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**Arrykov A., Agamyradova E.A., Ataniyazova K.N.,
Baymyradova S.A., Charieva G.A., Muhammetdurdyeva G.M.,
Orazova H.R., Seidova A.O.**

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S Ö Z B A Ş Y

Şu okuw gollanmasy Türkmenistanyňdaky ýokary okuw mekdepleriniň iňlis dili bölümlerinde okaýan I ýyl talyplary üçin niýetlenendir. Gollanmanyň esasy maksady gepleşik diline türgenleşmekligi öwretmek, öňki öwrenilen leksiki we grammatiki materiallaryň esasynda teksti dogry okamaklygy we düşünmekligi, şeýle-de 1-nji ýyl talyplaryň okatmaklygyň meýilnamasynyň möçberinde ýazuw işlerini ýerine ýetirmekligi öwretmekdir.

Gollanma 4 bölümden ybaratdyr: 1. Düzediş kursy (1-11 sapaklar); 2. Esasy kurs (12-20 sapaklar); 3. Äheňleri öwrenmek boýunça gönükmeler; 4. Grammatikany öwrenmek boýunça gönükmeler.

Düzediş kursy gepleşik türgenleşigine degişli birnäçe sapaklary öz içine alyp, gepleşiğiň gurluş kämilligini kem-kemden ösdürmekligi göz önünde tutýar. Bu ýerde şeýle-de iňlis orfografiýasy we okaýyş düzgünleri barada esasy maglumatlar berilýär.

Esasy kursuň sapaklarynyň hersinde iki tekst bolup, olaryň biri beýan etmeklige degişli, beýlekisi bolsa dialog şekillidir.

Her sapagyň önünde gepleşik nusgalaryny kämilleşdirmek üçin çalşyryjy tablisalar berlen. Tekstleriň önünde geçen sapaklaryň leksiki materiallarynyň esasynda gurlan grammatiki gönükmeler berlip, tekstde duş geljek hadysalary berkitmäge niýetlenendir. Tekstleriň zzynda bolsa leksiki we fonetiki düşündirişler, gepleşik endikleri ösdürmek üçin tekstdäki fonetiki, leksiki we grammatiki hadysalary bilen baglanyşykly gönükmeler berilýär.

Sapaklaryň köpüsinde her tekste degişli sözlükden başga-da, her tema degişli sözler we söz düzümleri (Topical vocabulary) berilýär, olar bolsa öz gezeginde tema degişli gönükmelerde, gepleşik jümlelerde getirilýär. Olaryň köpüsi L. Jonsyň Functions of English, L. 1982 atly kitabýndan alnan alynma sözlerdir.

Her sapagyň ahyrynda talyplara özbaşdak ýerine ýetirmek üçin magnitofon ýa-da beýleki ses ýazyjy enjamlardan peýdalanmak üçin ýumuşlar berilýär.

GIRIŞ

İňlis diliniň fonetik gurluşy örän özboluşly we onuň öwrenilişi türkmen dilinde gepleýänler üçin ses we heň taýdan uly kymçylyk döredýär. Daşary ýurt diliniň aýdyş kadalaryny bilmek şu diliň seslerini aýry hem-de gepleşigiň akymynda we heň taýdan sözlemi dogry düzmek diýmekdir.

Her bir diliň ses düzümünde fonemalar (sesler) ulgamy bar. Fonema (ses) diliň iň kiçi ses bölejigidir. Bu ses ýa-da sesler topary bir meňzeş fonetik manyda başga seslere garşy goýlup, sözleri we sözleriň grammatik formalaryny tapawutlandyrýar. Meselem, gul – gül, at – ot, men – sen.

Her bir fonema fonetik transkripsiýa ulgamynda öz grafiki şekiline eýedir. Fonetik transkripsiýanyň belgileri dörtburç ýaýlara alynýar: []

Sözün düzümindäki sesleriň sany köplenç harplaryň sany bilen gabat gelmeýär. Bu bolsa iňlis diliniň orfografiýasyny (dürs ýazuwyny) öwrenmekde kynçylyk döredýär. Meselem, *neighbour* ['neibə] diýen söz 9 sany harpdan we 4 sany sesden ybarat. İňlis elipbiýiniň 26 harpy 44 sany çekimli we çekimsiz sesleri berýärler. Orfografiýa we aýdylyşyň arasyndaky şeýle tapawuda taryh sebäpkär. İňlis dürs ýazuwy asyrlaryň dowamynda görnükli üýtgeşmelere sezewar bolmady we häzirki zaman görnüşinde birnäçe asyrlar mundan ozal bolan aýdylyşy görkezýär.

İňlis diliniň aýdylyşy öwredilende London dialektiniň aýdylyş kadalary alynýar, çünki ol häzirki zaman iňlis diliniň edebi aýdylyşynyň nusgawy görnüşidir.

Dogry aýdyp öwrenmek üçin özümiziň gepleyiş apparatymyzyň gurluşy we işleýşi bilen tanyşmak zerur.

GEPLEÝIŞ ORGANLARY WE OLARYŇ IŞI

Howa akymy öýkenlerden bronhlara geçip dem alyş bokurdagyna barýar. Dem alyş bokurdagynyň ýokarky bölegine bogaz diýilýär. Bogazda ses perdeleri ýerleşýär, olaryň arasyndaky boşluga owaz ýşgalaňy diýilýär. Dymyk çekimsizler aýdylanda ses perdeleri dartgyn ýagdaýda bolmaýar we aralary açylan. Haçan-da

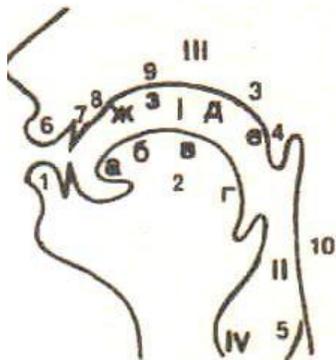
ses perdeleri dartgynlanyp biri-birine golaýlaşanda we howa akymy olary titremäge mejbur edende çekimliler, sonantlar ýa-da açyk çekimsizler aýdylanda eşidilýän owaz döreyär. Bogazdan ýokarda ýerleşýän boşluga damak diýýilýär.

Agyz boşlugynda aşakdaky gepleýiş organlary ýerleşýär: dil, agyz boşlugyny burun boşlugyndan bölýän kentlewük, dişler we dodaklar. Dil şertleýin aşakdaky böleklere bölünýär: diliň ujy bilen öňki, orta we diliň köki bilen yzky. Kentlewük alweolalardan (ýokarky dişiň yzynda ýerleşen kiçi tümmekler), gaty kentlewükden we kiçi dil bilen ýumşak kentlewükden ybarat.

Hereketsiz ýagdaýda diliň öňki bölegi diş etiniň we alweolalaryň garşysynda, orta bölegi gaty kentlewügiň garşysynda, yzky bölegi bolsa ýumşak kentlewügiň garşysynda ýerleşýär. Ýumşak kentlewügiň hereket edýän bölegi ýokary galan ýagdaýynda burun boşlugyna howa akymyna ýol ýapyk, aşak düşürilen ýagdaýynda bolsa howa akymy burun boşlugyndan çykýar.

Gepleýiş organlary *aktiw* we *passiw* görnüşlere bölünýärler. Aktiw organlara ses perdeleri, damagyň yzky diwary, kiçi dil bilen ýumşak kentlewük, dodaklar we dil degişli. Olar hereket edýärler we sesler aýdylanda passiw organlar bolan dişlere, alweolalara, gaty kentlewüge garşy dürli ýagdaýda bolýarlar.

I – agyz boşlugy; **II** – bokurdak; **III** – burun boşlugy; **IV** – bogaz; **1** – aşaky dodak; **2** – dil: a – öňki bölegi, b – ortaky bölegi, ç – yzky bölegi, g – diliň köki; **3** – ýumşak kentlewük: d – öňki bölegi, e – yzky bölegi, 4 – kiçi dil; **5** – ýokarky dodak; **6** – ses perdeleri; **7** – ýokarky öňki dişler; **8** – alweolalar; **9** – gaty kentlewük; g – öňki bölegi, h – ortaky bölegi; **10** – damagyň yzky diwary.



ÇEKİMLİLER WE ÇEKİMSİZLER

Sesler çekimli we çekimsiz seslere bölünýärler. Çykýan howa akymy öz ýolunda dartgyn we biri-birine golaýlaşan ses perdelerine duşup, olary tolgundyýarlar. Netijede, ses we saz heňi emele gelýär. Eger-de howa akymy öz ýolunda hiç hili ses emele getiriji böwede duş gelmese, *çekimli* sesler emele gelýär.

Çekimsiz sesler aýdylanda böwet emele gelýär we şol böwetden geçilende özboluşly galmagal emele gelýär. Dymyk çekimsizler aýdylanda diňe galmagal eşidilýär, açyk çekimsizler aýdylanda bolsa hem galmagal, hem ses eşidilýär. Eger-de galmagal sesden üstün çykrsa çekimsiz galmagally diýilýär, meselem: iňlis sesleri [t],[d],[s],[z]; eger-de ses galmagaldan üstün çykrsa çekimsiz sonant diýilýär, meselem: iňlis sesleri [m],[n],[j].

ÇEKİMSİZ SESLERIŇ TOPARLARA BÖLÜNIŞINIŇ ESASY USULLARY

Iňlis çekimsiz sesleri aşakdaky usullar boýunça toparlara bölünýärler:

- I. Böwediň emele geliş usuly boýunça;
- II. Aktiw gepleyiş organyň işi we böwediň emele gelýän ýeri boýunça;
- III. Ses perdeleriň gatnaşmagy boýunça.
 - I. Böwediň emele geliş usuly boýunça çekimsiz sesler dört sany uly topara bölünýärler: *değişikliler, süýkeşler, affrikatlar we titrejiler*. Değişikli çekimli sesleriň emele geliş gepleyiş organlaryň doly birleşmegi, has takygy agyz boşlugynda howa akymyna doly böwediň emele gelmegi bilen bagly. Eger-de böwet geçilende howa akymy güýçli, partlama meňzeş sesi çykarsa, çekimsiz partlaýjy diýilýär, meselem: iňlis sesleri [k],[g],[p],[b]. Değişikli sonantlar aýdylanda howa akymy üçin agyz boşlugyndaky ýol ýapyk, sebäbi ýumşak kentlewük aşak düşürilen. Howa akymy burun boşlugundan çykýar. Şeýle usul bilen aýdylan değişikli sonantlara [m],[n],[ŋ] burun sesleri diýilýär.

Süýkeş çekimsizler aýdylanda gepleyiş organlaryň birneme ýakynlanmasy bolýar. Eger-de emele gelen deşik gaty giň bolmasa

çekimsizler aýdylanda sürtülme sesi emele gelýär. Şeýle seslere frikatiw diýilýär, meselem: iňlis sesleri [f],[v],[h]. Süýkeş sonantlar aýdylanda howa akymy üçin ýol giňiräk bolýar. Howa diliň üstünden [j] sesi aýdylandaky ýaly ýa-da diliň gapdallary bilen [l] sesi aýdylandaky ýaly çykyp gidýär. Şonuň üçin [j],[w],[r] ýaly çekimsizler *orta sonantlar*, [l] bolsa *gapdal* ýa-da *lateral* sonantlara degişli.

Affrikatlar [tʃ],[dʒ] aýdylanda doly böwet doly däl böwede öwrülýär.

II. Aktiw gepleýiş organyň işi we böwediň emele gelýän ýeri boýunça çekimsizler aşakdaky toparlara bölünýärler:

1. *Goşadodak* çekimsizler. Olar aýdylanda böwet ýokarky we aşaky dodaklaryň bileleşmeginde emele gelýär. Bu topara [p],[b],[m],[w] sesleri degişlidir.

2. *Dodak-diş* çekimsizler. Olar aýdylanda böwet ýokarky dişler we aşaky dodak bileleşmeginde emele gelýär. Bu topara [f],[v].

3. *Dil-öňi* çekimsizler. Olar aýdylanda diliň öňki bölegi gatnaşýar. Dil-öňi çekimsizleriň arasynda *dorsal* (aýdylyşynda diliň uýj gymyldamaýar we aşak düşürilen, meselem: türkmen sesleri [t],[n]), *apikal* ýa-da *dil-ujy* (aýdylyşynda diliň uýj aktiw hereket edýär, meselem: iňlis sesleri [l],[n],[s],[θ]) we *kakuminal* (aýdylyşynda diliň uýj yza egrenen, meselem: [r]).

Dil-öňi çekimsizlerden ýokarky dişleriň içki tarapynda hereket edýänlerine *diş* (türkmen sesleri [n],[s]) we alweolalaryň ýanynda hereket edýänlerine *alweolýar* (iňlis sesleri [t],[d],[n]) diýilýär.

4. *Dil-orta* çekimsizler. Olar diliň arkasynyň orta böleginiň gaty kentlewüge tarap galdyrylmagy bilen emele gelýär. Şonuň üçin böwediň emele gelen ýeri sebäpli olara *palatal* diýýilýär: [j].

5. *Dil-ardy* çekimsizler. Olar aýdylanda diliň arkasy ýumşak kentlewüge tarap galýar. Şonuň üçin olar *yzky-kentlewük* ya-da *welýar* diýip atlandyrylýar: [k],[g],[ŋ].

III. Ses perdeleriň gatnaşmagy boýunça çekimsizler *açyk* we *dymyk* çekimsizlere bölünýär.

Açyk çekimsizler [b],[d],[g] we sonantlar [n],[ŋ] aýdylanda ses perdeleri titreyärler. Dymyk çekimsizler [p],[t],[k] aýdylanda ses perdeleri titremeyärler we hiç hili owaz çykarylmaýar.

Iňlis dilinde dymyk çekimsizler sözüň zynda gelende gepleýiş organlary güýçli hereket edýär we açyk çekimsizler aýdylanda gowşak hereket edýär hem-de dymyklaşýar.

ÇEKIMLI SESLERIŇ TOPARLARA BÖLÜNIŞINIŇ ESASY ÝOLLARY

Iňlis dilinde çekimliler toparlara bölünende diliň we dodaklaryň durýan ýeri uly rol oýnaýar. Şonuň üçin iňlis çekimlileri aşakdaky usullar boýunça toparlara bölünýärler:

I. Diliň ýerleşişine görä;

II. Dodaklaryň ýerleşişine görä.

I. Diliň her bir bölegi kentlewüge tarap dürli belentliklere galdyrylyp bilner. Diliň haýsy böleginiň galýanlygy bilen baglylykda çekimliler aşakdaky toparlara bölünýärler:

1. *Öňki hatar çekimlileri*. Olar aýdylanda diliň orta bölegi ýokaryk galýar: [i:],[e].

2. *Orta hatar çekimlileri*. Olar aýdylanda diliň orta we yzky bölekleriniň arasyndaky bir bölegi ýokaryk galýar.

Garyşyk hatara degişli bolan çekimli sesler [ə:],[ə] aýdylanda diliň hemme bölegi galýar.

3. *Yzky hatar çekimlileri*. Olar aýdylanda diliň yzky bölegi galdyrylýar: [u:], [o].

Öňki hatar iňlis çekimlileriň arasynda [i] çekimli aýdylanda dil öňe tarap az süýşýär. Şonuň üçin ol *öňki yza süýşürilen* topara degişli bolýar.

Yzky hatar hem iki topardan ybarat. Iňlis [u] aýdylanda dil yza köp tarap çekilmedik we onuň yzky bölegi ýumşak kentlewük tarapa galdyrylýar. Şonuň üçin ol *yzky öňe süýşürilen* topara degişli.

Diliň haýsy böleginiň ýokary galyş derejesi boýunça çekimli sesler aşakdaky toparlara bölünýärler:

1. *Ýokarky galyş çekimlileri*. Olar aýdylanda dil kentlewük bilen ýakynlaşýar: [i:],[u:],[i],[u].

2. *Orta galyş çekimliler*. Olar aýdylanda dil kentlewüge tarap ýarty ýolda bolýar: [e].

3. *Aşaky galyş çekimliler*. Olar aýdylanda dil aşaky eňek bilen bilelikde aşak düşürilýär: [æ],[a:],[o].

İňlis çekimlileriň aýdylyşynyň aýratynlyklary her bir galyş görnüşli çekimlini giň we dar görnüşlere bölmegimizi talap edýär.

II. Dodaklaryň ýerleşşi boýunça çekimliler *dodaklanýan* we *dodaklanmaýan* görnüşlere bölünýärler.

Dodaklanýan çekimliler aýdylanda dodaklar tegelenýärler: [o:],[u:],[o],[u].

Dodaklanmaýan çekimliler aýdylanda dodaklar neýtral ýa-da gapdala çekilen görnüşde bolýarlar: [a],[ə:],[ə].

İňlis çekimlileri *uzyn* we *gysga* bolýarlar. İňlis çekimli sesleriň uzynlygy orun we arabaglanyşyk üýtgeşmelere sezewar bolýar. Çekimliler açyk bogunda uzynrak, ýapyk bogunda açyk çekimsizleriň önünde gysgarak we dymyk çekimsizleriň önünde has gysga bolýarlar. Çekimliler basymly bogunlarda we özen bogunlarda uzyn bolýarlar.

Aýdylyşynyň durnuklylygy boýunça çekimliler üç topara bölünýärler:

1. *Monoftonglar*. Olar aýdylanda gepleýiş organlary bolşuny üýtgetmeýärler: [o:].

2. *Diftonglar*. Olar iki elementden ybarat bolýarlar: [ai],[au].

Diftongoidler. Olar aýdylanda başda we soňunda hili üýtgeşik bolýar: [i:],[u:].

LESSON 1

Fonetika: Çekimsizler [k], [g], [t], [d], [n], [s], [z], [θ], [ð], [p], [b], [m], Çekimliler [i], [e], [æ], [i:] sesleri. Palatalizasiýa (ýumşama). Söz basymy. Çekimlileriň orun uzynlygy. Batly aýdyş.

