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İNLIS DILI

Ýokary okuw mekdepleri üçin okuw kitaby

*Türkmenistanyň Bilim ministrligi
tarapyndan hödürlenildi*

Aşgabat
Türkmen döwlet neşirýat gullugy
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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 önünde.

Gaýtalama:

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

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

Gaýtalama:

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

INTRODUCTION

Description of the Course

“English for Freshmen” is an elementary course aimed at university students for their first year of study who learn English as a second language.

It consists of **Fifteen Units** for approximately four-five hours each.

All **the Units** in the Course contain the same sections in the same order (Brainstorming, Grammar, Skills Work, Listening and Speaking, Reading Comprehension, and Writing Skills), thus providing systematic coverage of grammar, vocabulary, and language skills. Each Unit begins with brainstorming activities, a grammar box, which focuses on a particular area of grammar. In the reading section there are various basic texts for comprehension. Each unit has listening activities. Students are given the opportunity to put both grammar and vocabulary into practice in language skills section related to the topics and language of the unit. The listening and reading texts are chosen to be interesting and motivating and so are largely drawn from, or based on, authentic sources such as newspaper and magazine articles, English books, Internet resources.

There are also **Grammar and Spelling Appendixes** in Turkmen – a supplementary material for each unit in the native language to make the learning language process easier and more understandable.

Totally, the course provides approximately 70 hours of teaching time.

The course is committed to a practical communicative methodology. Tasks and questions are designed to help the learners to unlock the meaning and main points of listening passages and reading texts. The guided discovery approach to grammar leads learners to a clearer understanding of the forms and underlying concepts of English. Clear communicative practice is provided in concrete speaking and writing tasks, which employ appropriate functional language and expressions.

Contents:

Unit	Title	Grammar	Skills Work	Reading	Listening and Speaking	Writing Skills
Unit 1	Let me introduce myself	To be in Present Simple; Wh-questions; English pronouns	Set expressions with “to be” Prepositions How to count in English (1–20)	My ID card	Greetings Making introductions Meeting a new group mate “In the Classroom”	
Unit 2	Learn English	Forms of English nouns; Countables and uncountables; Quantifiers (many/much, few/little, a lot of, lots of, some, any) Pronouns	What’re you? How to count in English (21–100)	Reading and discussing on meeting and greeting people	Interview On the phone Telephone numbers	
Unit 3	Around the world	that/this, those/these; object pronouns Articles with English nouns (I)	People-country-language	My country and my town Come to my country	Animals around the world Animals in Turkmenistan	
Unit 4	My house	there’s/there’re have/has got Articles with English nouns (II)	Months and Seasons in English Ordinal numbers Dates	Mehri visits Jahan	What’s the weather like in your country? Seasons in Turkmenistan Types of weather Weather forecast Why do we have rains, winds?	

Unit 5	My daily life	Present Simple Tense Form with English Verbs Expressing quantity in English	Prepositions with time and dates and seasons	Jeren's daily life	Around your town On the road	
Unit 6	My family and friends	Possessives Present Progressive Tense Form of English Verbs Reflexive pronouns Articles with English nouns (III)	Phrasal verbs to describe family issues "Make" or "Do"?	My Family Tree	Anniversary birthday cards A conversation between Myrat and Ata. (buying a present)	
Unit 7	Relationships	Modals- can/ could; must/ should	Feelings, emotions, relations with people Phrasal verbs to describe feelings	What is it like being eighteen?	My friend Diana	
Unit 8	What we eat and what we wear	Degrees of comparison with English adjectives and adverbs	English meals English cooking verbs	Some Tips to Stay Healthy	In the restaurant At the butcher's shop	
Unit 9	Seven wonders of an ancient world	Past Simple Tense Form with English Verbs	Ancient Olympic Games Set expressions connected with the Olympic Games	Seven wonders of an ancient world	My Wonders Where are they?	

Unit 10	Great writers that inspire	Present Perfect Tense Form with English Verbs	Set expressions, phrasal verbs describing people Famous people	Magtymguly – the great Turkmen writer	Learning and discussing Shakespeare's poems	Music
Unit 11	A sound mind in a sound body	Present Perfect Progressive Tense Form with English Verbs	Free time activities Holiday activities and equipment	Awaza – the Pearl of Tourism	Are you good at sports? Sports in my life	Sports
Unit 12	Books enrich our lives	Past Progressive Tense Form with English Verbs	Different types of books	Romeo and Juliet's Tragic and Romantic Love Story	Role play: Going to the cinema Debating: Going to the cinema or theater?	Movies and the theatre
Unit 13	My future career	Future Simple Tense Form with English Verbs	Air travel vocabulary	Laughter is the Best Medicine	Are you good at hotel terminology? Best hotels in Turkmenistan	Learning how to write stories
Unit 14	Our Heritage	Active and Passive Voices in English Simple Present and Past Passive Voices in English	Phrasal Verbs with "Look"	Glorious History of Turkmenistan	Famous Historical and Beautiful Places UNESCO	Your hometown
Unit 15	Science and Technology	Non-finites (gerunds and infinitives)	Modern achievements Different kinds of computers	Science and Technology	Using modern technologies	E-mails
Introductory Course Grammar Appendix Additional Appendixes Worksheets Tapescripts						

UNIT 1. LET ME INTRODUCE MYSELF

I. What's your name?

My name is Maral.

I'm Turkmen.

I'm from Ashgabat.

My address is 25, M. Kosayev Street.

I'm 17.

I'm a student of Magtymguly Turkmen State University.

My father **is** a doctor, and my mother **is** a housewife.

I'm **not** married.

My favorite color **is** red.

My favorite subjects **are** English and History.

I'm interested in arts.

My mobile number is + 99365324173 and e-mail -maral@rambler.ru

And what about you? Introduce yourself.

II. Grammar Box.

To be (Present Simple)

	(+) (Am I?)		(-) (Am I?)		(?) (Am I?)
I	am	I'm	am not	'm not	Am I?
she, he, it	is	she's, he's, it's	is not	she's not or she isn't, he's not or he isn't, it's not or it isn't	Is she? Is he? Is it?
you, we, they	are	you're, we're, they're	are not	you're not or you aren't, we're not or we aren't, they're not or they aren't	Are you? Are we? Are they?

Read and Compare:

"Am I late?" "No, **you're** on time."

"Is your **mother** at home?" "No, **she's** out."

"Is **it** cold in your room?" "Yes, a little."

"Your **shoes** are nice. **Are they** new?"

“Are your **parents** at home?” “No, they’re out.”
“Are you hungry?” “No, I’m not, but I’m thirsty.”

Where...? What...? Who...? Why...? When...? How?

- **Where** is your father? Is he at home? – Yes, he is. / No, he is not.
- “**Where** are you from?” “Turkmenistan”
- “**What color** is your pencil?” “It’s blue.”
- “**How old** is Maral?” “She’s 19.”
- “**How are** your parents?” “They’re fine.”
- “**Why** are you angry?” “Because you’re late.”
- “**How much** are these postcards?” “Five manats.”

Where’s = where is

What’s = what is

Who’s = who is

How’s = how is

1. Practice in pairs

E.g. Where’s Jeren? She’s at home. How’s your father? He’s all right, thanks.

2. Match the questions and answers.

- | | |
|-----------------------------------|-------------------------------|
| 1. How old is your father? | a) No, they are from Russia. |
| 2. Who is Agamyrat? | b) In the center of the city. |
| 3. Where is your university? | c) She’s a doctor. |
| 4. What is your husband? | d) He’s 61. |
| 5. What is your wife’s job? | e) In November |
| 6. Are your friends from America? | f) He is Berdiyev. |
| 7. When is your birthday? | g) He is a businessman. |

I-my-mine	I like my group.
we- our-ours	We like our group.
you- your- yours	You like your group.
she- her-hers	She likes her group.
he- his-his	He likes his group.
they-their-theirs	They like their group
it- its-its	Turkmenistan (it) is famous for its gas and oil.

We use **my, our, your, her, his, their, its** + noun

my mother your car his phone their room

We use **mine, ours, yours, hers, his, theirs, its** without any noun

E.g. This book is **mine**. That dress is **hers**.

Read and Compare:

It's **my** computer. It's **mine**.

It's **your** classroom. It's **yours**.

It's **her** bag. It's **hers**.

It's **his** car. It's **his**.

It's **our** house. It's **ours**.

It's **their** table. It's **theirs**.

3. Complete the sentences with my/your/her/his/their/our

1. **I listen to my teacher.**

4. We listen to ___ teacher.

2. He listens to ___ teacher.

5. You listen to ___ teacher.

3. They listen to ___ teacher.

6. She listens to ___ teacher.

4. Complete the sentences with mine/yours/hers/his/theirs/ours

1. **It's my money. It's mine.**

4. It's their city. It's ___

2. It's his bag. It's ___.

5. It's our problem. It's ___.

3. It's her shoes. It's ___.

6. It's your flat. It's ___.

5. Insert am, are, or is

E.g. My daughter **is** at home now.

1. The day ___ very hot today. 2. My teacher ___ from America. 3. This bag ___ very heavy. 4. I ___ a taxi driver. My sister ___ a nurse. 5. Look! There ___ Azat. 6. They ___ not tired. 7. My brother and I ___ good football players. 8. "Here ___ your bag." "Thank you."

6. Read, translate, change the sentences into negative (-), positive (+) and interrogative (?)

1. I'm 18 years old. My brother is 29. 2. My brother is very tall. He is a policeman. 3. It's nine o'clock. You're late again. 4. Maral and Rejep are good friends. 5. Jeren is not at home now. She's at work. 6. It's sunny today, but it isn't warm.

7. Match the questions with answers.

E.g. 1. g

1. Where's the camera?

A) Balkan.

2. Is your car black?

B) No, it's not.

3. Is Maksat from Turkmenistan?

C) Yes, you are.

4. Am I late?

D) Yes, he is.

5. Where is Gulalek from?

E) On the desk.

8. Write true short answers. (Yes, I am/ No, he isn't, etc...)

1. Are you married? No, I'm not.

2. Are you thirsty? _____

3. Is it cold today? _____

4. Are your hands cold? _____

5. Is it dark now? _____

6. Are you a teacher? _____

9. Write questions. Use What/Who/Where/How/How much...? Read the answers first.

1. How are your parents?

2. _____ the bus stop?

3. _____ your children?

4. _____ these oranges?

5. _____ your favorite sport?

6. _____ is the man in this picture?

7. _____ your new shoes?

1. They're fine.

2. At the end of the block.

3. Five, six, and ten.

4. Seventy nine cents per a kilo.

5. Skiing.

6. That's my father.

7. Black.

10. Write questions. Read the answers first.

1. (name?) What's your name?

2. (married or single?) _____.

3. (American?) _____

4. (How old?) _____

5. (a Biologist?) _____

6. (wife a teacher?) _____

7. (from?) _____

8. (her name?) _____

9. (How old?) _____

Mergen.

I'm married.

No, I'm Turkmen.

I'm 26.

No, I'm a teacher.

No, she's a lawyer.

She's Turkmen.

Ayna.

She's 24.

11. Write questions. Use *is* or *are*.

E.g. (at home/ your mother?) Is your mother at home?

1. (interesting/your job?)

2. (at school/your children?)

3. (interested/in/sports?)

4. (near here/the post office?)

5. (why/you/late?)

12. Write completed sentences. Use is/isn't/are/aren't to complete them.

E.g. your/eyes/ very/big. Your eyes are very big.

1. shops/not/open/today
2. my/ uncle/a/trainer
3. my/favorite/book/Cinderella
4. my/house/far/from/my/place
5. colored/pencils/in/my/bag
6. my/book/very/interesting
7. this/room/large

III. Skills Work

Using “to be” set expressions:

good	at	interested	in		of
bad				afraid	
quick		qualified		fond	
slow			on	proud	
clever		keen		sure	
efficient				tired	

Examples

She's good at Algebra, but slow at Geometry.

I'm afraid of dogs, but I'm fond of cats.

He's interested in computers and qualified in Mathematics.

She's keen on sport. She really likes it.

What about you? Ask and answer questions in pairs.

1. Read Jane's letter from London. Fill in *at, of, in* or *on*.

Dear Lucy,

Paul and I can canoe now! So, we're very proud ¹of ourselves. Canoeing is a great sport, especially in a river full of rocks! Of course, we're not very good ²___. It yet, and at first we were really bad ³___ it. We fell into river at least ten times, I'm sure ⁴___ that. I'm not afraid ⁵___ the river, but I'm not keen ⁶___ very cold water! Getting into that canoe was rather difficult too, but we were quite quick ⁷___ that now. So, we're enjoying ourselves, but we're rather tired ⁸___ the rain here. It's been raining for three days.

Please, write. I'll be interested ⁹___ your news.



*All the best,
Jane*

2. When Sue first met Jane and Paul in London, she asked them some questions. Look at her notes and complete her questions.

1. *get up early*
2. *put up a tent*
3. *try dangerous sports*
4. *meet lots of different people*
5. *learn new skills*

1. Are you fond of getting up early?
2. Are you good _____?
3. Are you afraid _____?
4. Are you keen _____?
5. Are you interested _____?

3. What about you, your family and friends? Or what about your partner? Make up sentences about them.

- (very keen) _____
- (qualified) _____
- (clever) _____
- (rather slow) _____
- (good) _____
- (very interested) _____
- (rather afraid) _____

4. Look at the picture, ask and answer the questions.

E.g. Where are the kids? - They are in the boat.



6. Answer the questions using *on, it/into, under, at*.

Prepositions:

On the table

In the car

Into the box

Under the chair

At the station



1



2



3



4



5



6

1. Where are colored pencils? They're in the box.

2. The tea is ... the table. Call your sister.

3. Your clothes are dirty. Put them ... the washing machine.

4. Why are your toys... the floor? Take all of them and put ... the shelf.

5. Look! Her books are ... her desk. Put them ... it.

6. Hurry up! We're ... the bus station.

7. Answer the questions using: *on, in/into, under, at, in front of*.

E.g. Where is the dictionary? It's on the shelf.

1. Where is your notebook?

2. Where is the CD player?

3. Where is the picture?

4. Where are your pens and pencils?

5. Where is the carpet?

6. Where are the flowers?

7. Where is an elephant?

8. Where is your teacher?

9. Where is the clock?

10. Where are the shoes?

8. Look at Maral's sentences. Write sentences about yourself.

1. (name?)

2. (nationality)

3. (from?)

4. (age)

5. (job?)

6. (married?)

7. (favorite color/colors?)

8. (favorite subjects?)

9. (interested in?)

10. (contact information)

9. Look at Jane Maine's ID (Identification Card) and make up your own one.

Name: Jaine Maine
Country: England
Address: 15, Business Street, Manchester
Phone number- 0161 924 3678
Mobile number - 910 512978
E-mail - <u>jane89@yahoo.com</u>
Age: 18
Job: student
Married? no

10. Write about your best friend.

- Let me introduce my friend.
- Her/his name is...
- She/he is... years old.
- She/he is married/single.
- His/her family members are....
- His/her parents are...
- His/her favorite is...

11. Learn the numbers

1-one	number+teen
2-two	13- thirteen
3-three	14- fourteen
4-four	15- fifteen
5-five	16- sixteen
6- six	17-seventeen
7- seven	18- eighteen
8 –eight	19- nineteen
9-nine	20- twenty
10-ten	
11- eleven	
12-twelve	

12. Write what is next

1. Two, four, six... 2. Twelve, eighteen, sixteen... 3. Five, ten, fifteen, sixteen, thirteen, ten ... 4. One, four, eight, thirteen...

IV. Listening and Speaking

Greetings:

Good morning, Good-bye, Good afternoon, Good night, Good evening

1. 09:00- Good morning!

5. 20:00-

2. 15:00-

6. 22:00-

3. 19:00

7. 07:00-

4. 10:00-

8. 13:00-

Now listen and check (1.1)

Who are you?



Hello, I'm Leyli.



Hi, I'm Myrat.



Good morning.
I'm Pete.

1. Practice in groups of three

1. _____, this is _____.

_____, this _____.

Hi, _____. How are you?

_____, thanks. And you?

2. Complete the conversations.

E.g. A. Hello. My name's Leyli. What's your name?

B. Batyr.

1. A. __, Byagul. __ are you?

B. Fine, thanks, Mergen. __ __?

A. __ __ well, thanks.

2. A. Hello. My __ __ Carla.

B. What's __ name?

3. A. Good day, Shirin, __ __ you?

B. __ __, thanks. __ __?

A. O.K., __.

A. __ name's David.

3. Listen and reproduce. (1.2)

- A. Hello, I'm Byagul. What's your name?
B. Hi, Leyli. How are you?
A. Fine, how are you, Leyli?
B. I'm O.K., thank you. And you?
A. The same, thanks. Nice to meet you.
B. Nice to meet you, too.
A. Maral, this is Hydyr.
B. Hello, Hydyr. Where are you from?
C. I'm from Balkan. And what about you?
A. I'm from Ashgabat.
B. Glad to meet you.
C. Glad to meet you too. Bye!
A. See you later!

4. Having a new group mate (1.3)

Listen to the conversation between Helen, Gurban and Shemshat. Are they from the same group?

Helen: Hello. Are you new here?

Gurban: Yes, it's my first day.

Helen: What's your name?

Gurban: Gurban.

Helen: I'm Helen, this is Shemshat.

Shemshat: Hi, Gurban

Gurban: Are you new here?

Shemshat: No, we are in group 2. What group are you in?

Gurban: Group 2. This is my classroom here.

Shemshat: We're in that classroom, there.

Helen: Oh, that's the bell. Gurban, come to my house with Shemshat after study.

Gurban: Thanks!

5.

a) Some things your teacher says in class

- | | |
|---------------------------------|------------------------------------|
| 1. Read and translate the text | 4. Listen to this dialogue |
| 2. Look at the blackboard | 5. Work in pairs |
| 3. Write some English sentences | 6. Match the words to the pictures |

b) Some things you can say

1. What's "depder" in English?
2. What does this word mean?
3. I don't understand this word.
4. Can I have a dictionary, please?
5. Can you play this CD again, please?
6. Can you say that again, please?

UNIT 2. LEARN ENGLISH**I. How can we learn English?****1.1. Choose the way you can learn English.**☐ – yes☐ – no

1. play computer in English <input type="checkbox"/>	5. sing songs in English <input type="checkbox"/>
2. read English books <input type="checkbox"/>	6. watch movies in English <input type="checkbox"/>
3. speak English <input type="checkbox"/>	7. translate into English <input type="checkbox"/>
4. dance with English books <input type="checkbox"/>	8. listen to English <input type="checkbox"/>

II. Grammar Box**Plural of English nouns**

1) (n + s) dog – dogs student – students apple – apples book – books	2) –s-ch-sh-x or z (n + es) bus – buses fox – foxes bush – bushes bench – benches	3) –f– fe (wolf+ ves) leaf – leaves scarf – scarves life – lives
4) vowel+ y (n + s) play – plays toy – toys boy – boys consonant+ y (copy + ies) story – stories lorry – lorries country – countries	5) vowel+ o (n + s) radio – radios video – videos kangaroo – kangaroos consonant+ o (n + es) potato – potatoes hero – heroes tomato – tomatoes echo – echoes <u>But</u> piano – pianos	6) but: child – children man – men woman – women tooth – teeth mouse – mice foot – feet person – people

7) No change sheep – sheep fish – fish deer – deer species – species series – series	
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1. Make up plurals and read them

Form - forms; cat -...; goose -...; room -...; switch -...; lily -...; name -...; world -...; woman -...; child -...; park -...; watch -...; torch -...; place -...; hand -...; butcher -...; head -...; boot -...; man -...; witch -...; space -...; house -...; ox -...; tie -...; duck -...; foot -...; buffalo -...; tree -...; activity -...; hero -...; country -...; wife -...; actor -...; statue -...; play -...; sketch -...; bridge -...; glove -...; scarf -...; palace -...; leaf -...; clock -...; key -...

2. Countable and Uncountable Nouns

Countable	Uncountable
an egg - two eggs; a potato - five potatoes; a woman - three women	a sugar- two sugar; a bread – three bread

a) Countable nouns

- I've got ten apples in my basket.
- There are two blue pens and a pencil in my bag.
- There are many books on the shelf.

You can't use the singular countable without any article (car/house/key). You need **a/an**

- I can't open the door without a key. (not without key)

b) Uncountable nouns

For example: water, money, sugar, salt, rice, music, tennis, chess, tea, coffee

Uncountable nouns have only one form for singular and plural:

money my money some money much money

- I've got some money with me.
- Money is not everything.
- There is not much money in his pocket.

But you can say **some** or **a piece of / a glass of + uncountable nouns**

some bread some cheese a glass of water a piece of candy a cup of tea a bowl of rice a bar of chocolate

“Some/any”

We use “some”

1) In positive sentences (+) with countable nouns in plural and uncountable nouns in singular and plural:

(+) There is **some** sugar in my tea.

2) In requests

Could you pass me **some** salt?

We use **any**:

1) In negative sentences (-):

(-) There are not **any** students in this room.

2) In questions (?):

Are there **any** books on that shelf?

1. Decide whether a noun is countable (C) or uncountable (U)

Problem- C

hour-

information-

advice-

cup of coffee-

briefcase-

time-

phone-

news-

cabbage-

vegetable-

money-

cream-

a glass of water-

2. Fill in *some, a/an*?

1. **an apple**

2. ___ cucumber

3. ___ juice

4. ___ black coffee

5. ___ homework

6. ___ money

7. ___ milk

8. ___ meat

9. ___ fish

10. ___ pasta

3. Complete the sentences with *some, any, a/an*

1. There aren't **any** potatoes in the fridge, how can I cook?

2. There isn't ___ coffee left in the coffee machine, shall I make ___ more?

3. Would you like ____ biscuit? There're really delicious.
4. It's eleven o'clock: time for ____ cup of tea.
5. I've cooked ____ apple pie for your birthday.
6. Is there ____ news about my parents from London?
7. Can I add ____ sugar in your tea? It's not sweet.

4. Some of the sentences are right, but some need a/an. Write a/an, if necessary.

1. Do you want cup of tea? **a** cup
2. Would you like milk?
3. Can you drive car?
4. I've got good idea.
5. I need good advice.
6. It is nice story.
7. Everybody needs water.

5. Write a/an or some

1. I want to write **a** report. I need **a** pen and **some** paper.
2. I live in ____ beautiful house. There are ____ green trees around it.
3. I don't eat much for breakfast- just ____ of coffee and ____ bread and butter.
4. He needs ____ money. He wants to buy ____ notebook.
5. Listen to your parents. They always give ____ good advice.

Remember:

Subject- I	we	you	she	he	it	they
Object- me	us	you	her	him	it	them

Subject

I know Begench.
We know Begench.
You know Begench.
He knows Begench.
She knows Begench.
They know Begench.

Object

Begench knows **me**.
 Begench knows **us**.
 Begench knows **you**.
 Begench knows **him**.
 Begench knows **her**.
 Begench knows **them**.

Things

Subject

it
 This dress is nice.

Object

it
 I like **it**.

they

The pens are colorful.

them

I like **them**.

1. Change with *him, me, her, them, us, you, it.*

1. I know Jemal. I know her.

2. Let me introduce my **father**.

3. I play with **Gulya and Durdy** in the garden.

4. I see **the cat** in my room.

5. I'm not with **Hemra** in one group.

6. He is with **me and my friend** at the stadium.

7. I ask the teacher, "Do you remember ...?"

III. Skills Work

What are you? (your occupation)

I'm a student, and what are you?

2. What are they?



1.



2.



3.



4.



5.



6.



7.



8.

1. She's a dentist.

5.

2.

6.

3.

7.

4.

8.

And you? I'm ____.

3. Who are they?

a) *Match occupations of the people with their places of work*

1. accountant	a) salon, scissors, fan, brushes
2. architect	b) drafts, schemes, projects
3. chef/cook	c) uniform, parking, vehicles
4. designer	d) university, chalk, audience
5. engineer	e) café, cheque, menu
6. policeman	f) sick animals, hospital, medicine
7. florist	g) television, microphone, notes

8. hairdresser	h) plane, cabin, flight
9. journalist	j) experiments, laboratories, conferences
10. lecturer	k) money, audit, accounts
11. librarian	l) entrance of a company, phones, appointments
12. newsreader	m) selling, customers, products, receipt
13. optician	n) books, reader's catalogue, shelves
14. pilot	o) news reports, articles, writing
15. receptionist	p) building, designing, technical problems
16. scientist	q) food, restaurants, ovens, pans
17. shop assistant	r) designs of buildings and houses
18. traffic warden	s) checking eyes, eyeglasses, lenses
19. veterinary doctor (vet)	t) flowers, shops, designs
20. waiter/waitress	u) uniform, thieves, traffic

b) *Try to do the same. Guess the places of work to the following occupations. Work in pairs.*

E.g. Lawyer, judge, businessman, foreman, actor/actress, firefighter/fireman, electrician, sculptor, archeologist

4. Learn some more numbers

20-twenty	
30-thirty	40-forty
50-fifty	60-sixty
70-seventy	80-eighty
90-ninety	100-a hundred

1. a) Write down numbers

23 - twenty three; 56- ; 78- ; 85 - ; 41- ; 47- ; 39- ; 100 - ; 92 - ; 88 - ; 53- ; 76 -.

b) Do and write the sums

$23 + 32 = 55$ Twenty three **plus** thirty two **is** fifty five

$78 - 15 = 63$ Seventy-eight **minus** fifteen **is** sixty three

$15 \times 4 = 60$ Fifteen **multiply** four **is** sixty

91 : 7 = 13 Ninety-one **divide** seven is thirteen

41 – 15 = ; 17 + 28 = ; 9 + 21 = ; 23 – 9 = ; 38 + 54 = ; 67 – 12 = ; 39 + 14 = ;

53 – 15 = ; 3 × 9 = ; 6 : 2 = ; 21 : 9 = ; 7 × 8 = .

IV. Listening and Speaking

1. Read and listen to the interview. Answer the questions (2.1)

Interviewer: These are Maksat, Oleg, Andrew and Durdy. They're footballers. Oleg, you are Turkmen, aren't you?

Oleg: Well, Maksat and Durdy are Turkmens, but Andrew and I are not.

Interviewer: But are you the members of Turkmenistan's team?

Andrew: Sure, I'm American and Oleg's Russian.

Interviewer: Uh, huh. An international team! And on tour in London?

Maxat: Right you're. Now we're at London's arena.

Dowlet: London's great!

Interviewer: Good. And how old are you?

Oleg: I'm 17, Maksat and Durdy are 16.

Andrew: And I'm 18.

Interviewer: O'K, thanks. Welcome to London. Good luck to you!

1. Where are Oleg and Andrew from? _____
2. Are Oleg and Andrew Turkmens? _____
3. Where are they now? _____
4. How old are Maksat and Durdy? _____
5. Is Andrew 17? _____
6. What are they? _____

2. Practice telephone numbers

Note: 55- double five ; 0- O, zero

39-32-98- thirty nine thirty two ninety eight

41-23-47	21-34-56	8006632-26-94
----------	----------	---------------

24-00-89	54-76-87	8006645-68-71
----------	----------	---------------

38-84-99	55-87-21	8006633-77-66
----------	----------	---------------

3. Listen to the phone conversation (2.2)

A.: Good morning. The Ak Altyn Hotel.

B.: Hi, your manager, please.

A.: Certainly. Could you introduce yourself, please.

B.: Durdy Azimov.

A.: How do you spell your last name?

B.: A-Z-I-M-O-V

A.: Thank you.... I'm sorry, his line is busy. What is your phone number?

B.: 32-54-78

A.: Thank you. He'll call you back. Good bye.

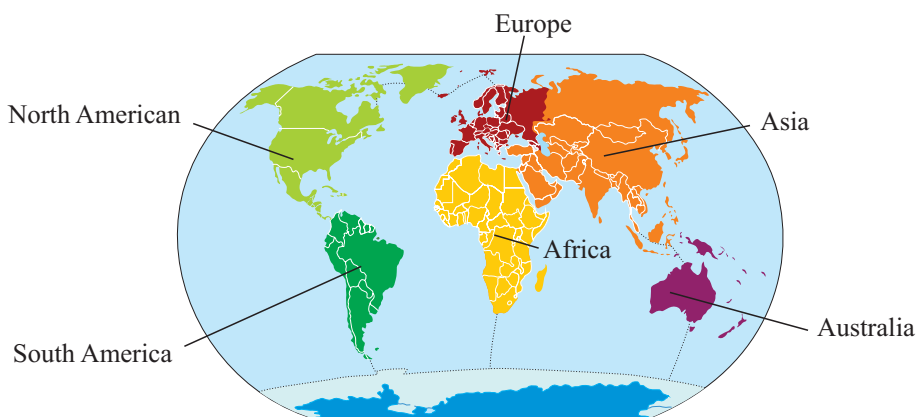
B. Bye-bye.

UNIT 3. AROUND THE WORLD

I. Where are they from?

E.g. I'm from Turkmenistan, and what about you?

Touring the continents...



1. a) Name continents and oceans and their location

E.g. Asia is a continent. It is in the east.

b) Study the map and tell what is given

in blue

in green (dark/light)

in yellow

in red

in brown

in violet

2. a) Look at the map and insert the names of the parts of the world:



(Africa, Asia, Australia, Europe, North America, South America, Antarctica)

b) Write down the capitals of the following countries

E.g. Turkmenistan – Ashgabat

Russia, France, Turkey, Italy, Scotland, the USA, Poland, Germany, Japan, Byelorussia, Great Britain, Ukraine, Norway, Egypt, Canada, Spain, Cuba.

Remember!!!

<i>Country</i>	<i>People</i>	<i>Language</i>
Turkmenistan	Turkmen	Turkmen
Russia	Russian	Russian
The USA	American	English
France	French	French
Germany	German	German
Spain	Spanish	Spanish
Poland	Polish	Polish

Remember and pronounce correctly:

<i>Country</i>	<i>Adjective</i>	<i>Person</i>
Afghanistan	Afghan	an Afghan
Brazil	Brazilian	a Brazilian

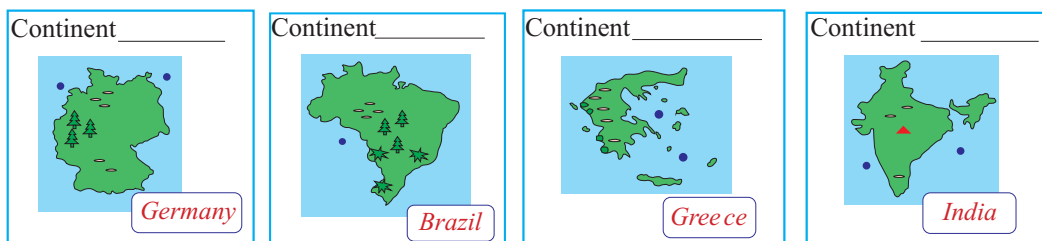
Britain	British	a Briton
Canada	Canadian	a Canadian
Chile	Chilean	a Chilean
China	Chinese	a Chinese
England	English	an Englishman, an Englishwoman
Turkmenistan	Turkmen or Turkoman	a Turkmen

See the full list in the Appendix I. (Listen and check. (3.1))

Make up 10 sentences according to the following example. Consult the table.

E.g. Turkmenistan is in Central Asia. People who live there are Turkmen. They speak Turkmen.

Some more facts about countries and continents



II. Grammar Box

I. This/that; these/those

Positive

This/that	is
These/those	are

- This is a red pencil. That bag is black.
- These are Turkmen books. Those notebooks are on my desk.

Negative

This/that	is not	isn't
These/those	are not	aren't

- This is not your place, and that is not your car.
- These pencils aren't brown, those pens aren't green.

Questions

Is	this/that?
Are	these/those?

- Are these flowers fresh?
- Is that an orange juice?
- Is this your uncle?
- Are those your relatives?

Read and Compare:

- 1) This is Mark. This is his house. It is in Arizona. Arizona is a big state in America.
- 2) That is Francesco. That is her flat. It is in Rome. Rome is a big city.
- 3) These are Ruslan and Gadam. This is the building where their flat is. It is in Turkmenabat. Turkmenabat is a big town in Turkmenistan
- 4) Those are Lena and Boris. That is their house. It is in Moscow. Moscow is a big city.

1. Make the sentences negative (-) and interrogative (?)

1. This is my bag.

(-) This is not (isn't) my bag. (?) Is this my bag?

2. Those are six students.
3. That is my camera.
4. These are my classmates.
5. This is a red apple.
6. Those are nice dolls.
7. This is my picture.
8. These are nice notebooks.
9. That is a good dictionary.

2. Insert *this/that, these/those*

1. This is Jane. She's from America.
2. are Begench and Myrat.
3. Look there! is my teacher.
4. are my pens and are my pencils.
5. Are English books?
6. is a house, is a school.
7. are our friends.

Articles (a or an) with English nouns

a	an
a car	an apple
a lemon	an umbrella
a desk	an egg

1. Add “a” or “an”

... desk, ... football, ... pen, ... egg, ... ruler, ... year, ... elephant, ... calculator, ...bus, ... blackboard, ... place, ...exercise-book, ... book, ... teacher.

2. What are these things?

Fruit, name, sport, flower, color ,planet, river, ocean, insect, language

- | | |
|------------------------------|--------------------------|
| 1. Mars is a planet . | 6. A fly is ____. |
| 2. Football is ____. | 7. Jemal is ____. |
| 3. Rose is ____. | 8. The Atlantic is ____. |
| 4. The Amazon is ____. | 9. A banana is ____. |
| 5. Red is ____. | 10. English is ____. |

3. Learn the articles

a(n)	the
1. Please, give me a pen. <i>(to indicate something nonspecific)</i>	1. Please, give me the pen. <i>(to indicate something specific)</i>
2. A huge tree is in front of our house. <i>(can be used to introduce a noun or noun phrase)</i>	2. It is a book. The book is on the desk. <i>(can be used after introducing the noun or noun phrase)</i>
4. zero (ø) <i>(cannot be used to discuss something that is already known by the reader/listener)</i>	3. Please, pass me the books from our bookshelf. <i>(can be used with singular and plural nouns)</i>
5. An advice is nice. <i>(cannot be used with uncountable nouns)</i>	4. She is in the park. <i>(used to discuss something that is already known by the reader/listener)</i>
4. zero (ø) <i>(cannot be used to discuss something that is already known by the reader/listener)</i>	5. Keep the advice, and follow the rules. <i>(used with countable and uncountable nouns)</i>

4. Add “a(n)”, “the” or no article.

1. This is **a** cat. It is in **the** garden. 2. These are ___ boys. They are in ___ yard. 3. That is ___ melon. It is ___ sweet melon. It is in ___ fridge. 4. Those are ___ classmates. They are at ___ English lesson. 5. This is ___ nice girl. 6. This is ___ orange. It is not ___ big orange, it is ___ small, but ___ tasty. 7. These are ___ desks. They are ___ brown. They are in ___ Turkmen classroom. 8. That is ___ egg. It is on ___ table.

5. Write *a/an, the* where necessary

1. Don't forget to switch off **the** computer. 2. “Are you all right?” “No, I've got ... headache”. 3. Turkmenistan is ...big country. 4. What is ... name of your friend? 5. I like this room, but not ... color of ... ceiling. 6. They live in ... new building. 7. I live in ... center of ... city. 8. Can I open... door, please?

III. Skills Work



My town

Hi, this is me!

My name is Leyla. I'm from Turkmenistan. This is my house. It is in Mary. Mary is a big town in Turkmenistan.



This is Batyr's flat/apartment. Let me introduce him. He's 16. He is from Balkan. It is a small region in Turkmenistan. That is his house. It is near the Caspian Sea. As you can see his house is really wonderful.

1. Look at the sentences about Great Britain and make up sentences about other countries below



E.g. Great Britain is a big country. **The** country is in Europe.

(Turkmenistan, Italy, Japan, Russia, France, Germany, Brazil, Africa, America)

2. Divide the following words and phrases into two columns:

in Ashgabat	in welayat
-------------	------------

Hiking, visiting Berkarar Shopping center, traffic jams, raising chickens, studying in Magtymguly Turkmen State University, growing cotton, breeding the cattle, growing watermelons and melons, a lot of people, clean air, camping, swimming, going out in Alem Entertainment Center, skyscrapers, busy roads, educational opportunities, valleys and hills

3. My country

1. Speak about your country using the following questions:

Where is your country? Is it small or big? What is the official language in your country?

E.g. I live in Spain. Spain is in Europe. It is a big country. We speak Spanish and English.

2. Read the text about your country and insert the missing words. Add 2-3 sentences about your country.

Turkmenistan is a big _____. It is in _____. It has mountains, rivers, and _____. In Turkmenistan people speak _____, but the official language is _____. _____.

3. Come to my country!

Make a poster about your country.

Visit....!

