmek	посвящать, отдавать
dignified	[ˈdignifaɪd]	belent mertebeli, dabaraly	величавый
discord	[ˈdiskɔ:d]	agzalalyk	разногласие
doctrine	[ˈdɒktrin]	doktrina	доктрина
dome	[dəʊm]	gümmez	купол
dominant	[ˈdɒminənt]	köp duş gelýän	преобладающий
dribble	[ˈdrɪbl]	müzzermek	пускать слюни
durability	[djurə'biliti]	berklik	прочность

E e

eagle	[i:gl]	bürgüt	орёл
earthquake	[ˈə:θkweɪk]	ýer titreme	землетрясение
elector	[ɪˈlektə]	saýlawçy	избиратель
electorate	[ɪˈlektəreɪt]	saýlawçylar	избирать
entertain	[ˌentə'teɪn]	gyzyklandyrmak, güýmemek	развлекать, развлечь
entire	[ɪn'taɪə]	doly, tutuş, hemme	полный, целый, весь
erect	[ɪ'rekt]	göni	прямой, возводить
establishment	[ɪs'tæbliʃmənt]	gurama, döretme, esaslandyрма	учреждение, установление
Europe	[ju:ərəp]	Ýewropa	Европа
evolutionary	[i:və'lu:ʃnəri]	ewolýsion, kem-kemden ösýän	эволюционный
exceptional	[ɪk'sepʃnəl]	aýratyn, kadadan çykan	исключительный
exemplary	[ɪkzempləri]	mysaly, göreldeli	примерный



exit	[ˈɛkzɪt]	çykalga, gidiş	выход, уход
expect	[ɪksˈpekt]	garaşmak	ожидать
expression	[ɪksˈprəʃn]	aýtma, aňlatma	выражение
exult	[ɪgˈzʌlt]	şatlanmak, begenmek	ликовать, радоваться

F f

fair	[fɛə]	dogruçyl, adalatly	честный, справедливый
faith	[feɪθ]	ynam	вера
fame	[feɪm]	şöhrat, meşhurlyk	слава, известность
father	[ˈfɑːðə]	uzagrakda, soň dowamy, yzy	дальше
fate	[feɪt]	ykbal, täleý, ýazgyt	судьба, рок
feat	[fi:t]	edermenlik, harby edermenlik	подвиг
feature	[ˈfi:tʃə]	aýratynlyk	особенность
February	[ˈfebruəri]	Fewral	февраль
fever	[ˈfi:və]	gyzgyn, ýokary gyzygyn	жар, лихорадка
filigree	[ˈfɪlɪɡri:]	inçe, nepis	филигранный
flame	[fleɪm]	ot	пламя, огонь
float	[fləʊt]	ýüzmek	плавать
focus	[ˈfəʊkəs]	merkez, ojak	фокус, очаг
footprint	[ˈfʊtprɪnt]	yz, aýagyň yzy	след, отпечаток (ноги)
forbid	[fəˈbɪd]	gadagan etmek	запрещать
forecaster	[fɔːˈkɑːstə]	öňünden aýdyjy	предсказатель
forefoot	[ˈfɔːfʊt]	öňki aýak	передняя нога
fox	[fɒks]	tilki, mekirlilik etmek	лиса, хитрить



frame	[freim]	gurma, bina etme, sünküñ sudury	сооружение, скелет
frankness	[ˈfræŋknis]	ak ýürekliлик, açyklyk	искренность, откровенность
fresh	[freʃ]	täze, sergin	свежий
furry	[ˈfæ:ri]	bagana	меховой

G g

gait	[geit]	ýöriş, ýöreýiş	походка, поступь
gaseous	[ˈgeisiəs]	gaz görnüşli	газовый, газообразный
gather	[ˈgæθə]	ýygnamak	собирать
get away	[get a ˈwei]	gitmek	уходить
glorious	[glɔ:riəs]	şöhratly, meşhur	славный, знаменитый
glove	[glʌv]	ellik	перчатка
go on foot	[gou ɔn fut]	pyýada gitmek	идти пешком
grab	[græb]	tutmak, garbap tutmak	схватить
graze	[greiz]	bakmak, örä çyk-mak	пасти, (овец) оцарапать касаться, слегка
guess	[ges]	bilmek, aňlatmak, aňlamak	угадывать, догадываться
guidance	[ˈgaidəns]	maslahat bermek	руководство, путеводитель