1. **[k], [g]** – galmagally, dilardy kentlewük, sap degşikli, zarply, agyz ýolly çekimsizler. Iňlis [k], [g] sesleri aýdylanda türkmen [k], [g] sesleriniň aýdylyşyndaky ýaly diliň yzky bölegi ýumşak kentlewüğe degişip doly böwet emele getirýär. Howa akymy bu böwedi zarp bilen ýaryp çykýar. Iňlis [k] fonemasy batly aýdylyp, aspirasiýa (dem) bilen aýdylýar. Türkmen dilinde bolsa [g] fonemasynyň iki görnüşi bar: [g], [g'] - [gant], [a:g'a], [çy:g'].

[k] – dymyk çekimsiz, [g] – açyk çekimsiz.

2. **[t], [d]** – galmagally, dilujy-dişdüýbi, sap degşikli, zarply, agyz ýolly çekimsizler. Bularyň aýdylyşynda diliň uýy alweolalara degişip doly böwet emele getirýär, diliň orta we yzky bölekleri aşak düşürilýär. Howa akymy bu böwedi zarp bilen ýaryp çykýar. Iňlis [t] fonemasy aspirasiýa bilen aýdylýar. [t] – dymyk çekimli, [d] – açyk çekimli.

Aspirasiýa – sese dem goşup aýtmak. Emele gelen böwedi howa akymy zarp bilen ýaryp çykýar. Meselem: [t^h], [t^hed], [t^hæp].

3. **[n]** – sonorly, açyk, dilujy-dişdüýbi, burun äheňli, degşikli, zarply burun ýolly çekimsiz. Bu ses aýdylanda diliň uýy alweolalara degişip, doly böwet emele getirýär, diliň ortaky we yzky bölekleri aşak düşürilen we ýumşak kentlewük hem aşak düşürilen, howa akymy bolsa burun boşlugundan çykyp gidýär.

4. **[s], [z]** – dilujy-diş düýbi, ýasy yşgalaňly, süýkeş, agyz ýolly çekimsizler. Bu çekimsizler aýdylanda diliň uýy bilen alweolalaryň arasynda ýasy yşgalaň emele gelýär. Bu sesler rus diliniň [c], [ç] seslerini ýatladýar, emma olaryň aýdylyşy dorsal-dişara. [s] – dymyk çekimsiz, [z] – açyk çekimsiz.

5. **[i]** – monoftong, alynky hatar, ýokarky galyş, dodaklanmaýan gysga çekimli. [i] fonemanyň aýdylyşynda dil agyz boşlugynyň alynky böleginde ýerleşýär, diliň ortaky bölegi gaty kentlewüğe tarap

galdyrylan, diliň ujy aşaky dişleriň düýbünde ýerleşýär, dodaklar bolsa çalaja gapdallaýyn açylan.

6. Palatalizasiýa (Palatalization) - (Ýumşama) – yzynda gelýän alynky hatar çekimli sesleriň täsirinde çekimsiz sesleriň ýumşamasy. Palatalizasiýa çekimsizleriň aýdylyşynda diliň ortaky böleginiň kentlewük tarapa galmagy bilen emele gelýär. Bu hadysa rus çekimsizlerine mahsusdyr we many tapawutlandyryjynyň roluny ýerine ýetirýär: мол – моль, лук – люк.

7. Çekimlileriň orun uzynlygy (Positional length of vowels). Çekimlileriň uzynlygy olaryň sözde ornuna baglydyr. Basymly çekimliler ahyrky orunda has uzyn, açyk çekimsizleriň önünde gysgarak we dymyk çekimsizleriň önünde has gysga aýdylýar.

8. Batly aýdyş – baş çekimli sözüň başynda gelende ses perdelerini herekete getirmekden saklanmakdyr.

9. Söz basymy - (Word Stress) – sözde bir ýa-da iki bogunyň başga bogunlaryň arasynda tapawutlandyrylyp aýdylmagydyr. Basymly bogunlar has güýçli, basylyp aýdylýar. Basym ['] belgisi basym bilen aýdylýan bogunyň önünden goýulýar: ['piti], ['tedi].

Fonetik gönükmä 1

did	sit	'siti	it	sit-sid
dig	nit	'kiti	iz	dik-dig
kid	sik	'tikit	in	tik-tig
sin	kis	'gidi		

Bellik: şu gönükmäniň üstünde işläniňizde aşakdakylara üns beriň:

1. [i] çekimliniň önünde gelýän çekimsiz sesleriň palatalizasiýasynyň ýoklugyna;
2. [t], [d], [n], [s], [z] sesleri aýdylanda gepleýiş organlarynyň dilujy alweolýar görnüşde bolmagyna;
3. [t], [k] sesleri sözüň başynda gelende aspirasiýa bilen aýdylmagyna;
4. Sözüň soňunda dymyk çekimsizleriň güýçli aýdylyşyna we açyk çekimsizleriň gowşak aýdylyşyna;
5. Çekimlileriň orun uzynlygyna;

6. [i] fonemasy sözüň başynda gelende batsyz aýdylmagyna

10. [θ],[ð] – galmagally, dilujy-dişara, ýasy ýşgalaňly, süýkeş, agyz ýolly çekimsizler. Bu sesler aýdylanda dilgöni ýatyr we gowşadylan, diliň ujy dişleriň arasynda ýerleşýär. Howa akymy diliň we ýokarky dişleriň arasyndan geçýär. Dişler görünýär. Bu sesler türkmen [s], [z] sesleriniň aýdylyşy bilen gabat gelýär. [θ]- dymyk çekimsiz, [ð]- açyk çekimsiz.

Fonetik gönükme 2

θθθ – ððð

θθθ – θin

sin – θin – tin

sss – θθθ

θθθ – θik

sik – θik – tik

zzz – ððð

ððð – ðis

Bellik: şu gönükmeleriň üstünde işläniňizde aşakdakylara üns beriň:

1. [i] çekimli sesiň gelýän çekimsizleriniň ýumşamasynyň ýoklugyna;

2. [ðis] sözünde dişara aýdylyşdan alweolýar aýdylyşyna geçilmegine.

11. [p], [b] –dodak-dodaklanýan, sap degşikli, zarply, galmagally çekimsizler. Bu sesler aýdylanda dodaklar degşip doly böwet emele getirýär. Iňlis [p], [b] fonemalary türkmen [p], [b] fonemalary owaz barlygy bilen meňzeşdir. Emma iňlis [p], [b] fonemalary aýdylanda güýçli artikulyasiýa ýüze çykýar. Iňlis [b] fonemasy sözüň soňunda gelende bölekleyin dymyklanýar. Türkmen dilinde [b] fonemasy sözüň soňunda düýbünden duş gelmeýär. Owaz perdeleriniň gatnaşyp gatnaşmazlygy boýunça [p] – dymyk fonema, [b] – açyk fonema.

12. [m] – sonorly, açyk, goşadodak, burun äheňli, degşikli, zarply, burun ýolly çekimsiz. Bu ses aýdylanda dodaklar birleşip, doly böwet emele gelýär, emma ýumşak kentlewük aşak düşürilen we howa akymy bolsa burun boşlugyndan çykyp gidýär.

13. [e] – alynky hatar, ortaky galyş, gysga, dodaklanmaýan monoftong. [e] fonemasy aýdylanda dil agyz boşlugynyň alynky böleginde ýerleşýär, diliň ujy bolsa aşaky dişleriň düýplerinde ýerleşýär, diliň ortaky bölegi gaty kentlewüğe tarap galdyrylan, dodaklar bolsa çalaja gapdallaýyn açylan.

Fonetik gönükme 3

ten	get	en	det-ded	sit-set	'bizi-'beni	
	gets					
pen	pet	eg	bet-bed	bit-bet	'piti-'beti	pets
men	net	et	set-sed	big-beg	'mini-'meni	bedz
			did-ded		kidz	

Bellik: şu gönükmaniň üstünde işläniňizde aşakdakylara üns beriň:

1. Çekimlileriň orun uzynlygyna;
2. Çekimli sesleriň sözüň başynda gelende batsyz aýdylmagyna;
3. [p],[t],[k] dymyk çekimsizleriň aspirasiýasyna.
4. Sözüň soňunda dymyk çekimsizleriň güýçli aýdylşyna we açyk çekimsizleriň gowşak aýdylşyna.

GÖNÜKMELER

1. Mugallymyň soraglaryna sapagyň fonetik gönükmelerinde berlen sözleri ulanyp jogap beriň.

Nusga 1: Teacher: What's the girl's name? (Who is standing in the corridor?)

Student: \Kitty (Minnie, Betty, Nelly...)

Nusga 2: Teacher: I've lost my umbrella.

Student: \Pity!

2. Dostuňzyň okaýşyny diňläň we onuň ýalňyşlaryny tapyň:

pit –pet	bid – bed	‘peni
pin – pen	nit – net	‘tedi

LESSON 2

Fonetika: Çekimsizler [l],[f],[v],[j]. Çekimli [ə]. Assimilýasiýa. Lateral partlama. Intonasiýa. Aşak düşýän we ýokaryk galýan heňler. Sintagma barada düşünje. Fraz basymy.

Ýazuw: Nn, Mm, Ss, Ff, Ll harplaryň ýazylyşy.

1. [l]- sonorly, açyk, dilujy-dişdüýbi çylşyrymly degşikli, gapdal süýkeş, zarply, agyz ýolly çekimsiz.

Diliň ujy alweolalara degýär, emma gapdallary aşak düşürilen şýdip howa üçin geçelge emele gelýär.

2. **Lateral partlama (Lateral plosion).** Sonorly [l] onuň öňünde gelýän zarply dişdüýbi çekimsiz bilen goşulyp bile aýdylýar, olaryň arasynda hiç hili çekimli ses eşidilmeli däl. Dişdüýbi çekimsiziň partlamasy onuň zyndan gelýän sonorly [l] aýdylanda emele getirýär.

Fonetik gönükme 4

les – sel	lik – kil	'setl
let – tel	lit – til	'ketl
lip – pil	'lil – 'litl	

Bellik: şu aşakdakylara üns beriň:

1. [l],[t] sesler aýdylanda diliň apikal-alweolýar ýagdaýda bolmagyna;
2. [l] sesiniň öňünde [t] sesiniň lateral partlamasyna.
3. [f],[v] -dişara dodaklara ygşalaňly süýkeş çekimsiz sesler.
4. [f]-dymyk çekimsiz, [v] -açyk çekimsiz
5. Türkmen [f] sesi aýdylanda ýokarky dişler aşaky dodaga degip, galmagally, dymyk, ýasy ygşalaňly, bir fokusly süýkeş çekimsiz sesi berýär.

Fonetik gönükme 5

fil	liv
def	'velvit
'definit	'seven
in'definit	i'levn

Bellik: şu aşakdakylara üns beriň:

1. [i], [e] çekimli sesleriň öňünde çekimsizleriň palatalizasiýasynyň ýitmegine;
2. [vn] sesiniň goşulyp aýdylyşyna, olaryň arasynda çekimli sesiň goşulmagynyň ýoklugyna.
4. [ə]-neýtral basymsyz monoftong garyşyk hatarly ortaky galyş, gysga dodaklanmadyk. Bu ses aýdylanda dil tutuşlygyna galdyrylan. Inlis [ə] üçin gysgalyk we artikulyasiýanyň aýdyňlygynyň ýoklugy mahsus.
5. **Intonasiýa.** Her bir sözlem bir ýa-da birnäçe sintagmalardan ya-da intonasion toparlardan (Intonation-groups) ybarat bolup biler. Sintagma diýip sözlemiň oňnositel gutarnykly pikiri aňladýan bölegine aýdylýar. Kä halatlarda sintagma bir sözleme hem deň bolup bilýär. Meselem: *He is a pilot* we *As far as I know he is a pilot*. Fonetika taýdan her bir sintagma belli bir intonasion gurluşa eýedir. Intonasiýa diýip esasy heňiň belentliginiň, güýjüniň, badynyň, äheňiniň üýtgeşmelerine diýýilýär.

Her bir sintagma iň soňky basymly bogunyň aşak düşýän ýa-da ýokaryk galýan heňi bilen gutarýar. Bu heň özen hasaplanýar we sözlemiň esasy many merkezini görkezýär.

Aşak düşýän heň (Low Fall) köplenç pikiriň gutarnyklylygyny aňladýar. Emosional taýdan neýtral habar sözlemler, ýörite soraglar, buýruklar, ýüzlenmeler aşak düşýän heň bilen aýdylýar. Aşak düşýän heň orta diapazon we aşak düşmegiň kem-kemdenligi bilen tapawutlanýar.

Ýokaryk galýan heň (Low Rise) ynamsyzlyk bilen aýdylýan sözlemleri, sözlemiň beýleki bölekleri bilen many taýdan bagly käbir sintagmalary, umumy soraglary we haýyşlary görkezýärler. Ýokaryk

galyş heňi pes sesde başlanmagy we ýokaryk galmagyň kem-kemdenligi bilen tapawutlanýar.

Tekstde aşak düşýän şkalanyň birinji basymly boguny || , aşak düşýän heň |,|, ýokaryk galýan heň ||, basymly özen däl bogunlar ||, ikinji basym ||, sintagmalaryň arasyndaky arakesme || , sözlemleriň arasyndaky arakesme || bilen bellenilýär.

Fraza basymy (sentençe-stress) sözlemde sözleriň arasynda käbir sözleri aýratyn görkezýär. Fraza basymynyň iň ýaýran görnüşi sintaktik basym. Onda özbaşdak many aňladýan sözleri basym bilen, kömekçi sözler bolsa basymsyz aýdylýarlar.

Logiki basym – fraza basymyň başga bir görnüşi. Ol sözlemiň logiki merkezini we gapma-garşylygyň elementlerini görkezýär.

İňlis sazlaşygy belli bir melodika zygiderlikde basymly bogunlaryň sazlaşygyna diýilýär.

6. Assimilýasiýa (Assimilation). Bu ýanaşyk çekimlileriň biri-birine meňzemegi.

Şeýdip alweolýar çekimsiz [t],[d],[n],[l],[s],[z] sesleri olaryň zyzndan gelýän dişara sesleri [θ],[ð] täsirinde diş görnüşlisine öwrülýärler.

Fonetik gönükme 6

ə'lesn	→ðis iz ə'lesn
ə'sentəns	→ðis iz ðə siksθ lesn
ən 'end	↓ ðiz iz ðə 'tenθ
sentens	
ðə 'lesn	in ðə 'siti ət ðə
lesn	
ðə 'sentəns	in ðə desk
ət ðə desk	

Bellik: şu aşakdakylara üns beriň:

1. [i], [e] çekimli sesleriň öňünde çekimsizleriň palatalizasiýasynyň ýoklugyna;

2. Basymly bogunlaryň batly, basymsyz bogunlaryň gowşak aýdylyşyna;
3. Sözleriň başynda çekimlileriň öňünde batly aýdylyşyň ýoklugyna;
4. Sözlemde sözleriň goşulup aýdylyşyna;
7. [j] – dilorta, ortaky kentlewik, sonorly, açyk, orta yşgalaňly, süýkeş. Bu ses aýdylanda diliň ortaky bölegi gaty ketlewüğe tarap galdyrylýar. Diliň gyalary ýokarky dişlere degýär we şeýlelikde diliň ortasynda howa geçmek üçin ýoda açylýar.

Fonetik gönükme 7

Et – jet	es – jes
El – jel	jes it iz

Bellik: şu aşakdakylara üns beriň:

1. [j] sesiniň gowşak artikulyasiýasyna;
2. [t] sesiniň apikal-alweolýar artikulyasiýasyna.

Fonetik gönükme 8

→ iz ðis ə sentəns || jes | it iz ||
 → iz it ə difikəlt sentəns ||
 → jes | it iz || ðis → sentəns iz difikəlt ||
 its ə difikəlt sentəns | iznt it || jes | it is ||

Bellik: şu aşakdakylara üns beriň:

1. [θ] sesiniň öňünde [z] sesiniň dişara artikulyasiýasynyň ýoklugy;
2. [znt] aýdylanda hiç hili çekimli ses goşulup aýdylmaýanlygyna;
3. Sözleriň sözlemde goşulup aýdylyşyna.

8. İnlis dilinde regressiw assimilyasiya yok. Bu bolsa öñde gelýän çekimsiz sesleriň zyzndan gelýän çekimsiziň täsirinde dymyklaşmagyna getirýär.

Fonetik gönükme 9

→ kiti iz ,siks	↓ iz ‘kiti ,siks
→ beki iz ,sevn	↓ iz ‘beki ,sevn
→ tedi iz ,ten	↓ iz ‘tedi ,ten
→ lili iz i,levn	↓ iz ‘lili i,levn
↓ nelsən iz ‘siksiti ,siks	↓ iz misiz ‘nelsən
‘siksiti ,siks	

Bellik: şu aşakdakylara üns beriň:

1. Aşak gaçýan heñde soňky basymly bogunda kem-kemden aşak düşmegine we soňky basymsyz bogunyň pes aýdylyşyna;
2. Aşak gaçýan heñiň pes başlanmagyna.

Harplar Nn [en], Mm [em], Ss [es], Ff [ef], Ll [el].

Gönükmeler

I. Aşakdaky sözlemleriň intonasiýasyna üns berip okaň:

- | | |
|----------------------|------------------------------|
| 1. [ˌjes] | 3. [ˌkiti] |
| 2. [ˌbil] | 4. [mis ˌkiti] |
| 5. [ˈted] | 8. [→iz it ˌten] |
| 6. [ˌiz it ˌsiksiti] | 9. [↓ iz misiz ˈdiksi] |
| 7. [→iz it ˌsevn] | 10. [↓iz mis ˈsmiθ ˈsiksiti] |
| ˌsiks] | |

II. Şu aşakdaky sözlemleri başda habar sözlemi ýaly aşak düşýän heñ bilen, soňra bolsa sorag sözlemi ýaly ýokaryk galýan heñ bilen aýdyň:

1.[əjes]	[əjes]
2.[əðis]	[əðis]
3. [əbeti]	[əbeti]
4. [mis əmini]	[mis əmini]
5.[→mini əsmiθ]	[→mini əsmiθ]
6.[→beti ənelsən]	[→beti ənelsən]

III. Harplaryň atларыny ýatda saklaň. Her haýsyny 10-15 gezek ýazyň:

Mm, Nn, Ss, Ff, Ll.