It is a big/small country.

The capital is ...

It has got...

We speak... .

Read the text below about the USA as an example:

VISIT the United States!

It has got rivers, mountains and beaches. It is a very big country. There are fifty states in the US. The capital of the US is Washington DC. They speak English. The United States is in North America.



IV. Listening and/or Speaking

Animals around the world

1. Where are they from?

Look at the pictures and say where an animal comes from:

E.g. Tigers are from Asia. Penguins are from Antarctica. (Now listen and check) (3.2)



2. Listen to some information on three bears (3.3)

Answer the questions:

1. What bears are from Australia/China/ the Arctic?
2. What bears live in trees?
3. What bears are very strong?
4. What bears are white and black?
5. What bears are very small?
6. What bears are very big?

3. Listen to the text about tortoise. Say whether the following information is true (T) or False (F) (3.4)

1. Tortoises come from warm countries.
2. They live in Africa and Brazil.
3. If it is cold they sleep for 20-24 hours.
4. Big tortoises live for 200 years.
5. Small tortoises live for 50-60 years.
6. They fly.
7. They walk.
8. They jump.

4. Share your information on the following animals of Turkmenistan

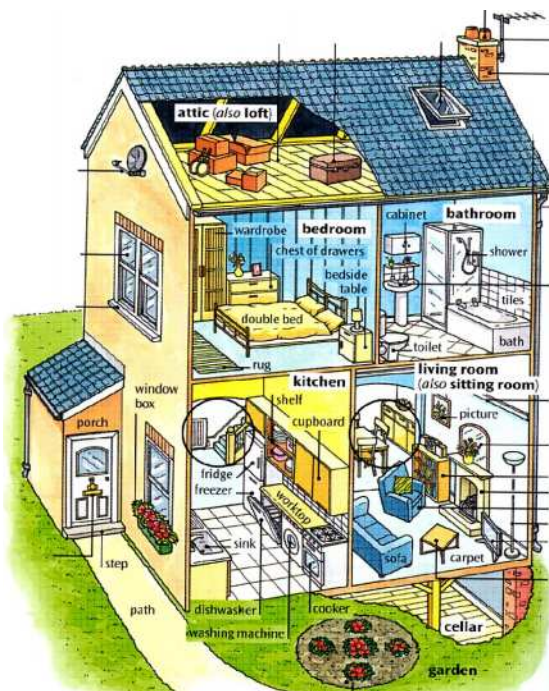


UNIT 4. MY HOUSE

1. Maral visits Jahan.

A plan of the house

Look at the plan of this house. Add the numbers of the rooms.



1-one 2-two 3-three 4-four 5-five 6-six 7-seven, etc..

Jahan's house has got ... rooms. They are:living room bedroom, ... dining room, ... kitchen, ... and ... bathroom.

There are chairs in the living room. The bathroom has got....,, There areshelves in the kitchen. The attic has got boxes. There are walls in the bedroom.

2. Mehri visits Jahan.

In the house

Look at the house plan, read out the dialogues and name the rooms.

Jahan: Here we are. This is my house. Come in Mahri.

Mahri: Oh, it's nice.

Jahan: Yes, here we have dinner together with my family.

Mahri: Look out of the window.

Jahan: Look! That's my institute.

So, what room is it?

Jahan: Come in, Mahri.

Mahri: Oh, how wonderful it is.

Jahan: This is my favorite. I spend much time here. I read books, watch TV, and do my homework.

Mahri: And play computer. By the way, what is your favorite game?

Jahan: Chess Titans. It helps me to develop my thinking skills.

Mahri: I see.

So, what room is it?

Jahan: Let's go upstairs.

Mahri: What's this room?

Jahan: It's my parents' room.

Mahri: Wow, it's so big and comfortable.

Jahan: Yeh. Look out of the window.

Mahri: Oh, what a nice view!

Jahan: Mahri, where is your house?

Mahri: Just a second. I think it's...

So, what room is it?

II. Grammar Box

I. Have got/ Has got



I **have got** (I've) **got** a nice car.



She **has** (she's) **got** a computer at home.

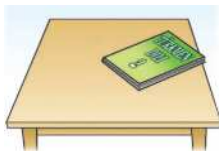
Positive (+)	Negative (-)
Our house's (has) got three rooms.	Our house hasn't (has not) got three rooms.

1. This is Juma's room. He likes to spend much time here. Why? Make up your sentences.

E.g. Juma has got a guitar in his room.



II. There is/ There are



There is a book on the table.



There are many students in the class.

Positive(+)	Negative(-)	Question(?)
There is (There's) a good movie on TV today.	There is not (isn't) any good movie on TV today.	Is there any good movie on TV today? Yes, there is (there's) . No, there is not (isn't) .
There are (There're) many English books in our library.	There are not (aren't) many English books in our library.	Are there any English books in our library? Yes, there are (there're) . No, there are not (aren't) .

1. Read and translate the following sentences:

1. There are three rooms in my house: a living room, two bedrooms, and also a kitchen and a bathroom.
2. There are English books and foreign magazines in my bag.
3. There is hot green tea and cheese on the table.
4. There is the national museum in our street.
5. There are blue curtains on the window of his study.
6. There are only newspapers on this table.
7. There is a picture on the wall of their sitting room.
8. There are many fruit trees in our garden.
9. There are some mistakes in his test.

2. Write sentences about Turkmenistan with *There is/are* or *There is not/isn't* or *There are not/aren't*. Use the information in the box.

1. Any new buildings?	Yes.
2. Many restaurants and cafes?	No.
3. A university?	Yes.
4. Any theatres?	Yes.
5. A lot of Zoos?	No.
6. A swimming pool?	Yes, a lot of.
7. Any hospitals?	Yes.

1. There are new buildings in Turkmenistan.

- | | |
|----|----|
| 2. | 5. |
| 3. | 6. |
| 4. | 7. |

3. Insert *is/isn't*, *are/aren't*.

1. There ... big trees in the garden. 2. There ... three boys in our group. 3. We can't go skiing. There ... much snow. 4. There... a man on the roof. 5. This city is old. There any new buildings there.

4. Complete the text about your house/flat. Add the numbers of the rooms.

Welcome to my place! My house/flat has got ... rooms. They are:living room bedroom, ... dining room, ... kitchen, ... and ... bathroom.

There are chairs in the living room. The bathroom has got.....,, There areshelves in the kitchen. The attic has got boxes. There are walls in the bedroom.

III. Learn articles

Zero article
1. When we talk about things in general. (plural) <i>E.g.</i> I like flowers.
2. A noun with numbers <i>E.g.</i> Let's meet at platform 3.
3. Months, days of the week. (indefinite) <i>E.g.</i> My favorite months are June, July and August
4. Names: (holidays, companies, geography, languages) <i>E.g.</i> Bill Gates is the founder of Microsoft.
5. Locations, places, streets. <i>E.g.</i> I usually go home by bus.
6. Sports. <i>E.g.</i> I'm fond of football.
7. Acronyms. <i>E.g.</i> UNESCO is known all over the world. Exception: We use "the" when the letters in acronyms are pronounced individually: the UN, the EU, etc.
8. Meals <i>E.g.</i> have breakfast, lunch, dinner, supper
Definite Article (the)
1. Plural, Article the (to single out as a group of people). <i>E.g.</i> the Arabs, the Danes, the Swedes, the Finns, the Greeks, the Poles, the Turks.
2. People collectively, Article the + adjective: <i>E.g.</i> the British, the English, the Irish, the Spanish, the French. But BE + adjective, no article: Alicia is Spanish. Anthony is English.
3. Musical instruments <i>E.g.</i> She plays the piano.
4. Something that is unique or there is only one. <i>E.g.</i> the sun, the moon, the internet.

1. Insert a(n), the

1. She is in ... red dress and ... black jacket.
2. Their car's power is 150 miles per ... hour.
3. Is your mother's office in ... old building?
4. Gurban's father is ... electrician.
5. The tomatoes are 4 manats ... kilo.
6. What is for ... breakfast today?

7. She has got ... terrible headache.
8. I'm fond of reading books about ... moon.
9. There is ... apple in ... fridge.
10. She is keen on playing ... piano.
11. He is ... teacher in ... local training college.
12. I'm aware of situation about extra classes on Mondays.
13. He's ... football player. He's fond of playing ... football.
14. Open .. door, please.
15. My son is at ... airport now.
16. My birthday is in ... November.
17. Magtymguly is ... fonder of ... Turkmen literature.
18. Let's go to ... classroom 23.
19. He's ... friend of mine.
20. He's ... teacher of ... Biology.

2. Insert articles, if necessary

1. She is ... student at... Magtymguly Turkmen State University.
2. They are from ... United States.
3. Merv is in ... UNESCO cultural heritage list.
4. ... URL is a computer term.
5. ... information is from ... UN site.
6. His favorite foreign language is ... French.

III. Skills Work

I. Listen and learn the ordinals (4.1)Days of the Month			
1st	first	17th	seventeenth
2nd	second	18th	eighteenth
3rd	third	19th	nineteenth
4th	fourth	20th	twentieth
5th	fifth	21st	twenty-first
6th	sixth	22nd	twenty-second
7th	seventh	23rd	twenty-third
8th	eighth	24th	twenty-fourth
9th	ninth	25th	twenty-fifth
10th	tenth	26th	twenty-sixth
11th	eleventh	27th	twenty-seventh
12th	twelfth	28th	twenty-eighth
13th	thirteenth	29th	twenty-ninth

14th	fourteenth	30th	thirtieth
15th	fifteenth	31st	thirty-first
16th	sixteenth		

II. Can you write and say the date?

Format	British: Day-Month-Year
A	the twenty fifth of April, 2010
B	25th April 2010
C	25 April 2010
D	25/4/2010
E	25/4/2010
F	25/04/2010





a) Train how to write and say the date in English:

1. 21.01.2010
2. 30.03.1987
3. 15.06.1993
4. 28.04. 1957
5. 11.09.2001
6. 04.12.1975

b) What's the date of your birthday? Share it with your partner

E.g. My birthday is on the third of November, nineteen ninety eight. And what about you?

III. Months and Seasons in English

Winter 	Spring 	Summer 	Fall (Autumn-BrE) 
What are winter months?	What are spring months?	What are summer months?	What are autumn months?

What's the weather like in winter?	What' the weather like in spring?	What's the weather like in summer?	What's the weather like in fall?
---	--	---	---

1. Look at the table and answer the questions:

	Month	Short Form	Days	Season
1	January	Jan.	31	winter
2	February	Feb.	28/29	
3	March	Mar.	31	spring
4	April	Apr.	30	
5	May	May	31	
6	June	Jun.	30	summer
7	July	Jul.	31	
8	August	Aug.	30	
9	September	Sep.	30	autumn (fall- AmE)
10	October	Oct.	31	
11	November	Nov.	30	
12	December	Dec.	31	winter

1. How many months are there in a year?
2. What are winter months?
3. What are spring months?
4. What are summer months?
5. What are autumn months?
6. What are winter months?
7. What months have thirty days?
8. What months have thirty one days?
9. What month has twenty eight days?

2. Here are the proverbs about seasons. Can you explain or translate them into Turkmen?

Everything is good in its season.

A tree is known by its fruit.

After rain comes fair weather.

Rain at seven – fine at eleven.
 April showers bring May flowers.
 Sow the wind and reap the storm.

3. Insert the following words and word combinations into the correct column

Autumn/fall	spring	summer	winter
-------------	--------	--------	--------

Celebrating Independence Day, making a snowman, planting flowers, beginning school, making a castle on the beach, Christmas, riding horses, swimming, finishing school, skating, skiing, Father Frost with presents, eggs hatching, camping, going on holiday, sunbathing, snowflake, blizzard, foggy weather, sun shining, colorful leaves, thunderstorm, coats and boots, umbrellas, flowers are in bloom, cool weather, harvesting cotton.

IV. Listening and Speaking

What is the weather like in Turkmenistan?

January	February	March
April	May	June
July	August	September
October	November	December

Tell the rest of the group your ideas

often sunny, rainy, foggy, snowy
 always windy, cold, hot
We usually have.... days in
 sometimes
 never

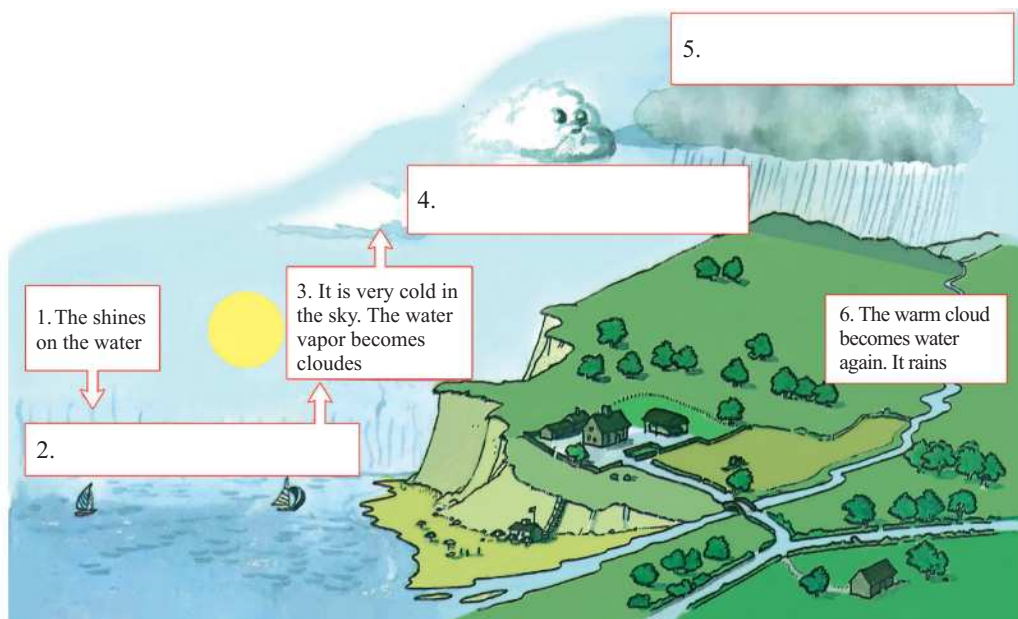
1. Why do we have rains?

Work with your partner. Put the pieces of information in the correct place.

The cold cloud meets a warm cloud.

The water becomes water vapor.

The wind blows the clouds.



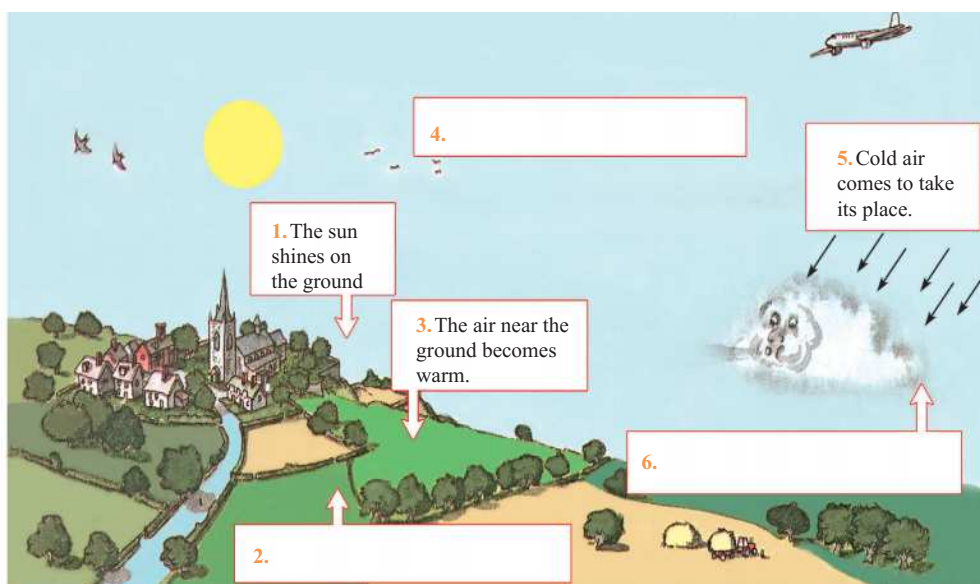
Now listen and check. (4.2)

2. Why do we have winds?

The wind blows.

The ground becomes warm.

The air rises.



Now listen and check. (4.3)

3. Listen to the following conversations about weather and act them with your partner. (4.4)

1) It's raining cats and dogs today.

A: Wow, what a lovely day!

B: Really? Are you joking?

A: No, I'm serious.

B: Look out of the window! It is raining cats and dogs!

A: Yes, I'm fond of such kind of weather. The air is so fresh and clear. I'm fond of reading books at home with the open window in rainy weather.

B: May be you're right. Tastes differ.

2) The first snow of the season

A: Look, the first snowfall of the season! What a beautiful sight!

B: It is pleasant to go for a walk in such weather.

A: Absolutely right. Soft, fluffy, large snowflakes are coming down thick.

B: Let's go and play at snowballs!

A: With pleasure!

4. Listen and read "Weather Forecast". Be ready to complete the given tasks. (4.5)

While we are sailing, my friend tunes in to listen to the weather forecast on a local radio station. Over the airwaves, there is a pause and an audible shuffling of papers, followed by a voice saying, "I'm sorry, I can't find the forecast, but let me look out of the window-Oh! It's a lovely drying day."

5. Four seasons in Turkmenistan are different. Read about what Durdy and Mergen think about autumn and winter. Some phrases are missing. Can you insert them?

We haven't much snow; it is already dark; the leaves on the trees go brown; we have to wear warm clothes; enjoy throwing snowballs, we often go out for picnic, rustling on the bricks.

Autumn

Autumn is a really nice season in my country. In September the countryside is very beautiful and The weather is usually dry, sunny and nice. ... yellow and red. I love walking in the park and listening to the dry leaves The air is fresh. There are a lot of vegetables and fruit in the gardens.

Winter

Winter is not so cold in my country. But the winter months are December, January and February. Snow is a luxury in my country. But when it is snowing, we ... with my friends. In winter the days are short and the nights are long. The sky is often grey, and when we come home after classes Horrible! But there is one good thing about winter-New Year!

Now listen and check (4.6)

6. Work with your partner and complete the dialogues about summer and spring.

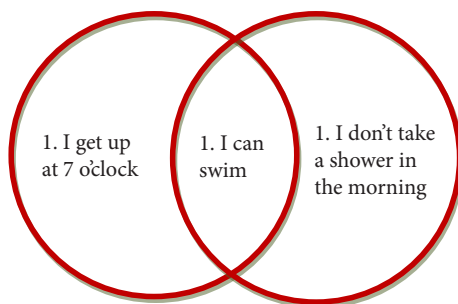
7. Speak all about weather...

1. How do you feel when it rains? 2. Are you afraid of storms? 3. What activities do you like to do in the rain? 4. Where do you think rain comes from?

UNIT 5. MY DAILY LIFE

I. Brainstorming

Fill in Venna's Diagram, writing in one circle what you do, in another - you don't do every day. In the middle write about what you can do.



II. Grammar Box.

I. Present Simple

E.g. I usually **read** a lot. He **likes** coffee.

Positive (+)	Negative (-)	Question (?)
I work .	I do not (don't) work .	Do you work? Yes, I do . No, I do not (don't) .

You work .	You do not (don't) work .	Do you work? Yes, I do . No, I do not (don't) .
She works .	She does not (doesn't) work .	Does she work? Yes, she does . No, she does not (doesn't) .
He works .	He does not (doesn't) work .	Does he work? Yes, he does . No, he does not (doesn't) .
It works .	It does not (doesn't) work .	Does it work? Yes, it does . No, it does not (doesn't) .
We work .	We do not (don't) work .	Do we work? Yes, we do . No, we do not (don't) .
They work .	They do not (don't) work .	Do they work? Yes, they do . No, they do not (don't) .

1. Open the brackets and put the verb in Present Simple. Make the sentence negative (-) and interrogative (?)

E.g. 1. She (**to live**) in Ashgabat. She **lives** in Ashgabat. (-) She **doesn't live** in Ashgabat. (?) **Does she live** in Ashgabat? Yes, she **does**. 2. I (**to speak**) English and Spanish. 2. She (**to be**) at home. 3. They (**to get up**) at seven a.m.. 4. She (**to go**) to school six days a week. 5. He (**to write**) her letters every day. 6. I (**to study**) the reports carefully.

2. Put a question to the underlined word.

E.g. 1. I work in the hospital. **Where do you work?** 2. She sends letters to many companies. What...? 3. They talk to each other every day. When... 4. It rains very often in summer. When...? 5. Maral takes the dog for a walk every evening. Who...? Whom...? 6. We go to the seaside every year. What....? 7. Hydyr plays the piano very well. How...? 8. They are late for the lesson. Where...?

3. Fill in *don't* or *doesn't*

E.g. 1. We ... listen to the radio every night. We **don't listen to** the radio every night. 2. Gurban ... have a private office. 3. The boys ... study at the library every day. 4. These exercises ... seem very difficult. 5. The men ... always eat in the canteen. 6. That tall man ... work for this company. 7. The people... speak English very well.

4. Complete the sentences. Use the verbs. Make the changes if necessary. Like, meet, speak, get up, drive, watch, listen to, live, enjoy

1. Every day she **meets** me near my office.
2. At weekends I ___ my car.
3. He ___ the movies in the evenings.
4. I ___ to drink coffee with milk.
5. They ___ dancing.
6. He ___ at 7 a.m.
7. We ___ in Azady Street.
8. They ___ foreign languages.
9. She ___ to pop music.

5. Fill in *does, is* or *has got*.

1. My sister ... very clever. My sister is very clever.
2. What ... she do?
3. Who ... he?
4. She ... a teacher of English at school.
5. Where ... you sister live?
6. ... Jeren married?
7. he have any pets?
8. She ... a lot of friends.

6. Make up questions and answer them.

(when+do/does+she+come...?)

1. (why/you/study/languages/do/foreign).

Why do you study foreign languages?

I want to work in a foreign company.

2. (where/she/learn/does/English)
3. (this/what/word/does/mean)
4. (what/Turkmen/for/is/the/ “apple”)
5. (you/like/vegetables/fruits/do/and)
6. (you/usually/what/have/do/breakfast/for)
7. (what/mark/your/is/English/for)
8. (your/where/mother/does/work)
9. (not/why/you/go/you/ to/do/school)

7. Open the brackets and put the verb in *Present Simple* or *Present Progressive*:

1. Stop talking! The students **(to write)** an English test. The students **are writ-
ing** an English test.
2. The woman who (speak) with my sister in the yard (be) our neighbor who
(live) across the street.
3. You (ask) too much of me. I (not/be) quite powerful to help you.
4. “You (hear) the speaker well?”– “Yes, I (listen) very attentively, but still I
(not/understand) what he (drive) at.”
5. You (go) in my direction? I can give you a lift.
6. They (watch) TV at the moment.
7. While my mom (cook) dinner, I (talk) over the phone.
8. Juma is outside. He (wash) his car.
9. Nina usually (drive) to work.
10. Merjen (not/like) pizza.
11. My friends (live) in Russia.
12. My mom (bake) very well.
13. Look at Durdy! He (ride) a horse.

8. Write *in/at/on/under*

1. Don't sit on the grass. It's wet.
2. What do you have Your bag?
3. There are a lot of fish The river.
4. My house number is four. It is ... my door.
5. I have apple trees ... my garden.
6. It's difficult to carry a lot of things ... a bicycle.
7. There's a shopping center... the end of the block.
8. There's a mirror... the wall... the living room.
9. Her sister lives ... Dashoguz.
10. Where are my shoes? They are ... the chair.

9. Put the verb in the correct tense form, positive or negative

E.g. She her relatives very often, she ... them only on Sundays. (see, visit)
She **doesn't see** her relatives very often; she **sees** them only on Sundays.

1. That's a beautiful vase with flowers. I very much. **(like)**
2. She Spanish and French, but she Turkmen and English. **(speak)**
3. She playing the piano. **(enjoy)**
4. It's not true. He coffee, he tea. **(like)**

5. Maral German, she only English. (**understand, know**)
6. Usually my family our relatives on Sundays. (**visit**)
7. Usually Kumush TV, she to music. (**watch, listen**)
8. My uncle is vegetarian. He.... meat. (**eat**)

10. Make up questions to the underlined words

1. Our English lessons usually last two hours. **How often do our English lessons last?**

2. Ann plays volley-ball well.
3. You live a long way from the office.
4. They are discussing this question now.
5. They are working in their office.

11. Practice Present Simple with Adverbs of Frequency. On your own, fill in at least half of the gaps below to make some true sentences about your normal reaction in the situations given, for example "I always clean my teeth in the morning".

1. I always _____ in the morning.
2. I never _____ at the weekend.
3. I _____ once or twice a week.
4. I _____ two or three times a year.
5. I sometimes _____ with my brother or sister.
6. My father often _____.
7. I hardly ever _____ on Mondays.
8. I _____ at least twice a day.
9. I _____ once every two or three days.
10. I almost always _____, but occasionally I forget
11. I _____ more than 3 times a day.
12. My mother almost never _____, but I want her too more often.
13. I _____ too often.
14. I often _____ in the shower.
15. I often _____, but my parents don't like it.
16. My brother/sister sometimes _____ and it annoys me.
17. I almost always _____ when I see a mirror.
18. I hardly ever _____, because it is too expensive.

II. Expressing Quantity (much/many a few/little)

Much/many

1. **Much** is used with uncountable nouns, usually in negative sentences (-) and questions

I haven't got **much** sugar in my tea.

Do you listen to music **much**?

We have **much** discussion on this issue.

2. **Many** is used with countable nouns, usually in negative sentences (-) and questions (?)

There aren't **many** students in this group.

Are there **many** books on the shelf?

In positive sentences (+), it is more formal than a lot of:

Many people enjoy visiting historical places.

A lot of or (informal) lots of is used with countable and uncountable nouns:

A lot of my friends live abroad.

Maybe you don't believe it, but he's got **lots of** it.

A little/a few, little/few

1. **A little** is used with uncountable nouns:

Add **a little** salt in the soup.

2. **A few** is used with countable nouns:

She's got **a few** letters to write.

Note: **a little/a few** have positive meaning. **Little/few without "a"** have a negative meaning.

1. **Complete with** *much/many, a lot of, lots of, little/few*

1. I don't drink **much** milk.
2. How ___ bread is there on the table?
3. She doesn't know ___ English words.
4. There is very ___ ink in my pen.
5. We have ___ work to do in the morning.
6. There is very ___ air in the room.
7. ___ fresh air comes from the open window.
8. There are ___ students in the classroom.
9. ___ my colleagues go to the Caspian sea in summer.
10. There are ___ of people waiting for the shop to open.

2. **Complete with** *little/a little, few/a few*

1. Does anybody know French here? I can speak **a little**.

2. There is ___ light in the room, because the window is too small.
3. ___ time is left, but we can still wait ___ minutes for him.
4. There are many English books in our library, but very ___ French ones.
5. I don't need a lot of money, just ___.
6. Have some coffee, there's still ___ left.
7. He found ___, but not many.

3. Complete the table with pronouns based on *some, no, any, and every*.

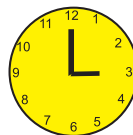
Then use the words from the table to complete the sentences below:

+	Ø	?/-	all
somewhere		anywhere	
something	nothing	anything	
	no one/body		everyone/body

1. **Everybody** stop talking and listen to me.
2. I can't find your book ___. May be you've left it in class?
3. Is ___ going to the conference in Ashgabat this week?
4. "Is ___ the matter?" "Yes, ___! I hate my job, and ___ likes me at work."
5. "Have you been out?" "I've been ___. I've been in the office all the morning."
6. _____ is wrong with his computer. I can print _____.
7. When I called him, ___ answered.

III. Skills Work

1. Expressing the time



1. 10
2. 10.30
3. 10.15
4. 10.45
5. 3.00
6. 11.45
7. 09.20
8. 07.05
9. 05.25

1. It's ten o'clock
2. It's half past ten
3. It's quarter past ten
4. It's quarter to eleven
5. It's three o'clock
6. It's quarter to twelve
7. It's twenty minutes past nine
8. It's five minutes past seven
9. It's twenty five minutes past five

1. Write down the time:

1. 08.10- it's ten minutes past eight

2. 13.15

3. 15.25

4. 16.30

5. 05.20

6. 17.45

7. 21.35

8. 22.55

2. Durdy's Presentation



on

Remember:

Monday(s), Tuesday(s), Sunday(s), etc..

November, 25; December, 21; etc..

Friday morning, Thursday afternoon, Saturday night

in

January, May, March, etc..

2000, 1954, 2009, etc..

the spring/summer/autumn/winter

the morning, afternoon, evening, etc..

at

7 o'clock

11:20

midnight, night, etc..

the end of

Durdy is 18. He is a student of Magtymguly Turkmen State University. He takes part in the state competition "The Best Student-2018" among Turkmen youth

with his project “Tech Age Boys”. Next Monday he is making his presentation. Here’s his working week before it.

1. Monday 1:30 p.m.	2. Tuesday 03:00 p.m	3. Wednesday 02:00 p.m.
4. Thursday 5:30 p.m.	5. Friday 13.30 p.m.	6. Saturday 7:30 p.m.

Look at the pictures and complete the sentences, inserting the prepositions and verbs in the appropriate form.

1. ... Monday ... 1:30 Durdy (to meet) his groupmates to discuss his project and distribute the roles. On Monday at one thirty Durdy meets his group mates to discuss his project and distribute the roles.

2. ... Tuesday ... he (to go) to the library to find all the books on modern technologies. ... Tuesday’s evening he also (to make) online search for the useful links.

3. ... Wednesday ... Durdy (to prepare) the questions for the survey. The questions (to deal) with pluses and minuses of computers in teaching and learning.

4. ... Thursday ... Durdy (to make) an outreach in secondary school N 3 in Ashgabat about the importance of learning modern technologies. He (to ask) the teachers to fill in his application forms.

5. ... Friday ... Durdy (to share) the results of his work with his friends. He also (to consult) his tutor.

6. ... Saturday ... Durdy (to collect) all the information, (to sum up) his results, and he (to be) ready for his research paper.

3. Fill in the prepositions

1. I usually get up home **at** six **in** the morning.
2. Peter is going ... hospital ... two days.
3. What are we having ... dinner today?
4. I don’t want to go ... the cinema tonight. My friend and I are going ... a walk.
5. I stayed ... home ... ten yesterday morning.
6. Does your friend play ... chess well and I’m going to have a game ... chess ... him.
7. She is graduating ... the Institute ... Foreign Languages soon.
8. We usually work ... week-days.
9. Most people go out ... Friday night, but I have to be in bed ... 10 o’clock.

10. ... Sunday I get up ... 8 o'clock ... the morning and drive to the stadium ... noon.
11. ... lunchtime our manager talks about the team we are playing.
12. We play most of our games ... winter and sometimes it can be hard to play ... a cold Saturday afternoon, especially ... January.
13. It isn't much fun ... Christmas either.
14. Although we don't play ... Christmas Day, we do play ... December 26th, so I can't eat or drink too much!
15. It would be nice to spend more time with my family ... that day, but I can't.

IV. Reading Comprehension

Pre-Reading:

I. Read and listen to Jeren, talking about her daily life. (5.1) and answer the following questions:

1. When does Jeren get up? – She gets up at seven o'clock.

2. Does she always get up at that time?-
3. What does she usually have for breakfast?
4. Where does she study?
5. How many classes does she have every day?
6. What is her major?
7. What does she do at her classes?
8. Does she go home alone?
9. What does she do after classes?
10. With whom and at what time does she have dinner?
11. When does she go to bed?

1. I get up at 7:00 2. At seven thirty I have my breakfast 3. My classes begin at eight thirty. 4. I leave the university at one thirty 5. At seven o'clock I have lunch together with my mum and dad. 6. At eleven sharp I go to bed.

II. Read out the bold words and phrases and try to explain their meaning.

Reading:

Hi, I'd like to tell you about my **daily life**. **On study days I get up at seven sharp**. I wash my face and hands, clean my teeth and **make my bed**. At seven thirty I have my breakfast. Usually I drink a cup of coffee with milk, because I don't like

strong coffee and I eat a sandwich with cheese or sausage. Then I go to my university **on foot**. It takes 10 minutes for me to get to the place.

I have my lunch in the university canteen with my group mates. My classes begin at eight thirty. Usually I have three classes a day, but twice a week I have one **extra class**.

As I'm a student of the foreign languages **department** and my **major** is English, most of my classes deal with English. We read the original texts, translate or discuss them together, or listen to various conversations in English. The teacher often explains English grammar to us or **introduces** new topics. I leave the university at one thirty and go home with my group mates.

By the way, I go to Magtymguly Turkmen State university. O.K., at home I always **have a rest** after my classes, read books or watch TV or play the computer before my parents come. At seven o'clock I have dinner together with my mum and dad. We have fun and discuss various topics at the table. **I'm fond of sharing my impression** with my parents. Then I go to my room to do my homework. At eleven sharp I go to bed, but not at weekends.



After Reading:

1. Are you a student of the same university? Do you have the same schedule? Be ready to speak about your daily life, using the bold words and phrases.

V. Listening and Speaking

“Around Your Town”

1. Listen to the following dialogues and act them down: (5.2)

I.

A. Can I help you?

B. Please, can you tell me the bus to the Ashgabat Railway Station?

A. Sure, take any bus on Turkmenbashy Avenue.

B. Thank you very much.

A. Don't mention it.

II.

A. Excuse me, which bus can I take to the Carpet Museum? Where's the stop?

B. You can catch a bus right here. Take number 3 or 22.

A. Do I have to change?

B. No, you don't.

- A. Thank you.
- B. You're welcome.

III.

A. Excuse me, does this bus go to Magtymguly Monument?

- B. Yes, it does.
- A. How long does it take to get there?
- B. It takes you 15 minutes.
- A. Thank you.
- B. You're more than welcome.

IV.

- A. Excuse me, I want to get off at the University.
Does this bus stop near there?
- B. Yes, there's a bus stop in front of the University.
- A. Could you tell me where to get off?
- B. Sure, I'll be glad too.
- A. Thank you.
- B. You're welcome.



2. Listen to the dialogue between two girls (5.3) and make up your own.

Jemal: Hi, Gulya, let's go out.

Gulya: Where?

Jemal: To Berkarar Center.

Gulya: I'm afraid, I can't.

Jemal: Why? What are you doing?

Gulya: I'm reading a book on an English grammar.

Jemal: Do you always read books in the afternoon?

Gulya: No.

Jemal: As for me, I read books in the evenings.

Gulya: Me too, but tomorrow we are having a final grammar test.

Jemal: O.K., good luck to you. See you later.

Gulya: Bye!

3. Complete the exchanges.

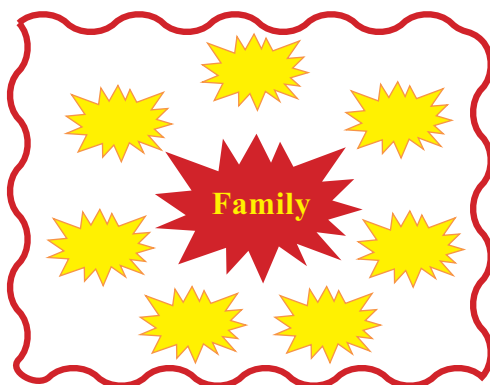
- a What is the problem exactly
- b I'd love to go out for dinner
- c Don't mention it
- d haven't a clue
- e That would be great

1. A: Do you like going to the cinema tonight?
B: _____
2. A: Do you know what the capital of Zambia is?
B: _____
3. A: That's very kind of you. Thank you.
B: _____
4. A: There's something wrong with this CD recorder.
B: _____
5. A: What would you like to do this evening?
B: _____

Now, listen and check (5.4)

UNIT 6. MY FAMILY AND FRIENDS

I. Make up a cluster on "Family"



2. Listen and check (6.1)

**mother grandmother sister daughter wife aunt father grandfather
brother son husband uncle niece child parent spouse nephew children
relative family**

3. Match the family members to their descriptions.

M-male;

F-female

1. brother-in-law/ sister-in-law

2. uncle(M) aunt(F)

a) your parent's brother or sister

b) father and mother of the person
you marry

- | | |
|---------------------------------------|--|
| 3. cousin(M/F) | c) the man you marry,
the woman you marry |
| 4. husband(M) wife(F) | d) your uncle and aunt's child |
| 5. stepfather(M) stepmother(F) | e) the brother and sister of
the person you marry |
| 6. nephew(M) niece(F) | f) your parent's parents |
| 7. father-in-law mother-in-law | g) if your father or mother
remarries you have a |
| 8. step-mother step-father | h) your brother and sister's children |

II. Grammar Box

Possessives' ('s – Maral's book):

We normally use –'(s) for people.

- I'm at Gurban's house. - This is my brother's room.

