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# İŇLIS DILI

Umumy orta bilim berýän mekdeplerin  
X synpy üçin okuw kitaby

*Türkmenistanyň Bilim ministrligi  
tarapyndan hödürlenildi*

Aşgabat  
Türkmen döwlet neşirýat gullugy  
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**Agamyradowa E. we başg.**

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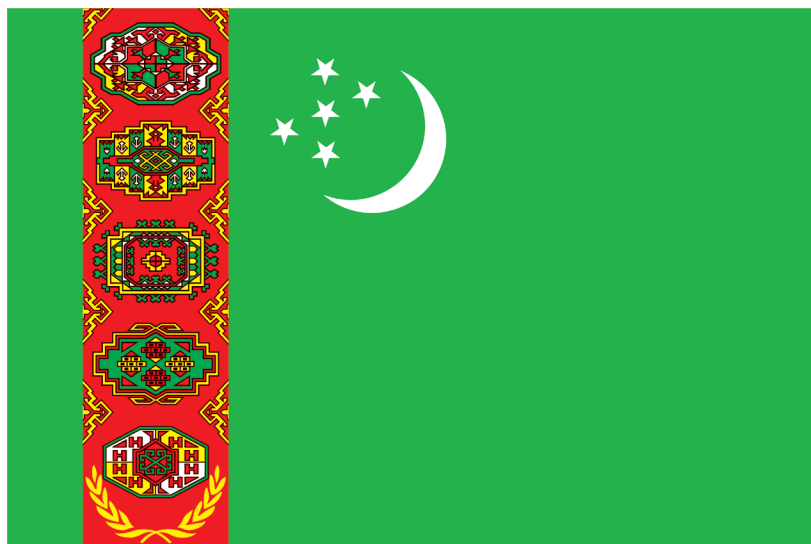


**TÜRKMENISTANYŇ PREZIDENTI  
GURBANGULY BERDIMUHAMEDOW**





**TÜRKMENISTANYŇ DÖWLET TUGRASY**



**TÜRKMENISTANYŇ DÖWLET BAÝDAGY**

## TÜRKMENISTANYŇ DÖWLET SENASY

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

*Gaýtalama:*

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

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

*Gaýtalama:*

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

# PART I

## UNIT I

## Lesson 1

### Knowledge is Power

#### 1. Read the following proverbs and discuss them.

- Knowledge is power
- Zeal (erjellik) without knowledge is fire without light.
- That's good wisdom which is wisdom to the end.
- The wish is father to the thought.

#### 2. Read and learn.

- |  |
|--|
| <p><b>knowledge, wisdom, power, proper, foreign, modern, real, science, technology, original, language, subject, thought, word, acquire, attain.</b></p> |
|--|

- Make up word combinations using the given words.

#### 3. Read the text.



## The Day of Knowledge

September 1, is the first day of the school year. It is a holiday – the Day of Knowledge.

Independent Turkmenistan has passed a long way to the position which our country now takes in the world. It would be impossible without proper knowledge.

Knowledge plays an important role in all spheres of human life and activity. It is a powerful factor which helps man to attain success, power and position in life. There is no doubt that physical strength and money are instruments of power.

But the power of knowledge is still greater. Knowledge directs man's actions and enables him to find the difference between right and wrong, good and bad. It helps him overcome his weakness and face dangers and difficulties with courage and confidence. It gives him mental, moral and spiritual advancement. Besides this, it is through knowledge that man has gained mastery over nature.

There was a day when man was in an uncivilized stage. He lived in caves and dens. He was afraid of wild animals. Gradually civilization came to human society and man acquired knowledge. With its attainment he became civilized. Now knowledge has made him ruler over nature. He has used the force of nature to his needs. Nothing remains unknown to him.

He has become a great scientist, a skilful artist, a mighty creator of things and a noble pathfinder of life. Advancement of civilization and culture would be impossible without knowledge. Knowledge plays an important role in the progress of art, literature, science, philosophy and religion. So knowledge is power. It has led man for progress. Mighty minds with power of knowledge can rule the minds of millions.

### 4. Words to be learned.

a) Match the definitions and learn them.

- |           |   |
|-----------|---|
| 1. power  | a. genuine  |
| 2. proper | b. relating to the present,<br>or to recent times |



- |               |  |
|---------------|--|
| 3. modern     | c. information and skills gained through experience or education.      |
| 4. knowledge  | d. ability to do or act strength , force.                              |
| 5. science    | e. knowledge arranged in orderly manner.                               |
| 6. technology | f. systematic application of knowledge to practical tasks in industry. |

**5. Complete the sentences with the prepositions from the box.**

<b>without, in, of, at, from</b>
----------------------------------

1. Books are source ... knowledge.
2. A society cannot live ... proper.
3. Knowledge ... other languages is necessary ... our life.
4. You can get knowledge ... school and also ... books magazines, TV programs and internet.
5. We can't understand the article. It's ... Chinese.
6. The boy is good ... math.

**6. Pair work.**

Share your impressions about your summer holidays.

These words and word combinations can be used in your conversation: children's recreational centers, exciting leisure activities, interesting events, to be organized and help, bright performances, to visit wildlife museum, cultural and sporting activities, competitions, to participate in the relay bike race, teams, contest, to be awarded, deserve praise.

**Homework**

- 1. Write about your summer holidays.**
- 2. Retell the text.**

## Live and learn

**1. Pair Work. Discuss with your deskmate the importance of gaining knowledge.**

**2. Answer the following questions.**

1. What is power?
2. What are the meanings of knowledge and science?
3. What is the synonym to “proper”?
4. How can you explain “technology”?
5. What does the proverb “Live and Learn” mean?

**3. Mind the correct spelling.**

### The Doubling of Final Consonants.

*A final consonant is doubled before the addition of a suffix if it is preceded by a short stressed vowel.*

to plan – planned    to stop – stopped    to slip – slipped  
to sob – sobbed    to put – putting    to sit – sitting  
to run – runner    to beg – begged    to forget – forgetting  
to red – redder – the reddest – reddish to redden  
to admit – admitted – admitting – admittance  
to permit – permitted – permitting  
to regret – regretted – regretting  
to begin – beginning – beginner

Note. If the vowel is unstressed or long, the consonant is not doubled.

to limit- limited – limiting  
to repeat – repeating – repeated

**4. Read the text.**

### New universities: focus on international education standards

The International University of Humanities and Development has joined the ranks of the higher educational institu-

tions with the international status in our country in 2014. It will train highly qualified specialists in fourteen specialties.

The opening ceremony of the International University will vivify the programme of the festive events which mark the beginning of the new 2014-2015 academic year. As before, the celebration in honour of the Knowledge and Students' Day takes place on the first day of the new academic year, September 1.

The new educational facility distinguished by the magnificent architectural design and interpretation is designed for 2 000 students, including citizens of Turkmenistan as well as other countries of the world. It is built by one of the long – term reliable partners of our country – the French construction company Bouygues at the request of the Ministry of Education of Turkmenistan.

All the necessary conditions for fruitful studies, integrated development and leisure activities are created for students on the vast area of the campus. The most innovative interactive learning technologies that lecture rooms, computer rooms, language laboratories, classrooms, library and conference halls are equipped with will be at their disposal. A number of sport facilities, a canteen and three hostel buildings for 800 students which offer a wide range of services which make their living conditions comfortable are located in immediate proximity to the building complex of the International University.

**5. Reread the text and find the sentences with the following words and word combinations and translate them:**

academic year, the opening ceremony, qualified specialists, international humanities, leisure activities, hostel buildings, comfortable conditions, the vast area of the campus, sport facilities, language laboratories, fruitful studies, innovate interactive learning technologies, at their disposal.

6. Put the words given in ex.5 for each columns.

Things to read	Things to study	Places to study	Subjects to study	Professions

7. Make up 6-8 special questions to the text.

Homework:

1. Tell about the new university.
2. Write about your future plans.

**UNIT I**

**Lesson 3**

1. Learn the correct spelling.

**The Doubling of Final consonants**  
A final “r” is doubled if it is preceded  
by a stressed vowel.

to occur – occurred – occurring – occurrence

to refer – referred – referring

to prefer – preferred – preferring

to stir – stirred – stirring

**Note.** If the vowel is unstressed the final “r” is not doubled.

to differ – differed – difference

to suffer – suffered – suffering

preference, reference.

**Note.2.** The final “r” is not doubled if it is preceded by a diphthong

appear – appeared.

## 2. Grammar.

Relative pronouns “**who**” and “**which**”

We use who for people and which for animals and things.

Examples:

The person who organized the party was my uncle.

The large ship which sank in April 1912 was the Titanic.

### **3. Complete the following sentences using who or which where necessary.**

1. The man ... we saw yesterday was an experienced doctor.
2. The food ... we ate was very tasty.
3. Maral is the girl ... pointed this picture.
4. The metal ... I won was gold.
5. Is that the boy ... met us at the station?
6. Dinosaurs are animals ... disappeared thousands of years ago.

### **4. Make up your own sentences with the relative pronouns: who and which.**

### **5. Read the text. Tell about the importance of reading.**

Reading is the important way of getting knowledge. By reading we master the necessary information which we need, get enjoyment and understanding. To some people reading is a relaxation. Books are source of knowledge and permanent enrichment. 90 per cent of private study time is taken up in reading, especially in the Humanities.

Reading is called “the most delightful habit in the world”.

On the purpose of reading we can distinguish the following kinds of reading.

1. Reading in order to master useful information.
2. Exploratory reading – to get a general view of reading material.
3. Revision reading – to confirm knowledge which is already familiar.

4. Reading in order to search for specific information or to answer a specific question.
5. Critical reading, as in reading a book for review.
6. Reading for enjoyment.
7. Proof reading, when special attention is given to spelling, punctuation and sentence structure.

**6. Give your explanation to each kind of reading.**

**7. Tell the class what kind of reading you use in your study and consider useful.**

**Homework:**

1. Ex 5 (orally)
2. Topic: Books are in our life. (in written form)

**UNIT I**

**Lesson 4**

**1. Read, develop the idea in the following proverbs and discuss.**

Choose an author as you choose a friend.  
Reading is the most delightful habit in the world.  
Business before pleasure.  
A little knowledge is a dangerous thing.

**2. Pair work. Make a dialogue.**

Ask your deskmate about his (her) future plans. The following expressions can be used in your talk: a wise man learns languages, knowledge and discipline make people strong and wise, make progress in our studies, proper knowledge means the ability to change and improve life active and useful citizens of our prosperous epoch.

**3. Make up special questions to the underlined words.**

1. Sam will be on duty next week. (Who).
2. You have to read more English books. (What).
3. He has two pen – friends in England. (How many)
4. A new library will soon be built here. (What).
5. We had English classes on Monday. (When).
6. The teacher gave the pupil a good mark. (What).
7. The boy was seven years old. (How old).
8. He did not come because he was ill. (Why).

#### 4. Give the English equivalents to the following words and word combinations.

Täze bilim özgerişler, milli bilim ulgamy, milli ruhy gymmatlyklar, ylym we medeniýet, ykdysady, syýasy we ruhy öňe gidişlikler, jemgyýet ösýär bilimli nesil, berkarar döwlet, dünýä üstünlikleri, düýpli ösüş, giň düşünjeli, arassa ahlakly ýaşlar, mekdepde okamak, kär, hünär, gutardys synaglar.

### 5. Grammar.

#### As and Like

**As and like** are often confused since they are both used to compare actions or situations. There are, however, important differences.

a) We use as to talk about job or function .

*Eg. I worked **as** a shop assistant for 2 years when I was a student.*

*He used his shoe **as** a hammer to hang the picture up.*

b) In comparisons, the structure ‘**as** adjective **as**’ is often used.

*Eg. He’s not as tall as his brother.*

*She ran as fast as she could.*

In the following comparisons **as** is a conjunction – it's followed by a clause with a subject and a verb.

*Eg. He went to Cambridge University, as his father had before him.*

*She's a talented writer, as most of her family are.*

### **Like**

In the following comparisons, **like** is a preposition and it's followed by a noun or a pronoun.

*Eg. I've been working like a dog all afternoon.*

*None of my brothers are much like me.*

*She looks just like her mother.*

### Like and As if /As though

Like, as **if** and **as though** can all be used to make comparisons. There is no difference in meaning among the 3 forms.

*Eg. You look as if you've seen a ghost.*

*You talk as though we're never going to see each other again,*

*It looks like it's going to rain.*

## **6. Remember and make up your own sentences.**

1. As you know, classes restart on January 15<sup>th</sup>.
2. I tried using salt as you suggested but the stain still didn't come out.
3. As we agreed the company will finish their work in time.
4. Their house is the same as ours.



**Homework:**

**1. Tell about the importance of reading.**

**2. Ex 2 (in written form)**

**3. Complete the following sentences with the correct word: like or as.**

1. My sister is not at all \_\_\_\_\_ me.

2. I've had my hair cut, \_\_\_\_\_ you can see.

3. Tom has joined a telephone company \_\_\_\_\_ product manager.

4. When James was a student, he worked every summer \_\_\_\_\_ a waiter.

5. My friend Mary looks \_\_\_\_\_ Madonna.

6. Tom qualified \_\_\_\_\_ an engineer before attending a business school.

7. Julie is completely overworked. She works \_\_\_\_\_ a slave.

8. He is a very good swimmer. He can swim \_\_\_\_\_ a fish.

**UNIT I**

**Lesson 5**

**1. Mind correct spelling.**

**The Doubling of final Consonants.**

*A final "l" is doubled if it is preceded by a short vowel (stressed or unstressed).*

to travel – travelled – travelling – traveller

to quarrel – quarrelled – quarrelling

to marvel – marvelled – marvelling – marvellous.

to expel – expelled – expelling.

to fulfil – fulfilled – fulfilling (but: fulment)

to excel – excelled – excelling – excellent – excellence

**Note.** If the vowel is long final “l” is not doubled.  
to reveal – revealed  
to conceal – concealed.

## **2. Learn and remember.**

to prefer – like someone or something better than another or others.

leisure - time free for relaxation or enjoyment.

various – different from one another.

attractive – pleasing in appearance, arousing interest.

to devote – give time or resources to.

occupation – job or profession, a way of spending time.

to extend – make larger or longer in space or time.

a boundary – a line making the limits of an area.

besides – as well as.

average – a usual amount or level, usual or ordinary.

## **3. Read and discuss.**

### **Leisure time**

Everybody sometimes has a free time. Somebody prefers only to sleep in their leisure time, but most of us prefer to do a great number of interesting things. It may be reading, various types of sport games, watching TV, listening to music and so on. If we have a few days or a week we prefer to go to the attractive places. Many people think that pupils and students have too much leisure time, but in my opinion, they are wrong. We are very busy. Many pupils have six or seven lessons a day and go to school five or six days a week. Even during weekend we learn our lessons. And we just have no time to go somewhere. Oldest of us are working after school or institute. As for me, a large part of my free time is devoted to reading. I like to read books about another countries, another times and another worlds. Also I read books about history of our country. Besides reading I like to do physical exercises. Me and my school friends often gather after school

and play basketball, football or other active games. But my favorite hobby is travelling. Usually I travel in summer and often it is a trip to the south, to the warm sea. I think all people must have other occupations besides their basic work, because it extends the boundaries of the familiar world and teaches us something new about people and things.

#### **4. Explore the given list and tell how you use your leisure time.**

1. Children and grown-ups spend their free time in different ways.

Going to the museums, exhibitions

Going to the theatre, cinema

Listening to music

Going to the concert halls

Reading books

Going for sports

Sewing and knitting

Playing musical instruments

Visiting relatives on special events

Watching sport competitions

Taking part in different activities

House repairs. Playing computer.



2. Tell, what would you like to do in your free time? Why?

3. Do you like watching television? Which programme do you like watching. Why ?

Here is the list:

Sports, Music, Films, Comedy, Serials, Nature, Educational, News, Soap, Operas.

4. Name them in the order of your preference, beginning with your favourite programme.

### **Homework:**

**1. Describe your leisure time.**

**2. Make up 6-8 alternative questions to the text.**

**3. Fill in the blanks with like or as.**

1. ...a young man, he was very energetic and quick.

2. He was tall ... his brother.

3. The dictionary defines democracy ... “government by the people”.

4. Don't ask questions. Please do ... you are told.

5. She looks just ...her mother.

6. The rumour spreads ...wildfire throughout the school.

7. He has been described ... a very honest and loyal official.

8. The men were asked to select the bravest among them ... their leaders.

## **UNIT I**

## **Lesson 6**

**1. Read and discuss the following proverbs.**

1. All work and no play makes Jack a dull boy.

2. Labour is often the father of pleasure.

3. Lost time is never found again.

4. It is never too late to learn.
5. Idleness is the mother of all evil.

**2. Give the definitions for the following words:**

1. different from one another.
2. as well as.
3. a line making the limits in space or time.
4. like someone or something better than another or others.
5. time free for relaxation or enjoyment.
6. pleasing in appearance, arousing interest.
7. job or profession.
8. make larger or longer in space or time.

**3. Choose the best possible response.**

1. *What do you like doing on Saturdays?*

- going in for sports
- going to the cinema
- walk in the countryside

2. *What is your teacher like?*

- football and discos
- very nice and friendly
- very well. And you?

3. *Good evening Sir. What would you like to eat?*

- I would like a large steak, please.
- I like eating all Italian food.
- No, I don't. Thank you.

4. *What would you like to do tonight, Ben?*

- I usually go to the pub with my girlfriend.
- Nothing.
- No, I wouldn't.

5. *What does your mother like about this programme?*

- She doesn't like it.
- Yes, she does.
- No, she wouldn't.

6. *What is the weather like today?*

- Hot and sunny.
- Yes, I do. I like hot weather.
- No, I don't. I prefer cold weather.

7. *What is your town like in the summer?*

- Yes. Many tourists like to visit my city.
- I like the monuments and the parks.
- Very crowded with tourists.

8. *What do you like on TV?*

- Nothing at all.
- Most things. Especially films and documentaries.
- Yes, I do.

**4. Read the text. Discuss with your deskmate.**



### **Computers in our life**

Lately computers have filled our life. Now they are almost in each family. We have got used to them and we do not imagine our leisure without this miracle-machine.

With the help of computers the Internet has entered into our life. It became an integral part of each person. Now people cannot live a day without checking of mail and visiting their favorite sites. The Internet is not only the assistant in daily work, it is also the other world in which there are mail boxes, libraries, photo galleries, games, shops. By means of the Internet people can travel to different cities, visit tourist places, communicate with people.

Recently many people ask a question: “ Is the Internet harmful or useful? “. I think, that on this question there is no certain answer. In fact on the one hand the Internet is a very good and useful thing. And on the other hand it has many negative functions: dependence, the waste of time, money, health.

Certainly, the Internet can be the excellent assistant in information search. But if we spend a lot of time on the Internet we'll have some problems. We lose a touch with the real world, get in a full dependence on a computer. I think, that it is important to learn to distinguish a side between a real life and a life on the Internet. For that it is necessary to understand, what is really important on the Internet and what is not. And then Internet will be not the terrible enemy, but indispensable assistant.

**5. Give the antonyms to the following words:**

dependent-

negative-

useful-

real-

indispensable-

terrible-

different-

important-

good-

favourite-

**6. Tell about advantages and disadvantages of using computers.**

**7. Fill in the blanks like or as .**

1. Flowers .... orchids and gardenias grow in warm climates.

2. She refers to herself .... the queen of the kitchen.

3. An opportunity ..... this doesn't present itself every day.

4. He is regarded ..... a saint by many of his followers.

5. Sometimes his secretary dresses... a movie star.

6. The Vice President must function .... the head of the government if anything happens to the President.

7. Mr. Samson works ... a slave.

8. Paula would like to find a job .... a newspaper journalist.

**Homework:**

**1. Ex 1 (orally)**

**2. Ex 6 (in written form)**

## UNIT I

## Lesson 7

**1. Words and word combinations to be learned.**

**to promote** – raise somebody on a higher position or rank.

**regard** – think of someone or something in a particular way.

**found** – a sum of money saved or made available for a purpose.

**hygiene** – the practice of keeping yourself clean in order to prevent illness or disease.

**target** – a result which you aim to achieve.

**replenish** – to be added, to be enriched.

**access** – the means or opportunity to approach or enter a place.



**to implement** – to put a decision or planned change into effect .

**capacity** – the ability or power to do something/.

**download** – copy data from one computer system to another or to disk.

**application** – the action of applying something.

## **2. Read and translate the text.**

### **A new web-site “Yashlyk” in Turkmenistan**

A new web-side “Yashlyk” created for Turkmen young people by specialists of the Office of the United Notion Population Fund in Turkmenistan. The United Population Fund (UNFPA) is the international organization, whose mission is to promote the right of every woman, man and child to enjoy a life of health and equal opportunity.

In this regard, the new web-side “Yashlyk” will be very helpful for young Internet users. It will provide them with a variety of informative materials on the issues related to personal hygiene, health protection and healthy lifestyles of teenagers and young adults. The designers of the new online resource believe that the more young people are informed of the issues of reproductive health, health protection and healthy lifestyles, the more responsible attitude they show towards their health.

“Yashlyk” promises to be a source of competent information and reliable that replenished basic knowledge gained by teenagers when studying school subject.

“Yashlyk” has several thematic columns for the targeted audiences. Internet users will find the necessary information and recommendations in each column or take a test.

The UNFPA is the major UN agency that supports government and public organizations in empowering young people so that they will be able to fully implement their abilities and capacity.

In 2013, the curriculum of the school subject “Basic Life Skills” was revised and updated under the aegis of

mutually beneficial cooperation between the Ministry of Turkmenistan and the Office of the United Nations Population Fund in Turkmenistan in order to achieve the objectives of the innovative education reform. It was done to meet modern requirements as well as the development goals of Turkmen society in the epoch of mighty and happiness.

All we have to add is that Internet users can find “Yashlyk” website at <http://yashlyk.unfpa.org.tm/>

Mobile Internet users can download the mobile application of the website “Yashlyk” where they are always welcome.

**3. Read and translate the sentences from the text with the following words and word combinations:** to promote the right, equal opportunity, the United Nations Population Fund, reproductive health lifestyle, implement abilities and capacity mutually beneficial cooperation, to achieve the objectives, the innovative education reform, thematic column.

**4. Make up 6-8 questions to the text.**

**5. Tell about your work with your computer.**

**What information do you usually get using your computer?**

**6. Pair Work. Share your opinion with your desk-mate on the information you get from your computer.**

**Homework:**

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

**2. Ex. 5 (orally)**

## 1. Grammar

Using – **EVER** Words

The following – **ever** words give the idea of “any”. Each pair of sentences in the examples has same meaning.

## 2. Read and learn.

<b>Whoever</b>	a) <b>Whoever</b> wants to come is welcome. <b>Anyone who</b> wants to come is welcome
<b>Who(m)ever</b>	b) He makes friends easily with <b>who(m)ever</b> he meets. He makes friends easily with <b>anyone who(m)</b> he meets.
<b>Whatever</b>	c) He always says <b>whatever</b> comes in his mind. He always says <b>anything that</b> comes in his mind.
<b>Whichever</b>	d) There are four good programs on TV at eight o'clock. We can watch <b>whichever</b> program ( <b>whichever one</b> ) you prefer. We can watch <b>any of</b> the four programs that you prefer.
<b>Whenever</b>	(e) You may leave <b>whenever</b> you wish. You may leave <b>at any time that</b> you wish.
<b>Wherever</b>	(f) She can go <b>whenever</b> she wants to go. She can go <b>anyplace that</b> she wants to go.
<b>However</b>	(g) The students may dress <b>however</b> they please. The students may dress <b>in any way that</b> they please.

\*In (b): **whomever** is the object of the verb **meets**. In American English, **whomever** is rare and very formal. In British English, **whoever** (not **whomever**) is used as the object form: *He makes friends easily with **whoever** he meets.*

**3. Complete the following by using -ever words.**

1. John is free to go anyplace he wishes. He can go **wher-ever** he wants.

2. John is free to go anytime he wishes. He can go \_\_\_\_\_ he wants.

3. I don't know what you should do about that problem. Do \_\_\_\_\_ seems best to you.

4. There are five flights to Chicago every day. I don't care which one we take. We can take \_\_\_\_\_ one fits in best with your schedule.

5. I want you to be honest. I hope you feel free to say \_\_\_\_\_ is on your mind.

6. \_\_\_\_\_ leads a life full of love and happiness is rich.

7. No one can tell him what to do. He does \_\_\_\_\_ he wants.

8. If you want to rearrange the furniture, go ahead. You can rearrange it \_\_\_\_\_ you want. I don't care one way or the other.

9. Those children are wild! I feel sorry for \_\_\_\_\_ has to be their babysitter.

10. I have a car. I can take you \_\_\_\_\_ you want to go.

11. Scott likes to tell people about his problems. He will talk to \_\_\_\_\_ will listen to him. But he bores \_\_\_\_\_ he talks to.

12. To Ellen, the end justifies the means. She will do \_\_\_\_\_ she has to do in order to accomplish her objective.

13. I have four. Take \_\_\_\_\_ one pleases you most.

14. My wife and I going to ride our bicycles across the country. We'll ride for six to seven hours every day, then stop for the night \_\_\_\_\_ we happen to be.

15. Irene does \_\_\_\_\_ she wants to do, goes \_\_\_\_\_

she wants to go, gets up \_\_\_\_\_ she wants to get up,  
makes friends with \_\_\_\_\_ she meets, and dresses \_\_\_\_\_  
she pleases.

4. **Note:** All conjunctions have the synonyms: **whatever = no matter what; whenever = no matter when**, etc.

Compare: **No matter what** happens, don't worry.

**Whatever** happens, don't worry.

### 5. Fill in the gaps:

1. \_\_\_\_\_ model you choose, sure that it's high quality.
2. \_\_\_\_\_ insists on his version should explain his reason.
3. \_\_\_\_\_ he says is usually very convincing.
4. \_\_\_\_\_ we went, we found friendly people.
5. \_\_\_\_\_ you come to me for a consultation, you're always welcome.

### Homework:

1. Insert- **ever** words instead of **no matter who, what, which, where, when**:

1. **No matter who** told you that, didn't tell you the truth.
2. **No matter what** problems you have, you can always come to me for help.
3. **No matter which** language you decide to learn, be prepared to work hard.
4. It has the same result, **no matter which** way you do it.
5. I'll be pleased to join you, **no matter where** you go for a holiday.
6. **No matter when** he went to London, he stayed at the Hilton.

### 2. Write the following sentences and fill in the gaps.

The same idea maybe expressed by **It doesn't matter when, what, where, which, who**.

**Compare:** It doesn't matter **when** you come. You're always welcome.

**Whenever** you come, you're always welcome.

1. It doesn't matter what happens. Don't worry \_\_\_\_\_
2. It doesn't matter **who** calls. Tell them that I'm busy. \_\_\_\_\_
3. It doesn't matter **which** shop you go to. You'll find that book on sale \_\_\_\_\_
4. It doesn't matter **when** you come. We'll be waiting for you. \_\_\_\_\_
5. It doesn't matter **where** we go skiing. We always enjoy it. \_\_\_\_\_

**3. Make up your own sentences using – ever words.**

## UNIT II

## Lesson 1

**1. Words and word combinations to be learned.  
Read and learn.**

<p><b>motto, throughout, evaluate, outcome, accident, appropriateness, significant, to be entitled, to raise awareness, ardently, evidence, concern, priority</b></p>
---

**2. Make up your own sentences using the words and word combinations above.**

**3. Read the text.**

### **“Road Safety – Safety in Our Lives”**

It is the motto of the Road Traffic Month that started throughout Turkmenistan on September 1. This large scale action was first initiated by our President last year. The Turkmen leader positively evaluated the outcomes of the last year's action, noting that it had contributed to significantly reducing the number of road accidents in the country. In this context, our President emphasized the appropriate-

ness of holding the Road Safety Month in September and developing the programme of action to prevent road accidents on a yearly basis.

The programme of the Road Safety Month includes various activities, such as a series of conferences entitled “Road Safety – Safety in Our Lives” and the contests entitled “Young Traffic Inspectors”, “Green Light”, which are held at schools and preschool institutions. Also, the activities aimed at promoting and establishing high standards of the behavior on the road in our society and raising awareness of personal responsibility of every traffic participant for his safety.

The necessary conditions for a prosperous life of citizens of Turkmenistan are created in our country in the epoch of might and happiness. The systematic work is carried out in Turkmenistan to bring up the generation of well – educated, motivated and open –minded people, who ardently love their Motherland. This national wide action for road safety is vividly evidence that the concern for the welfare of Turkmen citizen and their safety is a state policy priority.

**4. Find and read the sentences from the text with above – mentioned new words and word combinations.**

**5. Answer the following questions.**

1. What is the motto of the Road Traffic Month ?
2. When does it begin?
3. How long does the Road Traffic Month Last?
4. By whom was this large-scale action initiated?
5. What had it contributed to?
6. What activities does the Road Safety Month include?
7. What is the aim of organizing these activities?
8. What is a state policy priority?

**6. Pair Work. Discuss with your deskmate the activities which are held at your school connecting with this programme.**

**7. Give the synonyms to the following words.**

to start –  
to contribute –  
significantly –  
to reduce –  
to prevent –  
various –  
a contest –  
a behaviour –  
to raise –  
prosperious

**Homework:**

**Tell about “The Road Traffic Month” action in your school.**

**UNIT II**

**Lesson 2**

**Music**

**1. Read the dialogue between the teacher and the student.**

A: -What is the common meaning of the word “interval”

B: -It's the period between two events, or it can be a period of time. But in music theory the musical interval is the distance between two notes

A: -What does the quality of the musical interval depend on?

B: It depends on the length of the string.

The longer the string, the lower the sound

I've made some sounding boxes

A: -What are they?

B: -They are just boxes made of wood with strings wrapped around two nails on the top.

A: -They are great. Could you play some national mukams?

B: -With pleasure.



## 2. Can you describe a dutar?

1. What can you tell about a dutar?
2. What talented bagshies do you know?
3. What can you tell about our national music?

**3. Match each of the nouns in box A with one of the nouns in box B to produce word combinations or compound nouns.**

### A

ballet	music
opera	drama
theatre	dress
screen	folk

### B

goer	music
singer	society
dancer	hall
version	circle

## 4. Complete the following sentences using one word.

1. Another word for a group of musicians is a \_\_\_\_\_
2. People who make music are \_\_\_\_\_
3. The man who sings is a \_\_\_\_\_
4. A song which is a great success is a \_\_\_\_\_
5. A great number of instruments on the scene is an \_\_\_\_\_
6. The man who conducts the orchestra is a \_\_\_\_\_
7. The man who leads a band is a \_\_\_\_\_
8. The man who makes the film is a \_\_\_\_\_
9. A well-known actor in a film is a \_\_\_\_\_

## 5. Read and learn the following vocabulary.

At the concert hall:

orchestra (n)	compose music	placard/poster (n)
symphony (n)	record (v)	pit (n)
ensemble (n)	choir/chorus (n)	choreographer (n)
band (n)	soloist (n)	perform (v)
piece of music	conductor (n)	

*Eg. He has a good ear for music.*

Musical genres: pop	rock	rhythm
Jazz	punk	reggae
blues	classics	

music  
soul-  
folk-  
light-

chamber-  
opera-  
dance-  
instrumental-

orchestral-  
vocal-  
film-

### Homework:

**1. Tell about your visiting a theatre or a concert, use the vocabulary.**

**2. Render the following text from Turkmen into English.**

#### **Kör bagşy**

Türkmenistanyň at gazanan bagşysy Tuwakgylyç Gurbannyyazowyň Lebap töwreginde ýörgünli ady „Kör bagşy,, ekeni. Kör bagşy diýilmeginiň sebäbi ol üç yaşyndaka mama keseline uçrapdyr, we şol kesel zerarly Gurban aga gözsüz galýar. Ondan başga-da onuň dutar kakylýan eli hem kelteräkdí. Bagşy daňdana çenli aýdym aýdyp diňleýjileriniň alkyşyny alardy. Onun belent sesi sekiz kilometrden eşidilýärdi. Ol diňe bir öz töwreginde däl-de, tutuş yurdumyzda aýdym-saz äleminde öz yzyny goýmagy, halkyň söýgüsini gazanmagy başaran bagşydy. Butin ömrüni iline hyzmat edip geçiripdir. Beýle adamlar bolsa elmydama ýatlanylma-ga, hormat goýulmaga mynasyypdyr.

## UNIT II

## Lesson 3

### **1. Read and learn.**

a guitar                      a violoncello  
a dutar                        a harp  
a piano                        a flute  
a violin                        a horn  
strings – kirişli  
wind instruments – üflenýän  
a rehearsal – taýýarlyş  
a baton – dirižoryň taýagy

**2. Pair work. Speak with your deskmate. Use the following words and expressions in your conversation.**

It's high time. We are in plenty of time  
What's on to night? Who is in the play?  
The House is sold out. On the whole  
In no time, in full swing, take smb's fancy

**3. Read and learn the dialogue. Make up your own dialogue.**

In the opera house.

– Here are our tickets – two for the dress-circle. Let's go and take our seats.

– We're in plenty of time.

– All the better, I hate arriving at the last moment. Some people are in the habit of arriving after the curtain has gone up.

– What a good thing we took our opera-glasses along. The dress-circle is rather a long way from the stage, so we'll need them.

– The orchestra is already tuning up their instruments.

– Can you distinguish the various instruments, Tom?

Yes, the violin, the violoncello, the harp, the flute and the horn.

– I like strings much better than wind instruments.

– I think the conductor will be coming in no time. Look, he is making his entry.

– He's getting a lot of applause, he is very popular.

– Now he is raising his baton.

– The overture is beginning.

**4. Grammar. Learn and remember.**

**Present perfect**

a) The present perfect is formed with the present of have + the past participle of the main verb.

*Examples:*

I have translated the text.

He has visited many countries.

Short forms

I've = I have

She's = She has

b) We use the present perfect in a number of ways. One use is for actions that began in the past and continue up to the present time.

*Example:*

Tim started to think about his trip three years ago. So far, he has saved money and has travelled many countries.

c) We can also use the present perfect to show present results of past actions.

*Examples:*

He has already written the article.

Scientists have invented a new model of computer.

d) Present perfect + just

We use present perfect + just for something that happened a very short time ago, probably a few minutes or seconds before you speak.

*Examples:*

It has just started to train.

The bus has just arrived.

**5. Complete the sentences. Use the present perfect form of these verbs:**

***answer, break, buy, clean, leave, lose, finish, walk.***

*Example:*

Tom has emptied the rubbish.

1. Claire ..... all the questions.

2. I ..... ten kilometres.

3. They ..... their car keys.

4. John ..... a new jacket.

5. Diana ..... her arm.

6. Bill and Tim ..... the kitchen.

7. The train ..... the station.

8. Karen ..... her violin practice.

**Homework:**

**1. Answer the questions. Use the present perfect with just. (in written form)**

*Example*

**Aren't you going to do your homework?**

I've just finished it .....(finish)

Why isn't he hungry?

..... (have lunch)

You look very excited. Where have you been?

.....(interview/pop star)

Where's your father?

.....(go/supermarket)

You look tired?

.....(tidy/room)

Why are they hiding?

.....(escape from/police)

Why are you smiling?

.....(win/ competition)

**2. Speak about theatre. (orally)**

**UNIT II**

**Lesson 4**

**1. Discuss with your deskmates**

1. Are you fond of music?

2. What type of music do you most like to listen to when you are

a) with friends?

b) relaxing alone?

c) dance?

3. What can you tell about your parents' generation?

4. Can you play any musical instruments?

5. How long have you played?

6. How well do you play?

7. What is your new popular type of music at the moment? Can you describe it?

8. Who is the most popular composer in our country? In other countries?

9. Which of them is your favourite? Why?

## **2. Words and word combinations to be learned.**

**attract-** get the attention of, Syn. captivate, charm, interest of.

**treat** - act or behave towards, consider. Syn. deal with, discuss.

**idol-** image in wood, stone, etc of a god; person or thing greatly loved or admired. Syn beloved, fetish, favourite.

**garment-** article of clothing. Syn. costume, dress, clothes.

**genius-** great and exceptional intelligence or artistic ability. Syn. faculty, talent, inclination.

**lyric** (adj)- composed for singing, composed in the form of a song; of poetry written on the theme of love, a short poem like a song or expressing strong personal feelings; lyric poetry.