H h

hard	[ha:d]	gaty, berk	твёрдый, жёсткий
harvest	[ˈha:vist]	hasyl	урожай
heel	[hi:l]	ökje	пятка, каблук



highlight	[ˈhaɪlaɪt]	ýygnak	ярко освещать события
hind foot	[ˈhaɪnd fʊt]	yzky aýak	задние лапы
honourary	[ɔˈnərəri]	hormatly, abraýly	почётный, честный
house-warming	[ˈhausˈwɔːmɪŋ]	jaý toý	новоселье
huge	[hjuːdʒ]	äpet, uly	огромный, громад- ный
human	[ˈhjuːmən]	ynsan, adamkärçilik	человеческий, люДСКОЙ
human kind	[hjuːmən kaɪnd]	ynsanperwerlik	человечность

I i

imagine	[ɪˈmædʒɪn]	göz öňüne getirmek	воображать, представлять себе
immediately	[ɪˈmiːdiətli]	dessine	немедленно
in the corner	[ɪn ðə kɔːnə]	burçda	в углу
in the middle	[mɪdl]	ortada	в середине
incline	[ɪnˈklaɪn]	baş egmek	склониться
independence	[ɪndɪˈpendəns]	garaşsyzlyk	независимость
indomitable	[ɪnˈdomɪtəbl]	ýeňilmez, basyl- maýan	непобедимый
indoors	[ɪnˈdɔːz]	jaýda, içerde	дома, в помещении
inflate	[ɪnˈfleɪt]	gaz bilen doldur- mak, ýellemek	надуть, наполнять газом
inspection	[ɪnˈspekʃn]	gözegçilik, seretmek	осмотр
international	[ɪntəˈnæʃnəl]	halkara	международный, интернацио- нальный
iron	[ˈaɪən]	demir, ütük	железо, утюг
issue	[ɪssjuː]	çykalga, goýberiliş	ход, пуск, издание

J j

January	[ˈdʒænjuəri]	ýanwar	январь
Jewish	[ˈdʒuːɪʃ]	ýewreý	еврейский
justification	[ˈdʒʌstifiˈkeɪʃn]	subutnama	оправдание, доказательство

K k

keel	[ki:l]	gäminiň aşak ete- gindäki	киль
knot	[nɒt]	çigin, çigin daňmak	узел, завязывать узел

L l

lath	[ˈla:θ]	insiz uzyn tagta	рейка, дранка
lead	[li:d]	alyp barmak, ýol- başçylyk etmek	вести, руководить
liquid	[likwid]	suwuk, suwuklyk	жидкий, жидкость
log	[log]	agaç kesindisi, töňňe	колода, бревно
lung	[lʌŋ]	öýken	легкое

M m

mail	[meil]	poçta, poçtadan ibermek	почта, посылать почтой
major	[ˈmeɪdʒə]	esasy, maýor	главный, майор
mast	[ma:st]	bogaldak	мачта
means of trans- port	[trænsˈpɔ:t]	transport serişdele- ri	транспортные средства
moisture	[mɔɪstʃə]	çyg, öl, çygly	влажный
mount	[maunt]	ýokary galmak, atlanmak	подниматься, вскочить
mountain	[mauntin]	dag	гора
multinational	[ˈmʌltɪnæʃən(ə)]	köp milletli	многонацио- нальный



multiply	[ˈmʌltiplai]	köpeltmek, ulal-mak	увеличивать(ся), умножать
municipality	[mju:nisipælitɪ]	häkimlik	муниципальный
mysterious	[misteriəs]	gizlin, syrly, pynhan	таинственный

N n

narrow	[nærou]	dar, inçe	узкий
near	[niə]	golaý, ýakyn	близко, около
need	[ni:d]	mätäçlik, zerurlyk	надобность, потребность
nervous	[nə:vəs]	gaharjaň	нервный
net	[net]	gözenek	сетка, сеть
nickname	[nikneim]	lakam	прозвище
nominate	[nəmineit]	bellemek, hödürlemek	выставлять кандидатуру, назначать
nut	[nʌt]	hoz	орех

O o

occupy	[ˈɔkjupai]	eýelemek	занимать место
occur	[əˈkɜ:]	bolup geçmek, orun eýelemek	случаться, происходить
ocean	[ouʃn]	umman	океан
out of doors	[ˈaut əvˈdɔ:z]	açyk howada	на открытом воздухе
outstanding	[autˈstændiŋ]	öňdebaryjy, meşhur	выдающийся, известный