IV. Nusga boýunça görkezilen sözler bilen sözlemleri düzüň. Sözlemleriň başy bolan [ðis iz]dogry we dürs aýdyň. Dogry inlis aşak gaçýan heňi berjaý ediň:

Nusga: →ðis iz ənik

Dick, Sid, Eddy, Kitty, Benny, Minnie, Ben, Lily.

Nusga:2: →ðis iz ə əlesn

Sentence, text, desk, pig, city, ticket, egg, kid, pen, pencil.

V. 4-nji gönükmede berlen sözlerden peýdalanyp nusga boýunça biri-biriňize sorag-jogap alyşyň. Heňiňize üns beriň. Iki-ikiden işläň.

Nusga 1: →ðis is ədik || →iz ðis ədik || əjes ||

Nusga 2: →ðis iz ə əsentəns || →iz ðis ə əsentəns || əjes ||

VI. Mugallymyň soraglaryna nusga boýunça jogap beriň:

Nusga: Teacher: Who is reading the text?

Student: əNick (Eddy, Sid, Kitty, Dick, Ben, Lily) is.

VII. Mugallymyň soraglaryna fonetik gönükmelerden peýdalanyp jogap beriň:

Nusga: Teacher: How old is Lily? (Becky, Tom...)

Student: →Lily is e əleven.

VIII. Sapakda berlen sözlerden peýdalanyp, mugallym bilen kiçi gepleşikler taýýarlaň:

Nusga 1: Teacher: How many books have you read this year?

Student: ◌Many.

Teacher: And more exactly?

Student: ◌Ten.

Nusga 2. Teacher: Why can't you come to my place?

Student: ◌Busy.

Teacher: ◌Pity, isn't it?

Student: It ◌is.

Özbaşdak türgenleşik üçin goşmaça gönükmeler

1. Gönükmäni aýnanyň öňünde birnäçe gezek okaň.

2. Öz okaýşyňyzy ýazga geçiriň, özüňizi diňläň we öz ýalňyşlaryňyzy tapyň.

3. Gönükmäni dostuňyza okadyň we onuň ýalňyşlaryny tapyň.

Lit-let → ðis iz ə tekst → iz ðis ə ◌tekst

Fil-fel → ðis iz ə ◌siti → iz ðis ə ◌siti

Lift-left → ðis iz ə ◌peni → iz ðis ə ◌peni

Laboratoriýa işi

I. a) Sözleriň okalyşynyň üstünde köp işläň. b) Bu sözleri ýazyň.

II. Okaýjynyň zyndan sözlemleri gaýtalaň.

III. Sözleriň okalyşyny (transkripsiyasyny) ýazyň.

LESSON 3

Fonetika: Çekimliler [i:], [a:], [o], [u:], [u], [ə:], [ou]. Burun partlama. İki çekimli birleşende partlamanyň ýitişi. Reduksiýa (gysgalma).

Ýazuw: Oo, Cc, Ee, Dd, Pp, Bb, Rr, Tt, Vv harplarynyň ýazylyşy.

Okalyş kadalary: e, o harplary I we II bogun görnüşlerinde.

1. [i:] – uzyn, alynky hatar, ýokarky galyş, dodaklanmaýan diftongoid (iki elementden ybarat bolan fonema: birinji element – özen, ikinji element – typma). [i:] fonemasynyň aýdylyşynda dilagyzy boşlugynyň alynky böleginde ýerleşýär, diliň ortaky bölegi gaty kentlewüge tarap ýokary galdyrylan, diliň ujy dişlere degişýär, dodaklar bolsa çalaja gapdallaýyn açylan. Diliň ujy has öňe süşüp, ýokarky alyn dişleriň düýbüne ýakynlaşýar, biraz hem alynky kentlewüge tarap ýokary göterilýär. Şunlukda hem, rekursiýasy [ý] çekimsizi bilen aýdylyp, birneme öňräkde hem ýokarrakda emele gelýär.

Fonetik gönükme 10

bi: □ bi:n – bi:t	i:v	did □ di:d	sit □ si:t
di: □ di:n – di:p	□□□i:zi	lid □ li:d	bit □

bi:t

ni: □ ni:d – ni:t	i:t	liv □ li:v	nit □ ni:t
si: □ si:d - si:t		fild □ fi:ld	list □ li:st
li: □ li:g - li:k		sin □ si:n	slip □ sli:p

Bellik: şu aşakdakylara üns beriň:

1. [i:] we [i] sesleriniň orun uzynlygynyň tapawudyna;
2. [i:] we [i] sesleriniň meňzeş orunda uzynlygynyň dürliligine;
3. [i:] we [i] sesleriniň hil taýdan dürliligine;
4. Çekimsizleriň palatalizasiýasynyň ýoklugyna;
5. [i:] sesiniň öňünde sözün başynda gelende batly aýdyşyň ýoklugyna.

2. [a:] - uzyn, dodaklanmadyk, yzky hatar, aşaky galyş çekimli. Munuň artikulyasiýasy dil ardynyň yza çekilmegi, diliň yzky böleginiň çalaja ýokary galmagy, diliň ujunyň aşaky dişleriň ýanynda bolmagy we dodaklaryň neýtral bolmagy bilen tapawutlanýar. Türkmen [a:] sesinde dodaklar giňden we uludan açylýar.

3. **Burun partlamasy (Nasal plosion)** - bu dişdüýbi çekimsiziň zzyndan gelýän [n] ýa-da [m] sonorlaryň aýdylyşyndan emele gelýän partlama. Meselem ['ga:dn].

4. **Partlamanyň ýitmegi (Loss of plosion)**. Inlis zarply çekimsizleri [p],[b],[t],[d],[k],[g] zzyndan basga bir zarply çekimsiz ýa-da çylşyrymly [t], [dʒ] gelse, partlamasyny ýitirýär. Meselem [ðə'da:k ,ga:dn].

Fonetik gönükme 11

ka: □ ka:m □ ka:t	a:m	ə → fa:
,sta:		
fa: □ fa:m □ pa:t	a:t	→a:sk
,fa:ðə		
ba: □ ba:d □ ba:k	a:sk	ðə → da:k
,ga:dn		

Bellik: [a:] sesiniň önünde sözüň başynda batly aýdyşyň ýoklugyna üns beriň:

5. [o] - mukdar taýdan gysga, hil taýdan yzky hatar, aşaky galyş, dodaklanan çekimli. [o] sesi aýdylanda dil agyz boşlugynyň yzky böleginde ýatýar, diliň yzky bölegi çalaja galýar, agyz giňden açylýar, dodaklar tegelenýär. Türkmen [o] sesinden tapawudy - bu ses aýdylanda dodaklary öňe çommaltmaly däl.

Fonetik gönükme 12

god □ got	on	ə □ dog □ dogz	ə □ boks □
□boksiz			

nod □ not od ə □dol □ dolz ə □foks □ □foksiz
 dog □ dok □ofə ə □kok □ koks →mod (ə) n օnov
 (ə)lz
 log □ lok □oksən ə □lok □ loks ↓giv □poli
 օkoli

Bellik: şu aşakdakylara üns beriň:

1. Köplük sanyň goşulmasy –s dymyk çekimsizlerden soň [s] bolup we açyk çekimsizlerden we çekimlilerden soň [z] bolup okalşyna. –es goşulmasynyň sykylykly çekimsizlerden soň [iz] bolup okalşyna. Açyk [z] sesini köplük san goşulmasynda dymyk edip okamaň.
2. Sözüň soňunda dymyk çekimsizleriň batly we açyk çekimsizleriň gowşak aýdylyşyna;
3. [o] sesiniň öňünde sözüň başynda batly aýdylyşyň ýoklugyna.

6. [u:] - uzyn dodaklanan yzky hatar, ýokarky galyş diftongoid.

Bu ses aýdylanda dil agzyň yzky böleginde ýerleşýär. Diliň yzky bölegi biraz galdyrylan. Dodaklar tegelenen, tegelenme aýdylyşyň soňuna has güýçlenýär.

7. Reduksiýa – çekimli sesleriň uzynlygy basymsyz kömekçi sözlerde we at çalyşmalarda gysgalýar. Güýçli täsiriň astynda olar öz hilini ýitirip bilerler. Reduksiýa sezewar bolmadyk çekimlili kömekçi sözlere we at çalyşmalara güýçli, reduksiýa sezewar bolanlara gowşak diýýärler.

Fonetik gönükme 13.

lu:z □ lu:s	nju:,fju:	ju·օa:
mu:d □ mu:t	□mju:zik	ju a·օnot
su:n □ su:p	□mju:zikəl	օa: ju·
□stju:dənts	ju·օa:nt	

Bellik: şu aşakdakylara üns beriň:

1. [u:] çekimli sesiniň diftonglaşmagyna;
2. [u:] çekimliň orun uzynlygyna.

8. [u] - gysga dodaklanýan monoftong, yzky öňe süýşen hatar, ýokarky galyş. Bu ses aýdylanda dil agzyň yzky böleginde ýerleşýär. Dodaklar çalaja tegelenen. [u:]-uzyn dodaklanan yzky hatar, ýokarky galyş diftongoid.

Fonetik gönükme 14

gud	pul □ pu:l	ə → gud ɔ̞buk
kud	ful □ fu:l	ə → gud ɔ̞kuk
kuk	fut □ fu:t	→ luk ət d̞ə ɔ̞buk
tuk	put □ pu:t	

Bellik: şu aşakdakylara üns beriň:

1. [u:] we [u] sesleriniň belli bir orunda uzynlyklarynyň tapawudyna;
2. [u:] we [u] sesleriniň dürli orunlarda hil tapawudyna;
3. [t] sesiniň [ð] sesiniň öňünde gelende dişara aýdylyşynyň ýoklugyna;
4. Partlaýjy çekimsizleriň degşikli çekimsiziň öňünde gelende partlamasynyň ýitirmegine.

9. [ə:] - uzyn monoftong garyşyk hatar ortaky galyş dodaklanmaýan. Bu ses aýdylanda, diliň arkasy tekiz ýatýar, diliň uýj dişleriň düýbünde ýatýar, dişler çalaja görkezilen. Ýokarky we aşaky dişleriň arasyndaky aralyk uly däl.

Fonetik gönükme 15

s3: □ s3:v □ s3:f	3:n	ən → 3:li ɔ̞b3:d
f3: □ l3:n □ n3:s	□3:li	ðə → f3:st ɔ̞v3:k
b3: □ b3:d □ b3:θ	3:θ	ðə → θ3:ti ɔ̞f3:st

Bellik: [ə:] sesiniň öňünde çekimsizleriň palatalizasiýasynyň ýoklugyna üns beriň

10. [ou] – diftong. Diftongyň özeni [ə]. Başda dodaklar çalaja tegelenen, soňra olar has tegelenýärler (emma öňe tarap çommalmaýarlar). Soňra bolsa dil [u] sesini aýtmaga geçýär.

Fonetik gönükme16

lɜv □ nɜvɪn □ nɜvt	ʒv	sɜ: □ sɜv	→sɜv ɔ̣sɜv
gɜv □ kɜvl □ kɜvt	ʒvɪn	fɜ: □ fɜv	→ʒv ɔ̣nɜv ↓
dɜvnt			
□gɜv ə̣lɜvɪn			
sɜv □ sɜvl □ sɜvk□	□ʒvɪnli	tɜ:n □ tɜvɪn	
bɪ □ lɜv □ bɜvɪn □bɜvt	ʒvɪn	bɜ:n □ bɜvɪn	

Bellik: şu aşakdakylara üns beriň:

1. Diftong aýdylanda dodaklaryň gymyldaýşyna;
2. [l], [n], [t], [d] sesleriň apikal-alweolýar aýdylyşyna;
3. [k] sesiň aspirasiýasyna.

Fonetik gönükme 17

→dis iz ə ɔ̣klok	→iz ðis ə ɔ̣gʌd klok
→dis iz ə ɔ̣desk	→iz ðis ə ɔ̣lɜv desk
↓ðis iz ðə □best ɔ̣a:nsə	→iz ðis ðə ɔ̣best a:nsə
↓ðis iz ðə □fɪfθ ɔ̣lesn	→iz ðis ðə ɔ̣fɪfθ lesn
↓ðis iz ðə □sekənd ɔ̣letə	→iz ðis ðə ɔ̣sekənd
letə	
↓ðis iz ði· i □ lɜvɪnθ ɔ̣sentəns	→ðis iz ði· ɔ̣end

Bellik: şu aşakdakylara üns beriň:

1. [ðis iz ðə] we [iz ðis ðə] çylşyrymly düzümleriň dürs aýdylmagyna;

2. [o] aчык yzky hatar çekimliniň artikulyasiýasyna;
3. Habar sözlemlerinde aşak düşýän heňň barlygyna;
4. Ýokaryk galýan heňde sesiň aşakdan ýokary galmagyna.

Harplar Oo [ou], Cc [si:], Ee [i:], Dd [di:], Pp [pi:], Bb[bi:], Rr [a:], Tt [ti:], Vv [vi:]

Iňlis çekimlileriniň okalyşy Bogunyň birinji we ikinji görnüşleri

Iňlis elipbiýi 26 sany harpdan ybarat. Olar bolsa 44 iňlis sesini (20 çekimli we 24 çekimsiz) berýär. Harplaryň we sesleriň arasyndaky şeýle tapawut dürli sesleri şol bir harplar ýa-da harplaryň düzümi bilen bellemek zerurlygyny ýüze çykardy. Bu häsiýet çekimlilere mahsus. Iňlis dilinde her bir çekimli azyndan 4 görnüşde okalýar.

Basymly bogunda çekimliniň okalyşy bogunyň görnüşine bagly. Bogunyň görnüşi basymly çekimliniň yzyndan gelýän harplara bagly. Basymly bogunlar 4 topara bölünýärler: **bogunyň I topary** - aчыk bogun, ýa-da çekimlä gutarýan bogun. Basymly çekimli elipbiýde okalyşy ýaly okalýar. Adatça bu uzyn çekimli ýa-da diftong. **Bogunyň I toparynyň 2 görnüşi bar:**

- 1) Doly aчыk bogun - bogunyň grafiki şekili onuň fonetiki görnüşi (aýdylşy) bilen deň gelýär. Meselem: me [mi:], no [nou].
- 2) Şertli aчыk bogun - bogun grafiki aчыk, fonetiki bolsa ýapyk.
Meselem: note [nout]
Pete [pi:t]

Bogunyň II topary –ýapyk bogun. Bogunyň bu görnüşinde basymly çekimliden soň bir ýa-da birnäçe (r harpdan başga) çekimsizler bolýar. Ýapyk bogundaky çekimli aýdylýar. Çekimliniň önünden gelýän çekimsiler çekimliniň okalşyna hiç hili täsir etmeýärler. Sebäbi “e” harp ýapyk basymly bogunda önünde gelýän çekimsiz harplaryň sanyna garamazdan gysga [e] sesini berýär.

Meselem: en [en], pen[pen], spend[spend], O,e harplaryň bogunlaryň I we II görnüşinde okalyşy.

Harp	Bogunyň görnüşi	
	I	II
e	[i:] Pete, me	[e] Pen, men
o	[ou] No, note	[o] On, not

“er, or” harplary basymsyz bogunda [ə] ses berýär. Meselem: better, doctor.

“ld” harplaryň öňünde “o” harpy [ou]sesi berýür. Meselem:old, bold.

“s” harpy sözleriň başynda, çekimsiz harpyň öňünde we dymyk çekimsizlerden soň sözleriň ahyrynda [s] diýip okalýar. Mesele: sit, best, lips.

“s” harpy çekimlileriň arasynda sözleriň ahyrynda çekimlilerden we aýyk çekimsizlerden soň [z] bolup oklaýar. Meselem: music, noses, beds.

“c” harpy “e, i, y” harplarynyň öňünde [s] bolup we başga ýagdaýlarda [k] bolup okalýar. Meselem: cent, city, cyber, cat, coat.

“ck” harplary [k] sesi berýär. Meselem: clock, cock, black.

Gönükmeler

I. Aşakdaky sözlemleri aşak gaçýan we ýokaryk galýan heň bilen okaň:

1. Is this a text? 2. Is this a lesson? 3. Is this a sentence? 4. Is this a pen? 5. Is this a park? 6. This text is easy, isn't it? 7. The dog is not big, is it? 8. This lesson is not difficult, is it?

II. Aşakdaky söz jübütlerini okaň:

A lot—lots; a top—tops; a net—nets; a set—sets; a note—notes; fog—fogs;

a pet - pets; a nod—nods; a bill—bills; a fox—foxes; a kiss—kisses; a bed—beds; a colck—clocks; a kid—kids; a stick—sticks; a theme—themes.

III. Aşakdaky sözleriň transkripsiyasyny ýazyň:

A bell—bells; a mill—mills; a city—cities; a test—tests; an empty desk —empty desks; a sentence—sentences; a lily—lilies; a busy bee—busy bees.

IV. Aşakdaky harplaryň atlaryny ýatda saklaň. Her bir harpy 10-15 gezek ýazyň:

Bb, Dd, Pp, Tt, Ee, Oo, Vv, Rr.