**nightingale-** small, reddish-brown bird that sings sweetly by night as well as by day.

**vocal** (adj)- made by the voice spoken or sung, as vocal music; connected with or produced by or for the voice. Syn. oral, outspoken, uttered.

**cycle** - series of events taking place in a regularly repeated order. Syn. circle, rotation, round.

**lullaby-** song for lulling baby to sleep, gentle, soft sound.

**genre** - a kind, a category of literary works, distinguished with respect to purpose, form style, etc.

**romance-** story or novel of adventure; love story. Syn. melodrama, fiction, intrigue.

**exile** - being sent away from one's own country or home, esp. as a form of punishment. Syn. banish, expel, separation. As to live in exile, a place of exile, to go into exile.

Homework:

1. Learn the words in ex.2 and write 8-10 sentences with them.
2. Speak about music.

**UNIT II**

**Lesson 5**

1. Read and learn the following words. Mind pronunciation.

**Orphanage, experience, genius popularity, symphony, orchestra achievement, composer, genre**

2. Read the sentences from the text with the words above and translate them.

**3. Answer.**

What do you call : garment, idol, nightingale, lullaby, genre, exile, genius, cycle, romance?

4. Give the synonyms to the following words: consider, expel, melodrama, circle, oral, talent, fetish, dress, captivate.

5. Pair work. Discuss with your deskmate. Share your opinion. Do you agree?

It is not easy to become famous. Famous people work hard to develop their abilities. They are well known, highly respected and loved by many people. People honour them, build a monument in honour of them, put their names into the Guinness Book.

6. Give your example of a famous person. Tell about your favourite person. What is he or she famous for?

## 7. Read the following text.

### Turkmen composer Nury Halmammedov

#### I

Nury Halmammedov was born in a small village Murcha near Baharly on February 24, 1940. Being a baby, he lost his parents and was brought up in an orphanage. In 1947 he went to school and since 1948 he attended musical classes.

His musical talent attracted the experienced teacher O.Krivchenko's attention. She had been teaching him for about four years and then he entered the state musical college of Turkmenistan. He'd been studying piano classes for three years under the guidance of the famous teacher E.K. Kulesh.

The brilliant musical talent of Nury allowed him to enter the Moscow conservatoire in 1958. He went to composer classes of the remarkable Soviet composer, professor A.N. Alexandrov. We can find a lot of various genres among N.Halmammedov's student works. He wrote 30 songs, romances and compositions for chorus which gained a great popularity. Among them: *The Song about Motherland*, *The Milkmaid*, *Spring*, *Don't Leave me*, *The Exile*, *I've Seen the Beauty* and others.

Studying at the Moscow conservatoire he learned the lyric poetry of Mollanepes. The first romance appeared: *"I'm Your Devoted Nightingale"*, *"With my Own Eyes"*, *"My Girl"*, which later would be found in vocal cycle on Mollanepes's verses.

Such works as *"Poem for Cello"* (1962), *"The Lullaby Fantasy for Alt"* (1963), *"Sonata for Violin and Piano"* (1963) may be regarded as a creative success.

For his examination in conservatoire N.Halmammedov wrote a symphony *"Turkmenistan"* (1963).



For the first time “*Turkmenistan*” was performed in Moscow on N.Halmammedov’s final examination.

For many years the works were often performed by the best orchestras of Moscow, Sankt-Peterburg, Kiev, Tashkent and now they have been included into programs of congresses and plenums of the League of Turkmen composers, displaying the achievements of its members.

### Homework:

**Tell about Nury Halmammedow and his work.**

## UNIT II

## Lesson 6

### **1. Let’s discuss. Do you know?**

The Beatels [bi: tlz] is a popular British music group. In the 1960s this British rock group was popular all over the world. They had 30 top ten hits. They were all born in Liverpool and started the group there in 1959. They first played at a night club called the cover and then travelled the world. One of them, Paul McCartney, is now the richest musician in the world. Their popular songs are “Yesterday, I’ll Be Back, Do you want to Know a Secret, Yellow Submarine”, etc.

### **2. Answer.**

What are the Beatels famous for?

What other well-known music group do you know?

### **3. Vocabulary to be learned.**

**fugue** – fuga piece of music.

**improvise** – compose music, poetry, etc. during the performance. Syn. play it by ear

**pearl** – very precious person or thing.

**testify** – give evidence of. Syn. certify, witness.

**score** – music on paper that shows all the instrument’s parts. Syn. soundtrack

#### 4. Read and tell about N. Halmammedov's works.

##### Turkmen composer Nury Halmammedov

## II

In 1967 the all-union corporation "Melody" made a record of N. Halmammedov's work "Turkmenistan". In 1968 the publishing house issued the score of his works. All this testifies the full recognition of the young composer's talent.

After the final conservatory exam N. Halmammedov returned to Ashgabat and found his own place in musical life. One of the first important pieces of his creative work was music for the films : The Kind Sea, My Brother and Me, the Contest, The Decisive Step, Magtymguly. The music to these films may be regarded as the most considerable element of these works and promoted, in large degree, their success on the screen.

N. Halmammedov wrote nearly 50 works for his favourite instrument the piano. One of the popular Halmammedov's piano compositions is Elegical Prelude and Fugue (1967). This is a polyphonic piece with sharp contrasts, conversions from an organ soundness to miserly graphics of one-two voices, from improvising to playing in the strict polyphonic manner. This work is often performed by the very famous organist G.Grodberg.

Nury Halmammedov's contribution to musical art is very considerable. His creative work is regarded and recognized as one of the real pearls in the treasure of Turkmen's culture.

During his whole creative life the composer paid a great attention to the war-patriotic theme. The theme was displayed in his early songs. Later it went through a lot of his works. The theme was embodied in the vocal-symphonic poem "To Memory of Heroes". This work was written in 1974 in creative cooperation with the talented poet and his closest friend G. Ezizov. The Poem seems to be an original three- deck composition: Introduction, Soldier Recollection, Requiem.

Homework:

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

**UNIT II**

**Lesson 7**

**Theatre**

1. Read and learn the following vocabulary.

a) Cultural centers:

theatre (n)	young spectators-	philharmonic (n)
drama-	musical comedy-	circus (n)
puppet-	musical comedy-	club (n)
opera and ballet-	concert hall (n)	discoteque (n)

b) Shows:

opera (n)	film (n)	exciting (a)
ballet (n)	variety (n)	thrilling (n)
drama (n)	miniature (n)	boring (a)
play (n)	performance (n)	disgusting (a)
comedy (n)	concert (n)	be a success/failure
tragedy (n)	satire (n)	enjoy (v)

c) At the theatre:

cast (n)	scene (n)	attendant (n)
be in the-	rehearsal (n)	usher (n)
opera glasses	repertoire (n)	drop the curtain
performance (n)	prompter (n)	receive a curtain call
first-night-	director (n)	have a long/short run
play (n)	producer (n)	stage manager
part/role (n)	costume designer	lighting engineer
act (n)	make-up artist	theatre-goer (n)

d) What's on tonight? Who is in the play?

The House is sold out.

**2. Look at the interior of the theatre.**

Remember the names of places in an interior.

Describe it.

dressing

backstage

-----

?

**3. Describe the interior of the theatre**

**4. Answer the following questions.**

1. What are the (musical) cultural centres?
2. What kind of shows do you like?
3. What impression can you get when you watch a show?
4. What is repertoire?
5. What do a prompter do?
6. Who is a theatre-goer?

**5. Pair work. Share your impressions after visiting a theatre. Try to use the vocabulary in ex .1.**

**Homework:**

**1. Ex 2 (orally)**

**2.( in written form)**

**Complete the following sentences using the vocabulary.**

1. The people in the play are\_\_\_\_\_.
2. The showing of the play is/a\_\_\_\_\_.
3. The parts of the play are\_\_\_\_\_.
4. The seats downstairs are\_\_\_\_\_.
5. The seats upstairs are\_\_\_\_\_.
6. The first show is a\_\_\_\_\_.
7. An afternoon performance is a\_\_\_\_\_.

1. Read the following words and give their explanations.

sign, silence, violent, vertical, horizontal,  
alive, by air, by rail

2. Make up your own sentences with the words above.

3. New words to be learned.

**dreadful (adj)** – causing anxiety, very unpleasant. Syn. awful, frightful, horrible, shocking.

**rumbling** – make into, move into with a deep, heavy, continuous sound.

**tremor (n)** – a shaking or trembling, as during an earth quake.

**vertical (adj)** – upright, at 90 degrees to the horizontal. Syn. perpendicular, upstanding; Ant. horizontal; straight up and down; perpendicular to the surface of the earth.

**entire (adj)** – complete, whole. Syn. total, outright. Ant. incomplete

**wound (n)** – to cause a wound. Syn. injure

**to cure (v)** – to make somebody healthy by using medicines and treatment. Syn. heal, remedy

**drug (n)** – any substance used in making medicine; a medication, narcotic. Syn. depressant, stimulant.

**to commemorate (v)** – keep or honour the memory of a person or event (by meetings ceremonies, speeches, etc. be in memory or give honour to the memory of commemoration the act of commemorating).

**victim (n)** – somebody or something that suffers from an accident, illness or bad luck.

**tribute (n)** – praise, honour, admiration.

#### **4. Make up special questions.**

1. The children are sleeping. (What...)
2. We have a meeting before the holiday. (What...)
3. The family spent their holidays in the village. (Where...)
4. The teacher has introduced a new pupil to the class. (Whom...)
5. Sam will be on duty next week. (Who...)
6. He has two pen –friends in England. (How many ...)

#### **5. Read and speak about Memorial Day.**

##### **Memorial Day**

On October 6, 1948, there was no sign of the approaching tragedy. The weather was fine. It was warm. Midnight. Most people of the city were fast asleep.

After 1.00 a.m. local time the silence of Ashgabat night was broken by a dreadful rumbling. Powerful tremors followed –first vertical, then horizontal. The total duration of the earthquake was ten seconds. This was enough to move the entire city and its environs nearly 180 centimeters to the north. Several violent earth tremors turned the city into a massive heap of ruins. This terrible earthquake took 100 thousand people's life. The city was completely destroyed. Those who remained alive helped unearth those who were crying for help. The wounded were cured in Ashgabat or in Moscow, Tashkent and Baku.

It was a great loss for people of Ashgabat after the war. People from many countries and cities came to Ashgabat to help. Drugs, food and construction materials were delivered to the city by air or by rail.

To commemorate the victims of the earthquake there was built a Memorial.

The commemorative complex to the victims of the earthquake was built in Ashgabat.

Every year on October 6, people of Turkmenistan mark Earthquake Victims Memorial Day to pay a great tribute to the victims of the earthquake.

**6. Answer the following questions.**

1. What happened on October 6, 1948?
2. How did the powerful tremors follow?
3. How long was the total duration of the earthquake?
4. How many people died in that earthquake?
5. Who helped us on those difficult days?
6. How do people of Turkmenistan mark Memorial day?

**Homework:**

**Tell about Memorial day**

**UNIT III**

**Lesson 2**

**1. Pair Work. Tell your deskmate about:**

- a) the sort of music you enjoy listening to;
- b) singer you look forward to listening to again and again;
- c) what makes you want to sing songs ;
- d) video clips you can't give up watching.

**2. Match the words and definitions.**

- |                   |   |
|-------------------|---|
| 1. spectators     | a) special building or place for the performance of plays.          |
| 2. an audience    | b) a group of entertainers who work together.                       |
| 3. a theatre      | c) a play with a dialogue, songs and often dances.                  |
| 4. a musical      | d) those who watch theatrical performances or other entertainments. |
| 5. an opera house | e) a place where operas and ballets are performed.                  |

6. a company                    f) those who watch outdoor events such as matches, races, etc.  
7. a libretto                    g) the lyrics of a musical play .

**3. Use the necessary pronouns.**

1. Shall we take \_\_ sister with us? (your, yours)
2. Is that \_\_ ticket or \_\_ ? (mine, my, hers, her)
3. That house over there is \_\_. (their, theirs)
4. \_\_ don't think \_\_ can finish \_\_ work by 7 o'clock. (I, my, mine)
5. Did \_\_ parents know about the meeting? (you, your, yours)
6. \_\_ likes to have \_\_ cup of coffee in the morning, doesn't he? (we, our, he, his)
7. The mistake is \_\_\_\_ . (I, my, mine)
8. \_\_ say \_\_\_\_ want to play football. (they, their, theirs)
9. This is \_\_ family. (we, our, ours)
10. That is \_\_ gitar? (you, your, yours)

**4. Read the text. Make up 6-8 questions to the text.**

**Ashgabat is the symbol of prosperity and love**

Ashgabat – the garden – city, the city of high quality roads, traffic interchanges, intersections, parklands and green areas adjacent to streets – earns a lot of various epithets. The newly built underpass at the intersection of Gerogly street and A.Niyazow Avenue strikes with its up – to – dateness and beauty. It allowed optimizing road traffic on the busy highway which looks now more beautiful and neat.

Ashgabat is the city of beautiful buildings and people. Control over engineering and technical infrastructure, an integrated approach to the beautification of streets and squares, including pedestrian crossings, traffic interchanges and even street lamps – all of this is essential to making the capital city neat and stylish as well as contributes to



ensuring the safety of pedestrians and drivers. The impression of tidiness and neatness persists: the areas adjacent to highways are neat and well – groomed: they are landscaped and planted with shrubs and flowers all the year round: high powered machines tirelessly clean and shower roads and streets. There are playgrounds and sport fields in green areas and parks and on adjacent territory of apartment houses.

Streets and footpaths are adorned with elegant benches, street lamps of unusual configurations; a variety of decorative shrubs and flowers on lawns and in flowerbeds smell sweet – in short, favourite places of recreation of Ashgabat citizens appear in a completely new look and framing.

A picturesque view of white – marble Ashgabat opens up from luxury multi –storey houses; new buildings and highways, parks and public gardens shine brightly. We are happy that the Turkmen capital is developing dynamically and its population is rapidly increasing. The city is changing beyond recognition and expanding its boundaries.

### **Homework:**

**Tell about Ashgabat**

## **UNIT III**

## **Lesson 3**

**Let's talk.**

**1. What do you know about the region you live in? Is it a musical place ? Try to answer the following questions.**

- What well – known musicians were born in the city/village/region you live in?
- What musicians lived in your city/village/region?
- What well – known groups, orchestras bands perform/performed in your city/village/region?

## 2. Match the musical terms and definitions.

- |                   |   |
|-------------------|---|
| 1. jazz           | a) a type of music that has its origin in America's black community.  |
| 2. country music  | b) a style of music that was popular especially in the 1950 s but is still played now. It has a strong, loud beat and is usually played on electrical instruments.          |
| 3. rock ' n' roll | c) music that is popular in and originated from the southern and western United States. It has many sources: traditional ballads, cowboy songs, Mexican music and the like. |
| 4. rap            | d) a musical style where the singer speaks or shouts the words ,which appeared in New York in 1970s.  |

## 3. New words and expressions to be learned.

**settlement (n)** – a place where people establish a community.

**scale (n)** – a measuring instrument based on such a system.

**to dispose (v)** – get rid of, make someone likely to do or think something.

**fragrant (adj)** – having a pleasant, sweet smell.

**content (adj)** – happy and satisfied.

**estate (n)** – a property consisting of large house and extensive grounds.

**magnificent(adj)** – very attractive and impressive, very good.

**cosy (adj)** – comfortable, warm and secure.

**picturesque (adj)** – a striking picture.

**view (n)** – the act of seeing, inspection.

#### **4. Read and translate the following word combinations.**

Traffic interchanges, parklands, up-to-dateness, road traffic, busy highway, international bus terminal, comfortable movement, engineering and technical infrastructure, well-groomed, a picturesque view, luxury multi storey houses .

#### **5. Read the text.**

### **Parks of Ashgabat**

The programme of settlement gardening that is given great attention in our country is implemented on wider scale. It concerns not only the capital city of Turkmenistan, but also all settlements where more parks and public gardens, which serve as the oases of freshness and coolness on hot days and quiet summer evenings, spring up with every passing year.

Ashgabat is one of the greenest cities of our Motherland. Shady parks, green public gardens and woodlands encircling the Turkmen capital give us shade and coolness in the heat of summer. They are always ready to receive us as the most welcome guests. City parks, green and fragrant with blooming roses, dispose to leisurely strolls and recreation in the countryside. They are adorned with magnificent monuments, sculptural images and fountains. Adults and children feel comfortable in the parks of Ashgabat; everyone can have fun visiting amusements, enjoy blooming flower gardens, get some fresh air and walk for pleasure along the alleys in the park.

The favourite recreation places of Ashgabat citizens are the Independence Park, Ashgabat amusement park that has changed significantly after reconstruction, Ylham alley with sculptural images, Gunesh children's park and Alem entertainment centre as well as numerous green parks that are very popular with Ashgabat citizens for their beauty and freshness in the hot summer days.

Such is the cosy and shady park located on Magtymguly Avenue, where the sculpture of the outstanding Turkmen

poet and thinker Magtymguly Fraghi towers over fountains. It is a favourite recreation place for Ashgabat citizens, the venue for poetry evenings and creative meetings of cultural and art workers.

Ashgabat citizens perceive the monument “Art” created by Saragt Babayev as the hymn to folk art. The sculptor chose the dutar as the centre of the sculptural composition not by chance; the dutar is an ancient musical instrument that became the symbol for spiritual and musical culture of the Turkmen people. Today, the monument that harmoniously blends with the architectural ensemble of the town of arts spotlights the central idea of the main cultural value of the Turkmen people, reminding us about the melodies of baghshis, without it is impossible to imagine the life and culture of the Turkmen people.

The music of inspiration pours on the alleys in the Ylham Park. The whole spectrum of joyous, solemn modulations filled with the pride in the native city is heard in the monument “My White City Ashgabat”, sparkling in the bright sun rays.

The white-marble capital of Turkmenistan is growing and expanding. New housing estates appear before our eyes, city streets and squares are renewed. Magnificent monuments and sculptural images that adorn Ashgabat embody the characteristics of the national culture and glorify the greatness of the history and modern times.

### *Homework:*

**Tell about Parks of Ashgabat**

## UNIT III

## Lesson 4

### **1. New words to be learned.**

**agenda (n)** – list of items to be considered at a meeting, things to be done.

**to declare (v)** – announce openly or formally, pronounce.

**ideal (n)** – answering to one's highest conception; perfect; existing only in idea; visionary, perfect type, thing, concept, principle etc.

**to establish (v)** – set up (business, system, etc.) on a permanent basis. Settle in some capacity, place.

**to comply (v)** – act in accordance (with a request or command).

**discrimination (n)** – unfavorable treatment based on racial, sexual, etc prejudice, good taste or judgment.

**race (n)** – each of the major division of humankind; fact or concept; genus, species, breed, or variety of animals or plants connected by common descent; any great division of living creature.

**executive (adj)** – person or body with managerial or administrative responsibility, branch of government etc, concerned with executing laws, agreements, etc.

**court (n)** – judicial body hearing legal cases, quadrangular area for games, yard, residence, etc.

**to subject (v)** – bring under control, expose.

## 2. Read the text.

### Independence Day in Turkmenistan

Independence Day is a great holiday in Turkmenistan. It is celebrated on October 27, all over the country.

Turkmenistan was one of the republics of the former Soviet Union. After the collapse of the Soviet Union at the meeting of the Supreme Council, the decision was made to proclaim Turkmenistan an independent and democratic state. It happened on October 27, 1990. The independence of Turkmenistan is based on great ideals – to establish the real national state of the Turkmen people, to provide basic rights and freedom complying with the character of Universal Human Rights Declaration in the Constitution of Turkmenistan, as well as the other norms of democratic state re-

specting the principles of law. The President is the Head of the State.

There is no discrimination against individuals or citizens in our country, regarding their race, nationality or religion.

The courts of Turkmenistan are independent and subject to law.

**3. Read and translate the sentences with new words from the text given in ex.1..**

**4. Match the parts and make up correct sentences.**

Independence Day	Of the High Council of Turkmenistan
It is celebrated on October 27	Turkmenistan – an independent and democratic State.
On October 26, there was a meeting	all over the country
The Council made the essential decision to proclaim	Is a great holiday in Turkmenistan.

**5. Make up 6 general questions to the text.**

**Homework:**

**Tell about Independence Day**

## **UNIT III**

## **Lesson 5**

**1. Let's discuss.**

**There is belief that some national characteristics of people from different countries are a result of the influence of geography and environment on the country.**

**2. Below are some words that can be used to describe personality traits.**

### What do they mean?

#### Match the word and the description with its meaning.

- |                  |   |
|------------------|---|
| 1) patience      | a) friendly and generous reception and treatment of guests and strangers. |
| 2) hospitability | b) the ability to wait for something calmly for a long time.              |
| 3) toughness     | c) the ability to move quickly and easily from place to place.            |
| 4) kindness      | d) great care.  |
| 5) cautiousness  | e) the ability to live through difficult conditions.                      |
| 6) mobility      | f) goodness, gentleness kind nature or treatment.                         |

### 3. Words to be learned.

**execute** – carry out, perform, carry out of design for.

**embassy** – residence or office of ambassador; ambassador and staff.

**revival** – new production of an old play, etc, revived use of an old practice, style, etc.

**guarantee** – format promise or assurance; give a promise or assurance.

### 4. Use the correct tense.

1. When we were in the country we \_\_\_ for walks in the forest. (to go)

2. Have you \_\_\_ to London? It is very nice to \_\_\_ a month there in summer. (to be, to spend)

3. The farmers \_\_\_ all kinds of vegetables in the vegetable- gardens. (to grow)

4. When did the farmers \_\_\_ in the harvest? (to gather)

5. The apples \_\_\_ green when we went to the country. (to be)

6. The sun \_\_\_ brightly and a wind \_\_\_ from the fields. (to shine to blow)

## 5. Read the text.

Independent State Turkmenistan is a member of the world community, having equal rights to determine and execute its foreign policy. Turkmenistan joined the United Nations Organization and other international organizations as a direct member. It establishes diplomatic relations, opens embassies and makes international contracts. Turkmenistan declares that there are no nuclear, chemical, biological or other weapons of mass destruction on the territory of Turkmenistan. Turkmenistan is concerned with national and cultural advancement of Turkmen people, the rise of national consciousness, the revival of traditions and the development of the state Turkmen language.

Turkmenistan guarantees all its citizens the rights to live and flourish in accordance with their national, cultural values and religious views.

Turkmenistan has its own state symbols – the state flag, the state emblem and the National anthem.

### Homework:

**Make up your own dialogue about Independence day.**

## UNIT III

## Lesson 6

### 1. New words to be learned.

**commemorate** – preserve in memory by a celebration or ceremony; be a memorial of.

**possession** – territory, subject, wealth, property.

**observe** – keep or celebrate; pay attention to (laws, customs, festivals etc).

**rejoice** – great joy; be glad; take delight.

**federal** – of a system of government in which self-governing State unite for certain functions etc; of or favouring centralized government.



**legal** – concerned with law; appointed or required by law.

**occasion** – the moment or time when something takes place; reason, cause or need.

**forbid** – order not (I forbid you to go); refuse to allow.

**permit** – consent to, authorize; allow; give opportunity to.

**explode** – expand suddenly with a loud noise owing to a release of internal energy.

**pageant** – public entertainment in the form of a drama, illustrating scenes from the history of a district or a place, usually performed in the open air.

**contest** – a competition; contend or compete for; compete in (an election).

## **2. Read the text and speak about Independence Day of the United States.**

### **Independence Day in the United States**

Independence Day commemorates the birthday of the United States of America. It is celebrated on July 4, each year in states and possessions of the United States. On July 2, 1776 the Continental Congress declared the American colonies free and independent states. But it took the delegates two days to agree on a formal document before announcing their action. On July 4, the Congress adopted the Declaration of Independence. Since then, July 4, has been celebrated as the nation's birthday.

Independence Day was first observed in Philadelphia on July 8, 1776. The Declaration was read, bells were rung, bands played, and the people rejoiced. Independence Day has been celebrated throughout the country since then. In 1941 the Congress declared July 4, a federal legal holiday.

In early times, independence days were occasions for shows, games, sports, military music and fireworks displays and the firing of guns and cannon caused hundreds of deaths each year. In the 1900 s many cities and states passed laws forbidding the sale of fireworks. Some cities permit fireworks but hire trained people to display them.

Today Independence Day is a major midsummer festival in the United States. Many communities celebrate it with programs and pageants and plays, athletic contests and picnics.

**3. Match the following parts and make up correct sentences.**

Independence Day commemorates the birthday of the ....	... been celebrated as the nation's birthday
It is celebrated on July, 4 each year in states ...	... and possessions of the United states. On July 2, 1776, the Continental Congress declared the American colonies free and independent from the English states.
But it took the delegates two days to agree on a formal ...	United States of America ...
On July, 4 the Congress adopted the ...	Declaration of Independence ...
Since then July, 4 has ...	document before announcing their action

**4. Make up 6 questions to the text.**

**5. Make up 10 sentences with the new words given in ex .1.**

**Homework:**

**Retell the text**

**1. Read and translate the following word combinations and make up your own sentences with them.**

The giant hydraulic engineering faculty, remarkable achievement, the Central Asian region, natural basin, the sandy desert, irrigated lands, the geographical location, soil condition, biological diversity, neighbouring countries, favourable condition, poultry and fish farming.

**2. Word formation.**

“less” is the suffix of adjective with negative meaning.

**Eg. lifeless, endless, useless, leafless, waterless, fatherless, homeless**

**3. Read the text.**

**An oasis in the desert is not a fantasy, but a reality (The Turkmen lake)**

The construction of the Turkmen Lake Altyn Asyr in the heart of the Karakum Desert – the giant hydraulic engineering faculty-is one of the remarkable achievements in desert management. It is one of the ambitious environmental projects ever implemented in the Central Asian region. Manifolds, through which drain water is supplied from all the regions of the country to the natural depression Karashor that serves as the natural basin for the artificial water body, stretch across the endless expanse of the Karakum Desert, one of the largest deserts in the world. The lake is 103 kilometres long and 18.600 kilometres wide, the total capacity of the depression can reach 132 cubic kilometres. The ambitious project vividly illustrates the significant economic potential of Turkmenistan that has made it possible to build the unique hydraulic engineering facility in the sandy desert. The 21st century construction project in the triumph of the policy of the Turkmen state which ensures protection of the environment, efficient water resource management and improved soil conditions on irrigated lands.

As is known, the geographical location of Turkmenistan in the south and the proximity of the Caspian Sea create favourable climatic conditions for over 140 bird species. It is difficult to overestimate the impact of the lake that has led to changes in a microclimate in the neighbourhood of the huge manmade water body and enrichment of biological diversity of arid and semi-arid regions in the Karakum Desert. Though supplying water to the southern part of the country as a result of the construction of the Karakum River and numerous water storage reservoirs and lakes has created favourable conditions for migration and wintering of many bird species, the Turkmen Lake creates new habitats of geese, ducks, coots and other water birds. This will undoubtedly enrich biological diversity not only in Turkmenistan, but also in neighbouring countries.

The landscapes covered with the networks of manifolds that stretch from and to the lake, with several natural karst lenses and depressions along the main manifold, are quite diverse. Supplying water to these areas may result in forming a number of small lakes, near which a number of fish farms can be built.

As new lands around the Turkmen Lake and vast grazing areas – the storage of fodder supplies for the livestock sector – are developed, these territories can be developed for agricultural purposes. The future will open up new opportunities to develop this region. Poultry farming and fish farming can be promoted as well.

**4. Find the reasons for the following facts from the text and expand your answers.**

1. The oasis in the desert is not a fantasy...
2. The construction of the Turkmen Lake Altyn Asyr is one of the remarkable achievements in desert management...
3. Fishing is an important industry ...
4. The Turkmen Lake creates favourable conditions for migration and wintering of many bird species and the habitation of fish species...

5. The new lands around The Turkmen Lake can be developed for agricultural purposes...

6. The future will open up new opportunities to develop this region ...

### 5. Let's talk

a) Desert –a large area of sand with little plant life. Much of the land is useless. What deserts do you know?

b) Describe the Karakum Desert.

c) Describe The Turkmen Lake.

d) What are the main prospects of the construction of the Turkmen Lake?

### Homework:

Tell about the Turkmen Lake.

## II caryek

### UNIT IV

### Lesson 1

#### Art in Turkmenistan

#### 1. Read the following words correctly.

breath – [ bre θ ]

epoch – [ 'i: pɔk ]

folklore – [ 'fouklɔ: ]

inspired – [ in 'spaiəd ]

goldsmith – [ 'gouldsmi θ ]

aesthetic – [ i: s' θetik ]

silversmith – [ 'silvəsmi θ ]

ceramic – [ si' r æmik ]

adornment – [ ə' dɔ: nmənt ]

perfection – [ pə' fekʃən ]

technique [ tek' ni: k ]

#### 2. New words to be learned.

**applied art** – activities such as painting, sculpture that put to practical use.

**aspiration (n)** – strong desire to do smth. or have smth.

**infusing (n)** – filling (someone) with (a quality).

**revival (n)** – renewal; a case of smth. being brought back into use or existence.

**ethnic (adj)** – interestingly unusual because typical of such a group.

**acquisition (n)** – the act of acquiring.

**handicraft(n)** – skill needing careful use of the hands.

**reflection (n)** – an idea or statement resulting from deep and careful thought.

**felting (n)** – making thick firm cloth of wool, fur is pressed.

**adorn (v)** – make more attractive or beautiful.

**adornment (n)** – decoration

**inspire(v)** – fill someone with the urge to do smth; create a feeling in a person.

### **3. Read the text.**

#### **Art in Turkmenistan**

The acquisition of independence resulted in the development of original Turkmen culture and art. Painting, sculpture, drawing, decorative and applied arts acquire a new breath given to them by the great epoch of independence.

The national school of art has brought up a brilliant group of masters of the world level with their individual world- look and original style of work. Today one can see aspirations of the artists and revival of folklore and artistic traditions in paintings and sculptures created by well-known Turkmen painters and sculptors.

The nation is inspired by celebrating such holidays as "Turkmen Carpet Day" connected with the applied art, and the "Day of Poetry", which is closely connected with the Great Son of Turkmen – Magtymguly Pyragy.

Today there are many institutions of culture, museums, and theatres in the country. All these institutions bring cultural values into the nation, infusing youth with love for the motherland. The popular theatres are depicting the century – old history, traditions and customs of the Turkmen nation.

During the years of independence various forms of applied folk arts have been developed as: goldsmith's and silversmith's art, carpet weaving, felting, metalwork, ceramic handicrafts, silk weaving, decorative needle – work etc.

The Turkmen jeweler's art is famous all over the world. The perfection of the form of adornments, decorative patterns, the techniques of the jeweler's art are so great that they have been kept for several centuries.

Apart from the Turkmen carpets, the national dress of Turkmen woman is the most brilliant expression of the arts and crafts and the culture of Turkmenistan. The national dress is a reflection of traditions rooted in the ethnic history, social attitudes, and ethnical and aesthetic values of the Turkmen people.

**4. Find the sentences with the new words in ex. 2 from the text and translate them.**

**5. Answer. What do you call?  
aspiration, applied art, ethnic, revival, handicraft, adornment?**

**6. Fill in the necessary words and word combinations.**

1. Today we can see .... of the artists and .... of folklore and artistic traditions.

2. The nation is .... by celebrating such holidays as "Turkmen Carpet Day" connected with .... .

3. .... of independence resulted in the development of original Turkmen culture and art.

4. The Turkmen jeweler's art is famous .... .

5. The national dress is .... of traditional rooted in the ethnic history, social attitudes, and .... and .... of the Turkmen people.

6. During the years of independence various forms of .... have been developed.

**Homework:**

1. Read the text. Make up 6-8 questions .
2. Speak about the art of Turkmenistan.

**UNIT IV**

**Lesson 2**

**1. You have many friends. Your friends are very different. Some of them are good only at one thing, others are good at a lot of things. A person who can do many things well is called a Jack of All Trades.**

**2. Discuss:**

1. Who can you name a Jack of All Trades?
  - a) in your family?
  - b) among your friends?
  - c) among your classmates?
2. What is your opinion? Why?
  - It’s good to be a Jack of All Trades.
  - It’s bad to be a Jack of All Trades.
  - It’s good to be a specialist in one thing, not in many.
3. What sort of a person would you like to be?
4. What would you like to be good at?

I’d like to be.....

I want.....

I can.....

**3. Are you a good pupil?**

You can find it out.

Count your score.

Ten “yes” – a very good pupil.

Six “yes” – a good pupil.

Less than five “yes” – you should work more.

- |   |     |     |
|---|-----|-----|
| 1. I listen carefully                   | Yes | Now |
| 2. I get to lessons on time             |     |     |
| 3. I prepare all the given assignments  |     |     |
| 4. I bring all my things to the lessons |     |     |



5. I follow instructions carefully
6. I present my work healthy
7. I hand my work on time
8. I ask for help when I need it
9. I read books
10. I learn foreign languages

**4. Read the following proverbs, explain and give their Turkmen equivalents.**

1. Every man to his trade.
2. He works best who works his trade
3. He who begins many things finishes but few.
4. He who makes no mistakes makes nothing.
5. Hear much, speak little.
6. First think, then speak.

**5. Words and word combinations to be learned.**

**a birthplace, a descendent, a conqueror, a governor, force, voluntarily, retinue, to mount, to bury, remains, legacy in a moral way**

**6. Read the life story of Bairam –han. Make up your questions to the text and ask your classmates.**

**Bayram-han**

Bairam-han was born, as some sources say, in Babah-shan (which is in the territory of present Tajikstan), the others think that his birthplace was Gazna (north of Afganistan). His mother was Negina –hanum: his father, Seif Alibeg, was a descendant of Mirza Janshah – a famous person in the East, one of the Garagoyunly rules of the Turkmen state and was in close relations with Babur – a descendent of the great conqueror Timur. In the Great Mogol state, created by Babur, Seif Ali-beg was a governor of Gazna.

Bairam-han lost his father very early. In his childhood he'd moved to Balkh (north Afganistan) where his rich relatives gave him brilliant education. He knew well the Turk,

Persian, Arabic literature and languages. At 16 years old he voluntarily joined Humayun prince's armed force. His courage draws attention of Humayun himself, as a result he was admitted to the circle of the prince's retinue. After the emperor Babur's death, Humayun, in 1530, mounted throne, and Bairam-han became his closest advisor.

In 1561 Bairam-han with his family decided to come to Mecca. For several days they had stayed at Gujarat. Walking alone in the jungle, Bairam-han had been killed by the team of 40 men headed by Mubarak Lohani from Afganistan. Bairam han was buried in Patna (Gujarat). 17 years later his relatives decided to move his remains to Mashad and buried him near Imam Reza's Mausoleum. Akbar adopted Bairam-han's son to bring up and passed him all his father's titles.

Bairam-han had left rich literary legacy, he wrote poems and prose in Persian and Turki, revealed a great interest in Turli and Indian music: he created himself several musical works, organized literary discussions, generously awarded the poets and scientists. Bairam-han's poetry influenced greatly the readers, educating and bringing them up in moral way: that's why his poetry was so popular in India.

### **Homework:**

- 1. Tell about Bairam han**
- 2. Write about (your favourite) great Turkmen person.**

## UNIT IV

## Lesson 3

### **1. Let's discuss.**

#### **National values**

What do we mean by values? Values are people's ideas of the best and most important ideas and beliefs in their culture. For example, your culture may value hard work .

That means that people in your culture may respect hard work more than many other qualities. May be religion is the most important value, or perhaps art and creativity, or money and material possessions.

**2. Name your national values.**

**3. Name three valuable things in your life.**

**4. What are the main characteristic features of the Turkmen people.**

**5. Read the following quotations about life.**

Tell what life means for you. \_\_\_\_\_

Life is life, fight for it. \_\_\_\_\_

Life is an opportunity, benefit from it. \_\_\_\_\_

Life is beauty, admire it. \_\_\_\_\_

Life is wealth, keep it. \_\_\_\_\_

Life is a struggle, accept it. \_\_\_\_\_

Life is duty, complete it. \_\_\_\_\_

**6. Start your conversation about the beautiful things in life such as love, happiness, and family.**

**7. Render the following text from Turkmen into English.**

### **Biziň milli gymmatlyklarymyz**

Türkmenistanyň milli eşikleriniň biri bolan keteniniň özboluşly ýakymlylygy, owadanlygy, gelişikliligi barada aýdyp onuň ýakymly ysy, adam bedeniniň belli bir ýylylykda saklamagyny sazlamakda, ýiti gün şöhlesinden goramakda ähmiýeti ulydyr.