Remember:

1. add 's with singular nouns

2. add 's with plural nouns (irregular ones)

3. add ' with plural nouns (regular ones)
--

Match examples with the rule:

- a) The books of the students are on the desk. The students' books are on the desk.
- b) The toys of the children are in the box. The children's toys are in the box.
- c) The name of my teacher is Maral Annayevna. My teacher's name is Maral Annayevna.

Read and listen to "Jamal's Family" (6.2)

This is my friend- Jamal Myradova. She is 22. She's married and that is her family. That is their house in Ashgabat, Turkmenistan. She is an English teacher. Her university is in the center of the town.

Gurban is Jemal's husband. He's 25. He's a manager of Oil and Gas company. His company isn't in Ashgabat, it is in Hazar.

These are their children- Ayna and Meret. They are schoolchildren.

All the members of the family are happy and friendly.

1. Answer the questions:

1. Is Jamal 22 years old?
2. Is Jamal married?
3. Is her family big?
4. Where is their house?
5. What is Jamal's job?
6. Where is her office?
7. How old is her husband?
8. What is Gurban's job?
9. Where is his office?
10. Are their children students?

Yes, she is.

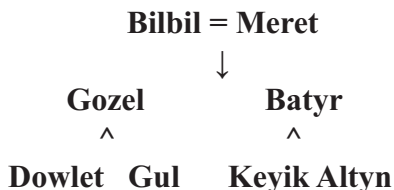
2. Read about Guwanch's family.

This is Guwanch Mammedov. He is a farmer in the Turkmen village. That is his small house. His wife's name is Shirin, and her job is a school teacher. Artyk, Eziz and Maysa are their children. Artyk and Eziz are the students. Their institute is in the city. Maysa is only 4. She is in kindergarten. Guwanch's family is happy and friendly.

Ask and answer questions about Guwach's family.

1. What's Guwanch's job? He's a farmer.
- a) Are the sentences true(+) or false(×)?
 1. Guwanch's last name is Magomedov. (×)
 2. Guwanch's family is in the city.
 3. Guwanch is a Turkmen farmer.
 4. Guwanch's wife is a housewife.
 5. Artyk is their son.
 6. Maysa is their son too.
 7. She is a student.
 8. Two children of Guwanch and Shirin are students.
 9. Their institute is in the village.

2. Look at the family tree. Complete the sentences.

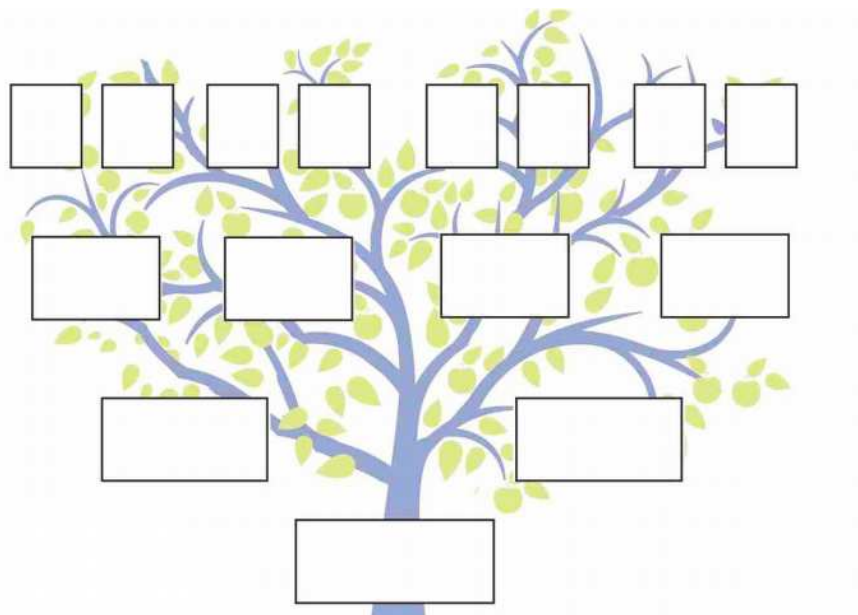


1. Bilbil is Meret's wife.
2. Meret is Bilbil's ____.
3. Gozel is their ____.
4. Batyr is their ____.
5. Gozel and Batyr are their ____.
6. Dowlet and Gul are Gozel's ____.
7. Dowlet is Gozel's ____.
8. Gul is Gozel's ____.
9. Keyik and Altyn are Batyr's ____.
10. Keyik is Batyr's ____.
11. Altyn is Batyr's ____.

3. Ask and answer the questions.

E.g. Who is Bilbil? She's Meret's wife.

4. Draw your family tree and introduce the members of your family.



II. Grammar

I. Present Progressive Tense

I am (I'm) reading
book now.

They are (they're) playing a
football at the moment.

To be (am, are, is) + V-ing

Positive (+)	Negative (-)	Question (?)
I am (I'm) working.	I am not ('m not) working.	Are you working? Yes, I am. No, I am not ('m nott).
You are (you're) working.	You are not (aren't) working.	Are you working? Yes, I am. No, I am not ('m not).
She is (she's) working.	She is not (isn't) working.	Is she working? Yes, she is. No, she is not (isn't).
He is (he's) working.	He is not (isn't) working.	Is he working? Yes, he is. No, he is not (isn't).
It is (it's) working.	It is not (isn't) working.	Is it working? Yes, it is. No, it is not (isn't).
We are (we're) working.	We are not (aren't) working.	Are we working? Yes, we are. No, we are not (aren't).

1. What are these people doing? Use these verbs to complete the sentences

have swim work play sing watch cook

E.g. 1. She's cooking dinner.

2. They ... football in the yard.
3. He... a song at the concert.
4. My sister ... her favorite movie.
5. My granny ... in her garden.
6. They ... lunch in the cafe at the moment.
7. My friend and I ...in the swimming pool.

2. What's happening now. Make up true sentences about yourself.

E.g. 1. (translate/a newspaper/I/article). I'm not translating a newspaper article now.

2. (have/lesson/ an English/I).
3. (I/my mother/about/help/the house).
4. (sit/at/ classmate/my/the lesson/I/with).
5. (I/a letter/ write/ my/to/friend).

6. (shine/sun).
7. (at/ the disco/dance/I).
8. (listen/I/to/ teacher/my).
9. (wait/for/I/you/the shop/near).

3. Ask and answer the questions on what is/isn't your partner doing now?

Write the answers to the following questions. Use the words in brackets.

E.g. Are you reading a book now? No, I'm not. I'm watching a movie.

1. Where are the children? (they/play/hide and seek)

E.g. Where are the children? **They're playing hide and seek.**

2. What is she doing? (she/play/the piano)
3. What's the noise? (the dog/bark)
4. What's that man doing with your car? (he/wash/it)
5. Are you reading the newspaper? No, (I/do/ my/ homework)
6. A. What are you doing here? (I/wait/for/my/friends).
- B. But, it is raining. No problem, (they/come).
7. Where are Jemal and Kerim? (they/make/their/presentation/ on/History)

4. Underline the correct form.

1. I see/seeing that the situation is out of control.
2. Mary is/is being naughty these days.
3. Why do you feel/are you feeling your pockets? Have you lost anything?
4. That dress looks/is looking nice on you.
5. Joan weighs/is weighing 50 kg now.
6. Do you enjoy/are you enjoying this party?
7. Carol and I think/are thinking of getting married.
8. I see/am seeing an old friend tonight.

5. Open the brackets and use the verb in Present Simple or Present Progressive

1. The man who (to speak) with my mother (to be) our neighbor who (to live) across the street. **The man who is speaking with my mother is our neighbor who lives across the street.**

2. It (be) a very interesting scientific movie. You can see how the plants (to grow) right before your eyes.

3. Where you (to hurry)?- I (to hurry) to the railway station. My sister (to come) from Moscow.

4. You (to hear) the speaker well?- Yes, I (to hear) him clearly. I (to listen) to you very attentively, but still I (not to understand) the main point of the speech.

5. Don't come into this room. My father (to work) there now.
6. Where are you going this Sunday?- This Sunday I (to go) to the country, but usually on Sundays I (to stay) at home.
7. Where is Jane?- She (to play) basketball with her friends.
8. Hurry! The bus (come). I (not/want) to miss it.
9. The Nile (flow) into the Mediterranean.
10. We usually (grow) vegetables in the garden.
11. I (have) English once a week.
12. I (read) a book now, but in general I (not like) reading books.
13. What's the noise? Merjen (speak) over the phone so loud.
14. While the teacher (explain) grammar, the students (listen) to her attentively.

6. Circle the correct form of the verb

1. Every winter she *has/is having* a holiday.
2. Don't ask me a question! I *am listening to/listen* to the teacher.
3. What *are they doing/do they do* here at this time?
4. Look! Something *moves/is moving* over there.
5. How often *does Mergen study/is Mergen studying* English?
6. Thanks, I never *drink/am never drinking* Coca-Cola.
7. Why *are you wearing/do you wear* the jeans? Change them now.
8. Jack is a pilot. He *flies/is flying* to many countries.
9. Mercenaries are people who *are fighting/fight* for money.
10. Stop! You *drive/are driving* like a mad man.

7. Look at the sentences below and fill in the gaps using the appropriate word or expression from A, B or C.

1. He can get a good grade in his maths, but at the same time he can _____ his English exam.
A. pass B. loose C. **fail**
2. She has to _____ her First Certificate exam three times.
A. study B. take C. make
3. He is _____ medicine because he wants to become a doctor.
A. studying B. learning C. acquiring
4. He's _____ to speak French at college.
A. studying B. learning C. teaching
5. She's _____ herself to speak Japanese.
A. learning B. studying C. teaching
6. She _____ from Edinburgh University this year.
A. is leaving B. is graduating C. is passing

7. We need to _____ young people about the dangers of alcohol.
A. educate B. bring up C. raise
8. I'm _____ for my history test tomorrow.
A. learning B. revising C. remembering
9. School _____ next week; I can't wait for the holidays to begin!
A. breaks into B. breaks up C. breaks down
10. In my country, it is _____ to go to school between the ages of 5 and 16.
A. legal B. required C. compulsory
11. My favorite _____ at school was always History.
A. topic B. subject C. object

II. Remember:

E.g. She's looking at herself. They are enjoying themselves. Help yourself!

I	myself
you	yourself; yourselves
she	herself
he	himself
they	themselves
we	ourselves

Compare:

She's looking at him.
(different people)

She's looking at herself.
(the same person)

each other

- Jennet and Rahman are friends. They know **each other** very well.
(= *Jennet knows Rahman and Rahman knows Jennet*)
- I and my colleague live near **each other**. (= *he lives near me, I live near him*)

Compare each other and –selves:

They're looking at **each other**.
(*She's looking at him and
he's looking at her.*)

They look at **themselves**.
(*She's looking at herself;
he's looking at himself.*)

1. Complete the sentences with *myself, yourself, himself, etc.*

E.g. 1. It's not difficult. I can do it **myself**.

2. I hear you're going to Paris. I wish you to enjoy....

3. We'd like to make the shelves
4. Buy me some fruit and take some for ____.
5. The old woman is walking across the street and talking to
6. Please, help ... to more apples.
7. Please, ask them to introduce

2. Complete the sentences. Use *each other, ourselves/yourselves/themselves us/you/them*

E.g. 1. Look! They're talking to each other.

2. When she goes to the Caspian Sea she always enjoys....
3. Who are there? It's ... again.
4. We're doing it solely for
5. Shall they start the meeting
6. Jahan and Durdy, when you enter don't forget to introduce
7. These students are my pride. I like
8. Many of ... are reading this text now.
9. Boys, don't be angry with ...

III.

Articles with Geographical Names and Places	
"the"	"zero"
1. Direction Regions E.g. the East, the West, the North, the South	Planets E.g. Jupiter, Mars, Saturn
Poles E.g. the North pole, the South pole, etc.	Cities E.g. Ashgabat, Moscow, Paris, but the Hague
Republics E.g. the Czech Republic, the Republic of Cuba, the Congo, etc.	Countries, states E.g. Turkmenistan, Spain, Turkey But: The United States of America, the United Kingdom, etc.
Groups of Islands E.g. The Philippines, the Caribbean, etc.	Islands E.g. Cyprus, etc.
Seas E.g. The Black, the Nile, etc.	Lakes E.g. Michigan, Loch Ness But: the Great Lakes (groups of lakes).

Deserts E.g. the Sahara, the Gobi, the Gara Gum, etc.	Continents E.g. Europe, Australia, Africa, South and North America, but the Arctic and the Antarctic, etc.
Canals and Channels E.g. The Panama Canal, etc.	
Groups of mountains E.g. the Rocky mountains, the Caucasus, the Carpathians, etc.	Single mountains E.g. Kilimanjaro
Waterfalls E.g. the Victoria falls, the Niagara falls, etc.	Airports E.g. Heathrow Airport, Charles de Gaulle Airport, but the John F. Kennedy International Airport, the Los Angeles International Airport, the Sheremetyevo International Airport.
Rivers E.g. the Amazon, the Danube, etc.	Magazines E.g. Newsweek, Time, Reader's Digest, but: The New Yorker, The Economist.
Gulfs E.g. The Persian Gulf Stream, etc.	Schools, colleges, universities, academies E.g. Cambridge University, Chicago State University, but: the George Washington University, the John Hopkins University, the Sorbonne.
Bridges E.g. the Brooklyn Bridge, the George Washington Bridge, but London Bridge, Tower Bridge, Waterloo Bridge, Westminster Bridge.	Companies, corporations, businesses, firms E.g. Ford, General Motors, International Business Machines (IBM), Microsoft, Mitsubishi, but the Ford Motor Company, the Mitsubishi Manufacturing Company.
Hotels E.g. the Hilton Hotel, the Sheraton Hotel, the Plaza, the Hotel California	Parks, national parks, amusement parks, gardens, squares E.g. Central Park, Hyde Park, Yellowstone National Park, but: the Cathedral Square, the Botanical Gardens, the Brooklyn Botanic Garden, the Longwood Gardens.

1. Insert articles if necessary.

1. Is...Everest the highest mountain in the world?
2. What is ... capital of ... Netherlands?
3. ... Brazil is the largest country in ... South America.
4. Visit ... Louvre Museum. It's such ... exciting place.
5. ... Lake Baikal is ... deepest freshwater lake in ... world.
6. ... Nile is ... second-longest river in ... world.
7. ... Fifth Avenue separates ... East Side of... Manhattan from ... West Side.
8. Bunin was ... first Russian to receive ... Nobel Prize in ...Literature.
9. ... Europe, Asia, Africa, and ... Australia are in ... Eastern Hemisphere.
10. There are ... beautiful beaches in ... Bahamas.
11. There is ... Picasso in her art collection.

III. Skills Work

Phrasal Verbs to Describe Family Issues

1. be named after	a) Be given the name of another person
2. bring sb up	b) Look after a child until he or she becomes an adult
3. fall out with sb	c) Argue with sb and you are no longer friendly with him/her
4. get along/on with	b) Have a good, friendly relationship with sb
5. get together	e) Spend time together
6. grow up	f) Develop into an adult
7. look after	g) Take care of someone
8. take after	h) Look or behave like an older relative
9. settle down	i) Begin to live a quieter life by getting married
10. break up	j) End a relationship
11. put up with	k) Tolerate; accept an unpleasant situation without complaining
12. pass away	l) To die (to avoid saying 'die' when you think this might upset someone)

1. Insert the missing prepositions.

1. In looks she **takes** --- her father.
2. My mother **looks** --- three children.
3. As we get older we just **grow** ---.

4. The whole family usually **gets** --- at Novruz Bayram.
5. She **brings** --- three sons on her own.
6. My grandmother **passed** --- 8 years ago.
7. I **get** --- well with all members of my family.
8. I'm too tired to **put** --- --- any nonsense.
9. When are you going to get married and **settle** ---?
10. Gurban **was named** --- his grandfather.

2. Learn the above and make up your own sentences with them to speak about your family.

Make or Do?

1. Set expressions and idioms with **“make”** and **“do”**

a) Do or make? Use the words in bold to help you.

1. Does your mother **make a will**?
2. She _____ her piano **exercises** every morning.
3. The storm _____ a lot of **damage** last night.
4. Who will be _____ the **speech** at her wedding?
5. We _____ a large **profit** when we sold our house.
- 6 There's a lot of **work** still to be _____ .
7. At the moment he's _____ great **efforts** to learn Spanish.
8. They _____ a lot of **business** with European countries.
9. I'm not _____ the **washing** today.
10. When we got to the hotel, the **beds** hadn't been _____ .
11. The workmen are _____ so much **noise** we can't use the telephone.
12. We are _____ good **progress** towards finishing the house.
13. He didn't mean to _____ any **harm**.
14. His wife usually _____ all the **housework**.

IV. Reading Comprehension

Before Reading:

1. Are you well aware of your family tree?
2. Scan the text below. How is the information presented?
3. Study the text below, re-write the bold words and phrases and try to explain their meaning.

Reading:

Your family tree

Your closest relatives are your **parents**: your **mother** and **father**; and your **siblings (brothers or sisters)**. If your mother or father is not an **only child**, you also have **aunts** and/or **uncles**. An aunt is the sister of your mother or father, while an uncle is the brother of your mother or father. Your female child is called your **daughter**, and your male child is your **son**.

Your female cousin is your mother (or father's) **niece**, while a male cousin is the **nephew** of your mother and father.

In-laws

When you marry, your husband (or wife's) family become your **in-laws**. The mother of your **spouse** (husband or wife) is your **mother-in-law** and his or her father becomes your **father-in-law**. The term in-law is also used to describe your relationship with the spouses of your siblings. So, the husband of your sister becomes your **brother-in-law**, while the sister of your husband becomes your **sister-in-law**.

The parents of your parents are your **grandparents** – **grandmother** and **grandfather**. You are their **grandchildren** – either a **granddaughter** or a **grandson**.

After Reading:

1. Make up questions to explain the terms connected with family relations and ask your group mates to answer them.
2. Make a up a 2 minute presentation on your family tree.

V. Listening and Speaking

What are anniversary cards for?

a) Make up your own anniversary birthday card. The phrases below will help you.

Congratulations:

What exciting (wonderful, thrilling, happy) news!

I congratulate you ...

My congratulations on...

Warm (sincere) congratulations...

Congratulations and all good (best) wishes...

Accept my heartiest congratulations...

It is always a pleasure to say...

Happy birthday!

It's your birthday, and once again...

It's a very special occasion again...



Here's a word of cheer on your birthday (warm birthday greetings) from an old friend (your ever loving aunt)

I want you to know that we are thinking of you on your birthday and wishing you the best of everything life has to offer.

Anniversary greetings:

I look forward to greeting you on your anniversary. May you have many happy (good) years.

May each year bring you new (greater) happiness (joys).

May you always have everything you wish for (happiness and contentment)(a rich and long life)

Many happy returns of the day!

May the years ahead fulfill all your hopes (dreams).

2. Listen to Myrat and Ata. Why do they say “Oh, no!”? (6.3)

Myrat: Hi, Ata. What have you got in your pocket?

Ata: Oh, nothing.

Myrat: Nothing? But I see it.

Ata: Well, ... it's a small gift for Arslan.

Myrat: For Arslan? Why? Is it his birthday today?

Ata: No. I'm going to visit his home today.

Myrat: Nice idea. What gift have you got for him?

Ata: A CD. I know he is fond of playing computer games.

Myrat: What's the game?

Ata: I have got “Brain Juice”. I hope he will like.

Myrat: Oh, no...

Ata: What's up?

Myrat: I've got a gift for him too. It's a game too.

Ata: “Brain Juice”? Oh, no...

UNIT 7. RELATIONSHIPS

I. Warming up

1. How well do you really know your classmates? Find someone who fits each sentence and let that person sign his or her name in the space.

1. _____ has a telephone number that ends with
2. _____ lives more than two hours from school.
3. _____ went skiing during winter vacation.
4. _____ rides a motorcycle to school.

5. _____ will go to a movie on Saturday.
6. _____ has two younger brothers.
7. _____ rides a bicycle to school.
8. _____'s favorite color is blue.
9. _____ likes to play volleyball.
10. _____ has a birthday in June.
11. _____ has a dog for a pet.
12. _____ likes to read books.
13. _____ can play the guitar.
14. _____ does not like cake.
15. _____ enjoys swimming.

2. Meeting friends

(7.1) Listen to the conversation between Shirin and Irina.

1. What can they see tomorrow?
2. Where can they meet?
3. When can they meet?

Shirin: Hello, Ira.

Irina: Hi, Shirin. How're you doing?

Shirin: I'm fine, thanks. And you?

Irina: I'm quite well.

Shirin: Listen, do you want to see the fireworks on the Main Square tomorrow?

Irina: Tomorrow... that's Monday.

Shirin: You're right. We can meet near the university at 7 p.m..

Irina: Can you wait for me just five or ten minutes. I may be late.

Shirin: Sure.

Irina: By the way, I'll be with my sister.

Shirin: Oh, that's a great idea. See you on Monday.

Irina: Bye-bye. Have a nice day.

II. Grammar Box

1. Modals (can-could)

Study the sentences:

I **can** play football.

Could you open the door, please?

a) I **can** do something= I know how to do I or it is possible for me to do it.

– I **can** speak English, but my sister **can't** speak Italian.

– “**Can** you translate this text from English into Turkmen?” “Yes, but I’m not a good translator.”

– I’m having a fashion show next week, but Jeren and Myrad **can’t** come.

Remember:		
Positive	Negative	Question
I can drive a car.	I can’t drive a car.	Can you drive a car? Yes, I can. No, I can't
She can draw nice pictures.	She can’t draw nice pictures.	Can she draw nice pictures? Yes, she can. No, she can't.

2. Write questions with “can”.... Use the words in the box.

Switch off the music; sing our favorite song; take part in swimming; tell the time; order the lunch; reserve the room	
1. Can you switch off the music? I’m working. Just a second.	4. Can you...? Something’s wrong with my watch.
2. Can you... for me? I’m very busy.	5. Can you... for our team? Myrat is ill.
3. Can you... for a group of tourists. We’re coming on Monday.	6. Can you... at Christmas Party? We are glad to listen to it.

3. Write what you can or can’t

I **can’t** speak Chinese.

1. I ... run and jump.
2. I ... ride a bicycle.
3. I... play the violin.
4. I ... sing opera songs.
5. I... write my own stories.
6. I... do maths.
7. I... swim in the river.
8. I ... play soccer.

a) For the past (yesterday, last week, etc.) we use could/couldn’t

- When I was young I **could** play football.
- I was busy yesterday, I **couldn’t** help you.

b) Can you? Could you? Can I? Could I?

Can you? **Could** you? - when we ask someone to do things.

Can you close the door? **Could** you speak louder?

Can I? **Could** I?- to ask for something

– Juma, **can** I borrow your book? or Juma, **could** I borrow your book?

– (on the phone) Hi, **can** I speak to Meret, please?

4. Choose the correct answer.

1. When Tom was 16, he was a fast runner. He _____ run 200 meters in 22 seconds.

a) can b) could c) can't d) couldn't

2. I'm afraid I _____ come to your party next Saturday.

a) can b) could c) can't d) couldn't

3. I'm not in a hurry. I've got plenty of time. I _____ wait.

a) can b) could c) can't d) couldn't

4. I felt terribly sick yesterday. I _____ eat anything.

a) can b) could c) can't d) couldn't

5. Can you speak loudly, please? I _____ hear you very well.

a) can b) could c) can't d) couldn't

6. "You look exhausted." "Yes, I _____ sleep last night."

a) can b) could c) can't d) couldn't

5. Complete the sentences with *can/can't*, *could/couldn't* draw do help swim say come speak run hear

1. It's easy. I think I can do it.

2. I am not going to the swimming pool, I ____ ____.

3. My grandfather was very clever. He ____ ____ three languages.

4. I was so tired and I ____ ____ help my sister to do her homework.

5. ____ you ____ this word louder? I ____ ____ it.

6. I'm afraid I ____ ____ this distance for 8 seconds.

7. When I was ten, I ____ ____ pictures.

II. must/should

"must"

I. Bakers **must** wear uniforms at work.

a) "**must**" do something = it is necessary to do

– You **must** do as I tell you.

– You **mustn't** be late for your classes.

Where is Shemshat? She is absent. She **must** be sick. (**I'm not sure**)

b) We use “**must**” when we think that something is true.

– You work ten hours a day. You **must** be tired.

– My friend has the same first two numbers in his home number. He **must** be your neighbor.

Remember:		
Positive	Negative	Question
I must come to my classes on time.	I must not (mustn't) come to my classes on time.	Must I come to my classes on time? – Yes, you must . No, you mustn't .
She must cross the road on a special place.	She must not (mustn't) cross the road on a special place.	Must she cross the road on a special place? – Yes, she must . No she mustn't .

“should”

You **shouldn't** spend much time at your computer

a) You **should** do something = it is a good thing to do, it is the right thing to do

– You **should** learn foreign languages.

– It's a good movie. You **should** watch it.

b) We often use “*think*” with **should**

I think, __ should

– **I think** you **should** wear white shirt. It suits you.

– **I think** you **shouldn't** eat too much ice cream.

Remember:		
Positive	Negative	Question
You should go to bed early.	You should not (shouldn't) go to bed early.	Should I go to bed early? – Yes, you should . No, you shouldn't .
You should read more	You should not (shouldn't) read more.	Should I read more? Yes, you should . No, you shouldn't .

1. Write *must/mustn't*

1. You must be careful on the road. The traffic is heavy.
2. The students ___ speak English in class.
3. We ___ come to our lessons on time.
4. The students ___ shout in class.
5. I don't see him. He ___ be out.
6. They ___ talk to each other during the lesson.
7. She wears the same dress every day. She ___ have many dresses.

2. You ask your friend for advice. Write questions with “Do you think I should...?”

1. You are at hairdresser's. You want to cut your hair. You ask your friend:
“Do you think I should cut my hair?”
2. You are visiting London soon. You don't know English. You ask your friend:
(learn English)
3. You are going to your friend's birthday party. You ask your friend:
(buy a CD disc with his favorite movie)
4. You can't ride a horse. You ask your friend: (to learn)
5. You don't like your job. You ask your friend: (find another job)

3. Insert *must/should*.

1. I really think you **should** get your haircut.
2. Be careful! You ___ play with the matches. There are too dangerous.
3. You ___ touch electric appliances if your hands are wet.
4. I have a really bad memory for phone numbers. I ___ look them up in the book very time.
5. You ___ come with me, if you don't want.
6. For this position you ___ know English.
7. Your key is not in the bag, it ___ be on the table.

4. Insert the modals: *must, can/can't*

Gurban **must** go to school

Gurban is six now. He ___ go to school. He ___ learn to write and read. He ___ get up early. He ___ sit with a book. He is too lazy. But her sister - Jeren isn't. She is a very good girl. She ___ read, write and count. Gurban ___ count at all. He ___ write, but he ___ draw a car in five minutes. So Gurban ___ learn the ABC, he ___ learn to write and read.

5. Complete the sentences with “should”. Use the words below.

watch visit do read go listen

1. When you play football you **should watch** the ball.
2. When you're at English lesson, you ____ to your teacher.
3. It's a very interesting story, you ____ it.
4. You ____ your morning exercises every day. It is useful for your health.
5. It's too late. You ____ home.
6. If you have time you ____ Turkmen Carpet Museum. It's very interesting.

6. What do you think? Write your sentences with “should”

1. I think my children should know foreign languages.
2. I think every person ____
3. I don't think you ____
4. I think my sister ____
5. I think my classmates ____
6. I don't think everybody ____

7.

a) Fill in the gaps with *can't* or *must*.

1. You've been working all night long. You **must** be tired.
2. That doctor _____ be pretty famous in the town. Everyone knows him.
3. That restaurant _____ be very good. It is always empty.
4. The weather was stormy every day during their holiday, so they _____ have had a very nice holiday.
5. You got here very quickly. You _____ have taken a taxi.
6. Tim and Lucy go away on holiday very often, so they _____ have a lot of savings in their account.

b) Choose the best answer to explain these given situations.

1. *The coat you bought is of very good quality.*
 - a) It must have been very expensive.
 - b) It can't have been very expensive
2. *My friend Christine walked past me without speaking.*
 - a) She must have seen me.
 - b) She can't have seen me.
3. *The phone rang but I didn't hear it.*
 - a) I must have been asleep.
 - b) I can't have been asleep.

4. *I haven't seen our neighbors for ages.*
 - a) They must have gone away.
 - b) They can't have gone away.
5. *I can't find my mobile phone.*
 - a) I can't have left it in the restaurant we had dinner at last evening.
 - b) I must have left it in the restaurant we had dinner at last evening.
6. *Dan passed his exams with excellent grades, without having prepared for it.*
 - a) The exam must have been very difficult.
 - b) The exam can't have been very difficult.

8. Here are some driving rules. Choose the correct answer.

1. *If you drive a car, you _____ have a driving license.*
 - a) should
 - b) **must**
 - c) can
2. *When you are in a car, you _____ fasten a seatbelt.*
 - a) should
 - b) **must**
 - c) may
3. *When driving a car, you _____ listen to the radio.*
 - a) should
 - b) **must**
 - c) can
4. *You _____ to pay road tax if you own a car.*
 - a) should
 - b) **must**
 - c) have
5. *You _____ stop at a red traffic light.*
 - a) should
 - b) **must**
 - c) have
6. *When you ride a motorbike you _____ wear a helmet.*
 - a) should
 - b) **must**
 - c) have
7. *You _____ exceed the speed limit.*
 - a) **shouldn't**
 - b) **mustn't**
 - c) don't have to

III. Skills Work.

Feelings, emotions, relations with people

1. Brainstorming

Be sure you remember colors:			
Red –		White –	
Blue –		Pink(rosy) –	
Black –		Green –	
Brown –		Grey –	
Yellow –		Orange –	

- a) What are feelings and emotions?
- b) Write and say: How do you feel today?

Today I feel (emotion) because (give reason).

E.g: Today I feel worried because we are having a test.

Also, I feel happy because I'm going out with friends.

Exchange your ideas with your partner.

- c) What color are your emotions associated with?

(Emotion) is (Color).

"Hate is black," or "Happiness is yellow."

2. Let's compose a poem "About My Best Friend"

- Line 1** His/her first name only
- Line 2** 4 traits that describe him/her
- Line 3** A son/daughter of
- Line 4** Lover of...(three people or ideas)
- Line 5** Who feels...(three items)
- Line 6** Who needs...(three items)
- Line 7** Who gives...(three items)
- Line 8** Who fears...(three items)
- Line 9** Who would like to see...(three items)
- Line 10** Resident of (your city, street or state)
- Line 11** His/her last name only.

3. Here are some quotes about friendship. Discuss them in pairs.

"One loyal friend is worth ten thousand relatives."

"Friends show their love in times of trouble, not in happiness."

"Friends are born, not made."

"A friend to all is a friend to none."

IV. Reading

Before Reading:

1. Which of these activities do you enjoy doing?

<ul style="list-style-type: none"> • Folklore dance • Listen to music • Attend fashion shows • Hang out with friends • Chat online • Read books • Go theatrical clubs 	<ul style="list-style-type: none"> • Play computer games • Send text messages on mobiles • Do voluntary work (help the elderly, plant trees, etc) • Surf the Net • Watch TV/DVD • Do extreme sports
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2. Read the text and answer the questions:

Who:

1. enjoys watching funny movies
2. attends fashion shows
3. goes window shopping
4. playing the musical instrument
5. prefers to spend his/her time doing unusual activities
6. enjoys the beauty of nature

Reading:

What is it like being eighteen?

We interviewed five 18-year olds about what they and their friends like doing in their free time.

Durdy, 18

Ashgabat

"I've got many friends and we love doing the same things: **going out** at weekends, watching movies in "Berkarar Center", especially comedies. I love music too, but I'm really into folklore ones. I can play the dutar, and when my friends visit me, they **enjoy** listening to me. I'm not really **into** fashion. I **can't stand** shopping and I couldn't **care** less **about** designer clothes."

Gozel, 18

Mary

"As for me, I really like shopping. I think it's **relaxing, enjoyable pastime**. So I can spend hours **window shopping** in the city center with my friends. Altyn Asyr is my favorite clothes shop. I also like going to various **entertainment centers** with my friends. Everyone my age **is crazy about** mobile phones and **texting** has become a new national pastime."

Nazar, 18

Turkmenabat

"I live with my family on a farm in a small village. The countryside is beautiful around here and I go walking and horse riding a lot. I don't think that my life is boring and I don't **fancy** living in a big city. Sometimes my friends and I spend our time on playing computer games or watching DVDs. Of course, we always work about the house."

Juma, 18

Turkmenbashi

"I'm an active person. I hate sitting at home and watching TV. I think it's just a waste of time. I'm **fascinated by** the great outdoors. I'm a surfing fanatic and at

weekends go to the beach to play basketball with my friends and surf the waves. Extreme sports are my passion! I think it's important to be fit and go for the spotty look."

Jahan, 18

Dashoguz

"I like keeping fit, buying national clothes and dance music! I love going out with my friends and dancing a lot. Besides, my friends and I often visit national fashion show to enjoy **gorgeous** dresses. I think it's very important for girls to look **fashionable**."

After Reading:

1. What about you? Speak on your hobby and your free time, using the bold words or word combinations above.

V. Listening and Speaking

1. Listen to "My Friend Diana" (7.1)

Let me describe my friend Diana to you. She is eighteen years old and she studies History in London. But she was born in Turkmenistan.

Diana is slim and very tall about 1.80 m. I think she is the tallest of all my friends. She's got dark hair down to her waist and pretty brown eyes. She's very pretty.

Diana loves all kinds of sports and she's very good at them. She plays golf at least twice a week. She also enjoys riding her bike with her friends and playing for the university basketball team. She can sing quite well although she doesn't pay special attention to pop music.

She's always willing to visit new places and learn about other people. She spends most of her holidays abroad travelling with groups of friends.

She has an open personality and is a lot of fun. Also, she loves animals and has her pet-a dog at home. She enjoys talking to people and sharing good moments with them.

Answer the questions:

1. How old is Diana?
2. Where does she come from?
3. What and where does she study?
4. How often does she play golf?
5. What other hobbies has she got?

Answer TRUE or FALSE:

1. Diana was born in the south of England twenty-two years ago. _____
2. During her holidays Diana travels all over Australia. _____

3. Diana is shy and finds it difficult to make new friends. _____
4. Diana doesn't care much about music but she can sing very well. _____
5. Diana is very fond of sports and particularly keen on golf. _____
6. Diana is taller than her friends. _____
7. Diana has got brown eyes and rather short hair. _____

Describe your favorite friend and share this information with your partner.

UNIT 8. WHAT WE EAT AND WHAT WE WEAR

I. Do you know how to shop?

1. Brainstorming

"Shop is an art; you have to learn what to buy, where to buy and how to buy"

Do you agree with this saying? Share it with your groupmates.

2. How do you usually shop? Write down step by step your procedures.

E.g. Firstly, I make up a shopping list. .

Secondly, I choose the place where I'm going to shop.

Thirdly, I...

3. Do you know famous brands? Match a brand with a town, country and product.

Brand	Country	Product
Marks and Spencer	England	jumpers and underwear
Nike	USA (Beaverton)	menswear and perfume
	Turkmenistan	
Hugo Boss	Russia Germany	jeans, dresses and perfume
Calvin Klein	USA (New York)	textile shirts, sportswear underwear
Dolce&Gabbana		men and women's shirts, sunglasses, perfume
Altyn Asyr		sport clothes and shoes
Novaya Zarya		

II. My favorite food.

Brainstorming

a) Think of your 3 favorite fruit and vegetables. Write them down and share the information on them with you groupmate.

E.g. I like I'd like

b) First listen to the conversation and then read it.

Jeren: Gurban, would you like some tea or juice?

Gurban: I'd like a cold drink, please.

Jeren: Sure. Would you like some apple juice?

Gurban: Yes, please. I'd love some.

Jeren: And what about a piece of chocolate cake?

Gurban: No, thanks. Just juice is fine.

Grammar Spot:

Do you like coffee?

– No, I **like** tea.

Would you like some biscuits? – Yes, I'd **like** one. (= **would like**)

The food you like

How healthy you are?

1. What's your favorite meal?

- a) anything with chips
- b) cake, chocolate and sweets
- c) a burger, fizzy drink and ice-cream
- d) meat or fish with rice or pasta and vegetables



2. Where's your favorite place to eat on your birthday?

- a) in a fast food restaurant
- b) in a good restaurant
- c) in the canteen
- d) at home



3. What's your favorite party snack?

- a) popcorn and crisps (just like at the movies)
- b) cake and sweets
- c) pizza
- d) fruit and nuts



4. How many portions of fruit and vegetables did you eat yesterday?

(1 portion=an apple, a small salad or a small bowl of vegetable soup)

- a) I hate fruit and vegetables! I didn't eat any!
- b) I don't like fruit and vegetables much. I ate 1 or 2 portions.
- c) I like fruit and vegetables. I ate 3 or 4 portions.
- a) I love fruit and vegetables! I ate more than 5 portions.