V. "e, o, c" harplaryň okalyş kadalaryny öwreniň. Bu harplaryň okalyşy bilen baglanyşykly öz mysallaryňyzy getiriň:

VI. Aşakdaky sözleriň transkripsiyasyny ýazyň we olaryň okalyş kadalaryny düşündiriň:

Best, code, nod, tops, sent, bed, these, cod, sold, spoke, mock, them, block, then, neck, cone, bold, enter, cell, center, motor, dose, nest, depth, less, self, fold, doctor.

VII. Berlen atlar bilen nusga boýunça sözlemleri düzüň:

Nusga: 1: This is a text.

A penny, a sentence, a park, a car, a fox, a clock, a cock.

Nusga: 2: This is the doctor.

The garden, the star, the box, the dog, the lesson, the text, the pen, the book, the girl.

VIII. a) Berlen atlar bilen nusga boýunça sözlemleri düzüň:

Nusga: This isn't a box.

A bed, a city, a pencil, an answer, an oak, a star, a cock, a mill, a penny.

b) Düzen sözlemleriňizi aýryjy sözlemlere öwürüň. Heňi berjaý ediň:

Nusga: This→ isn't a ,box,| ,is it?

IX. Berlen sözlemlere haýran galyşy we şübhelenişi aňladýan sözlemler bilen jogap beriň:

Nusga: This→ is an oak.—Is it?

This→ isn't an oak. – Isn't it?

1. This is a garden. 2. This is a mill. 3. This isn't a penny. 4. This isn't a star. 5. This is a cock. 6. This isn't a fox. 7. This is a clock. 8. This isn't a dog.

X. a) Nusga boýunça sözlemler düzüň.

Nusga: This is a yellow pencil.

An old clock, an easy sentence, a yellow fox, a big park, a difficult lesson, a big car, a difficult text.

b) Düzen sözlemleriňizi ýokluk sözlemlerine öwrüň:

Nusga: This isn't a yellow pencil.

XI. a) Aşakdaky sözlemleri umumy soraglar ýaly edip okaň we heňine üns beriň:

Nusga: ↓Is the 'lesson ,easy?

1. Is the park big? 2. Is the clock old? 3. Is the pencil yellow? 4. Is the lesson easy? 5. Is the text difficult? 6. Is the book good?

b) Umumy soraglary aýryjy soraglara öwrüň:

Nusga: ↓Is the 'lesson ,easy? The→ lesson is ,easy,|

XII. Berlen atlardan peýdalanyp, nusga boýunça biri-biriňiz bilen gysga sorag-jogap alyşyň. Dogry heňi berjay ediň. Iki-ikiden işläň:

Nusga 1:→This is a ,star, ,isn't it?

→Yes, it ,is.

Nusga 2: ↓This' isn't a ,star, is it?

→No, it ,isn't.

A bee, a fox, a park, a pencil, a car, a colck, a book, a note-book, a cook, a stick, a slip, a bell, a bird, a dog.

XIII. a) Berlen has atlardan we kybapdaş sanlardan peýdalanyň, habar sözlemleri we umumy soraglary düzüň:

Nusga: →Tom is ,six.

→Is 'Tom ,six?

b) Biri-biriňize umumy soraglary beriň we olara ýokluk formada jogap beriň:

Nusga: Is 'Tom ,six?

,No,↓→Tom's ,seven.

Pete, Bob, Victor, Polly, Lily, Lucy, Arthur, Betsy, Emily, Emma, Philip, Dick, Benny, Sid, Betty, Nick.

XIV. 17-nji fonetik gönükmede berlen frazalardan peýdalanyň nusga boýunça dostuňyz bilen sorag-jogap alyşyň:

Nusga: ↓This is the 'fifth ,lesson.

The ,fifth lesson?

XV. Sapagyň fonetik gönükmelerinde berlen frazalardan peýdalanyň nusga boýunça kiçi gepleşikleri düzüň:

Nusga: ↓This is an 'old ,park.

,Is it?

It ,is.

Özbaşdak türgenleşik üçin goşmaça gönükmeler

1. Gönükmäni aýnanyň öňünde birnäçe gezek okaň.
2. Gönükmäni okaýşyňyzy ýazga geçiriň we özüňizi diňläp, ýalňyşlaryňyzy tapyň.
3. Gönükmäni dostuňyza okadyň we onuň ýalňyşlaryny tapyň:

Got—g3ut	not—n3ut	f3:m—f3um	b3:θ—b3uθ
Kot—k3ut	fond—f3und	p3:l—p3ul	b3:st--b3ust
Sok—s3uk	kloθ—kl3uðz	g3:l—g3ul	l3:n--ə'l3un

Labaratoriýa işi

I. a) Sözlemleri arakesme bilen gaýtalaň. b) Bu sözlemleri sorag we yokluk formalaryna öwrüň.

II. a) Umumy soraglary arakesme bilen gaýtalaň. b) Bu soraglary aýryjylara öwrüň. (Heňi berjaý ediň.)

III. Sözleriň transkripsiyasyny ýazyň.

LESSON 4

Fonetika: Çekimsizler [h], [ʃ],[ʒ]. Çekimliler [o:], [æ], [ei], [ai].

Ýazuw: Aa, Ii, Kk, Xx, Zz harplaryň ýazylyşy.

Okalyş kadalary: a we i harplary I we II bogun görnüşlerinde. a, o, e, i, y, u harplary III bogun görnüşlerinde. Boguna bölmegiň kadalary. Iki we köpbogunly sözlerde basym.

Grammatika: Buýruk sözlemleri. Eýesiz sözlemler.

1. [h] - dymyk ýşgalaňly faringal çekimsiz. Ony aýdanyňda äňiň ýanyna doly däl böwet emele gelýär: diliň köki bilen äňiň yzky diwary bilen gabatlaşýar. Dil bu sesi ýerine ýetirende indiki sesi aýtmaga taýýarlyk görýär.

Fonetik gönükme 18

i: - hi:	hə'lɜu
iz-hiz	hɜu'tel
a:m-ha:m	ˈhospitl
a:t-ha:t	>gɜu ,hɜum >gɜu ,hɜum
hiz ,hed	dɜunt ˈgɜu ,hɜum
hiz ,ha:t	dɜunt ˈgɜu ,hɜum

Bellik: şu aşakdakylara üns beriň.

1. [hə'lɜu],[hɜu'tel],[ˈhospitl] diýen sözlerdäki basyma;
2. [ˈhospitl] diýen sözdäki lateral partlama;
3. [h] sesiň palatalizasiýasynyň ýoklugyna;
4. Buýruk we haýyş sözlemleriniň heňiniň tapawudyna;
5. [ˈdɜunt ˈgɜu] diýen söz düzüminde partlamanyň ýoklugyna.

2. [o:] - mukdar taýdan uzyn, hil taýdan yzky hatar, aşaky galyş, dodaklanan çekimli. [o:]-sesi aýdylanda dil agyz boşlugynyň yzky böleginde ýatýar. Diliň yzky tarapy ýumşak kentlewise tarap galdyrylan.

3. **Dymyk zarply [p,t,k] sesleriň [s] sesinden soň gelende aspirasiýasynyň ýitmegi.** [p,t,k] çekimsizleri [s] çekimsizden soň gelen ýagdaýynda aspirasiýasyny ýitirýärler. Meselem: [spot], [sta:], [skai].

Fonetik gönüme 19

ko:--ko:d—ko:t	o:l	ka:d—ko:d
so:--so:d—so:t	'o:gəst	ka:t—ko:t
fo:--fo:m—fo:k	o:t	pa:k—po:k
to:--to:l—to:k		pa:k—po:k
ten—tɜ:n—to:n		kok—ko:k—'kɜ:kɜ
hed—hɜ:d—ho:d		hat--ho:l—hɜp
ben—bɜ:n—bo:n		pat—po:t—pɜk
bed—bɜ:d—bo:d		spot—spo:t—spɜk

→not ət ,o:l|| ↓iz ðis 'bo:l ,big| o: ,smo:l||

Bellik: şu aşakdakylara üns beriň.

1. Çekimlileriň orun uzynlygyna;
2. [o],[o:],[ɜu] sesleri aýdylanda dodaklaryň gymyldaýşyna, [o – o:] sesleriň dürli ýagdaýlarda hil tapawudyna;
3. Yzyndan gelýän [b] sesiniň täsirinde [s] sesiniň açyga öwürilmeyänligine: [ðis bol].
4. Sözüň başynda [o:] sesiniň önünde batly aýdyşyň ýoklugyna;
5. Sözüň soňunda açyk çekimsizleriň dürs aýdylyşyna;
6. [k],[p],[t] sesleriň aspirasiýasyna;
7. Alternatiw soraglaryndaky heňe.

4. [æ] – ýarym uzyn, dodaklanmaýan, alynky hatar, aşaky galyş, monoftong. [æ] fonemasy aýdylanda agyz giňden açylan, dil agyz

boşlugynyň alynky böleginde ýerleşip göni ýatyr, emma onuň ortaky bölegi çalaja ýokary galdyrylan. Diliň ujy aşaky dişleriň düýbünde ýerleşýär. Dodaklaryň uçlary çalaja gapdala çekilen. Bu fonema her bir adamyň aýdyşyna görä hem uzyn hem gysga bolup biler.

Fonetik gönükme 20

læb—læp æd did—ded—dæd pit—pet—æt ə→big ,bæg
 kæb—kæp æm hid—hed—hæd tin—ten—tæn ə→blæk ,kæt
 hæd—kæp æm hid—hed—hæd tin—ten—tæn ə→blæk ,kæt
 hæd—hæt æt sit—set—sæt pin—pen—pæn →get ðə ,mæps

Bellik: şu aşakdakylara üns beriň.

1. [æd], [æt] sözleriň başynda çekimlileriň öňünde batly aýdyşyň ýoklugyna;
2. [i,e,æ] öňki hatar çekimlileriň öňünde çekimsizleriň palatalizasiýasynyň ýoklugyna;
3. [ə→big ,bæg], [ə→blæk ,kæt] söz düzümlerinde partlamanyň yitmegine.
5. [ei] - diftong. Bu diftongyň ýadrosy gysga alynky hatar ortaky galyş dodaklanmaýan çekimli. Diftongyň özenini aýdyp bolup, dil [i] sese tarap ýokary galýar, emma ony türkmen [ý] sesi bilen garyşdyrmaly däl.

Fonetik gönükme 21

sei – leid - leit	ei	ðe→seim ,neim
sei—meid—meit	eid	ðe→feitl ,dei
sei—seiv—seif	eit	↓dzunt 'teik ðe ,keik

Bellik: şu aşakdakylara üns beriň:

1. [ei] diftongyň ikinji elementiniň gowşak aýdylyşyna;
2. Diftongyň orun uzynlygyna;

3. [→teik ðe ,keik] diýen söz düzüminde [k] dymyk çekimsiziň açyk [ð] çekimsiziň öňünde gelende açyga öwrülmeýänligine.

6. [ai]- diftong. Bu diftongyň ýadrosy alynky hatar aşaky galys dodaklanmaýan çekimli ses. Bu diftongyň ýadrosy aýdylanda dil agyz boşlugynyň alynky tarapynda göni ýatýar, diliň ujy aşaky dişlere degýär, dodaklar gapdallaýyn açylan (monoftong görünüşinde bu ses duş gelmeýär). Ýadrony aýdyp bolup, dil [i] sese tarap yokary hereket edýär.

Fonetik gönükme 22

sai—said—sait	ai	hei—hai	→fain ,aiz
lai—laid—lait	aiz	mei—mai	→dei bai ,dei
tai—taid—tait	ais	leik—laik	→leit ot ,nait

Bellik: şu aşakdakylara üns beriň.

- [ai] diftongyň ikinji elementiniň gowşak aýdylyşyna;
- Diftongyň orun uzynlygyna.

7. [j], [ʒ] – dilöňi, alweolýar, süýkeş çekimsizler. Diliň ujy alweolalara degýär, diliň orta bölegi gaty kentlewüge galýar. Şol sebäpli bu seslere yumşaklyk mahsus.

Fonetik gönükme 23

ʃi:	ʃæl	ʃiː ɔ̞iz	hiː ɔ̞iz
ai ɔ̞æm			
fiʃ	ˈfiniʃ	ʃiː ɔ̞iznt	hiː ɔ̞iznt
ai (ə) m ɔ̞not			
ˈmezə	ˈplezə	ʃiː iz ɔ̞not	hiː iz ɔ̞not
ɔ̞æm ai			
Diːˈvi:zn	diːˈsi:zn	ɔ̞iz ʃiː	ɔ̞iz hiː

Bellik: şu aşakdakylara üns beriň.

1. *He, she* at çalyşmalarynda basymsyz ýagdaýda hil gysgalmasynyň ýoklugyna;
2. [l] sesiniň önünde gelýän dymyk çekimsiz [p] sebäpli bölekleýin dymyklaşmagyna;
3. [iznt] sözünde çekimsizleriň arasynda çekimli sesiň goşulmaýanlygyna.

Harplar Aa [ei], Ii [ai], Kk[kei], Xx[eks], Zz[zed]

Harp	I	II
a	[ei] name lake	[æ] am bag
i	[ai] like mine	[i] big bit

Bogunyň III görnüşi

Bu bogunda basymly çekimliden soň „r“ [a:] harpy gelýär we „r“ harpy okalmaýar. Bu diňe önünden gelýän çekiminiň uzyn aýdylşyny görkezýär.

a+r [a:]	o+r [o:]	e+r [ɜ:]	i+r [ɜ:]	y+r [ɜ:]	u+r [ɜ:]
park dark	fork sort	her	first	myrtle	fur

a, e, i, y, u harplarynyň bogunyň III görnüşinde okalşy.

Eger-de goşa „r“ harpy gelende basymly çekimli bogunyn II görnüşü boýunça okalýar.

Meselem: marry ['mæri], sorry ['sori], berry ['beri]

„x“ harpy basymly çekimliniň öňünde [gz], başga ýagdaýlarda [ks] seslerini berýär.

Meselem: exam [egzæm], six [siks], exercise ['eksəsaiz].

Boguna bölüş kadalary

Köp bogunly sözde basymly bogunda çekimli bir bogunly sözdäki çekimliniň okalyş kadalary boýunça okalýar. Emma bogunyň görnüşini kesgitlemek üçin basymly we basymsyz bogunlaryň arasyndaky grafiki çägi kesgitlemek gerek. Iki bogunly sözlerde grafiki çägi kesgitlemek üçin şu aşakdaky ugurlardan peýdalanmaly:

1. Eger-de basymly çekimliniň yzyndan bir çekimsiz harp (“r” harpy däl) gelse, onda ol öz yzyndan gelýän basymsyz boguna geçýär. Meselem: student [stju:dənt]. Şeýlelikde, basymly bogun aýyk bolýar we ondaky çekimli bogunyň I görnüşi boýunça okalýar. Emma iňlis dilinde ikibogunly sözler köp, olaryň köpüsinde aýyk bogunda gelýän basymly çekimli gysga okalýar.

Meselem: City, pity, copy, very, we başgalar .

2. Eger-de basymly bogunyň çekimlisi yzyndan gelýän çekimliden iki ýa-da köpräk çekimsizler bilen aýrylan bolsa (goşa „r“ harp hem şol sanda) onda birinji basymly boguny ýapýar. Bu ýagdaýda çekimli bogunyň II görnüşi boýunça gysga okalýar. Meselem: dinner,['dinə] marry[məri]. Bu kada iki çekimsizden biri sonant bolan sözlere degişli däl, meselem: table[teibl]. Bu ýagdaýda çekimsiz „b“ sonant „l“ emele getirýän boguna degişli bolýar.

Iki we köpbogunly sözlerde basym

Iki bogunly iňlis sözlerde basym kada boýunça birinji boguna düşýär. (eger-de birinji bogun manysyny ýitiren prefiks bolmasa). Meselem: dinner ['dinə], office ['ofis]. Sözüňi bar sözlerde basym ikinji boguna düşýär, meselem: return [ri'tə:n], begin [bi'gin].

Üçbogunly we köpbogunly sözlerde köp ýagdaýlarda sözüň soňundan üçünji bogun hasaplanýar we ondaky çekimli çekimsiz

harplaryň sanyna garamazdan bogunyň II görnüşi boýunça gysga okalýar. Meselem: factory ['fæktəri], family ['fæmili], experiment [iks'perimənt].

Emma sözüň soňundan üçünji bogunda „u“ harp bolsa, onda şol bogun bogunyň I görnüşi boýunça açyk okalýar. Meselem: funeral ['fju:nərəl].

Basymly bogun kesgitlenende grammatik goşulmalar we suffiksler göz ýňünde tutulmaýarlar. Meselem: demonstrate ['demənstreit], demonstrated ['demənstreitid], demonstrating ['demənstreitij].

Emma **-ion** suffiks işlige goşulyp at ýasasa, onda basym suffiksiň öňündäki boguna geçýär we başdaky işligiň basymy ikinji derejeli hökmünde saklanyp galýar. Meselem: demonstration [deməns'treiʃn]. Ikinji derejeli basym transkripsiyada aşakda çyzyk bilen bellenilýär.

Käbir sözlerde iki esasy basym bolýar. Olara 13-19 aralygyndaky sanlar we söze täze başga many berýän prefiksler degişli. Meselem: fifteen ['fif'ti:n], disappear ['disə'piə], rewrite ['ri:'rait].

Aşakdakylary öwreniň

Jedwel #1

BUÝRUK SÖZLEMLERI

(Don't)	take	the book. the map the clock the bag the pen
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Jedwel #2

EÝESIZ SÖZLEMLER

It	is	(not)	five late dark cold hot
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Is	it	(not)	dark? late? hot? cold? five?
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Gönükmeler

I. a)1-nji we 2-nji jedwellerden peýdalanyňp sözlemler düzüň:

Nusga: Take the book. Take the map

Don't take the book. Don't take the map.

It is five. It is not five.