Ýüpek sapagyndan öndürilýän matalar gyzlary owadan we asyly görkezýär. Aňyrdan gelýän döp-dessurlarymyza salgylansaň, ketenini geýýän gelin-gyzlara howp aralaşmaýar. Ketenili durmuşa çykjak gyza çile düşmeýärmiş we ol ömür boýy ýanyoldaşy bilen bagtly bolýar diýen düşüňjeler halkyň aňyna ornaşypdyr. Öz milliligimize buýsanmak, öz milli egin-eşiklerimize söýgi döretmek, öz milli döp-dessurlarymyza sarpa goýmakdyr.

Türkmen halky özüniň gyz-gelinlerine gymmatbaha daşlar we altyn-kümüş şaý sepler bilen bezäpdir. Altyn-kümüşiň adam saglygyna peýdalylygy barada lukmanlar hem belläp geçýärler.

### Homework:

#### **1. Choose the correct form of the modal verb.**

1. I am sure he ..... Do this work tomorrow.  
a) could      b) will be able to      c) was able to
2. I ..... wear a formal dress, I was having an interview that day.  
a) must              b) had to              c) was to
3. When you meet him, you ..... be very careful not to upset him.  
a) had to              b) are to              c) must
4. When I was young I ..... run for miles.  
a) could              b) can              c) was able to
5. Though he could hardly speak he ..... finish the lecture.  
a) could              b) was able to              c) will be able
6. When he is better he ..... have walk in the garden when it's fine.  
a) will be allowed to              b) can              c) may
7. You have wonderful dresses, Maral, ..... I take one with your kind permission?  
a) can              b) may              c) am allowed
8. Dear Mum, I ..... have a minute's rest since you left.  
a) couldn't              b) wasn't able to              c) haven't been able to

#### **2. Tell about our national values.**

## UNIT IV

## Lesson 4

### **Turkmen family**

#### **1. Read these words.**

reality  
manner  
feature

obeyance  
exist  
indisputable  
mutual  
remote

## **2. Match the definitions.**

- |                 |  |
|-----------------|--|
| 1. reality      | a) distant, far off in place or time                               |
| 2. manner       | b) given or received by two or more persons to and from each other |
| 3. feature      | c) that cannot be disputed   |
| 4. obeyance     | d) doing what one is told  |
| 5. exist        | e) be, be real   |
| 6. indisputable | f) a way in which a thing is done or happens                       |
| 7. mutual       | g) a part or an element of a thing                                 |
| 8. remote       | h) the quality of being real                                       |

## **3. Read the text.**

### **Turkmen family**

Turkmenistan is a wonderful country where the traditions and present day realities are combined in most natural manner. It can be traced both the customs, costumes, and living quarters. There are much traditional features in upbringing of children. First of all, it is strict obeyance to the elders and respectful attitude toward them. From early childhood children begin to work hard to help elders at home. Generally, division into the rich and the poor exists in Turkmenistan the same as in any other country. Both groups keep up to the national traditions, but their material wealth of the family differs a little. Birth of a son is obligatory celebrated in every family.

The power of the man as the head of the family is most considerable and his authority is practically indisputable. The present day Turkmen family consists of five to seven people. Turkmen people love their children very much and

birth of a new born child in the family is considered as great and happy event in the family. The birth control policy is not pursued. Upbringing in the family having many children particularly contributes to fostering such national Turkmen features, as respect to the elders, love of the children, strength of relativeties, mutual help and hospitality.

Young people wear European costumes. Some elderly people and inhabitants of the remote villages wear traditional man's costume. It consists of a shirt, trousers and an oriental robe of a national cut and a high sheepskin cap or a turban. Footwear is mostly factory- made. The national costume of a woman consists of a long tunic-type dress, trousers which are narrow at the botton and wide at the top, a big silk or woolen kerchief, coats or a long robes with rich embroidery at the edges of the collar, flaps and sleeves.

Many silver decorations are still used with the national costume. A little silver cupola with pendants is still used on the girl's embroidered skull- cap as a festive decoration.

#### **4. Make up your questions to the underlined words in the following sentences.**

1. From early childhood children begin to work hard to help elders at home.
2. Birth of a son is obligatory celebrated in every family.
3. Turkmen family consists of five to seven people.
4. The birth control policy is not pursued.
5. Many silver decorations are still used with the national costume.
6. Footwear is mostly factory – made.

#### **5. Pair work. Let's discuss.**

##### **What can you tell:**

- about your family?
- customs and traditions?
- your attitude to the elders and youngsters?

**Homework:**

**Tell about the peculiarities of a Turkmen family**

**UNIT IV**

**Lesson 5**

**1. Pair Work. Ask your deskmate.**

**What do you think “the good life” is? Read the list and make 3 choices which you consider the most important.**

- a) job that is interesting
- b) job that pays much more than average
- c) college education for myself
- d) good health
- e) a happy marriage
- f) home computer
- g) home you own
- h) job that contributes to the welfare of society
- i) a lot of money
- j) nice clothes
- k) a car
- l) a swimming pool
- m) travel abroad

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

**2. Let’s discuss. Talk with your deskmate.**

- 1. Which of your choices are part of the good life for you?
- 2. How many of these things do you have now?
- 3. How good are your chances of achieving the good life – very good, fairly good, or not good at all?

**3. Read the following words. Name the main characteristic features which are typical of Turkmen.**

- |            |             |
|------------|-------------|
| hospitable | intelligent |
| patient    | reliable    |

worker cholik	tolerant
honest	confident
kind	polite
faithful	intellectual
sincere	kindhearted

#### **4. Do you know?**

In 1700, Henry Mission, a Frenchman visiting Britain, asked villagers why they had horseshoes nailed above their doors. They said that it was to keep witches away.

Horseshoes are made of iron and the strength of the iron was thought to protect from evil. Still today they are thought to bring good luck and many brides carry silver ones at the wedding. The position of the horseshoe is very important. It must point upwards like a cup so that the luck cannot fall out.

#### **5. Answer the following questions.**

1. What kind of customs do we have?
2. Do we have the same customs in our country as in England?
3. Do you have nail horseshoes above the door?
4. Do you believe in things like this?

#### **Homework:**

##### **1. Write about our customs and traditions.**

**2. Speak on the theme: “What is the Good Life?” Be ready to share your opinion with your deskmate. You can use the following list:**

- a home you own
- a good health
  - a happy marriage
  - a car
  - a college education
  - a home computer
  - job thas is interesting



**1. Make up your own dialogue about our culture. The following information can help you.**

Culture is a part of spiritual life of people. Turkmen culture has ancient roots and nowadays traditions and customs of Turkmen ancestors play an important role in cultural life of Turkmen people. They do not decrease their value. The Turkmen people express their culture through their traditions, first of all in behavior, ceremonies, rites and clothing and then in other aspects as food, recreation, education, and art. We can learn much about it having read the book Rukhnama, especially the second one.

**2. Choose the correct modal verb to complete the sentence.**

1. You have broken the device. You .....have read the instructions carefully.

- a) must            b) should    c) had to        d) need to

2. "You're running high temperature, you ..... drink lots of water," the doctor instructed me.

- a) must            b) should    c) have to        d) need to

3. I feel I .....speak to him today, otherwise it'll be too late.

- a) should        b) have to    c) must        d) am to

4. You ..... Tell her that you're sorry. I could always rely on my mother's advice.

- a) must    b) should    c) had to    d) need to

5. It's my day off, I ..... go to work today.

- a) mustn't    b) shouldn't    c) don't have to    d) needn't

6. I don't feel well. I quite understand I .....see a doctor.

- a) should        b) have to    c) must        d) am to

**3. Words and expressions to be learned.**

to be accustomed

barefoot

to be insurmountable obstacle, an ornate felt mat  
to be highly valued  
to cure various diseases  
a poisonous insect  
to require special equipment  
unquenchable flame  
the palette of colours

**4. Read the text. Make up 6-8 questions to it.**

**Handmade beauty wanders  
round the world**

Kosma-kece- we are accustomed from childhood to this attribute of every Turkmen house. A warm felt mat that slightly pricks with its stiff wool hairs allows running bare-foot on it in the winter and retains warmth and protects children against a chill. People slept on felt mats and used thin ornate felt mats as blankets. Felt mats protected shepherds from poisonous insects, for which its woolen warp was an insurmountable obstacle. Its warmth helped to cure various diseases. Today, felt mats are highly valued all over the world mainly for their ornamental qualities, but in Turkmenistan they faithfully serve us as they served our ancestors in ancient times.

The pieces of art created art by these worldly wise craftswomen are not for sale. The friendly foursome gathers together for work when someone from their families needs a felt mat. As the Turkmen families are usually large, the craftswomen have enough work to do. Usually these are special occasions- weddings, births, anniversaries. A felt mat is one of the dearest gifts for every Turkmen family. When people receive as a gift a felt mat, only some of them think of how much effort it requires.

The Turkmen popular wisdom is right creating the proverb "handmade beauty wanders round the world". The beauty created by hands has been living in the works of skilful

craftsmen, the palette of colours has been shining brightly and the unquenchable flame of folk art has been blazing for centuries.

Making a kece (felt mat) is very laborious though it doesn't require special equipment as a carpet does. The preparations take much time and effort.

**5. Explain the proverb and give it's Turkmen equivalent.**

**“ Handmade beauty wanders round the world.”**

**7. Read the sentences from the text with the given words and expressions given in ex. 3 and translate them.**

**Homework:**

**1. Tell about the advantage of using felt mats in our life.**

**2. Answer the following questions.**

1. Is Turkmen culture a contribution to the world civilization?

2. Do traditions and customs of Turkmen ancestors play any role in cultural life nowadays?

3. In what way do Turkmen people express their culture?

4. What books tell you much about Turkmen spiritual life, traditions and customs of Turkmen ancestors?

5. What institutions of Turkmen culture are there in Turkmenistan?

6. Are there any of them in your place?

7. Do you like to go to the theatre or to the concerts?

8. What books do you like to read?

9. Can you name the famous Turkmen artists, actors and actresses, singers, poets and writers?

### Let's talk.

**1. Read the following proverbs. What do they mean? Develop the idea given in them.**

1. Labour is often the father of pleasure.
2. Practice makes perfect.
3. Useful trade is a mine of gold.
4. Many hands make light work.
5. Idleness is the mother of all evil.

**2. Match the words and definitions.**

- |                     |  |
|---------------------|--|
| 1. to mature (v)    | a) the most important part of smth.            |
| 2. foam (n)         | b) ripe, full-grown.                           |
| 3. fibre (n)        | c) one who cultivates a farm, he does not own. |
| 4. substance (n)    | d) a single, slender, thread.                  |
| 5. tenant           | e) a mass of white bubbles in a liquid.        |
| 6. variety          | f) a number or group of different things.      |
| 7. favourable (adj) | g) suitable, helpful.                          |
| 8. remove (v)       | h) shift or take from one place to another.    |

**3. Read the following words and word combinations and make up your own sentences with them.**

cotton campaign, agricultural, activities the fate of a harvest, is picked manually, on a wide scale, machine operators, high-powered, irrigated areas, fine stapled cotton, to be cultivated, to be located, cotton balls.

**4. Read the text.**

#### Cotton campaign

Autumn and important agricultural activities do not let agricultural workers forget for a moment about the fate of

harvest. In Turkmenistan, the winter wheat sowing campaign started on August 20, and another important agricultural campaign followed it. The cotton campaign was launched on August 29 in the cotton growing regions of Ahal, Mary and Lebap velayat; it will start in the northern region of the country, in Dashoguz velayat on September 7. Cotton - most valuable, clean and expensive – is picked manually at the first stage. Machines will be engaged in agricultural activities when they are held on a wider scale. Machine operators will start the engines of cotton harvesters soon, and then high-powered agricultural machines will ‘float’ on cotton fields covered with the white foam of opened cotton balls. Most cotton bushes have just begun to mature, and their upper parts are still in bloom. Cotton growers will evaluate the percentage of cotton ball opening in a few days; in case 50% of cotton balls are opened, they will defoliate plants – apply chemical substances to remove the leaves and open the balls so that machines could pick clean cotton fibre...

Cotton cultivation in Turkmenistan is based on the traditions established over many centuries for different regions and zones of agromelioration. These lands include old irrigated areas, where local people have been practicing agriculture for over a hundred years. They are better prepared for agricultural activities and have the most favourable conditions. These lands are located in the river valleys of the Murgap and the Amudarya . Mary and Ahal velayat specialize in the cultivation of fine stapled cotton. 37 farmers associations throughout the country specialize in cultivating this cotton variety. Fine stapled cotton varieties are cultivated and grown in 7-8 farms associations on average in each velayat. Turkmen cotton growers preserve the purity of the cotton varieties, which have been recently introduced and yielded good results. Tenant farmers reject the plants that differ from the variety they are growing as defective and let the best cotton bushes grow. Brushing the row of plants again and again, tenant farmers take samples of cotton seeds from

the middle part of the tallest and strongest bushes with the largest number of cotton balls and reject weak plants as defective. These activities ensure the purity and growth of plants and the improvement of cotton varieties.

**3. Make up your dialogue and speak with your deskmate about cotton campaign in our state.**

**Homework:**

**Retell the text**

**UNIT V**

**Lesson 1-2**

**1. Read correctly.**

adversely – [ˈædvəːsli]

evident – [ˈevidənt]

environment – [inˈvaɪrənmənt]

fatal consequences – [feɪtəl ˈkɒnsɪkwənsɪz]

species – [ˈspiːʃiːz]

fraught – [frɔːt]

extinction – [ɪkˈstɪŋkʃən]

biosphere – [ˈbaɪəsfiə]

rational – [ˈræʃənl]

**2. Read the interpretation of the following words and use them in your own sentences.**

**adversely (adv)** – unfavourably, going against, opposingly.

**environment (n)** – all of the surrounding, surroundings.

**species (n)** – subdivision of genus in plant and animal classification, containing members having certain permanent characteristics in common.

**fraught (adj)** – full of something unpleasant.

**extinction (n)** – the state of being disappeared or becoming extinct.

**interaction (n)** – reciprocal action or influence.

**rational (adj)** – (of ideas) based on or according to a reason.

**evident (adj)** – easily seen or understood; clear; apparent.

**biosphere (n)** – the part of the world, in which life can exist.

**interrelationships (n)** – close connections.

**complaint (n)** – a statement or cause of annoyance,  
dissatisfaction.

**deteriorated (adj)** – became worse.

**3. Read the text “Global problems of environment protection” and tell about the main problems.**

### **Global problems of environment protect**

It is evident now, however, that often man is adversely affecting the environment and his activity sometimes brings fatal consequences.

Many ecologists consider that the disappearance of particular living species constitutes the main ecological and social problems of today. The world’s famous biologists warn that the present situation is fraught with extinction of animals and plants on a scale much greater than their both natural and mancaused extinction during the preceding millions of years.

At present there has arisen necessity to change the character of interaction between man and nature.

All the problems concerning the interaction of man and nature are now of international importance. The pollution of the ocean by one particular country affects fishing in other countries.

The problem of “Man and biosphere” can and must be solved by the efforts of all countries. Cooperation, long-term coordinated development plans for all countries, or joint solution of global problems are possible only in the conditions of peace.

The Earth can easily be damaged and some of its individual parts can be completely destroyed, beyond man’s power to reconstruct them.

We often forget that the component parts of the earth environment are parts of a larger whole, interrelated with each other in a variety of ways. Thus, we have geologists, hydrologists, climatologists, biologists, and each group is concerned with certain specific parts of the environmental interactions between regions.

**4. Work with the vocabulary: a) Write out the international words from the text.**

**b) Give the nouns related to the following adjectives from the text and translate them.**

fatal \_\_\_\_\_

coordinated \_\_\_\_\_

global \_\_\_\_\_

specific \_\_\_\_\_

environmental \_\_\_\_\_

technological \_\_\_\_\_

bronchial \_\_\_\_\_

combined \_\_\_\_\_

rational \_\_\_\_\_

**5. Use the expressions in ex. 4 (b) to fill the gaps in the following sentences.**

Man is adversely affecting the environment and his activity, sometimes brings \_\_\_\_\_.

Long-term plans for all countries or joint solution of \_\_\_\_\_ are possible only in the conditions of peace.

Each group is concerned with certain \_\_\_\_\_ of the environment.

Ecologists go further, recognizing the interrelationships that exist between the various elements of the physical environment and the \_\_\_\_\_ between regions.

Over the past thirty years people's lives has deteriorated in some respects because of \_\_\_\_\_.

This brings to have a very bad winter in which many people with \_\_\_\_\_ become ill.



As a solution of the overall complex of global problems requires the \_\_\_\_\_ of mankind.

The problem of \_\_\_\_\_ of natural resources is closely connected with environmental protection too.

**6. Complete the following sentences with the correct answers.**

*1. Many ecologists consider that the disappearance of particular living species constitutes the main:*

- a) food problem
- b) space problem
- c) ecological problem.

*2. The pollution of the Ocean by one particular country affects:*

- a) producing cars in other countries;
- b) fishing in other countries;
- c) planting trees in other countries.

*3. The Earth can easily be damaged beyond man's power:*

- a) to take care of it;
- b) to protect it;
- c) to reconstruct it;

*4. As a solution of the overall complex of global problems requires the combined efforts of:*

- a) children;
- b) mankind;
- c) students;

*5. The problem of rational use of natural resources is closely connected with:*

- a) environmental problems;
- b) environmental interactions;
- c) environmental protection.

**7. Answer the following questions.**

Whose activities sometimes bring to fatal consequences?

What do the ecologists think of today's ecological problems?

What problems are of international importance?

What problem should be solved by the efforts of all countries?  
What is solution of the global problems?  
Who is concerned with specific parts of the environmental interactions between regions?

**Homework:**

**Ex.1 (orally)**

**1. Discuss the following questions with your classmates.**

- a) What are the environmental problems in our country?
- b) How often do you go on a picnic? What do you do before you leave?
- c) If you were a leader of your neighbourhood what solutions would you find for nature's clean up?

**2. (in a written form)**

**a) Read the text again thoroughly and write 5-7 sentences on a sheet of paper about the global environmental problems.**

**UNIT V**

**Lesson 3-4**

**1. Vocabulary. Read the meaning of the two words.**

morbidity – having or showing an interest in gloomy or unpleasant things, esp. diseases.

monitoring – making continuous observation of smth.

**2. Match the following words, phrases and definitions.**

- |                                   |  |
|-----------------------------------|--|
| 1. sanitation                     | a) to make the act of fixing the mind on something |
| 2. cultivated crops               | b) to perform                                      |
| 3. to pay attention to smth.      | c) to make work together                           |
| 4. to provide smth/smb.with smth. | d) meaning of draining                             |

- |                      |  |
|----------------------|--|
| 5. implementation    | e) codes of public health by removing and treatment of 6.waste |
| 7. to carry out      | f) an organization shared by two or more people                |
| 8. joint association | g) to supply smth/smb.with smth.                               |
| 9. to coordinate     | h) putting into practice                                       |
| 10. drainage system  | i) planted crops by preparing the soil, providing water.       |

**3. Read the text through and tell what passage of the text tell about the problems of water pollution in Turkmenistan.**

### **Nature protection in Turkmenistan**

Since the first days of independence Turkmenistan participates in global actions of the international community to decrease environmental risks.

The environment protection is the responsibility of legal entities indicated in sanitation codes (wood< water<air) and in criminal legislation. The medical certification of the quality of products has been introduced in Turkmenistan.

The quality of water resources and soil is one of the major factors that affects the health of the population. Inappropriate usage of natural and land resources may reduce the microorganisms in the soil, which may result in the reduced harvest of cultivated crops. The polluted water may cause desalinization if used for irrigation, and morbidity if used for drinking.

A special attention is paid to Dashoguz velayat, which is located in the southern part of Aral Sea zone. Active technical measures are being undertaken in this region to provide the population with clean water.

The problem of air pollution requires the creation and implementation of a number of actions to reduce the level of

harmful chemicals. Therefore a wide use of biological methods are widely used to protect and stimulate the growth of plant in agriculture.

The quality control of surface waters on the territory of Turkmenistan is carried out on the rivers, lakes, reservoirs and channels. Over the recent years physic-chemical indicators of surface waters quality of Turkmenistan remain stable. There is also a program on carrying out a wide-scale planting of trees and shrubs to protect air pollution. It was adopted on August 26, 1999. The joint-association "Gok Gushak", (Green belt) was established to coordinate the activities of planting trees and gardens on the territory of Turkmenistan. The width of Green belt is 36 meters. It has been planted in 6 rows. It is girdling Ashgabat with an emerald edging. At the foothills of Kopetdag and sandy regions of Turkmenistan were planted the deciduous trees, pine trees and leaf-bearing trees which are good for the health of people.

There is another project, which has started its work recently. That is the construction of collecting salty waters from all over Turkmenistan through drainage system and to create a lake in the North of Garagum desert, which called "Turkmen Kol". The water table of the lake will be 3460 square kilometers.

These are the ways how Turkmen people protect the nature, and take care of their motherland.

**4. Write questions to the underlined words with question word "what" to the following answer.**

a) What \_\_\_\_\_

Since the first days of independence Turkmenistan participates in global actions of the international community to decrease environmental risks.

b) What \_\_\_\_\_

The medical certification of the quality of products has been introduced in Turkmenistan.

c) What \_\_\_\_\_

The polluted water may cause desalinization if used for irrigation, and morbidity if used for drinking.

d) What \_\_\_\_\_

The quality control of surface waters on the territory of Turkmenistan is carried out on the rivers, lakes, reservoirs and channels.

e) What kind of \_\_\_\_\_

There is also a program on carrying out a wide-scale planting of trees and shrubs to protect air pollution.

f) What \_\_\_\_\_

There is another project, which has started its work recently.

g) What \_\_\_\_\_

The new lake in the north of the Garagum desert is called "Turkmen Kol".

**5. Complete the sentences with one of the following words given in the box. Don't use the text while doing the task.**

**usage, technical measures, responsibility, monitoring, indicators, width, Turkmenistan, water table, protect, reduce, environmental pollution**

a) The environment protection is the \_\_\_\_\_ of legal entities indicated in sanitation codes and in criminal legislation.

b) Inappropriate \_\_\_\_\_ of natural and land resources, may \_\_\_\_\_ the micro-organisms in the soil, which may result in the reduced harvest of cultivated crops.

c) Active \_\_\_\_\_ are being undertaken in this region to provide the population with clean water.

d) The Center of Ecological \_\_\_\_\_ at the Ministry of Nature Protection of Turkmenistan established the office to control the \_\_\_\_\_ .

e) Over the recent years physic-chemical \_\_\_\_\_ of surface waters quality of \_\_\_\_\_ remain stable.

- f) The \_\_\_\_\_ of Green belt is 36 meters.  
g) The \_\_\_\_\_ of the lake will be 3460 square kilometers.  
h) These are the way how Turkmen people \_\_\_\_\_ the nature.

### **6. Discuss the following questions.**

1. What are the major factors that affects the health of the population?
2. What may reduce the micro-organisms in the soil?
3. What may the polluted water cause?
4. What does the problem of air pollution require?
5. What protects and stimulates the growth of plants in agriculture?
7. Which office controls the environmental pollution in Turkmenistan?

### **7. Conversation.**

a) Talk about the environmental problems in Turkmenistan and their ways of solution. Use the following words:

**International community, to take part in smth, quality of water, clean water, to carry out, air pollution, to adopted, "Green belt", joint association, a wide scale of planting trees, Ecological monitoring etc.**

b) What do you do personally to protect nature? Please enumerate points what you have done and you are going to do to protect nature.

### **Homework:**

- 1. Write about the protection of rare animals.**
- 2. Tell about Badhyz and Repetek sanctuaries.**

**Grammar practice**  
**Mixed conditional sentences**

**If + Past Perfect ... + would/ could/ might**

1. This type of sentence, which is a mixture of a third conditional sentence and second a second conditional sentence. It links a completed past action with a present result.

*Examples*

*If I **had eaten** breakfast several hours ago, I **would not be hungry** now.*

└ past   ┘   └ present   ┘

or

*If he **were** a good student, he **would have studied** for the test well.*

└ present  ┘   └ past   ┘

or

*If you **had told** me about your problem, I **might have been able** to help you.*

└ past   ┘   └ present   ┘

**2. Read the following sentences with if.**

1. If the driver in front had not stopped so suddenly, the accident wouldn't have happened. 2. If you were a better pupil, you might get better grades. 3. If I had had enough money, I could have bought a T- shirt. 4. If I could speak English fluent, I would have found a job. 5. If I were you, I would tell him the truth. 6. If I had worked harder when I was at school I, would have better job now.

.Frequently the time in the **“if clause”** and the time in the **“result clause”** are different: one clause may be in the present and the other in the past.

*Example. If I hadn't had to work I would go on holiday with you.*

## Verb forms following wish

**3. Wish** is used when the speaker wants reality to be different, to be exactly the opposite.

**.Wish** is followed by a noun clause. The use of that is optional.

*Example. I wish she could come tomorrow.*

**4. Read the following sentences and translate them into Turkmen(Russian).**

1. I wish the sun would come out. 2. I wish I were at home now. 3. I wish I could sing well. 4. I wish I had gone home. 5. I wish it weren't raining right now. 6. I wish Mary had come.

**5. Complete the following sentences.**

1. Our classroom doesn't have any windows. I wish our classroom \_\_\_ windows. 2. The sun isn't shining. I wish the sun \_\_\_ right now. 3. I didn't go shopping. I wish I \_\_\_\_\_ shopping. 4. I don't know how to dance I wish I \_\_\_\_\_ how to dance. 5. You didn't tell me about it I wish you \_\_\_\_\_ me about it. 6. I don't have enough money to buy that book. I wish I \_\_\_\_\_ enough money. 7. I can't go with you. I wish I \_\_\_ with you tomorrow. 8. You can't meet my parents. I wish you \_\_\_ them. 9. Jane didn't come to the meeting. I wish he \_\_\_ to the meeting. 10. He won't lend me his car. I wish he \_\_\_ me his car for my date tomorrow night. 11. It is cold today. I am not wearing a coat. I wish I \_\_\_ a coat. 12. The teacher gives an exam. I wish the teacher \_\_\_\_\_ an exam.

## Other ways of introducing conditions

**6. Unless.**

**Unless** can sometimes be used instead of **if not**. We use **unless** to make an exception to something we say.

*Example. I wouldn't eat fish unless I was extremely hungry.*

*a) Complete the following sentences.*



1. *We must hurry or we'll miss the train. We'll miss the train \_\_\_\_\_.* 2. My salary must be increased or I'll look for another job. I'll look for another job \_\_\_\_\_ . 3. She must apologize to me or I won't forgive her. I won't forgive her \_\_\_\_\_.

**Homework:**

**1. Ex .5 (orally)**

**2. Write 10 sentences using mixed conditional.**

**UNIT V**

**Lesson 6**

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**Nature and me**

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

**Bluebird brings good news**

The late autumn in Koitendag was unusually warm. Fluffy maples and Caucasian hackberries had lost their leaves. The silvery water of a mountain stream rushed down the gorge forming small and large waterfalls on its way. Breaking against the rock and splashing around, it shone with the rainbow in the sun. Carrying its water under the roots of trees and passing the boulders, the stream roared falling from a height and echoed querulously. The large crowns of tall Caucasian hackberries twisted together gave place to mulberry trees, wild grapes and walnut trees at the edge of the water under the sun. The creeping sprouts of another wild relative of grapes but without clasps like green lace hang from the cold rugged cliffs. The emerald velvet and patterned carpets of ferns huddled together near the water. A narrow strip of the blue sky, on which the feathery white clouds drifted from time to time, appeared above the head from behind the high cliffs of the narrow gorge.

Looking up, one can see griffons, lammergeyers and choughs flying over the rocks, black and white-bellied swifts joyously fluttering from tree to tree and mountains swallows circling in flocks. Orioles, paradise flycatchers and small chiffchaffs are heard signing in the bushes. At nightfall, the evening symphony of melodies is played by crickets and cicadas, and the large bright stars look into a deep gorge. Here comes a big disk of the moon; it moves quickly along the strip of above the gorge illuminating the cold cliffs with the golden cold light. By this time, all inhabitants in the gorge have fallen silent, and only the live silver of cold water is seen.

The waterfalls, cliffs and tall trees with invigorating coolness, as it turned out later, were a favourable environment and attracted the bluebird or purple thrush – a mountain and warmth-loving species. The purple thrush lives in the Hindu Kush, the Himalayas and the mountains of South-East Asia and some Central Asian countries. It could hardly be found in Turkmenistan a few years ago.

The purple thrush is a large bird with a yellow beak, dark violet-blue plumage, long tail and short wings. It has a loud and sonorous voice.

**6. Reread the text and choose the words from the text denoting;**

- a) places of nature
- b) plants
- c) birds

**Homework:**

**Tell about the autumn in Koitendag.**

## **UNIT V**

## **Lesson 7**

**1. Read the following words and make up your own sentences with them.**

harmony, nature, culture, rational resource, honour, occupation, tradition, national, policy, environment, social.

## **2. Words and word combinations to be learned.**

**Integral (n)** – necessary to the completeness of a whole

**exterminate (v)** – destroy completely, make an end of

**to prohibit(v)** – forbid, prevent

**impetus (n)** – force, an impulse

**objective (adj)** – real, relating to the object

**to guarantee(v)** – give security

**sustain (v)** – hold up, support

**enhance (v)** – add to the value, size or beauty of

## **3. Read and translate the text.**

### **To live and develop in harmony with nature**

In fact, to live in harmony with nature and efficiently use its wealth is an integral component of the culture of the Turkmen people. The use of water and land resources was particularly rational. The building of wells was regarded as one of the most important and honourable occupation. Turkmen proverb says: “It is better to dig one well than to build a thousand of bridges”. A set of rules and decrees regulated the preservation of flora and fauna. Any reasonless extermination of animals was considered a great sin. The shooting of animals during the period of gestation was prohibited by the code of hunters risale. The tree species, such as sycamore, dagdan, gujum, were regarded as sacred.

These national traditions have been given a new impetus to develop in our times. The main policy objectives are to guarantee environmentally sustainable development to citizens of Turkmenistan and to efficiently use the wealth of Turkmen nature as reflected in the new Constitution, stating that “Everyone has the right to a healthy environment. The state shall monitor the efficient use of natural resources in order to secure and improve living conditions and to protect and restore the environment.”

The environmental component is integral to the social and economic development programmes and large – scale

international projects. The construction of the Altyn Asyr Turkmen Lake in the heart of the Karakum desert will allow addressing the challenge of recycling drain water and returning lands and pastures in agricultural use, enhance the development potential of the regions and significantly improve the environmental situation in the Aral Sea basin.

It should be noted that Turkmenistan has a coherent system for the protection of the marine environment of the Caspian Sea. It particularly consists of Interdepartmental Commission on the Caspian Sea responsible for coordinating the activities in the Turkmen sector of the Caspian Sea.

**4. In the text you have read there are examples of different relations between people and nature.**

a) Find out how people interfere with nature, how they help nature.

b) What can you say about the environmental problems in our country?

**5. Tell about the activities concerning to:**

a) the use of water

b) land resources

c) the building of wells

d) the preservation of flora and fauna

e) the construction of the Altyn Asyr Turkmen Lake

f) the situation in the Aral Sea basin

g) the marine environment of the Caspian Sea

h) planting trees

**Homework:**

**Tell about what we do to live in harmony with nature**

## PART II

### UNIT VI

### Lesson 1

#### People's health is a country's wealth

##### 1. Read the poem.

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

##### 2. Remember: New words and word combinations.

A doctor, a patient, complaint to complaint of, sore throat, cough temperature, headache, stomachache blood pressure, medicine, to recover, feel (bad, cold, sick, hot) consult a dentist, a chemist toothache stomach.

##### 3. Make up your own sentences with these words and word combinations.

##### 4. Give your advice. What doctor should you consult? Answer correctly.

1. I have a bad toothache  
I can't eat and sleep at night.
- a) a surgeon

2. I want to examine my , lungs and throat.      b) cardiologist
3. I feel a pain in the right side                      c) a dentist  
of my stomach.
4. I have a heart attack my blood      d) a physician  
pressure is high.
5. I am short – sighted I need                      e) an ophthalmologist.  
glasses.

**5. Answer the following questions.**

1. When do you call the ambulance?
2. What do you do when you feel bad?
3. What do a doctor do when you come to him (her)?
4. Where do you take the prescription to?
5. What is the result when you follow a doctor's orders?
6. Will you get better if you don't obey a doctor's orders?

**6. Choose the correct modal verb.**

1. *According to the agreement the rent ..... be paid strictly in advance.*

- a) Had to;      b) must;      c) was to.

2. *When her mother died she ..... run the hotel alone.*

- a) Was to;      b) had to;      c) must.

3. *"You look tired. You ..... stop working so hard," she advised.*

- a) Have to;      b) must;      c) should.

4. *Why do I always ..... do the shopping?*

- a) Must;      b) are to;      c) have to.

5. *There were thirty poems in the collection and he ..... receive a dollar a piece.*

- a) Was to;      b) had to;      c) must.

6. *Everyone ..... do his duty.*

- a) Have to;      b) should;      c) is to.

**7. Discuss with your deskmate the important information about food, nutrition, health and diet.**

1. Garlic prevents heart disease.
2. Apricot is good for your skin.

3. Green tea protects your teeth.
4. Onion is good for your nerves.
5. Carrots are good for your eyes.
6. Milk is very wseful for children.
7. Cabbage may help to prevent the development of cancer.
8. Banana is good for your muscles.

**Homework:**

**Write about your health and what to do to be healthy.**

**UNIT VI**

**Lesson 2**

**1. Read the following proverbs.**

**What does they mean?**

**Try to develop the idea.**

1. Health is wealth.
2. Live not to eat, but eat to live.
3. Eat at pleasure, drink with measure.
4. Hunger breaks stone walls.

**2. Complete the following sentences using the necessary words.**

1. If you have a high temperature and sore throat you should call... .

2. If your little sister or brother catches the grippe you send for... .

3. If something has got into your eye you go to see....

4. If you break your hand or leg, you should consult ... .

5. If you have a heart attack and a high blood pressure you call ... .

6. If your nerves are out of order you consult ... .

**3. Read the following words say what cures a doctor.**

1. A cardiologist – is a doctor who cures a heart.
2. A pediatrician – .....
3. A surgeon – .....

4. A physician – .....
5. A psychiatrist – .....
6. An ophthalmologist – .....

#### **4. Remember.**

Word building

The suffix – **ous** forms adjectives from nouns.

Eg. Conifer – coniferous

prosper – prosperous

glory – glorious

fame – famous

mystery – mysterious

industry – industrious

danger – dangerous

luxury – luxurious

#### **5. New words to be learned.**

attire – bezeg

diverse – dürli, tapawutly

conifer – pürli agaç

deciduous – ýapragy gaçyrýan

fabulous – ajaýyp görnüšli

saturate – doly

abundant – baý, bol

healing – bejeriş

inimitable – meňzemeýän

property – häsiýet, emläg

odor – ys

impart – bölüp çykarmak

salubrious – jana tenekär

#### **6. Read the text.**

Green attire of our country is bright, diverse and inimitable. Pines, maples, plane trees, poplars, oaks, willows and other trees adorn the parks and streets of Ashgabat. Coniferous trees have been planted intensively since the adoption of the Gyok Gushak Programme (Green Belt) aimed at encircling the Turkmen capital with green plantations. Woodlands and park zones have appeared during the years



of independence. Forest plantations in all the regions of the country grow and expand with every passing year. The planting campaign has been launched not only in the main city, but also in all the settlements of Turkmenistan.

Conifers take a special place among a great variety of trees used in green construction nowadays. Being evergreen, they remain ornamental all year round. These trees are specially beautiful in winter. Their snow - capped crowns stand out against the background of bare deciduous trees and make a winter landscape unusual and fabulous. Moreover, coniferous trees play a sanitary and hygienic role: they enrich the air with oxygen and absorb traffic noise and its needles produce essential oils that impart pleasant odor to the air. The air saturated with essential oils of pine trees is salubrious and has a positive effect on the respiratory system and human organism.