5. What have you drunk today?

- a) tea
- b) fizzy drinks
- c) fruit juice
- d) water
- d) meat, fish, eggs, beans and nuts



II. Grammar Box

Degrees of Comparison of Adjectives and Adverbs

Adjective – a word used to describe or modify a noun or pronoun.

Adverb – a word that is used to modify an adjective, verb or adverb.

Adjectives

Positive one-two syllable adjectives	Comparatives	Superlatives
big	bigger	(the) biggest
pretty	prettier	(the) prettiest
More than two syllables	Comparatives	Superlatives
wonderful	more wonderful	(the) most wonderful
interesting	more interesting	(the) most interesting

But:

Good-better-(the) best ; bad-worse- (the) worst; little-less- (the) least; many/much-more- the most; far-farther-(the) farthest, further-(the) furthest

- Rome is old, but Athens is **older**.
- My house is **bigger** than yours.
- You should be **more** careful.
- Is it **more** expensive to go by taxi or by bus?
- The result of my test is **better** than yours.
- “Do you feel **better**?” “No, I feel **worse**.”
- What is **the** **longest** word in Turkmen?
- Who is **the** **youngest** in your group?
- This book is **the** **most** interesting.
- This restaurant is **the** **most** expensive.
- You are **the** **best** in our class.

Adverbs

Positive Adverbs (end in -ly-)	Comparatives	Superlatives
wonderfully	more wonderfully	most wonderfully
nicely	more nicely	most nicely

Read and compare:

1. Usually Jemal finishes her task early.
2. Usually Jemal finishes her task earlier than me.
3. Usually Jemal finishes her task the earliest of all.

Positive one syllable adverbs (don't end in -ly-)	Comparatives	Superlatives
fast	faster	fastest
hard	harder	hardest
high	higher	highest
late	later	latest
loud	louder	loudest
near	nearer	nearest
soon	sooner	soonest

- We must not enter the classroom **later** than 8.30 a.m..
- You speak **more loudly** than me.
- His presentation is **more brightly** than all the other ones.
- He comes **the earliest**, so he should wait for the others.
- Why do you have to speak the **most loudly** of all at the meeting?
- Of all the girls, your sister sings the **most sweetly**.

Irregular adverbs

Positive	Comparative	Superlative
badly	worse (than)	worst (the)
far	farther	farthest
far	further	furthest
little	less	least
much/many	more	most
well	better	best

1. Write the comparative and superlative degree

- | | | |
|--------------|----------------|-------------------|
| 1. nice | 8. wonderful | 15. badly |
| 2. splendid | 9. simple | 16. attractively |
| 3. brilliant | 10. early | 17. famous |
| 4. many | 11. easy | 18. traditionally |
| 5. bad | 12. long | 19. elegantly |
| 6. cheap | 13. developing | 20. historically |
| 7. far | 14. quickly | 21. favorite |

2. Write opposites

- | | | |
|-------------|----------------|------------|
| 1. cheaper- | more expensive | 4. easier- |
| 2. better- | | 5. nearer- |
| 3. hotter- | | 6. older- |

3. Open the brackets and use the required degree of the adjective

1. He is **only five years (young)** then me. He is **only five years younger** than me.

2. Let's stop at one of (good) hotels in this town.
3. Now he is (happy) person in the world.
4. Show me (short) way to the department store.
5. I hope to read this book (fast) than you.
6. He is working (hard) at his English than you.
7. This text is (easy) than that one.
8. Begench is (clever) student in our group.
9. I get up (early) than my sister.

4. Insert one of the following adjectives in the comparative degree.

complicated clever cool ambitious emotional intelligent shallow

1. Children, please swim at the end of the pool- it's **shallower**.
2. Professor Gurbanov is a brilliant scientist; however, his mind is... than Professor Muradov's, who is the greater scientist of the two.
3. Many people feel that men ... than women, but I don't think so. Society just allows women to show their feelings more openly than it does men.
4. A person I know says he finds religion is ... to him now than before.
5. As people grow older, they sometimes become ... than before and they lose their interest in life.
6. My nephew is ... than my niece, but he doesn't do as well as she does at school.
7. Today is ... than yesterday, but it's warmer than was the day before.

5. Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

1. Jemshid can run (fast) than Rahman.
2. She greets me (polite) than you.
3. I speak English (fluent) now than last year.
4. She is smiling (happy) than before.
5. This girl dances (graceful) of all.
6. Could you write (clear)?
7. Planes can fly (high) than birds.
8. Our team played (bad) of all.

6. Adverb or adjective? Choose the correct one

1. Usually he (quick/quickly) adapts to the classroom environment.
2. Her answer sounds (correct/correctly).
3. It is a (dangerous/dangerously) lake to swim.
4. She plays the piano (good/well).
5. How're you? I'm (good/well).
6. She is a very (reliable/reliably) person.
7. She works (careful/carefully) with her clients.
8. I find this book very (interesting/interestingly).

7. Put the sentences below in the correct order.

1. is hair the longest? **Whose hair is the longest?**

2. 4 long. cm hair My is _____

3. long? My is cm 45 hair _____

4. the Who is oldest? _____

5. than younger you. I'm _____

6. is tall How Josh? _____

7. taller than Toddy. are You _____

8. do Which bike you like? _____

9. It one. the coolest. silver I the like is _____

10. red is faster. The one _____

III. Skills Work

How do you start you day?

Remember:

To have breakfast (dinner, lunch, etc),

But: to have a nice lunch.

What do you have for breakfast? Tell your partner.

For breakfast, I have....



some cereal



an egg



some juice



some cheese



a roll



some milk



some hot
chocolate



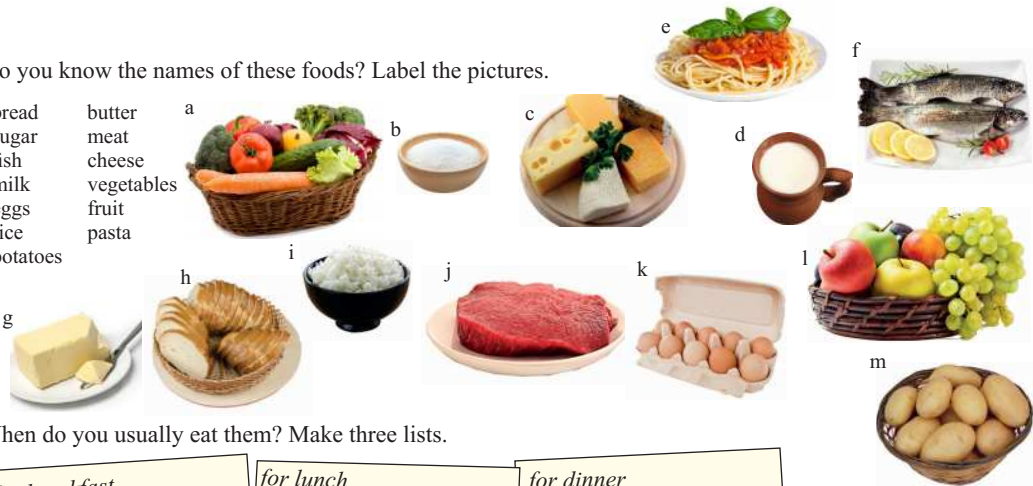
some ham

Some more to eat

Do you know the names of these foods? Label the pictures.

bread
sugar
fish
milk
eggs
rice
potatoes

butter
meat
cheese
vegetables
fruit
pasta



When do you usually eat them? Make three lists.

for breakfast	for lunch	for dinner
_____	_____	_____
_____	_____	_____
_____	_____	_____

Share your lists with your partner.

2. Read the sentences below and insert one of the words from the box. Use your dictionary to check your answers.

Recipe, menu, fast food, takeaway, tip, side plate, ingredients, balanced diet, calories, dessert, health foods, bill, vegetarian, diet, starter, main course

1. I had soup as a _____, followed by chicken and chips for the _____, with a _____ of green salad, and finally a delicious _____ of strawberries and cream.

2. My friend Tim is a _____; he won't eat meat.

3. In the restaurant, I chose my food from the _____, and when I had finished, paid the _____ and left the waiter a small _____.

4. I'm on a _____ because I'm trying to lose weight, so I suppose I should eat more _____, but I'm afraid I can't resist hamburgers, pizzas and other _____.

5. I bought a really good _____ book last week, but can't find some of the _____ I need for the dishes.

6. Shall we have dinner at home or shall we eat out? I know, let's do a bit of both. I'll go to the Chinese _____ and bring something back.

3. Choose the best word from the brackets:

Junk food

(**Much/many**) people are worried that young people today are eating (**too much/too many**) junk food: (**too much/too many**) crisps and chips and (**too much/too many**) chocolate bars and not enough fruit or vegetables. But (**a few/a little**) young people are eating healthily.

Sara, 13, likes meat with (**a few/a little**) chips, but also eats (**much/many/plenty**) of fruit. Costas, 14, eats (**little/hardly any**) vegetables, but never has hamburgers and eats very (**little/few**) sweets. Stefan's favorite meal is pasta and salad, (**much/lots/many**) of both.

4. Write *a/an* or *some*.

E.g. I want to write a report. I need a pen and some paper.

1. I live in ... beautiful house. There are ... green trees around it.
2. I don't eat much for breakfast, just ... of coffee and ... bread and butter.
3. He needs ... money. He wants to buy ... notebook.
4. Listen to your parents. They always give ... good advice.
5. Do you know how to cook?



add



bake



blend



boil



bread



broil



chop



cut



dip



fry

Practise English verbs

Read the text and match the words in bold with their definitions underneath. Use your dictionary to check your answers.

I go on a cookery course. It is very tiring work. First of all I learn how to prepare food. The teacher shows us how to **marinade** meat before we cook it, **baste** it while it is cooking and even how to **slice** it once before finishing. They also show how to **chop**, **grate** and **dice** vegetables. You can't imagine how many different ways there are of cooking food; I learn how to **fry**, **bake**, **roast**, **grill**, **barbecue**, **stir-fry** and **steam** it! The best part of the course is trying out the food we cook. Some of the students **nibble** the food cautiously and (in the case of the drinks we

prepare), **sip** delicately before they **swallow**. On the other hand, **gobble** and **gulp** it, sometimes without even bothering to **chew** it properly first!



grate



grill



layer



level



melt



pinch



pour



scramble



serve



simmer



slice



spread



stir



taste

1. to make something soft with your teeth;
2. to swallow food or liquid quickly;
3. to make food into small pieces by rubbing it over a metal tool;
4. to cook over a pan of boiling water by allowing the hot mist from the water to pass through small holes in a container with food it;
5. to cook food outdoors on a metal grill over wood or charcoal;
6. to soak meat or fish in a mixture of wine and herbs, etc., before cooking it;
7. to eat something by taking small bites;
8. to make food or liquid pass down your throat from your mouth to the stomach;
9. to eat greedily;
10. to pour melted fat and juices over meat as it is cooking;
11. to cut something into thin pieces;
12. to cook food in oil or fat in a shallow pan;
13. to cook food using very strong heat directly above it;
14. to drink something by taking only a small amount of liquid at a time;
15. to cut food into small pieces with a knife;
16. to cook vegetables or meat quickly in hot oil; Chinese food is often cooked in this way;

17. to cook in an oven without any extra liquid or fat. Bread and cakes are usually cooked in this way;

18. to cut food into small cubes;

19. to cook food (especially meat) over a fire or in an oven.

5. Here is our national Turkmen cuisine. Choose one and give its recipe, including its ingredients and preparation



6. Look at the sentences below and fill in the gaps using the appropriate word or expression from A, B or C.

1. *It takes him ages every morning to get up, _____, and have breakfast.*
a) put on b) wear c) get dressed
2. *You've got an important interview today. Don't forget to _____ a tie.*
a) get dressed b) try on c) put on
3. *What dress are you going to _____ to the party?*
a) wear b) get dressed c) try on
4. *Do you _____ the shoes in the shop before you buy them?*
a) wear b) try on c) fit

5. *These shoes don't _____ me – their size is too small.*
a) fit b) measure c) suit
6. *Green clothes usually _____ people with red hair.*
a) fit b) suit c) match
7. *Your yellow trousers don't _____ your bright green shirt.*
a) fit b) measure c) match
8. *He's _____ his coat – it's too small for him now.*
a) grown into b) grown out of c) grown up
9. *The doctor asked the patient to _____.*
a) undress b) undo c) untie
10. *Can you _____ the zip at the back of my dress?*
a) do up b) tie up c) put on
11. *Would you mind _____ my shirt please?*
a) creasing b) ironing c) squashing

7. Find clothes words and describe what kind of clothes you wear.

Clothes Word Search:

Baggy, bright, casual, check, clean, cotton, dirty, fashionable, flowery, formal, fur, large, leather, long-sleeve, matching, medium, new, short-sleeve, sleeveless, small, striped, stylish, trendy, wool

U	R	W	L	O	N	G	S	L	E	E	V	E	O	L
P	O	L	K	A	D	O	T	M	L	R	T	B	A	O
T	C	B	A	G	G	Y	C	A	E	H	F	U	R	A
O	H	R	S	E	Q	F	M	O	G	D	S	L	G	S
R	E	I	H	U	S	R	U	I	T	A	I	N	S	T
N	C	P	O	B	O	E	T	F	C	T	I	U	E	R
E	K	P	R	F	D	H	C	E	L	H	O	L	M	I
S	E	E	T	O	S	W	G	O	C	O	B	N	X	P
F	L	D	S	I	F	R	F	T	N	A	W	W	Z	E
S	N	E	L	L	A	C	A	Y	N	D	W	E	B	D
F	F	Y	E	L	I	M	D	O	N	L	H	I	R	E
Y	T	D	E	V	L	N	I	A	F	E	S	A	F	Y
S	P	I	V	O	E	H	E	S	O	A	M	S	N	Q
V	L	R	E	R	S	L	B	Q	W	T	A	N	R	D
A	A	T	T	A	C	T	E	X	H	H	L	K	E	I
Z	I	Y	F	H	H	S	G	S	V	E	L	X	F	W
U	D	Z	B	R	I	G	H	T	S	R	W	O	O	L

8. Fill in the blanks below with words from this box:



Try, suit, models, fits, shorts, cotton, job, whites, wedding, put, folded, occasions, designer, pants, wool, formal, stained, trends, tie, for, wardrobe, casual, laundry, dried

Shopping for Clothes

Shopping _____ clothes can be a lot fun. But before you buy anything, you should always _____ it on and make sure it _____.

Clothes for All Seasons

Depending on where you live, you may need a different _____ for each season. In the heat of summer, _____ and a _____ T-shirt will keep you cool, while _____ and a _____ sweater will keep you warm in winter.

Casual and Formal Clothes

Different clothes are required for different _____. For _____ occasions such as a _____ interview or a friend's _____, men might wear a _____ and a _____. On informal occasions such as a backyard barbeque, they will probably wear something _____ such as jeans and a T-shirt.

Laundry

When your clothes get dirty or _____, it's time to do the _____. Usually clothes are separated into _____ and colors. After the clothes are washed and _____, they get _____ and _____ away.

Fashion

If you want to know what the up-and-coming fashion _____ are, you can see a fashion show where _____ walk down the runway, wearing clothes from _____ labels.

IV. Reading Comprehension

Before reading

1. Healthy or unhealthy? Tick the healthy food (v)

Vegetable and fruit salads, sandwiches, fish and fried potatoes, still water, pasta, ice cream, orange juice, sweets and cakes, fizzy drinks, fried meat.

2. Read out the bold words and phrases, explain their meaning or translate them. Consult the dictionary if necessary.

3. Read the text and match the titles of the paragraphs:

- a) cut down on salt
- b) five-a-day
- c) drink a lot of water
- d) eat less sugar
- e) why to know what to eat

Some Tips to Stay Healthy

1.

Staying healthy is an important part of growing up. It can **affect** you physically and emotionally. When your body changes and you have to **deal with** things like school and exams, staying healthy can really help you. So, if you **care about** your health, think about what you eat.

2.

People who eat a lot of fruit and vegetables are less likely to have heart problems. You should eat at least five portions of fruit and vegetables a day. They get you moving and give you extra **boost**. One portion is for example, a banana, an apple, one slice of melon or pineapple. Remember, that potatoes are not in that list.

3.

Eating sweets, cakes and drinks can often **cause tooth decay**. **Cutting down** on sugary drinks and snacks will help you control your weight.

4.

Eating too much salt can **raise** your **blood pressure**. In addition, people with high blood pressure are three times more likely to develop heart disease than people with normal blood pressure. Three quarters of the salt we eat is already in the food we buy. Therefore, you could easily eat too much salt without knowing it.

5.

It can be hard to keep a healthy diet. Especially when there's a temptation to eat sweets and junk food. But it's important to get a balance in your diet of the right amount of each food group. A **balanced diet** also includes drinks. Your body needs to stay **hydrated** to keep healthy. But think about what you drink. Don't drink caffeine and sugary drinks, as they can **dehydrate** you. Instead, drink about six to eight glasses of water every day and even more when the weather is warm.

After reading

I. Read the sentences below and decide whether they are true or false.

1. If you don't follow healthy lifestyle, it can harm your body. (True/False)
2. Eating fruit and vegetables is good for your heart. (True/False)
3. Potatoes can be eaten as part of your five-a-day. (True/False)
4. Eating much salt increases blood pressure. (True/False)
5. There is a lot of salt in the food we buy. (True/False)
6. Sugar food is good for your teeth. (True/False)
7. You should drink 6 to 8 glasses of tea every day. (True/False)
8. We don't realize how much salt we are eating. (True/False)

III. Answer the questions

1. What is the main idea of the text?
2. Why is it important to cut down on salt? What problem can you have?
3. Why should you eat at least five portions of fruit and vegetables a day? What examples are given in the text?
4. What do you do to stay healthy?

IV. Retell the text, using the words and word combinations in bold.

V. Listening and Speaking

1. Listen to the following conversation. Practice "would like". Act them out with your classmates (8.1)

In the Restaurant

Ruslan: What would you like to eat, Gurban?

Gurban: A meat sandwich.

Ruslan: Gurban? Would you like a meat sandwich or a cheese sandwich?

Gurban: A cheese sandwich, please, Peter.

Waiter: Good evening.

Ruslan: Good evening. We'll have one meat sandwich and two cheese sandwiches.

Gurban: And three teas, please!

Waiter. (writing down the order) One meat sandwich, two cheese sandwiches... and...three teas.

At the Butcher's Shop

Butcher. Good morning, Mrs Church.

Mrs Church. Good morning, Mr Cheshire. I'd like some chops for the children's lunch.

Butcher. Chump chops or shoulder chops, Mrs Church?

Mrs Church. I'll have four shoulder chops, and I want a small chicken.

Butcher. Would you like to choose a chicken, Mrs Church?

Mrs Church. Which one is cheaper?

Butcher. This one's the cheapest. It's a delicious chicken.

Mrs Church. How much is all that? I haven't got cash. Can I pay by cheque?

Butcher. Of course, Mrs Church.

UNIT 9. SEVEN WONDERS OF AN ANCIENT WORLD

I. What is a "wonder"?



1. What is a wonder for you? Complete the sentences:

For me a wonder is...

I can call it so, because it...

2. Think of modern wonders of the world. Make a small presentation on it to share with your partner.

II. Grammar Box

Past Simple with English Verbs

Study and compare:

I **watch** TV news every day. (**Present Simple**)

I **watched** TV news yesterday. (**Past Simple**)

watched is in the **Past Simple**:

I/we/you/they/she/he/it **watched**

I. **The Past Simple** is often **-ed**. (**for regular verbs**). For example:

work- **worked**

clean- **cleaned**

1. Every weekend I **enjoy** the party. We **dance** and **talk** with our friends.

2. We **enjoyed** the party last night. We **danced** and **talked** with our friends.

II. Some verbs are **irregular** (= **not regular**). Their Past Simple is not **-ed**.

Begin-**began**

read-**read** [red]

do-**did**

make-**made**

3. I get up at 7 a.m. every morning. I **got up** at 9 a.m. yesterday.

4.

	Positive(+)	Negative(-)	Question(?)
I we you they he she it	<u>worked</u> (for regular verbs) made (for irregular verbs)	did not (didn't) work make	Did you work yesterday? – Yes, I did . No, I did not (didn't) . Did she make a business of textile last week? – Yes, she did . No, she did not (didn't) .

I and my classmates **played** football yesterday, but we **didn't win**.

Did you do your homework? No, I **didn't**. I **had** no time.

1. Write the Past Simple of these verbs:

Go-went

speak-

read-

stay-

get-

Do-

hear-

take-

give-

meet-

Try-

stop-

win-

think-

understand-

2. Complete the sentences. Use one of these verbs in the Past Simple.

want, come, drink, write, begin, go, meet, leave, have, **play**

1. She **played** the piano yesterday.
2. The teacher ___ her lesson five minutes ago.
3. When I was a child, I ___ to be a lawyer.
4. We ___ to the Caspian Sea last weekend.
5. My sister ___ a letter for me last month.
6. I ___ my former classmate at the bus station yesterday.
7. She ___ her passport two days ago.
8. They ___ dinner in the restaurant last Sunday.
9. He ___ to his classes without his notebook yesterday.
10. When I was young, I ___ much milk.

3. Read the following text. Put the verbs in the correct tense form.

get up, go, be(x 2 times), have, arrive, talk, walk, visit, not/go out, look, enjoy, stay

Last weekend we 1) **went** to Edinburgh by train from London. We 2) ___ at a hotel in Princess Street. It 3) ___ cold and windy when we 4) ___ in Scotland, but the hotel 5) ___ warm and comfortable. On Sunday morning, we 6) ___ at 8 o'clock and 7) ___ a good breakfast. Then we 8) ___ down Princess Street and 9) ___ at the lovely shops. We 10) ___ the castle in the afternoon and 11) ___ sitting in the gardens. We 12) ___ in the evening, we 13) ___ in the hotel and 14) ___ to some people from America.

4. Write the sentences about the past

E.g. Jennet always does her homework. Yesterday she did her homework.

1. Gurban always leaves his books at the university. He _____ last week.
2. We often go out with our friends at weekends. We _____ last weekend.
3. I eat apples every day. Yesterday I _____.
4. My sister takes a shower every morning. This morning she _____.
5. His parents usually go to work by bus. Yesterday they _____.
6. My father usually buys newspaper every day. Last week my father _____.

5. Complete the sentences. Use *didn't*.

1. I **met** Meret, but I **didn't meet** Sulgun.
2. The teachers from my department worked on Saturday, but they _____ on Sunday.
3. I and my friends went to the café, but we _____ to the library.
4. My brother took a very interesting book to read, but he _____ a movie to watch.
5. She had a pen, but she _____ a pencil.

6. Write questions.

1. I played chess with my sister yesterday. What about you? Did you play chess with your sister yesterday?
2. I slept well last night. What about you?
3. I saw my relatives last weekend. What about you?
4. I went to the disco party last Sunday. What about you?
5. I cut red roses in my yard yesterday. What about you?

7. Make up the sentences from these words and answer on them.

1. morning/you/time/get/up/what/in/did/the? What time did you get up the morning?

2. dinner/night/have/what/last/you/for/did?
3. did/train/last/you/by/when/travel?
4. Sunday/what/do/you/last/did?
5. did/summer/go/where/last/you?
6. visit/you/art gallery/an/last/did/when?
7. travel/on/you/how/work/did/to/Monday?

III. Skills Work

All about the Olympic Games

1. Learn about the Olympic Games, Ancient and Modern, and then test yourself to see what you remember!

The Ancient Olympic Games

When were the first Olympic Games held?

The first known Olympic Games was recorded in around 776 BC in Olympia, Greece. They were celebrated until 396 AD.



What events took place in the Ancient Olympic Games?

The Ancient Olympic Games consisted of only one race, the “stade” race, which was the length of the stadium and between 180 and 240 meters long (we don’t know for sure). Over the years more running races and other events were added, including boxing, wrestling, chariot racing, long jump, javelin and discus throwing.

Who revived the idea of the Olympic Games?

A French nobleman, Pierre Fredy, the Baron de Coubertin, born in 1863.

Coubertin was inspired by the ancient Olympic Games and travelled around the world, spending his own money, trying to persuade people to revive them. Eventually he managed to bring together representatives of many different countries in Paris, in 1894, and the Olympic Movement was begun.

When and where were the first modern Olympic Games held?

The first modern Olympic Games were held in Athens in 1896.

What is the aim of the Olympic Movement?

“The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.”



What is an Olympiad?

An Olympiad is the period of four years which starts with a summer Olympic Games.

Who chooses the next host for the Olympic Games, and how?

Members of the IOC choose the next venue for the Olympic Games, which must be a city rather than a country.

Who selects each country’s team of athletes?

Each country has their own National Olympic Committee (NOC). The NOCs represent their countries at the Olympic Games and select their own national teams.

What is the Olympic torch?

Prior to each Games, the Olympic Torch or Flame is lit in Olympia, Greece and brought to the host city by runners carrying the torch in relay.

What is the Olympic creed?

“The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.”



Who wins medals?

The athletes or teams who come first, second and third win medals: respectively gold, silver and bronze.

Are the gold medals real gold?

No! They were solid gold until 1912, but are now silver covered with a thin layer of gold.



Why do we have the Olympic rings as the emblem of the Olympic Games?

The five interlocking rings (blue, yellow, black, green, and red respectively) of the emblem was originally designed in 1913 by Pierre de Coubertin, to symbolize the five continents of the world taking part in the Olympic Games (the Americas are viewed as a single continent, and Antarctica is omitted).



What is the Olympic motto?

“Citius, Altius, Fortius” which is Latin for “Swift-er, Higher, Stronger”

(taken from <http://www.activityvillage.co.uk/all-about-the-olympic-games>)

2. Here is a list of words relating to Olympic Games. Consult the dictionary and be ready to translate them into Turkmen or explain them in English.

Divide the words into the following categories:

Kind of sports:

Equipment:

Sport symbols:

People involved in sports:

Sport terms:

Alpine skiing; amateur; archery; anthem; banned; broadcaster; compete; contestant; cross country skiing; doping; dressage (equestrian); facilities; fanfare; fencing; figure skating; host; medal; modern pentathlon; motto; nationality; oath; participant; postpone; preliminaries; qualify; representative; road cycling; rowing; security; ski jumping; spectator; speed skating; sponsor; sportsmanship; substitute; symbol; synchronized swimming; torch; venue; victory; weightlifting.

IV. Reading Comprehension

Before Reading

Can you name the Seven Wonders of the Ancient World?

1. Look at the Seven Wonders of the Ancient World and match them with the letters

- a) The Great Pyramid of Giza
- b) The Hanging Gardens of Babylon
- c) The Colossus of Rhodes
- d) The Lighthouse of Alexandria
- e) The Statue of Zeus
- f) The Temple of Artemis
- g) The Mausoleum at Halicarnassus



1



2



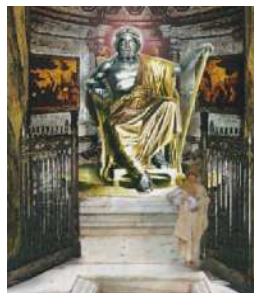
3



4



5



6



7

2. Read out the bold words and phrases, explain their meaning or translate them. Consult the dictionary if necessary.

Now read the text and insert the name of the wonder

1.

King Mausolus was a ruler of a small kingdom in Asia Minor. He was married to Artemisia, who loved him dearly. When the king died, his wife decided to build her husband the most **magnificent tomb** in the world. And she did.

The tomb was called the Mausoleum at Halicarnassus. It was so **splendid** that the Greeks selected the tomb to be one of the seven wonders of the world.

2.

This is the only ancient wonder which is still standing. It is about 4,500 years old, and it is the tallest building in the world!

It is nearly 800 feet long, 450 feet high, and built with over two million of blocks of stone. The average weight of each stone is about 2,500 pounds - around the same weight as a car!

3.

Alexander died quite young from an insect bite around 300 BC. His three generals **split** up his empire. All wanted the island of Rhodes, a crossroads of trade.

The people of Rhodes supported General Ptolemy. Unfortunately, although the general was successful in **taking over** Egypt, most of Greece was conquered by another general. This general was angry. He sent his son to level the city. His son was not successful. General Ptolemy sent an army from Egypt to lend the townspeople a hand. Together, they drove the enemy army away.

With joy, the townspeople used the armor and war machinery left behind. They **melted down** the bronze, and used it to build a giant statue of their **patron** god, Helios, to thank Helios for helping them save their city.

The statue was 110 feet high and stood on a 50 foot base. Each morning, the sun **glittered off** the bronze plates that covered the statue. It must have been quite a sight! It only took about 15 years to build this **incredible** statue, and the materials mostly were free!

4.

It was first built around 800 BC in the ancient Greek city of Ephesus, located on the coast of what is now modern day Turkey. The **temple** was **destroyed** several times. It was rebuilt several times, always on the same site.

Some years later it was **burnt down** by a man who wanted his name to be remembered forever. **Coincidentally**, it was at the same day that Alexander the Great was born.

Alexander **was** so **impressed with** this famous temple that he offered to give the town enough money to finishing building it if they would put his name on it. The

temple in Alexander's time was highly decorated and very spacious. It was 425 feet long, 225 feet wide and 60 feet high. 127 columns supported the roof.

5.

It was completed in 456 BC. It was built in Olympia to honor the Greek Olympic Game. Like the Parthenon and the Temple of Artemis, Doric columns were used to support the structure.

Little is left of this magnificent statue today. But the stadium has been rebuilt. And the spirit of the ancient Greek Olympic Games lives on.

6.

It was built on the Island of Pharos in the harbor of Alexandria, Egypt. It was build around 290 BC. It was a working lighthouse that helped ships find their way safely into harbor. It was also a **tourist attraction**.

Visitors could buy food at the observation platform on the first level. Anyone who wished to do could climb nearly to the top. There were not many places in the ancient world that visitors could climb a man-made structure, 300 feet up, to view the sea.

7.

Legend says ... they were built by King Nebuchadnezzar so that the queen, his wife, would have a lovely, private, terraced garden to enjoy.

They **were rumored** to be about 400 feet wide, 400 feet long, and over 80 feet high. There were paths and steps and fountains and gorgeous flowers, all build to make a **homesick** queen feel welcomed and loved.

No one knows if they actually existed, or if they did, if they existed in Babylon, but the legend is a lovely one.

After Reading:

Fill in the letter to match the correct answer

A- *"I AM THE GREAT PYRAMID OF GIZA."*

B- *"I AM THE HANGING GARDENS OF BABYLON."*

C- *"I AM THE STATUE OF ZEUS AT OLYMPIA."*

D- *"I AM THE TEMPLE OF ARTEMIS AT EPHESUS."*

E- *"I AM THE MAUSOLEUM AT HALICARNASSUS."*

F- *"I AM THE COLOSSUS OF RHODES."*

G- *"I AM THE LIGHTHOUSE OF ALEXANDRIA."*

1	I am the only wonder that survives to the present.
2	Even the island on which I stood has disappeared.
3	I was destroyed by an earthquake about 224 BC.
4	I was designed by a Greek architect named Chersiphron.
5	Alas, my city is no more, but it stood near Selcuk in modern Turkey.
6	The first Olympic games were held in my honor.
7	The Knights of St John of Malta looted my stones to build a castle.
8	I was taken to Constantinople where fire destroyed me in AD 462.
9	I was built with two million limestone blocks each weighing two tons.
10	Inspired French sculptor Auguste Bartholdi as he built a modern wonder.
11	Water from the Euphrates River irrigated my trees and flowers.
12	I towered about 400 feet, and my image appeared on some Roman coins.
13	To visit what remains of me today, go to Bodrum in southwestern Turkey.
14	I was dedicated to a goddess the Romans called Diana.
15	Erected to honor Helios, my builder was a Greek named Chares.
16	Some of the sculptures taken from me may be seen in the British Museum.
17	Historians believe King Nebuchadnezzar had me built for a favorite wife.
18	Oh wicked Herostratus. You burned me down in 356 BC.
19	In ancient times, a statue of Poseidon stood atop my summit.
20	I was built for one man who had two names, Khufu and Cheops.
21	When I existed, you could find me on the largest of the Dodecanese.
22	It is said fragments of me were transported to Syria by 900 camels.
23	I was built as a monument to a king named Mausollos.
24	Skilled navigators will find me located very close to 31° north, 30° east.
25	The sculptor Pheidias began work on me around 440 BC.

V. Listening and Speaking

My Wonders (9.1)

1. Listen to three people. They speak about modern wonders. Complete the chart:

	What's a wonder	Why is it a wonder?	What are pluses and minuses of it?
Myrat			
Maysa			
Guvanch			

2. Read and discuss the below poem. How does a writer understand “wonder”?

Life has so much to give and take
Its not just like a hot piece of cake
But we have to do so much to gain
All life's joy to get rid of pain
I really want and hope for the best
For all whom I love in life's test
And wish and hope that surely one day
I'll spread joy's flower in life's way
And these're the sort of things that survive
That make life nice with wonders of life
And tell us that in this life's ring
We have to face all autumns and springs.

Seema Chowdhury

3. Where are they?

Look at these extracts from conversations, notices, etc., and decide where you would hear or read each one. **On a sightseeing tour or in a museum?**

1. Speaker 1: Please put that back into the display case, madam. We don't allow visitors to touch the exhibits.

Speaker 2: But it's so beautiful. Whoops, butter fingers, I've dropped it!

Speaker 1: Oh no! That's a Chin Dynasty vase. It's over fifteen hundred years old.

Speaker 2: Oh well, at least it wasn't new.



2. Could I ask everyone to stay together and not to wander off? It can get very busy here at this time of the day. If anyone gets separated from the group, go and wait by the cathedral entrance and I'll come to look for you. We've got a busy itinerary today, so let's get started.

3. **Speaker 1:** Two adults and two children please.



Speaker 2: That's £7 please. Would you like a guide? They're free.

Speaker 1: Yes please. We're particularly interested in the Egyptian section. Where is that?

Speaker 2: On this floor, go past the gift shop and the portrait gallery and turn left just before you get to the natural history section.

4. Directly in front of you are two columns, one with a statue of Saint Mark and one with a statue of Saint Theodore. Ahead and on your left is the famous Doge's Palace. Directly to our left is Saint Mark's Basilica, and the bell tower on your right, which was completely rebuilt after it collapsed, can be climbed for a marvelous view of the city.

UNIT 10. GREAT WRITERS THAT INSPIRE

I. Brainstorming

1. Write an acrostic poem using the word "*writer*".

Remember to use each letter of the word to start a sentence that relates to authors.

W _____
R _____
I _____
T _____

E _____
R _____

2. Unscramble the following names of authors. We capitalized the first letter of their last names.

1. aMggylmuyt _____
2. miegaHnwym _____
3. unPshik _____
4. etdFrgliaz _____
5. Hemro _____
6. urlneakF _____
7. flWoo _____
8. aymtoAvt _____
9. ahapeSkrees _____
10. nKig _____
11. liarenSg _____

II. Grammar Box

Present Perfect Tense

- **Have** you **been** to Turkmenistan?
- Yes, I have. Two times.
- **Have** you ever **flown** with the Turkmen Airlines?
- No, I've never flown with the Turkmen Airlines.

Have been, have flown, have worked, etc.. is the **Present Perfect. (have+ Past Participle)**

	Positive(+)	Negative(-)	Question(?)
I we you they	have taken	have not (haven't) taken	Have you taken? – Yes, I have . Have we taken? – Yes, we have . Have they taken? – Yes, they have .
he she it	has taken	has not (hasn't) taken	Has he taken? – Yes, he has . Has she taken? – Yes, she has . Has it taken? – Yes, it has .

1. You are asking Jereen questions. Write the questions starting “Have you ever...?”

1. (be/Paris?) Have you ever been to Paris?
2. (eat/Turkmen plov?)
3. (play/the piano?)
4. (see/an alien?)
5. (fly/in a jet plane?)
6. (drive/ a car?)

2. Kerim is 70. He has had a very interesting life. What has he done?

meet	all over the world
write	famous scientists
travel	married to his neighbor
take	many useful articles on modern technologies
fly	in Boeing 727 twice
be	his own presentations in prestigious institutions
teach	his family to the Caspian Sea
make	Information Technologies, Mechanics and Optics in Saint-Petersburg state university

E.g. 1. He has met famous scientists

3. Put the verbs in Present Perfect

1. (I/see) that person before, but I don’t remember where. I’ve seen that person before, but I don’t remember where.

2. (you/ever/watch) “The Titanic” in English? Have you ever watched “The Titanic” in English?