Is it dark? It is not dark.

b) 1-nji jedwelden peýdalanyňp, dostuňyzdan bir zatlary haýyş ediň. Her bir sözlemi aşak gaçýan we ýokaryk galýan heň bilen aýdyň. Siziň heňiňiz dostuňyza nähili täsir edýänligine üns beriň:

II. Aşakdaky alternatiw soraglaryň heňine üns berip okaň:

Is she five or six? 2. Is his daughter four or five? 3. Is Pete nine or ten? 4. Is this a park or a garden? 5. Is this family big or small? 6. Is this pencil black or yellow? 7. Is the lesson difficult or easy? 8. Is the meat hot or cold?

III. Buýruk sözlemleri buýruk ýaly aşak gaçýan heň bilen we haýyş ýaly ýokaryk galýan heň bilen okaň:

1. Tell after all. 2 don't go alone. 3. Make tea for him. 4. Take the ball. 5. Don't take the lamp. 6. Take the pencil.

IV. Aşakdaky söz düzümleriň transkripsiýasyny ýazyň. Basymalary goýuň:

Ten miles, go home, take the pen, he is late, it is fine, a pale face, I am nineteen, This is a park.

V. Aşakdaky sözleriň transkripsiýasyny ýazyň we olaryň okalyş kadalaryny düşündiriň:

Sit, lame, back, miss, sack, gave, tip tide, tap, late, mad, made, nine, fill, cake, thick, bat, pin, pine, hate, act, ice, plot, face, hid, fate, stamp, spot, pile, land, mist, mole, mark, gold, cap, nose, fix, harm,

merry, horn, start, form, exact, examination, exist, sixty, appendix, expend, exotic, expect, exile.

VI. Berlen harplaryň atlaryny ýatda saklaň. Her bir harpy 10-15 gezek ýazyň:

Aa, Ii, Kk, Xx, Zz.

VII. a we i harplary açyk we ýapyk bogunda gelýän sözleri ýazyň.

VIII. a) Berlen atlardan peýdalanyň nusga boýunça sözlemleri düzüň:

Nusga: This is snow.

Meat, ham, milk, pork, leather, velvet.

b) Düzen sözlemleriňizi aýryjy görnüşine öwrüň:

Nusga: This is snow, isn't it?

ç) Şol atlary ulanyň, ýokluk sözlemlerini düzüň:

Nusga: This isn't snow.

d) Düzen ýokluk sözlemleriňizi aýryjy görnüşine öwrüň:

Nusga: This isn't snow, is it?

IX. Söhbetdeşiňize nusga boýunça razylygyňyzy bildiriň:

Nusga 1: It's օhot today.

Itօ is.

Nusga 2: it→ isn't օhot today.

Itօ isn't

1. It's cold in the garden.
2. It's late, I believe.
3. It's light in the hall.
4. It's five o'clock.
5. It's dark in the park.
6. It's seven o'clock.
7. It's dark inside.
8. It isn't late, I hope.
9. It isn't six yet.

X. Aşakdaky sözlemlere haýran galýanlygyňyzy we şübhelenýänligiňizi bildirýän jogaplary beriň:

Nusga: She is in the garden.—Is she?

She is not in the garden. Isn't she?

1. She is cold. 2. He is not hot. 3. He is in the park. 4. Ann is not the hospital. 5. Nick is at home. 6. Betty is not at home. 7. Benny is not in the boat. 8. They are in the garden. 9. He is not in the hall. 10. Mother is not in.

XI. a) Berlen sözlemleri sorag we ýokluk sözlemlerine öwrüň. b) Bu sözlemlere degişli soraglary beriň we olara nusga boýunça gysga jogap beriň:

Nusga: The city is small.

Is the city small?

Yes, it is.

1. The lesson is difficult. He is ill. 3. I am cold. 4. The text is easy. 5. This is a small lamp. 6. He is a doctor. 7. Father is at home.

Nusga: he is late

Late?→ No, he isn't

XII. Iňlis diline terjime ediň:

1. Ol lukmanmy?- Hawa, ol gowy lukman. 2. Ol 17 ýaşynda, şeýle dälmi?- Hawa. 3. Seniň erkek doganyň 14 ýaşynda, şeýle dälmi?- Hawa. 4. Ol 14-mi ýa 15 ýaşynda?- 14 ýaşynda . 5. Bu top kiçi, şeýle dälmi?- Hawa. 6. Galam ulumy ýa-da kiçi?- Uly. 7. Olar işli däl, şeýle dälmi?-Ýok. 8. Ol işli, şeýle dälmi?-Hawa. 9. Ol öýde däl, şeýle dälmi?-Hawa, ol öýde ýok. 10. Ol öýde, şeýle dälmi?-Hawa. 11. Bu gaýyş torba, şeýle dälmi?-Hawa. 12. Bu kynmy ýa-da ýeňil tekst?- Ýeňil. 13. Tekst kyn däl, şeýle dälmi?-Hawa, kyn däl. 14. Häzir sagat 11, şeýle dälmi?-Hawa.15. Häzir sagat 11-mi ýa-da 12?-11. 16. Entäk sagat 12 bolmady, şeýle dälmi?- Ýok. 17. Howa sowuk. 18. Howa sowukmy? 19. Sowuk, şeýle dälmi? 20. Zalda sowukmy ýa-da yssy?-Sowuk. 21. Zalda yssy däl, şeýle dälmi?-Hawa, yssy däl. 22. Bu kartany(lampany, ruçkany, depderi, kagyzy) al. 23. Meniň topumy (torbany, galamy, meniň konkimi, meniň zatlarymy) alma. 24. Öýe ýeke gitme. 25. Garaňky düşdi. Öýe git!

XIII. Sapakda berlen sözlerden peýdalanyp nusga boýunça kiçi gepleşikleri düzüň:

Nusga: —→Is it a good clock?

- ȳYes.
- ȳIs it?
- Of, course.

Kæt—ka:t	hæt—ha:t	hiz ȳbæg	h3:d—h3:t
Pæk—pa:k	hæd—ha:d	hiz ȳhæt	f3:--f3:m—
f3—st			

ÖZBAŞDAK TÜRGENLEŞİK ÜÇİN GOŞMAÇA ÝUMUŞLAR

1. Gönükmäni aýnanyň öňünde birnäçe gezek okaň.
2. Gönükmäni okaýşyňyzy ýazga geçiriň we özüňizi diňläp, ýalňyşlaryňyzy tapyň.
3. Gönükmäni dostuňyza okadyň we onuň ýalňyşlaryny tapyň:

kæt – ka:t	hæt – ha:t	hiz ,bæg	h3:
- h3:d – h3:t			
pæk – pa:k	hæd – ha:d	hiz ,hæt	f3:
- f3:m – f3:st			

LABORATORIÝA IŞI

- I. a) Sözlemleri arakesme bilen gaýtalaň. b) Bu sözlemlere umumy soraglary beriň we olara ýokluk formada jogap beriň.
- II. Soraglara jogap beriň.
- III. Sözlemleri aýryjy sözlemlere öwrüň we olara gysga jogap beriň.
- IV. Buýruk sözlemleri ýokluk formasyna öwrüň. Olary başda aşak gaçýan, soňra ýokaryk galýan heň bilen aýdyň.
- V. Söz jübütlerini ulanyp alternatiw soraglaryny düzüň.
- VI. Sözleriň transkripsiyasyny ýazyň.

LESSON 5

Fonetika: Çekimsizler [w], [ŋ], [r]. Çekimliler [Λ], [au]. Sözlemin ortasynda we soňunda durýan ýüzlenmeler. Baglanyşykly gepleşikte kömekçi sözler.

Ýazuw: **Uu, Yy, Qq** harplarynyň ýazylyşy.

Okalyş kadalary: **y** we **u** harplarynyň we **ai, ei, oi, oo, au, ou, oa, ee, ea, ay, ey, oy, eu** çekimli digraflaryň okalyşy.

Text: A Visit.

Grammar: *to be* işligi Häzirki Nämälim Zamanda (Present Indefinite Tense). Sypatlaryň deňeşdirme derejeleri. At we digişlilik çalyşmalary. Dürs ýazuw kadalary.

1. [w] - dodak-dodaklanýan yzky kentlewik, orta, yşgalaňly sonant. Ony aýdanyňda dodaklar güýçli tegelenýär we öňe, süýşüp, tegelek yşgalaň emele getirýär. Diliň yzky bölegi ýumşak kentlewige tarap galýar. Soňra bolsa dessine dil we dodaklar indiki sesi ýerine ýetirmek üçin üýtgeýär. Bu ses türkmen diliniň [w] sesine gabat gelýär.

Fonetik gönükme 24

wi: 'wintə wi`a: →wats ðe ɔmætə
wel `windzu wi`a

Bellik: şu aşakdakylara üns beriň:

1. [wats ðe] diýen çylşyrymly söz birikmäniň aýdyň aýdylyşyna;
2. [ɔ] sesiniň dogry aýdylyşyna;
3. Ýörite soraglaryň heňine.

2. [ň] - sonorly, açyk, dilardy burun äheňli degşikli, zarply, burun ýolly çekimsiz.

[ň]-fonemanyň aýdylyşynda diliň art bölegi ýumşak kentlewise degýär, ýumşak kentlewik aşak düşürilen, howa burun boşlugyndan çykyp gidýär. Bu fonema türkmen [ň] fonemasyna meňzeýär, emma ol dilorta ortaky kentlewik hiline degişli.

Fonetik gönükme 25

Sij	hæŋk	(a)	gud ɔmo:niŋ	(b)	→gud ɔmo:niŋ
Loŋ	tæŋk		gud →a:ftəɔnu:n		gud→a:ftəɔnu:n
'i:tiŋ	liŋkiŋ		gud ɔi:vi:niŋ		→gud ɔi:vi:niŋ
'skeitiŋ	'θiŋkiŋ		gud ɔnait		'sɜu ɔloŋ Gud ɔbai

Bellik: Duşuşukda (a) we hoşlaşykda (b) ulanylýan sözlemleriň heňine üns beriň.

3. [r] – dilöňi, alweolalar yzy, orta süýkeş sonant. Bu aýdylanda diliň ujy alweolalaryň arka tarapyna galýar. Iňlis [r] sesi birboluşly ses. Diliň ujuny dartgynly we gymyldamaýan ýagdaýda saklamaly we ony alweolalara degirmeli däl.

Fonetik gönükme 26

ri:d	'beri	→ri:d ðe ɔraimz
rait	'nærɜu	→ bi:t ðe ɔriðm
rɜud	'forin	→ðæts ɔrait
'reidiɜu	→veri ɔsori	→greit ɔbritn

Bellik: şu aşakdakylara üns beriň.

- [i:], [i] we [e] sesleriniň öňünde çekimsizleriň palatalizasiýasynyň ýoklugyna;
- ['greit 'britn] diýen sözde [r] sesiniň öňünde gelyän [g] we [b] çekimsizler bilen goşulup aýdylyşyna, ['britn] diýen sözde burun partlamasyny berjaý ediň.

4. [ʌ] – garyşykly hatara degişli, orta galyş, gysga, dodaklanmaýan monoftong. Bu ses aýdylanda agyz çalaja açyk, dodaklar neýtral, dil yz tarapa çekilen. Diliň yzky tarapy çalaja ýokaryk galdyrylan.

Fonetik gönükme 27

kʌb	kʌp	ʌs	→sʌmθiŋ ,fʌni
bʌd	bʌt	ʌp	→kʌm tə ðə ,klʌb
sʌn	lʌk	'ʌndə	

mai mʌðəz 'kʌzn iz ə ,doktə
tʌŋ hʌt evri 'kʌntri hæz its ,kʌstəmz

Bellik: şu aşakdakylara üns beriň:

1. [ʌ] sesiniň orun uzynlygyna;
2. [hæz] basymsyz işliginde çekimliniň gysgalmasynyň ýoklugyna;
3. [k], [t] sesleriniň aspirasiýasyna;
4. Sözleriň goşulup aýdylyşyna;
5. Sözlemleriň özeniniň öňüniň heň we ritmiki taýdan oňarylyşyna.

5. [au] – diftong. Diftongyň ýadrosy öňki öňe süýşürilen topara degişli, aşaky galyş, dodaklanmaýan çekimli.

Fonetik gönükme 28

Nau—naun--əbaut	aul	→hau ɔhai	→ap ən(d) ɔdaun
Bau—taun—haus	aut	→hau ɔha:d	ə→baut ɔfaiv
ə'lau—laud—daut		→hau ɔhot	→wot əbout ðə

ɔsaundz

Bellik: şu aşakdakylara üns beriň:

1. [au] diftongyň ikinji elementiniň gowşakdygyna;
2. [au] diftongyň orun uzynlygyna;
3. [h] sesiniň dogry aýdylyşyna;

4. [ən(d)] söz düzümünde [d] sesiniň gaçmagyna we partlamanyň ýitmegine.

Harplar Uu [ju:], Yy [wai], Qq [kju:] ýazylýar.

Uu, Yy, Qq.

harp	I	II
y	[ai] type, typist	[i] myth, gypsy

harp	I	II
u	[ju:] tune, duty	[a] but, Sunday

„y“ harpy sözün soňunda basymsyz bogunda [i] bolup okalýar: sunny ['sani], sözün başynda çekiminiň öňünde [j] bolup okalýar: yellow ['jelou].

[r], [l], [dʒ] seslerden soň „u“ harpy [u:] bolup okalýar: ruler, flute, june.

„ng“ harplary sözün soňunda [ŋ] bolup okalýar: long [loŋ], wrong [roŋ].

Basymly bogunda çekimli digraflaryň okalyşy

Digraf - bu iki harpdan düzülen bir fonema. Çekimli digraflaryň basymly bogunda okalyşy bogunyň görnüşine bagly däl. Digraflaryň käbir umumy häsýetleriniň barlygy olary 3 topara bölmäge mümkinçilik berýär:

I topar - diftong ýaly okalýan digraflar. Diftonggyň 1-nji we 2-nji elementleri digrafyň 1-nji we 2-nji harplary arkaly berilýärler. Meselem: ei-vein [vein], oi-oil [oil].

II topar - monoftong ýa-da diftong ýaly okalýan digraflar. Diftonggyň aýdylşy digrafyň düzümindäki harplaryň okalyşy bilen gabat gelmeýär. Meselem: au- August ['o:gəst], ou- loud [laud].

Digraflaryň III toparynda harplaryň ikisinden 1-nji ýa-da 2-nji harpy okalýar. Ol elipbiýde okalyşy ýaly okalýar. Meselem: ai-maid [meid] -1-nji harpy okalýar, eu-neutral ['nju:trəl] –ikinji harpy okalýar.

Bir bogunly sözlerde i+e, o+e, u+e harp birikmeleri III toparyň digraflary hökmünde ýa-da okalmaýan „e“ harply açyk bogun hökmünde hasap edilip bilinýär.

Çekimlileriň birikmesi mydama digraf bolmaýar: käwagt bu iki boguny emele getirýän çekimlileriň erkin birikmesi, ondaky 1-nji çekimli bogunyň I görnüşi boýunça açyk okalýar, 2-nji harp bolsa basymsyz boguny emele getirýär. Meselem: diet ['daiət]¹, trail ['traïəl], duel ['dju:əl].

ai, ei, oi, oo, au, ou, oa, ee, ea, ay, ey, oy, eu
çekimli digraflaryň okalyşy

I topar	II topar	III topar
ei [ei] vein oi [oi] oil oy [oi] boy ey [ei] they	oo sözüň soňunda [u:]too oo +çekimsiz (k harpdan başga) [u:] soon ² oo+k [u] book au [o:] August ou [au] out	ai [ei] maid ay [ei] day oa [ou] oak ee [i:] see ea [i:] mean ³ eu [ju:] neutral

Çekimlileriň basymsyz bogunda okalyşy

e, i, y, a zyndaky bogunda okalmaýan „e“ gelse [i] bolup okalýar: delegate [deligit]⁴.

o, u, a harlary (zyndaky bogunda okalmaýan „e“ gelmese) [ə]⁵ bolup okalýar: pilot [pailət], circus [sə:kəs], cinema ['sinemə].

Sözüň soňunda „o“ harpy gysgalmaýar, hemişe [ou] bolup okalýar: potato [pə'teitou].

Eger-de bogunyň soňunda „n“ ýa-da „l“ harp bolsa, çekimli okalmaýar: final ['fainl], garden ['ga:dn], lesson ['lesn].

Köp digraflar basymsyz ýagdaýda [i] ýa-da [ə] bolup okalýar. Meselem: hockey [‘hoki], famous [‘feiməs].

Digraf “ow” iki bogunly sözleriň soňunda [ou] bolup okalýar: window [‘windou].

Goşmaça maglumat

1. Kābir sözlerde **ie** birikmesi [i:] bolup okalýar: field, believe.
2. Emma „good, wood, stood, foot“ diýen sözlerde digraf **oo+çekimsiz** harpy gysga [u] okalýar.
- 3 „d“ we „th“ birikmesiniň öňünde digraf „ea“ [e] bolup okalýar. Meselem: dead, bread, death. Emma: read [ri:d], lead [li:d].
4. Suffiks „ate“ atlarda we sypatlarda [it] bolup okalýar, emma işliklerde [eit] bolup okalýar: to delegate [‘deligeit].
5. Kāwagt „u“ harpy basymsyz bogunda elipbiýde okalyşy ýaly okalýar. Meselem: institute [‘institju:t].

A visit

W: Hello, Betty!

B: Good afternoon, Mr. White!

W: Is Doctor Sandford in?

B: No, he isn’t. Doctor Sandford is still in the hospital.

W: Is Mrs. Sandford at home?

B: No, she isn’t. Mrs. Sandford is out. She is in the park with Benny, and old Mrs. Sandford is not well.

W: Oh, that’s a pity! What’s the matter? It isn’t the flu, is it?

B: Oh, no, it’s a bad cold, she’s better today.

W: Is she in bed?

B: No, she isn’t. Come in, Mr. White, and have a talk with Mrs. Sandford. She is always glad to see you.

W: Perhaps, some other day, Betty!