P p

palace	[ˈpæləs]	köşk	дворец
particle	[pa:tɪkl]	bölek, bölejik däne	частица, крупица
path	[pa:θ]	ýodajyk, ýoljagaz	дорожка, тропинка, путь
pattern	[pætən]	nusga, biçüw, naguş	образец, выкройка, узор



pavement	[ˈpeɪvmənt]	ýanýoda	тротуар
percent	[pəˈsent]	prosent, göterim	процент
perform	[pəˈfɔ:m]	ýerine ýetirmek	исполнять, выполнять
plank	[plæŋk]	kiçijek ýasy uzyn tagta	мачта, доска, планка
playwright	[ˈpleɪraɪt]	dramaturg	драматург
plenty	[ˈplenti]	bol, kän	изобилие, множество
praise	[preɪz]	öwmek, öwgi	хвалить, похвала
precious stone	[ˈpreʃəs stoun]	gymmat bahaýy daş	драгоценный камень
prevent	[priˈvent]	öňüni almak, ýol bermezlik	предотвращать, мешать
print	[prɪnt]	çap edilen, möhür, çap etmek	печать, печатать
problem	[ˈprɒbləm]	kynçylyk, mesele	проблема, задача
professional	[prəˈfeʃənəl]	hünärli, ökde	профессионал
promote	[prəˈmout]	ýokarlandyrmak, ösdürmek	повышать, поощрять
pronunciation	[prənʌnsiˈeɪʃn]	aýdylyş, diýiliş	произношение
prosperity	[prɒsˈperɪti]	gülläp ösmek	процветание
publish	[ˈpʌbliʃ]	neşir etmek, cykar-mak	издавать, издать
pumpkin	[ˈpʌmpkɪn]	kädi	тыква
pure	[pjʊə]	arassa	чистый
purify	[ˈpjʊrɪfaɪ]	arassalamak	очищать
purpose	[ˈpʊ:pəs]	maksat, hyýal	цель, намерение

Q q

quick	[ˈkwɪk]	çalt, tiz	быстрый
quality	[kwɒlɪti]	hil	качество



quantity	[kwɒntiti]	sanaw, san	количество
queen	[kwi:n]	şa zenany	королева
question	['kwɛstʃən]	sorag	вопрос
quiet	['kwaɪət]	ýuwaş	тихий
quotation mark	['kwouteɪtʃn' ma:k]	goşa dyrnak	кавычка
quarter	['kwɔ:tə]	çärýek	четверть
qualify	['kwɒlifai]	kesgitlemek	определять
quarrel	['kwɔ:rəl]	dawa, jenjel	ссора
quake	['kweɪk]	titreme, yranma	дрожание, дрожь

R r

rafter	[ra:ftə]	pürs, taýak	балка, стропило
rank	[ræŋk]	hatar, setir	ряд, шеренга
realize	['riəlaɪz]	amala aşyrmak	осуществлять, понимать
rearrange	[riəreɪndʒ]	täzeden düzmek	составлять
recall	[ri'kɔ:l]	yzyna çagyrmak	отзывать
receive	[ri'si:v]	almak, kabul etmek	получать, принимать
recreation	[rekrɪ'eɪʃn]	şatlandyrma, göwnüňi açma	развлечение, отдых
reflect	[ri'flekt]	söhlelenmek	отражаться, размышлять
refrigerator	[ri'frɪdʒə'reɪtə]	holodilnik, sowadyjy	холодильник
reins	[reɪnz]	uýan, jylaw	вожжи
relax	[ri'læks]	gowşamak, ýumşamak	ослаблять, смягчать
release	[ri'li:s]	boşatmak, goýbermek	освобождать, отпускать
remain	[ri'mein]	galmak, galyndy	оставаться, остатки



remember	[ri'membə]	ýatlamak, ýatda saklamak	вспоминать, помнить
researcher	[ri'sə:tʃə]	ylmy işgär	научный работник, исследовать
resolution	[rezə'lu:ʃn]	karar	решение, резолюция
respect	[ri'spekt]	hormat	уважение
review	[ri'vju:]	syn, gözden geçiriş	обзор, обозрение
rid	[rid]	boşatmak, dynmak	освобождать, избавлять
Roman	[roumæn]	rimli	римлянин
rout	[raut]	döwmek	громить, разбивать наголову
rush	[rʌʃ]	çapyp gitmek	мчаться

S s

saddle	[sædl]	eýer	седло
scope	[skoup]	bat alyş	размах, масштаб
sentiment	[ˈsentimənt]	duýgy	чувство
shadow	[ˈʃædou]	kölege, yzarlamak	тень, следить
shake	[ʃeik]	silkelemek, titretmek	трясти, дрожать
shape	[ʃeip]	umumy görnüş, şekil, keşp, galyp	форма, очертание
shepherd	[ˈʃepəd]	çopan	пастух, чабан
shoot	[ʃu:t]	atmak	стрелять
shrine	[ʃrain]	mukaddes (ýer)	святыня
Siberia	[saɪ'biəriə]	Sibir	Сибирь
siding	[saɪdɪŋ]	gapdal diwar	запасной подъездной путь
since	[sɪns]	şol wagtdan bäri	с тех пор
single	[sɪŋgl]	ýeke-täk	единственный
slave	[sleɪv]	gul	раб