Flora in Turkmenistan is not abundant in conifers. The only representative of coniferous trees in the natural environment – Turkmen juniper grows in the Kopetdag Mountains, Small Balkan and Big Balkan. It is known for its healing properties from ancient times. Pine trees were brought to our country to make Turkmen nature diverse.

### Homework:

**1. Project work: Health is wealth.**

**2. Tell about the importance of planting campaign and its benefit for people's health.**

## UNIT VI

## Lesson 3

**1. Pair work.**

Dramatize

Use the following words and expressions in your conversation.

What's wrong with you?

Stay in bed, to call a doctor.

To take one's temperature

Take it easy, to complain of a headache, to take smb. to a hospital, to recover from illness, to follow a doctor's advice.

**2. Put the following sentences in Passive.**

1. The old man's words surprised the woman.

2. She made the warmest blanket from sheep wool.

3. Every family collected wool.

4. She completed the work by early morning.

5. The tired mother wrapped her sick daughter.

6. The daughter hugged her mother.

7. She thanked the old man for her daughter's recovery.

8. Your kindness devotion and love defeated the illness.

**3. Reading Comprehension. The wool blanket helped the old woman's daughter to recover from her illness.**

A long time ago in one Turkmen village, lost in the desert, lived a woman. She had a daughter who was the most beautiful in the village. The villagers liked the girl for her kindness, compassion and gentleness, and the mother doted upon her daughter. But misfortune came suddenly, the beauty fell ill. The mother rushed from one doctor to another looking for healing potions, but none of them was able to help her. One of the villagers thought of the old man, who lived a solitary life in the mountains and cured people of all diseases. The inconsolable mother quickly prepared for the road and had made the five-day way for one day. She entered the healer's yurt and felt from exhaustion at the threshold. The poor woman did not need to explain the reason for her visit. The healer knew in advance what misfortune had brought the late guest to his house. The old man's words surprised the woman: "Unfortunately, I cannot cure your daughter, and no potion has power over her illness. You can help her yourself. After you return home, make the warmest blanket

from sheep wool and wrap your daughter in it. It is quite possible that your efforts will make the illness go away. Go and get to work". The mother quickly rushed to her house with great hope for the daughter's recovery. All the neighbours came to help her; every family collected wool they had in their yurts and gave it to the woman so that she could make a 'healing' blanket for her girl. Wasting no time, the mother got to work. She made a thin felt blanket which was so dense that it would leave no place for the cold. The patterns on this blanket spoke more eloquent than any words about her love to her daughter and her ardent desire to see her child healthy and happy. The work was completed by early morning. The tired mother wrapped her sick daughter in the healing felt blanket. She was so exhausted that she forgot about bleeding hands and fell asleep.

Sometimes miracles happen. The woman was awakened by a gentle touch. When she opened her eyes, she saw her daughter. The girl was sitting near her mother stroking her gently on the shoulder and smiling. The joy of her life was healthy and happy! The patterns on the blanket had become real. The flow of tears of happiness and joy washed away and carried off their sorrow. The mother and daughter hugged each other. They could be sitting hugging each other for a long time but the old man appeared at the threshold of their yurt." How could the old man have found our village", the woman thought. She threw herself at the feet of the old man thanking for the recovery of her daughter. He stopped the flow of her gratitude." Didn't you understand that you had healed your daughter yourself. The fire in your soul and the tremble of your loving heart that you have put in the work were the best helpers, and let the blanket you have made be a reminder that love, devotion, solidarity and kindness will defeat any illness and even death"

**4. Pair work. Discuss the story with your deskmate. Make up your questions on the text.**

**Homework:**

**Retell the text.**

**UNIT VI**

**Lesson 4**

**1. Pair work. Read this information. Tell. Do you follow these instructions?**

**Food Safety**

Here are some essential guidelines on how you can help ensure that the food you eat is safe, and will not cause food poisoning:

1. Take chilled and frozen food home quickly, then put it in your fridge or freeze at once.
2. Prepare and store raw or cooked food separately.
3. Keep the coldest part of your fridge at 0-5 C.
4. Check “use by” dates. Use food within the recommended period.
5. Keep pets away from food, dishes and worktops.
6. Wash hand thoroughly before preparing food, after going to the toilet or after handling pets.
7. Keep your kitchen clean.
8. Do not eat food containing unlocked eggs. Keep eggs in the fridge.
9. Keep hot foods hot and cold foods cold don't just leave them standing around.
10. Serious allergy to nuts, nut products and some seeds only affects about 1% of the population. It may be better for those people to avoid these foods.

**2. Tell how you keep your food safety to avoid its spoiling.**

**3. Transform these sentences according to the model.**

Eg. It would be good if people moved to healthy eating.  
(Scientists suggest)

Scientists suggest that people should move to healthy eating.

1. It would be good if we ate a variety of different foods.  
(Doctors demand)

2. It would be good if my brother didn't eat too much foods that contain a lot of fat.(Father insists)

3. It would be good if eating always was a chance to sit down with the family of friends.(Father suggests)

4. It would be good if using less salt.(Doctor insists)

5. It would be letter if you cook food separately (mother insists)

6. It would be better if you keep eggs in the fridge (Doctor suggests)

#### **4. Read and discuss the text.**

### **Healthy Food**

Eating is an important part of our life. The taste, smell, colour and how food looks are all important. It's important to enjoy food . To eat healthily you don't have to give up any of the foods you enjoy most. But some foods should not be eaten to be sure of enjoying good health.

Food provides nutrients to help the body work properly. A mixture of nutrients is obtained from food. No single food contains them all in the amounts needed, so we have to eat a mixture of foods to get the right amount. However, we need to eat more of some types of food than others.

#### **5. Read the following words and make up your own sentences with them about your food.**

Smell, healthy, quantity, provide, nutrient, mixture amount, affect, to avoid, obtain.

#### **6. Answer the following questions.**

1. Do you think that eating is an important of our life?

2. Are the taste,smell, colour and looks of food important for you?

3. What does to eat healthily mean?
4. What does food provide?
5. Can single food contain all nutrients in the amounts needed?
6. We have to eat a mixture of foods, don't we?

**Homework:**

**Tell about the food you need.**

**UNIT VI**

**Lesson 5**

**1. Read the following words. Paraphrase them.**

Cereal, dairy, vary, diet, replace, source, syrup, to maintain, variety, mixture.

**2. Ask your friend what food groups he knows, what food he likes/ dislikes to eat.**

**3. Read the statements and decide whether the statement is true (T) or false (F).**

1. To enjoy Healthy Eating you should eat less fat.
2. Cut fat off meat and remove skin from poultry.
3. Don't remove surface fat while cooking meat.
4. Avoid thin chips and crinkle – cut chips, as they have a large surface for fat to soak into.
5. Cholesterol is a fat.
6. Use much tinned and packet soup.

**4. Read and translate these sentences. Pay attention to active words.**

1. Fats are so high in calories. 2. It is essential to step back and look at your diet as a whole. 3. To enjoy our food, it must be attractive in appearance, smell, taste and texture, and appeal to all our senses. 4. Variety is all important. 5. Too many calories result in an increase in body weight, which may lead to increased blood pressure. 6 healthy eating can be achieved by a reducing diet for people who are overweight. 7. Cut right down on all fats, oils, butter and

margarine. 8. The unsaturated fats, are mostly liquid fats or oils and are found mainly in vegetable or plant oils. 9. Butter and margarine can be spread more thinly on bread or low fat spreads can be used. 10. Eat fresh fruits, leafy and root vegetables regularly and in good quantities.

**5. Read and translate the text. Follow this advices.**

**Enjoy Healthy Eating**

Eat less fat ! A small amount of fat in the diet is essential for health and makes foods more pleasant to eat. Eating too much fat is linked with a higher risk of heart disease, and might lead to becoming overweight.

If you want to carry on using butter try spreading it more thinly. Grill, microwave, steam or bake fish with a little or not added fat, rather than frying. Don't eat too many foods that contain a lot of fat. Use fewer tinned and packet soup. We all need salt, about 6 grams each day.

Moving to healthier eating doesn't mean changing all your eating habits at once. It means trying one or two suggestions that you would find easy and practical, that suit your lifestyle and that you can afford.

**6. Work in groups and try to make lists of food useful and useless. Prove your statements.**

**Homework:**

**Writing project**

**Homemade food and delicious national dishes.**

**UNIT VI**

**Lesson 6**

**1. Pair Work. Share your opinion. What is your attitude towards the following facts? Do they seem surprising to you?**

**Popular ways to lose weight and avoid gaining it.**

- Cut out snacks and desserts.
- Eat less of everything.

- Exercise more.
- Cut down on fat.
- Don't eat at night.
- Eat less red meat.
- Follow a diet.
- Eat more fruit and vegetables.
- Use low – calorie foods

## **2. It is interesting to know. Read the text.**

### **Apples**

It cannot have been by chance that Eve tempted Adam with an apple, for there is hardly a fruit that looks more attractive and smells sweeter. For the smell alone you should always keep a few apples in the house.

The apples have along ancestry, too-some varieties are than 2 000 years old. Apollo , the god of healing, is believed to have given his name to them.

That may be, but the fact remains that eating apples does you a lot of good. They are not only a valuable source of vitamin C, but the chewing is good for your gums and the juice keeps your breath sweet.

The apple is probably the most versatile fruit for cooking purposes, although we don't make as much use of it as we should.

### **3. Answer the following questions.**

1. How old are some varieties of apples?
2. Apollo is believed to have given his name to apples, isn't he?
3. Why does eating apples do you a lot of good?
4. When do we use apples for cooking purposes?
5. What other kinds of fruit can be used for cooking?

**4. Can you explain the meaning of the proverb “An apple a day keeps the doctor away”?**

### **5. Let's talk.**

**a) Some people say that the best cooks in the world are men.**



**b) Eating at restaurants is a waste of money. Do you agree? Prove your points.**

**Homework:**

1. Tell about the importance of healthy food.
2. Read the dialogues and remember the most essential patterns of offering something. Makeup your own dialogue and talk with your deskmate.
  - While we're waiting, can offer you a drink?
  - Thanks very much.
  - Like one? (handing round chocolates to friends)
  - I'd love one. Great!
  - Fancy a strawberry ice-cream?
  - Oh, please. I'd love some.
  - Would you care for some coffee?
  - That'd be delightful.
  - I wonder if I might offer you a roast chestnut?
  - That's very kind of you but I won't, thank you.

**UNIT VI**

**Lesson 7**

**1. Use the following mini dialogues. Compose your own dialogues. Choose one of them. Speak with your deskmate.**

<b>Offering something</b>	<b>Accepting in offer</b>	<b>Declining an offer</b>
<b>Informal</b>		
- Like / have a chocolate? - Chocolate?/Glass of wine - Want a peach? - Need a cigarette, - An ice for you.	- Oh, please. - Lovely. /Great. /Smashing! - I'd love one. - You bet!	-No, thanks, I won't. - Not for me, thanks. - Not this time, thanks. - If it's all the same to you, I won't

<b>Asking for something</b>		
<b>Formal</b>	<b>Neutral</b>	<b>Informal</b>
- I should very much like some chocolate, if that is possible. - I would really like/love a martini.	-I'd like a tomato juice, please. - may I have an orange juice please?	- I'm dying for a drink. - I want/'d like a beer. - I could do with a hamburger. - I could use a gin and tonic. - A vodka would go down well.
<b>Proposing a toast</b>		
<b>Formal</b>	<b>Neutral</b>	<b>Informal</b>
-Your very good health, Mr Jones! - I would like to propose a toast to our host/hostess/hosts/the bridegroom and his / her/their very good health	- Here's to you! - Thank you. To you too	- Cheers! -Bottoms up!

## **2. Speak on good and bad habits. What are they?**

Physical inactivity, eating sweets, drinking alcohol, smoking, sleeping too much, eating low fat food, eating high fibre food, exercising, a healthy diet and regular meals.

## **3. Read the text and pay attention to the difference between English and Turkmen meals.**

### **Meals in Britain**

A traditional English breakfast is a very big meal – sausages, bacon, eggs, tomatoes, mushrooms... But nowadays many people just have cereal with milk and sugar, or toast with marmalade, jam, or honey. Marmalade and jam are

not the same! Marmalade is made from oranges and jam is made from other fruit. The traditional breakfast drink is tea, which people have with cold milk. Some people have coffee, often instant coffee, which is made with just hot water. Many visitors to Britain find this coffee disgusting.

For many people lunch is quick meal. In cities there are a lot of sandwich bars, where office workers can choose the kind of bread they want –brown, white, or a roll –and then all sorts of salad and meat or fish to go in the sandwich. Pubs often serve good, cheap food, both hot and cold. School children can have a hot meal at school, but many just take a snack from home – a sandwich, a drink, some fruit, and perhaps some crisps.

‘Tea’ means two things. It is a drink and a meal! Some people have afternoon tea, with sandwiches, cakes, and, of course, a cup of tea. Cream teas are popular. You have scones (a kind of cake) with cream and jam.

The evening meal is the main meal of the day for many people. They usually have it quite early, between 6.00 and 8.00, and often the whole family eats together.

On Sundays many families have a traditional lunch. They have roast meat, either beef, lamb, chicken, or pork, with potatoes, vegetables, and gravy. Gravy is a sauce made from the meat juices.

The British like food from other countries, too, especially Italian, French, Chinese and Indian. People often get take-away meals – you buy the food at the restaurant and then bring it home to eat. Eating in Britain is quite international!

**4. Are the sentences true (T) or false (F)? Correct the false sentences.**

- a) Many British people have a big breakfast.
- b) People often have cereal or toast for breakfast.
- c) Marmalade is different from jam.
- d) People drink tea with hot milk.
- e) Many foreign visitors love instant coffee.

- f) All British people have a hot lunch.
- g) Pubs are good places to go for lunch.
- h) British people eat dinner late in the evening.
- i) Sunday lunch is a special meal.
- j) When you get a take-away meal, you eat it at home.

### **Homework:**

#### **1. Change the sentences using I wish... (in written form)**

*Eg. I'm sorry, I can't eat much grapes and melons.*

*I wish I eat much grapes and melons.*

1. I'm sorry, they refused changing their bad habits.
2. I'm sorry, I don't know the balance of good health.
3. I'm sorry, I can't eat melons.
4. I'm sorry, my children eat much sugar.
5. I'm sorry, they don't eat much fruit and vegetables.
6. I'm sorry, my brother does not eat foods containing fat.

#### **2. Read the dialogue. Speak with your deskmate.**

##### **Use the dialogue in your conversation.**

– Won't you have some roast chicken (fried fish, baked beans, jacket potatoes, canned pineapple, smoked sausages)?

– Yes, please. I love roast chicken.

– Shall I put some more sugar on your cereal (may on your salad, ice in your drink, salt on your vegetables, milk on your cornflakes)?

– No more, thanks. I love it as it is.

– Would you care for another brandy(gin and tonic, champagne, whisky with soda, water, beer)?

– No more for me, thank you. I 'm fine./I've had enough.

– What would you like with your steak? Would you care for boiled potatoes (roast potatoes, mashed potatoes, carrots and green peas, green peas and Brussel sprouts, French fries/ chips)?

– French fries would be nice.

– Shall I serve you?

- No, don't bother really. We can help ourselves
- Help yourself to some apple pie (rice pudding, salad, cookies), Mary.
- Yes, I'll take some, Mam< it tastes good / delicious/ nice/fine.
- I'm glad you like it.

## UNIT VI

## Lesson 8

**Act out the dialogue using the suggested variants. Remember the most important patterns of asking for something.**

- a) – *Can you pass me salt, please?*
  - hand me the sugar
  - get me a glass of juice
  - add some sauce on my chop
  - Sure. Here it is. There you are.
  - Yes of course.
- b) – *May I trouble you for the supper?*
  - Ketchup?
  - Vinegar?
  - Oh, it's no trouble at all. Here it is.

### **1. Pair work. Discuss with your deskmate.**

- a) your favourite meal
- b) how you prepare your meal
- c) Turkmen national meals

### **2. Reading Comprehension.**

#### **An Ancient remedy for illnesses**

Pomegranate is not only an ancient fruit tree, but also one of the most common immunostimulant plants. Domestication of the plant has the 5 thousand year history. Several hundreds of forms and species of pomegranate have appeared as a result of many years of cultivation which let

it preserve the original genotype of its tropical ancestors in nature and thus enhance the therapeutic effect.

The population of wild pomegranate in Turkmenistan is rightfully considered not only the largest in Central Asia, but also a well preserved one within the boundaries the area of the original habitat. Today, wild pomegranate grows in an area of about 6,000 square metres in gorges of Syunt-Hasardag, the mountain ranges of Chandyr and Palyzan and the Sumbar valley in the Southwest Kopetdag. The tickets of wild pomegranate can be found in ravines, along streams and on rocky slopes and terraces that rise to a height of 1,000 metres above sea level.

The population of wild pomegranate in our country includes about 15,000-20,000 plants, although botanists find the rare natural habitats of pomegranate (solates) in the North-West and Central Kopetdag. Pomegranate is a heat – loving shrub, rarely a dwarf shrub that is well resistant to drought. Kopetdag wild pomegranate is polymorphic, its fruits are sour, sweet and its seeds can be small or large that mature early or late. Pomegranate is often called a super fruit for its strong fruit and healing properties.

Its genofond is studied in the collection of Magtumguly Research and Production Centre of Genetic Resources of the Institute of Botany of the Academy of Sciences of Turkmenistan.

The local natural collection of pomegranate includes 890 specimens, the core of which are 94 species representing the forms selected from various natural populations growing in nature and 42 garden varieties cultivated from endemic wild pomegranate.

Pomegranate growing exists now everywhere and develops mainly in south of Lebap velayat. Some habitats of ancient crop are found in Mary and Akhal velayats in area of over 7,000 hectares. Such pomegranate varieties as Parfyanka, Turan, Mollanepes, Sumbar, Nissa, Messarian, Myataji and others and wild pomegranate species transplanted from gorges to gardens are grown at the garden farms.

The healing properties of this relict species are known well. It has been found that pomegranate juice contains substances which increase nitric oxide in the blood vessels. Therefore, it can reduce cholesterol in the blood, protecting the arteries from atherosclerosis and regulating blood pressure.

Pomegranate is considered one of the most common immunostimulant plants. It is also very useful for our health.

Do you know? In Azerbaijan Pomegranate Day is marked as a national holiday at the beginning of November.

**Homework:**

**Tell about Pomegranate**

# PART III

## UNIT VII

## Lesson 1

### 1. Do you know?

The Guinness Book of World Records has information about the world's tallest, shortest, heaviest, loudest, richest, rarest and greatest.

#### Remember

a **bookworm** – a person, who is very fond of reading books  
a **frontier** – the extreme limit of a country

### 2. Answer the following questions.

1. What is called a bookworm?
2. Are you a bookworm?
3. Are there any bookworms in your class?
4. Do you think it is good or bad to be a bookworm? Why?

**3. Reading is the most important way of gaining knowledge. Tell, what sort of books are often read by children, men, women?**

classic, historical, adventure, science, fiction, travel, sport, humour, thriller, fairy tale, travel, biography, modern novel, craft, gardening, religion, horror.

**4. Give your own definition for the following types of books.**

- |                         |                 |   |
|-------------------------|-----------------|---|
| 1. Reference books      |                 | a) hobbies, crafts,   |
| 2. Dictionaries         | are books about | plants, animals,<br>rocks, weather  |
| 3. Non fiction<br>books |                 | b) another person's life<br>c) facts about al-<br>most anything and<br>everything |
| 4. Biographies          |                 | d) American frontier<br>of the nineteenth<br>century                              |



5. Westerns

e) words of a language with the information about their meanings, pronunciations, etc.

**5. Use the passive voice in the following sentences.**

1. The new library \_\_\_\_\_ two years ago. (to build)
2. All the mistakes \_\_\_\_\_ by the teacher. (to correct)
3. At the meeting at an American University the Turkmen professor \_\_\_\_ questions in the country. (to ask)
4. The table \_\_\_\_\_ by me ago. (to buy)
5. The portrait of Shakespeare \_\_\_\_\_ on the wall in the reading room yesterday. (to hang)
6. The umbrella \_\_\_\_\_ by somebody in a taxi. (to leave)

**6. Let 's discuss. What do you think about reading?**

Choose the answers, which you need.

- a) I think reading is important because .....
- b) Reading is not important because .....
- c) Books teach how to .....

It is the perfect way to .....

spend free time, relax, not to be alone,  
They give information about .....

to feel comfortable,  
entertain oneself .....

It is boring /annoying .....

It gives a headache .....

It takes too much time .....

It is easier to watch TV.....

It hurts eyes.....

**Homework:**

**1. Tell about your favourite book.**

**2. Write 6 sentences using the Passive Voice.**

**1. The education System in Great Britain.**

Class	School		age
	Nursery school or kindergarten		3 4
Reception class	infant school	<b>Primary school</b>	5
year 1			6
year 2	junior school		7
year 3			8
year 4			9
year 5			10
year 6		11	
year 7	secondary school	12	
year 8		13	
year 9		14	
year 10		15	
year 11		16	

**2. Schools in Britain.**

Look at the table and answer the questions.

1. What type of schools are there are there in Britain?
2. What types of schools does primary school include?
3. Does the secondary school have any divisions?
4. What age do children start school?
5. Do all children go to nursery school or kindergarten?
6. How long does a pupil learn at secondary school?
7. How many years does a pupil learn at secondary school?
8. When do pupils leave school?

**3. Read the text.**

**British schools**

All British children must stay at school from the age 5 until they are 16. Many of them stay longer and take final

examinations when they are 17 or 18. Before 1965 all children of state schools had to go through special intelligence tests. At the age of 11 children went to different schools in accordance with the results of the tests. State schools are divided into the following types.

*Grammar schools.* Children who go to grammar schools are usually those who show a preference for academic subjects.

*Technical schools.* Some children go to technical schools.

*Modern schools.* Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical school and learn some trade.

*Comprehensive schools.* These schools usually combine all types of secondary education.

There are also many schools which the state does not control. They are private schools. They charge fees for educating children, and many of them are boarding schools at which pupils live during the term time.

After leaving school many young people go to colleges of further education. Those who become students at Colleges of Technology (called "Tech") come from different schools at different ages between 15 and 17. The lectures at such colleges, each an hour long, start at 9.15 in the morning and end at 4.45 in the afternoon.

**4. Name the types of British state schools and point out the difference with our state school system.**

**Homework:**

**Speak about the education system of Great Britain.**

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## **UNIT VII**

## **Lesson 3**

**1. Name the types of British schools. Describe each of them.**

**2. Give the English equivalents to the following word combinations.**

döwlet orta mekdebi, hususy mekdebi, hünär, barlaghana, gutardyş synaglary tabşyrmak, internat, akademik derslerde ukyplylygy görkezmek, intellektual ösüşiniň derejesini barlamak.

### **3. Make up your own sentences using the word combinations above.**

#### **4. Phrasal verbs:**

**Put** means move a thing or a person into a specified position, place, cause to be in a certain place or position.

to put the book on the table

to put one's hands in (to) one's pocket

Put the children to bed

put (imagine) yourself in my place

put aside – put or move away

pay no attention to

leave until later

put off – postpone put off going to the party

escape doing something,

going somewhere, meeting somebody, by

making excuses, etc. You must put off your

doubts and fears.

put on – put clothes on. Put your hat on. Take off is the antonym.

put away – put into a proper place

put down – set or place down, write, put on paper.

put out – a) cause to stop burning. Put out a candle

(the gas, the fire, etc)

b) drive or turn out

put up – raise, hold up. Put up one's hand

put up with – bear, endure, tolerate. I can't put up with your rudeness any more, leave the room.

#### **5. Match the phrasal verbs and their meanings.**

1. put aside

a) bear, tolerate

2. put off

b) put or move away

- |                |                              |
|----------------|------------------------------|
| 3. put down    | c) put clothes on            |
| 4. put up      | d) cause to stop burning     |
| 5. put up with | e) postpone                  |
| 6. put away    | f) place, write              |
| 7. put         | g) put into the proper place |
| 8. put on      | h) raise                     |
| 9. put out     | i) hold                      |

**6. Make up your own sentences using the phrasal verbs.**

**7. Translate the following sentences into English using the relative pronouns who or which.**

1. Britanyadaky çagalar 5 ýaşdan 16 ýaşa çenli okaýarlar.
2. Olar 17-18 ýaşynda gutardyş synaglary tabşyrýarlar.
3. Döwlet orta mekdepleriň dürli hili bolupdyr.
4. Akademik derslere ukyplylygyny görkezen çagalar grammatiki mekdeplerde okaýarlar.
5. Mekdepden soň köp çagalar bilimi almak üçin kollejerde okaýarlar.
6. Mekdep internatlarda çagalar butin çärýegiň dowamynda ýaşaýarlar.
7. Intelektual ösüşiniň derejesini barlamak üçin olar ýörite synaglary tabşyrýarlar.
8. 11 ýaşly çagalar geçirilýän barlag işleriniň netijelerine laýyk dürli mekdeplerde okaýarlar.

**Homework:**

**Project work:**

The difference between British and Turkmen educational system.

1. Read and learn.

particular [pə'tɪkjələ]

religious [ri'liʒjəs]

record [ˈrekɔ:d]

ceremony [ˈserim ə ni]

graduation [,grædʒu'eɪʃən]

completion [kəm'pli:ʃən]

social event [souʃəl ɪ'vent]

cheerleader [ˈtʃiə,li:d ə]

prom [prəm] - gutardys agşamy

SATs [es,ei,ti:es] - giriş synagy

TUXEDOS [t ʌ k'si:douz] - resmi lybas

**2. Read the text. Find the sentences with words and word combinations in ex .1 and translate them.**

### Schools in the USA

Primary and secondary education in the United States spans 12 academic years called grades. The academic year for each grade lasts approximately 9 months or 180 days. The School lasts a full day, beginning at 8.00 in the morning and ending at 15. 00 or 16.00 in the afternoon. The school day consists of several scheduled learning modules. They are devoted to a single subject or activity. The number of periods varies by grade level. There are 5 or 6 periods of classroom or laboratory learning, and activity periods which include physical education.

Children go to school from the age of 8 to between the ages of 14 and 16, depending on the state they live in. The subjects taught are decided by state and local governments. American schools are not allowed to include prayers or to teach religious belief.

In the USA school examinations are not as important as they are in some other countries of the world. Students in

High Schools have exams at the end of their last two years. But these final exams are considered along with the work that the students have done during the school years.

American High School students also take SATs national examinations to go to college, as well as exams at school. A student's SAT result are presented to colleges, when students apply for entry, along with a record of the student's achievements at High School.

There is a formal ceremony of GRADUATION at American High Schools which means completion of High School. On this day students wear a special CAP and Gown and receive a DIPLOMA from the head of the school. Students often buy a class ring to wear, and a yearbook, containing pictures of their friends and teaches. There are also special social events at American schools.

Sports events are popular and cheerleaders lead the school in sporting the school team and singing the school song. At the end of their junior year, at the age of 17 or 18, students attend the junior-senior PROM, a very formal dance which is held in the evening. The girls wear long evening dresses and the boys wear TUXEDOS.

### **3. Complete the sentences with the words or short phrases.**

a) American schools are not allowed to include prayers or to teach particular \_\_\_\_\_.

b) Primary and \_\_\_\_\_ in the United States spans 12 academic years called \_\_\_\_\_.

c) The school day consists of several \_\_\_\_\_ learning modules.

d) The US school \_\_\_\_\_ are not as important as they are in some other countries of the world.

e) A student's SAT results are \_\_\_\_\_ to colleges.

f) Students wear a special \_\_\_\_\_ and receive a \_\_\_\_\_ from the head of the school.

g) There are also special \_\_\_\_\_ at American schools.

h) \_\_\_\_\_ lead the school in sporting the school team and singing the school song.

i) The girls wear \_\_\_\_\_ and the boys wear \_\_\_\_\_.

#### 4. Make up 6-8 questions to the text.

#### Homework:

#### Retell the text

## UNIT VII

## Lesson 5

**1. Reread the text “Schools in America” and find the meanings of the underlined words and translate the sentences.**

a) Primary and secondary education in the United States spans 12 academic years called grades.

- 1.öz içine almak
2. basırmak
3. berkitmek, çekmek

b) The scheduled learning modules are devoted to a single subject or activity.

- 1.modul, nusga
2. koefisient
3. modul

c) Students in High Schools have exams at the end of their last two years of study.

1. baý mekdep
2. ýokary bilim berýän mekdep
3. orta mekdep

d) American High School students who wish to go to colleges also take SATs national examinations.

- 1.birinji synaglar
2. synaglar
3. giriş synaglary



e) There is a formal ceremony of Graduation at American High School.

1. resmiliik
2. döp-dessur
3. döp, dessur

f) Students often buy a class ring to wear, and a year-book, containing pictures of their friends and teachers.

1. ýyllyk
2. žurnal
3. depder

g) At the end of their junior year students attend the junior-senior PROM, a very formal dance.

1. resmi ýagdaýda
2. resmi
3. dogry

**2. Circle T if sentence is true. Circle F if the sentence is false.**

a) The academic year for each grade lasts approximately 8 months or 150 days.

b) The lesson begin at 8.00 in the morning and end at 16.00 in the afternoon.

c) The period are devoted to all activities or subjects.

d) Students of High schools have exams at the beginning of their last two years.

e) American High School students also take SATs, who wish to go to college.

f) SAT results are presented to High Schools when students apply for entry.

g) Students often buy a uniform to wear and a diary, containing pictures of their friends and teachers.

h) At the age of 10 or 11, students attend the junior-senior PROM a formal dance which is held in the evening.

i) The girls wear long evening dresses and the boys wear TUXEDOS.

### **3. Write the answers to the following questions.**

How many years does primary and secondary education last in the USA?

How are the academic years called?

What does the school day consist of?

What does the number of periods vary by?

At what age do the children go to school in America?

Whom are the subjects decided by which are taught at school?

What is not allowed to teach at American schools?

What is not as important as in other countries at American schools?

What kind of examination is SAT?

What do American students wear at Graduation ceremony?

What do they receive from the head of the school at Graduation ceremony?

Who leads the school team in sporting in America?

What does PROM mean?

### **4. Pair work. Discuss the following points with your classmates.**

a) What kind of schooling system does your country have?

b) Baseball is the most popular sport of American schoolchildren. What is the most popular sport for schoolchildren in your country?

American High School students have a formal Graduation ceremony. What kind of Graduation ceremony do you have at your school?

### **Homework:**

**1.Translate an extract from “Henry Longfellow’s childhood” into Turkmen. Talk about Longfellow’s school years.**

Henry was able to go back to Portland Academy in autumn, even though he didn’t do much running. As he grew

older, he grew quieter. He liked books and he liked to read. His writing improved each season, until he could send letters to his father that were clear and interesting.

His school work began to include Latin, Greek and Algebra, but Henry Longfellow found that he liked poetry best, and he liked to memorize poetry.

He learned whole songs by heart when the family gathered around the piano and sang.

Henry Longfellow began to keep a notebook of his favourite poems. In the notebook there were verses, rhymes and lines, that he made up himself. He was becoming shy, and he kept his notebook a secret from almost everyone but his mother and his sister Anne.

Anne was nine, old enough to understand, when Henry was fourteen Henry felt closer to her than to Stephen or Betsy. Stephen liked rougher games and didn't care for poetry. Betsy cared more about helping her mother with the younger children. There were eight Longfellow children in all, four boys and four girls.

There were a lot of books in the Longfellow's home. Many of them contained poems that excited Henry as he read volume after volume.

Often when his father was at home, he helped Henry to find his way among all these volumes. He would pull one book and say "Here is a book that every educated man should know about".

## UNIT VII

## Lesson 6

**1. Read and remember the meanings of the two words.**

**pilgrims** – one who travels to a shrine or holy places in devotion.

**abundant** – being more than sufficient without being excessive, syn. Plentiful, ample.

## **2. Read the text.**

### **Thanksgiving day**

Thanksgiving day is a day set aside for the people of the United States to give thanks for their blessings. Thanksgiving is an old custom. The best known thanksgiving in the United states was held by the Pilgrims in the autumn of 1621 in Massachusetts. Their first winter in the new country had been difficult. Half of the Pilgrims had died of cold, hunger and disease. The Indians had taught the colonists to hunt and fish and plant their crops. The next autumn the Pilgrims had an abundant harvest and had plenty of food. They were thankful and had a feast to give thanks. They invited the Indians to join them. This was the first Thanksgiving. Thanksgiving became a national holiday many years later because of a woman named Sarah Hale. For forty years Sarah Hale wrote to each president and asked for holiday of Thanksgiving. At last she was successful.

First president George Washington proclaimed the day of the adoption of the Constitution in 1789 for a day of Thanksgiving. Then in 1863 president Abraham Lincoln named the last Thursday in November as the first national Thanksgiving Day. Since that time on the fourth Thursday in November, in houses around the United states, families get together for a feast or a large meal. Almost all families eat turkey and cranberry sauce for this meal, and have pumpkin pie for dessert. This feast is part of a very special day, the holiday of Thanksgiving. Thanksgiving is a day on which people celebrate and give thanks.

### **3. Answer the questions.**

Are there Pilgrims nowadays?

What do you know about the Pilgrims?

Have you ever met the Pilgrims?

When do people have abundant harvest?

What is abundance? Is it good or bad?

What can abundance bring to?

Have your parents/relatives ever had abundant harvest in their orchard or farmland?

What do you do with it?

When do villagers feel happy?

**4. Complete the sentences with one of the words given in the box.**

**Pilgrims, abundance, declares, dessert, thanks, Boston**

People who travel from one place to another for religious reasons are \_\_\_\_\_.

The first Thanksgiving day was held in 1621 in \_\_\_\_\_.

When you have more harvest than you expect you have \_\_\_\_\_.

When the government of a country decided to celebrate a special day it \_\_\_\_\_ holiday.

The last part of a meal is called the \_\_\_\_\_.

Thanksgiving is a day on which we celebrate and give \_\_\_\_\_.

**5. Put five questions to the text using given question words and ask your classmates to answer them.**

What – ?

When – ?

Who – ?

How – ?

Where – ?

**6. Check yourself. How well do you know the text? Put the sentences in the order of the text.**

Pilgrims were thankful and had a feast to give thanks.

All families eat turkey and cranberry sauce for the meal and pumpkin pie for dessert.

Their first winter in the new country had been difficult. Thanksgiving is an old custom.

Thanksgiving became a national holiday many years later.

In 1863 president Abraham Lincoln named the last Thursday in November as the first national Thanksgiving day

They invited the Indians to join them.

### **7. Fun with English. Language game.**

#### **How many words?**

Form two teams and make up as many words as you can from the letters of each word of the following two words:

**Independence, entertainment**

The words must have two or three letters. You must know what the words mean. You must not use dictionaries. You score one point for each word on your list. You get an extra point for every word with four and five letters.

You can also get an extra point if you have a word on your list which the other team hasn't got. The team with the most points is the winner.

#### **Homework:**

- 1. Ex 5 (in written form)**
- 2. Tell about Thanksgiving day.**

## **UNIT VII**

## **Lesson 7**

### **1. Learn the words.**

**empire** [ˈempaiə] – soltanlyk

**manuscripts** [ˈmænʃuskripts] – golýazmalar

**epoch** [ˈi:pok] – dövür, zaman

**mosque** [ˈmosk] – müjewürli metjit

**arch** [ˈa:ʃ] – arka (gümmez)

**2. Read the following international words correctly and try to give Turkmen equivalents. Compose a sentence with each of them.**

- mausoleum –
- monument -
- phase -
- regional -
- empire -
- medresse -
- civilization -
- epoch -
- geographer -
- intensively -
- muslim -

**3. Arrange the following words into 3 columns denoting: a) time, b) religion, c) art. Read them to your classmates.**

Mosque, mausoleum, ornament, epoch, monument, medieval, phase, medresse, muslim, century, arch, period, masterpiece, cathedral, architecture, gallery.

time	religion	art

**4. Read the text and learn about the ancient sites and monuments of Turkmenistan.**

Soltan Sanjar mausoleum of an ancient Merv

The mausoleum of Soltan Sanjar is the most famous historical monument of Turkmenistan. It is located in the center of the old Seljuk city Merv.