B: I’m so sorry Mr. Sandford isn’t at home yet.

W: That’s all right. Remember me to Mrs. Sandford.

B: Yes, Mr. White.

W: So long then, Betty!

B: So long, Mr. White. On Saturday Mr. Sandford is at home after four.

Vocabulary Notes

To be in öýde bolmak, e.g. Is Dr. Sandford in? Doktor Sandford öýdemi?

Ant. **to be out** öýde bolmazlyk, e.g Mrs. Sandford is out. Hanym Sandford öýde däl.

Not to be well= to be unwell. To feel bad – özüňi erbet duýmak. e.g. Mrs. Sandford is not well. I feel bad today.

That's a pity! Nähili gynançly! What a pity!

What's the matter? Näme boldy? What is it?

Flu gripp **ýoň**

It's a bad cold. Ol erbet sowuklady.

She is in bed. Ol ýatyr **in bed, by bus, to school** ýaly durnukly söz birikmeleri artiklsiz ulanylýarlar.

To have a talk gepleşmek; şeýle-de **to have a smoke** çilim çekmek, to have a swim – ýüzmek (ýeke gezek edilyän iş hökmünde düşünilýär)

To be glad begenmek, şat bolmak, eg. She is glad to see you.

Perhaps belki, bolup biler

Some other day ýene-de başga bir gün

To be sorry gynanmak, e.g. I'm sorry, he is out.

Remember me to Mrs. Sandford. Menden Hanym Sandforda salam aýdyň.

CONVERSATIONAL PHRASES

Goldamak: Well, yes. Right! Good, isn't it? Yes, I see. Quite! Nice, isn't it? Yes, very likely. That's right. Wonderful! Splendid! Fine! First-rate! Excellent! Magnificent! Fantastic! That's a good idea!

Inkär etmek: Pity! That's a pity! What a pity! What a shame! Awful! (What) nonsense! No wonder! How very strange!

PHONETIC NOTES

1. Kömekçi sözler (baglaýjylar, predloglar, artikller, kömekçi işlikler) we çalyşmalar (at, degişlilik, otnositel, nämälim) güýçli we gowşak aýdylyş formalara eýe:

has [hæz - hæz - z]

Baglanyşykly gepleşikde bu sözler basymsyz bolýarlar we gowşak formasynda ulanylýarlar. Meselem:

[iː iz ɔ:lwəz ɔ:glæd tə ɔ:si: juː]

2. Sözlemiň ortasynda ýa-da soňunda duran ýüzlenme adatça basymsyz bolýar we önünde gelyän sintagmanyň heñini dowam edýär:

Good →afternoon, Mr. White.

→So long, Mr. White.

AŞAKDAKYLARY ÖWRENİŇ

Jedwel #1

THE VERB *TO BE* IN THE PRESENT INDEFINITE TENSE

I am		a doctor		we		doctors
You are	(not)	a student		you	are	students
He (she)		a pupil		they	(not)	pupils
is						

Am I	a doctor?		we	doctors?
Are you	a student?	Are	you	students?
Is he/she	a pupil?		they	pupils?

CONTRACTED FORMS

Are you a student?

—Yes, I am. No, I'm not.

Is he a student?

—Yes, he is. No, he isn't.

Are you doctors?

—Yes, we are. No, we aren't.

Jedwel #2
DEGREES OF COMPARISON OF ADJECTIVES

Comparative

She is	taller younger prettier	beautiful tired	than	her friend. her sister. her brother. her sister-in-law. her aunt.
	more			

Superlative

She is	the tallest the oldest the busiest	beautiful capable active	of all the students in her group. of the three girls. of all.
	the most		

Jedwel #3
**ADJECTIVES WHICH HAVE TWO FORMS OF
COMPARISON**

Positive	Comparative	Superlative
far	farther daşrak, uzagrak further 1. daşrak, uzagrak 2. goşmaça	(the) farthest – iň daş (the) furthest – iň daş
old	older elder	(the) oldest – iň uly ýaşy boýunça (the) eldest – iň uly maşgalada

Bellik: bir hil boýunça iki zat deňeşdirilende položitel drejede **as...as** konstruksiýa ulanylýar.

Şonuň bilen birlikde otrisatel sözlemlerde **not so...as** ýa-da **not as...as** ulanylýar. Meselem: My flat is **as large as** yours. My flat is **not so large as** yours. My flat is **not as large as** yours.

Jedwel #4 PERSONAL AND POSSESSIVE PRONOUNS

Nominative case	Objective case	Conjoint form	Absolute form
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
they	them	their	theirs

SPELLING RULES

1. Eger-de sypat çekimsiz harpa gutarsa we onuň öňünde gysga çekimli bolsa, onda deňeşdirme we artyklyk derejelerinde suffiks **-er**, **-est** goşulanda söňky çekimli goşalanýar: big – **bigger** – the **biggest**, hot – **hotter** – the **hottest**.

2. Eger-de sypat **-y** harpa gutarsa we ondan öň çekimsiz gelse, onda **-er**, **-est** suffiksiň öňünde **y** harpy **i** üýtgeýär: busy – busier – the **busiest**, dry – drier – the **driest**; emma: gay – gayer – the **gayest**.

3. Eger-de sypat okalmaýan **-e** gutarsa, onda ol **-er**, **-est** suffiksiň öňünden aýrylýar: large – larger – the **largest**.

4. **-s**, **-ss**, **-x**, **-sh**, **-ch** harplara gutarýan sözler köplük sanda **-es [iz]** goşulmasyny kabul edýärler: bus – buses, glass – glasses, dish – dishes, box – boxes, match – matches.

5. **-es** goşulmasyny **-o** harpa gutarýan sözler hem kabul edýärler: potato – potatoes.

Emma **piano** we **photo** diýen sözler **-s** goşulmasyny kabul edýärler: piano – pianos, photo – photos.

6. **-y** harpa gutaryp, onuň öňünde çekimsiz harp bolan atlarda **-es** goşulmasynyň öňünde **y** harpy **i** harpa üýtgeýär: study – studies, family – families.

Eger-de **y** harpdan öň çekimli bolsa, onda **y** harpy üýtgemeyär: day – days.

7. **brother-in-law** ýaly goşma atlarda köplük san formasyna many taýdan esasy söz geçýär: brothers-in-law.

8. **-f, -fe** harplara gutaryan sözler **-s** ýa-da **-es** goşulmalary kabul edende **f** harpy **v** harpa üýtgeýär: leaf – leaves, wife – wives.

Emma **roof, chief, handkerchief** sözleri köplük san **-s** goşulmasyny adaty ýol bilen kabul edýär: roofs, chiefs, handkerchiefs.

9. **child, ox** diýen sözler köplük sanda **-en** goşulmasyny kabul edýär: child – children, ox – oxen.

10. Aşakdaky atlar köplük sanda düýp çekimliniň üýtgemegi bilen emele gelýär: man – men, woman – women, mouse – mice, tooth – teeth, foot – feet, goose – geese.

11. Käbir atlar birlik we köplük sanlarda bir forma eýedir: swine, sheep, deer, fish.

EXERCISES

I. Study Substitution Tables No. 1-4 and compose as many sentences as you can.

II. a) Read aloud:

speed, loaf, loom reach, rose, coal, aim, cube, weave, faint, steam, tool, freeze, mutton, crystal, tense, shoot, trainer, coast, raze, float, beach, least, boot, fee, rein, author, veil:

a merry song, a big boat, a simple riddle, a little star, a black bag, an old goat, a good cook, a fat cock, a good accent, an old oak, a good tool.

b) Concentrate on the rhythm sentence stress, weak forms of the pronouns and the low falling tone:

His > mother is, ill. Her >cousin is, right. My>sister is, in. his >brother is, out. The > man is, wrong. His>wife is, out. The >man is,

bad. The>woman is, good. The>girl is, clever. His >daughter is, pretty.

III. a) Write five words with each of the following digraphs: oo, ee, ea, oa. b) Copy out in columns the words with the digraphs from your book on home reading.

IV. Write the plural form of the following nouns. Transcribe them.

college, writer, family, wife, child, mouse, parrot, house, bird, man, goose, woman, leaf, roof, day, son-in-law, turkey, swine, box, dish, sheep.

V. Before you start working at the text practice the sounds in the following words and word combinations:

1. [i] – is, in, visit, still, pity:

[e] – Betty, Benny, well, better, bed, yet, then.

[æ]- matter, bad, have, glad, Saturday, Sandford:

[ʊ]- oh, no, so, old, home, cold.

[o] – doctor, hospital, sorry, long.

2. a) Alveolars replaced by dentals: in the hospital: in the park.

b) No glottal stop: Is Doctor Sandford in? She is in the park. She is always glad; She is not at home yet.

c) Loss of plosion: bad cold, glad to see you.

VI. a) Listen to the recording of the dialogue “A Visit”. Mark the stresses and tunes. b) Practice the text for test reading. Listen to it very carefully until you can say it in exactly the same way. c) Memorize the dialogue and dramatize it.

VII. a) Read the following special questions. Concentrate on the intonation. Observe the weak forms of the pronouns and the verb to be:

1. >When is she, busy? 2. >Why are you .late? 3. >When are you, free? 4. >When are you, busy? 5.>Why are you, sad? 6. Why is Betty in the .park? 7. Why is Mrs. ‘Sandford in, bed? 8. Why is he ‘still at the, hospital? 9. >When is she at, home? 10. Why is she ‘still at, home?

b) Change the special question into general ones and answer them as in the model. Work the pairs.

MODEL: Why is he in bed?

Is he in bed?

Yes, he is.

VIII. Answer the following questions:

1. Is Doctor Sandford in? 2. Where is he? 3. Is Mrs. Sandford at home? 4. Is Mrs. Sandford in the park with Benny? 5. She isn’t in the garden. Is she? 6. Old Mrs. Sandford isn’t ill, is she? 7. Is she in bed? 8. She is better today. Isn’t she? 9. Is Mr. Sandford at home after past four on Saturday?

IX. a) Complete the following general questions to make them alternative.

MODEL: >Is he, busy? -> Is he, busy/ or, free?

1. Are they in the garden...? 2. Is your sister at the Institute...? 3. Is Doctor Sandford at the hospital...? 4. Is his wife in the park...? 5. Is the exercise easy..? 6. Is Betty nineteen...? 7 Is the hall big...? 8. Are you free on Saturday...? 9. Are these lessons difficult...? 10. Is this sentence long...?

b) Change these general questions into disjunctive ones. Mind the intonation.

MODEL: >Is he, busy? – He is, busy, / isn’t he?

X. Give the following sentences in the plural.

MODEL: This is a pen. These are pens.

1. This is a box. 2. This is a spoon. 3. That is a fork. 4. This is a park. 5. That is a garden. 6. This is a desk. 7. That is a door. 8. This is my bird. 9. That is his dog. 10. That is her daughter.

XI. Give the degrees of comparison of the following adjectives and transcribe them:

short, tall, large, nice, long, big, red, high, dirty, fast, easy, good, bad, few, busy, near, far, old, late, thin, thick, comfortable, interesting, difficult, narrow.

XII. Rewrite the following sentences changing *as...as* into *not so...as* or

***not as...as*:**

1. She is as young as you are. 2. He is as clever as his father is. 3. I am as tired as you are. 4. My mother is as old as yours. 5. This book is as interesting as that one. 6. These dictations are as bad as those ones. 7. My father is as tall as yours. 8. His daughter is as beautiful as his wife. 9. My room is as light as yours. 10. This new house is as big as the old one. 11. This boy is as clever as that one.

XIII. Rewrite the following sentences changing *not so...as* into *less...than*.

1. She is not so tired as I am. 2. The child is not so sleepy as you are. 3. This task is not so important as that one. 4. This book is not so interesting as that one. 5. Spanish is not so difficult as Chinese. 6. There is not so much ink in my fountain-pen as in yours.

XIV. a) Respond to the following sentences. Express your surprise or doubt as in the models.

MODEL: 1: This is a good car.

Is it?

MODEL: 2. This isn't a good car.

Isn't it?

1. This is a light room. 2. This is a big dog. 3. This is a dark garden. 4. This isn't a bad book. 5. This is a nice animal. 6. This isn't a good shop. 7. This isn't a big city. 8. This is a long sentence. 9. This isn't a thick exercise-book. 10. This is a difficult tense. 11. This is an interesting story. 12. This isn't a bad idea. 13. This isn't a clever answer. 14. This isn't a small park.

b) Go on with exercise until everyone has participated. Work in pairs.

XV. a) Let the members of the class ask and answer questions as in the model. Give a short answer using contracted forms. Add a sentence of your own.

MODEL: Is your sister a student?

No, she isn't. She is still a pupil.

b) Respond to the negative sentence of your fellow-student as in the model. Use contracted forms. Work in pairs.

MODEL: His father isn't a doctor.

No, he isn't. He is an officer.

XVI. a) Give questions to the following sentences:

1. On Saturday Mr. Sandford is at home after four. 2. My brother is still at the office. 3. Mr. Smith is a good doctor. 4. My Mother is glad to see you.

b) Each sentence describes a certain situation in a concise way. Some points of the situation are already known to you. Find out some more details about the situation by asking questions. Work in pairs. Use conversational phrases expressing approval and disapproval where possible.

MODEL: Mrs. Sandford is in the park.

Nice, isn't it? Is she alone there?

No, she isn't.

With whom is she there?

With Benny, her son, you know.

Yes, I see.

XVII. Let the members of the class ask and answer questions as in the model. Use contracted forms.

MODEL: 1. Is she as tall as her friend?

She is much taller than her friend.

MODEL: 2. Is Nina active?

She is the most active of all.

XVIII. Translate the following into English.

1. Nāme boldy? – Jon syrkaw. 2. Ol ýatyrmy? – Hawa, emma ol bu gün gowurak. 3. Tom öýdemi? – Ýok, ol ýok. Ol öýde adatça sagat başde bolýar. 4. Adatça şenbe günü men öýde sagat dörtde bolýaryn. 5. Benni nirede? – Ol parkda. 6. Kim ol? – Ol lukman. 7. Lukman Sandford öýdemi? – Ol entäk keselhanada. 8. Benni parkda, şeýle dälmi? 9. Olar şenbe günü öýünde sagat näçede bolýarlar? - Sagat altyda. 10. Olar hemişe sizi görmäge şat. 11. Onuň öýde ýoklugy nähili gynançly. 12. Onuň entäk hem syrkaw ýatanlygy nähili gynançly.

ADDITIONAL PHONETIC EXERCISES

- 1. Read the exercise several times before the mirror.**
- 2. Record your reading and listen to it, detect your errors.**
- 3. Listen to your fellow-student reading the exercise. Detect his errors in sounds and intonation and tell him what he must do to get rid of them.**

a) Pi:t—pit—pet—pæt—pa:t—pat—pɜ:t—po:t—put

Ri:d—rid—red—reid—raid—rɜd—ru:d

b).→maðər iz ət ɔhəum || →fa:ðər iz in ði ɔafis || →sister iz in ðə ɔga:dn || →braðər iz ət ɔsteidiəm || ðə →mæn iz in ðə ɔstri:t || ðə →wumən iz in ɔma:kit || ðə→gɜ:l iz in ðə ɔpa:k ||

LABORATORY WORK

- I. a) Repeat the sentences after the tape. b) Make them interrogative and negative.**
- II. Repeat the general questions and give short answers to them.**
- III. Give the sentences in the plural.**
- IV. Supply short questions expressing surprise, doubt.**
- V. Repeat the alternative questions and change them into disjunctive ones. Observe the intonation.**
- VI. Repeat the special questions and change them into general ones. Observe the intonation.**

VII. Transcribe the words given on the tape.

VIII. These disjunctive questions are not true to fact. Correct them.

MODEL: 1. Mr. Sandford is at home, isn't he?-Oh, no (I am afraid, you are mistaken), he is not in.

MODEL: 2. Mr. Sandford is not a doctor, is he? - But he is.

LESSON 6

TEXT

ABOUT MYSELF

I'm Atayeva Mayagozel Rahmanovna, Maya for short. **I'm twenty-two.** I'm Turkmen. I'm from Mary. I'm **a college graduate.** I'm a doctor, **just a beginner**, you know. I have a lot of friends. Most of them are my **former school-mates.** My best **companions** are two **fellow-students:** Maral and Keyik. They are very **kind, jolly** and **well-bred.**

I'm married to Serdar Atayev. He **is from** Balkanabat. He is twenty-eight. He is an engineer. He works at an Oil and Gas company. He has a mother, but he has no father. My mother-in-law, Bagda Atayewa, is fifty-seven. She **is retired.**

I live in Ashgabat. There are five of us. The five **members** of my family are: my **mother-in-law**, my **husband**, my two children and I. I'm **a house-wife.** I have two children: a four-year-old boy, Tahir, and a two-year-old girl, Zohra. Sometimes they are very **naughty.** They **are fond of** animals and birds. We have white mice, a hedgehog and a parrot in the house. Now my **elder** child **is eager** to have a rabbit. But his grandmother **is against** it, we have no **peace** because of all Tahir's animals and birds.

VOCABULARY NOTES

I'm twenty-two. Men ýigrimi iki ýaşymda. How old are you? I'm nineteen (years old).

a college graduate kollejiň uçuryumy; **I'm a college graduate.** Meniň ýokary bilimim bar.

just a beginner öwrenje

former öňki, ozalky

school-mate synpdaş, bile okan okuwçy

fellow-student topardaş, kollej boýunça ýoldaş

companion ýoldaş

kind rehimli, mähirli, açyk göwünli

jolly şadyýan

well-bred oňat görüm –görelde alan adam

to be married öýlenen bolmak
to be from asly bir ýerli bolmak
to be retired napagada bolmak
member agza
mother-in-law gaýyn ene
husband är, ýoldaş
house-wife öý hojalykçy aýal
naughty diýen etmezek, boýun egmeýän, gulak asmazak; ýakymсыz, garagol, bimaza
to be fond of smth; to like halamak, gowy görmek, söýmek
elder uly (ýaşy boýunça)
to be eager gaty islemek
to be against garşy bolmak
peace parahatlyk, asudalyk; *deňeşdirip görüň*: **piece** bölek

TOPICAL VOCABULARY

Relations by Birth: parents, father, mother, sister, brother, daughter, son, grandfather, grandmother, grandson, granddaughter, grandchildren, grandparents, great-grandfather, great-grandmother, great-grandchildren, uncle, aunt, cousin, nephew, niece.