slavery	[ˈsleivəri]	gulçulyk	рабство
sniff	[snif]	hyssyldamak, pyssyldamak	сопеть
soak	[souk]	ezmek, ölleme, ezilmek	намочить, пропитывать
solid	[ˈsɒlɪd]	gaty, berk	твердый, сплошной, крепкий
solve	[sɒlv]	çözmek	решать, разрешать
speed	[spi:d]	tizlik, çaltlyk	скорость, быстрота
split	[split]	sançmak, ýaryl- mak bölünmek	колоть, раскалы- вать(ся)
spook	[spu:k]	ruh, göze görünme	привидение, призрак
square	[skweə]	dörtbuç, meýdança	квадратный, площадь
squirrel	[ˈskwirəl]	belka	белка
staff	[sta:f]	baýdak agajy, baý- dak sapy, baýdak tutawajy	флагшток
steel	[sti:l]	polat, polatdan	сталь, стальной
stiff	[stif]	gatan, doňan, sowan	негибкий, неэластичный
stirrup	[ˈstirəp]	üzeňňi	стремя
strength	[streŋθ]	güýç	сила
stripe	[straip]	zolak	полоса
suddenly	[ˈsʌdnli]	birden, birdenkä	вдруг
superstition	[su:pəˈstiʃn]	yrym, ynamy	суеверие, суеверный
supply	[sʌˈplai]	ätiýaçlyk, üpjün etmek, üpjünçilik	запас, снабжение
suspect	[sʌspekt]	şübheli, şübheli adam	подозрительный человек
sway	[swei]	täsir, häkimiýet	влияние, власть

swing	[swiŋ]	üwrelmek, üwreme	качаться, качнуться, качание
switch	[switʃ]	togy ölçirip ýakyjy	выключатель

T t

temperature	[temprətʃə]	temperatura	температура
temple	[ˈtempl]	ybadathana	храм
Thames	[ˈtɛmz]	Temza	р. Темза
The Parliament	[ˈpa:ləmənt]	Parlament	Парламент
though	[ðəu]	şeýle-de bolsa	хотя, несмотря
tiny	[ˈtʌini]	kiçijik, ujypsyzja	крошечный
ton	[tʌn]	tonna	тонна
track	[træk]	ýoda, ýol, yz	дорожка, путь, след
trap	[træp]	gapan, gürbasdy	капкан, ловушка, западня
treasure	[ˈtrezə]	hazyna, baýlyk	сокровище
turtle	[ˈtɜ:tl]	deňiz pyşdyly	морская черепаха
twinkle	[ˈtwiŋkl]	ýylpyldama	мерцание, мигание

U u

unanimously	[ju:næn'iməsli]	biragyzdan, agzy-birlik	единодушно, единогласно
unarmed	[ʌn'a:md]	ýaragsyz	безоружный
unique	[ju:'ni:k]	ýeke-täk, unikal	единственный, уникальный
Universe	[ju:nivəs]	dünýä, dünýewi	мир, вселенная
unknown	[ʌn'noun]	nätanyş, nämälim	неизвестный

V v

vertical	[və:tikl]	wertikal	вертикальный
voluntary	[ˈvɒləntəri]	meýletin	добровольный
vote	[vout]	ses bermek	проголосовать



W w

wander	[ˈwɒndə]	aýlanyp ýörmek, syýahat etmek	бродить, странствовать
warn	[ˈwɔːn]	duýdurmak, öňünden duýdurmak	предупреждать, предостерегать
wave	[weɪv]	tolkun, galgatmak	волна, махать
weekend	[ˈwiːkˈend]	şenbe we ýekşenbe	уикенд
wide	[waɪd]	giň	широкий
width	[wɪdθ]	in, giňlik	ширина
withstand	[wɪðˈstænd]	garşy durmak çydamak	противостоять, выдержать
wolf	[wʊlf]	möjek	волк
woodchuck	[wuːdtʃʌk]	alaka	сурок

X x

X-ray	[ˈeksˈrei]	rentgen şöhlesi	рентгеновские лучи
xylophone	[ˈzailəfoun]	ksilofon	ксилофон

Y y

young	[jʌŋ]	ýaş, kämillik ýaşuna ýetmedik	молодой, юный
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Z z

zero	[ziˈrou]	nol, hiç zat	нуль, ничто
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İNLIS DILI

Umumy orta bilim berýän mekdepleriň
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Okuw kitabynyň peýdalanylyşy barada maglumat

№	Okuwçynyň ady we atasynyň ady	Okuw ýyly	Kitabyň saklanýş ýagdaýy	
			Okuw ýylynyň başynda	Okuw ýylynyň ahyrynda
1				
2				
3				
4				
5				