The second and greatest phase of development in Merv was from 1037 to 1157 under the Seljuks and the city became again a regional capital. For sixty years Merv was the capital of the eastern Seljuk Empire ruled by Soltan Sanjar.

Soltan Sanjar was the king of the world between 1118-1153 years. He was the son of Malik Shah and cousin of Berkya-ruk soltan. His mother was a hostage to Malik Shah. He became the ruler of Horasan when he was 11 years old. He got married to Tarkun-Hatun in 1135. On September 9, in 1141 his wife had become a hostage of an enemy and Soltan Sanjar paid 500 thousand tuman to get her back. Merv was one of the greatest cities of its time, with many mosques and medresses and libraries.

Merv prospered in the basin of the Murgap river during the epoch of the Bronze age.

There were more distinguished and educated people in Merv than any other city of that time. First it was called Margav but the ancient Greek and Roman geographers called it Margiana and medieval Arab and Persian manuscripts described it as Maru or Merv. In the X century Merv began to develop intensively under the seljuks and it was called "Shahjahan" which means "Soul of kings".

In the period of Soltan Sanjar it was a capital of their great country, the largest town in Middle Asia and in the whole Muslim East. Its area together with suburbs was 1.800 hectares with a population of 150.000 people.

The most outstanding among the preserved monuments of that epoch (the medieval capital) was the site of the Soltan – gala. There was Seljukids' the Royal palace and a great mosque which adjoined the front of Soltan Sanjar mausoleum. It is a great cube with sides of 27 m and crowned with a dome 17.28 m in diameter. The height of the dome is 36 m.

In the upper part of the cube there is a round gallery in the front, with arches around it. The gallery is decorated with ornamental glazed bricks and carvings.

Soltan Sanjar mausoleum is one of the famous masterpieces of the world architecture. It represents the fundamental artistic features.

Merv was a bridge on the Silk Road between China and Rome. The merchants of the Silk Road stayed at the kervensarays of Merv at that time.



**5. Mark these sentences right (✓) or wrong (x).**

- Merv prospered civilization in the basin of Murgap river during the epoch of the Middle Age.
- Merv was the capital of Central Asia.
- The Seljuks had a nomadic life in the basin of the Murgap river during the epoch of the Middle Age.
- In the X century Merv was called “Shahjahan” which means “soul of kings”.
- In the period of Soltan Sanjar Merv was a small town in Middle Asia.
- The most outstanding monument of that epoch is the site of Soltan Sanjar.
- The gallery is decorated with the ornamental glazed bricks and carvings.

**6. Answer the following general questions with “yes” or “no”.**

Have you ever heard of Soltan Sanjar mausoleum?

Have you ever read a book about Soltan Sanjar?

Have you ever been to Soltan –gala?

Have you ever seen Soltan Sanjar mausoleum?

Have you ever thought of its architecture?

Have you ever told your friends about it?

Have you ever explained to any of the tourists the direction how to get to Soltan Sanjar?

Have you ever talked about Soltan Sanjar mausoleum in class?

Have you ever discussed the name Shahjahan with your classmates?

Have you ever seen a film about it?

**Homework:**

**1. Project work. Merv is the ancient capital of the Turkish world.**

**2. Ex 6 (orally)**

**1. Words to be learned.**

saint

ruler

formed

grieved

collapsed

despair

sacred

supposed

sanctuary

complex

governor-general

overlapped

**2. Read the text “Astanababa”. Complete the sentences with the missing words or phrases given in ex.1.**

**Astanababa mausoleum of an ancient  
Kerki (Atamyrat) city**

Astanababa is one of the most respected \_\_\_\_\_. Astanababa cult \_\_\_\_\_ several centuries ago and there is a legend of background of it. The name itself points out the image of a Moslem \_\_\_\_\_. Like all other historical monuments it's surrounded with legends.

A legend says that a certain Hazret Nur-ogly, was the \_\_\_\_\_ of Charvelayat, that belonged to the medieval region of Horasan that consisted of 4 districts. He had a beautiful daughter Zubeida. She was married to the Kerki \_\_\_\_\_. Soon after their wedding she died. Her father \_\_\_\_\_ by sudden death of his daughter, gathered the best masters from Merv and Samarkand to build a wonderful mausoleum. Hardly they finished the building it had fallen down and \_\_\_\_\_. Hazret Nur –ogly was full of sorrow and \_\_\_\_.

The old man whose name was Astanababa told him that the mausoleum would be sound on condition that they would use the water and clay of Mecca for the construction materials – clay and water.

They had mixed clay and water, brought from \_\_\_\_\_ Mecca with the local construction materials and the masters successfully finished their work. Sometime later Hazret Nur –ogly had been buried next to his daughter.

Astanababa mausoleum consists of several erections, built closely to each other at different times. The mausoleum is opened with a narrow corridor, this is a peshtak\* \_\_\_\_\_ of the XII century. Then goes a hidden gallery in four columns \_\_\_\_\_ by 9 small domes. The next room is usually called “a mosque” that is characteristic of the best Middle Asian monuments of XI-XII centuries. Then there is a room with two grave-stones inside: it is \_\_\_\_\_ to be the brothers Zeyd-Aly and Zuveyd-Aly burial-vault, for the sake of whom the mausoleum was erected. At the opposite hall lie the graves of the wives of the brothers Zeyd-Aly and Zuveyd-Aly. The name of this mausoleum is called Gyzlarbibi. This is the latest XIX century building among \_\_\_\_\_ .

Astanababa complex is the main \_\_\_\_\_ in the whole Kerki oasis of the medieval Zemna-city's time.

### 3. Read and make up sentences with the following words.

peshtak – darajyk girelge

**saints** [*seints*] – ýagşyzadalar

**a legend** [*ledʒend*] – rowaýat

**a mausoleum** [*mo:sə'liəm*] – mukaddes mazar

**a dome** [*doum*] – gümmez

**sanctuary** [*sæŋk fu ə'ri*] – mukaddes ýer

### 4. Read the text thoroughly and write questions to the underlined parts of the following sentences with the question words given below.

a) What \_\_\_\_\_?

Astanababa is one of the most respected muslim saints.

b) What \_\_\_\_\_?

A legend says, that a certain Hazret Nur-ogly was the ruler of Charvelayat.

c) Whom \_\_\_\_\_?

Zubeida was married to the Kerki governor-general.

d) What \_\_\_\_\_?

The old man whose name was Astanababa told that the mausoleum would be sound if they used the water and clay of Mecca for the construction.

e) What \_\_\_\_\_?

Astanababa mausoleum consists of several erections, built closely to each other at different times.

**5. Reread the text and compare it with the Soltan sanjar mausoleum. Talk about their differences and similarities.**

**Homework:**

**Tell about Astanababa**

**UNIT VII**

**Lesson 9**

**1. Give Turkmen equivalents of the following phrases:**

artificial irrigation –

ancient city –

impressive signs –

well – fortified Shahrستان –

to be protected with –

to be separated with –

to be divided into –

a densely populated -

decline of irrigation -

was entirely ruined -

developed irrigation  
system -

occupied settlements -

**2. Read the text and retell it.**

**Dehistan –ancient Misrian city**

Dehistan is called Mashad Misrian by Turkmens. Dehistan or Misrian was not only an ancient city but it was an oasis. There are some remnants of it now.

Archeological monuments of Dehistan are divided into 3 historical epochs. The first one lasted from the end of the 3d millennium B.C. The tribes who lived in this territory, were busy with agriculture on an artificial irrigation. The second epoch – the early medieval – embraced the III-VIII centuries. That was the time when various cattle-breeding tribes,

including ancient Turks, penetrated the land. The third epoch (X-XIV centuries) left the most impressive traces.

Like most cities of its epoch it was divided into well fortified Shahristan (the most ancient part of the city) and – a densely populated trade quarters with bazaars and kervensarays. Shahristan was protected with two rows of high fortress walls with semiround watch – towers. The outer and inner walls were parallel and the space between them was separated with auxiliary walls into compartments which served as traps for enemies.

The city was a possession of Horezm Shah in its prime being, then it was destroyed by Mongols and finally fell into decay with decline of irrigation in XV century. The first and foremost is two 20 m high minarets. Abu-Jafar Ahmet minaret was built by architect Abu Bini Ziyad in 1004/ 05 together with a mosque which was entirely ruined at the moment. The second minaret was built 120 metres away from the first one, but almost 200 years later.

Ruins are evidence of the fact that there were many occupied settlements around Misriyan which formed its agricultural neighbourhood with highly developed irrigation system.

**3. Reread the text, find the word combinations given in ex. 1 in the text and translate them.**

**4. Find words denoting time and history which have been used in the previous two texts and write them out.**

**5. Read the sentences and fill the gap in each line with a word formed from the word in capital letters.**

IRRIGATE IMPRESS SETTLE NEIGHBOUR AGRICULTURE HISTORY
--

Archeological monuments of Dehistan are divided \_\_\_\_\_ epochs. The tribes who lived in this territory, were busy with

agriculture based on an artificial \_\_\_\_\_. The third epoch X-XIV centuries left the most \_\_\_\_\_ signs. Ruins are evidence of the fact that there were many occupied \_\_\_\_\_, around Misrian and formed its \_\_\_\_\_ with highly developed \_\_\_\_\_ system.

**6. Put 6 general questions to the text requiring “yes” or “no” answers.**

**Homework:**

**Read the text thoroughly and give the description of the old city Dehistan.**

# PART III

## UNIT VIII

## Lesson 1

1. Read the following kinds of sports. Ask and answer your deskmate.

– What's your sport?

– I play tennis.

	Sports	
volleyball	chess	skating
basketball	cycling	skiing
baseball	badminton	swimming
hockey	gymnastics	yachting
boxing	athletics	horse racing
football/soccer	diving	wrestling
rowing/ canoeing	golf	

2. Match the words with their definitions.

- |                          |                             |
|--------------------------|-----------------------------|
| 1. take up sport         | a) topy zyňmak. geçirmek    |
| 2. do/ practice sports   | b) yaryş üçin türgenleşmek  |
| 3. go in for sport       | c) ýaryşmak                 |
| 4. train for competition | d) topy depmek              |
| 5. compete/ contest      | e) hasaby açmak             |
| 6. score/shoot the goal  | f) topy tutmak              |
| 7. kick /hit the ball    | g) sporta gatnaşmak         |
| 8. open the score        | h) sport bilen türgenleşmek |
| 9. throw/pass the ball   | i) derwezä gol salmak       |
| 10. catch the ball       | j) şaybany derwezä salmak   |
| 11. shoot the puck       | k) tennis oýnamak           |
| 12. play tennis          | l) bökmek                   |
| 13. jump                 | m) ylgamak                  |
| 14. run                  | n) çümmek                   |
| 15. dive                 | o) oýny utmak               |

- |                    |                            |
|--------------------|----------------------------|
| 16. win the game   | p) oýunda utulmak          |
| 17. lose the game  | q) oýunyň düzgünini bozmak |
| 18. foul the game  | r) rekord goýmak           |
| 19. set up records | s) hüjüm etmek             |
| 20. defeat         | t) ýeňmek                  |

### 3. Read the text.

#### Sports in Great Britain

England is a sports – loving nation. Sports in England take many forms: organized sports, which attract huge crowds to encourage their favourite team to victory, athletic games played for recreation and others. Some sports are called spectator sports, when the number of spectators is greater than the number of people playing in the game. Other sports are called participant, sports attracting large crowds only on special occasions such as tournaments.

The game peculiarly associated with England is cricket. Cricket is slow, and English in origin. It has been seriously and extensively accepted only in the commonwealth, particularly in Australia, India, Pakistan.

Football or soccer is very popular. The biggest event in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb.

The games of golf and tennis are played by great numbers of people. Golf is played in the countryside. It consists in driving a small ball towards and into holes separated by considerable distances.

There are many tennis clubs. The world championship tennis matches are held at Wembledon in London, in June and July.

Next to football, the chief spectator sport in Britain is horse –racing. A lot of people are interested in the races and risk money on the horse which they think will win. Britain is also famous for motor –car racing, boat –racing, dog –racing and even races for donkeys.



Various forms of athletics, such as running, boxing, jumping, swimming are wide-spread in England.

**4. Read the text and find the English equivalents to the following word combinations:**

Sport söýüjileriň milleti, gurnalan sport, köp sanly tomaşaçylaryň ünsüni çekmek, öz söýgüli toparyň üçin alada etmek, sport oyuny, dynç almak üçin, bir zady oýnamak, aslynda , inlis, Britan Birleşigi, matça gatnaşmak, dünýä çempionaty giň ýaýran.

**Homework:**

**1. Retell the text.**

**2. Ex 4 (in written form)**

**UNIT VIII**

**Lesson 2**

**1. Read and learn.**

a) The sport equipments:

Racket, gloves, shuttlecock, puck, skis, boots, skates, arrow, rifle, stick, shorts.

b) competition sites:

court, playground, gym(gymnasium),swimming pool, ring, skating rink, stadium, race-track, net

c)sporting events:

competition, championship, match, contest, tournament, league game, Olympic games, Football World Cup.

**2. Use the vocabulary given in ex. 1 in your own sentences.**

Eg: There is a stadium and tennis courts in the sport centre.

The Olympic Games took place in Sochi in 2014.

Our team won this competitions.

**3. Give antonyms to the following words and word combinations:**

to win-  
to knock the ball-  
to start -  
to catch the ball-  
to lose the game-  
foul the game-  
fair game-  
to finish-  
let the ball into the goal-  
to slow down-

**4. Read and translate the following sentences into Turkmen.**

Our team won by three goals/points. 2. She broke the Olympic record last year. 3. He holds the record for the 100 meters breast – store. 4. The teams have never been defeated. 5. How many goals / points have you scored this season? 6. I think I'll take up bowls next spring and give up golf. 7. The sports were held as usual at the recreation fields, next to the glove factory. 8. My uncle was disqualified in the race.

**3. Read the text.**

### **The Olympic Games**

The first games took place in Olympic in Greece for which in 776 BC with only one race, a sprint.

The idea of an international Olympic Games was conceived by a Frenchman, Baron Pierre de Coubertin and, appropriately, the first modern Olympic Games opened in Athens in 1896. Only 12 countries were represented. The participants competed in nine sports: cycling, tennis, gymnastics, swimming, athletics, weightlifting, rowing, wrestling and shooting. Sailing was also to have taken place, but had to be cancelled because of bad weather at sea. Despite the many problems that arose in Athens the Olympic Games had come to stay. Their motto was “Faster! Higher! Stronger!”

From that time on the Olympics were held more or less regularly, depending on the political situation on the continent. In 1900 they were held in Paris, in 1904- St.Louis, in 1906-Athens again, in 1908-London.

Now the Olympic Games are held every four years. They contribute much to the struggle for peace, understanding and trust among people.

As you know the 22nd Olympic Games took place in the Soviet Union in 1980. Five cities: Moscow, Kiev, Minsk, Riga, Tallinn greeted the world's champions. Our sportsmen won 80 gold, 64 silver, 49 bronze medals there. That was the best result among national teams.

Some new sports have recently been added to the Olympics. In Los Angeles, in 1984, baseball was introduced and windsurfing became an Olympic sport. In Seoul Korea , in 1988, there was table tennis for the first time, and tennis returned as an Olympic sport. Unlike tennis, some sports, such as golf and rugby, have been tried in the Olympics but have never returned. The Olympics movement continues to get wider and wider. Nowadays, major cities compete to host the Olympic Games, not just for the honour the Games bring, but for the vast amount of profit a host country can make. The games have also become politically, important. They can now be seen by nearly every country in the world and are therefore an ideal platform for political statements.

### **Homework:**

**1. Ask your partner questions about the Olympic Games. Use the following notes to help you. When? What countries ...? What was the motto ? What new sports have been .. / What is the aim of ... ?**

**2. Tell about the Olympic games.**

**1. Read the following words and match their meanings.****People in sport.**

- |                       |                         |
|-----------------------|-------------------------|
| 1. sports fan         | a) emin                 |
| 2. player             | b) oyunçy               |
| 3. spectator          | c) sport janköýeri      |
| 4. coach trainer      | d) tomasaçy             |
| 5. captain            | e) türgen               |
| 6. sports commentator | f) höwesjeň             |
| 7. amateur            | g) derwezeçi            |
| 8. goal-keeper        | h) wagt hasaplaýan emin |
| 9. time-keeper        | i) garşydaş             |
| 10. winner            | j) ýeňiji               |
| 11. loser             | k) goragçy              |
| 12. professional      | l) hüjümçi              |
| 13. defender          | m) ýeňiliji             |
| 14. forward           | n) professional         |
| 15. opponent /rival   | o) kapitan              |

**2. Give the English equivalents of the following words and word combinations.**

topar, hasap, çynlakaý, oýun, düzgün, bozulýan oýun, oýundan wagtlaýyn çykmak, ýaryş, oyun, sport, tennis meýdançasy, tor, hasap tagtasy, boks oýnalýan yer, garşydaş?

**3. Read and translate the following sentences. Pay attention to the function of the gerund.**

1. Swimming is a good exercise.
2. Thank you for coming.
3. He likes inviting his friends to his house.
4. She entered the room without noticing him.
5. They enjoyed listening to the folk music.
6. The books are worth reading.

**4. Match each of the following names of sports and games with the appropriate examples in the sentences below.**

- |                |              |                |
|----------------|--------------|----------------|
| a) diving      | e)hockey     | i)horse racing |
| b) swimming    | f)volleyball | j)football     |
| c) athletics   | g)cycling    | k)table tennis |
| d) motorracing | h)boxing     |                |

1) Johnny Law smashed the ball over the net. It hit the edge of the table and spread off a yard from Nicky Murphy's bat. The score was 17 all. (Table tennis )

2) Roderick put his foot down and began to overtake the car in front. Two more laps and he would be at the finishing line.

3)"Penalty!" the referee showed. Peter Morgan placed the ball carefully in front of the goal mouth and walked and slowly back. Then he suddenly turned, ran and kicked.

4)Oxford University won most of the track events including the 100,200 and 1000 metres, but Atlanta were clearly on top in the fields events , winning both the long jump and the high jump/

5)Marion Ray scored a surprised victory in last night's competition when she beat last lap. Marion's legs were stronger and her front wheel was just in front of Anna's at the finish.

6) Tough Guy was five lengths in front of Sporting Boy as they approached the finishing post. The favorite, Conqueror, jumped badly at the last fence and almost threw the jockey.

7) Arthur stood on the top board for several seconds. Then he jumped high in the air and, his body turning over before his head pointed downwards. He stretched out his arms and entered the water without a splash.

8) Silvia Ross won both the women's 100 metres breast stroke and the women's 50 metres freestyle at the Sunbury Poll in Tokyo on Friday.

9) Kevin Nash caught Sean Kearly with a left hock to the jaw in the closing seconds of Round. Sean's knees folded under him and the next moment he lay flat out on the canvas. Kevin was the winner by a knock-out.

10) It was an excellent serve. Joe threw the ball high in the air, jumped up and hit the ball with his first into the As-

ton court. It cleared the net by an inch or so. An Aston player tried to return it, hit it with the palm of his hand, but the ball crashed into the net.

11) There was a clash of sticks, and suddenly the ball was speeding across the Briton goal. Richard seized his opportunity at once. He caught the ball with his stick and a moment later sent it crashing into the goal.

### Homework:

**Tell about your favourite sport**

## UNIT VIII

## Lesson 4

### **1. Complete the following sentences using prompts.**

- |   |                                  |
|---|----------------------------------|
| 1. 'Whose side are you on' means          | a) the winners.                  |
| 2. It's 2:1 means...                      | b) the losers.                   |
| 3. It's 3:0 means...                      | c) score a goal.                 |
| 4. It's 2:2 means ...                     | d) shout, whistle, cheer.        |
| 5. If the team wins, they are called...   | e) which team are you supporting |
| 6. If it loses the match, they are...     | f) it's two to one.              |
| 7. Each team tries to...                  | g) it's three to nil.            |
| 8. When the team scores its supporters... | h) it's two all.                 |

### **2. Choose the correct words given below to complete the sentences.**

1. The match... at 18 p.m. 2. The goalkeeper ... the ball.  
3. He ... it to the ... back. 4. The winners ... the losers. 5. The losers ... the game. 6. Most people ... practice sport. Many of them ... tennis. 7. I can't ... the ball. 8. Were many records ... at the Olympics! 9. Congratulations. How many points did you ... by? 10. You should ... jogging. That would help you lose weight. 11. Who has ... the world record

for the 1000 meters track ? 12. I only ever once ... a goal and that was a sheer luck.13. We've been so many times we deserve to be bottom of the league!

**(throws, take, take up, begins, beaten, catches, lose, score (d), broken, defeat(ed))**

### **3. Grammar.**

**The Past Perfect Continuous (Progressive). It denotes something had been happening for a period of time before something else happened (had been + V-ing)**

*Eg. Mike was very tired.*

*He had been running (for 20 minutes)*

### **4. Read and translate the following sentences into Turkmen.**

1. It had been raining for two hours when I left home.

2. She had been sleeping for three hours when we returned.

3. They had been playing football for half an hour when it began raining.

4. He felt tired as he had been playing tennis for two hours.

5. The child had been playing for an hour when his mother came.

6. His sister had been working for two hours when her brother came.

5. Role play. Work in two teams. Each team gives advice which sport is useful and discuss some sport problems. There may be the following participants.

### **Homework:**

**1. Prepare your presentations on particular sports.**

**2. Make up your own sentences in the Past Perfect Continuous Tense. (in written form)**

1. What are popular sports in our country? Discuss.

Popular sports in Britain	Popular sports in Turkmenistan
Car and motorcycle racing Cricket Darts Fishing Football Golf Horse racing Rugby Snooker, billiards Walking , hiking Yoga, keep fit classes	

2. Do you know? Choose the correct answer.

1. a) Football is a traditional British kind of sport.  
 b) Ice hockey  
 c) Baseball
  
2. In Britain a) only boys  
 b) boys and girls play ragby  
 c) only grown-ups
  
3. a) snooker  
 b) Darts is a billiard game  
 c) Golf
  
4. a) London  
 b) Norwich is the city where one of the largest International Children’s Festivals takes place.  
 c) Edinburgh



### 3. It's interesting to know.

#### Do you want to be popular?

All famous and popular people haven't always been famous and popular. Almost all of them were ordinary children, just as you are now.

Todd Marinovich – organic superstar. An American football star. In his childhood while all his friends were eating hamburgers, hot dogs and chocolate and drinking Coke, Todd was not. He has never- in 21 years – eaten or drunk any of these things. He has led (alyp baryardy) a completely organic, sugar- free life since he was born.

When Todd was born, his father decided to create a sports star. When Todd wanted something to eat or drink, his mother gave him fresh fruit, cheese, fish and mineral water. His height was 1 m 83 sm and his weight was 95 kg.

His parents had never punished him when he has failed, but they had punished him when he hadn't try.

#### 4. Read the following statements. Share your opinion . Discuss with your deskmates.

1. Boxing is barbaric. So is bull fighting. So is hunting.

2. Women shouldn't play all sports but only those in which they are superior to men,

I mean the sports that need grace and skill, like figure skating and gymnastics. Women look absolute fools playing cricket and football.

3. Sport is not for women. It's too dangerous and takes much time. Women's real sport is chasing men.

4. Football is a game for gentlemen played by hooligans. Rugby is a game for hooligans played by gentlemen. (O.Henry)

#### Homework:

#### Speak on your favourite sportsman

**1. Read the text and discuss it.****Stadium**

**“If you watch a game, it’s fun.  
If you play it, it’s recreation”  
(Bob Hope)**

During the years of independence radical reforms took place in the system of physical culture and sports of Turkmenistan, focused on attraction of all groups of the population to physical training, on education of physically healthy generation and preparation of sportsmen capable to represent Independent and Neutral Turkmenistan at the international sports competitions.

Large attention has been given to the propagandation of culture and traditions

Of the Turkmen people, such national sport games, as “duzdum”, “yaglyga towusmak”, “goresh” have been restored.

The new forms and methods are introduced to attract students, schoolchildren and adult population to sport. In cities and districts festivals of national games, competitions among sportsmen, competitions “Sport for all” are every year.

It became a tradition to hold the “Day of health” at the Sport Complex, ministries, departments, enterprises and organizations. Children are trained in swimming at recently opened swimming pools.

In all districts and in the city of Ashgabat the competitions among girls under a title “Day of solidarity” are regularly organized, on which the prizes on field-and-track athletics, volleyball, basketball, table tennis are played.

The sport games and competitions help to increase the skill of our girls. So, twice participating in the sport games of solidarity of the women of Islamic countries, they have won 11 gold, 25 silver and 46 bronze medals.

Currently 1 380 000 young people go in for sports, including 9 000 qualified sportsmen. About 50 000 pupils visit

sports schools of our country in which more than 7 000 instructors and coaches work.

Sportsmen of Turkmenistan have received world recognition and successfully participate in international competitions. During the first 15 years of independence our sportsmen won 75 gold, 90, silver and 190 bronze medals, more than 40 sportsmen became champions and prize- winners of the World and Asia Championships of the World , Asia, and West – Asian Games, at the World Chess Olympiad.

The participation in XXVI Olympic games in the USA became a significant event for the sportsmen of Turkmenistan. Our sportsmen took part in six kinds of sports: judo, Greece – Roman wrestling, bullet shooting, table tennis, boxing, track and field athletics.

The huge Sport complex and the center of Water sports have been built and launched into operation within the recent years.

There is live broadcasting of different types of sport events, professional and mature, at state, national and international levels. This live broadcasting of sports events has not only increased interest in sports, it has also increased actual attendance at the stadiums and arenas, There are many fans attending each game and of course, there are thousands watching sport games on TV.

## 2. Words to be learned.

**radical (adj)** – a person with very strong nontraditional beliefs; somebody who wants change in politics or religion

**focus (v)** – to center one’s attention on

**attraction (n)** – power of pulling towards

**restore (v)** – give back; bring back into use; rebuild as before

**enterprise (n)** – carrying on of commercial projects; a business, a company

**title (n)** – a word used to show a person’s rank, occupation. Status

**currently (adj)** – at the present time

**qualify (adj)** – be trained, educated and approved as having the required standard

**coach (n)** – person who trains athletes for contests

**recognition (n)** – recognize or being recognized

**wrestling (n)** – struggling with a person (as a sport) and try throw him to the ground without hitting him

**launch (v)** – get started; make or start on

**recent (adj)** – began not long ago

**3. Reread the text and find the sentences with the vocabulary given in ex.1 and translate them.**

**Homework:**

**1. Make up a dialogue using the following questions.**

1. Which sport do you consider typical American/English/Turkmen and why?

2. What are the reasons for the wide and varied interest of Turkmen in sports?

3. Discuss the implications of the way sports are organized in Turkmenistan.

4. Would you like to have a voice in the decision to hold Olympic games in your home town? Give reasons.

5. What radical reforms in the system of physical culture and sports took place in Turkmenistan?

6. Name some of the restored Turkmen national sport games.

7. Where are festivals of national games and competitions held?

8. Who participates in the Day of Health?

9. Are there special competitions for girls?

10. Do many people go in for sport?

**2. (in written form) Make up your own situations using the following statements.**

1. We'll see a lot of children training there.
2. They watch children compete in track and field events.
3. The boys play a game of basketball.
4. Sport is very popular with children in our country.

## UNIT VIII

## Lesson 7

### Grammar

#### 1. First conditional (type I)

If + present simple ... will (future)

**This type of sentence is used to predict likely or probable results in the future, if a condition is met.**

Examples.

*Water freezes if the temperature goes below 32 °F.*

**(F – Fahrenheit –of a measurement of temperature on standard in which 32° is the temperature at which water freezes and 212 that at which it boils)**

*If we don't leave now, we'll miss the train.*

*If we leave now, we won't need to hurry.*

**2. First conditional sentences are often used to express promises, warnings and threats.**

Examples.

*If you pass your exams. I'll give you a job.*

*If you don't turn that music down, you'll go deaf.*

**3. Some modal verbs can be used instead of will.**

Examples.

*If we leave now, we may catch the train.*

*If you come to Turkmenistan, you must call and see us.*

**2. Match a line A with a line B. Write the sentences in your notebooks.**

- |   |  |
|---|--|
| a) If we can afford it,                             | I'll be late for school.                   |
| b) If you go to Turkmenistan,                       | step inside.                               |
| c) If I don't hear from you<br>tomorrow             | tell him I never want<br>to see him again. |
| d) If the pain gets too bad,                        | we'll buy a new car<br>soon.               |
| e) If the bus doesn't come soon,                    | I 'll let you know.                        |
| f) If you can't see what you want<br>in the window, | take another dose of<br>painkillers.       |
| g) If I'm going to be late,                         | you must go up to<br>arch of Neutrality.   |
| h) If Aman rings                                    | I'll expect a call the<br>next day.        |

**3. Read the following sentences with some advice. Fill in the missing parts of 4 sentences with your own advice.**

*If you have hiccups, hold your breath for twenty second or you should try sipping water slowly.*

If you spill red wine on the carpet, \_\_\_\_\_

If you have a nosebleed, \_\_\_\_\_

If you can't get to sleep, \_\_\_\_\_

If you can't stop biting your nails, \_\_\_\_\_

**4. Give Turkmen (Russian) equivalents of the following sentences.**

1. If I have enough time, I write to my parents every week, 2. If I have enough time tomorrow, I will write to my parents. 3. If I don't eat breakfast, I always get hungry during the class. 4. If the weather is nice tomorrow we'll go on a picnic. 5. If you don't take some medicine you'll get worse. 6. If you don't turn on the light it'll be too dark. 7. If you tell a lie you'll be punished. 8. If she doesn't get good marks in math she'll fail the exam. 9. If we don't have proper pronunciation of English people will not understand us well.

Homework:

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

**UNIT VIII**

**Lesson 7**

1. Let's speak. Use these dialogues and make up your own dialogues.

**A. In the Hotel Lounge**

**Mr. Orazov** – Hello, Mr. Brown

**Mr. Brown** – Hello. It's a beautiful morning, isn't it?

**Mr. Orazov** – Yes, it's warm and sunny. What shall we start with?

**Mr. Brown** – I'd like to visit a stadium.

**Mr. Orazov** – What about visiting the Olympic Stadium? Many children and teenagers go there.

**Mr. Brown** – No objection. Is it far from here?

**Mr. Orazov** – No, it'll take us about fifteen minutes to get there. It's Sunday today and we'll see a lot of children training there. There are some sport events, too, I'm sure.

**B. In the car**

**Mr. Brown** – How do your children's sports clubs function? Who is admitted to them?

**Mr. Orazov** – All sports clubs in Turkmenistan are supported by the State and Trade Unions. Any children can be admitted to the club.

**Mr. Brown** – What's the fee?

**Mr. Orazov** – No fee at all, it's free of charge.

**Mr. Brown** – Do you mean to say parents don't have to pay for coaching at all?

**Mr. Orazov** – That's right. Here we are. Let's go out and walk round the stadium.

**C. In the Stadium**

(Mr. Orazov and Mr. Brown watch boys playing a game of basketball)

**Mr. Brown** – I wonder what score is.

**Mr. Orazov** – (asks some boys watching the game).

It is 35:33.

**Mr. Brown** – both teams are pretty good. One- can see they're enjoying the game.

**Mr. Orazov** – /es, playing a game is the best kind of relaxation for children, I believe.

**Mr. Brown** – It certainly is. I think sports is the best kind of relaxation for any age.

**Mr. Orazov** – Yes, you are right.

**2. Use the given situations in your own dialogues.**

a) A – What about visiting the Olympic Stadium?

B – No objection. I'd be glad to.

b) A – Playing tennis is the best kind of relaxation for children, I believe.

B – Yes, it certainly is.

A – Shall we see children training?

B – Yes, I think so.

c) No, I don't think so.

A – How long will it take us to get there?

B – Not more than an hour.

**B – (About three quarters of an hour )**

d) A – What kinds of sports do you have in Turkmenistan's school?

B – various kinds. Most school offer some opportunity for playing basketball, volleyball, football and table tennis.

**B – (chess, ...)**

e) B – What games are popular at girl's schools in Britain?

A – Tennis and rounders.

**(Hockey and tennis)**

**Homework:**

**Make up your dialogues.**



**Reading Comprehension.**

1. Read the information on sports and complete the grid. Say in what way each sport is beneficial or harmful for your health. What traits of character does it require and develop?

*Athletics*

All branches of athletics are beneficial. You really need to be dedicated to enjoy them, as this is not advisable for anyone who did not enjoy sport previously.

*Riding*

Riding is becoming more and more popular, and it is certainly a good way of getting away from it all. It is excellent for posture and can benefit thigh muscles. The major disadvantages is that it sometimes produces large buttocks.

*Boxing*

This is excellent for arms and legs and good for letting-off steam. You have to be light on your feet, even if you are a heavy-weight, and that may be why most boxes are excellent dancers.

*Climbing*

This is good for single-minded, and exercises arms and legs very well. Psychological make-up is important in climbing- you need to be calm, resourceful type and have great powers of concentration. Amateurs must not, of course, attempt difficult climbs alone or in bad weather –they can easily end up stranded.

*Football and Rugby*

These are both very good for leg muscles and general fitness. The disadvantages is the summer rest between seasons. And when you are playing avoid fattening drinks and snacks after the game.

## *Gymnastics*

There are marvelous for developing a sense of grace and poise as well as being good for muscles generally. This is an increasingly popular sport which could be well worth considering seriously if you are fit, agile and have a good sense of balance.

## *Skating*

This is great fun , and is good for legs, ankles and general posture and has a definite air of glamour about it, too. It is, however, probably better starting young – children do not have so far to fall, and tend to fall less clumsily.

## *Squash*

This is good for maximum exercise in minimum time. Forty minutes for a game is usually quite enough. You need to be agile, wiry and have a good eye. Squash is an excellent winter choice as it is played indoors.

## *Swimming*

This is another excellent all-year-round sport. Sadly, many adults forget about serious swimming once their school-days are over. But it is a splendid sport to follow with your children, and provides good exercises for most parts of the body. Breast-stroke, in particular, is excellent for thigh muscles.

## *Tennis*

Socially tennis is great fun but you need to be fairly proficient before joining a club. It provides excellent general exercise, too.

<b>Sport</b>	<b>Benefit</b>	<b>Harm</b>	<b>Traits of Character</b>
-	-	-	-
-	-	-	-

## Traveling

### 1. Read and learn.

**Explain the types of travelling. Try to differentiate them.**

travel (n) voyage (n) drive (n)  
 trip (n) flight (n) ride (n)  
 journey (n) cruise (n) tour (n)

Eg. You go on a trip/an excursion /an outing.

I've made journey alone.

I've been to a cruise round Europe.

On our tour we visited many cities of Great Britain.

### 2. Remember .

**Use the following vocabulary in your own sentences.**

#### Means of travelling.

by road/car/coach/bike/bus, etc.

by railway/train/express/electric train, etc.

by air/plane/helicopter, etc.

by sea/ship/boat/ferry, etc.

by underground/tube/metro

hitchhiking

on foot

on horseback

**3. Discuss with your diskmate. Use the following vocabulary in your sentences.**

#### a) What are the purpose of travelling?

on business      for pleasure      visiting somebody

on necessity      for a holiday

#### b) What are the places to stay?

hotel              tourist camp              guest house

youth hostel      camp site              self-catering flag

inn              sanatorium

holiday camp      rest home

#### c) What are the places of transport destination?

bus stop/station      terminus              bay

terminal              taxi rank              port

## d) Text. Read and translate

### Travelling

Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns. They travel to enjoy picturesque places or just for a change of scene. It is always interesting to discover new things, different ways of life, to meet different people, to try different food, to know different customs and traditions, art, culture and music. Travellers spend their time visiting museums and art galleries, looking at shop windows and dining at restaurants. They also like a quiet holiday by the sea or in the mountains.

People travel by train, by plane, by boat, by car and on foot.

All means of travel have their advantages and disadvantages. People choose one according to their plans and wish.

## e) Share your opinions.

**Do you agree with the following statements?**

1. Travelling is necessary to us all.
2. It gives us pleasure and enrich our imagination.
3. Some people travel in search of beauty.
4. People travel to satisfy their curiosity.
5. Travel is a good chance to their well-being.