Relations by Marriage: husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepmother, stepfather, stepchildren, stepbrother, stepsister, stepson, stepdaughter.

People's Age:

What's your age? (How old are you?)

I am seventeen. I am seventeen years old. I am under seventeen.

I am over seventeen. I am nearly eighteen.

I am under age yet. = I am not yet eighteen.

In three month's time I'll come of age.

She is still in her teens (13-19). She is a teen-ager.

She is in her (early, mid, late) teens.

She is in her (early, late) thirties (i.e. between 29 and 40).

She is an elderly person.

Animals and birds (domestic): horse, cow, dog, cat, goat, pig, swine, ass, rabbit, hen, cock, goose (geese), duck, turkey, camel.

Animals and birds (wild): lion, tiger, wolf (wolves), bear, fox, hare, elephant, mouse (mice), monkey, hedgehog, eagle, swan, sparrow, swallow, parrot, pigeon, donkey, crocodile, giraffe, snake, kite, falcon, dingo, penguin,

CONVERSATIONAL PHRASES

Agreement: Sure. Why, yes of course. By all means. That'd be lovely. I'd be glad to. How nice of you. (It certainly) is.

Disagreement: By no means. Far from it. I'm afraid I don't agree. I think you're mistaken. Just the other way round. I'd like to say yes, but... I'm awfully sorry but you see...

PHONETIC NOTES

1. At aýyrgygy (anyklaýjy) köplenç aýratyn manydaş topara saýlanyp, batly we kesgitleýji sözüň äheñinden hem has pes äheñde aýdylýar.

My → mother-in-law, ı → Bagda Atayewa ...

2. You know – giriş sözüň manydaş topary. Şözlemiň ahyrynda giriş sözüň manydaş topary batsyz aýdylýar we öňünde ýazylan **sözüň manydaş toparynyň** äheñinde aýdylýar:

I'm a ç doctor, ı → just a beğinner, you know.

3. Well-bread sözü – goşma sypat. Goşma sypatlaryň söz düzümine girýän elementleriniň her haýsy adatça batly aýdylýar. Meselem: 'well-'known, 'good-'looking, 'kind-'hearted, 'absent-'minded.

Yzygiderli gepleşikde ritmiň (sazlaşgyň) täsiri sebäpli batlaryň biri düşüp bilýär. Meselem:

She is a → good-looking ę girl.

STUDY THE FOLLOWING
Table No.1
POSSESSIVE CASE OF NOUNS

In singular
Only denoting living beings
Noun + apostrophy 's

[s]	[z]	[iz]
After voiceless consonants such as: -p,-t,-k	After voiced consonants and vowels such as: f.i. -r,-d,-n,-e,-y, etc.	After letters which give fricative sounds such as: -s,-ss,-x,-tch,-sh,-ch
The answer of the student – the student's answer the debt of Pip – Pip's debt	The room of my sister – – my sister's room the son of Betty – Betty's son	The works of Marx – – Marx's works the overall of the nurse – the nurse's overall

Table No.2
In plural
Denoting living beings
Noun + apostrophy '(without –s)

[s]	[z]	[iz]
After voiceless consonants	After voiced consonants and vowels such as: f.i. -r,-d,-n,-e,-y, etc.	After letters which give fricative sounds such as: -s,-ss,-x,-tch,-sh,-ch
the books of the students – the students' books	the sons of my friends – – my friends' sons	the baby of Bess – Bess's baby

Table No.3
Exceptions

<p>the coats of the men – the men’s coats; the toys of the children – the children’s toys the sister of my mother-in-law – my mother-in-law’s sister the bags of my sisters-in-law – my sisters-in-law’ bags the novels of Dickens – Dickens’s novels or Dickens’ novels the novel of Ilf and Petrov – Ilf and Petrov’s novel; the poems of Shelly and Byron – Shelly’s and Byron’s poems</p>
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Table No.4

The VERB TO HAVE IN THE PRESENT INDEFINITE TENSE

“A”

I (we, you, they)	have (got)	a	father, cousin, book, flat.
He (she, it)	has (got)	an	apple, office, offer.
I (we, you, they)	have (got)	some	ink, time, work, French books.
He (she, it)	has (got)	some	new maps, good pictures.

“B”

Have	I (we, you, they)	(got)	a	father, cousin, book, flat?
Has	he (she, it)	(got)	an	apple, office, offer?
have	I (we, you, they)	(got)	any	ink, time, work, French books?
has	he (she, it)	(got)	any	new maps, good pictures?

“C”

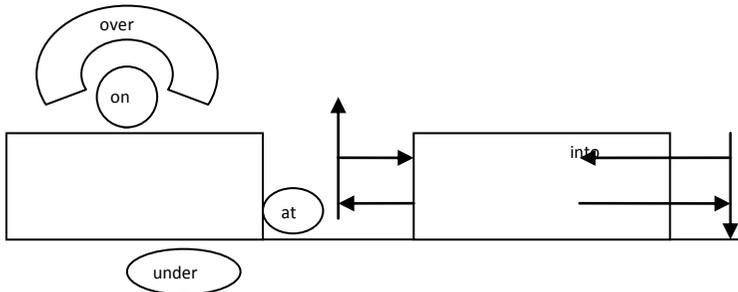
I (we, you, they)	haven't	a	father, cousin, book, flat.
He (she, it)	hasn't (got)	an	apple, office, offer.
I (we, you, they)	have not (got)	any	ink, time, work, French books.
He (she, it)	has	no	new maps, good pictures.

Bellik: 1. **Some** çalyşmasy makullaýjy sözlemlerde; **any** sorag we inkär edilýän sözlemlerde; **no** diňe inkär edýän sözlemlerde ulanylýar; **not any** yzygiderli gepleşikde ileri görülýär.

2. Yzygiderli gepleşikde **to have** işligi köplenç **have got** işligine çalşylýar.

PREPOSITIONS OF PLACE

There are statistical and dynamical prepositions



NUMERALS

1 – 12

CARDINAL		ORDINAL (suffix th [θ])	
one	[w←n]	the first	[fə:st]
two	[tu:]	the second	['sekənd]
three	[θri:]	the third	[θə:d]
four	[fo:]	the fourth	[fo:θ]
five	[faiv]	the fifth	[fifθ]
six	[siks]	the sixth	[siksθ]
seven	['sevn]	the seventh	['sevnθ]
eight	[eit]	the eighth	[eitθ]
nine	[nain]	the ninth	[nainθ]
ten	[ten]	the tenth	[tenθ]
eleven	[i'levn]	the eleventh	[i'levnθ]
twelve	[twelv]	the twelfth	[twelfθ]

13-19

CARDINAL (suffix – teen [ti:n])		ORDINAL (suffix – th [θ])	
thirteen	['θə:'ti:n]	the thirteenth	['θə:'tinθ]
fourteen	['fo:'ti:n]	the fourteenth	['fo:'ti:nθ]
fifteen	['fif'ti:n]	the fifteenth	['fif'ti:nθ]
sixteen	['siks'ti:n]	the sixteenth	['siks'ti:nθ]
seventeen	['sevn'ti:n]	the seventeenth	['sevn'ti:nθ]
eighteen	['ei'ti:n]	the eighteenth	['ei'ti:nθ]
nineteen	['nain'ti:n]	the nineteenth	['nain'ti:nθ]

CARDINAL (suffix –ty [ti])	ORDINAL (suffix – th [θ])
twenty [ˈtwenti]	the twentieth [ˈtwentiiθ]
twenty-one [ˈtwenti ˈw←-n]	the twenty-first [ˈtwenti ˈfə:st]
twenty-two [ˈtwenti ˈtu:]	the twenty-second [ˈtwenti ˈsekənd]
thirty [ˈθɜ:ti]	the thirtieth [ˈθɜ:tiθ]
forty [ˈfo:ti]	the fortieth [ˈfo:tiθ]
fifty [ˈfifti]	the fiftieth [ˈfiftiiθ]
sixty [ˈsiksiti]	the sixtieth [ˈsiksitiθ]
seventy [ˈsevnti]	the seventieth [ˈsevntiiθ]
eighty [ˈeiti]	the eightieth [ˈeitiθ]
ninety [ˈnainti]	the ninetieth [ˈnaintiiθ]
a (one) hundred [ˈh←-ndrəd]	the hundredth [ˈh←-ndrədθ]

Bellikler: 1. –teen goşulmasy bilen gutarýan sanlaryň iki sany basymy bar: **'thir'teen**. Yzygiderli gepleşikde ritmiň täsiri sebäpli basymlaryň biri düşüp bilýär: **'fourteen books**, ýöne **'page four'teen**.

2. Telefon belgisi **26-87-54 – two six eight seven five four** diýip okalýar. Egerde telefon belgisiniň iki birinji ýa-da iki ahyrky sanlary gabat gelse **double** sözü ulanylýar: **44-17-83 – double four one seven eight three; 35-47-99 – three five four seven double nine**. Egerde iki ortaky sanlar gabat gelse onda **double** sözü ulanylmaýar: **45-22-78 – four five two two seven eight. 0** sany [əu] diýip okalýar. **1000, 2000** sanlary **one thousand, two thousand** diýip okalýar.

3. Jaýlaryň, öýleriň, awtobuslaryň we şuna meňzeşleriň şeýle hem sahypalaryň, bölümleriň, gönükmeleriň belgileri mukdar sanlary bilen görkezilýär. Atlar şular ýaly ýagdaýlarda artiklsiz ulanylýarlar, we sözleriň ikisi hem baş harpy bilen ýazylýar. Meselem: The meeting will take place in **Room Thirty**.

EXERCISES

I. Study Substitution Table No.4, page 72 and compose as many sentences as you can.

II. Transcribe the following words and explain the reading rules: five, tip, bed, pipe, land, fry, rule, ton, tone, pupil, love, cut, shade, brother, shall, bus, snack, blame, poke, found, aloud, green, town, toy, farm, yellow, glove, warm, some, won, worse, nothing, mild, world, month, worth, company, worship, none, find, wild ought, above, brought.

III. Explain the pronunciation of the consonants in bold type in the following words:

face, **eight**, yet, gate, cage, engine, **lock**, **wrong**, write, job, **white**, gymnastics, Alice, **chest**, **light**, **cheek**, fish, **sigh**, gently, **knight**, bright, **ginger**, knock, **physics**, **phlox**, Gypsy, whole, **whip**, whisper.

IV. Before you start working at the text practise the sounds in the following words and word-combinations.

1. [æ] – companions, married, family, parrot, rabbit;
2. [h] – a house-wife, a hedgehog, in the house, to have a rabbit, his mother, we have no piece;
3. [əv] – a lot of friends, most of them, a member of his family, is fond of birds, because of all.
4. No palatalization: beginner, sister.
5. No glottal stop: and animals, is eager, because of all;
6. Linking [r]: a member-of; my mother-in-law; a four-year-old boy, Tahir; a two-year-old girl, Zohra; my grandmother is.

V. Transcribe the following sentences, mark the stresses and tunes.

1. My mother-in-law, Bagda Atayewa, is fifty-seven.
2. Have you a sister?
3. How old is she?
4. What's her name?
5. Is Mayagozel a member of his family.

VI. Answer the following questions:

1. What's Maya's full name?
2. What is she?
3. Has she got many companions?
4. Are her companions kind and jolly?
5. Who is Maya married to?
6. Is she a member of Serdar's family?
7. Has Serdar parents?
8. What's her mother-in-law?
9. Is Serdar an engineer?
10. Have they got any children?
11. How old are Maya's children?
12. Are they good children?
13. What is her son fond of?
14. Is Tahir eager to have a dog?
15. Have they got any animals and birds in the house.

VII. Change the given groups of words as in the model.

**Model: the room of my sister – my sister's room
the friends of my sister – my sisters' friends**

1. the brother of my mother; 2. the friend of my sister; 3. the husband of his daughter; 4. the house of my parents; 5. the table of my father; 6. the work of my mother; 7. the notebook of this student; 8. the books of these students; 9. the sister of my friend; 10. the friend of our cousin; 11. the photo of my grandmother; 12. the room of Pete; 13. the son of her brother; 14. the daughter of Ann; 15. the sister of my father-in-law; 16. the children of my sister-in-law; 17. the poems of Magtyguly and Seyidi; 18. the children of Myrat and Maysa; 19. the hats of the men; 20. the book of Bonk and Lukyanova.

VIII. Answer the questions using the words given in the brackets in the possessive case.

1. Whose exercise-book is this? (my sister)
2. Whose son lives in Mary? (my friend)
3. Whose pens are on the table? (our teacher)

- | | |
|-----------------------------|-------------------|
| 4. Whose mark's good? | (my son) |
| 5. Whose name's Batyr? | (Comrade Ashirov) |
| 6. Whose children are they? | (my neighbour) |
| 7. Whose mother is she? | (my husband) |
| 8. Whose daughter is older? | (my brother) |

IX. Translate the following word-combinations into English.

1. meniň dostumyň otagy;
2. meniň dostumyň otaglary;
3. meniň dostlarymyň otagy;
4. meniň dostlarymyň otaglary;
5. bu inženeriň ogly;
6. biziň mugallymymyzyň ogullary;
7. bu talybyň ýazuw işi;
8. siziň ekonomistleriňiziň hatlary;
9. siziň mugallymyňyzyň uýasy;
10. Jereniň jorasy;
11. Mergen Nazarowyň haty;
12. Maysa Meredowanyň ejesi;
13. Gurbannazar Ezizowyň goşgusy;
14. Bessiriň gyzy;
15. çagalaryň oýunjaklary.

X. Translate the following sentences into English, using the possessive case of nouns.

1. Siziň dostuňyzyň otagy ulumy? – Ýök, ol kiçi, ýöne gaty (örän)ýagty.
2. Berdiniň soragyna jogap beriň.
3. Siziň dostuňyzyň aýaly lukmanmy? – Hawa.
4. Bu kimiň depderleri? – Bu biziň talyplarymyzyň depderleri.
5. Ol gyzyň kakasy Kakaly.
6. Ýoldaş Jümmiýewiň aýaly – mugallym, emma onuň uýasy – diş lukmany.
7. Siziň ogluňyzyň ady näme? – Meniň oglumyň ady Wepa.
8. Meniň goňşymyň uly iti bar.

XI. Make up 10 sentences using possessive case of nouns in them.

XII. Write the following cardinal numerals in words:

9, 11, 8, 13, 12, 20, 32, 30, 34, 43, 41, 14, 45, 54, 50, 53, 56, 65, 67, 57, 78, 89, 91, 99, 100.

XIII. Translate the following word-combinations into English using ordinal numerals:

1. birden işleýär; 2. üçünji depder; 3. ikinji hat; 4. dördünji telegramma; 5. dokuzynjy gün; 6. başınjy sapak; 7. altynjy sorag; 8. sekizinji hepde; 9. on ikinji aý; 10. ýigriminji gün; 11. ýigrimi başınjy žurnal; 12. kyrk ikinji gün.

XIV. Translate the following word-combinations into English using cardinal numerals:

1. ýigrimi sekizinji tekst; 2. on üçünji bellik; 3. üçünji makala; 4. kyrkynjy sapak; 5. dördünji gönükme; 6. on dördünji bölüm; 7. otuz altynjy sapak; 8. on başınjy awtobus; 9. kyrk başınjy otag; ýigrimi üçünji jaý.

XV. Write in words.

Model: $13+45=58$ (Thirteen plus forty-five is fifty-eight).

$50-31=19$ (Fifty minus thirty-one is nineteen).

$15*2=30$ (Fifteen multiplied by two is thirty).

$30:2=15$ (Thirty divided by two is fifteen).

$$46+18=64$$

$$4+40=44$$

$$30:5=6$$

$$10:5=2$$

$$4*4=16$$

$$15-8=7$$

$$10+8=18$$

$$5*5=25$$

$$6*8=48$$

$$12+6=18$$

$$80-30=50$$

$$79-50=29$$

$$9*9=81$$

$$6*6=36$$

$$20:2=10$$

$$9+11=20$$

$$99+1=100$$

$$10:2=5$$

$$27:3=9$$

$$15-8=7$$

XVI. Fill in *am, is, are*.

1. I ... an English student.
2. His name ... Kerim Nepesov.
3. Mr. and Mrs. Taganov ... his father and mother.
4. My brother's name ... Rahim and my sisters' names ... Zubeyda and Zuleyha.
5. We ... members of one family.
6. ... Maya married?
7. ... they married?
8. Mrs. Atayeva ... Maya's mother-in-law.
9. How old ... you? – I ... eighteen.
10. What ... you all? – We ... all students.
11. ... your friends students?
12. ... Maya's school-mates kind an jolly?
13. Her companions ... well-bred.
14. ... Tahir eager to have a dog?
15. He ... a naughaty child.
16. I ... eager to have a girl-friend.
17. I ... two years younger than my cousin.
18. She ... as young as his boy-friend.
19. My niece ... eighteen months old.
20. We ... from Ashgabat.

XVII. Ask and answer questions. Use contracted forms where possible.

Model 1: What's his name? – (It's) Begli.

1. What's your name?
2. What's your mother's name?
3. What's her nephew's name?
4. What's her sister's name?
5. Is Maksat a boy's or girl's name?
6. What's your school-mate's (girl-friend's, boy-friend's) name?
7. What's Maya's full name?

Model 2: Has your brother a large family? – Yes, (he has). No, (he hasn't).