1. (she/never/miss) her lessons.
2. (Gurban/lock) the door. I can’t enter my room.
3. (you/ever/play) football?
4. We have many interesting CD books in English, and (we/read) them all.
5. (you/ever/eat) mango?
6. (my friend/visited) many countries. Next time he wants to go to Paris.

4. Insert *yet, ever, never, since, for, already, just*

1. I have not read this story ___. I have not read this story **yet**.
2. He has ___ come from school.
3. My mother has known my father ___ 1989.
4. He has been in Rome ___ ten years.

5. We have not met each other ____.
6. I have ____ spoken to a Chinese student.
7. Have you ____ read this book in the original?
8. He has ____ called us and invited for his birthday party.

5. Write the questions with “How long...?”

1. I’m a teacher of English. **How long have you been a teacher of English?**
2. Gurban lives in Turkmenabat. How long...?
3. They dance in a national dance group. How long...?
4. We learn two foreign languages: Russian and English. How long...?
5. I have my own computer at home. How long...?
6. My relatives are married. How long...?
7. Our monitor is sick. How long...?

6. Insert *since* or *for*

1. I have learnt Russian ____ 7. I have learnt Russian **since** 7.
2. She has remembered this poem ____ her childhood.
3. We have stayed in Rahat hotel ____ a week.
4. They have not visited us ____ July.
5. My friend has lived in our house ____ three years.
6. We have not seen each other ____ ages.
7. She has not written to us ____ August.

7. Which one is correct?

1. **Durdy and Gulshat (have gone/went) to Mary last month.** 2. I (have enjoyed/enjoyed) the food when I was in Chinese restaurant. 3. The students from my department (saw/have seen) the President yesterday. 4. (Have you closed/Did you close) the door this morning? 5. I’m sorry but I (broke/have broken) your pen. 6. Dowlet (has just finished/just finished) his work. 7. I (was/have been) in London twice. 8. She (has been/was) with us yesterday.

8. Complete the interview between a journalist and a film star.

1. “How do you start work on a film?” “I ____ (read) the script and ____ (make) notes.
2. “I ____ (make) notes of the interview. I hope you don’t mind.” “No, I don’t.”
3. “What languages ____ (you speak)?” “French and English.”
4. “I’m glad we ____ (do) this interview in English. My French isn’t very good.”
5. “Who ____ (play) that guitar?” “My son, when he is at home.”

6. “Who ____ (play) the piano upstairs? It is lovely!” “My sister, she’s got a concert tomorrow.”
7. “What ____ (she play)?” “I think it’s a piece by Mozart.”
8. “____ she (play) anything else?” “The violin.”
9. “Where is your daughter now?” “She ____ (play) tennis, as usual.”
10. “What’s that delicious smell?” “My daughter ____ (cook).”

III. Skills Work

Brainstorm your ideas on the following quotation. Share it with your partner:

“The main thing that makes people different is how they look like. Some have blond and some have brown hair. People also have different eye color. Some people are taller than others. People have faces of different shapes and hair of different length. Some people are fat and some are hairier than others...”

1. Think of your ideal appearance. Share it with your partner. The following words will help you.

Height: tall, short, medium height

Build: frail, slim, thin, plump, fat, skinny, well-built

Age: young, elderly, middle-aged, teenager, in 20s, 30s, 40s

Face: round, oval, square, with scares, wrinkles, freckles, sun-tanned, pale

Hair: bald, straight, curly, spiky, wavy

Eyes: big round blue eyes, large, small, bright, narrow

2. Using the words below in exercise 1. describe one of the students and ask your group to guess him/her.

Set expressions or idioms describing people:

<p>to look like to be like to take after</p>
--

To look like – to resemble someone (usually in appearance)

What does she **look like**? She **looks like** her mom: tall, slim, with big and beautiful eyes.

To be like – bear resemblance to someone

What **is** she **like**? She **is like** her aunt: cheerful, generous and hardworking.

To take after – 1) to resemble in appearance, character, behavior;

2) to follow as an example

Does she **take after** her father? Unfortunately she doesn't, she is a lazybones.

a) Read these descriptions. What are the missing words? Write **is** or **has**.



A. She **is** around 20. She **is** tall, slim and beautiful. She **has** short straight black hair.
Now match the descriptions with the pictures.

B. He ... average height and average build. He ... a moustache, he ... handsome.

C. She ... really cute. She ... medium length wavy hair, and big beautiful eyes.

D. She ... small. She... light complexion. Her hair... long, straight and blond.
She wears plaits.

E. He ... around 40. He ... short straight hair, and wears glasses.

F. He ... a wide face and a dark complexion. He ... very muscular.

3. What is she like?

1) Use the words below to describe what your friends, family and teachers are like.

2) In pairs: one student writes down a description and the other student must guess who it is.

careful, hard-working, worried, cheerful, broadminded, active, curious, secretive	aggressive, tough, careless, practical, sensible, independent, strong-minded, stupid	dull, boring, imaginative, ambitious, crafty, sensitive, gentle, naive	generous, loyal, self-controlled, moody, trusting, modest, tolerant, friendly	energetic, confident, selfish, shy, stubborn, reliable, clumsy, intelligent
--	---	---	--	--

4. Famous people

1) Choose three well-known famous people.

2) Now describe each person using the prompts below:

	Famous person 1	Famous person 2	Famous person 3
Nationality			
Body			
Face			
Skin color			
Hair color			
Height			
Age			
Famous for.....?			

IV. Reading Comprehension

Before Reading

1. Read the President's quotation below. Whom is it devoted to? What do you know about this great Turkmen writer?

**Gurbanguly Berdimuhamedov,
the President of Turkmenistan**

*"The poetic world of Pyragy is, in fact, the Turkmen philosophy **generated** in the course of millennia, the melody of Turkmen soul, and the **invincible spirit** of the Turkmen"*

2. Read out the bold words and phrases, explain their meaning or translate them. Consult the dictionary if necessary.

Reading

May 18 is the day of the outstanding classic of Turkmen literature Magtymguly Pyragy, one of the greatest Turkmen poets, whose **creative heritage** has become an integral part of the world's **spiritual** treasury, translated in many languages and **proclaimed** the triumph of eternal values. His literary **masterpiece** ranks with the poetry of Shakespeare, Goethe, Pushkin and Byron.

As stressed by the President Gurbanguly Berdimuhamedov, "it is very symbolic that the date of **adoption of the Constitution**, which includes the principles of humanism, justice, unity and solidarity of our people, is celebrated as a double holiday – together with the Day of Poetry of the great Turkmen thinker Magtymguly Pyragy, for all the poetry of the great thinker and humanist is imbued with the nation's sacred dreams about the **sovereign state**, happy life, unity and well being".

Paying **meticulous** attention to the national cultural heritage the Esteemed President of Turkmenistan **signed** the Resolution “On Celebration of the 290-th Anniversary of the Great Thinker and the Oriental Classical Poet Magtymguly Pyragy” to popularize and study his writing.

Magtymguly Pyragy is a man of wisdom, a founder of the Turkmen classical language and literature, a true humanist, an ardent patriot, who **has a tremendous influence on** the formation of **self-consciousness** and cultural **self-determination** of the Turkmen people for three centuries.

Magtymguly’s poems are deep, vivid and **diverse**; they **reveal** the Turkmen lifestyle of the 18th century, the history of the epoch and political events, immense love for the Turkmen land, **impetuous passion** for the Turkmen people, social issues, beauty of nature, moral purity, and true love.

The poet describes specific events of his time, calls on the Turkmen tribes to unite and **consolidate** forces in the struggle against **harsh** enemies, **mourn** the death of his **contemporaries**. Magtymguly’s way of writing has significantly affected the development of the Turkmen language and literature.

“When souls and hearts of tribes are united,
Their troops can melt stones on their way,
If Turkmen will sit around one desterhan,
They will be the most **prosperous** nation.”

He bravely experiments with new forms of poetry and makes wise use of the simple language of the ordinary Turkmen people. Most of his poems have become popular songs among Turkmen bakshies and as Youseff Azemoun points out, “they have themselves turned into proverbs, which sometimes makes it difficult to distinguish real proverbs from Magtymguly’s creations”.

Magtymguly’s use of artistic techniques, mastery in the methods of poetic writing has extended the life of his creativity.

After Reading

I. Look through Magtymguly’s poem “Türkmeniň”. Try to render its main idea into English:

Jeýhun bilen bahry-Hazar arasy,
Çöl üstünden öser ýeli türkmeniň.
Gül-gunçasy – gara gözüm garasy,
Gara dagdan iner sili türkmeniň.

Hak sylamyş bardyr onuň saýasy,
Çyrpynşar çölünde neri – maýasy,
Reňbe-reň gül açar ýaşyl ýaýlasy,
Gark bolmuş reýhana çöli türkmeniň.

Al-ýaşyl bürenip çykar perisi,
Kükeýip bark urar anbaryň ysy,
Beg, töre, aksakgal – ýurduň eýesi,
Küren tutar gözel ili türkmeniň.

Ol merdiň ogludyr, mertdir pederi,
Görogly – gardaşy, serhoşdyr seri,
Dagda, düzde kowsa saýýatlar, diri
Alabilmez, ýolbars ogly türkmeniň.

Göwünler, ýürekler bir bolup başlar,
Tartsa ýygyn, erär topraklar-daşlar,
Bir suprada taýýar kylynsa aşlar,
Göteriler ol ykbaly türkmeniň.

Göwün howalanar, ata çykanda.
Daglar lagla döner, gyýa bakanda,
Bal getirer joşup, derýa akanda,
Bent tutdurmaz, gelse sili türkmeniň.

Gapyl galmaz, döwüş güni har olmaz,
Gargyşa, nazara giriftar olmaz,
Bilbilden aýrylyp, solup, saralmaz,
Daýym anbar saçar güli türkmeniň.

Tireler gardaşdyr, urug ýarydyr,
Ykballar ters gelmez, Hakyň nurudyr,
Mertler ata çyksa, söweş sarydyr,
Ýow üstüne ýörär ýoly türkmeniň.

Serhoş bolup çykar, jiger daglanmaz,
Daşlary syndyrar, ýoly baglanmaz.
Gözüm gaýra düşmez, göwün eglenmez,
Magtymguly – sözlär tili türkmeniň.

V. Listening and Speaking

1. Read out quotes about William Shakespeare and comment on them.

“With this same key
Shakespeare unlocked his heart’ once more!
Did Shakespeare? If so, the less Shakespeare he!”

Robert Browning (1812–1899), House

“The souls most fed with Shakespeare’s flame
Still sat unconquered in a ring,

Remembering him like anything.”

G. K. Chesterton (1874–1936), The Shakespeare Memorial

“Our myriad-minded Shakespeare.”

Samuel Taylor Coleridge (1772–1834), Biography.

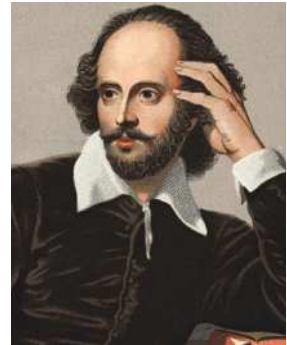
“He was the man who of all modern, and perhaps ancient poets, had the largest and most comprehensive soul.”

John Dryden (1631–1700), Essay of Dramatic Poesy

2. Learn by heart the following spring poem and try to render it into Turkmen.

Sonnet 98 William Shakespeare

From you have I been absent in the spring,
When proud-pied April, dressed in all his trim,
Hath put a spirit of youth in everything,
That heavy Saturn laughed and leaped with him.
Yet nor the lays of birds, nor the sweet smell
Of different flowers in odour and in hue
Could make me any summer's story tell,
Or from their proud lap pluck them where they grew.
Nor did I wonder at the lily's white,
Nor praise the deep vermilion in the rose;
They were but sweet, but figures of delight
Drawn after you, you pattern of all those.
Yet seemed it winter still, and you away,
As with your shadow I with these did play.



VI. Writing Skills

Music

1. Use a dictionary to check the meanings of the words in the box. Can you think of any other words and expressions to add to the list?

Aggressive, an album, an artist(e), beat, blues (music), a classic, classical music, a compilation, to compose, a composer, a concert, to conduct, a conductor, contemporary, dance music, download, improvise, improvisation, innovative jazz, live (adjective), lyrics, memorable, mood, opera, orchestra, pop, popular, to record, recorded, relaxing music, sentimental, a singer-songwriter, a soloist, a vocalist, vocals, music

2. Now try this essay. Use words and expressions from the box in Exercise 1, and any other words or expressions that you think would be relevant.

The music you listen to says a lot about the kind of person you are. How far do you agree with this?

Use specific reasons and examples to support your answer.

Use the following plan:

- Make an introduction (state the problem)
- Express your personal opinion and give 2–3 reasons for your opinion
- Express an opposing opinion and give 1–2 reasons for this opposing opinion
- Explain why you don't agree with the opposing opinion
- Make a conclusion restating your position

UNIT 11. A SOUND MIND IN A SOUND BODY

I. Brainstorming

Look at the title of the Unit and explain its meaning. Do you agree with it.

II. Grammar Box

Present Perfect Progressive

Is it raining? No, but the ground is wet. It **has been raining**.

have/has been + v-ing is the Present Perfect Progressive:

I/we/they/you **have** (= I've) **been doing/waiting/playing**, etc.

He/she/it **has** (= he's) **been doing/waiting/playing**, etc.

We use the Present Perfect Progressive

1. for an activity that has recently stopped or just stopped. There is a connection with now:

1. Rashid is very tired. He's **been working very hard**. (he's tired now)
3. Why are your clothes so dirty? What **have you been doing**?
4. I've **been talking** to Rahman about environmental issues.

2. With *how long*, *for ...* and *since ...* The activity is still happening or has just stopped:

1. How long **have you been learning** English? (you're still learning English)
2. Tim is still watching television. He's **been watching** television all day.
3. Where have you been? I've **been looking for** you for the last half hour.

1. What have these people been doing or what has been happening?

1. They **have been studying**.
2. She ---
3. They ---
4. He ---

2. Write a question for each situation.

1. John looks ill. You ask: (you/eat much ice-cream?) **Have you been eating** much ice-cream?
2. You have just arrived to meet a friend who is waiting for you. You ask: (you/wait/long?)
3. You meet a boy in the street. His face and hands are very dirty. You ask: (what/you/do?)
4. A friend of yours is now living in Ashgabat. You want to know "How long ...?" You ask: (how long/you/live/in Turkmenbashi Shayoly?)
5. A friend tells you about his job--he sells computers. You want to know "How long ...?" You ask: (how long/you/sell/computers?)

3. Read the situations and complete the sentences.

1. The rain started two hours ago. It's still raining now. It has been raining for two hours.
2. We started waiting for the bus 20 minutes ago. We're still waiting now.
We --- for 20 minutes.
3. I started English classes in December. I'm still learning English now.
I --- since December.
4. Ann began looking for a job six months ago. She's still looking now.
--- for six months.
5. Mary started working in London on 18 January. She's still working there now.
--- since 18 January.
6. Years ago you started writing to a pen-friend. You still write to each other regularly now.
We --- for years.

4. Put the verb into the Present Progressive or Present Perfect Progressive.

1. Maria has been learning (learn) English for two years.
2. Hello, Toylly. I --- (look) for you all morning. Where have you been?
3. Why --- (you/took) at me like that?
4. We always go to the Caspian Sea for our holidays. We --- (go) there for years.
5. I --- (think) about what you said and I've decided to take your advice.
6. "Is Ann on holiday this week?" "No, she --- (work)."
7. Sarah is very tired. She --- (work) very hard recently.

5. Choose the appropriate tense- the Present Perfect or Present Perfect Progressive

1. Where have you been? Have you been playing (you/play) tennis?
2. Look! Somebody --- (break) that window.
3. You look tired. --- (you/work) hard?
4. “--- (you/ever/work) in a factory?” “No, never.”
5. “Jane is away on holiday.” “Oh, is she? Where --- (she/go)?”
6. My brother is an actor. He --- (appear) In several films.
7. “Sorry I’m late.” “That’s all right. I --- (not/wait) long.”
8. “Is it still raining?” “No, it --- (stop).”
9. I --- (lose) my address book. --- (you/see) it anywhere?
10. I --- (read) the book you lent me but I --- (not/finish) it yet.
11. I --- (read) the book you lent me, so you can have it back now.

III. Skills Work

Free time activities

1. Look at the boxes below:

Be sure that you understand all the words and expressions, then write a few sentences to say **what you enjoy doing in your free time**, and **why you enjoy doing them**.

watch television, films, videos, plays, sporting events (football matches, golf tournaments, etc.)

listen to the radio, music, CD's

play sports (football, volleyball, tennis, golf, badminton, table tennis, etc)

play chess, video games, computer games, board games, cards, card games

play musical instrument (the piano, the guitar, the violin, the saxophone, the drums, etc.)

go swimming, camping, skiing, shopping, running, jogging, climbing, walking, hiking, horse-riding,

sailing, canoeing, cycling

go to the cinema, the theatre, concerts, shows, the pub, restaurants, the library, museums, art

galleries, football matches, amusement parks

read books, magazines, newspapers, journals, comics

collect stamps, postcards, antiques, coins, works of art, paintings

socialize with your friends (in pubs, bars, cafés, nightclubs, restaurants, at home, etc.)

surf the Internet

For activities like *photography, cooking, painting, writing, drawing, sewing* and knitting, there are no special verbs.

We usually use **enjoy** or other verbs (e.g., I enjoy photography / taking photographs).

Activities that you do outside the house are called outdoor activities.

like • enjoy • love • adore • am fond of • am keen on • mad about • am crazy about interesting • creative • challenging • fun • exciting • relaxing • inspiring • amusing • entertaining • stimulating • therapeutic • sociable

E.g. I like cooking. In my free time I enjoy reading various cookery magazines or surfing the Internet to find a recipe of delicious food. And what about you?

2. Describe your groupmates' hobby, using the above vocabulary.

3. Read the text. Indicate where the following sentence could be added to the passage.

This expression is used during the game to indicate that one player's king is on the verge of being captured.

The Origin of Chess

The origins of the game of chess are not known with certainty, and traditional stories in a number of cultures claim credit for developing the game. One legend claims that chess was invented during the Trojan Wars. According to another legend, chess was developed to depict the battle between two royal brothers for the crown of Persia. In a third legend, chess was the creation of the mythical Arab philosopher Sassa.

Whatever its origins, chess was known to exist in India as early as 500 B.C., and it eventually spread from India to Persia, where it took on much of the terminology that today is part of the game.

1A Foot soldiers in the Persian army were called *piyadah*, which became the pawns of today's game, Persian chariot was a *rukh*, which became the rook. **1B** The Persian king was the *shah*, which evolved into the name chess. **1C** *Shahmat*, which means "the king is dead", became the expression "checkmate"

IV. Reading Comprehension

Before Reading

I.

1. Why is Awaza called the "Pearl of Tourism"?
2. What places in Awaza are the most attractive?

2. Read out the bold words and phrases, explain their meaning or translate them. Consult the dictionary if necessary.

Reading

Gurbanguly Berdimuhamedov,
the President of Turkmenistan

“Turkmenistan is a country with enormous potential for the development of health, cultural, ecological, sports, business tourism and its other types.”

According to local residents, the name “Awaza” **is inspired by** the melody of the waves. “Awaza” in the local dialect means “singing waves” (cf. lit. owaz - melody, motive, melody). Indeed, if you listen, the melody of the Awaza waves is like a natural symphony.

The national tourist zone Awaza has no analogues in the world. Its main feature is **multifunctionality**: it is **created** not only for tourism and recreation, but also for organizing business forums, various conferences, festivals, competitions, concerts, as well as for holding sporting events.

It is the center of the tourism industry of Turkmenistan, its real brand. Recently there has been International Congress “Tourism and Travel”, the first in the history of Turkmenistan.

Gurbanguly Berdimuhamedov the President of Turkmenistan has initiated Awaza project and **turned** an almost deserted beach **into** an excellent **resort**. As **emphasized** by the President, the high level of service should become “the visiting card” of the seaside resort.

There have been strict **requirements** for **environmental safety** and **environmental protection** within the construction period of facilities.

In a short time, Awaza has also gained the status of a center for **international diplomacy**. It regularly hosts meetings of heads of state and government delegations.

Awaza is also the only center of **thalassotherapy** in Central Asia – treating the sea climate and swimming in combination with sunbathing.

In the future, it is planned to create a botanical garden with exotic plants, as well as an aqua park, an aquarium, a dolphinarium, a planetarium, a cinema, an amusement park, a karting center, a golf center, a cycle track, etc.. Awaza will **introduce** us the “copies” of natural and historical monuments.

The tourist area will provide us with a lot of supermarkets and **catering establishments** that will offer visitors a variety of dishes from the national, Eastern and European cuisine. Four restaurants will be built right in the sea, not far from the coast.

The nearest city to Awaza is Turkmenbashi, the only large port providing communication of Central Asia with European countries. Not only automobile roads, but also cable cars, the “passengers” of which will be able to admire the original show of dancing fountains, will connect Awaza with the city of Turkmenbashi.

In the summer season, Awaza is visited by tourists from all over Turkmenistan, as well as from countries near and far abroad.

Awaza serves as a bright confirmation of the implementation of the basic principle of social policy of Turkmenistan: “The state is for man!”

It is being planned to complete the construction of the tourist zone by 2020.

After Reading

Let's learn and discuss how to work out projects on tourism zones **Beneficial Awaza**

The residents of Turkmenbashi have decided to work out a project to make the region a tourist destination. The natural resources around the region are very rich and provide outstanding opportunities for swimming, sunbathing and fishing which can be used to draw a lot of visitors into the area and make the region prosper.

To develop the project a working group was formed. Each of the members had to perform two functions. The responsibilities were distributed in the following way: Bahar Myradova is responsible for interviewing people and doing research. We won't tell you (for security reasons) who has to find a tour company but this is the person who invests money. The person who keeps in touch with the local authorities and goes to receptions is not Juma Durdyev. The one who investigates the ways of getting a grant is not Myrat Gurbanov, and Bahar Myradova is not responsible for implementing the project. Elena Sadykova is not finding a tour company and she is not the one who is writing the project proposal. Bahar Myradova is not creating a booklet. And the person who keeps in touch with the local authorities is responsible for investigating the ways of getting a grant. What does each of them do?



Name	Finding a tour company	Interviewing people and doing research	Keeping in touch with local authorities and going to receptions	Creating a booklet	Writing the project proposal	Investing money	Implementing the project	Investigating ways of getting a grant
Bahar Myradova		V						

Myrat Gurbanov								
Juma Durdyev								
Elena Sadykova								

V. Listening and Speaking

1. Are you good at sports?

1. ARCHERY

- a) a contest in which cross-country skiers, carrying rifles, shoot at targets at four stops along a 12.5-mile (20km) course
- b) the art or sport of shooting with bows and arrows

2. KICKBOXING

- a) a martial art in which competitors wear boxing gloves, throw punches and kick with bare feet
- b) a martial sport in which two people wearing large padded gloves fight according to special rules.

3. EQUESTRIAN

- a) connected with the activity of riding horses.
- b) connected with the activity of treating horses.

4. FENCING

- a) a sport in which two competitors fight each other using very thin swords.
- b) a sport in which two competitors fight each other using rifles.

5. JUDO

- a) the modern sport derived from jujitsu, in which the object is to throw, hold to the ground, or otherwise force an opponent to submit, using the minimum of physical effort
- b) a method developed in Japan of defending oneself without the use of weapons by using the strength and weight of an adversary to disable him

6. KURASH

- a) a kind of wrestling and specifically refers to a number of folk wrestling styles practiced in Central Asia
- b) a sport in which two people fight and try to throw each other to the ground.

7. KARATE

- a) a Chinese way of fighting in which people use only their bare hands and feet.

b) a Japanese sport or way of fighting in which people fight using their hands, elbows, feet, and legs.

8. TAEKWONDO

a) it is performed barefoot in loose padded clothing, with a colored belt indicating the level of skill, and involves mental as well as physical training

b) a martial art, a particularly aggressive form of karate, that utilizes punches, jabs, chops, blocking and choking moves, and especially powerful, leaping kicks.

9. POWERLIFTING

a) the sport or activity of lifting barbells or other heavy weights.

b) a competition or sport involving three tests of strength: the benchpress, squat, and two-handed dead lift.

10. SAMBO

a) a type of wrestling based on judo that originated in Russia and now features in international competitions

b) the sport or activity of grappling with an opponent and trying to throw or hold them down on the ground, typically according to a code of rules.

11. BOWLING

a) a game played on a rectangular cloth-covered table with raised cushioned edges, in which a cue is used to hit three small, hardballs against one another or the side cushions of the table

b) a game played by rolling a large, heavy ball down a smooth floor (called a lane) towards a set of pins in order to knock down as many pins as possible

Sports in my life

2. Listen to the following conversation and practice them in class (11.1)

A: I can't understand why some girls aren't interested in any kinds of sports or athletics.

B: Perhaps they are interested in other things. Do you think sports are the most important thing in everybody's life?

A: No, of course not. But people are healthier if they play sports. Ask any doctor!

B: Doctors don't say everybody must play sports. They say everybody should have enough physical exercise. That's not the same thing.

A: But sports are the best kind of exercise. You can enjoy exercise in the form of sports and games. I don't enjoy morning exercises at all.

B: I see, you play basketball instead of doing morning exercises. I can tell you, you are making a great mistake. Ask any doctor.

3. Listen to three people talking about a sport or activity they enjoy. Fill in the following table. (11.2)

	<i>Mekan</i>	<i>Yelena</i>	<i>Meylis</i>
What sport/activity is she/he talking about?			
How often does she/he do it?			
What equipment/clothes does she/he need?			
Is she/he good at it?			

5. Complete the following dialogues:

1)

A: They say you are going in for sports? Which one?

B: "Chess"

A: "Chess? Are you kidding? Do you call it a sport?"

B: "Yes, why not?"

A: But nobody considers it as a sport except you.

.....

2)

A: "Are you fond of wrestling?"

B: "Yes, of course."

A: "I know that there are different kinds of fight, like freestyle, sumo... Which are you good at?"

VI. Writing Skills

Sports

1. Use a dictionary to check the meanings of the words in the box. Can you think of any other words and expressions to add to the list?

Arena, athlete, athletics, beat, coach, competitive, competitor, course, court, draw, equalize, exercise, go (swimming, jogging, climbing, etc.), opponent, play (baseball, tennis, basketball, etc.), prize, referee, score, spectator, sports, sportsman / sportswoman, stadium, support, supporter, take up (a sport), team spirit, train, trainer, umpire, win

2. Now try this essay. Use words and expressions from the box, and any other words or expressions that you think would be relevant.

Do you agree or disagree with the following statement? Sports play an important role in a culture.

Use specific reasons and examples to support your answer.

Use the following plan:

- Make an introduction (state the problem)
- Express your personal opinion and give 2–3 reasons for your opinion
- Express an opposing opinion and give 1–2 reasons for this opposing opinion.

UNIT 12. BOOKS ENRICH OUR LIVES

I. Brainstorming

When you learn to read you will be born again...and you will never be quite so alone again. —Rumer Godden

1. Do you agree or disagree with the above statement? Comment on your answer.
2. Why is it important to read books? Think and provide at least three reasons.

Exchange your ideas with groupmates.

3. What's your favorite book and why do you enjoy reading it?

II. Grammar Box

Past Progressive Tense

Yesterday Jemal and Jeren watched a documentary film. They began at 10 o'clock and finished at 11.30. So, at 10.30 they **were watching** a documentary film.

Remember:

was/were + ing is the Past Progressive:

I/he/she/it **was playing/doing/working. etc..**

we/you/they **were playing/doing/working etc..**

Match the usage of the tense (1-5) with examples (a-e)

We use **Past Progressive** for:

1. actions happening at the definite moment in past
2. temporary situations in the past
3. actions in progress over a period of time
4. two actions in progress at the same time
5. background information in the story

- a) The sun **was shining**, the birds were singing. She opened the window and looked out.
- b) He **was living** in Ashgabat at that time.
- c) He **was playing** computer games all evening yesterday.
- d) While the teacher **was explaining** a new topic, the students were listening to her attentively.
- e) At 7p.m., I **was preparing** for my classes.

1. What were you doing at the following times? Write one sentence as in the examples.

- 1. (at 8 o'clock yesterday evening)
I was having dinner with some friends.
- 2. (at 5 o'clock last Saturday)
- 3. (at 10.15 yesterday morning)
- 4. (at 4.30 this morning)
- 5. (at 7.45 yesterday evening)
- 6. (half an hour ago)

2. Use your own ideas to complete these sentences. Use Past Progressive.

- 1. Toyly lost his key hand while he was driving home.
- 2. The doorbell rang while I ---
- 3. We saw an accident while we ---
- 4. Mary fell asleep while she ---
- 5. The television was on but nobody ---

3. Put the verbs into the correct form: Past Progressive or Past Simple.

- 1. **Jane was waiting (wait) for me when I arrived (arrive).**
- 2. "What --- (you/do) this time yesterday?" "I was asleep."
- 3. "--- (you/go) out last night?" "No, I was too tired."
- 4. "Was Carol at the party last night?" "Yes, she --- (wear) a really nice dress."
- 5. How fast --- (you/drive) when the accident --- (happen)?
- 6. John --- (take) a photograph of me while I --- (not/look).
- 7. We were in a very difficult position. We --- (not/know) what to do.
- 8. I haven't seen Alan for ages. When I last --- (see) him, he --- (try) to find a job in London.
- 9. I --- (walk) along the street when suddenly I --- (hear) footsteps behind me. Somebody --- (follow) me. I was frightened and I --- (start) to run.
- 10. When I was young, I --- (want) to be a bus driver.

4. Open the brackets and put a verb in the right form

1. The boy **refused** to admit that he has broken the window. So they **sent** him home to bring his parents to school.

2. Look, it (*to get*) _____ late. I (*to miss*) _____ the ten o'clock train if I (*not to hurry*) _____. Jack said he (*to come*) _____ to pick me up. I don't know why he (*not to appear*) _____ yet. Perhaps he (*to get*) _____ into the traffic jam.

3. Yesterday Tom and Janice (*to go*) _____ to the zoo. They had an adventure there. While they (*to walk*) _____ by the giraffe, it (*to begin*) _____ to chew Janice's hat.

III. Skills Work

There are different types of books.

1. Match the types of books with their meanings

1. Autobiography	a) A book or electronic resource that lists the words with the meanings
2. Book series	b) Books with the traces of the past events
3. Encyclopedia	c) A technique employed by writers to expose and criticize foolishness and corruption of an individual or a society by using humor, irony, exaggeration or ridicule
4. Thriller/ Mystery	d) A collection of literary works chosen by the compiler
5. Romance	e) Books that are sequenced with the same characteristics
6. Satire	f) Fairy-tales , picture books that interests children
7. Cook books	g) A book or set of books giving information on many subjects or on many aspects of one subject and typically arranged alphabetically.
8. Children books	h) Love stories
9. Dictionary	i) These stories are based on imagination. Stories about crime, murders, suspense
10. Anthology	j) An account of a person's life written by that person
11. History	k) Books with various recipes that you can try out in your kitchen

2. Think of the book, you've recently read. Reveal its plot and describe their characters, using the following adjectives.

Negative	Positive
adventurous	boring

amusing	confusing
breath-taking	complicated
deep	deceptive
easy to read	nonsensical
emotional	predictable
exciting	repetitive
exhilarating	silly
motivating	gross

3. Read the text and do the tasks given below:

“I may want to read it again one day” is the reason why my husband keeps every book he reads. Over 25 years most of them, never opened again after the first reading, have accumulated in our cellar. One day, however, thinking he’d never notice their absence, I donated most of them to a charity book sale. As I stood admiring the empty cellar, I heard Frank call me, “I’m home early so I can get to the book sale before it closes.”

While he was gone, I prepared for the worst. But when he arrived home empty-handed, I asked him if there had been any books that interested him.

“Yes, there were lots of good ones,” he replied, “and I’ve got them all.”

- To “accumulate” here means to _____.
 - become more
 - sell something
 - read a book
 - become useless
- “Cellar” is _____.
 - a room in a hotel
 - an underground room
 - a very large building
 - a big shelf for books
- To “_” means to make a gift of something, especially for a good purpose.
 - admire
 - call to
 - donate
 - notice
- “Charity” means _____.
 - some books which are no longer needed
 - help for people who are poor or in trouble
 - an organization for selling books
 - a group of people living together

4. Are you good at education terminology?

Complete the sentences with a word or words from the box.

Challenging, look it up, monolingual, rewarding, mother tongue, accent, multi-lingual, communicate, native, fluent, second language, bi-lingual, pronunciation

1. People speak lots of different languages in my country, but the ____ is English- it is used in business, politics and education as the main language of international communication.

2. I have terrible problems with my English _____. Nobody can understand a word I say.

3. Always carry a good dictionary around with you. If you don't understand a word, you can then_____.

4. He has an unusual _____; it's not British, and it's not American. It's something in between.

5. There are two types of dictionary you can use; a _____ one, which gives a translation of the word, and a _____ one, which explains the word in the same language.

6. Of course, I speak good English. I've spoken it all my life. It's my _____. I also speak French as a _____.

7. My Italian isn't great, but when I go to Italy I can usually _____ in restaurants, shops, bars, etc. Basically, people understand what I'm trying to say.

IV. Reading Comprehension

Before Reading:

I. Have you read "Romeo and Juliet"? What are the most unforgettable episodes you can name?

II. Match the words with their definitions:

1. a feast	a) thrust into
2. to deny	b) to make a pretense of
3. to profess	c) to quarrel with
4. to beg	d) a short stabbing weapon with a pointed blade
5. to argue with	e) a large and sumptuous meal, usually given as an entertainment for several people
6. reluctant	f) a large grave that is above ground
7. to simulate	g) to declare to be untrue

8. a tomb	h) to affirm or announce (something, such as faith); acknowledge
9. a dagger	i) unwilling and hesitant
10. to plunge into	j) to ask for

Reading

Romeo and Juliet's Tragic and Romantic Love Story

There lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man. One day, Romeo attended the **feast** of the Capulets', a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo's eyes fell upon Juliet, and he thought of Rosaline no more.

The vision of Juliet was invading his every thought. Unable to sleep, Romeo returned late that night to the Juliet's bedroom window. There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready **to deny** his name and **professed** his love. The two agreed to meet at nine o'clock the next morning to be married.

Early the next morning, Romeo came to Friar Lawrence **begging** the friar to marry him to Juliet. The Friar performed the ceremony, praying that the union might someday put an end to the **feud** between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo chanced upon his friend Mercutio **arguing with** Tybalt, a member of the Capulet clan. That **quarreling** last caused Mercutio died. Romeo was **reluctant** no longer. He drew his sword and slew Tybalt. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool down. He promised to inform Juliet.

On the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet consulted Friar Lawrence and made a plot to take a sleeping potion for Juliet which would **simulate** death for three days. The plot proceeded according to the plan. Juliet was sleeping in death.

Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's **tomb**. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to kiss the poison from his lips, but failed. Then Juliet put out his **dagger** and **plunged it into** her breast. She died.

After Reading

1. Answer the following questions:

1. Where is the scene set in Romeo and Juliet?
2. Whom did Romeo love at the beginning of the play?
3. Where did Romeo and Juliet first meet?
4. What did Juliet's father wish for his daughter?
5. Why couldn't Romeo and Juliet meet openly?
6. What happened to Mercutio?
7. How did Romeo react then?
8. Who helped Romeo and Juliet?
9. What was the priest's plan? Why did it fail?
10. What happened at the end? Why did Romeo kill himself?

V. Listening and Speaking

1. Be ready to discuss these questions in class:

1. How do you feel when your friend invites you to watch a movie?
2. What kind of movies do you enjoy watching?
3. What's the best movie you've ever watched?
4. Do you prefer watching movies at the cinema or TV?
5. What are your favorite movie stars?
6. What movie can be called successful?

2. Act out Role Play on Going to the Cinema

Imagine you've decided to go to Berkarak Center to watch a movie.

Phone and ask:

1. which movies are on
2. ask genres of each movie
3. what movies are about
4. what time the movies are on
5. whether the movies are in 3D or not
6. ticket price

3. Divide a group into teams. Ask them to debate on "What do you prefer: to go to the cinema or theater? "

VI. Writing Skills

Movies and the theater

1. Use a dictionary to check the meanings of the words in the box. Can you think of any other words and expressions to add to the list?

Acting, action, actor / actress, atmosphere, audience, box office, cast, comedy, director, documentary, drama, entertaining, exciting, funny, horror, musical performance, plot, romance, scenery, fiction, screen, setting, soundtrack, special effects, stars, story, thriller, video

2. Now try this essay. Use words and expressions from the box, and any other words or expressions that you think would be relevant.

What kinds of movies do you enjoy watching, and why do you enjoy watching them? Use specific examples to explain your answer.