### Homework:

**Tell about your travelling.**

## UNIT IX

## Lesson 2

### 1. Learn the following vocabulary and explain.

a) Kinds of tickets:

circular,	ordinary,	a saver ticket
single,	economy,	economy return
first-class,	a through,	a free,

a second-class,                      a day return    a ticket for a train/  
season,                                      a open return    plane

**b) What travel arrangements do we need?**

choose the route	take a taxi
phone the travel agency	carry luggage/suitcases
make an inquiry/reservation	say good-bye
inquire about reservations	see smb. Off
ring up the booking-office	go on a journey/
book/reserve a ticket	cruise/ excursion
pack luggage	make a tour
call a porter	

**2. Read and translate the text.**

**Travel by Trains**

In Britain railways are owned by the state. In general train services are very good, especially on express inter-city lines. Trains are comfortable, clean, frequent and fast, and often have food. They are often quicker than the coach, especially on direct routes. However, they are quite expensive unless you can get a reduction. The easiest way to get a reduction is to get a return ticket. If you can buy a day – return (so that you go and come back on the same day), you can save 45% of your fare. Other train tickets are available for travel at weekends or mid – week. If you can't buy for travel a return, you must buy a single. In Britain tickets (except some special reduced fares) are valid on all trains. It is not necessary to pay a supplement to travel on an express.

If you want to find out details, you can go to the platform at British stations. The ticket collector will want to check your ticket and will sell you a platform ticket if you don't want to travel but only want to say good – bye to a friend. You must keep your ticket safe during the journey because it will be checked when you arrive, and probably during the journey as well by the guard. All trains in Britain have first – and second – class carriages; if you want to travel first class, you have to pay about 50% extra for your ticket.

## **ROLE PLAY**

3. Make up and dramatize the dialogue about your preparations for a journey. Don't forget to do the following.

-Bring a few small, inexpensive gifts that are representative of your culture to share with new friends.

-Set aside the important documents you will carry on your person when you travel. Make a list of these for a last-minute check.

-Prepare a "carry-on" travelling bag with a change of clothes and personal articles you may need, in case your luggage is temporarily misdirected during your journey.

- Label all luggage with your name and the name and address of your destination.

-Try to learn something about U.S. currency.

- Take some spending money to cover incidentals during your trip.

- Remind your friend not to leave the suitcases or handbags unattended. It is always the possibility of a thief.

4. Pair work. Let's talk on the topics.

1. Travelling and money problems.

2. Holidays and weather.

3. The joys of camping.

4. The best hotel I've ever stayed in.

5. Difference between a tourist and traveller.

6. The part of the country you'd like to visit.

7. Tourism and multicultural competence.

### **Homework:**

**1. Discuss these questions and make your notes.**

1. Where are we going to start from?

2. What time of the year should we travel?

3. How are we going to travel?

4. What countries and cities should we visit?

5. How long should we spend in each place?

6. Where are we going to stay?

7. What are we planning to do and see there?
8. How much money do we have to take?
9. What do we need to take with us?

**Ex 2. Which trip sounds the most exciting? Why?  
Give your reasons. (in written form)**

## **UNIT IX**

## **Lesson 3**

### **1. Read and learn the following vocabulary.**

At the railway station

train (n)

direct / through

electric

miss the

change the

express (n)

railway station

platform (n)

carriage (n)

for smokers / non – smokers

indicator board

ticket collector

compartment (n)

sleeper (n)

seat (n)

buffet car

time – table board

ticket / booking office (n)

porter (n)

left – luggage office

### **2. Read the text.**

The advantages and disadvantages of travelling by train

Travelling by train has many advantages. There are no stressful traffic jams, and trains are fast and comfortable.

You can use the time in different ways. You can just sit and read, or watch the world go by. You can work, or you can have a meal or snack in the buffet car.

Travelling by train also has some disadvantages. It is expensive and the trains are sometimes crowded and delayed. You have to travel at certain times and trains cannot take you from door to door. You need a bus or a taxi to take you to the railway station.

I prefer travelling by train to travelling by car. I feel more relaxed when I reach my destination.

### **3. Read these notes about travelling by train.**

#### **Advantages**

- fast
- comfortable
- not stressful

#### **You can:**

- relax (read and look out of the window)
- work
- eat

#### **Disadvantages**

- expensive
- sometimes crowded
- sometimes delayed
- not door to door

#### **You must:**

- travel at certain times
- use other transport
- to get to the station

### **4. Act out the dialogues and improve similar ones.**

#### **At a Railway Station**

1

(speakers: Clerk and passenger)

- Yes, sir?
- First – class return to Glasgow.
- Day return?
- No. I`m going for the weekend.
- A weekend return is E. 7.66, sir.
- Thank you .
- Thank you, sir.
- Could you tell me which platform the 13.30 leaves from?



- Yes, platform 5.
- Thank you.

2

- Porter, sir/
- Yes,....would you take this bag to platform 5, please?
- Glasgow train, sir?
- That's right.
- Very good, sir.

3

- Which platform for Motherwell, please?
- Platform 14, right up and down, underground level.
- When does the next train leave, please?
- 10.30 from Glasgow Central.
- When does it get in?

### **Homework:**

#### **1. Read the text. Discuss the story.**

The porter saw three men who arrived at the railway station at about half past nine in the evening. One of them came up to the porter and wondered at what time the next train was start for London. The porter told the man that trains for London went every hour.

The three men decided to go and have a drink. They came to the refreshment room and ordered three drinks. A minute or two after ten o'clock they approached the porter and asked him if the 10 o'clock train had gone. The answer was affirmative. Besides the porter added that the next train was due to start at 11.

The three men returned to the refreshment room for another drink. They missed the 11 o'clock train in the same way. The porter had to warn them that the next train was the fast. If they missed it they would have to spend the night at the railway station.

Twelve o'clock came and the last train was just starting out when the three men came out of the refreshment room

running as hard as they could. Two of them managed to get into the carriage just when the train was starting off.

The third man could not run so fast and the train went on leaving him behind. The man stood at the platform watching the train disappear in the distance. The porter who saw all that was very sorry for the man.

When he came up to the man, he saw him laughing. The porter couldn't understand why the man was laughing. He wanted to ask him a question, but at that moment the man said to the porter:

"Did you see those two boys get on the train and leave me behind?"

"Yes, I saw them", answered the porter.

"They came to see me off", explained the man to the porter.

## **2. Make up 6-8 questions to the text.**

## **UNIT IX**

## **Lesson 4**

### **1. Read and learn.**

At the airport

plane / aircraft / jetliner (n)

flight (n)

domestic / international

non – stop

confirm

check for

to announce (v)

to cancel (v)

on board the plane

departure lounge

duty – free (a)

luggage / bags

label the luggage

luggage trolley

delay (v)  
exit (n)  
runway (n)  
land (v)  
take off (v)  
fasten the belts

**2. Read the text and add some information to what you have had about travelling by air.**

### **Airline Travelling**

There are three international airports in London: Heathrow, Stansted and Gatwick. Flight inside Britain are called domestic flight, so if you want to travel inside the country go to domestic Departures. At the airline desk you show your ticket and give them your luggage in the usual way.

There is also a fast, frequent plane service – the shuttle – between London Heathrow and Manchester, Glasgow, Edinburgh and Belfast. For services to other cities you should ask the airline or travel agents. Families, young people, students and other people can get some tickets cheaper (for train tickets ask about a “Railcard”). Students also have some special offers.

If you’ve arrived by plane, the next thing to do is to get your luggage. Follow the signs to Baggage Reclaim and wait until you see your flight number. Keep your luggage with you till you are asked the label.

Go through the Customs. This is the place where officials may search your luggage. There are two channels (passages) for travelers. Those who have more quantity of things than it is allowed to bring must go through the red channel. They have to pay duty (special tax). People with no things to declare go through the green channel without paying duty. You can also buy some things at duty-free shops which are not taxed.

**3. Make up your own sentences using the vocabulary given in ex.1.**

**4. Read the following dialogues and use them in your conversation.**

**At the customs**

a) -Have you filled in the immigration card?

-Yes. Have you?

-I don't need to. It's only for non-British citizens.

-Oh, yes, of course. Is this the way?

-No, I go through here-'British Passport', you see. I'm afraid you have to go over there. It says 'Commonwealth and EEC Passports'.

-All right. See you outside the baggage claim area.

*b) (speakers: customs officer and passenger)*

-Can I see your passport?

-Certainly, here it is.

-Have you anything to declare?

-Nothing.

-What's the purpose of your visit?

-I'm attending a conference in London.

-Well, would you mind opening this bag, please.

-There you are.

-Thanks you. Right. That's all. You can go through now.

-Thanks you.

**5. Role-play. Make up your conversation for one the following situations.**

1. You are a passenger checking in for a flight. Speak with a booking clerk.

2. You are a security officer at the airport. Speak with a passenger.

3. You arrive late at an unfamiliar airport. Go to the information desk.

4. You finally reach the check-in desk after queuing for hours. Your plane is about to go.

5. Your train is about to go. The employee at the left luggage counter is being very slow in getting your bags.

6. Your plane has arrived late. The immigration officer is taking his time over your passport. But you have a connecting flight in another terminal.

**Homework:**

**1. Tell about travelling by air.**

**2. Ex. 5 (orally)**

**UNIT IX**

**Lesson 5**

**1. Read the vocabulary. Learn the following vocabulary and use them in your own sentences.**

At the port –

harbour – gämi duralgasy

ship – gämi

on a board the ship – gäminiň içinde

on shore – kenarda

life-jacket – halas ediji žaket

sail – gämi ýüzýär

sail off – ugramak

wave – tolkun

be seasick – deňiz keselli bolmak

wreck – heläkçiligi başdan geçirmek

tide (in, out) – akym

navigation – suw yoly, deňiz yoly

longitude and latitude –

crew – ekipaž, topar

captain – kapitan

**2. Read the following dialogues them and speak with your deskmate.**

**At the Airport**

**a. Ticket reservation**

– I'd like to make a reservation for a ticket to London on or about the first of November. Are there any planes on these days?

– I'll have a look in the time-table for you and see what is available. What class would you like to travel?

– Economy class, open return, so that I could use it at any time.

– Belavia Flight, N 751 leaves at 11.30 and flies direct.

– All right. What's your name and a telephone number?

– Ivan Borisov, 299-28-93. When can I get my tickets?

– You'll have them two days before your departure. Don't forget to confirm the flight.

– All right. Thank you.

### **b. On a plane**

– Excuse me, do you happen to know the exact time?

– It's 11.20 a.m. In 10 minutes the plane is taking off and in 3 hours we are in London.

– It is pleasant to be back in England. I haven't been there for 5 years. See, the stewardess asks to fasten the belts. The plane starts in a few minutes.

An hour later dinner was served. The passengers had a chat and then they heard the stewardess announcing the landing.

– Ladies and gentlemen. Fasten your belts. We are landing soon. I would ask you to remain seated until the aircraft has reached its final position. The temperature here in London is 15-C or 59 F. The exact local time is 14.05. Captain Adamovich and his crew would like to say good-bye to you. I hope you enjoyed your flight. Thank you and "До свиданья".

### **3. Make up your own sentences using the vocabulary in ex 1.**

### **4. Express your disagreement with the statements. Try to avoid simple negation or strong, unqualified objection.**

1. No meals are usually served on long-distance flights.

2. The flight is delayed because of fine weather.

3. The quickest way to get to London from Minsk is by car.

4. There is no direct air service between Minsk and London.
5. Passengers are allowed to smoke only when the plane is taking off or landing.
6. Tickets for planes are bought only at the airport.
7. Moscow has only one big airport.
8. Airports are usually near the centre of the city.

### Homework:

#### **1. Read their possible objections and give your counter reasons (arguments) in favour of flying:**

a) you take too great risk; b) modern airplanes fly too quickly and this is dangerous; c) flying is too expensive; d) planes are too fast and you don't have time enough to acclimatize yourself to new surroundings and climate; e) you can't see anything but clouds while travelling; f) you get air-sick; g) it's difficult to get tickets at the height of summer season.

#### **2. Project work: At the airport.**

## UNIT IX

## Lesson 6

### **1. Read and learn.**

a pilot – uçar sürüji  
a steward – styuardessa (uçar beledi)  
ground staff –  
hangar – samolyot için garaž  
guard – goragçy  
luggage rack – yük için tekje  
change from train to boat – otludan gäme üýtgetmek  
change for a boat – başga gämä geçmek

### **2. Read and discuss.**

#### **Flying cook**

Many teenage girls want to be stewardesses. They think it is a lovely job. The money is very good and you can travel

cheaply all over the world – when you have free time. I live in a flat with a stewardess and know that her job is very difficult and tiring. Louise never has time for anything. She often has to rush to the airport at five o'clock in the morning. She never knows exactly where she will be at any time. Her plans are never definite until the last minute. Every time I see her she is running, with a suit-case in one hand, looking at her watch.

Last week on a flight from New York to London all the cabin crew were busily serving meals and drinks to the hundreds of passengers. There were some children jumping up and down in their seats shouting for more orange squash. Then the chief stewardess noticed a strange smell which was coming from one of the kitchens on the 747.

“What is that smell?” she asked Louise.

“It’s the roast beef cooking,” Louise replied.

“But we are not serving roast beef on this flight,” the chief stewardess said.

“I know,” Louise explained. “But I am going to have a dinner party tonight and I won’t have time to cook it when I get home”

### **3. Questions on the text.**

1. Why do many teenage girls want to be stewardesses?
2. Why do they think it is a lovely job?
3. What was Louise’s profession?
4. What city was her plane bound for?
5. What were all the cabin crew busy with on flight from New York to London?
6. What smell did the chief stewardess suddenly notice?
7. Where did the smell come from?
8. Did Louise know what smell it was? What Louise tell the chief stewardess?

**4. Make up short dialogues using one of the following key questions. Work in pairs or small groups.**



1. Did you enjoy your trip by air?
2. Is my luggage overweight? Do I have to pay extra?  
How much?
3. Has flight 318 been already announced?
4. Do you get airsick when on a plane?
5. Stewardess, when are we due to Moscow? Aren't we late?
6. The plane will take off in a minute, won't it?
7. Have you fastened your belt already?
8. Was it a non-stop flight?

**Homework:**

1. Describe an arrival at the airport of some real or imaginary public figures, statesmen, foreign guests, etc.
2. Retell an episode from any book you've read which deals with air-trips, aircrashes, airpirats, etc.

**UNIT IX**

**Lesson 7**

**1. Read and learn.**

**At the bus/ coach station**

bus-stop – awtobus duralgasy  
 catch a bus/ coach – awtobusy saklamak  
 get on – münmek  
 get off – düşmek  
 get into – içine münmek  
 conductor – yol beledi  
 inspector – gözegçi  
 ticket collector – petek ýygnaýjy  
 driver – sürüji  
 arrive in (at) – ugramak  
 approach – ýakynlaşmak  
 get to – yetmek  
 leave – taşlap gitmek  
 slot-machine – söwda awtomaty  
 keep an eye on traffic lights –

**2. Choose any of topic area and arrange the discussion in groups. Taking turns to begin, out conversations. Give convincing arguments for and against your ideas and statement.**

1. Only few travellers really like travelling. Most people travel from curiosity, fun, or because they like to see things beautiful and strange, as out of a kind of snobbe. People travel for the same reason as they collect works of art: because the best people it. They want to be superior to those who have no possibility. Moreover, travelling give one something to talk about when one gets home. The subjects of conservation are no so numerous that one can neglect an opportunity of adding to one's store.

2. A change is as good as rest. It depends on the individual, of course, but as a general rule, a man who has a very demanding job, like a big store manager, would more likely gain the benefit from a good, quiet, relaxing holiday somewhere remote from city. Meanwhile, his wife would probably want a place where she could get away from cooking and be served and waited on for a change.

3. All means of travelling are not perfect. Air travel gives you a bird's eye view on the world and prevents from admiring all the beauty spots on earth. When you travel car or train at high speeds you move on and on. The present means nothing: you like meanly in the future because you spend most of your time looking forward to arriving some other place. As for sea travel, it hardly deserves mention. It is perfectly summed in the words of the old song: "I joined the navy to see the world, and what did I see. I saw the sea, sea, sea...". So the only way to travel is on foot.

4. In the twentieth century, people forgot how to use their legs. They moved about in cars, buses and trains from a very early age. There are lifts and escalators in all large buildings to prevent people from walking. It becomes a kind of sport or recreation activity especially when people begin to loose their health.

5. Tourism contributes absolutely nothing to increasing understanding between nations. Modern tourists live in international camps, eat food and have their international drinks gazing at the natives from a distance. They don't see the people of other nations as they really are, but as they have been brought up to believe they are Stereotypes and generalizations we have in mind can be positively dangerous because they stir up racial hatred. We are all similar to each other and at the same time all unique.

**3. Read and learn the following vocabulary and make up 3-4 your sentences with them.**

at the hotel

ask for a room

have vacancies

double/single room – iki/bir adam otag

twin-bedded room – iki krowatly otag

serve breakfast – ertirlik getirip bermek

check in/out – registrasiya edilmek/tassyklanmak

at the customs

customs officer – tamoşniya işgari

boarding gate – derweze

security check – howpsuzlygy barlamak

put a suitcase on the scales – goşlaryňy terezä goýmak

pay an excess luggage – artykmaç goşuň üçin tölemek

declare – yglan etmek

**4. Describe how once you missed the last bus and had to walk home.**

**5. Here is the table you should fill in to give your information about your travelling.**

Means of travel	Purpose of travel	Advantages/ disadvantages	Age group
by air	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

Homework:

1. Describe your favourite outdoor scene or place.  
(in written form)
2. Ex. 5 (orally)

**UNIT IX**

**Lesson 8**

**Grammar practice**

**Conditional sentences**

1. There are four main types of conditional sentences. Each type has distinctive pattern of verb tenses, and its own meaning.

- a). Zero / present conditional (type)

If + present	present or imperative
--------------	-----------------------

This type of sentence is used to refer to conditions which are always true.

E.g. *If Guncha eats on the plane, she feels sick.*

This type of sentence is also used to refer to scientific facts.

E.g. If you put paper on a fire, it burns quickly.

It is also used to give instructions.

E.g. If the kettle boils, put it aside.

b) In zero or present conditional sentences **when** or **whenever** can be used instead of **if**. But **when** is used for things which are sure to happen. **If** is used for things which will possibly happen.

E.g. When the telephone rings, don't answer it.

If the weather is bad, stay at home.

**2. Read and translate the following sentences into Turkmen.**

1. When the child asks something, talk to him.
2. If you switch on the answering machine, it tells the message
3. If she promises, she keeps her word.
4. If there is a knock at the door, my mother opens it.
5. If his mother at home she cooks tasty meal.
6. When you have enough time, read this book.

**3. Make up your own sentences using conditional type of sentences.**

**4. Translate the following sentences from Turkmen into English using conditional type of sentences.**

1. Eger sen mekdebe gijä galsaň, mugallym gaharlanar.
2. eger sen güne seretseň onda seniň gözüň agyrrar.
3. Eger howa maýyl bolsa, güller açylar.
4. Eger sen ajykساň, nahar iý.
5. Eger men işe gitsem gapyny gulplaryn.
6. Söz berseň, sözüňde tapyl.
7. eger wagtyň bolsa maňa jaň et.
8. Eger ýagys ýagsa saýawany al.

**Homework:**

**1. Ex.4 (in written form)**

**2. 2. Make up 6-8 sentences using conditional type of sentences.**

**UNIT IX**

**Lesson 9**

**1. Read and learn the vocabulary.**

**width** – the distance across. Syn. breadth

**depict** – show in the form of the picture; describe in words

**integral** – necessary for completeness

**approve** – give one's approval of; agree to; confirm

**embodiment** – expression of an idea

**distinguish** – see, hear, recognize; be a mark of difference

**coincidence** – be in harmony or agreement

**carry out** – complete something

**canopy** – held (on poles) over a person

**headquarter** – place from which operations are controlled

**faithfulness** – true to the facts; loyal and true

**swear** – state or promise solemnly or on oath.

**2. Match the following words with their opposites.**

1. ancient

a) uncertain

2. many

b) unknown

3. widely recognized

c) below

4. slightly

d) behind

5. certain

e) a few

6. above

f) new

7. front

g) greatly

8. lower

h) higher

**3. Read the following text and speak about Flag Day in Turkmenistan.**

**Flag Day of Turkmenistan**

The Turkmen national flag is a symbol of unity and independence of the nation. This has been written in the Law of Turkmenistan.

The State Flag of Turkmenistan has been adopted by the Parliament and signed by the first President of the country Saparmyrat Nyyazov, on the 19th of February 1992. During the years of independence the green cloth with a vertical red –claret- colored line and five carpet ornaments depicted on it has become an integral attribute of the Turkmen state.

The Parliament of Turkmenistan approved the country's national symbols-the State Flag and the State Emblem.

February 19, added a glorious page to the history of Independent Turkmenistan-the State Flag Day.

The National Flag is an embodiment of many century dreams of the Turkmen people about their own independent state.

The National Flag is distinguished for its unique character among the flags of the other states flying in front of the other states flying in front of the United Nation's headquarters in New York. It has become an object of glory of Turkmen citizens for their Motherland.

Every year the country celebrates the State Flag Day since February 19, 1995. The celebration ceremony is held in front of the Presidential Palace. It starts by raising the State Flag early in the morning in the presence of state members and Turkmen people. The banners are carried out on special events together with the State Flag of the country. Under the canopy of the banners the soldiers swear the sacred oath of faithfulness to Motherland, people and President. The State Flag Day is celebrated all over the country. The State Flag Day is a state holiday. It expresses the policy of peace and humanism and human kindness.

**4. Answer the following questions with 'yes' or 'no'.**

1. Have you ever drawn the picture of the national flag?
2. Have you ever given the description of the national flag?
3. Have you ever talked to your friend about the national flag?
4. Have you ever thought of the colours and symbols of the national flag?
5. Do you have the national flag at your home?
6. Have you fixed it on top of your house?
7. Have you ever bought the national flag at the shop?
8. Have you ever read the history of our national flag?

**5. Discuss the following statements.**

- a. **Flag is important for nations.**
- b. **The Turkmen national flag is a symbol of unity and independence of the nation.**
- c. **The National Flag is an embodiment of many century dreams of the Turkmen people.**

**Homework:**

- 1. Speak about Flag Day**
- 2. Ex.5. ( Project work)**

**UNIT X**

**Lesson I**

**1. Read the following proverbs and give the Turkmen equivalents to them.**

1. The more you live, the more you see, the more you see, the more know.
2. There's no place like home .
3. Still waters run deep.
4. To draw water with a sieve.
5. Eat the air.

**2. Read and match the following words with their opposites.**

- |                |               |
|----------------|---------------|
| 1. new –       | a. last       |
| 2. dirty –     | b. inside     |
| 3. northern –  | c. near       |
| 4. outside –   | d. worse      |
| 5. wide –      | e. increase   |
| 6. easily –    | f. full       |
| 7. crowded –   | g. old        |
| 8. before –    | h. devoid of  |
| 9. better –    | i. narrow     |
| 10. reduce –   | j. clean      |
| 11. to clean – | k. southern   |
| 12. far away – | l. hardly     |
| 13. empty –    | m. to pollute |

**3. Quick questions and fast answers.**

Tick off “Y” or “No” for the correct answers.

Have you ever heard of the environmental problems?



Have you ever taken measures to protect nature?  
Have you ever built a nest for birds?  
Have you ever taken care of the birds?  
Have you ever thought of the insects?  
Have you ever thought of rational use of fresh water?  
Have you ever heard of “Turkmen Kol” and “Gok Gushak?”

Have you ever tamed an animal?  
Have you ever fed fish?  
Have you ever planted fruit trees?

#### **4. What can you tell about the Water Holiday “A drop of water is a grain of gold” ?**

**5. Pair work. Discuss the following points. Answer the questions and add your own thoughts.**

- a) Do the automobiles pollute the air in your city?
- b) What are the biggest causes of air pollution in our country?
- c) Are the roads wide, clean and less crowded in our city?
- d) Do you plant trees in the city or around the city? Do you take care of them?
- e) Do you leave trash in the parks, on the benches or at the bus stops?

#### **6. Make up your dialogue:**

- a) Talk about air pollution in our country.
- b) Tell your classmates a few sentences about planting trees. You can tell them if you plant trees in your garden, how many trees you plant every year, what time of the year you plant trees or flowers, what kind of trees you plant.

#### **7. Translate the following sentences into English.**

1. Türkmenlerde hemişe suwa bolan aýratyn garaýyş bardy. Elbetde, türkmen suwuň nämedigini gowy bilýär.
2. “Suw damjasy – altyn dänesi”, “suwsuz ýerde ýaşayyş ýok”, “suw hasylyň atasy” – diýip halk nakyllary suwy taryplaýar.

3. Suwa bir gysym gumy, hapa zatlary zyňmak bolmaz. Muny her bir türkmen bilýär.

4. Agyz suwy hemişede goralypdyr. Türkmenler gadym zamanlarda gar suwuny, ýagyş suwuny ýygnamaklyk üçin daşden sardobalary gurupdyrlar. Hatda suwuň bol ýerlerinde-de, şeýle çäreler geçirilipdir.

5. Çöllük ýerlerde kärizler agyz suwy üçin ýeketäk ýaşayyş çeşmesi bolupdyr. Türkmenler olary çäge alaňlaryndan gorapdyrlar.

6. Suw tebigatyň ýere beren peşgeşleriniň in gymmatlysydyr we baýlygydyr, şonuň üçin hem suwuň her damjasy gyzyla barabar hasaplanylýar.

7. El bilen gurlan Türkmen derýasy Türkmenistanyň içinden geçip ýüzlerce kilometre uzap gidýär. Baglar gül açdy, meýdanlar göm-gök öwürdi. Erteki hakykata öwürildi. Yöne şeýle-de bolsa suwy goramalydygyny unutmalyň. “Suw damjasy – altyn dānesi” baýramçylygy ähli Türkmen halkynyň baýramydyr / toýudyr.

**Words to be used:**

taryplamak – **to praise**

agyz suwy – **fresh water**

sardoba – **water well with a roof, water reserýoir**

käriz – **kariz, watercourse**

çäge alaňlary – **sand dunes**

peşgeş – **grant**

**Homework:**

**Tell about the Water Holiday**

**UNIT X**

**Lesson 2**

1. Read the following words correctly.

1. mystery [*mistəri*]

2. heavenly [*hevnlı*]

3. delicious [*dilifə s*]

4. divine [*divain*]
5. crack [*kr æ k*]
6. feast [*fi:st*]
7. sacrificial [*sækrifi fiəl*]
8. dungeon [*dʌndʒən*]
9. regain [*rigein*]
10. consciousness [*k ɔnfəsnes*]
11. heater [*hi:tə*]

**2. Match the following words and word combinations and learn them.**

- |                               |   |
|-------------------------------|---|
| 1. mystery                    | a) to begin crying suddenly             |
| 2. heavenly                   | b) to get possession of again           |
| 3. delicious                  | c) a slight break                       |
| 4. divine                     | d) find out                             |
| 5. crack                      | e) a festival                           |
| 6. feast                      | f) a dark underground room              |
| 7. sacrificial                | g) something strange or secret          |
| 8. regain consciousness       | h) tell something about the future      |
| 9. to burst into tears        | i) to be linked                         |
| 10. to be exhausted           | j) to be tired out                      |
| 11. at the cost of smb's life | k) make thoroughly wet                  |
| 12. to be drenched            | l) a curer                              |
| 13. to discover               | m) giving pleasure to the senses        |
| 14. digestive disease         | n) by losing one's health               |
| 15. sunscorched (desert)      | o) a gift made to a god                 |
| 16. dungeon                   | p) illness connected with bad digestion |
|                               | q) burnt by the heat of the sun         |

**3. Translate the following words and word combinations from Turkmen into English.**

Küme, zyndan, iýmit siňdirişiň bozulmagy zararly kesellemek, oýlap tapmak, lezzet berýän miwe, haldan gaçmak, janyňy gurban etmek, jowzaly çöl, özünden gitmek, peýdaly

täsir, tebir, täsin, jaýryk, açlygy we teşneligi, (suwsuzlygy) kanagatlandyrmak, bişen şireli gawun.

**4. Fill in the blanks the following sentences.**

1. The melon is used as ..... for many ..... .
2. When starting on a journey melon can satisfy our ..... and ..... .
4. Melon gives ..... for patients with anuemia and disorders of the cardiovascular and nervous systems.
5. Vaharman has the ..... .
6. Melon was called as a ..... .

**Words to be used:**

a divine fruit, beneficial effects, a remedy for many diseases, healers incomparable taste, nunger and thirst.

5. Describe a melon.
6. Make up a dialogue

**Homework:**

1. Ex 5 (orally)
2. Ex 2 (learn)

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**UNIT X**

**Lesson 3**

**1. Remember the proverb and explain.**

*“The best melon will be eaten by a wolf”*

**2. Give the equivalent to the following words and word combinations and make up your sentences with them.**

1. burnt by the heat of the sun
2. giving
3. get
4. a slight break
5. a remedy

6. dungeon
7. a gift made to a god
8. a festival
9. something strange or secret
10. a curer
11. pleasure to the senses
12. possession of again

**3. Read the text and find out the adjectives depicting melon.**

**The mysteries of the heavenly fruit**

A delicious melon can smell vanilla, ripe pear and honey. The hot air of August seems to be drenched with the summer heat and the aroma of ripe juicy melons. When admiring these fruits that we are used to, we often do not think what our ancestors thought of melons and what the legends say about them. The older the plant, the more legends are associated it.

It is known that first melons were cultivated more than 4, 000 years ago. Melons have been cultivated in India, Central Asia and Iran since ancient times. This fruit was also known in ancient Egypt as evidenced by the pictures of sacrificial gifts, always including melons, and melon seeds discovered by archaeologists in the tomb of Tutankhamen. Egyptian pharaohs, who called melon a divine fruit, brought it to their gods as a gift during the feasts. Clay tablets of the Sumerians illustrate that they considered melon the perfect creation of God. People in the East believed that the cracks on the melon skin were the sacred writings inscribed by Allah and that the patterns never repeated. According to some Arabian legends, the melon is heavenly fruit which was secretly sent to earth by the angel who was thrown then to the dungeon for that.

There is a legend about the origin of the most delicious melon variety vaharman. It says that long time ago the

girl named Arman and her beloved one were crossing the sunscorched desert towards their native village. The water ran out, and the sea of sands had neither end nor edge. The young man and the girl were exhausted. The girl fell unconscious at the same time as her beloved one did. After a while, Arman woke up and realized that they could die without water in the desert. Then she began praying to God, asking to save the young man at the cost of her life.

God took the girl's life but sent a big juicy melon instead. When the young man regained consciousness, he saw an extraordinary fruit lying next to him and decided to taste its pulp. After satisfying his hunger and thirst, he remembered about Arman and realized that she had saved him from certain death. The young man burst into tears and exclaimed, "Vah, Arman!" After he had returned home, he planted the melon seed in the ground and watered it with his tears. The legend says that the melon variety vaharman, which has the incomparable taste, appeared thus.

The Central Asian peoples considered the melon their bread. They dried and cooked melon honey. In ancient times, when starting on a journey, travelers always brought a melon with them: it could satisfy their hunger and thirst.

The melon has been used for medical purposes since ancient times. Avicenna considered it a remedy for many diseases and used all parts of plant, including roots, stems, fruits and seeds, to prepare medications. He advised using the decoction of melon seeds to remove smallpox scars. In the past centuries, healers recommended using melon to treat digestive diseases. Contemporary researchers focus on the beneficial effects of melon for patients with anemia and disorders of the cardiovascular and nervous systems. Another fact about melon is that melon lovers are never in a bad mood and they are full of energy and have all the luck.

#### **4. Read the text and make up your questions to it.**

5. Pair work. Speak about Melon's Day in our country.

Homework:

Retell the text

**UNIT X**

**Lesson 4**

**1. Read and translate the words.**

numerous –  
ambiguous –  
courageous –  
ancient –  
special –  
strategic –  
scientific –  
invasion –

**2. Give Turkmen (Russian) equivalents of the following expressions and phrases.**

to date back to / from –  
to pay great attention to smth –  
to be delivered to –  
to play an important role in smth –  
to be destroyed by –  
to turn into smth –  
a new epoch – on a crossroad –  
a prospering state –

**3. Read the text and tick out the sentences with the above given expressions in ex.2.**

**History of Turkmenistan**

The history of Turkmenistan dates back to the ancient times. The territory of our country once was the places of

the human civilization. The scientists confirm that on the territory of Turkmenistan the major centers of culture Jeytun, Anew, Altyndepe, Margiana, Parthia, later- Horezm appeared in V-IV BC.

From the scientific point of view Altyndepe and Margiana zones in southern Turkmenistan are the places which can be considered to be well known centers of human civilizations as Mesopotamia, Egypt, India, China. The culture which appeared on the territory of modern Turkmenistan 6-7 thousand years ago has the same direct relation to Turkmen people.

Turkmenistan is situated on the crossroad of strategic ways. Therefore it was exposed to numerous conqueror's raids. Such well known ancient generals as Kurush (Kir), Dariy, Alexander Makedonski tried to conquer ancient Turkmenistan. However its citizens were brave and courageous people. The horsemen struggled successfully against enemies.

On the territory of Turkmenistan such mighty states as the Parthian Empire, huge Seljuk Empire, Horezm, Kushan were created. Seljuk and Horezmsah Empires created by Turkmen people were the prospering states, where great attention was paid to the development of agriculture, cattle breeding, crafts, science and art. In that period such large cities as Merv, Nusay, Urgench, Amul were highly developed. The goods from here were delivered not only to Europe, but also to other continents. In the markets of Rome there was a great demand for weapon especially made of strong Merv steel.

It should be mentioned that in the Middle Ages Turkmenistan played an important role in the formation of more than 40 large states outside Turkmenistan, on a vast territory of Middle, Southern, South-West Asia and in the Caucasus. Among the well known states: Delhi soltanat, Karahanid Empire, Ottoman Empire, Ak-Goyunly and Gara-Goyunly states can be named.



In the 13th century the country was destroyed by the most terrible and destructive Mongolian invasion, which disturbed the further development of the material and spiritual culture of Turkmen people. The country was turned into ruins, the beautiful cities, dams, the fertile fields were turned into ashes and it continued for two centuries.

The epoch of Soviet power is an ambiguous and complicated period of the history. The emergence of the Turkmen SSR in 1924, its joining the Union of the Soviet Socialist Republics were undoubtedly the positive facts.

Turkmenistan was not the state enjoying full rights and it was not independent.

On October 27, 1991 Turkmenistan has become the Independent state the new epoch has began in the life of Turkmen people.

**4. Reread the text, find the following words and arrange them in the right column denoting a) state b) area c) immense.**

shah, vast, major, continent, huge, territory, crossroad, great, soltanat, large, mighty, big, empire, zone, important, country, place.

**a) state**

**b) area**

**c) immense**

**5. Give the nouns related to the following adjectives and use the following words in your own sentences:**

human \_\_\_\_\_

scientific \_\_\_\_\_

strategic \_\_\_\_\_

important \_\_\_\_\_

destructive \_\_\_\_\_

beautiful \_\_\_\_\_

positive \_\_\_\_\_

### Homework:

#### 1. Retell the text.

#### 2. Give full answers to the following questions.

What do the scientists confirm about the history of Turkmenistan?

Which were the most ancient zones of civilization of Turkmenistan?

What high-power states were created on the territory of Turkmenistan?

What cities were highly developed in the history of Turkmenistan?

What countries were the goods of Turkmenistan delivered to in ancient times?

What are the names of the well-known states existed in the history of Turkmenistan?

## UNIT X

## Lesson 5

### Grammar

#### Second Conditional (type 2)

#### **If +past simple ... would /could/ might**

This type of sentences is used to form opinions about imaginary or improbable situations. The second conditional is used about things which are possible but not very probable.

In other words, if **A** happened, **B** would happen. You can start the sentence with “**B** would happen” and follow it with “If **A** happened”. The meaning of the sentence is the same.

*Examples: I would use my handbrake if my brakes failed or If my brakes*

*failed, I would use my handbrake.*

*Sally would answer the phone if she were in her office.*

**2. Read the following sentences and underline the second conditional. Give their Turkmen ( Russian ) equivalents.**

1. He would feel healthier if he walked up to Serdar Yoly every Sunday.

2. He would fix your bicycle if he had a screwdriver of the proper size. 3. If the parties all worked together, we wouldn't have so many problems. 4. He walked around the city aimlessly for the rest of the morning, looking into shop windows and thinking of the things he would buy if he had money. 5. Jack would shave today if he had a sharp razor. 6. I would make a tomato salad for the picnic if the tomatoes in my garden were ripe. 7. If I had enough apples, I would bake an apple pie this afternoon.

**3. Write down what you would do in the following situations.**

What would you do if you were in the middle of a street when you suddenly saw an angry dog coming towards you?

What would you do if it were late at night and lost your way to the hotel?

What would you do if you were cooking scrambled eggs and the frying pan suddenly caught fire?

What would you do if the pupil sitting next to you dropped his/her pen?

What would you do if you went to the forest and the person and you were with was bitten in the leg by a snake?

What would you do if mugger robbed someone in the street?

What would you if a friend of yours took too many aspirins?

What would you if your face turned blue when you told a lie?

What would you if someone gave you a lot of money?

**Second conditional sentences can refer to unreal situations.**

*Examples: If you stopped smoking, you would probably feel healthier.*

**Second conditional sentences are often used to express advice.**

*Example: If were you I would accept his invitation.*

In if sentences and after wish you can use were instead of was.

Example: I wish I were a poet.

**If your father were here, he would give you a piece of his mind.**

Were is used for both singular and plural subject.

**4. Read the following sentences and give their Turkmen/Russian equivalents.**

If were you I wouldn't buy that coat.

If he were rich he would buy a castle.

If were you I marry to him/her.

If I were a poet I would write a poem about nettles in a wine glass.

I would wait for him if were you.

If I were here right now, he would help us.

If the weather were nice today we would go for a picnic.

If I were to tell you of the things the girls do, you would open your eyes.

I believe you would make her stay if it were not so late.

It were better if you would take things coolly, as I do.

**5. Might and could can be used instead of would in the main clause of second conditional sentences to show uncertainty.**

*Examples: If you finished your work you might get a rest.*

*If I kept to my original plan I might miss the whole affair.*

**6. Read the following sentences and underline second conditionals with could and might. Give their Turkmen (Russian) equivalents.**

1. Future generations could suffer if we didn't do something about it now. 2. She could go to Cambridge if she want-

ed. 3. He might continue the job if he were not interrupted.  
4. If he were not absorbed in his own thoughts he might take notice of her remark. 5. We could have lunch in the garden if it didn't rain. 6. I could meet you tomorrow evening if I didn't have classes. 7. He could go to America over vacation if he had enough time . 8. He might pass the test if he learned it well.

**Homework:**

1. Ex. 4 (orally)
2. Ex. 6 (orally)
3. Write 6 sentences in second conditional

**UNIT X**

**Lesson 6**

**1. Read the words denoting professions and give their Turkmen (Russian) equivalents.**

scientists –  
merchants –  
carpet weavers –  
painters –  
historians –  
artists –

**2. Add 6 more words denoting different branches of art to the above given list.**

**3. Read the text and tick off the passages denoting the colour and quality of the Turkmen carpets.**

**The Great Silk Road and the  
Turkmen carpets**

**Part I**

Merv was similar to Baghdad, Cairo and Damascus once and used to be on of the most important capitals of the Moslem world. Its sudden increase took place in the XI – XII th

centuries, during the time of Great Seljuks' Empire. The Seljuks' Empire stretched from the Amyderya to the Mediterranean sea. Merv occupied 640 hectares land and was one of the most beautiful towns of its time. It attracted scientists and merchants from all over the Moslem world.

The great Silk Road passed through Saragt, which is situated between Nishapur and Merv in the in the Centre of an oasis on the upper part of the Tejen river. The significance of Saragt increased after the Arab invasion into Middle Asia. Those days the direction of one of the main routes of the Great Silk Road changed. It led from the central areas of Iran to Nishapur and from there, across Saragt to Merv and further to the East. The Great Silk Road is an integral part of the Turkmen people's history.

The roots of the Turkmen nation's culture, dates back to the antiquity, historical, natural and architectural monuments, the ancient land arises great interest all over the world.

Among the various forms of the Turkmen applied art and traditional trades carpet making is highly developed and is famous all over the world due to the Silk Road.

Technical perfection of weaving, expressiveness of the design, refinement and deep colours of Turkmen carpets are as one of the highest achievements of the national culture. They are the objects of the Turkmen's national pride, and an incontestable contribution to the world treasure - house of masterpieces.

**4. Arrange the following words in the right column denoting a) colour; b) quality; c) animals**

Beautiful, predominant, expressive, red, durable, a bird, light, a camel, unique, a snake, perfect, famous, strong, a dog, natural, a bee, marvellous, sheep, cherry blossom, tones, miraculous, deep, giant, great, jeiran, popular, refinement

Quality	Animal	Colour/dyes

*Homework:*

Retell the text

**UNIT X**

**Lesson 7-8**

**1. Give the nouns related to the following adjectives from the text and give their Turkmen equivalents.**

- historical \_\_\_\_\_
- natural \_\_\_\_\_
- architectural \_\_\_\_\_
- technical \_\_\_\_\_
- incontestable \_\_\_\_\_
- national \_\_\_\_\_
- miraculous \_\_\_\_\_
- geometric \_\_\_\_\_
- predominant \_\_\_\_\_
- handmade \_\_\_\_\_
- giant \_\_\_\_\_

**2. Match the following words and definitions.**

- |               |   |
|---------------|---|
| 1. route      | a) an addition or improvement to an existing product                  |
| 2. antiquity  | b) act or process of excavating                                       |
| 3. treasure   | c) series of operations in the production of something                |
| 4. excavation | d) a chosen direction or line of travel between one place and another |
| 5. miraculous | e) having a faint, delicate quality, so as to be nearly imperceptible |
| 6. roll out   | f) wealth in the form of gold, silver, jewels                         |
| 7. process    | g) act of contributing  |
| 8. profit     | h) the state of being very old  |

- |                   |   |
|-------------------|---|
| 9. sketch         | i) to spread (a piece of material) out flat           |
| 10. subtle        | j) beyond scientific explanation, amazing, incredible |
| 11. contributions | k) money gained by trade or business                  |
| 12. refinement    | to describe roughly with few details                  |

**3. Read the text and tell about quality of the Turkmen carpets.**

### **The Great Silk Road and the Turkmen carpets Part II**

Carpets are indeed Turkmenistan's pride and glory. There are women carpet-weavers almost in every family. There was an ancient saying that "A woman who does not know how to weave a carpet should not eat".

The history of this amazing skill of carpet-weaving goes far back into antiquity. In the 12th century Marco Polo wrote of Turkmenistan: "The most subtle and beautiful carpets in the world are woven there". In the 14th century two Italian Renaissance painters, Zippo Memmo and Nicolo Buonarocso depicted the Turkmen carpets in their paintings. The English art historian, Julius Lessing, made a highly interesting study. He studied carpets on painting by European artists from Giotto to Holbein and discovered that many German, Flemish and Italian painters of the 15th and 16th centuries were familiar with the Turkmen carpets. Recent excavations on Turkmenistan's territory show that as far back as 300 B.C. the people inhabiting this territory made multi-coloured ceramics with a design very similar to that of the Turkmen carpets. It has not yet been established which came first-ceramics or carpets.

For centuries these miraculous works of art, which inspire great admiration today, just as they did hundreds of years ago, were the only form of expression for Turkmen women.



There is a Turkmen saying “Roll out your carpet and I shall read what is written on your heart”. The designs on Turkmen carpets represent a man’s connection with his ancestors, his people’s history and with nature. Each element of the carpet, even its colour contains a familiar object in cipher form: fire, earth, birds, sheep, a snake, a camel, a dog or the lotus flower – the symbol of happiness. Like a bee making a honey- comb with geometric precision, the Turkmen woman without a sketch of the future carpet almost intuitively creates a precise and varied design against a general background.

The predominant colour of Turkmen carpets is red, from light to cherry blossom tones. Usually the red colour occupies 70-75 per cent of the whole square. Key elements of the carpet design composition are gol that differ depending on the tribe and place of weaving.

The raw material for carpet making is the Saryja wool after spring shearing of the sheep. This one of the few raw materials in Turkmenistan. It is fully processed inside the country to the final production. Turkmen marvelous hand-made carpets occupy a deserving place in the world market and bring a constant profit to the state. Strong durable natural dyes are used to have deep colours for the carpets.

There are the most popular giant carpets, which were woven for the fifth and seventh anniversaries of the country’s independence. The creators of a carpet, which was woven for the fifth anniversary named “Turkmenbashy”, it’s length is 12,9 m, width 20, 6 m, total area 226sq.m. One sq.m of the carpet contains 400 thousand knots, and the whole carpet 108,4 million knots.

The second giant carpet named “President” woven for the seventh anniversary of the independence of Turkmenistan 294 sq.m The third giant carpet in the history of the national carpet art, depicted –a five –headed eagle.

The carpet “Turkmen kalby” with the area of 193 sq.m woven during the Second World War, is a unique piece of art as well.

**4. Read the text again thoroughly and tell which passage of the text tells about the history of carpet weaving. Write 5 sentences about it.**

**5. Comprehension check.**

**Are the following statements true (T) or false (F)**

a) Its sudden decrease took place in the XI-XII th centuries during the time of Great Seljuks Empire.

b) The significance of Saragt increased before the Arab's invasion into Middle Asia.

c) The Great Silk Road is an integral part of the Turkmen people's history.

d) Felt makers are indeed Turkmenistan's pride and glory.

e) The colours on the Turkmen carpets represent a man's connection with his ancestors, his people's history, and with nature.

f) If you drop a true carpet it should not unroll or lie in folds like a table cloth.

g) The predominant colour of the Turkmen carpets is green from light to cherry blossom tones.

h) The raw material for carpet making is the Saryja wool after autumn shearing of the sheep.

i) Strong durable natural dyes are used for the carpets to have deep colours.

**Homework:**

**Ex 1. Discussion.**

Give full answer to the following questions:

Which of the Central Asian cities was once the important capitals of the Moslem world?

Where did the Great Silk Road pass through in Turkmenistan?

When did the Silk Road change its route?

Which from of the Turkmen applied arts is highly developed?

What qualities of the Turkmen carpets are the highest achievements of the national culture?

What is Turkmen's pride and glory?

What ancient saying do you know about carpet-makers?

What can you tell about the antiquity of the Turkmen carpets represent?

What do the carpet makers use as a sketch for weaving a carpet?

What are the predominant colours of the Turkmen carpets?

What kind of wool is used for the Turkmen carpets?

Where is it processed?

What giant carpets do you know?

2. Answer the following questions with the following responses : “ **Of course , Never, Sometimes, I didn't, I don't remember, I am not sure, May be, Always, Yes, I do, No, I don't**”.

Did you read a book about the Turkmen carpets?

Did you hear a story about the Great Silk Road?

Do you collect antique carpets?

Do you know who is a well-known Turkmen carpet-weaver?

Have you ever woven a carpet?

Have you ever been to the carpet museum?

Have you seen a giant carpet in the carpet museum?

Have you ever heard of the ancient sayings about the Turkmen carpets?

Have you ever seen a snake designed carpet?

Have you ever seen a Turkmen carpet-weaver who used a sketch for weaving a carpet?

Have you ever seen processed wool for carpet making?

Have you ever seen a Turkmen carpet abroad? If yes, in what country?

Do you buy carpets?

Do you sell carpets?

Are you proud of the Turkmen carpets?

**1. Put the following verbs into nouns by adding the noun forming suffixes – tion, - sion. Give their Turkmen equivalents.**

to inspire \_\_\_\_\_

to infuse \_\_\_\_\_

to reflect \_\_\_\_\_

to create \_\_\_\_\_

to perfect \_\_\_\_\_

to celebrate \_\_\_\_\_

to acquire \_\_\_\_\_

to depict \_\_\_\_\_

to aspire \_\_\_\_\_

to connect \_\_\_\_\_

**2. Read the following adjective and noun phrases and compose a sentence with each of them.**

carpet weaving

century – old

applied art

well-known

metalwork

silversmith's art

needlework

goldsmith's art

handicraft

world – look

**3. Complete the following sentences with the correct answer.**

1. Painting, sculpture, drawing, decorative and applied arts acquire a new breath, given to them by the great epoch of :

- a) revolution;
- b) independence;
- c) freedom.

**2. The national school of art has brought up a brilliant group of:**

- a) masters;
- b) leaders/administrators;
- c) instructors.

**3. The nation is inspired by celebrating:**

- a) wedding parties;
- b) birthday;
- c) holidays.

**4. During the years of independence various form of applied folk arts:**

- a) have been decreased;
- b) have been built;
- c) have been developed.

**5. The perfection of the form of adornments, decorative patterns, the techniques of the jeweler's art are so great that they have been kept:**

- a) for several centuries;
- b) for several years;
- c) for several decades.

**6. A part from the Turkmen carpets, the national dress of Turkmen woman is the most brilliant expression of:**

- a) the make up;
- b) the arts;
- c) the designs.

**7. The national dress is a reflection of:**

- a) traditions;
- b) metalwork;
- c) applied folk.

#### **4. Discussion. Develop your idea. Pair Work.**

1. Turkmen art is developing noticeably during the independence years.

2. The national school of art has brought up a brilliant group of masters of the world level.

**5. Translate an extract from "Black Beauty" from English into Turkmen. Learn more about the horses.**

I was now beginning to grow handsome; my coat had grown fine and soft, and was bright black. I had one white foot, and a pretty white star on my forehead. I was thought very handsome; my master would not sell me till I was four years old; he said lads ought not to work like men, and colts ought not to work like horses till they were quite grown up.

When I was four years old, Squire Gordon came to look at me. He examined my eyes, my mouth and my legs; he felt

them all down; and then I had to walk and trot and gallop before him; he seemed to like me, and said: "When he has been well broken in, he will do very well". My master said he would break me in himself, as he should not like me to be frightened or hurt, and he lost no time about it, for the next day he began.

Everyone may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle and to carry on his back a man, woman, or child; to go just the way they wish, and to go quietly. Besides this, he has to learn to wear a collar, a crupper and a breaching and to stand still whilst they are put on; then to have a cart or chaise fixed behind him, so that he cannot walk or trot without dragging it after him: and he must go fast or slow, just as his driver wishes.

#### **6. Words to be learned.**

a colt – taýçanak

to trot – aty gorgunyna sürmek, ýorgalamak

to gallop – öňürdikledip çapmak

to break in – ata baş öwretmek

to wear a saddle – eýerlemek

a crupper – (atyň) sargysy

breaching – tirkeg goşmak

#### **Homework:**

#### **Ex 5. Text (orally)**

## **UNIT XI**

## **Lesson 2-3**

### **1. Read the following words.**

inimitable

clout

nimbleness

celestial

prototype  
profound  
vicinity  
pedigree  
immunity  
endurance  
forged  
equestrian  
hippodrome  
attitude  
strengthen

**2. Transcribe the following words and read them properly. Use the dictionary.**

blinkers –  
items –  
pure bred –  
stamina –  
live-stock –  
reward –  
race –  
peculiarity –

**3. Word building. Read the following words with the endings – ment, - able, - en, dom and give their Turkmen equivalents.**

environment –  
inimitable –  
strengthen –  
freedom –

Find the above given words in the text and read the sentences.

**4. Read the following words and add the endings – able, -en, - ment, - dom to the suitable words. Write them on the right.**

treat –                      manage –  
fulfil –                     enlight –

fright –	wise –
tight –	king –
refresh –	protect –
duke –	official –

**5. Read the text and tick off the sentences with the figures. Write them down.**

### **Horses and horse races in Turkmenistan**

Our Earth is our home. People must take care of our motherland and we must protect our environment. It means that we must protect our flora and fauna which surround us. We must protect our nature to make our country rich and make our life happy.

Horses are the part of our environment. People use them and enjoy its beauty, stamina and speed. Horses are the best friends of people and the part of the beauty of the nature. There are so many legends, sayings, proverbs about their unique beauty and abilities. There is a Turkmen proverb that says “when you get up in the morning first you should see your father then see your horse”.

Horses are very important in the life of Turkmen. They love the horses and are proud of them. For Turkmen to treat a horse badly is/was considered a sin.

Ancient Greeks highly appreciated natural grace, nimbleness and original “clout of Nissa horses” and called them “celestial horses...” And up to now purebred Ahalteke horses preserve their inimitable appearance and merits of desert horses.

The Ahalteke horse, “Absent”, won the Olympic Games in Rome and was recognized the Horse of Century. The Ahalteke horse is a fruit of a thousand years work of the people who created them.

For a Turkmen a horse was a friend and member of the family and often had the name of its owner. Turkmen people couldn't imagine his life without a horse. In folk stories a horse was a prototype of love for freedom, independence



and heroism. Therefore, it is not by chance to place the picture of the Ahalteke horse in the central part of the national emblem. There is a profound meaning and reflection of the people's fate in it, because of their sacred attitude to horses.

Nowadays, the Ahalteke horses are bred at the stud farm in the vicinity of Ashgabat, which belongs to the State Amalgamation Turkmen Atlary. There were about 16 thousand horses including 6900 Ahalteke horses in Turkmenistan in 1991. There were 2500 purebred horses among them with the pedigree known up to the 4-8th generation. Today the total number of horses reaches 20 thousand and the number of pedigree Ahalteke horses has been increased by 5 per cent. The annual breed is about 100 heads.

**Homework:**

**Retell the text**

**UNIT XI**

**Lesson 4**

**1. Answer the following questions with the following phrases or sentences:**

***“Of course, Sure, Never, I haven’t, I don’t remember, I am not sure, Yes I do”.* Write your answers.**

Do you protect the nature? \_\_\_\_\_

Have you ever done anything to protect environment?  
\_\_\_\_\_

Have you ever ridden a horse? \_\_\_\_\_

Have you ever treated a horse badly? \_\_\_\_\_

Have you ever thought of the beauty of the horses?  
\_\_\_\_\_

Have you ever read a story or novel about the horses?  
\_\_\_\_\_

Have you ever heard of the horse “Absent” that won the Olympic games in Rome? \_\_\_\_\_

Have you ever been at “Turkmen Atlary” Amalgamation? \_\_\_\_\_

Have you ever known the amount of the horses in Turkmenistan? \_\_\_\_\_

Have you ever taken care of the horse like Gorogly did in his childhood? \_\_\_\_\_

Have you ever analyzed the word “gyr at”? \_\_\_\_\_

Have you ever described the horses, appearance? \_\_\_\_\_

Have you ever attended the horse racing?

Have you ever dreamt of the Ahalteke horses like the foreigners? \_\_\_\_\_

## **2. Read the text.**

“Turkmen Atlary” strengthens its material and fodder basis, arranges the production of blinkers and forged items. There are big stud farms in Lebap and Dashoguz velayats.

Specialists in Balkan velayat also are restoring the Yomut breed. The breeding and selecting work is being controlled by the immunity and genetics laboratory. 13 lines of Akhalteke horses are to be bred in Turkmenistan. Each of them has its own peculiarities. The selectioners have been breeding younger generation, which will be better than their parents in speed, endurance and beauty and enrich the genetic fund.

There is hippodrome where usually horse races take place in Ashgabat. It has been reconstructed recently. An equestrian sport complex is planned to be constructed in Ashgabat. It is going to be built with the assistance of the Equestrian Sport Federation. A modern capital hippodrome has become a centre of mass festivities on the day of Turkmen Horses. The last Sunday of April is a Horse Day in Turkmenistan. In spring and autumn horse races are organized weekly in Ashgabat and in other velayats too.

Horse racing was one of the ancient sport not only in Turkmenistan, but all over the world. Horse races took place in every village and were chosen the best horses for breeding another generation in ancient times. Besides, horse were

used for house work, for racing to have the best rewards and it was used for military purpose as well/ in Turkmen folk stories, fairy tales and dessan a horse, particularly “gyr at”, was the main hero. Therefore “gyr at” was the dream of every young man. Today the value of the Turkmen horses is being improved again day by day.

**3. Reread the text and write the sentences with the following phrasal verbs.**

- |                 |                |
|-----------------|----------------|
| to take care –  | to be built –  |
| to get –        | to be used –   |
| to belong –     | to be proud –  |
| to take place – | to be chosen – |

**4. Circle T if the sentence is true. Circle F if the sentence is false.**

1. People must protect themselves.
2. Horses are the part of our environment
3. “When you get up in the morning first you should see your horse then see your father”.
4. Turkmen people love their horses and are proud of them.
5. In folk stories a horse was a prototype of love for freedom, independence and heroism.
6. “Turkmen Atlary” weakens its material and fodder basis, arranges the production of blinkers and forged items.
7. There is a hippodrome where usually the horse races take place in Ashgabat.
8. The last Sunday of August is a Horse Day in Turkmenistan.

**5. Give full answers to the following questions.**

- Who must protect environment?  
Why should we protect our environment?  
What is a part of our environment?  
What does the Turkmen proverb say?  
What considered a sin for Turkmen?

How did the ancient Greeks call the Ahalteke horses?

What was a friend and family member for Turkmen?

Where are the Ahalteke horses bred?

What is the number of Ahalteke horses in Turkmenistan at present ?

What being controlled by the immunity and genetics laboratory?

Where do the horse races take place in Ashgabat?

What time of the year do the horse racing take place?

What do the races get the best places at the horse racing?

### Homework:

**1. Write 5 sentences about the horses to describe them.**

#### **2. Discussion.**

Talk about the horses how they were treated in ancient times by Turkmen.

Talk about the present time conditions of horses and how they are treated and praised by people.

Talk about the horse races held in Ashgabat annually.

Tell 6 sentences about the Horse day in Turkmenistan.

## UNIT XI

## Lesson 5

### **Grammar practice**

#### **Third conditional (type 3)**

**If + past perfect ... would/ might/ could have + past participle**

• Use this type of sentence **if + past perfect** (to talk about things which didn't happen in the past. Then use **would(n't) have + a main verb** for the probable result. In other words. **If A had happened, B would have happened.**

*Example: If I had had your telephone number I would have called you. (I didn't have your telephone number, so I didn't call you)*

**1. Read the following sentences and underline third conditional.**

1. If he had had enough time he would have gone with you. 2. If he had studied well, he would have passed the exam. 3. If you had told me about the problem, I would have helped you. 4. If she hadn't slipped on the ice, she wouldn't have broken her arm. 5. If she had been hungry she would have eaten something. 6. If she had had enough money on her she would have bought that coat. 7. If the boys had played basketball better they might have won. 8. If she hadn't reminded me I could have forgotten about it. 9. If I had had your e-mail number I could have sent a message for you. 10. If Mary hadn't recommended it to us we might not have stayed at the inn. 11. If she had worn a seat-belt she wouldn't have injured in the crash. 12. If the weather had been nice we could have gone to the Zoo yesterday.

When the **if clause** comes before the main clause, it is followed by a comma. When the **if clause** comes after the main clause, there is no comma between the clauses.

*Example: Sharon wouldn't have climbed over the balcony if she hadn't wanted to rescue the cat.*

**2. Read the following story "Penalty" translate conditional sentences.**

Nick French was walking home from work one afternoon when he heard a child screaming. He looked up and saw three-year old Sharon Collins hanging, terrified, from a balcony four floors above him. She had climbed over to try to rescue her cat and then couldn't get back. As Nick watched, horrified, Sharon lost her grip and fell. Without thinking Nick ran forwards, dived and caught Sharon in his arms. The child was shocked but unhurt.

A police spokesperson said later: "Sharon shouldn't have been playing on the balcony. If Nick hadn't been passing at that moment she would have been killed, for certain. It was a magnificent catch!"

Nick commented modestly: "I 'm the goalkeeper in a local football team. I haven't been playing very well lately. That must have been the best save I 've made all season".

### 3. Make true sentences.

- |  |  |
|--|--|
| 1. Sharon wouldn't have climbed<br>over the balcony. | a) if Nick hadn't<br>walked by<br>b) he wouldn't have<br>looked up<br>c) he wouldn't have<br>caught Sharon<br>d) if she hadn't wanted<br>to rescue the cat |
| 2. If Nick hadn't heard Sharon<br>screaming.         |  |
| 3. Sharon would have been killed                     |  |

You can start the sentence with B wouldn't have happened and follow it with if A had (n't) happened. The meaning of the sentence is the same .

*Example: If I had known that you left, I wouldn't have waited for you so long or I wouldn't have waited for you so long if I had known that you left.*

### 4. Complete the missing parts of the following sentences.

I didn't answer your question because I didn't hear you properly.

If I \_\_\_\_\_ , I would have answered your question.

She didn't send me a postcard because she didn't have my address with her. If she \_\_\_\_\_ , she would have sent me a postcard.

He forgot to put his watch on that's why he was late.

He wouldn't \_\_\_\_\_ if he hadn't forgotten to put his watch on

I 'd have bought you a present, but I forgot when your birthday was.

I'd have bought you present \_\_\_\_\_ when your birthday was.

We got in from work really late that's why we didn't come to your party.

If we hadn't got in from work so late, \_\_\_\_ to your party.

**Homework:**

**1. Ex 2 (orally)**

**2. Ex 4 (in written form)**

**UNIT XI**

**Lesson 6**

**1. Read the poem.**

**Peace to the World**

Peace to the world! We call for Peace!  
Till peace prevails, this call won't cease.  
Oh people, rise in every land.  
And battle bravely , hand in hand.  
For Peace throughout the World!

Peace to the World! Both old and young.  
Of every land, of every tongue,  
They sign their names, sign one and all.  
Beneath the flaming words that call  
For peace throughout the World!

Peace to all countries! Down with war!  
To live in peace for evermore!  
To build, to work, to sign with glee,  
To be contended, well and free,  
That's peace throughout the World!

**2. Words to be learned.**

recede – (appear to) go back (from an earlier position);  
withdraw

appreciation – statement giving judgment, valuation; understanding and recognition

mature – fully grown or developed; come or bring to full development or state ready for use

ideological – about beliefs, doctrines that influence action in society

legacy – something passed on or left by an earlier generation, event, etc.

impact – to affect; effect, impression

awareness – consciousness of

### **3. Discuss with your deskmate this historical event.**

#### **Victory Day**

The Victory Over Fascism and Today's World.

The more World War II recedes into the past with its heroic and tragic chapters, the more fuller is the appreciation of great victory over Hitler's fascism and Japanese militarism. Years take their toll: those who were born after the war are now mature adults, many of them are not alive, their children have grown up too, and with most people that war is no longer part of their personal experience. But its ideological and political legacy is so great that its results and lessons still have an impact in the way the world is developing and on human awareness.

#### **4. Answer the following questions.**

1. When did the World War the Second take place?
2. Have you read books about that war?
3. What films about World War II have you seen?
4. Did any of your relatives or neighbours participate in the Great Patriotic War?
5. Is the legacy of the World War II very great?
6. Are you aware of the danger of young fascist organizations?

**7. Do you know that there has never been a war like the Great Patriotic War, not only because it was**



the most destructive of all wars and millions died. But mainly because there have never been so many heroes and so many brave actions as in this war against the nazi invaders?

8. How many Turkmen people took part in the war?

9. Can you name the Turkmen – heroes of the Great patriotic War?

*Homework:*

Retell the text

UNIT XI

Lesson 7

**1. Reading Comprehension.**

**The Motherland honours its heroes**

The celebrations to mark the anniversary of the Great Victory in the 1941-1945 war have taken place throughout Turkmenistan in the first week of May. To honour their heroes is an age-old tradition of the Turkmen people. This tradition is filled with a specific content today when it is important to preserve the national spiritual and moral values and impart the ideas of patriotism to the younger generation.

During the war thousands of Turkmen people selflessly fought shoulder to shoulder on the front. The title of Hero was conferred to more than 100 Turkmen citizens for their courage and heroism. Turkmen women who gave 7, 392 kilograms of gold and silver jewellery to the Fund of Defence are a paragon of genuine patriotism. President of Turkmenistan Gurbanguly Berdimuhamedov emphasized: “Their heroism and diligence are the school of courage, bravery and patriotism for the present generation”.

The Motherland honours its heroes. The names of all Turkmen citizens who fell in the field of battle during the 1941-1945 war are immortalized in the book Hatyra (Memory). The multi-volume book Shohrat (Glory) contains the information about the feat of arms of all Turkmen citizens who returned home with the victory.

Meetings of war veterans with schoolchildren and students were penetrated with deep gratitude and sincere respect for those who had brought the Great Victory Day closer. Those speaking during these meetings noted that no matter how many years would pass their feat of arms would remain in the memory of their grateful descendants.

In their turn, war veterans expressed profound gratitude to President Gurbanguly Berdimuhamedov for the unceasing concern and attention of the Government to them.

The culmination of Victory Day celebrations was the ceremony of laying flowers to the Memorial of National Heroes with the Eternal Flame flaring in the centre as an enduring symbol of the people's memory. Responding to the call of their hearts, thousands of citizens come to these memorials on May 9 to pay tribute to the memory of all those who gained the victory and saved the world from fascism.

Particular attention is given to material security of war veterans and their spouses. Pensions and state benefit payments rise each year. In accordance with the Decree of President of Turkmenistan, pensions to citizens, including war veterans, were increased by 15 percent on January 1\_\_\_\_? Currently, the minimum rate of pension for participants in the 1941-1945 war almost 4 times higher than that of other categories of retirees.

## UNIT XII

## Lesson 1

### **1. The Turkmen people buy or sign for periodicals and magazines.**

**There are different reasons why people acquire them. Give your reasons.**

- for the news;
- for detailed sports reports;
- for horoscopes;
- to see what's on TV, theatres;
- for other reasons.

**3. Read and learn the following words and word combinations and use them in your answers.**

**a channel, a documentary, a serial, a feature film, sensational, current, a commercial, scientific**

**4. Let's discuss.**

a) Name the newspapers and magazines publishing in our country and what is typical of each of them. What interesting and surprising do you find about them? You can use the following:

- contain political, cultural, scientific news
- devote pages to finance matters and business
- have sensational stories, interesting information which we need
- have articles about history, nature, music and art.
- devote pages to outstanding people,
- have national and international news, sport events.

b) Which papers and magazines are more popular? Why?

c) Which of the magazines do you like to read? Why?

**5. Answer the following questions.**

1. What TV channels exist in our TV programme?
2. Which of them do you consider very interesting? Why?
3. How often do you watch your favorite channel?
4. Are you interested in documentary or feature films?
5. Are there any educational programmes in your channel?
6. Are there any programme developed to sport, music, news?

7. What do you find interesting or surprising about Turkmen TV?

8. Can you watch TV programmes from European, Asian countries?

**Homework:**

**Tell about our TV programmes**

1) and your favorite programmes.

2) What are your TV viewing habits?

**Fill in the table below.**

Name	Channels	Favorite channels	Programmes	Reason
-	-	-	-	-

**UNIT XII**

**Lesson 2**

**1. Talk about the weather.**

**Here are some comments about the weather. Use them in your talk.**

**Choose an appropriate comment from the list (or make up your own) and use it in your conversation.**

Nice day , isn't it?

Hot enough for you?

Looks like rain to me.

I wish this rain would stop.

Isn't it beautiful out today

It's a perfect day for staying inside

This rain won't stop. I'm going crazy!

I can't stand it. It's freezing

Oh! It's slippery out there

Isn't it wonderful to take a walk  
along the sea bank?

Isn't the weather awful now?  
I hate rain.  
It's going to rain cats and dogs  
It seems a glorious day  
There's hardly a cloud in the sky  
It has stopped raining look at  
this nice rainbow!

## **2. Let's discuss.**

### **Which rest is best?**

#### **a) There are some very popular leisure activities in our country.**

Watching television is the most popular leisure activity in our life.

Nearly every household has at least one television set. TV watching is listed as the 1<sup>st</sup> most popular activity in our homes. Then comes visiting or entertaining friends and relatives. Next comes listening to radio, records, compact discs and tapes, using mobile phones Reading is listed as the fifth most popular pastime in our country.

#### **b) Place these activities in order from your point of view and tell about them using the following phrases**

1. I think that first comes.....
2. Then .....
3. Next.....
4. After that.....
5. And last.....

### **3. The way we learn about the world.**

We can learn about the world by watching TV, listening to the radio, by reading newspapers and magazines by internet.

#### **a) Let's discuss.**

Which way do you and your friends like most? Why? Ask your friends about his/her likes and dislikes.

#### **b) Work with your deskmate**

Do you ever watch TV?

\_\_\_\_\_ listen to the radio?  
\_\_\_\_\_ watch advertisements?  
\_\_\_\_\_ read magazines?  
\_\_\_\_\_ read newspapers?

c) Tell about your likes and dislikes.

Use the following answers.

Yes, as often as I can

No, ....

I always .....

I hardly ever....

Especially .....

Besides I like.....

But I hardly ever.....

Especially.....

I never

### **Homework:**

**Speak about youth newspapers and magazines.**

**Name them**

**What information do they give us?**

- a) to make teenagers think about serious things
- b) information on music, art, literature and science
- c) think about world problems
- d) the necessity of education teens about life

## **UNIT XII**

## **Lesson 3-4**

**1. Read the following words.**

Constitution Day

democracy

sovereign

irrevocable

irreversible

General Assembly

fulfillment

National Council

parliament

headway

integrate  
community  
consolidate  
significant

## **2. Words to be learned.**

to attain – reach, gain, succeed in doing or getting  
framework – organization  
tremendous – awful, enormous  
law – a rule or regulation made by authority  
jural/jury – a body of persons who have to decide the truth of case tried before a judge  
paramount – having supreme authority; the highest  
sovereign – chief, possessing the highest power  
secular – going on for a long period of time

## **3. Read and translate the text.**

### **Constitution Day of Turkmenistan**

The Constitution has the fundamental and paramount role and place in the national legal system. Every state has its own Constitution and moves along its way of constitutional development.

May 18, 1992 The Constitution of Turkmenistan was adopted. The Basic Law established the national legal institutions for nation building. The 1992 Constitution was the first to reflect the universally recognized norms and principles of international law as well as the fundamental socio-legal and human values. In general, the Constitution reflected the fact of the emergence of a new sovereign state – Turkmenistan on the political map of the world and will and spirit of the people. The Constitution provided necessary conditions and guarantees to develop the “Turkmen model” of a modern democratic jural secular state.

Since the adoption of the Constitution of independent Turkmenistan on May 8, 1992, the constitutional reforms have been carried out in 1995, 1999, 2003, 2006 and 2008. Each reform played its historic role and made it possible to achieve the major political, social and economic objectives.

The Constitution of independent, neutral Turkmenistan provides the solid legal framework to attain the goals set by the people. Moreover, its potential for the further development of the state remains tremendous. Under the conditions of transition to a new stage of national development the Constitution is designed to ensure that further systematic and progressive changes take place. The Constitution is the most significant means of further development and strengthening of democracy. It has become the Basic Law of new life building.

**4. Read the following sentences, find the meanings of the underlined words and translate the sentences.**

1. On May 18, conferences, seminars and meetings are held devoted to the human rights and democracy.

**democracy**

- a) halk we döwlet
- b) demokratik ýurt
- c) demokratiýa

2. In fact the Constitution has not only consolidated sovereign attributes of the country and independence of its foreign policy, but made a movement to reforms and new life irrevocable and irreversible.

**sovereign**

- a) doly hukukly
- b) ýokary
- c) garaşsyz

3. A lot of work has been done for the fulfillment of the large-scale political reforms since the first day of adoption of the Basic Law of Turkmenistan.

**fulfillment**

- a) ýerine ýetirilme
- b) tamamlanma
- c) amala aşyрма

4. The National Institute of democracy and human rights was set up to control the observance of human rights and constitutional norms.



**to set up**

- a) üpjün etmek
- b) dikmek, salmak
- c) gurmak, döretmek

5. In accordance with the new constitution the first professional parliament has been formed and it operates in the state structure of Turkmenistan.

**operates**

- a) işlemek
- b) hareket etmek
- c) güýje/herkete girizmek

6. It serves to strengthen public control and civil peace.

**civil**

- a) edepli
- b) raýat
- c) harby däl

7. The Constitution is the most significant means of further development and strengthening of democracy.

**means**

- a) baýlyk
- b) serişde
- c) usul, tär, ýol

**5. Read and remember!**

What is democracy?