Use the following plan:

- Make an introduction (state the problem)
- Express your personal opinion and give 2-3 reasons for your opinion
- Express an opposing opinion and give 1-2 reasons for this opposing opinion
- Explain why you don't agree with the opposing opinion
- Make a conclusion restating your position.

UNIT 13. MY FUTURE CAREER

I. What is your future job?

Brainstorming

1. Work in a group of three and write a list of prestigious jobs for you. Share with your classmates.

- make up a mind map
- why are these job popular?

E.g. a pilot: travels a lot, knows foreign languages, earns much money

2. Read out a list of job requirements and put them into three columns:

skills	abilities	qualities
--------	-----------	-----------

Job requirements:

1. Ambition
2. Creativity

3. Initiative
4. Leadership
5. Flexibility
6. Individuality
7. Artistic abilities
8. Dedication
9. Intelligence
10. Teamwork skills
11. Administrative skills
12. Physical strength
13. Ability to meet the deadlines
14. Communicative



3. Choose one of the jobs from your mind map

- say what skills and abilities are needed to be successful in it
- give reasons for your viewpoint

II. Grammar

Future Forms

Future Simple

Begench goes to study every day. He is always at the university from 8 a.m. till 13.00 a.m.

It's 9 o'clock now. He is at the lesson.

At 9 o'clock yesterday he was at the university too.

But at 9 o'clock tomorrow he **will** be at home.

	Positive (+)	Negative (-)	Question (?)	Answer
I/we/ you/ they/ he/ she/it	will('ll) have be eat	will not (won't) have be eat	Will I/we/you/they/ he/she/it have, be, eat?	Yes, I/we/you/they/he/she/it will. No, I/we/you/they/he/she/it won't.

1. John is travelling in Turkmenistan. Complete the sentences with *he was (he's), or he will be (he'll be)*

1. Yesterday John **was** at the horse stable. Tomorrow he **will be** at the ostrich farm.
2. Yesterday John ___ at an English lesson. Tomorrow he ___

3. Yesterday John ____ at the railway station. Tomorrow he ____
4. Yesterday John ____ at home. Tomorrow he ____
5. Yesterday John ____ at his relative's cottage. Tomorrow he ____
6. Yesterday John ____ at the stadium. Tomorrow he ____
7. Yesterday John ____ at the horse races. Tomorrow he ____

2. Where will you be? Write the sentences about yourself. See one of these:

I'll be... I'll probably...

1. At 8 o'clock tomorrow? **I'll be at university or I'll probably be at home.**
2. At 2 o'clock tomorrow afternoon?
3. In a month from now?
4. In thirty minutes after classes?
5. At midnight tonight?
6. In a year after now?
7. In two weeks after now?

3. Write *will* ('ll) or *won't*

1. Don't watch TV after midnight. You **won't** get up early.
2. It's Maral's birthday next Monday . She ____ 20.
3. Don't spend much time at your computer. You ____ have good eyes then.
4. I'm sorry, I'm late. I ____ happen again.
5. I've missed my English lesson today, I ____ do that next time.

We can use the “**if**”+ “**will**” to talk about possible future cause or effect

If I work hard I will pass my exam.

If she learns English, she will go to study abroad.

Remember:

main clause (will +verb)	If clause (if + Present Simple)
They will get excellent marks She will be on time	if they study well. if she hurries.

4. Make up the sentences, using the words in brackets

I'll wait here. I'll get back. (**until**) **I'll wait here until you get back.**

1. Give me a ring. You'll hear some news. (when)
2. The TV program will end. I'll do my homework. (after)
3. I'll go to work. I'll have a bath. (before)

4. She'll be in Paris. She'll visit her friends. (when)

I'm going to...

Study the situation:

Morning **I'm going to** spend much time in the library after classes.

She's going to spend much time in the library after classes.

We use **am/are/is +going to...** for future

I She, he, it We, you, they	am is are	(not) going to	speaking watching eating
I She, he, it We, you, they	am is are	(not) going to	speaking watching eating
Am I Is she, he, it Are we, you, they		going to	speaking? watching? eating?

I am going to do something = I have made up my mind to do it, my intention is to do it.

- I **am going to** play tennis tomorrow.
- She **is going to** visit historical places at weekend.
- They **are going to** spend their holidays at the beach of the Caspian Sea.

1. What are these people saying? Look and complete.



E.g. "I'm going to watch TV"

1.



?

2.



?

3.



?

4.



?

5.

2. Complete the sentences. Use *am/are/is +going to* + one of these verbs:

prepare, drink, do, wash, walk

1. The weather is perfect today. I'm going to walk with my friends after classes.
2. The glasses are dirty. My daughter _____ them
3. It'll be my open lesson on Monday. I _____ my grammar presentation.
4. He's thirsty. He _____ a glass of mineral water.
5. What _____ they _____ after graduating from the university?

3. Will or going to?

Complete the dialogues. Sometimes both variants are possible.

1. "Why are you so happy?" "Because I'm **going** to visit my grandparents at the weekend."
2. "Why are you packing your rucksack?" "Because I _____ to a two-day's walking trip with my class."
3. "You have not passed me this topic, Toyly" "I'm sorry, I've been ill. I _____ to do it on Monday."

4. "Can you repair my computer, please?"

"Sure."

"How much ___ it cost?"

"Let me see it first. I ___ tell you, when you come. O'k? "

"That's fine. Thank you."

5. "Don't forget to write your essay on what you've watched, Durdy "

"I ___ certainly do it."

4. Complete the dialogue using the correct future form

A. What are **you doing** tonight?

B. I ___ (try) to finish my homework because I ___ (go) to my cousin's wedding on Saturday and I ___ (not/be able) to do it then.

A. What time ___ the wedding ___ (start) on Saturday?

B. The ceremony ___ (begin) at 2 o'clock, then I ___ (go) to the party in the evening.

A. ___ any of your friends ___ (be) there?

B. Well, my cousin says I can bring a friend. ___ (you/do) anything on Saturday night?

A. No, but I ___ (feel) shy if I don't know anyone.

B. Never mind. I'm sure ___ we (have) a great time.

5. Put the verb into the right Future Form

1. I can't come to school tomorrow because **I'm going** to the doctor.

2. The train ___ (leave) at exactly nine o'clock, don't be late.

3. We ___ (have) a party tonight.

4. The concert ___ (begin) at 8.30.

5. On Monday the Prime Minister ___ (give) a speech.

6. You've missed your bus? I ___ (give) you a lift.

7. Look at those dark clouds! It ___ (rain) in a few minutes.

8. At 10 o'clock I ___ (have) a meeting with my boss.

III. Skills Work

Air travel vocabulary

1. Match airline terminology (1-20) with its definitions (a-t)). Use the below vocabulary in your own situations.

Vocabulary	Definition
1. aisle	a) <i>n.</i> A transit passenger is one stopping at an airport that is not his destination
2. baggage claim	b) <i>adj.</i> national, not international [a domestic flight is entirely within one country]
3. board	c) <i>n.</i> place where passengers go to find their luggage (cases etc.) at the end of a flight
4. boarding pass	d) <i>n.</i> receipt for transportation etc. An air ticket has one coupon for each journey
5. check in	e) <i>adj.</i> [of products: cigarettes, perfume etc.] not taxable; exempt from customs taxes
6. confirmation	f) <i>v.</i> to register for a flight, inc. checking of tickets, passports, luggage etc. - also <i>n.</i>
7. departures board	g) <i>n.</i> a break for a day or two on an international flight
8. domestic	h) <i>n.</i> luggage that is more than the permitted or allowed weight
9. duty free	i) <i>n.</i> corridor in aeroplane between the seats [there are usually one or two]
10. excess baggage	j) <i>n.</i> the strip on which planes land and take off
11. flight	k) <i>n.</i> an aeroplane scheduled to fly a certain route at a certain time
12. gate	l) <i>n.</i> extreme tiredness etc. after a long flight between extreme time zones
13. hand luggage	m) <i>n.</i> large display in airport showing times, destinations etc. of departing flights
14. immigration officer	n) <i>n.</i> passenger's telephone validation of return reservation; reconfirmation
15. jet lag	o) <i>n.</i> government official responsible for checking passengers' passports
16. runway	p) <i>v.</i> to get on or enter an aeroplane - on board <i>adv.</i>
17. stopover	q) <i>n.</i> the point in an airport at which a particular flight arrives and departs
18. ticket	r) <i>n.</i> special ticket showing that passenger has checked in and may board plane
19. transit	s) <i>n.</i> light bags, briefcases etc. that may be carried on board by passengers

IV. Reading Comprehension

Before Reading

Translate the following words, learn them and make up sentences with them:

to respond to

to improve one's health

to laugh, laughter

to lower blood pressure

to have an accident

a stress relief valve

to get rid of

to acquire a stress-related disorder

destructive

to assert oneself

to take risks

to combat the stresses and strains

2. How can these words be connected with the title of the text?

3. Read and translate the text and find active words in it.

Reading

Laughter is the Best Medicine

At least nine out of every ten illnesses are caused – or at least made worse – by stress, pressure and anxiety. It seems that the way we respond to problems and troubles can produce many symptoms of ill health. But although our minds can make us ill, they can also make us better and help us to stay healthy.

There are a number of ways in which you can use your mind to improve your health:

1. Laugh as much as you can. Laughter is a positive, natural phenomenon which helps by improving respiration, lowering blood pressure and “toning up” the heart.

2. Don't be cool or unemotional.

3. If you feel sad, then cry. Research has shown that tears don't just provide an important stress relief valve – they help the body get rid of harmful chemical wastes. If you suppress your natural instinct to cry, then you are increasing your chances of acquiring a stress-related disorder.

4. Anger is a killer. Diseases such as high blood pressure, strokes and heart disease are all common consequences of uncontrolled anger. Find a positive way to release it, such as through physical exercise or talking about your problems.

5. A lack of confidence can be very destructive, so build it up. You can do this by imagining that you are creating an advertisement for yourself, writing down all your good points. You'll probably be surprised to find out how many virtues you have.

6. Smile as much as you can. We all respond to the face we see – for example, if you see someone yawn, you feel tired and if you see someone scowling, then you'll feel cross. If people see you smiling, then they'll smile back at you. They'll like you, too.

7. Learn to assert yourself. In hospitals the patients who live longest are the ones who stick up for themselves. The same is true of life.

8. Boredom is one of the biggest killers in our society. Be prepared to take risks and chances to add excitement to your life. If you don't take risks, you'll never know what you can achieve.

9. Put purpose into life. By adding ambition, hope and purpose, you'll give yourself new powers with which to combat the stresses and strains associated with frustrations, boredom and pressure.

10. Get into the habit of following your instincts. Practise first with minor decisions – what to eat and wear. You'll be surprised at how good your unconscious mind is at making decisions for you.

by Dr John Winsor – The Sunday Times of Malta

After Reading

1. Give corresponding words for the following definitions:

1. to make one's breathing better;
2. a sudden disabling attack or loss of consciousness caused by an interruption in the flow of blood to the brain, especially through thrombosis;
3. a sudden occurrence of coronary thrombosis, typically resulting in the death of part of a heart muscle and sometimes fatal;
4. to make or become more vigorous, healthy
5. to successfully bring about or reach (a desired objective or result) by effort, skill, or courage;
6. the state of feeling weary and impatient because one is unoccupied or lacks interest in one's current activity;
7. the feeling of being upset or annoyed as a result of being unable to change or achieve something.

2. Find the synonyms of the following words:

1. to get into the habit
2. to improve respiration

3. to be surprised at
4. to cause anxiety
5. to have an accident
6. to make decisions
7. heart disease

3. Answer the following questions:

1. What produces many symptoms of bad health?
2. Why is laughter one of the ways to improve your health?
3. Why should a person cry, when s/he feels sad?
4. Do you share the author's point of view? If yes/no, give your reasons

4. What do you think?

Do you agree that many illnesses are caused by stress, pressure and anxiety? Give your reasons for it.

V. Listening and Speaking

Look at the photos of “Oguzkent”, one of the best hotels in Turkmenistan and describe it.



VI. Writing Skills

Here is a picture from Turkmen fairy tale Yarty Gulak. Remember this episode and be ready to retell it in class, starting with “Once upon a time...”



UNIT 14. OUR HERITAGE

I. Famous Places in My Country

Look at the pictures. Do you know where these places are? Have you ever been to a famous place? What did you do there? Tell the class.



1. What makes a place famous?

What do you think?

What makes a place famous? Why do you think people want to visit famous places? Work in small groups and brainstorm your ideas.

2. Saving our past for our future

Taking a short tour to the past

Do you think it is important to look after historic places? What do you think is the biggest problem for old places?



We live in **Ashgabat**, one of the most beautiful cities in the world. The name of the city can be translated as the “city of love”. It is located in the south-west part of the country, in the extensive oasis, which lies at the foothills of **Kopet-Dag**, on the very edge of the hot desert.

Today **Ashgabat** is a modern city with straight streets and avenues.

The city concentrates a huge amount of government institutions and agencies, as well as interesting monuments and attractions. Thus, the city was included into **the Guinness Book of Records** several times. First, as the pearl city with the largest number of marble buildings.

Second, for the world’s tallest flagpole (133 meters) set in the city. Third, for the largest Ferris wheel. Fourth, for the largest fountain complex “Oguzhan and Sons” with the fountain total area of 15 hectares! And finally, the biggest architec-

tural monument to a star (“The Oguzhan Star” on Turkmen television tower) is also included in the Guinness Book of Records.

Now, let's see how you remember the monuments located in our capital.

Match monuments with their description

1) It stands in the middle of the roundabout on Bagtyyarlyk Avenue in Ashgabat. The monument with the massive pedestal in the shape of a monolithic rock has a total height of 21 metres. The 6-metre equestrian sculpture depicting the President of Turkmenistan mounted on an Ahalteke horse shines gold at the top of the monolith.



2) It was erected between the Archabil and Chandybil Avenues and it symbolizes prosperity and peace that reign on the Turkmen land. The total height of the monument that consists of five segments is 47 metres. It is crowned with a symbolic construction of the globe with the image of five white doves with wings spread and olive branches under them. The pillars of the monument are connected in its upper part with a ring decorated with a national pattern that symbolizes unity.

An integral part of the composition that occupies an area of 26,000 square metres is fountains with illumination and decorated light poles.

3) It was built at the intersection of Bagtyyarlyk Avenue and Oguzhan Street. The total height of the monument is 36 metres. It consists of five pillars in the shape of a crescent, each of which is decorated with the Oguzhan eight-pointed star. The pillars join together to form the sculptural composition.

If one looks at this original monument from the side, it represents a crescent and if one looks at it from above, it represents a star. It is deeply symbolic that the monument resembles an artificial satellite flying in the sky.

4) It was erected on the intersection of Yanbash and Bekrewe roads. It was urged to become a bright symbol of progressive development of national science, its modern attainments, bringing of this major sphere to qualitatively new, world level.

5) Total height of the edifice from earth surface is 36 meters. Bearings, designed in original style and conjugated in its upper part, which form reminds tripped flower, comprise the structure of the monument. A symbolic composition, depicting nine planets of the solar system, crowns the edifice.

6) On the top of this structure with height of 27 meters, it was placed the sculptural image of emblem of V Asian Indoor Games and Martial Arts held in Ashgabat in 2017. The monument located not far from the large facilities of sport infrastruc-

ture of the capital embodies the health of Turkmen society, great successes of the national sport and striving for new heights.



“Sagdynlyk”
Monument



“Abadanchylyk”
Monument



“Arkadag”
Monument



“Yyldyz”
Monument



“Ylym”
Monument

II. Grammar Box

Active and Passive Voices

Simple Present and Past Passive Voices

The texts **are discussed** at every English lesson.

The texts **were discussed** yesterday.

Compare Active and Passive:

The students **discuss** *the texts* every English lesson.

The texts **are discussed** every English lesson.

The students **discussed** *the texts* yesterday.

The texts **were discussed** yesterday.

The passive is

Past Participle

Simple Present	am/are/is	not	translated	done
Simple Past	was/were	not	cleaned	spoken

The Past Participle of *regular verbs* is **–ed** (finish-finished)

For a list of *irregular past participles* (done/built/red) **see Appendix**

– His name **is mentioned** in this list.

- This monument **was built** in 2003.
- When was the telephone **invented**?
- I **am** never **invited** to parties.
- We **weren't taken** to the movie last week.

was/were born

I **was born** in Ashgabat in 2000.

Where **were** you **born**?

1. Open the brackets and put the verb in Present or Past Passive.

1. The books (read) by us every evening. The books **are read** by us every evening.
2. This house (build) two years ago.
3. Bananas (import) to our country every week.
4. The room (paint) last month.
5. She (be) born in Italy.
6. We (wake) by loud noise.
7. The telephone (invent) by Graham Bell in 1876.
8. The office (clean) every day.

2. Where were they born?

1. (Jahan/Dashoguz). Jahan **was born** in Dashoguz.
2. (Julio/Italy)
3. (my sisters/Minsk)
4. (I/?)
5. (my father/?)
6. (my mother/?)

3. Change the sentences, using the verb in Present or Past Passive.

1. We usually pronounce these words in class. These words **are** usually **pronounced** by us in class.
2. I ate many apples yesterday.
3. He repairs his car in the garage.
4. She speaks four languages.
5. They built this bridge last month.

4. Rewrite the sentences using passive voice. Use the same tense.

1. A bus knocked her down. She **was knocked down** by a bus.
2. Police blocked off the road. The road_____.

3. The draught blew out the candle. The candle ____ by the draught.
4. The judge let her off with a fine. She ____ with a fine.
5. They laid off thirty more people last week. Thirty more people ____ last week.
6. They locked up the criminal. The criminal ____.
7. They put forward an idea for discussion. An idea ____ for discussion.
8. You could hang up your jacket over there. Your jacket ____ over there.

5. Correct the mistakes in these passive voice sentences.

1. German was not taught at that school. German **was not taught** at that school.
2. He was beeten up last week.
3. His homework was did yesterday.
4. Our tent was blowed away by the wind.
5. The food were not eaten.
6. That airplane was driven with a robot a month ago.
7. The window was broke yesterday.

6. Choose the best way of completing these passive voice sentences.

1. Our horses ____.
a) **are well fed** b) are well feeded c) is well fed d) is well feeded e) well fed
2. It ____ that learning English is easy.
a) are said b) is sad c) is said d) is sayed e) said
3. The mosquito bite ____.
a) could not felt b) could not be felt c) could not be fell d) could not be felt
e) could not be feel
4. What he has done to me ____.
a) cannot be forgave b) cannot be forgiv c) cannot be forgiven d) cannot been forgiven
e) cannot forgiven
5. The money ____ to me yesterday.
a) was not been given b) has not been gaven c) has not been given d) have not be given
e) have not been given
6. South Florida and Hawaii ____ by a hurricane last year.
a) were been hit b) has been hit c) have are hit d) have been hit e) is hit
7. Peter and Tom ____ in an accident yesterday.
a) is hurt b) is hurted c) were hurt d) were hurted e) will been hurt
8. John and Ann ____.
a) was not misled b) was not misleed c) were not misled d) were not misleed
e) were not misleeded

7. Find the mistake in each line. Write the correction below.

- 1 Last year Helen decided taking a photography course.
2 She spent a long time look at courses, and in the
3 end she managed finding one near her house. She
4 couldn't afford buying a new camera, but her brother
5 agreed lend her his. In the first class she went to, she
6 enjoyed to meet the other students and by the end of
7 the second class she managed take an excellent shot.
8 Disaster struck when the teacher suggested to go to
9 the country to practise landscapes. She forgot picking up
10 the camera from the bus and now she can't face to see her brother again!

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

8. Open the brackets and use the verbs in proper tense forms

Dear Aygul,

I'm writing to you because I hope that you will help me. If you (*to answer*) _____ my letter as soon as you can I (*to be*) _____ grateful to you.

A strange thing (*to happen*) _____ to me yesterday. You of course know my friend George. He (*to move*) _____ to a new flat recently. We (*to meet*) _____ in 1987 and (*to be*) _____ friends ever since.

I (*to invite*) _____ to his housewarming party a few days ago. The thing is that when I (*to speak*) _____ to him on the phone, the doorbell (*to ring*) _____ I (*to hang*) _____ up and when I returned the paper with his address on it (*to disappear*) _____. So I don't know where he lives. Maybe you can help me.

Shamurat

III. Skills Work

1. Phrasal Verbs with "Look"

Choose the correct phrasal verb in the following sentences.

1. Maureen isn't _____ taking her driving test. In fact, she's really worried about it.

(looking over / looking forward to / looking into)

2. Things haven't been good for a while, but at last they are _____.

(looking forward / looking down / looking up)

3. We've got quite a nice view from our office. We _____ a park.

(look out over / look up / look down)

4. Jane thinks she's better than people who haven't been to university and _____ them.

(looks up to / looks down on / looks out for)

5. _____! The car is going backwards.

(Look out! / Look in! / Look over!)

6. She has always admired intelligent men. For example, she _____ her professor and copies everything he does.

(looks down on / looks out for / looks up to)

7. _____ me _____ when you're next in London - it will be nice to see you again.

(Look...forward / Look...up / Look...out)

8. She _____ the figures and they seemed to be OK.

(looked over / looked on / looked out for)

9. I've asked the manager to _____ the question of staff holidays.

(look down on / look into / look on)

10. Who's going to _____ your dog while you're away?

(look into / look out / look after)

11. We're _____ new offices because ours are too small.

(looking down on / looking out for / looking up)

IV. Reading Comprehension

Before Reading

I. What do you know about our history?

II. Read out the bold words and phrases, explain their meaning or translate them. Consult the dictionary if necessary.

Reading

Glorious History of Turkmenistan

Because of **archeological excavations**, Turkmenistan became famous to the whole world by its rich **heritage**. Such historical cultural monuments as ancient Merv, Koneurgench and Nusay are included to **the List of world natural and cultural heritage** of UNESCO.

Historical and cultural monuments of Turkmenistan are **integral part** of world civilization. Great importance is attached to work on preserving and reconstructing historical and cultural national heritage. Territories of most famous settlements were announced historical and cultural reservations.

They are:

1. Ancient Merv
2. Koneurgench
3. Parthian Fortresses of Nusay

Merv Oasis is one of the most ancient regions of Central Asia where the highly developed system of the **artificial irrigation** and the thick net of settlements existed at the Bronze Age. Merv gained the epithet Shakjahan (King of Universe) in the 10th century and began to develop intensively under the Seljuks. In the period of Sultan Sanjar, it was the capital of the great country, the largest city in the Middle Asia and in the whole Muslim East. Its area together with suburbs was 1,800 hectares with a population of 150,000 people.

In 1221 it was completely destroyed by the hordes of Genghis Khan. After the Mongol **invasion** Merv **was restored** only 200 years later by Shakhrukh, the son of Tamerlane. In 1882 Turkmens drove the Bukhara emirs out and soon built a **fortress** on the new banks of the Murgab, which had changed its bed. So the present town of Mary was built, unconnected with the sites of ancient Merv. Merv is a group of sites of the ancient town of different periods: Bairamalikan-kala, Abdullakan-kala, Sultan-kala, Erk-kala (the fortress-citadel), and Gyaur-kala.

Koneurgench was an ancient city. In 712 the Arabs overthrew Khorezm, and Koneurgench took its Arabic name Dgurdganiya or Gurganj. In 995, Gurganj became Horezm Shah's state capital and the second city after Bukhara – capital of Samanids. It was a famous seat of learning during the reign of Horezm Shahs. The prominent scientists like Avicenna, Al-Beruni and the traveler Ibn Battuta spent some time in Gurganj. In 1221, after a half-year struggle, the city **was captured** and destroyed by the Mongols. Nevertheless, due to its beneficial position, Gurganj revived rapidly and retained its importance of a trade **and administrative center**.

Nusay is an ancient town located in the foothills of the Kopetdag (Ahal welayat). It includes the remains of Old and New Nusay. The city was an important center of the Parthian state, which existed from the 3rd century BC up to the 3rd



century AD. As the archaeological research shows, the township of New Nusay was the center of the Parthian City. It was inhabited up to the 16th – 17th centuries. Old Nusay was a royal residence of the Parthian kings with the palace and temple, the depositories and the treasury.

After Reading

I. Answer the following questions:

1. What did Turkmenistan become famous for?
2. What is UNESCO? What do you know about this organization?
3. What is cultural heritage? Why do we need to preserve it?
4. What are three archeological monuments of Turkmenistan included to the List of world natural and cultural heritage of UNESCO?
5. What monument is one of the most ancient regions of Central Asia? Why is it included to the List of world natural and cultural heritage of UNESCO?
6. What city became Khorezm Shah's state capital and the second city after Bukhara – capital of Samanids? Why is it in UNESCO World Natural and Cultural Heritage List?
7. What is an ancient town located in the foothills of the Kopetdag? Why is it in UNESCO World Natural and Cultural Heritage List?

II. Make up conversations where you and your group mates will share some information on the sightseeings of Turkmenistan. Use the information from the above text.

V. Listening and Speaking

1. Here is a list of famous, historical and beautiful places. You are a guide. What would you say about these places:

1. Big Ben – the clock tower of the British Houses of Parliament in London and its famous bell

2. The Eiffel Tower- the famous communications tower in Paris

3. The World Cup Stadium in Seoul- where some 2002 World Cup matches were played

- a) "It is used for sports events once or twice a week"
- b) "Hundreds or thousands of people are shopping, eating and watching movies in there now"
- c) "Hundreds of people are climbing the stairs, and maybe a hundred more are taking the lifts"
- d) "The top viewing platform moves more than 1 meter when there is a strong wind"
- e) "The clock rings four times an hour"
- f) "It is striking twelve"

Now, let's listen and check. (15.1)

2. Here is a text on “World Heritage”. But the paragraphs are not in order. Put them in order and discuss in class.

- to help States Parties safeguard World Heritage properties by providing technical assistance and professional training;
- to provide emergency assistance for World Heritage sites in immediate danger; to support States Parties' public awareness-building activities for World Heritage conservation;
- to encourage participation of the local population in the preservation of their cultural and natural heritage;
- to encourage international cooperation in the conservation of our world's cultural and natural heritage

The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity. This is embodied in an international treaty called the Convention concerning the Protection of the World Cultural and Natural Heritage, adopted by UNESCO in 1972.

UNESCO's World Heritage mission is

- to encourage countries to sign the World Heritage Convention and to ensure the protection of their natural and cultural heritage;
- to encourage States Parties to the Convention to nominate sites within their national territory for inclusion on the World Heritage List;
- to encourage States Parties to establish management plans and set up reporting systems on the state of conservation of their World Heritage sites;

Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritages are both irreplaceable sources of life and inspiration. Places as unique and diverse as the wilds of East Africa's Serengeti, the Pyramids of Egypt, the Great Barrier Reef in Australia and the Baroque cathedrals of Latin America make up our world's heritage.

What makes the concept of World Heritage exceptional is its universal application. World Heritage sites belong to all the peoples of the world, irrespective of the territory on which they are located.

Now listen and check- (15.2)

VI. Writing Skills

Your hometown

1. Use a dictionary to check the meanings of the words in the box. Can you think of any other words and expressions to add to the list?

Busy, character, college, community spirit, eating out, environment, healthcare, historic, hospital, housing project, improve, improvement, increase, industry, library, livelihood, lively, mall, modern monument, museum, neighbor, neighborhood, park, peaceful, pedestrianize, population, preserve (old buildings), reduce, renovate, restaurants, rural, safe, shopping, sports center, sports facilities, statue, theater, traditional, traffic

2. Now try this essay. Use words and expressions from the box in Exercise 1, and any other words or expressions that you think would be relevant.

You have been asked for some suggestions to make your hometown a better place. What suggestions would you make, and why?

Use the following plan:

- Make an introduction (state the problem)
 - Express your personal opinion and give 2–3 reasons for your opinion
 - Express an opposing opinion and give 1–2 reasons for this opposing opinion
- Explain why you don't agree with the opposing opinion.

UNIT 15. SCIENCE AND TECHNOLOGY

I. What is science?

“Science and technology have come a long way in the last 60 years, and our lives have become better as a result.”

Do you agree with this statement? Share your opinion with you partner

Write 5 words associated with science

Science- the systematic study of the nature and behavior of the material and physical universe, based on observation, experiment, and measurement, and the formulation of laws to describe these facts in general terms

Technology- 1) the application of practical sciences to industry or commerce
2) the methods, theory, and practices governing such application

Have you ever tried technologies below? Complete the table

Have you ever?	Yes (write name)	No
-talked over a mobile phone?		
-played interactive games on a computer?		
-traveled in a jet plane?		
-dated someone on the Internet?		

-driven a race car?		
-used an e-mail to write to your friend?		

II. Grammar Box

Non-finites (gerunds and infinitives)

English verbs can be followed by a gerund (**doing**) or infinitives (**to do/do**)

Gerunds

1. Here are some more verbs that are followed by -ing:

stop delay fancy consider admit miss involve finish postpone imagine avoid deny risk practise

E.g. Suddenly everybody stopped talking. There was silence.

I'll do the shopping when I've finished cleaning the flat.

He tried to avoid answering my question.

I don't fancy going out this evening.

Have you ever considered going to live in another country?

Note the negative form **not -ing**:

When I'm on holiday, I enjoy not having to get up early.

2. We also use -ing after:

give up (= stop)

put off (= postpone)

carry on/go on (= continue)

keep or keep on (= do something continuously or repeatedly)

E.g. He has given up smoking.

We must do something. We can't go on living like this! (or ... carry on living ...)

Don't keep interrupting me while I'm speaking. (or Don't keep on interrupting ...)

3. With some verbs you can use the structure **verb + somebody + -ing-**

E.g. I can't imagine George riding a motorbike.

You can't stop me doing what I want.

"Sorry to keep you waiting so long." "That's all right."

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

I don't mind being kept waiting. (= I don't mind people keeping me ...)

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

E.g. She admitted having stolen the money.

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

E.g. She admitted stealing the money.

5. After some of the verbs on this page (especially admit/deny/suggest) you can use that ...

E.g. She denied that she had stolen the money. (or She denied stealing ...)

Infinitives

Use **to ...** (infinitive) after the following verbs:

offer decide hope deserve attempt promise agree plan aim afford manage threaten refuse arrange learn forget fail

If these verbs are followed by another verb, the structure is usually verb + to ... (infinitive):

E.g. It was late, so we decided to take a taxi home.

Simon was in a difficult situation, so I agreed to lend him some money.

I waved to Karen but failed to attract her attention.

Note these examples with the negative not to ...:

E.g. We decided not to go out because of the weather.

I promised not to be late.

With many verbs you cannot normally use to... . For example, enjoy/think/suggest:

E.g. I enjoy dancing.

Ian suggested going to the cinema.

Are you thinking of buying a car?

We also use **to...** after: **seem appear tend pretend claim**. For example:

E.g. They seem to have plenty of money,

I like George but I think he tends to talk too much.

Ann pretended not to see me as she passed me in the street.

We say “decide to do something”, “promise to do something” etc. In the same way, we say “a decision to do something”, “a promise to do something” (noun + to..).

E.g. I think his decision to give up his Job was stupid.

George has a tendency to talk too much.

After **dare** you can use the infinitive with or without to:

E.g. I wouldn't dare to tell him. or I wouldn't dare tell him.

But after **daren't** (or **dare not**), you must use the infinitive without **to**:

E.g. I **daren't** tell him what happened.

1. Complete each sentence with one of these verbs:

answer apply be listen make see try use wash work write

1. He tried to avoid **answering** my question.
2. Could you please stop --- so much noise?
3. I enjoy --- to music.
4. I considered --- for the job but in the end I decided against it.
5. Have you finished --- your hair yet?
6. If you walk into the road without looking, you risk --- knocked down.
7. Jim is 65 but he isn't going to retire yet. He wants to carry on ---.
8. I don't mind you --- the phone as long as you pay for all your calls.
9. Hello! Fancy --- you here! What a surprise!
10. I've put off --- the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody --- so stupid?
12. Sarah gave up ---to find a job in this country and decided to go abroad.

2. Use your own ideas to complete these sentences. Use -ing.

1. She's a very interesting person. I always enjoy **talking to her**.
2. I'm not feeling very well. I don't fancy ---
3. I'm afraid there aren't any chairs. I hope you don't mind ---
4. It was a lovely day, so I suggested ---
5. It was very funny. I couldn't stop ---
6. My car isn't very reliable. It keeps ---

3. Complete the sentences for each situation.

1. Shall we get married? Yes, let's.
They decided **to get married**.
2. Please help me. OK.
She agreed ---
3. Can I carry your bag for you? No, thanks. I can manage.
He offered ---
4. Let's meet at 8 o'clock. OK, fine.
They arranged ---
5. What's your name? I'm not going to tell you.
She refused ---

4. Complete each sentence with a suitable verb.

1. Don't forget to post the letter I gave you.
2. There was a lot of traffic but we managed --- to the airport in time.
3. Jill has decided not --- a car.
4. We've got a new computer in our office. I haven't learnt --- it yet.
5. I wonder where Sue is. She promised not late.
6. We were all too afraid to speak. Nobody dared --- anything.

5. Put the verb into the correct form, to ... or -ing.

1. When I'm tired, I enjoy **watching television**. It's relaxing. (watch)
2. It was a nice day, so we decided --- for a walk. (go)
3. It's a nice day. Does anyone fancy --- for a walk? (go)
4. I'm not in a hurry. I don't mind --- (wait)
5. They don't have much money. They can't afford --- out very often. (go)
6. I wish that dog would stop --- It's driving me mad. (bark)
7. Our neighbor threatened --- the police if we didn't stop the noise. (call)
8. We were hungry, so I suggested --- dinner early. (have)
9. Hurry up! I don't want to risk --- the train. (miss)
10. I'm still looking for a job but I hope --- something soon. (find)

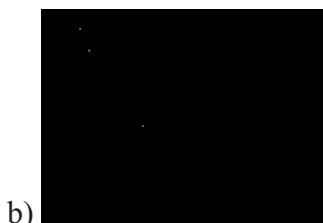
6. Choose the correct form of the verb.

1. They enjoyed *be/being/to be* on holiday by the sea.
2. The weather was awful. It didn't stop *raining/to rain/rain* all week.
3. We hope *arriving/to arrive/arrive* by half past seven.
4. My sister has agreed *help/helping/to help* with the decorating.
5. My health wasn't very good so I stopped *smoking/to smoke/smoke*.

III. Skills Work.

1. Modern achievements

What modern achievements can you name? Match the pictures and texts:



1. A **mobile phone** or **mobile** (also called **cellphone** and **handphone**) is an electronic device used for mobile telecommunications. Current mobile phones may

support many additional services and accessories, such as SMS for text messaging, email, packet switching for access to the Internet, gaming, Bluetooth, infrared, camera with video recorder and MMS for sending and receiving photos and video, MP3 player, radio and GPS.

2. **Nanotechnology**, shortened to “**nanotech**”, is the study of the controlling of matter on an atomic and molecular scale. Nanotechnology is very diverse, ranging from extensions of conventional device physics to completely new approaches based upon molecular self-assembly. Nanotechnology has the potential to create many new materials and devices with a vast range of applications, such as in medicine, electronics and energy production.

3. **Cloning** in biology is the process of similar producing populations of genetically identical individuals. Cloning in biotechnology refers to processes used to create copies of DNA fragments (molecular cloning), cells (cell cloning), or organisms. The term also refers to the production of multiple copies of a product such as digital media or software. Dolly the Sheep Dolly, a Finn Dorsett ewe, was the first mammal to have been successfully cloned from an adult cell.

2. Read the text and decide which answer a), b) or c) best suits to each space

Virtual reality

Most of us have 1) __ of virtual reality (or VR) because of computer games, and you may have seen films like the Matrix which 2) __ their plot on VR. But fewer people are 3) __ of how VR 4) __ our lives in more serious ways. One of the commonest 5) __ of VR is in medicine. Scientists have 6) __ to build VR machines which can 7) __ to train doctors in surgical techniques, but VR is also used in the operating theatre itself. For children who are 8) __ ill in hospital, there is now a VR game network that links seven hospitals. The children have a lot of fun but, 9) __ from that, research has 10) __ that the system helps to reduce their pain and loneliness. We can expect VR to become more and more a part of our lives.