Democracy – a form of government in which power is held by elected representatives;

a country having this kind of government, esp. a country where there is majority rule, freedom of thought, speech, religion and association, and the assertion of the rule of law; social equality; treating other people as equals.

democracy was first developed in Ancient Greece. Democracy is a greek word – “demos” – people, “kratos” – power.

**Homework:**

**Tell about Constitution Day**

**1. Read and match the following words with their opposites. Pay attention to the negative prefixes *-ir*, *-il*, *-in*, *-dis*.**

highest –	worst
legal –	least
independent –	nearest
approved –	the last day
the first day –	revocable
permanently –	reversible
best –	disapproved
most –	deformed
further –	sometimes
formed –	illegal
irrevocable –	lowest
irreversible –	dependent

**2. Write out 8 words with the prefixes *-ir*, *-il*, *-in*, *-dis* from the dictionary and give their equivalents.**

**3. Give full answers to the following questions.**

Which day of May is the Constitution Day in Turkmenistan?

What do people do on this day?

What are the conferences and seminars devoted to?

What is the aim of the new Constitution of Turkmenistan?

What is a person provided with according to the new Constitution?

What has been pointed in the new Constitution of Turkmenistan?

What has been done for the fulfillment of the large-scale political reforms?

What kind of government was established in Turkmenistan?

What has the Government set up?

Which Institution controls the observance of human rights and constitutional norms in the state structure?

What has been formed in accordance with the new constitution?

What does it serve for?

What is the most significant means of further development and strengthening of democracy?

What has a new constitution become in the new life building?

**4. Make up your own dialogue on the theme. Talk with your partner.**

**5. Discuss the following points.**

- a) Democracy is the main part of Constitution.
- b) Turkmenistan has the presidential form of government.
- c) The Constitution Day is a state holiday.
- d) Turkmenistan is a democratic country.
- e) Give the interpretations of the word “democracy”.

**Homework:**

**Ex 4 (orally)**

**Ex 5 (in written form)**

**UNIT XII**

**Lesson 6**

**1. Answer the following 10 questions with “yes”(Y) or “no” (N) and add five more questions of your own to the list.**

- a) Do you know Turkmen literature well?
- b) Can you recite any of the poems by Magtymguly?
- c) Do you know the Turkmen language well?
- d) Are you fond of Magtymguly’s poems?
- e) Do you know contemporary Turkmen poets?
- f) Have you seen a performance devoted to Magtymguly’s life?
- g) Do you learn Magtymguly’s poems at school?

- h) Is there Magtymguly's portrait in your school?
- i) Have you ever celebrated Magtymguly's days at your school?
- j) Have you ever read the English translation of Magtymguly's poem's?

**2. Read and learn the meanings of the following words.**

disseminator – a person who distributes or spreads widely ideas, doctrines

climax – event, point, of greatest interest or intensity (eg. In a story or drama)

meditate – think about, consider; think deeply about a moral religious or philosophical topic

contemporary – of the time or period to which reference is being made

wisdom – quality of being wise

eternal – without beginning or end; lasting for ever

heritage – that which has been or may be inherited

deformity – being deformed

cowardice – feeling, way of behavior, of a coward

merits quality or fact of deserving approval; worth; excellence

**3. Read and tell about the Day of Poetry.**

May 18<sup>th</sup> Day of Poetry

Turkmen poets and writers have made valuable contribution to Eastern literature. Turkmen literature flourished particularly in the eighteenth century and reached the climax of its development and fully identified itself with the emergence of Magtymguly.

Magtymguly's life and work represents the highest stage of artistic and moral development of Turkmen society of his time.

In fact, Magtymguly laid the foundations of the contemporary Turkmen language, the realistic literary tradition and the national identity of the Turkmen.

Magtymguly is a distinct poetic personality. His personality comprises wisdom, high intellectual merits and profound spiritual qualities. The poet invariably meditates about nobility and cowardice, about beauty and deformity, about life and death.

Turkmen people will respect and love their great son forever. One of the main avenues and universities of the Turkmen capital bears the name of Magtymguly. Opposite the Ministry of Foreign Affairs there is a monument to Magtymguly on Magtymguly avenue.

An international Magtymguly Prize has been founded in the field of Turkmen literature. And this prize is awarded not only to the citizens of Turkmenistan, but also to the citizens of foreign countries.

Professor Yusup Azmun, who lives in Great Britain founded Magtymguly's Friends Society in Oxford. He published a book of Magtymguly's poems in English, and Turkmen Government awarded him Magtymguly Prize for his study of Magtymguly's poetry.

Louise Bazen, an outstanding French researcher from France was also awarded this prize for his help in the study and dissemination of the literary heritage of Magtymguly all over the world.

Prof. Walter Feldman from Philadelphia University of the USA works on the interpretation of the poetry of Magtymguly too. He writes about Magtymguly the following "He was part of a unique period in the cultural history of central Asia, but his own extraordinary talent projection his personal poetic synthesis are passed in the next generation of writers, and beyond them to the majority of Turkmen poets".

On May 18, the celebration of Magtymguly's Poetry Day is held annually in Turkmenistan. On this day people gather around the monuments of Magtymguly and have a meeting with the poets of Turkmenistan who study his works and create new poems. On this day they recite Magtymguly's poems or tell interesting facts from his life.

Celebration of Magtymguly Poetry Day in Magtymguly etrap is a particular page of Turkmen life. Students, school-children and teachers, researchers, scientists take part in that holiday. They read their poems, meet with the people living in Magtymguly's birthplace. The ceremony is also held at school which is named after Magtymguly.

**4. Match the following words and definitions.**

- |                   |   |
|-------------------|---|
| 1. contemporary – | a) lasting for ever                                   |
| 2. eternal –      | b) imperfection of the body                           |
| 3. wisdom –       | c) the qualities of deserving praise, reward          |
| 4. heritage –     | d) lack of courage                                    |
| 5. deformity –    | e) modern   |
| 6. cowardice –    | f) that which is handed down from previous generation |
| 7. merits –       | g) the quality of being wise                          |

**5. Read the text through and tell about Magtymguly's poetry and his valuable contribution to the development of the Turkmen literature.**

**Homework:**

**Retell the text**

**UNIT XII**

**Lesson 7-8**

**1. Complete the sentences with one of the following words given in the box.**

**distinct, contribution, respect, researcher, period, held, life-story, published**

1. Turkmens and their literature have made valuable to Eastern literature have made valuable ... to Eastern literature.

2. Magtymguly is a ... poetic personality.

3. Turkmen people will ... and love their great son forever.

4. Yusup Azmun has ... a book of Magtymguly's poems in English.

5. Louise Bazen an outstanding French ... into Magtymguly and disseminator of Magtymguly's work in France.

6. Magtymguly was a part of unique ... the cultural history of Central Asia.

7. On May 18, the celebration of Magtymguly's Poetry Day is ... annually in Turkmenistan.

8. People sing songs composed to Magtymguly's poems or tell interesting facts from his life.

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

In what century \_\_\_\_\_

Turkmen literature flourished particularly in the eighteenth century.

What \_\_\_\_\_

Magtymguly's life and work represents the highest stage of artistic and moral development of Turkmen society of his time.

Whom \_\_\_\_\_

Turkmen people respect and love their great son forever.

Where \_\_\_\_\_

Opposite the Ministry of Foreign Affairs on Magtymguly avenue there is a monument to Magtymguly.

Who \_\_\_\_\_

Prof. Yusup Azmun and Walter Feldman translated Magtymduly's poems.

When \_\_\_\_\_

On May 18, the celebration of Magtymguly's poetry day is held annually in Turkmenistan.

Where \_\_\_\_\_

On this day people gather around Magtymguly's monument on Magtymguly's avenue.

### **3. Let's discuss.**

**Give full answers to the following questions.**

Who has made a valuable contribution to the Eastern literature?

What identified itself with the emergence of Magtymguly all over the world?

Who laid the foundations of the contemporary Turkmen language?

What institutions bear the name of great poet?

What international prize on literature has been founded in the field of Turkmen literature?

What countries' representatives were awarded the Magtymguly International Prize?

What have the foreign researchers done in the study and dissemination of the literary heritage of Magtymguly all over the world?

What do we celebrate on May 18, every year?

What do people do on this day?

### **4. Discuss the following points.**

a) Magtymguly is a Turkmen classic poet of XVIII th century.

b) Magtymguly's ideas are being carried out today by Turkmen people.

### **5. Conversation.**

a) Talk about the topic "The Day of poetry". Start your talk with Magtymguly's poetry, the problems which he touched upon, the foreign scholars' opinions and then about contemporary Turkmen poets. You can finish your talk with the poets of the Independence years.

b) If you are asked to talk about the Turkmen literature what will you start it with? Try to be brief.

c) If you are asked to recite one of Magtymguly's poems in Turkmen which one will it be?

d) Recite one of his poems in English.



**Homework:**

1. Write 3 sentences about foreign researches' work on Magtymguly.

2. Describe Magtymguly's poetry day within 180 words.

3. Write 10 sentences about Turkmen literature and its development.

4. Try to give the translation of the poem "Gerekdir" written by Magtymguly.

*Mert oldur ki bolsa köňli rehimli:*

*Göwresi giň gerek, özi pähimli,*

*Giň ýerde garga dey bolşy wehimli,*

*Elinde hünäri işi gerekdir.*

## ENGLISH-TURKMEN-RUSSIAN VOCABULARY

### A

**abroad** – [ə'brɔ:d] – daşary ýurt, serhetden daşda – за границей, за рубежом

**acid** – ['æsid] – turşulykly, turşy – кислотныйб кислый

**acoustics** – [ə'ku:stik] – ses ýaňlanmasy – акустический

**acquire** – [ə'kwaiə] – edinmek, almak – приобретатьб  
приобрести

**acronym** – ['ækrənim] – söz gysgalma harplary – буквенная  
аббревиатура

**adorn** – [ə'dɔ:n] – bezemek – украшатьб украсить

**adult** – ['ædʌlt] – uly adam – взрослый

**advance** – [əd'va:ns] – üstünlik, hüjüm – успех наступление

**advantage** – [əd'va:tidʒ] – artykmaçlyk – преимущество

**agency** – ['eidʒensi] – müdirlik, býuro, edara – агенство  
бюроб управление

**agenda** – [ə'dʒendə] – gün tertibi – повестка дня

**alliance** – [ə'laɪəns] – bileleşik, alyans – союз альянс

**amateur** – [æmətə] – höwesjeň – любитель

**amazingly** – [ə'meiziŋli] – geň galdyryjy, haýran galdyryjy -  
поразительно

**amendment** – [ə'mendmənt] – düzediş – поправка

**announce** – [ə'naʊns] – habar bermek, bildiriş etmek –  
объявлять, извешать

**appreciation** – [ə'pri:ʃi'eɪʃən] – düşünmek, ukrar etmek –  
понимание признательность

**approve** – [ə'pru:v] – makullamak, tassyklamak – одобрять  
утверждать

**approximately** – [ə'prɒksimeitli] – takmynan – приблизительно

**arrange** – [ə'reɪndʒ] – ornaşdyrmak, ýerleşdirmek – устраивать

**attract** – [ə'trækt] – özüne çekmek – привлекать

**audience** – [ɔ:diəns] – auditoriýa, körçülik – аудитория  
публика

**availability** – [ə'veɪlə'biliti] – anyk, nagt bolmagy – наличие

### B

**bachelor** – ['bætʃələ] – sallah – холостяк

**band** – [bænd] – topar, orkestr, lenta – группа оркестра лента

**barbecue** – [ba:bikju:] – tagam, barbekúu – барбекю  
**bay** – [bei] – aýlag, buhta – залив, бухта  
**bore** – [bɔ:] – burawlamak – сверлить, бурит  
**boulevard** – [ bu:ləva:d] – gezelenç ýodasy – бульвар  
**brogue** – [ brəug] – aksent, köwüş – акцент, башмак  
**bulb** – [bʌlb] – soganlyk, çyra – луковица, лампа  
**burning** – [ bə:nɪŋ] – ýanyp duran, guzyp duran – горящий, раскаленный

## С

**canopy** – [ˈkænəpi] – saýawan, peşehana, gümmez – балдахин, полог, свод  
**canyon** – [ˈkænjən] – kanýon – каньон  
**carry out** – [ˈkæri aut] – ýerine ýetirmek, amala aşyrmak – выполнять, осуществлять  
**caste** – [ka:st] – topar – каста  
**census** – [ˈsensəs] – sanaw ýazgysy – перепись  
**ceremony** – [ˈseriməni] – dabara – церемония  
**cheerful** – [ˈtʃi:ful] – şadyýan – веселый  
**chemical** – [ˈkemikl] – himiki – химический  
**chiefly** – [ˈtʃi:fli] – esasan hem – главным образом  
**citizen** – [ˈsitizn] – raýat – гражданин  
**claim** – [kleim] – ýazmak, ýazyp bellemek, talap etmek – приписывать, требовать  
**climax** – [ˈklaɪmæks] – kulminasiýa – кульминация  
**co-author** – [ˈkəuːθə] – ýazardaş – соавтор  
**coincidence** – [ˈkəuːnsidəns] – gabat gelme, gabatlaşma – совпадение  
**colonize** – [ˈkɒlənaiz] – gol astyna almak – колонизировать  
**commemorate** – [kəˈmeməreit] – asyrlardan-asyrlara dowam etmek, bellemek – увековечивать, отмечать  
**commemorative** – [kəˈmemərativ] – ýubileý, memorial – юбилейный, мемориальный  
**commercial** – [kəˈmɜ:ʃəl] – kommersiýa, söwda – коммерческий  
**commit** – [kəˈmit] – amala aşyrmak, bölmek – совершать, выделять  
**commonwealth** – [ˈkɒmənwelθ] – dostluk, bileleşik – содружество  
**complete** – [kəmˈpli:t] – dolý, gutarnykly, gutarmak, tamamlamak – полный, завершённый, завершить

**comply** – [kəm'plai] – boýun bolmak, tabyn bolmak – подчиняться  
**compulsory** – [kəm'pʌlsəri] – hökmany – обязательный  
**conduct (n)** – ['kɒndʌkt]-(v) – [kən'dʌkt] – alyp barmaq, dirižyorlyk etmek – поведение, дирижировать  
**conscience** – [kən'tempərəri] – wyždan – совесть  
**contemporary** – [kən'tempərəri] – häzirki zaman – современный  
**contest** – ['kɒntest] – bäsleşik, ýaryş – соревнование, конкурс  
**contribution** – [kɒntri'bjuʃən] – haýyr etmek, töleg – пожертвование, знос  
**convince** – [kən'vins] – ynandyrmak – уверять, убеждать  
**core** – [kɔ:] – özen, ýadro – сердцевина, ядро  
**correlation** – [kɒri'leifən] – gatnaşyk – соотношения  
**county** – ['kaunti] – beglik – графство  
**courage** – ['kʌrɪdʒ] – bagtyýarlyk, gaýduwsyzlyk – смелость, храбрость  
**court** – [kɔ:t] – meýdança, howly – корт, двор  
**cowardice** – ['kauədɪs] – gorkaklyk – трусость  
**cure** – ['kjʊə] – bejermek, işläp bejermek – вылечивать, обрабатывать  
**custom** – ['kʌstəm] – däp-dessur, adat – традиция, обычай  
**cycle** – [saɪkl] – tigr, wagt aýlawy – велосипед, цикл

## D

**deck** – [dek] – paluba (gäminiň üsti) – палуба  
**declare** – [di'kleɪ] – habar bermek, yglan etmek – объявлять, декларировать  
**decrease** – ['di:kri:s] – azaltmak, kiçeltmek – уменьшать  
**deformity** – [di'fɔ:miti] – beden ýetmezçiligi – физический недостаток  
**densely** – ['densli] – gür, gaty, örtülen, ýapylan – густо, покрытый  
**depict** – [di'pɪkt] – suratlandyrmak – изображать  
**descend** – [di'send] – düşürmek, göýbermek, baguşlamak, gelip çykmaq, döremek – спускаться, происходить  
**descendant** – [di'sendənt] – zürýat, nesil – потомок  
**desire** – [di'zaiə] – isleg, islemek – желание, желать  
**dialect** – ['daiəlekt] – dialekt – диалект  
**diploma** – [di'pləumə] – diplom – диплом

**discrimination** – [diskrimi'neifən] – hukuklary kemsitme, aýyl-saýyllyk, seljermeklik – дискриминация, разборчивость

**disseminate** – [di'semineit] – ginelmek, ýaýratmak – распространять

**distinguish** – [dis'tiŋwiʃ] – saýgarmak, parhlandyrmak – различать

**doubt** – [daʊt] – ikiyeňlenme, ikiyeňlenmek – сомнения, сомневаться

**dozen** – [ˈdɒzn] – on iki sany – дюжина

**drama** – [ˈdra:mə] – sahna, drama – драма

**dreadful** – [ˈdredful] – elhenç, gorkuly, howply – ужасный

**drug** – [drʌg] – derman, neşe, neşe etmek – лекарство, наркотик, вводит наркотик

**duke** – [dju:k] – beg – герцог

**dump** – [dʌmp] – zibilhana – свалка

## Е

**efficient** – [i'fiʃənt] – täsirli işjeň – эффективный, деловитый

**embassy** – [ˈembəsi] – ilçihana – посольство

**embodiment** – [im'bɒdimənt] – amala aşurma, içine alma, jebisleşme – воплощение

**emerge** – [i'mə:dʒ] – ýüze çykamak, görünmek – всплывать, появляться

**emphasize** – [ˈemfəsaiz] – bellemek – подчеркивать

**empire** – [ˈempraɪə] – imperiýa – империя

**enormous** – [i'nɔ:məs] – äpet – громадный

**entertainment** – [entə'teinmənt] – gyzyklandyрма, oýun – развлечение, представление

**entire** – [in'taiə] – bütün, tutuş, tüýs – весь

**erect** – [i'rekt] – göni, wertikal – прямой, вертикальный

**esplanade** – [esplə'neid] – esplanada – эспланада

**establish** – [is'tæbliʃ] – esaslandyrmak, guramak, döretmek, düzmek – учреждать, устанавливать

**estimate** – [ˈestimeit] – öňünden hasaba almak, bahalandyrmak, hasap – предварительно подсчитывать, оценивать, подсчет

**eternal** – [ɪ'tnɜ:l] – baky – вечный

**eventually** – [i'ventʃuəli] – ahyrsoňy, ahyrýnda – в конце концов

**excite** – [ik'sait] – höweslendirmek, gyzyklandyrmak – возбуждать, заинтересовать

**exclusive** – [iks'klu:siv] – elýetmez – недаступный  
**execute** – [ˈeksikju:t] – jeza bermek, ýerine ýetirmek, dol-  
durmak – казнить, выполнять  
**executive** – [ˈigˈzekjutiv] – ýolbaşçy, ýerine ýetiriji edara,  
gurama – руководитель, исполнительный орган  
**exile** – [ˈeksail] – sürgün, kowulma – изгнание  
**expansion** – [iksˈpænfən] – giňeltme – расширение  
**expect** – [iksˈpekt] – garaşmak – ожидать, ждать  
**explode** – [iksˈpləud] – böwsüp çukmak, ösüp çukmak –  
взрываться, возрасти  
**explore** – [iksˈplɔ:ˈ] – derňemek – исследовать  
**explorer** – [iksˈplɔ:rə] – derňewçi – исследователь  
**express** – [iksˈpres] – açyk, aýýdyň, möhüm – четкий, срочный  
**expressive** – [iksˈpresiv] – aýdyju, anladyju – выразительный

## F

**faithful** – [ˈfeiθful] – ynamly – верный  
**fear** – [fi əˈ] – gorky, howatyr – страх, опасение  
**federal** – [ˈfedərəl] – federal – федеральный  
**ferry** – [ˈferi] – parom, suwdan geçirmek – паром, перевозить  
**fireworks** – [ˈfaɪəwɜ:kz] – feýerwerk, salýut – фейерверк,  
салют  
**flock** – [flɔk] – süri – стая, паства  
**forbid** – [fəˈbid] – gadagan etmek – запрещать  
**formal** – [ˈfɔ:məl] – resmi, nâzli, mylaýum, – формальный,  
церемонный, официальный  
**framework** – [ˈfreimwɜ:k] – karkas, ramka – каркас, рамка

## G

**gaelic** – [ˈgeilik] – gel – гельский  
**garbage** – [ˈga:bidʒ] – taşlandy, biderek – мусор, ерунда  
**garment** – [ˈga:mənt] – eşik – одежда  
**gauze** – [gɔ:z] – hasa – марля  
**genius** – [ˈdʒi:niəs] – zehin, akyldar – талант, гений  
**grade** – [greid] – görnüş, dereje, baha, synp – сорт, ранг,  
оценка, класс  
**guarantor** – [gæɾənˈtɔ:] – güwäçi – поручитель

## Н

**harm** – [ha:m] – bedeniň şikesi, ýitgi, zyýan, zeper ýetirmek – телесное повреждение, ущерб, повреждать

**harmony** – [ha:məni] – sazlaşyk, ses sazlaşygy – гармония, созвучие

**Hawaii** – [həwaii:] – Gawaýa – Гавайи

**headquarters** – [ˈhedkwɔ:təz] – baş dolandyryş edarasy – главное управление

**herald** – [ˈherəld] – öňünden bildiriji, alamat beriji, habarçy – предвестник, предвещать

**hereditary** – [hiˈrɛditiri] – nesilden-nesle – наследственный

**heritage** – [ˈheritidʒ] – miras, baýlyk – наследие, богатство

**hog** – [hɒg] – mekejin, basyp almak, ele almak – боров, завладевать

**horizon** – [həˈraizn] – gözýetim, gorizont – горизонт

**host** – [həʊst] – hojaýun, alyp baryjy – хозяин, ведущий

## I

**ideal** – [aiˈdiəl] – in gowysy, in gowu – идеал, идеальный

**ideological** – [aiˈdiəˈlɔdʒkl] – idilogik – идеологический

**idol** – [ˈaidl] – gowu görýan adamyň, but – кумир, идол

**ignorance** – [ˈignərəns] – nadanlyk, edepsizlik – невежество

**illogical** – [iˈlɔdʒkl] – manysyz (biderek) – нелогичный

**illumination** – [ilu:miˈneifən] – şöhlelendirme, illýumina-siýa – освещение, иллюминация

**immediately** – [ɪˈmi:diətli]-haýal etmän, dessine – немедленно, непосредственно

**impact** – [ˈimpækt] – geçirmek – передавать

**impress** – [imˈpres] – täsir galdyrmak, yrandyrmak, urmak – производить впечатление, внушать

**impression** – [imˈpreʃən] – täsir, yz – впечатление, отпечаток

**improvise** – [ˈimprəvaiz] – howul-hara taýýarlamak (aradan aýurmak) – наскоро готовить (устранять)

**inconsistent** – [inkənˈsistnt] – uzygidersiz – непоследовательный

**industrialize** – [inˈdʌstriəlaiz] – industrializirmek – индустриализировать

**infant** – [ˈinfənt] – bäbek, çaga – младенец, ребёнок

**inseparable** – [in'seprəbl] – bölünmez, bütewi – неразделимый

**inspiration** – [inspə'reiʃən] – ruhobelentlik, ylham – вдохновение

**integral** – [ˈintigrəl] – aýrylmaz, integral – неотъемлимый, интеграл

**intend** – [in'tend] – niýetlemek, haýyletmek – предназначать, намереваться

**invaluable** – [in'væljuable] – bahasyna ýetip bolmaýan, örän gymmat – неопенимый

**iron** – [ˈaɪən] – demir, ütük – железо, утюг

## J

**judgment** – [ˈdʒʌdʒmənt] – jeza, sudun karary – приговор, решение суда

## L

**lead** – [li:d] – birinjilik, liderlik – нервенство, лидерство

**legacy** – [ˈlegəsi] – miras – наследство, наследие

**legislature** – [ˈledʒisləʃə] – kanun çykarýjy organlar – законодательные органы

**literacy** – [ˈlitərəsi] – sowatlylyk – грамотность

**lowlands** – [ˈləʊləndz] – peslik – низменность, долина

**lullaby** – [ˈlʌləbaɪ] – sallançak, huwdi – колыбельная

**lyric** – [ˈlɪrɪk] – lirika – лирика

## M

**manuscript** – [ˈmænʃuskript] – golýazma – рукопись

**marvelous** – [ˈma:vləs] – ajaýur, owadan – восхитительный, изумительный

**mature** – [mə'tjuə] – ýetişen, köp duran – зрелый, выдержанный

**meditate** – [ˈmediteit] – pikirilenmek – размышлять

**merge** – [mə:dʒ] – garylmak, gosulmak – сливать, объединять

**merit** – [ˈmerit] – mertebe, mynasur bolmak – достоинство, заслуживать

**metropolitan** – [ˈmetrəpəlɪtn] – paýtagt – столичный

**migrate** – [maɪ'greit] – bir ýerden başga bir ýere süýşmek ýa-da göçmek – эмигрировать

**monarchy** – [ˈmɒnəki] – monarhiýa – монархия



## N

**navy** – [ˈneivi] – harby-deñiz floty – военно-морской флот

**nightingale** – [ˈnaitingeil] – bilbil – соловей

**noble** – [ˈnəubl] – begzada, adamkärçilikli – дворянский, благородный

**nowadays** – [ˈnauədeiz] – biziñ günlerimiz – наши дни

**nuance** – [ˈnju:a:ns] – nýuans, öwüşgin – нюанс

## O

**observe** – [əbˈzə:v] – senlamak, anmak, berjaý etmek – наблюдать, замечать, соблюдать

**occasion** – [əˈkeizən] – ýagdaý, waka – случай, событие

**occasionally** – [əˈkeizənəli] – wagtal-wagtal, kähallatlarda – от времени, изредка

**ordinary** – [ˈɔ:dnri] – adaty, adatça – обыкновенный, обычный

**overall** – [ˈəuvərə:l] – umuman, tutuşlygyna – общий, в целом, в общем

## P

**pageant** – [ˈpædʒənt] – sahnalaşdyrylan oýun – театрализованное представление

**patchwork** – [ˈpætʃwə:k] – gurama – лоскутная работа

**payment** – [ˈpeimənt] – töleg – уплата, выплата

**pearl** – [pə:l] – merjen – жемчужина, жемчуг

**peer** – [piə] – deñ-duş, ýaşytdaş – ровня, ровестник

**permit** – [pəˈmit] – ygtyýar bermek, rugsat etmek – позволять, разрешать

**pest** – [pest] – zyýankeş, iñirdi – вредитель, зануда

**pesticide** – [ˈpistisaɪd] – zäherli himikat – пестицид

**phenomenon** – [fiˈnɒminən] – hadysa, täsin hadysa – явление, феномен

**picturesque** – [pikʃəˈresk] – owadan, kaşan, görnükli, gelşikli, gözel – живописный

**pitch** – [piʃ] – meýdan, dereje – поле, высота, уровень

**portray** – [pɔˈtrei] – nagyş çekmek, suratlandyrmak, şekillendirmek – изображать

**possession** – [pɔzəʃən] – eýeçilik, degişli zat – владение, принадлежность

**potential** – [pə'tenʃl] – bolup biljek, mümkinçilik, mümkün – потенциалный, возможный

**power** – ['paʊə] – häkimiýet, mümkinçilik, kuwwat – власть, возможность, мощь, энергия

**prairie** – ['preəri] – preriyá, sähra, düz – прерия

**press** – [pres] – çap ediş stanogy, gysmak, basmak, tekizlemek – печатный станок, прижимать, нажимать, гладить

**principle** – ['prinsipl] – ýörelge, kanun – принцип, закон

**printing** – ['printin] – çap ediş, çap işi – печатание, печатное дело

**private** – ['praivit] – hususy, ýaryk, şahsy – частный, закрытый, личный

**proclaim** – [prə'kleim] – dabaraly yglan etmek – провозглашать

**profound** – [prə'faund] – çuň, çuňňur – глубокий

**promote** – [prə'məut] – galdyrmak, reklama etmek, goldamak, täsir etmek – повышать, рекламировать, поддерживать, содействовать

**protect** – [prə'tekt] – goramak – защищать

**province** – ['prɒvins] – welaýat, prowinsiýa – область, провинция

**prudent** – [pru:dnt] – paýhasly, parasatly – благоразумный

**psychological** – [saikə'lɒdʒikl] – psihologik – психологический

**puff** – [pʌf] – içine çekmek, sormak, haşlamak, üfleme – затыжка, пытеть, дуновение

## R

**race** – [reis] – jyns, çapyşyk, ylgaw, ýüzmekden ýaryş – раса, гонка, забег, скачки, заплыв

**rare** – [ræ] – seýrek – редкий

**recede** – [ri'si:d] – peselmek, öçmek – спадать, угасать

**recreation** – [rekri'eifən] – dynç alyş, gyzyklandyрма, höweslendirme, wagtyň hoş geçirme – отдых, развлечение

**rediscover** – [ri:dis'kʌvə] – täzeden açmak – занова открывать

**refugee** – [refju:dʒ] – gaçgak – беженец

**reign** – [rein] – patyşalyk etmek, şalyk sürmek – царствование

**rejoice** – [ri'dʒɔis] – sebäbe görä şadyýanlyk etmek – ликовать по поводу

**release** – [ri'li:s] – boşatmak, goýbermek – освобождение, выпуск

**renovate** – [renəveit] – bejermek, bejerip gaýtadan dikeltmek – ремонтировать, реставрировать

**reopen** – [ri:'əupən] – täzeden açmak – занова открывать

**reputation** – [ˈrɛpjuteiʃən] – reputasiýa – репутация

**requiem** – [ˈrɛkwiəm] – pata, aýat, gaýgyly saz eseri – панихида, реквием

**resemble** – [rizembl] – meňzemek – походить

**restore** – [ri'stɔ:'] – täzeden bejermek, täzeden dikeltmek – рестаурировать, восстанавливать

**restrict** – [ris'trikt] – çäklendirmek – ограничивать

**reveal** – [ri'vi:l] – mälim etmek, açmak – обнаруживать, открывать

**review** – [ri'vju:] – gaýtadan seretmek, gözden geçirmek, syn – пересмотр, смотр, рецензия

**revival** – [ri'vaivəl] – janlandyрма, ruhlandyрма, galkynyş, gaýtadan dikeltme – оживление, возрождение

**ridge** – [ridʒ] – darak, atjagaz, öňe çykur, somalyp duran zat – гребень, конёк, выступ

**rite** – [rait] – döp-dessur – обряд

**robot** – [ˈrəubət] – robot – робот

**roll** – [rɔul] – rulon, düýrlenen, togalanan kagyз, bulka, sanaw, burmak – рулон, свиток, булочка, список, скручивать

**romance** – [rə'mæns] – romans, arzuw edijilik – романс, романтика

**rotate** – [rəu'teit] – aýlamak, gezekleşdirmek – вращать, чередовать

**row** – [rəu] – hatar, gümmürdemek, sowhun, dawa – ряд, грести, шум, ссора

**ruin** – [ru:in] – dargama, synma, ýukylma – разрушение, крушение

**rumble** – [rʌmbl] – gopgun, güwwüldi – гул, бубнить

## S

**salary** – [sæ'ləri] – aýlyk – зарплата

**scene** – [si:n] – sahna, ýer, surat – сцена, место, картина

**science** – [ˈsaiəns] – ylym – наука

**scorch** – [skɔ:tʃ] – ýakmak, ýandyrmak, tagma basmak, naguş basmak – сжигать, выжигать

**score** – [skɔ:] – hasap, kakyp, urup girizmek, dykmak, ýarmak, baglamak, almak, toplamak, basyp almak – счет, забивать, набирать, завоевывать

**separate adj** [sepɪt] v [ˈsepəreɪt] – aýratyn, dürli, aýyrmak, bölmek – отдельный, разный, разлучать, разделять

**settlement** – [setlmənt] – töleg, töleme, üzme, ylalaşyk, ýerleşdirme, oba – уплата, соглашение, селение

**shelter** – [ˈʃeltə] – penahana, düşelge, penalamak – приют, укрытие, укрываться, приютиться

**shoulder** – [ˈʃəuldə] – öz egniňe almak – принимать на себя

**solution** – [səˈlu:ʃən] – çözügüt, suwuklyk – решение, растров

**soul** – [səul] – göwün – душа

**sovereignty** – [ˈsɔvrɪnti] – suverenitet – суверенитет

**soya bean** – [ˈsɔɪbi:n] – soýa noýbasy – соевый боб

**spaghetti** – [spəˈɡeti] – spagetti – спагетти

**specialize** – [ˈspeʃəlaɪz] – ýöriteleşdirmek – специализировать

**species** – [ˈspi:ʃi:z] – görnüş – вид

**splashdown** – [ˈspləʃdaun] – suwa gonmak – приводнение

**spur** – [spə:] – ökje demri, stimül, atlandyrmak – шпора,

стимул, подстегивать

**stimulate** – [ˈstimjuleit] – sazlamak – стимулировать

**stingy** – [ˈstɪndʒi] – husyt, ownukçyl, gysganç – жадный

**stress** – [stress] – basyş, stress – давление, стресс

**subcontinent** – [sʌbˈkɒntinənt] – субконтинент

**substantial** – [sʌbˈstænʃl] – berk, düýpli, asylyly – прочный,

основательный

**subtle** – [ˈsʌtl] – inçe, kyn düşünilýän – тонкий, едва уловимый

**sulfate** – [ˈsʌlfeit] – sulfat – сульфат

**surround** – [səˈraund] – gurşap almak – окружать

**survive** – [səˈvaɪv] – aman galmak, bütün galmak, diri galmak – уцелеть, выживать

**symphony** – [sɪmˈfəni] – simfoniýa – симфония

## T

**tax** – [tæks] – salgyt, salgyt salmak, bir zatdan kemçilik çekmek – налог, облагать, испытывать

**technology** – [tekˈnɒlədʒi] – tehnika, tehnologiýa – техника, технология

**temple** – [ˈtempl] – ybadathana – храм  
**testify** – [ˈtestifai] – görkezme bermek – давать показания  
**theology** – [θiˈɔlədʒi] – ylahyýet, dini ylým, hudaý baradaky ylým – теология, богословие  
**thief** – [θi:f] – ogry – вор(овка)  
**timber** – [ˈtimbəʔ] – agaç, tokaý – древесина, лес  
**tough** – [tʌf] – berk, çydamly – крепкий, прочный  
**trace** – [treis] – yza geçirmek, yzarlamak – след, переводить, прослеживать  
**trait** – [treit] – alamat – черта  
**treat** – [tri:t] – lezzet, ýüzlenmek, bejermek – удовольствие, обращаться, лечить  
**tremor** – [ˈtreməʔ] – galpyldama, titreme, sandyrama, itergi – дрожь, содрогание, толчок  
**tribute** – [ˈtribju:t] – hyraç, salgyt, hormat – дань  
**tuck** – [tak] – ýugnaşdyrmak, saýlamak, jemleme – подбирать, выкладка  
**tuition** – [tju:iʃən] – öwretmek, tölegli sapaklar – обучение, частные уроки  
**tweed** – [twi:d] – matanyň görnüşi – твид, твидовый

## V

**vast** – [va:st] – giň, ägirt – обширный, громадный  
**verbal** – [ˈvə:bl] – dilden, işlikli – устный, глагольный  
**vertical** – [ˈvə:tikl] – dikligine – вертикальный  
**victim** – [ˈviktim] – pida – жертва  
**vocal** – [ˈvəukl] – wokal, ýaňly – вокальный, звучный

## W

**waste** – [weist] – sowurma, dargatma, galyndy – растрата, отходы  
**waterfall** – [ˈwɔ:təfɔ:l] – şarlawuk – водопад  
**wattle** – [ˈwɔtl] – ahyr, aýmança, agyl – плетень  
**width** – [widθ] – giňlik – ширина  
**windswept** – [ˈwindswept] – şemaldan goragsyz – незащищенный от ветра  
**wisdom** – [ˈwizdəm] – paýhas, akyl, parasatlylyk – мудрость  
**wound** – [waund], [wu:nd] – ýumaklamak, aýlamak, ýara, ýaralamak – мотать, крутить, рана, ранить

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			Okuw ýylynyň başynda	Okuw ýylynyň ahyrynda
1				
2				
3				
4				
5				