- | | | |
|------------------|---------------|----------------|
| 1. a) understood | b) heard | c) seen |
| 2. a) base | b) watch | c) inspire |
| 3. a) know | b) aware | c) interesting |
| 4. a) effects | b) affects | c) influence |
| 5. a) sights | b) ways | c) works |
| 6. a) managed | b) decided | c) got |
| 7. a) assist | b) give | c) help |
| 8. a) totally | b) completely | c) seriously |
| 9. a) apart | b) besides | c) also |
| 10. a) done | b) shown | c) made |

3. Complete definitions 1 – 15 with words and expressions from the box. You will not need all of the words and expressions from the box.

analyze bioclimatology biology breakthrough cellphone chemistry
computers control cryogenics cybernetics development digital dis-
cover discovery e-mail experiment genetic engineering genetic fin-
gerprinting ~~genetic modification~~ geneticist information superhighway
information technology (IT) innovation Internet invent invention life
expectancy microchip modified
molecular biology nuclear engineering physics research safeguard sci-
entist technocrat technologist technophile technophobe

1. Genetic modification is the practice or science of changing the genes of a living thing, especially in order to make it more suitable for a particular purpose.

2. A _____ is a rule, law, or plan that protects people or something from harm or problems.

3. _____ is the study of living things.

4. A _____ is someone who does not like, trust, or want to use technology, especially computers.

5. A _____ is a discovery or achievement that comes after a lot of hard work.

6. _____ is the study or use of computers and electronic systems for storing and using information.

7. If something is _____, it is changed slightly in order to improve it.

8. A _____ is a scientist who studies or works in genetics.

9. _____ is the use of technology to make copies of natural things (for example, artificial body parts).

10. A _____ is a scientist or other technical expert with a high position in industry or government.

11. _____ is the detailed study of something in order to discover new facts.

12. _____ is the science that studies the effects of low temperatures, especially the use of low temperatures for preserving the bodies of dead people.

13. An _____ is a scientific test to find out what happens to someone or something in particular conditions.

14. _____ is the length of time that someone is likely to live.

15. _____ is the invention or use of new ideas, methods, equipment, etc.

4. Different kinds of computers

Read the following texts and answer the questions:

What computers

1. are the smallest?
2. are widespread?
3. can fulfill several tasks simultaneously?
4. are the most expensive?
5. may be used separately or joined to a network?

A

A supercomputer is extremely powerful. It can be used for very complex tasks, such as computer modeling of weather systems. These computers are generally used by educational or scientific institutions, rather than individual ones.

B

A mainframe is a powerful computer which is capable of processing large amounts of data, often enabling many people to use it, and to carry out many tasks, at the same time. Mainframes are described as multi-user, multitasking machines.

C

A smaller computer is a network connected to a mainframe, or other powerful computer, is often called a workstation. A workstation may, however, also be relatively powerful computer, usually with good graphic capabilities, that may be either attached to a network or used as a stand-alone machine.

D

A small computer designed to be used to by an individual, for example at home or in an office, is sometimes called a PC, or personal computer. This kind of machine used to be called a microcomputer.

E

Another type of personal computer is a desktop or desktop computer. This is a very common model, which as the name suggests fits on a desk. Many users have desktop computers either at home, at work or in educational institutions. A desktop is not designed to be portable, which means it does not have an independent power supply, and is too big and heavy to be carried easily.

F

Some people use the term “desktop” to refer to the case which sits under the computer screen on a desk, distinguishing it from a tower case, which stands vertically next to the screen or on the floor.

G

A laptop is smaller than a desktop. Laptops are portable and can use batteries. As the name suggests, a laptop is small and light enough to fit on the user’s lap. A notebook is like a laptop, but is smaller, and a subnotebook is even smaller.

H

A handheld computer, sometimes called a palmtop, a PDA (personal digital assistant), or a pocket computer, is small enough to be held in the user's hand.

5. Read the text and name the basic robot's components. What are your ideas of the future of robot's design.

THE ROBOT'S DESIGN

What are industrial robots and how do they work? Although they vary widely in shape, size and capability, industrial robots are made up of several basic components: the manipulator, the control and the power supply.

The manipulator is the mechanical device, which actually performs the useful functions of the robot. It is a hydraulically, pneumatically or electrically driven jointed mechanism capable of a number independent, coordinated motion. **Feedback devices** on the manipulator's joints or actuators provide information regarding its motions and positions to the robot control. A **gripping** device or tool, designed for the specific tasks to be done by the robot, **is mounted** on the outermost joint of the manipulator. Its function is directed by the robots control system.

The control stores the desired motions of the robot and their **sequence** in its memory; directs the manipulator through this sequence or "program" upon command; and interacts with the machines, conveyors and tools with which the robot works. Controls range in complexity from simple stepping switches to minicomputers.

6. For questions 1-15, read the text below and choose the word which best fits each space.

SPEND, SPEND, SPEND

People's attitude to money has changed in recent years. When my mother was younger, she never **(1)** ... from anyone and she always paid her **(2)** ... on time. Things like cars, TVs and washing machines **(3)** ... a huge amount of money and there weren't so many different **(4)** ... to choose from. Nowadays, the **(5)** ... of mobile phones on the market is unbelievable. Some of my friends change their mobile every few months **(6)** ... the expense. There is also huge choice in clothes and shoes, especially on the internet. I ordered some jeans once but they were very **(7)** ... because they didn't **(8)** ... me very well - they were much too big. I prefer to try things **(9)** ... before I buy them. I think I know what **(10)** ... good on me and I quite often get great **(11)** ... in the sales. Some shops **(12)** ... a fortune but the **(13)** ... of clothes that they sell is awful. They persuade people to buy things that don't **(11)** ... them, just because they have a designer label. I don't have to pay high **(15)** ... in shops in order to feel good about the way I look.

№	a)	b)	c)	d)
1	a) lent	b) borrowed	c) paid	d) owed
2	a) bills	b) fees	c) prices	d) limits
3	a) spent	b) paid	c) charged	d) cost
4	a) design	b) style	c) makes	d) forms
5	a) rate	b) number	c) limit	d) count
6	a) although	b) despite	c) however	d) but
7	a) deceptive	b) disappointed	c) deceived	d) disappointing
8	a) fit	b) match	c) look	d) suit
9	a) out	b) on	c) up	d) through
10	a) suits	b) matches	c) looks	d) fits
11	a) bargains	b) fines	c) reduction	d) price
12	a) cost	b) charge	c) owe	d) borrow
13	a) form	b) brands	c) style	d) designs
14	a) suit	b) match	c) goes	d) wear
15	a) fees	b) bills	c) fines	d) prices

IV. Reading Comprehension

Before Reading

I. These parts are missing in the test. Insert them in the appropriate places and read the text.

- a) *may be essential for our lives on Earth*
- b) *the problem of **supplying** the world with enough energy*
- c) *to our understanding of the world*
- d) *learning to **predict earthquakes***
- e) *improve life for many people all over the world*
- f) *find their way in the changing world*

II. Read out the bold words and phrases, explain their meaning or translate them. Consult the dictionary if necessary.

Reading

Science is important to most people living in the modern world for a number of reasons. In particular, science is important to world peace and understanding, to the understanding of technology, and....

Science is important to world peace in many ways. **On one hand**, scientists have helped to develop many of the modern tools of war. **On the other hand**, they have also helped **to keep the peace** through research, which **has improved** life

for people. Scientists have helped us understand....; using energy from the sun and from the atom. Scientists **have** also **analyzed** the world's **resources**. Scientists study the Universe and how to use its possibilities for the **benefit** of men.

Scientists are also important to everyone who is affected by modern technology. Many of the things that make our lives easier and better are the results of **advances** in technology. In some cases such as technology for taking salt out of ocean water, technology...

Scientists are..., to study many other natural events such as storms. Scientists are also studying various aspects of human biology and the origin and developments of the human race. The study of the natural world may help....

A basic knowledge of science is **essential** for everyone. It helps people to....

After Reading

I. Answer the questions on the text:

1. Why is science important for us?
2. What do scientists do?
3. How do scientists help us?

1. Read the text and complete it.

The Small Screen

In the 1920s, people were keen to 1) _____ about new ideas and inventions, but perhaps the most popular and amazing idea of that decade was television. The first public demonstration of the television took 2) _____ on January 13th, 1928. On this day, the first television program was broadcast in the home of Ernst Alexanderson in New York, USA. The world's first television 3) _____ saw a large machine with a tiny screen which wasn't black or white but pink. They saw a picture of a man 4) _____ looked like he had been made using the x keys on a typewriter. The image was not very clear and moved 5) _____ side to side slightly. Magazines and newspapers 6) _____ this event with great excitement. People were amazed. Science fiction had suddenly 7) _____ reality. Television was here and life would 8) _____ be the same again. On May 10th, 1928, the first regular television program was broadcast. This program was a news report which was shown twice a day, three times a week. In those days, there were only a 9) _____ homes with television sets, but it would not be long before TV would take over the world. 10) _____ days, millions of homes all over the planet have TV sets showing thousands of programs on hundreds of channels. Television is a part of our lives, and it is here to stay.

- | | | | |
|---------------|---------|--------------|-------------|
| 1. A teach | B find | C learn | D study |
| 2. A place | B off | C up | D part |
| 3. A audience | B crowd | C spectators | D listeners |

- | | | | |
|-------------|-------------|------------|-------------|
| 4. A who | B which | C what | D whom |
| 5. A from | B over | C through | D across |
| 6. A wrote | B told | C reported | D explained |
| 7. A been | B made | C come | D become |
| 8. A always | B sometimes | C rarely | D never |
| 9. A few | B many | C little | D number |
| 10. A These | B This | C That | D Those |

V. Listening and Speaking

Using Modern Technologies

1. Practice the conversation

Meret: Have you got your email address?

Jim: Yes I have. How do you say “@” and “.”?

Meret: “@” is pronounced “at” and “.” is called “dot”.

Jim: I see. What’s your favorite email program?

Meret: I like to use Eudora.

VI. Writing Skills

This is a part of an e-mail from your friend. Write an e-mail in reply. (Use the plan below to help you)

Hi Myrat,
How are getting on?
Have you seen any good films lately?
I want to go to the cinema this weekend,
but I can’t decide what to watch.

Plan

Dear,

(Paragraph 1)

- opening remarks

(Paragraph 2)

-suggest a film you saw

-mention title, cast, characters, acting etc.

(Paragraph 3)

-give your recommendation and closing remarks.

Yours,

Appendixes (Grammar)

Mind the names of countries, people who live there and their language:

Country	Adjective	Person
Afghanistan	Afghan	an Afghan
Argentina	Argentinian	an Argentinian
Australia	Australian	an Australian
Belgium	Belgian	a Belgian
Brazil	Brazilian	a Brazilian
Britain	British	a Briton
Canada	Canadian	a Canadian
Chile	Chilean	a Chilean
China	Chinese	a Chinese
Cuba	Cuban	a Cuban
Denmark	Danish	a Dane
Egypt	Egyptian	an Egyptian
England	English	an Englishman, an Englishwoman
Finland	Finnish	a Finn
France	French	a Frenchman, a Frenchwoman
Germany	German	a German
Greece	Greek	a Greek
Holland (also Netherlands)	Dutch	a Dutchman, a Dutchwoman
Hungary	Hungarian	a Hungarian
India	Indian	an Indian
Indonesia	Indonesian	an Indonesian
Iran	Iranian	an Iranian
Iraq	Iraqi	an Iraqi
Ireland	Irish	an Irishman, an Irishwoman
Israel	Israeli	an Israeli
Italy	Italian	an Italian
Japan	Japanese	a Japanese
Kazakhstan	Kazakh	a Kazakh
Mexico	Mexican	a Mexican

Mongolia	Mongolian	a Mongolian
Norway	Norwegian	a Norwegian
Pakistan	Pakistani	a Pakistani
Poland	Polish	a Pole
Portugal	Portuguese	a Portuguese
Romania	Romanian	a Romanian
Russia	Russian	a Russian
Saudi Arabia	Saudi Arabian <i>or</i> Saudi	a Saudi Arabian <i>or</i> a Saudi
Scotland	Scottish	a Scot
South Africa	South African	a South African
Spain	Spanish	a Spaniard
Sweden	Swedish	a Swede
Switzerland	Swiss	a Swiss
Tajikistan	Tajik <i>or</i> Tadjik	a Tajik
Thailand	Thai	a Thai
Turkey	Turkish	a Turk
Turkmenistan	Turkmen <i>or</i> Turkoman	a Turkmen
United Kingdom (UK)	British	a Briton
United States of America (USA)	-	a citizen of the USA
Vietnam	Vietnamese	a Vietnamese
Wales	Welsh	a Welshman, a Welsh-woman

(Listen and check)

Appendix I. Auxiliary verb “to be”.

«To be» kömekçi işligi

«Be» nädogry işligi inlis dilinde in köp ulanylýan sözleriň biri. Sözlemde bu işlik hem esasy, hem kömekçi işlik hökmünde ulanylýar. Ol ulanylýan zamanyňa baglylykda şu görnüşlerde bolup bilýär: am/is/are, was/were, been, being.

The weather is cold. (main verb)

I am studying English now. (helping verb)

The article was translated. (passive voice)

I’m (I am)

You’re (You are)

We’re (We are) from Ashgabat.

They’re (They are)

Men Aşgabatdan.

Sen/siz Aşgabatdan.

Biz Aşgabatdan.

Olar Aşgabatdan.

He's (he is)		Ol (oglan) sapakda.
She's (She is)	at the lesson.	Ol (gyz) sapakda.
It's (It is)		Ol sapakda.

Questions. Sorag sözlemleri

	am I?	Men nirede?
	are you?	Siz/Sen nirede?
	are we?	Biz nirede?
Where	are they?	Olar nirede?
	is he/she?	Ol oylan/gyz nirede?
	is it?	Ol nirede?

İnlis dilinde «**be**» işliginiň ýokluk görnüşü işligiň yzyna «**not**» (**n't**) ýokluk ýasaýjy kömekçi sözüniň goşulmagy bilen ýasalýar:

I'm not a teacher.	It isn't my book.
Men mugallym däl.	Bu meniň kitabym däl.
You aren't my student.	We aren't in the yard.
Sen meniň talybym däl.	Biz howluda däl.
He isn't my classmate.	They aren't at the lesson.
Ol (oglan) meniň synpdaşym däl.	Olar sapakda däl.
She isn't at home.	
Ol (gyz) gyz öýde däl.	

Appendix II. Parts of Speech.

Söz toparlary (noun – at, verb – işlik, adjective – sypat).

Nouns – atlar söz topary bolup, adamlaryň, ýerleriň, zatlaryň ýa-da düşüňjeleriň atlaryny aňladýarlar we kim? näme? nire? diýen, soraglara jogap berýärler. Atlar anyk ýa-da abstrakt bolup bilerler.

a student – talyp
a bag – torba
an opinion – pikir
love – söýgi

Verbs – işlikler söz topary bolup, gymyldy-hereketi aňladýar we näme etdi?, näme edýär? näme etjek? näme eder? diýen soraglara jogap bolýar.

to play – oýnamak
to watch – seretmek
to enjoy – lezzet almak

Adjectives – sypatlar. Olar bir zadyň ýa-da düşünjäniň hilini aňlatmak üçin ulanylýar. Ol adyň önünden gelip, nähili? neneňsi? nätüýsli? diýen soraglara jogap berýär.

a nice girl – owadan gyz

a happy day – bagtly gün

an independent country – bitarap ýurt.

Appendix III. Numerals.

Sanlar

İňlis dilinde (**cardinal**) mukdar we (**ordinal**) tertip sanlar bar.

1-den 10-a çenli: mukdar sanlar

1-**one** –bir

6-**six**-alty

2-**two**- iki

7-**seven**-ýedi

3- **three**-üç

8-**eight**-sekiz

4-**four**- dört

9-**nine**-dokuz

5-**five**-bäs

10-**ten**-on

11-den 19-a çenli:

11-eleven

16-**sixteen**

12-twelve

17-**seventeen**

13-**thirteen**

18-**eighteen**

14-**fourteen**

19-**nineteen**

15-**fifteen**

20-den 90-a çenli (numeral + ty):

20-**twenty**

60-**sixty**

30-**thirty**

70-**seventy**

40-**forty**

80-**eighty**

50-**fifty**

90-**ninety**

100 (one) hundred – (bir) ýüz

We spent six days in America last month.

Biz geçen aý alty gün Amerikada bolduk.

There are fifty nine national and eighty three international firms in my country.

Biziň ýurdumyzda elli dokuz sany ýerli we segsen üç sany halkara firma bar.

Tertip sanlar:

1-den 3-e çenli

1-(the) first

the **1st**

2-(the) second

the **2nd**

3-(the) third

the **3rd**

Galan tertip sanlaryň öňünden **“the”** goşulýar we sanyň soňuna **-“th”** goşulýar.

4 – the fourth – dördünji

10 – the tenth – onunjy

31 – the thirty first – otuz birinji

57 – the fifty seventh – elli ýedinji

95 – the ninety fifth – togsan başinji we ş.m.

What is the date today?

Today is the third of April. (April, 3rd)

Şu gün aýyň näçesi?

Şu gün üçünji aprel.

When were you born? I was born on the twenty first of November.

(November, 21st)

Sen haçan doguldyň? Men 21-nji noýabrda doguldym.

Appendix IV. Plural Nouns.

Atlaryň köplük sany

İňlis dilinde atlaryň köplük sany düýp sözün soňuna köplük san ýasaýjy –s goşulmasynyň goşulmagy bilen ýasalýar.

a book – books

kitap – kitaplar

a toy – toys

oýunjak – oýunjaklar

s harpy dymyk çekimsizlerden soňra [s] sesini berýär.

Test-tests [tests] boat – boats [bouts]

Açyk çekimsizlerden ýa-da çekimlilerden soňra [z] diýlip okalýar.

A boy-boys [boiz], a bed – beds [bedz], a bee – bees [bi:z]

Galmagally çekimsizlerden soňra [iz] sesini berýär.

a dish-dishes [ˈdiʃiz], a beach – beaches [bi:tʃiz]

Köplük sanlaryň ýasalýşlarynyň käbir kadalary:

1) **o-s-sh-ch-x** harplaryndan soňra **-es** goşulýar.

a church – churches, buthana – buthanalar

a box – boxes, guty – gutular

a potato – potatoes, ýer alma – ýeralmalar

2) **“f” harpy “v” harpyna üýtgeýär we yzyndan -es goşulýar:**

life – lives, durmuş – durmuşlar

wife – wives, aýal – aýallar

wolf – wolves, möjek – möjekler

İňlis dilinde käbir atlar diňe köplük sanda ulanylýar.

scissors – gaýçy	glasses – äýnek	pants – balak	jeans – jinsi
police – polisiýa	watches – sagat	trousers – balak	shoes – köwüş

İňlis dilinde käbir atlaryň köplük sanlary kada boýunça ýasalmaýarlar.

Bular ýaly sözleri ýatda saklamaly:

a man – men, erkek – erkekler a child – children, çaga – çagalar,
a woman-women, aýal – aýallar foot – feet, daban(aýak) – dabanlar (aýaklar)
a tooth – teeth, diş – dişler a mouse – mice, syçan – syçanlar sheep – sheep, goýun
– goýunlar, fish – fish, balyk – balyklar

Appendix V. Pronouns.

Çalyşmalar

Çalyşmalar bu söz topary bolup, predmeti ýa-da predmetiň alamatyny görkezýär we sözlemde olary atlandyrmazdan atlaryň, sypatlaryň ýa-da sanlaryň ýerine ulanylýar. İňlis dilinde at çalyşmalary (I, you, she, he, it, we, they), degişlilik çalyşmalary (my, your, her, his, its, our, their) we doldurgyç çalyşmalary (me, you, him, her, it, us, them) bardyr.

At çalyşmalary (Personal pronouns)

Ol gepleýiş prosesinde hereketi ýerine ýetirýäniň kimdigini görkezýän sözdür. İňlis dilinde üçünji ýöňkeme üçin üç çalyşma (he, she, it), türkmen dilinde bolsa diňe bir çalyşma bar (ol). At çalyşmalary sözlemde eýe we doldurgyç hökmünde ulanylýar.

Meselem: Vitamins are important. They bring us health. We need them.

Witaminler möhümdir. Olar bizi sagdyn edýärler. Biz olara mätäç.

Değişlilik çalyşmalary. Possessive pronouns

Ol bir zadyň ýa-da biriniň kime degişlidigini görkezýär. Ol adyň ýa-da söz düzüminiň önünden artikleriň ulanylyşy ýaly ulanylýar, ýagny “sypat + at”, we bu ýagdaýda artikl düşürilýär.

This is my group.

His friend is a famous football player.

Bu meniň toparym.

Onuň dosty meşhur futbolçy.

Reflexive pronouns. Gaýdym çalyşmalary (myself/yourself etc.)

a) Gaýdym çalyşmalary

Birlik sanda	myself (bir adam)	yourself himself/herself/itself
Kölük sanda	ourselves (bir adamdan köp)	yourselves themselves

Gaýdym çalyşmalary sözlemiň eýesi we doldurgyjy şol bir adama ýa-da şol bir zada degişli bolan ýagdaýynda ulanylýar.

Sue cut **herself** while she was sewing. (“cut her” däl)

Sýu tikin tikýärkä **özünü** ýaralady.

– I never pay for her. She always pays for herself. (“her” däl)

– I like to sit alone talking to myself.

– Use your head and not your fists. Try to control yourself!

– If you want more to eat, help yourselves.

b) *myself* we ş.m. *bring / take something with ýa-da feel/relax ýaly* sözlerden soň ulanylmaýar:

– I went out and took the case with me. (“with myself” däl)

– It's good to relax.

myself we ş.m., adaty, wash / dress / shave ýaly sözlerden soň ýa-da meet işliginden soň ulanylmaýar:

– When shall we meet? (“meet ourselves / meet us”)

c) *selves bilen each other arasyndaky tapawudy öwreneli:*

– Sam and Tassy looked at each other.

(= Sam bilen Tassy biri-birine seretdiler)

emma:

– Sahra and Toyly look at themselves in the mirror.

(=Sähra we Toýly aýnada **özlerine** seretdiler)

One another each other-nyň ornuna ulanylyp bilner:

– How long have you and Ben known each other (ýa-da one another)?

– We never liked each other (ýa-da one another).

d) *Myself* we ş.m. *başga manyda hem ulanylýar. Meselem:*

– I'm not going to make your bed. You can do it yourself.

– Let's try to do it ourselves. It will be much more cheaper.

– The singer himself wasn't very good but I liked the music.

– I don't think Tore will do the work. Tore himself doesn't think he'll manage to do it. (ýa-da “Tore doesn't think he'll manage to do it himself.”)

Appendix VI. Possessives.

Atlaryň degişlilik kategoriýasy (‘s)

Iňlis dilinde atlaryň degişlilik görnüşi türkmen dilindäki eýelik düşümiň goşulmasy bilen gabat gelýär we “kimiň?” diýen soraga jogap bolýar. Adyň soňundan birlik sanynda apostrof (‘) bilen s goşulýar, köplük sanda diňe apostrof (‘) goşulýar.

This is Maral's family.

Bu Maralyň maşgalasy.
This is my friend's computer.
Bu meniň dostumyň kompýuteri.
This is my friends' computers.
Bu meniň dostlarymyň kompýuteri.

Appendix VII. Countable and Uncountable Nouns.

Sanalýan we sanalmaýan atlar

Atlar sanalýan we sanalmaýan bolup bilýärler.

a) Sanalýan atlar - bu mukdaryny hasaplap bolýan atlar. Olar köplük sanda ulanyp bilner. Meselem:

six tables, five lamps, some boys, many ideas

b) Sanalýan atlar birlik sanda **a, an** bilen ulanylýar.

It was **a** good idea.
A boy knocked at the door.
I'm looking for **a** tennis ball.
He made us **a** proposal.

c) Şeýle-de **a / an** artikli sypatlardan öň ulanylýar.

She is a very nice girl.
A cat is a fluffy animal.
This is a very beautiful picture.

d) Sanalýan atlar köplük sanda artiklsiz ulanylýar:

Cats are animals.
I like oranges.

Sam has very nice friends.

Some sanalýan atlar bilen köplük sanda we sanalmaýan atlar bilen artiklsiz ulanylýar.

Some = a number of/a few of (haçanda biz näçedigini takyk bilenimizde):

Some pupils don't like to go to school.

Some films are not worth seeng.

“some” or “any”.

“**some**”, “**any**” sözleri bir zadyň möçberini aýtjak bolanymyzda ulanylýar.

Have you got **any** time?

Seniň wagtyň barmy?

Sorag sözlemlerinde “**any**” ulanylýar.

Do you need any milk?

Size süýt gerekmi?

Sözlemiň ýokluk formasynda diňe “**any**” ulanylýar.

I **have not got any** English books at home.

Meniň öýümde hiç hili iňlisçe kitap ýok.

a) Sanalmaýan atlar – mukdary sanalmaýan we köplük sany ýok bolan atlardyr. Meselem, **health, excitement** ýaly sözleri köplük sanda ulanyp bolmaýar.

b) Sanalmaýan atlaryň önünde şu aşakdaky sözleri ulanyp bilersiňiz:

her / his / some / any / much / this we ş.m.:

her excitement, some water, much milk, this friendship.

c) Köp atlar hem sanalýan, hem sanalmaýan bolup bilýär. Adatça, sözleriň mäsnynda tapawut bar. Meselem, **paper** – gazet (sanalýan) we paper – kagyz (sanalmaýan) aňladyp bilen:

Will you buy me a paper, please? (= gazet)

I bought some paper to write a letter. (= kagyz, material)

Sanalmaýan atlara mysallar:

Behaviour	Bread	Accommodation	advice
permission	trouble	information	furniture
scenery	news	progress	luggage
work	weather	travel	traffic
		chaos	baggage

- **His furniture is new.** (“furnitures” däl)

- **I want to buy some bread** (ýa-da loaf of bread). (“a bread” däl)

- **Ask her and she will give you some good advice.** (“advices” däl)

The news is good today. (“are” däl)

(news ady köplük sanda bolmaýar)

- **They had a good journey.** (“a good journey” däl)

- **It’s very difficult to find a job.** (“job” däl)

- **It’s very difficult to find work.** (“a work” däl)

- **What lovely scenery!**

- **What a lovely view!**

Appendix VIII. Articles.

Artikiller

Iňlis dilinde atlaryň önünden ýörite kömekçi sözler – **artikiller** ulanylýar. Olaryň kömegi bilen anyk bir ýa-da köp zat barada gürrüň gidýändigini bilmek bolýar. Artikiller sypatlaryň özboluşly görnüşi bolup, atlaryň bellidigini ýa-da näbellidigini görkezýär we diňe atlaryň önünde, adyň sypaty bar bolan ýagdaýynda sypatyň önünde goýulýar. Türkmen we rus dillerinde artikiller ýokdur.

Emma artikleriniň berýän habarlaryny sözlem içinde bilmek bolýar.

This is **a** girl. Bu gyz.

The girl is sleeping. (Şol) gyz ýatyr.

İňlis dilinde artikleriniň iki görnüşi bar: **nämälim we mälim artikiller**.

Nämälim artikl **a** we **an**. Bular sanalýan atlar bilen birlik sanda ulanylýarlar. Nämälim artikl **a** çekimsiz sesleriň önünden ulanylýar: **a** dog-it, **a** garden- mellek, **a** computer-kompýuter.

Nämälim artikl **an** çekimli sesleriň önünden ulanylýar: **an** apple-alma, **an** umbrella-saýawan, **an** egg- ýumutga.

Mälim artikl **the** atlaryň birlik we köplük sanlarynda, ön agzalan mälim adam, haýwan ýa-da predmet barada gürrüň gidende ulanylýar.

This is our teacher. **The** teacher is very nice.

I have a computer. **The** computer helps me to prepare for my classes.

Appendix IX. Expressing Quantity

(a lot of, lots of, much/many, little/few, a little/a few)

Mukdary aňladýan sözler

Much, many, little, few, a lot, plenty

(a) **Much many few little**

Much bilen **little** sanalmaýan atlar bilen ulanylýarlar: much time, much luck, little energy, little money

Many bilen **few** sanalýan atlar bilen ulanylýarlar: many friends, many people, few cars, few countries

(b) A lot (of), lots (of), plenty (of), a lot of / lots of / plenty of sanalmaýan atlar we köplük sandaky atlar bilen ulanylýarlar:

a lot of milk, lots of time, plenty of money, a lot of students, lots of shops, plenty of ideas

Plenty, köplenç, “ýeterlikden artyk” diýen manyda ulanylýar:

– “Have some more coffee.” “No, thank you. I’ve had plenty.”

– There’s no need to worry. We’ve got plenty of money.

(c) **Much** bilen **many**, esasan, ýokluk we sorag sözlemlerinde ulanylýar:

– We didn’t waste much time.

– Have you written many poems?

Too much bilen so **much** habar sözleminde ulanylýar:

– She won’t drink this coffee. There’s **too much** sugar in it.

– There was so **much sugar** in the coffee that she couldn’t drink it.

(d) **Little/a little few/a few**

Little we **few** (a artiklsiz) herekete azlyk öwürşgin berýär:

– Ask Tom to take a car. We’ve got **little time**. (= az hem ýeterlik däl wagt)

That is her classmate.	That is not (isn't) her classmate.	Is that her classmate?
Those are her classmates.	Those are not (aren't) her classmates	Are those her classmates?

Appendix XI. Construction there is/there are.

There is/there are söz düzümi.

There is/there are söz düzümi biriniň ýa-da bir zadyň haýsydyr bolsa bir ýerde bardygy, ýerleşýändigini görkezilende ulanylýar.

Eger-de gürrüň bir zat barada gidýän bolsa, onda **there is** ulanylýar:

There is a computer in my classroom.

Meniň synp otagynda (**bir**) kompýuter bar.

There is a beautiful bird in our room.

Biziň otagynda owadan guş bar.

Eger-de gürrüň köp zat barada gidýän bolsa **there are** ulanylýar:

There are ten students in my group.

Meniň toparymda on talyp bar.

There are many interesting books in the library.

Kitaphanada gyzykly köp kitap bar.

Ýatda saklaň!

There is/are söz düzümi bilen başlanýan sözlem türkmen diline terjime edilende sözlemiň soňundan terjime edilip başlanýar. (ilki “niredе”, soňra “kim” ýa-da “näme”).

There are two pens in my bag.

Meniň **torbamda** iki ruçka bar.

There is/are söz düzüminiň sorag we ýokluk formasy şeýle ýasalýar:

(+) **There is** a nice shopping center in my town.

Meniň şäherimde gowy söwda merkezi bar.

(-) **There is not (isn't)** any nice shopping center in my town.

Meniň şäherimde hiç hili gowy söwda merkezi ýok.

(?) **Is there** any nice shopping center in my town?

Meniň şäherimde gowy söwda merkezi barmy?

(+) Yes, **there is**. Hawa, bar.

(-) No, **there is not (isn't)**. Ýok.

Appendix XII. Have got/has got

İňlis dilinde kimdir birinde bir zadyň bardygyny aýttjak bolanymyzda “have got” söz düzümi ýa-da “to have” işligi ulanylýar. Köplenç ýagdaýlarda “have got” ulanylýar. Türkmen dilinde “bar bolmak” işligi ulanylýar.

I've got many toys.	Mende köp oýunjak bar.
You have got a new book	Sende täze kitap bar.
We've got (have got) a dog at home.	Biziň öýümüzde it bar.
They've got (have got) a big house.	Olaryň uly jaýy bar.

Olluk ýöňkemede häzirki zamanda birlik sanda (she, he, it) has got ('s got) ulanylýar.

She has got a computer.	Onda (gyzda) kompýuter bar.
He's got (has got) football.	Onda (oglanda) futbol topy bar.
It's got (has got) a tail.	Onuň guýrugy bar.

Ýokluk ýasaýjy “not” have, has işliginden soňra goýulýar.

Has not got = hasn't got

Have not got = haven't got

(+) I have not got a car.	Mende maşyn ýok.
(-) She has not got a pet.	Onda (gyzda) öý haýwany ýok.

Sorag sözlemde have /has eýäniň önüne geçýär.

(?) Have you got a book?	Sende kitap barmy?
Yes, I have.	Hawa.
No, I have not (haven't).	Ýok.
(?) Has he got an English book?	Onda iňlisçe kitap barmy?
Yes, he has.	Hawa.
No, he has not (hasn't).	Ýok.

Ýatda saklaň!

Have/has işliginiň sorag we ýokluk formalary häzirki zamanda beýleki esasy işlikler ýaly do/does kömekçi işliginiň kömegi bilen ýasalýar.

(+) I have a friend.	Meniň dostum bar.
(-) I do not (don't) have a friend.	Meniň dostum ýok.
(?) Do you have a friend?	Seniň dostuň barmy?
Yes, I do.	Hawa, mende bar.
No, I do not (don't).	Ýok, mende ýok.
(+) She has a mobile.	Onda (gyzda) öýjükli telefon bar.
(-) She does not (doesn't) have a mobile.	Onda (gyzda) öýjükli telefon ýok.
(?) Does she have a mobile?	Onda (gyzda) öýjükli telefon barmy?

Yes, she **does**.

Hawa

No, she **does not (doesn't)**.

Ýok.

Appendix XIII. Prepositions.

Predloglar

a) In (in a cage, in the sea, in a queue)

Bu söz düzümleri ýat tutuň!

**in the street, in a picture, in a station, in the sky, in mirror,
in a photograph**

– I live **in Pushkin Street**.

– There were a lot of clouds **in the sky yesterday**.

b) At (at the window, at the table, at the top of the hill)

Bu söz düzümleri ýat tutuň!

**at the crossing, at the traffic lights, at a staircase
at lunch (dinner) supper, at school/(the) university,
at the top**

c) On (on the blackboard, on the hand, on a page, on the wall)

Bu söz düzümleri ýat tutuň!

on the left, on the right, on the coast

on the way, on a road, on a river

on the ground floor, on the first floor we ş.m..

– Shakespear's native town is on the river Avon.

d) In, at, on the corner

Biz “**in the corner of the room**”, emma “**at the corner (ýa-da on the corner)
of a street**” diýýäris:

– The table is **in the corner of the room**.

– There is a beautiful house **at/on the corner of the street**.

e) In/at/on the front; In/at/on the back

Biz “**in the front/in the back of the car**” diýýäris:

– She is sitting **in the back (of the car)**.

Biz “**at the front/at the back of a hall/ building/cinema/group of people**”
we ş.m. diýýäris:

– The piano is **at the back** of the hall.

Biz “**on the front/on the back of a letter/piece of paper**” we ş.m. diýýäris:

– Write your name **on the back of this piece of paper**.

At / on / in (time)

a) At

Wagty görkezmek üçin **at** predlogy ulanylýar:

at three o'clock, **at** sunrise, **at** night we başga söz düzümlerde:

at midnight, **at** the New Year, **at** the time, **at** the appointed time

at the beginning, **at** the end, **at** the week, **at** the weekends

– At weekends there is a lot of traffic on the roads.

b) On

Seneler we hepdäniň günleri bilen **on** predlogy ulanylýar:

On Monday we go to school. **On Sunday** we stay home.

on Christmas Day, on the 21 of May, on the first of November

we aşakdaky söz düzümlerde:

on a rainy day (morning, night), **on** somebody's arrival, **on** the appointed day,

on the eve of smth, **on** the occasion

c) In

Aýlar, ýyllar, pasyllar bilen **in** predlogy ulanylýar:

in September, **in** October, **in** the 21 century, **in** 1968, **in** the 1970s, **in** the early (late) 30s

Ýa-da: in the morning, in the afternoon, in half an hour, in a month.

d) Next we **last** sözleriniň önünde **at/on/in** predloglary ulanylmaýar:

Next morning. It didn't rain **last month.**

For, during

a) For we during

Hereketiň dowamlylygyny görkezmek üçin **for** + wagt aralygy ulanylýar:

for a week, for 3 hours, for 100 years.

– He has lived in Paris **for three years.**

– We have been waiting for you **for two hours.**

Hereketiň dowamlylygynyň wagtyny görkezmek üçin **during** + **at** ulanylýar:

during the lesson, during the year, during the past day.

– **During the last three months** he has made great progress in French.

– I fell in love with her **during our first talk.**

For, since

Hereketiň başlanan anyk wagtyny görkezmek üçin **since**, dowamlylygy üçin **for** ulanylýar:

– She has been watching TV **since early morning.**

– They have been travelling **since last Monday.**

- He has been working in that firm **for two months**.
- It has been raining **for 3 hours**.

Appendix XIV. Comparative and superlative degrees of adjectives.

Sypatlaryň deňeşdirme we artyklyk derejeleri

Sypatlaryň deňeşdirme derejeleri şular ýaly görnüşde ýasalýarlar:

1. Bir bogunly sypatlaryň deňeşdirme derejesinde – **er** goşulmasy goşulýar.

old – **older** (köne – köneräk)

nice – **nicer** (owadan – owadanrak)

big – **bigger** (uly – ulurak) (see spelling appendix)

2. Eger sypat çekimsiz + “**y**” harpy bilen gutarsa, **-er** goşulanda “**y**” harpy “**i**” harpyna öwrülýär.

easy – **easier** (ýeňil – ýeňilräk)

heavy – **heavier** (agyr – agyrrak)

3. Eger sypat iki ýa-da ondan köp bogunly bolsa deňeşdirme derejesinde – **more** goşulyp ýasalýar.

Expensive – **more** expensive (gymmat – gymmadyrak)

Careful – **more** careful (ünsli – ünsliüräk)

Sypatlaryň artyklyk derejesi aşakdaky görnüşde ýasalýar:

Bir bogunly sypatlaryň artyklyk derejesinde **-est** goşulmasy goşulýar.

old – **(the) oldest** (köne – has köne)

nice – **(the) nicest** (owadan – has/örän owadan)

big – **(the) biggest** (uly – has/örän uly) (see spelling appendix)

2. Eger sypat çekimsiz + “**y**” harpy bilen gutarsa, **-est** goşulanda “**y**” harpy “**i**” harpyna öwrülýär.

easy – **(the) easiest** (ýeňil – gaty/örän ýeňil)

heavy – **(the) heaviest** (agyr – gaty/örän agyr)

3. Eger sypat iki ýa-da ondan köp bogunly bolsa, artyklyk derejesinde, **(the) most** goşulyp ýasalýar.

Expensive – **(the) most** expensive (gaty/örän gymmat)

Careful – **(the) most** careful (gaty/örän ünsli)

Kadadan çykýan sözler:

good/well – better – the best gowy – gowurak – has gowy

bad – worse – the worst erbet – erbediräk – has erbet

little – less – the least kiçi – kiçiräk – has kiçi

Üns beriň!

1. Artyklyk derejesinde “**the**” artikli ulanylýar.

He is **the tallest** student in my group.

Ol meniň toparymda iň uzyn oglandyr.

2. Deňeşdirme sözlemlerde baglaýjy “**than**” (“görä”, “garanyňda”) ulanylýar.

I think swimming is **more** exciting **than** walking.

Meniň pikirimçe suwda ýüzmeklik gezelenç edeniňe garanyňda has gyzykly.

Appendix XV. Simple Present Tense (Present Indefinite Tense).

Nämälim häzirki zaman işligi

Simple Present Tense endigi, umumy hakykaty ýa-da geljekde hökman bolup biljek gymyldy-hereketi aňladýar.

I **go** to University every day.

Men uniwersitete her gün gidýärim.

Usually I **get up** at 7a.m.

Adatça, men irden sagat 7-de turýaryn.

Hemişe gaýtalanyp gelýän hereketi görkezmek üçin, wakanyň nähili ýygylýan-da bolup geçýändigini aňlatmak üçin wagt görkeziji sözler ulanylýar.

Every day – her gün, **always** – hemişe, **sometimes** – käwagt, **usually** – adatça, **seldom** – seýrek, **often** – ýygy-ýygýdan, **never** – hiç haçan we başgalar.

Nämälim häzirki zaman işliginiň nämälim formasynyň “**to**” bölejiginiň düşürilip ýazylmagy (**to/speak**) arkaly ýasalýar. Birlik sanda olluk ýöňkemedede işligiň yzyna -s suffiksi goşulýar. (she, he, it begins)

To start –başlamak.

Birlik san

1) I **start** (men başlaýaryn)

2) You **start** (sen başlaýarsyň)

3) She (gyz), he (oglan), it (haýwan ýa-da jansyz zat) **starts** ol başlaýar.

Ýazylyş kadasy

verb + s to think- thinks

emma -s, **sh**, -**ch**, -**x**, -**o** harplara gutaran işliklerden soňra -es goşulýar:

to wash – washes, to go – goes

Çekimsiz +y harpa gutaran işliklerde y harpy i harpyna öwrülýär we -es goşulýar.

to study –studies

Ýönekeý häzirki zamanyň sorag formasy eýäniň önünde “**do**” kömekçi işliginiň goýulmagy bilen ýasalýar. Birlik sanda olluk ýöňkemedede “**does**” kömekçi işligi ulanylýar.

(+) I **live** in Mary.

Men Maryda ýaşaýaryn.

(-) **Do** you **live** in Mary?

Sen Maryda ýaşaýarmyň?

Yes, I **do**.

Hawa.

No, I **do not**.

Ýok.

(+) She **goes** to work by bus.

Ol (gyz) işe awtobusly gidýär.

(?) **Does** she **go** to work by bus?

Ol (gyz) işe awtobusly gidýärmí?

Yes, she **does**.

Hawa.

No, she **does not (doesn't)**.

Ýok.

Nämälim häzirki zamanyň ýokluk formasy kömekçi işligiň soňuna “not” ýokluk ýasaýjynyň goýulmagy bilen do/does –**do not (don't), does not (doesn't)** ýasalýar.

(+) They **learn** English.

Olar iňlis dilini öwrenýärler.

(-) They **do not learn** English.

Olar iňlis dilini öwrenmeýärler.

(+) She **speaks** three languages.

Ol üç dilde gürlýär.

(-) She **does not speak** three languages.

Ol üç dilde gürlемеýär.

“To be” işliginiň nämälim häzirki zamanda ulanylyşy.

Birlik sanda

1. I **am** a student.

2. You **are** a student.

3. He/She **is** a student. It is a cat.

Köplük sanda

1. We **are** students

2. You **are** students

3. They **are** students

Birlik

Köplük

(+) She **is** at work.

They **are** in Ashgabat.

(-) She **is not** at work.

They **are not** in Ashgabat.

(?) **Is** she at work?

Are they in Ashgabat?

Yes, she **is**. No, she **is not**.

Yes, they **are**. No, they **are not**.

Appendix XVI. Present Progressive (Continuous).

Dowamly häzirki zaman işligi

Present Progressive (Continuous) gymyldy-hereketiň edil şu wagt bolup durandygyny görkezmek üçin ulanylýar.

She **is translating** an interesting article now.

Şu wagt ol (gyz) gyzykly makala terjime edýär.

Mälim wagty görkezmek üçin görkeziji indikator sözler: *now* – häzir, şu wagt *while* – şol wagtda, *at the moment* – edil şu wagt ýaly sözler ulanylýar.

Dowamly häzirki zaman “**to be**” işliginiň häzirki zaman formalary (**am, is, are**) we **Participle I (V+ing)** esasy işligiň yzyna **-ing** goşulmasynyň goşulmagy bilen ýasalýar.

To read – okamak.

Birlik sanda

1. I **am reading**.
2. You **are reading**.
3. He/She/It **is reading**.

Köplük sanda

- We **are reading**.
You **are reading**.
They **are reading**.

Kada.

1. Eger işlik **-ie** harplaryna gutarsa **-ing** goşulanda **-ie** harplary **-y** harpyna öwrülýär.

E.g. **tie** -tying, **lie** – **lying**

2. Eger işlik okalmaýan **-e** harpyna gutarsa **-ing** goşulmasy goşulanda **-e** harpy düşüp galýar. *E.g.* **Hope** – hopping, **dance** – dancing.

3. Bir bogunly çekimlisi gysga aýdylyan işliklere – **ing** goşulmasy goşulanda soňky çekimsiz harp goşalanýar. *E.g.* **stop** – **stopping**, **rub** – **rubbing**.

4. Eger işlik bir bogundan köp bolsa we basym ikinji bogna düşse, soňky çekimsiz goşalanýar: **prefer** – **preferring**, **regret** – **regretting**.

Dowamly häzirki zamanyň ýokluk formasy kömekçi işligiň soňuna ýokluk ýasaýjy “**not**” bölejiginiň goşulmagy bilen ýasalýar.

am no’t, are not = aren’t, is not = isn’t)

(+) They **are discussing** the text now.

Olar şu wagt teksti maslahatlaşýarlar.

(-) They **are not** discussing the text now.

Olar şu wagt teksti maslahatlaşmaýarlar.

Dowamly häzirki zamanyň sorag formasynyda “**to be**” işliginiň häzirki zaman formalary **am, is, are** sözlemiň eýesiniň önüne geçýär.

(+) We **are studying** Italian at the moment.

Biz şu wagt italýan dilini öwrenýäris.

(?) **Are** we **studying** Italian at the moment ?

Biz şu wagt italýan dilini öwrenýärismi?

Yes, we **are**. Hawa.

No, we **are not (aren’t)**. Ýok.

Appendix XVII. Modals. Modal verbs.

Modal işlikleri

Modal işligi kömekçi işlikler ýalydyr. Olar sözlemlerde rugsat soramaklyk, başarnygy görkezmeklik, maslahat bermeklik ýa-da zerurlygy görkezmeklik ýaly ýörite maglumatlary bermäge kömek edýärler. Her modal işliginiň özüne mahsus bolan wezipesi bardyr.

“**Can**” başarnygy görkezmegi, mümkinçiligi görkezmegi, rugsat soramaklygy aňladýar.

I **can** play the piano.

Men pianino çalyň bilýäriň.

I **can't** play basketball.

Men basketbol oýnap bilmeýäriň.

Can I use a dictionary, please?

Sözlükden peýdalansam bolýarmy?

You **can't** speak Russian at the lesson.

Sapakda rus dilinde gürlemeli däl.

Can, can't hemme ýöňkemelerde ulanylýar, olardan soňra işligiň nämälim formasy “**to**” bölejiksiz ulanylýar.

She **can** speak English.

Ol (gyz) iňlisçe gürläp bilýär.

She **cannot** speak Spanish.

Ol (gyz) ispança gürläp bilmeýär.

It **can** swim.

Ol ýüzüp bilýär.

It **can't** fly.

Ol uçup bilmeýär.

We **can** translate from Turkmen into English.

Biz türkmen dilinden iňlis diline terjime edip bilýäris.

We **can not** translate from German into English.

Biz nemes dilinden iňlis diline terjime edip bilmeýäris.

Sorag sözleminde **can, can not** sözlemiň eýesiniň öňüne geçýär.

Can you swim?

Sen ýüzüp bilýärsiňmi?

Yes, I **can**.

Hawa.

No, I **can't**.

Ýok.

Can they jump?

Olar böküp bilýärlermi?

Yes, they **can**.

Hawa.

No, they **cannot**.

Ýok.

Must, Should

Must – hökmanlygy görkezýän modal işlikdir. Bu ahyrky zerurlygy görkezýär. Ol **should** işliginden güýçlüdir.

Must arkaly gepleýji öz pikirini beýan edýär we subýektiw wajyplygy aňladýar.

You **must** help your sister.

He **must not** smoke so much.

He must be at home now.

The book is not on the shelf. Jean **must** be reading it now.

It is six o'clock. She **must** have come home.

Should işligi hökmanylygy görkezýär. Ol maslahat bermek, bir zadyň edilmegini ündemek üçin ulanylýar.

You **should not** sleep so much.

It's late. The boy **should** go to bed.

They **should** be invited to our party.

Must modal işligi häzirki zamanda ulanylýar. Emma **must** arkaly geljek zaman hem aňladyp bolar.

– We **must** help her in her work.

Mustn't berk borçlulygy aňladýar.

You **mustn't** go there.

You **must not** do such things.

He **mustn't** leave the room for a while.

You **must not** tell anyone what I said.

Should gürlýän adamyň öz şahsy pikirini beýan etmekde we, adatça, **I think/I don't think/do you think?** sözleri bilen ulanylýar.

– **I don't think you should** work so hard.

– **I think** the government **should** do something about the economy.

“You **shouldn't** do something” gadaganlygy aňladýar.

– You **shouldn't** be sitting in the sun, move out of it into the shade.

– Those children **shouldn't** play here.

Appendix XVIII. Would like

Haçanda kimdir birine bir zat hödür edilende ýa-da teklipl edilende **Would you like...?** ulanylýar, ol ähli ýöňkemeler üçin birmeňzeşdir.

Would you like some milk?

Would you like to play golf with me tonight?

I'd like some information about new services, please.

I'd like you to be more attentive.

I like we **I would like** söz düzümleriniň arasyndaky tapawuda üns beriň.

I would like, I want aýtmagyň mylakatly ýoludyr.

Deňeşdiriň:

– **I like** playing tennis. (= I enjoy it in general) (Men ony oýnamagy hemişe gowy görýärim)

– **I would like** to play tennis today. (= I want to play)(Meniň şu gün tennis oýnasyň gelyär)

Appendix XIX. Past Simple (Past Indefinite) Tense.

Nämälim öten zaman işligi

Past Simple Tense gymyldy-hereketiň öten zamanda belli bir wagtda bolup geçendigini görkezýär we onuň häzirki zaman bilen hiç hili arabaglanysygy bolmaýar.

I finished school in 2008.

Men mekdebi 2008-nji ýylda gutardym.

Hereketiň gutarandygyny aňladýan görkeziji sözler:

last week – geçen hepde

last month – geçen aý

last year – geçen ýyl

A day ago – bir gün öň

a month ago – bir aý öň

a week ago – bir hepde öň

in 2008 – 2008-nji ýylda (geçmişde anyk sene).

Ýönekeý öten zamanda işlikler iki usul bilen ýasalýar:

1. Eger-de dogry işlik (**regular verb**) bolsa, düýp işligiň yzyna **-ed** goşulmasy goşulýar. Finish- **finished** (gutarmak – gutardy).

2. Nädogry işliklerde öten zaman sözüň üýtgemegi bilen ýasalýar. Bu sözleri ýat tutmaly, olaryň hemmesi **nädogry işlikleriň sanawynda II toparda** berlendir.

Meselem: swim – **swam**

go – went

Kada!

1. Eger işlik çekimsiz +y harpy bilen gutarsa **-ed** goşulmasy goşulanda -y harpy **-i** harpyna öwrülýär:

hurry – **hurried** (howlukmak – howlukdy)

try – **tried** (synanyşmak – synanyşdy)

2. Eger işlik okalmaýan -e harpyna gutarsa onda diňe **-d** goşulýar.

hope – **hoped** (umyt etmek – umyt etdi)

decide – **decided** (çözmek – çözdü)

3. Bir bogunly işlikler çekimsiz harp bilen gutarsa **-ed** goşulmasy goşulanda soňky çekimsiz harp goşalandyrylýar.

plan – **planned** (meýilleşdirmek – meýilleşdirdi)

stop – **stopped** (saklanmak – saklandy)

Ýönekeý öten zamanyň ýokluk formasy **did** kömekçi işliginiň we ýokluk ýasaýjy not bölejiginiň **did not = didn't** bilen ýasalýar, ol esasy işligiň öňünden goýulýar.

(+) I **visited** my Granny *yesterday*.

Men dün enemlere gitdim.

(-) I **did not visit** my Granny *yesterday*.

Men dün enemlere gitmedim.

(+) She **saw** her classmates *last week*.

Ol geçen hepde özüniň synpdaşlaryny gördi.

(-) She **did not** see her classmates last week.

Ol gyz geçen hepde öz synpdaşlaryny görmedi.

Öten nämälim zamanyň sorag formasynda kömekçi **did** işligi sözlemiň eýesiniň önünde goýulýar.

(+) They **danced** a lot *yesterday*.

Düýn olar köp tans etdiler.

(-) **Did** they dance a lot *yesterday*?

Düýn olar köp tans etdilermi?

Yes, they **did**.

Hawa.

No, they **did not (didn't)**.

Ýok.

(+) I **took** these books from the library yesterday.

Men bu kitaplary düýn kitaphanadan aldym.

(?) **Did** you take these books from the library yesterday?

Sen bu kitaplary geçen hepde kitaphanadan aldyňmy?

Yes, I **did**.

Hawa.

No, I **did not (didn't)**.

Ýok.

Ýatda saklaň!

“**to be**” (bar bolmak) işligi ýönekeý öten zamanda kadadan çykýar.

Onuň birlik sanda öten zaman formasy **was** bolýar.

She was at home *yesterday*.

Ol (gyz) düýn öýdedi.

Köplük sanda öten zamany **were** bolýar.

We were in the office *yesterday*.

Biz düýn edarada bolduk.

(+) He **was** my teacher at the University.

Ol uniwersitetde meniň mugallymym bolupdy.

(-) He **was not (wasn't)** my teacher at the University.

Ol uniwersitetde meniň mugallymym bolmandy.

(?) **Was** he my teacher at the University.

Ol uniwersitetde meniň mugallymym bolupdymy?

Yes, he **was**.

Hawa.

No, he **was not (wasn't)**.

Ýok.

(+) They **were** my friends.

Olar meniň dostlarymdy.

(-) They **were not** my friends.

Olar meniň dostlarym däldiler.

(?) **Were** they my friends?

Olar meniň dostlarymdymy?

Yes, they **were**. Hawa.

No, they **were not**.(weren't). Ýok.

Appendix XX. Present Perfect Tense.

Gutarnykly häzirki zaman işligi

Present Perfect gymyldy-hereketiň öten zamanda bolup, onuň netijesiniň häzirki zamanda duýulýandygyny suratlandyrmak üçin ulanylýar. Meselem:

I **have opened** the window. Now it is not stuffy.

Men äpişgäni açdym. Şu wagt otag dymyk däl.

Bellik: Eger hereket bellibir wagtda gutaran bolsa, onda Past Simple ulanylýar.

I **have been** to America. Men Amerikada boldum.

I **went** there 2 years ago. Men ol ýere 2 ýyl mundan öň gitdim.

Ýasalyşy:

Present Perfect have/has kömekçi işliginden we gutarnykly zamanyň ortak işliginiň 3-nji görnüşinden (**Past Participle-verb 3-done**) ýasalýar. (Subject+have/has-V3)

Appendix XXI. Present Perfect Progressive.

Dowamly gutarnykly häzirki zaman işligi

Present Perfect Progressive gutarnykly häzirki zamana meňzeşdir, sebäbi ol wakanyň öten zamanda başlanandygyny we şu wagta çenli dowam edendigi-ni suratlandyrýar. Emma gutarnykly häzirki zamandan tapawutlylykda, dowamly gutarnykly häzirki zaman gymyldy – hereketiň häzirki wagtda hem dowam edýändigini görkezýär (S+have/has+been+Ving).

+ I **have been writing** for 2 hours.

+ He **has been eating** for 20 minutes, which is a long time.

? **Has it been raining** for 3 hours? Yes, it has. No, it has not.

– It **has not been raining** for 3 hours.

Appendix XXII. Past Progressive (Continuous) Tense.

Dowamly öten zaman işligi

Past Progressive (Continuous) Tense gymyldy-hereketiň öten zamanda bellibir wagtyň dowamynda bolup geçendigini aňladýar. Bu zamanda sözlem düzmek üçin “**to be**” öten zaman kömekçi işligi (**was/were**) we **V+ing** ulanylýar. (Subject+was/were+Ving)

Meselem: He was sleeping all day.

Şeýle hem dowamly öten zaman geçmişde bir gymyldy-hereketiň bolup duran wagtynda başga bir gymyldy-hereketiň dowam edýändigini görkezmek üçin hem ulanylýar.

Meselem: When I arrived home mother was cooking dinner.

Appendix XXIII. Future Simple. (Future Indefinite Tense).

Nämälim geljek zaman işligi

Future Simple zamany geljekde bolup biljek gymyldy-hereketi suratlandyrmak üçin ulanylýar. Ol işligiň 1-nji görnüşiniň öňüne “**will**” kömekçi işliginiň goşulmagy bilen ýasalýar. **Subject + will + işligiň 1-nji görnüşü.**

Next year more institutes **will use** this book.

Geljek ýyl bu kitaby köp institutlar peýdalanar.

“**Will**” hemme ýöňkemedde ulanylýar. Onuň gysgaldylan görnüşü “**ll**”.

I **will** (“**ll**”) read this book *next day*. Men bu kitaby geljek hepde okaryn.

She **will** (“**ll**”) see him *soon*. Ol (gyz) ony basym görer.

We **will** (“**ll**”) arrive at 5 p.m. Biz öýlän sagat 5-de geleris.

Gysgaldylan ýokluk görnüşü – **won’t**.

I **won’t be** tired. Men ýadamaryn.

Köplenç, iňlis dilinde birinji ýöňkemäniň birliginde we köplüğünde “**shall**”, galan ýöňkemelerde bolsa “**will**” ulanylýar. Häzirki döwürde gepleşikde gysgaldylan görnüşü “**ll**” ulanylýar. Sorag sözleminden başga ýagdaýlarda menlik ýöňkemedde gelýän “**shall**”, “**will**” ikisi hem ýalňyş hasaplanmaýar.

We’**ll** (we **shall**)/ we **will** know the results of our test tomorrow.

Sorag sözleminde menlik ýöňkemedde, köplenç, “**shall**” ulanylýar.

Shall I see you *tomorrow*? Men sizi ertir görüp bilerinmi?

Will they eat with us? Olar biz bilen naharlanarmy?

Bellik:

Iňlis dilinde geljek zamany aňlatmak üçin başga görnüşler hem ulanylýar. Meselem: **going to** – makçy, -mekçi.

I **am going** to visit Turkmen National Museum next week.

Geljek hepde men Türkmen milli muzeýine gitmekçi.

Şeýle hem geljekde bellibir wagtda meýilleşdirilen hereketi aňlatmak üçin

Present Progressive (Continuous) ulanylýar.

I **am playing** volleyball tomorrow afternoon. Men ertir gündiz wolleybol oýnaýaryn (biz şeýle meýilleşdirdik).

Appendix XXIV. Active and Passive Voice in English.

TENSE		ACTIVE		PASSIVE		NOTE: the ac- tion is done to the subject
INDEFINITE	Present	ask (s)		am is are	Asked	He asks He is asked
	Past	asked		was were	Asked	
	Future	will ask		will be asked		
CONTINUOUS	Present	am is are	asking	am is are	being asked	He is asking He is being asked
	Past	was were	asking	was were	being asked	
	Future	will be asking		-		
PERFECT	Present	have has	asked	have has	been asked	He has asked He has been asked
	Past	had asked		had been asked		
	Future	will have asked		will have been asked		

Passive Voice haçanda hereketiň kimiň edendigi möhüm däl ýa-da bilin-meýän ýagdaýynda ulanylýar:

My article was **published** yesterday.

Meniň makalam dün çap edildi.

Rome **wasn't built** in one day.

Rim bir günde gurulmady.

The origin of the Universe **will never be explained**.

Älemiň gelip çykyşy hiç haçan düşündirilmez.

Şu sözlemleri deňeşdiriň:

Somebody **built** this castle **in 1512**. (active)

This castle **was built in 1512**. (passive)

– Your son **broke** my window. My window **was broken** by your son.

– Her words **shocked** me. I **was shocked** by her words.

– **English is spoken all over the world**.

– **I wasn't invited to the party**.

Hereketiň kim tarapyndan ýerine ýetirilendigini görkezmek üçin **by** predlogy ulanylýar:

– This wall was painted **by my father** (= my father painted it) (meniň kakam ony reňkledi)

– We are worried by **her silence** (= her silence worries us) (onuň dymmagy bizi tolgundyryar)

Active: We must finish this work as soon as possible.

Passive: This work must be finished as soon as possible.

– **This book can be bought everywhere.**

– **A new theatre is going to be opened next year.**

– **Go away! I want to be left alone.**

Appendix XXV. Types of Questions.

Sorag sözlemleriniň görnüşleri

İňlis dilinde sorag sözleminde şu aşakdaky sözler ulanylýar:

Who...? Kim...?

What...? Näme...?

Which...? Haýsy...?

When...? Haçan...?

Where...? Nirede...?

Why ...? Näme üçin...?

How...? Nähili...?, Nädip...?

İňlis dilinde sorag sözlemiň dört görnüşi bar.

1. General questions. Umumy sorag sözlemleri

Umumy sorag sözleminde sorag sözlemiň hemme agzasyna berilýär we “hawa”, “ýok” diýen jogaby talap edýär.

Sorag sözlemiň ýasalyşy:

1.kömekçi işlik +2.sözlemiň eýesi + 3. esasy işlik + sözlemiň başga agzalary.

(+) We learn foreign languages.

Biz daşary ýurt dillerini öwrenýäris.

(-) Do we learn foreign languages?

Yes, we do.

Hawa.

No, we do not (don't).

Ýok.

(+) She reads every day. (Present Simple)

Ol gyz her gün okaýar.

(?) Does she read every day?

Yes, she does.

Hawa.

No, she does not (doesn't).

Ýok.

(+) They are having English now. (Present Progressive)

Olar şu wagt iňlis dili sapagynda.

(?) Are they having English now?

- (+) They played football yesterday. (Past Simple)
Olar dün futbol oynadylar.
- (?) Did they play football **or** read books yesterday? Football.
Olar dün futbol oynadylarmy ýa-da kitap okadylarmy?
Futbol oynadylar.
- (+) She is talking to her mum. (Present Progressive)
Ol (gyz) şu wagt öz ejesi bilen gürleşýär.
- (?) Is she talking to her mum **or** dad? To her mum.
Ol gyz şu wagt öz ejesi bilen gürleşýärmí ýa-da kakasy? Ejesi bilen.

IV. Disjunctive questions (Question tag). Bölünme soraglar.

Bölünme soraglar aýdylyan sözlem bilen ylalaşmaklygy ýa-da ylalaşmazlygy sorayar. Olar sözlemiň ahýrynda gelýärler. Eger sözlemiň birinji bölegi barlyk formada ulanylyan bolsa, onda bölünme sorag ýokluk formasynda ulanylýar. Eger sözlemiň birinji bölegi ýokluk formada ulanylan bolsa, bölünme sorag barlyk formasynda ulanylýar. Bölünme soraglar sözlemdäki kömekçi ýa-da baglaýjy işliklerden düzülýärler we eýe at çalyşmasyny ulanýarlar. Bu soragda hereketi aňladýan işligi ulanmak hökman däl. Türkmen diline bölünme sorag “şeyle dälmi” diýip terjime edilýär.

- (+) They speak Turkmen. (Present Simple)
Olar türkmen dilinde gürleýärler.
- (?) They speak Turkmen, **do not (don't) they?**
Olar türkmençe gürleýärler, şeyle dälmi?
- (-) Maral is not at home.
Maral öýde däl.
- (?) Maral is not at home, **is she?**
Maral öýde däl, şeyle dälmi?
- (+) The boys ate many apples. (Past Simple)
Oglanlar köp alma ýdiler.
- (?) The boys ate many apples, did not (didn't) they?
Oglanlar köp alma ýdiler, şeyle dälmi?

APPENDIX XXVI. Non-finite verb forms.

Işlikleriň şahs aňlatmaýan şekili.

Non-finite verbs bu işlikleriň şahs aňlatmaýan şekili bolup, olar sözlemde gymyldy-hereketi aňlatmaýar. İşlikleriň bu şekilleri inlis dilinde, adatyça, infinitiw (işligiň nämälim formasy), ortak işlik we atlaşan işlik formalary hökmünde çykyş edýärler.

- They may **leave**. (infinitive)
I saw the flower **opening** up. (participle)
Solving problems is important. (gerund)

APPENDIX XXVII
Dogry işlikler: Dürs ýazuw

Düýp şekili	Nämälim häzirki zamanyň olluk ýöňkemesiniň birlik sany	-ing şekili bilen	-ed şekili bilen
<i>join</i>	+ -s	+ -ing	+ -ed
	<i>joins</i>	<i>joining</i>	<i>joined</i>
-sh +, -ch -pass, -x, -z, -ss, -o harplary bilen gutarýan sözler <i>finish</i> <i>reach</i> <i>pass</i> <i>mix</i> <i>buzz</i> <i>echo</i>	+ -es goşulýar <i>finishes</i> <i>reaches</i> <i>passes</i> <i>mixes</i> <i>buzzes</i> <i>echoes</i>	<i>finishing</i> <i>reaching</i> <i>passing</i> <i>mixing</i> <i>buzzing</i> <i>echoing</i>	<i>finished</i> <i>reached</i> <i>passed</i> <i>mixed</i> <i>buzzed</i> <i>echoed</i>
-e harpy bilen gutarýan sözler	dances	-ing ýa-da -ed goşulmasynyň öňünden -e düşüp galýar <i>dancing</i>	<i>danced</i>
-ie harpy bilen gutarýan sözler <i>tie</i>	ties	-ie o -y before ing tying	tied
Çekimsiz harp+y gutarýan sözler -cry	-y o -ies <i>cries</i>	crying	-y o -ied <i>cried</i>
Içinde bir çekimlisi +çe-kimsiz bilen gutaran bir bogunly işlikler <i>dip</i>	dips	-ing we -ed goşulmasynyň öňünde soňky çekimsiz harp goşalanýar <i>dipping</i>	<i>dipped</i>
bir çekimlisi +l bilen gutaran iki bogunly işlikler <i>travel</i>	<i>travels</i>	<i>travelling</i>	<i>travelled</i>
Aşakdaky işlikler: equip, handicap, hiccup, kidnap, program, refer, worship <i>equip</i>	<i>equips</i>	<i>equipping</i>	<i>equipped</i>

Kadadan çykma:

- *age, agree, disagree, dye, free, knee, singe, referee, tiptoe*
- -w, -x, -y – dan başgalarynda: *rowing, boxing, playing*
- Amerikan iňlis dilinde: *traveling, traveled* ýazmak bolýar.

Appendix XXVIII**Nädogry işlikler**

Infinitive Düýp işlik	Past Indefinite Öten zaman işligi	Past Participle Öten zaman ortak işligi	Translation Terjimesi
awake	awoke awaked	awoke awaked	oýarmak; oýanmak
be	was were	been	bolmak, bar bolmak
bear	bore	borne	çydamak, döz gelmek
beat	beat	beaten	1) urmak, 2) ýeňmek (oýunda, ýaryşda)
become	became	become	bolmak
begin	began	begun	başlamak
bite	bit	bitten	dişlemek
blow	blew	blown	ösme, öwürme, üfleme
break	broke	broken	döwmek
bring	brought	brought	getirmek
build	built	built	gurmak
burn	burnt	burnt	ýanmak, ýakmak
buy	bought	bought	satyn almak
catch	caught	caught	tutmak, gapmak
choose	chose	chosen	saýlamak
come	came	come	gelmek
cost	cost	cost	gymmaty bolmak, bahasy bolmak
cut	cut	cut	kesmek
do	did	done	etmek, ýerine ýetirmek

draw	drew	drawn	çekmek, süýremek, surat çekmek
drink	drank	drunk	içmek
drive	drove	driven	sürmek, ýöretmek
eat	ate	eaten	iýmek
fall	fell	fallen	ýykylmak, aşak düşmek
feel	felt	felt	duýmak, syzmak
fight	fought	fought	uruşmak, söweşmek
find	found	found	tapmak
fly	flew	flown	uçmak
forbid	forbade	forbidden	gadagan etmek
forget	forgot	forgotten	ýatdan çykarmak
forgive	forgave	forgiven	bagyşlamak
freeze	froze	frozen	doňmak, doňdurmak, sowuk aldyrmak
get	got	got	almak, edinmek, bolmak
give	gave	given	bermek,
go	went	gone	gitmek, barmak
grow	grew	grown	ösmek, ösdürmek
hang	hung/hanged	hung/hanged	asylyp durmak, sallanmak, asmak
have	had	had	bar bolmak
hear	heard	heard	eşitmek
hide	hid	hid hidden	gizlemek, gizlenmek, ýaşyrmak
hit	hit	hit	urmak, kakmak, degmek
hold	held	held	tutmak, sygdyrmak
hurt	hurt	hurt	agyrtmak; göwnüne degmek

keep	kept	kept	saklamak, goramak, berjaý etmek
know	knew	known	bilmek
lay	laid	laid	goýmak
lead	led	led	alyp barmak, ýolbaşçylyk etmek
learn	learnt learned	learnt learned	öwrenmek
leave	left	left	galdyrmak, gitmek
lie	lay	lain	ýatmak, ýalan sözlemek, aldamak
light	lit lighted	lit lighted	ýakmak ýagtylandyrmak
lose	lost	lost	ýitirmek, utdurmak, ýeňilmek
make	made	made	etmek, taýýarlamak, mejbur etmek, işlemek
meet	met	met	duşmak, ýygnanmak
pay	paid	paid	tölemek
put	put	put	goýmak
read	read	read	okamak
ride	rode	ridden	atly ýöremek, gitmek
ring	rang	rung	jan etmek, jyňňyrdamak
rise	rose	risen	turmak, galmak
run	ran	run	ylgamak
saw	sawed	sawn	byçgylamak
say	said	said	aýtmak, geplemek
see	saw	seen	görmek
sell	sold	sold	satmak
send	sent	sent	ibermek, habar bermek
shine	shone	shone	ýaldyramak, şöhle saçmak

show	showed	shown	görmek
shut	shut	shut	kapamak
sit	sat	sat	oturmak
sleep	slept	slept	uyumak, uykulamak
speak	spoke	spoken	konuşmak; geyleşmek
speed	sped	sped	hızlandırmak
stand	stood	stood	durmak, dik durmak
sweep	swept	swept	süpürmek
swim	swam	swum	yüzmek
take	took	taken	almak
teach	taught	taught	öğretmek; okatmak
tell	told	told	aytmak, aydyp bermek; gürrüñ edip bermek, beyan etmek
think	thought	thought	pikirlenmek, pikir etmek
throw	threw	thrown	atmak; taşlamak; oklamak
understand	understood	understood	düşünmek
wake	woke waked	woken waked	uyanmak, ukudan açılmak
wear	wore	worn	geymek; dakynmak
win	won	won	utmak, ýeñmek, üstün çykamak
write	wrote	written	ýazmak

Nädogry işlikler

	Infinitive	Past Indefinite	Past Participle	Translation
1	to fall	fell	fallen	ýykylmak; gaçmak; dökülme; düşmek
	to feel	felt	felt	duýmak, syzmak, aňmak
	to fill	filled	filled	doldurmak
2	to flow	flowed	flowed	akmak, akyp gitmek
	to fly	flew	flown	uçmak
3	to lay	laid	laid	ýatymak, goýmak
	to lie	lay	lain	ýatmak
	to lie	lied	lied	ýalan sözlemek, galat aýtmak, ýalan aýtmak
4	to leave	left	left	gitmek, ugramak
	to live	lived	lived	ýaşamak
5	to raise	raised	raised	galdyrmak, götermek, çykarmak
	to rise	rose	risen	galmak, göterilmek, çykamak
6	to strike	struck	struck	jyňňyrdamak, jaň kakylmak
	to stroke	stroked	stroked	sypalamak, sypamak

Appendix XXVIX

Connectives and Cohesion Phrases for Sentence Openings

Temporal – wagty bildirýän baglaýjy sözler

then	- şonda, soňra
at that time	- şol wagtlar
from then on	- şol wagtdan bäri
until then	- şol wagta çenli
until that time	- şol wagta çenli
now	- häzir, şu wagt
at this time	- häzir, şu wagt
at present	- häzirki wagtda
now and then	- wagtal-wagtal, käwagtlar
from very beginning	- başyndan
initially	- başynda
firstly	- ilki bilen
finally	- ahyry, ahyrynda
eventually	- ahyrynda
at last	- ahyry, iň soňunda
in the end	- ahyrynda
meanwhile	- şol wagta
all this time	- şondan bäri
by and by	- bahym
later	- gijräk
some time later	- birnäçe wagtdan soň
soon	- bahym
afterwards	- soň, soňra
next	- indiki, golaý
after some time	- birnäçe wagtdan soň
after a while	- bahym, az salymdan soň
as a result	- netijede
in a while	- bahym
presently	- bahym, tiz, häzir

Spatial – giňişlik, boşluk bildirýän baglaýjylar

here	- bu ýerde, şu taýda
close (to)	- golaý, ýakyn
next (to)	- bir zadyň golaýynda, golaý, ýakyn
adjacent (to)	- goňşy, golaý
nearby	- uzakda däl, golaýda
on the left/right	sagynda/çepinde
opposite (to)	- garşysynda
on top of	- iň ýokarsynda, goşmaça
further	- uzagrakda, aňyrrakda
in the distance	- uzak aralykda
there	- ol ýerde
here and there	- bu ýerde we ol ýerde

General Transitions

Opposition – garşylygy bildirýän baglaýjy sözler

but	- emma, weli, eýsem
yet	- ýene, ýene-de, ýöne
nevertheless	- muňa garamazdan
however	- emma, muňa garamazdan
nor (with inversion)	- şeýle hem

Addition – üstüni ýetirme

and	- we, hem
also	- hem, -da/-de
in addition (to it)	- üstesine-de
furthermore	- we, hem
moreover	- we, hem

Comparison – deňeşdirme

similarly (to)	- meňzeş, şeýle
unlike	- meňzemeýän, oňa garanynda
by contrast	- laýyk dällik, terslik, deň gelmezlik
on the one hand	- bir tarapdan
on the other hand	- beýleki tarapdan

Generalisation – umumylaşdırma

generally	- umuman, adətçə, adaty
in general	- umuman
on the whole	- netijədə
for the most part	- əglabə bölegi

Affirmation – təsəkləmə

certainly	-əlbətdə
of course	-əlbətdə

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