1. Has Maya a large family?
2. Have you a large family?
3. Has your cousin a brother(father, mother, friend, wife, parents, grandfather)?
4. Has Tahir got a hedgehog?
5. Has Tahir got a rabbit?
6. Have you got a dog in the house?
7. Has Tahir friends?
8. Has Tahir books (toys, pens, pencils)?

XVIII. a)Form questions to which the following statements are the answers.

b) Each sentence states a certain fact. Find some more details about it by asking questions. Work in pairs. Use conversational phrases of Lesson 5 and 6 wherever possible.

1. We are students of the English Faculty.
2. Her husband is an engineer.
3. Maya is a doctor.
4. She is a house-wife.
5. His family is not large.
6. They have two children.
7. She has a daughter.
8. Their children's names are Tahir and Zohra.
9. Her mother-in-law's name is Bagda.
10. Her grandson is four and her granddaughter is two.
11. He is in the park.
12. She is an English student.
13. Maya is the wife of Serdar.
14. She has some books on the table.
15. Begench has no parents.
16. Their grandmother is an elderly person.
17. Serdar Atayev is a middle-aged person.

XIX. a) Change the following sentences into interrogative and negative.

b) Ask one another questions on the following sentences and answer them in the negative. Mind the distribution sentence-stress in the replies.

Model: They have many English books.

Have they many English books?

No, they haven't. They have a lot of \Turkmen books| and very few \English books.

1. She has some English books.
2. He has a lot of mistakes in his test.
3. I have a lot of notebooks in my bag.
4. The boy has three red pencils.
5. Kerven has two cousins.
6. Mr. Atayev has a son.
7. I have relatives in Tejen.
8. They have two rooms.
9. I have some newspapers on the desk.
10. We have very many friends.

XX. Fill in suitable words:

1. His aunt's son is his
2. Your father's father is your
3. My sister's son is my
4. My sister's daughter is my
5. My mother's brother is my
6. Your mother's sister is your
7. Your uncle's daughter is your
8. Your mother's mother is your
9. Your brother's wife is your
10. Your sister's husband is your

XXI. Fill in prepositions:

1. Betty's sister is married ... Doctor Babayev.
2. Is Berdi ... home? No, he is still ... the park ... his mother.
3. Look ... the picture (blackboard).

4. Put the notebook ...the drawer.
5. He is not ... the room.
6. Come ...the room.
7. Gothe room.
8. He has some friends ... Mary.
9. Don't put the pencils ...the box.
10. Take the newspaper ...the table.
11. The letter is ...the book.
12. Go ... Room Four.
13. Come ... the blackboard.
14. Take the books and notebooks your bags!
15. She has a pen ...her hand.
16. Go ... the Institute.
17. Are you fond ... cats?
18. Have you got a dog ... the house?
19. Open your books ... page 25.
20. Thousands ... students study ... our University.
21. Children begin school ... the age ... seven.

XXII. Fill in some, any, no, none, not any, one or the indefinite article a.

1. Have you got ... relations? – No, I haven't
2. Has she got ... nephews or nieces? – She has
3. She has ... sister, she has only ... brother.
4. They have got ... cousins in Serhetabat.
5. Have you got ... brothers? – No, I haven't
6. I have ... good friends.
7. Have you got ... interesting book? - Yes, I have.
8. Have you got ... friends in Turkmenabat?
9. He has ... English books in the bookcase.
10. Have you got ... pencils in your bag? – Yes, I have
11. Has she ... girls in the family? – No, she has
12. Have we got ... chalk on the blackboard?
13. She has ...mistake in her test.

XXIII. Form nouns from the following verbs by adding the suffix – er:

write, work, teach, read, paint, sing, examine, dance, listen.

XXIV. Use the following verbs in commands and requests:

take, open, go, come, put, write, read, look, close, speak, prepare.

XXV. Translate the following sentences into English:

1. Onuň dostlary – iňlis dili fakultetiniň talyplary. Olar geljekki mugallymlar.
2. Maýa Jp. Ataýewiň gelni.
3. Siziň ýegeniňiz näçe ýaşynda?
4. Merdanyň näçe dogany bar? – Diňe biri.
5. Ol öýlenen, we onuň uly maşgalasy bar.
6. Siziň uly uýaňyz durmuşa çykanmy? – Hawa, onuň adamsy – iňlis dili mugallymy.
7. Onuň ýegeni barmy? – Ýok, ýöne onuň ýegençesi bar.
8. Öz kitaplaryňyzy portfelleriňizden çykaryň.
9. (Öz) kitaplaryňyzy ýigrimi ýedinji sahypada açyň.
10. Siz altynjy sapagy ýene-de bir sapar okamaly.
11. Üçünji sözlemi okaň we terjime ediň.
12. Ötuz ýedinji sahypadaky on birinji gönükmäni ediň.
13. N. 14-nji otagdan meli (heki) getiriniň.
14. Ol diýenetmezek gyz.
15. Meniň synpdaşym haýwanlary biçak gowy görýär.
16. Men öýde itiň bolmagyny isleýärim, ýöne meniň enem-atam oňa garşy.
17. Meniň gelnimiň öýünde pişikleriň we itleriň derdinden ýaňa parahatlyk ýok.
18. Onuň gyzynyň joralarynyň köpüsi – talyplar.
19. Onuň çagalary oňat görüm –görelde alan.
20. Mähri – mähirli we ajaýyp gyzjagaz.
21. Biz mekdep we synp ýoldaşlar.
22. Ol Görogly köçesiniň 9-njy jaýynyň 15-nji öýünde ýaşaýar.
23. Siziň telefonyňyz barmy? – Hawa, Meniň telefonymyň belgisi 35-47-94.

24. Ol siziň pikir edişiňiz ýaly ýaş däl, ol eýýäm 30 ýaşynda.
25. Meniň ýegençämiň ýaşı siziň agtygyňyzyň ýaşı ýaly.
26. Siziň ogluňyz näçe ýaşynda? – Ol on ýaşynda. Ol siziň gyzyňyzdan üç ýaş uly.
27. Meniň dogan oglanym menden iki ýarym ýaş kiçi.
28. Meniň doganymyň gyzy bary-ýogy ýaş ýarymynda.
29. Näzik meniň dostlarymyň arasynda iň ýaşı.
30. Men öz enem-atam bilen Oguz han köçesiniň 10-njy jaýynda ýaşayaryn.
31. Ony ona goşuň.
32. Bäşi ýedä köpeldiň.
33. Eger sen otuzy alta bölseň, onda baş bolýar.

XXVI. Make up a small talk about:

- a) Mr. Atayev's family.
- b) Your own family

Try to use conversational phrases suggested for dialogues.

XXVII. a) Give the Turkmen equivalents of the following English proverbs and sayings (or translate them into Turkmen).

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs:

1. Like mother, like daughter.(Like father, like son. Like parents, like children.)
2. Every Jack has his Jill.
3. Old friends and old wine are best.
4. Marriages are made in heaven.
5. Need makes the old wife trot.
6. Who keeps company with the wolf, will learn to howl.
7. When children stand quiet, they have done some harm.
8. A good wife makes a good husband.

XXVIII. Composition-speech topics.

1. My Parents.
2. My Brothers and Sisters.
3. My Aunts (Uncles, Cousins, Nieces, Nephews).

4. My Grandparents
5. My Children
6. How I Met my Husband (Wife).
7. My Neighbours.
8. My Best Friends.
9. My Pen Pals.
10. A Happy Couple I Know.

XXIX. Give the Turkmen equivalents of the following English proverbs and sayings (or translate them into Turkmen).

b) Explain in English the meaning of each proverb.

c) Make up a situation illustrating one of the proverbs:

1. A barking dog never bites.
2. Never look a gift horse in the mouth.
3. Curiosity killed the cat.
4. Dog eats dog.
5. You can't teach an old dog new tricks.
6. Let the sleeping dogs lie.
7. When the cat's away the mice will play.
8. Let the cat out of the bag.
9. There's more than one way to skin a cat.
10. It's raining cats and dogs.
11. You may lead the horse to water but you can't make him drink.
12. Go to the dogs.
13. Go whole hog.
14. Hold your horses.
15. That's a horse of a different colour.

LESSON 7

Phonetics: Diftonglar [iə], [eə], [uə]. Peselýän-beýgelýän äheň (Fall-Rise), Ýüzlenme äheňi. Sanama äheňi.

Reading Rules: IV (görnüşli) tipli bogun käbir çekimsizleriň önünde a harpynyň okalyşy.

Tekstler: 1. Doctor Sandford's Family. 2. About Benny's Cousins.

Grammar: Giriş sözi “there” bilen sözlemler 100-den ýokary sanlar. Wagt aňladýan sözöňi kömekçiler.

Phonetic Exercise 33

Seldəm	letə	ə—su:nə	ə betə
Intəvəl	betə	betə leit	ən nevə
Eksələnt	nevə		

Bellik: Goşulmaýan (aralyk) çekimli ses soňky orundan başga hemme ýagdaýlarda gowşan [ə:] sesini berýär. Soňky orunda şol sesiň hili [ə:] bilen [] sesleriň aralyk durýan sesini aňladýar.

1. [iə] diftong. Diftongyň ýadrosy-çekimli, alyňky hatar, ýokarky galyş, dodaklanmadyk. Ýadrony aýtmakdan soň dil orta [ə] tarapa gönüklenýär. Ýalňyş aýtmaz ýaly diftogyň ikinji elementini gowşatmaly.

2. [eə]-diftong. Diftongyň ýadrosy-çekimli alyňky hatar, ortaky galyş, dodaklanmadyk ikinji elementi bolsa-goşulmaýan (aralyk) çekimli.

3. [uə]-diftong. Diftongyň ýadrosy-çekimli yzky öňe süýşürülen hatar, ýokary galyş, sähel dodaklanan. Ýadrosyny aýtmakdan soň dil orta [ə] tarapa gönüklenýär. Birinji elementini aýtmakda dodaklary biçäk üýşürüp we öňe süýşürmekden saklanmaly.

Phonetic Exercise 34

Diə	beə	pvə	---- weər iz meəri
Niə	ə	fvə	---- weər iz thə tseə
Hiə	hə	jvərəp	---- wat iz teər in the baeg
Self	peərənts	ju:zvəli	---- wat iz theər on thə

Dördünji tipli(görnüşli) bogun

Dördünji tipli bogun grafiki taýdan birinji şertli-açyk boguny ýatladýar. Olaryň ara tapawudy bolsa dördünji tipli bogunda basym düşýän çekimli bilen sessiz “e”-den başga çekimli bolman diňe “r” harpynyň bardygyndadyr.

a,e,u,o harplarynyň IV tipde okalyşy

a+re [eə]	e+re [iə]	u+re [jvə]	o+re [o:]
fare	here	pure	more

“A” harpynyň käbir çekimsizleriň önünde okalyşy

“A” harpy **th** harp birikmäniň we **n,s,f**+çekimsiziň önünde [a:] diýlip okalýar. Meselem: bath [ba:O], dance [da:ns], past[pa:st], after [a:ftə].

“A” harpy **1**+çekimsizleriň önünde **m,f,v** harplardan özge [o:] diýlip okalýar. Meselem: all [o:l], salt [so:lt].

Harp birikmede **a+lk, l** harpy sessiz: talk [to:k], chalk [tso:k].

“A” harpy **l+m,f,v** harplaryň önünde (l harpy sessiz) [a:] diýlip okalýar. Meselem: calm [ka:m], half [ha:f], halves [ha:vz].

TEXT 1

The Windsor Family.

Windsor is the surname of the royal family of Britain. In 1917 George V (1865-1936) changed his family’s surname from Saxe-Coburg-Gotha to Windsor. The long German surname was the family name of Albert, the husband of Queen Victoria. She was George V’s grandmother.

George was the second son of Edward VII. His elder brother, Albert, was born a year before George, but he died in 1892.

When George V died in 1936, his first son became King Edward VIII. Edward was born in 1894, a year before his brother, George. Edward wanted to marry Mrs. Wallis Simpson but she was

divorced. He couldn't be king any more, so his brother became king. Edward died in France in 1972.

In 1923 George married Elizabeth Bowes-Lyon. Their daughter Elizabeth was born in 1926 and another daughter, Margaret, was born in 1930. George became King George VI in December 1936. He died in 1952 and his daughter Elizabeth became Queen Elizabeth II. She married Philip Mountbatten, the son of Prince Andrew of Greece, in 1947.

Queen Elizabeth has got four children. Charles was born in 1948, Anne in 1950, Andrew in 1960 and Edward in 1964. One day Charles is going to be King Charles III, surname Windsor.

TEXT 2 ABOUT BENNY'S COUSINS

“Granny, have I any cousins?”

“Yes Benny! You have two.”

“Whose children are they? How old are they? Are they boys or girls?”

“Not so many questions at once, please, Benny! Your cousins are: a **five-year-old** boy, Georgie, and a four-year-old girl, May. They are your Aunt Emily's children. They are in Canada now with their parents: your Aunt Emily, my daughter, and her husband, Mr. Thomas Brown.”

“In Canada? What's Canada, granny? Where is it?”

“Canada is a **far-away** country. It is **in the North of** America.”

“In the North of America? Where is it? Is it **as far as** London?”

“Oh, no Benny! It's much farther.”

“But, granny...”

“**Come along**, my dearest. **It's just the time** for your midday milk.”

VOCABULARY NOTES

an only child	-	ýeketäk çaga
five-year-old	-	bäş yaşly
far-away	-	uzak

in the North - demirgazykda
as far as - ... ýaly uzak
come along - ýörüň, geliň
it's just the time - edil wagty

TOPICAL VOCABULARY

What's your occupation? What do you do (for a living)?

worker (mechanic, turner, locksmith), farmer, engineer, teacher, doctor, surgeon, dentist, soldier, sailor, pilot, officer, salesman, saleswoman (shop-assistant, shop-girl), research worker, architect, lawyer, journalist, typist, driver, actor, actress, composer, painter, writer, poet, playwright, musician, conductor, chemist, physicist.

CONVERSATIONAL PHRASES

Opening remarks: Oh, it's you. Ah, there you are! Well, if it isn't old Jack! I say ... Excuse me... Sorry to trouble you ... Hello!

Parting remarks: Bye-Bye / See you / See you tomorrow (then); Love to ... Regards to...

PHONETIC NOTES

1. Inlis diline mahsus bolýan çylşyrymly peselýän-beýgelýän äheň (the falling-rising tone, ýa-da Fall-Rise). Peselýän-beýgelýän äheň, beýgelýän äheňi talap edýän many toparlarda ulanylýar. Peselýän-beýgelýän äheň bir bogunda ýa-da köp sanly bogunlara ýaýrap biler. Peselýän-beýgelýän äheň ýönekeý beýgelýän äheňiň ýerine gepleşigi emosional taýdan bezemek maksady bilen ulanylýar.

They are in Canada now

2. Ýüzlenme äheňi (Direct Address). Onuň sözlemdäki orny bilen baglydyr. Sözlemiň önünde ol hemişe basymly, adatça onuň özi aýratyn bir manyly toparý döredýär we peselýän-beýgelýän äheň bilen aýdylýar. Meselem:

Granny, | have I any cousins?

Resmi gepleşikde ýa-da ýüzlenme diňleýjä gönükdirilse, ol peselýän äheň bilen aýdylýar. Meselem:

Comrade Ivanova,| come to the blackboard, please.

Sözlemiň ortasynda ýa-da soňunda ýüzlenme basymsyz we şonuň üçin ol öňde gelýän many toparyň äheňini dowam edýär.

Come along, my dearest.

3. Sanama (enumeration) bar sözlemlerde adatça her bir many topar beýgelýän äheň bilen aýdylýar.Meselem:

The five member's of his family are: | his mother, | his sister-in-law, | his Benny, | his wife Helen | and him self.

STUDY THE FOLLOWING

Table No.1

Giriş sözi there bilen sözlemler

There is	a some no not any	flower book computer vase plate newspaper	on the table. on the desk.
There are	some no not any (not) many a lot of a few	books exercise-books computers magazines	

There is	some no not any (not)much a lot of little a little	chalk bread butter sugar milk	on the table. on the desk.
-----------------	--	---	-------------------------------

Is there	any	book vase computer plate newspaper	on the table? on the desk?
Are there	any many few	books exercise-books plates	on the table? on the desk?
	much little	chalk bread butter sugar milk	

Table No.2

The	clock	is	on under	the	desk
	glass				chair
	cat				bed
	dog				sofa
	boxes	are			bookcase
	pencils				
	books				

NUMERALS

101 --- one hundred and one.
245 --- two hundred and forty-five.
359 --- three hundred and fifty-nine.
712 --- seven hundred and twelve.
2 018 --- two thousand and eighteen.
8 541 --- eight thousand five hundred and forty-one.
3 400 936 --- three million four hundred thousand nine hundred and thirty-six.

Bellikler. 1. Goşma sanlarda onluklaryň (ýa-da olaryň bolmaýan ýagdaýlarynda, birlikleriň öňünde baglaýjy **and** goýulýar.

2. Sanlar **hundred, thousand, million** köplük sanda ulanylmaýar. Köplük sanda diňe hundreds of, thousands of people mysalda goýulýar.

3. Mukdar sanlary bilen bellenilýän ýyllar, seneler **year** sözi ýyl, sene bellenen soň ulanylmaýar, emma olaryň öňünde goýmak mümkin. Seneler tertip sanlar bilen ýazuwda we okalanda ulanylýar.

PREPOSITIONS OF TIME

Wagty görkezmek üçin **at, past, to, from, till** sözöni kömekçiler ulanylýarlar.

e.g. Come **at** five o'clock. Go there **at** seven. The train arrives **at** seven thirty-two. It is half **past** two. It is a quarter **to** three. Leave your place **at** a quarter to six. He is at home **from** three **till** four.

EXERCISES

I. a) Study Substitution Table No.1 and compose as many sentences as you can.

b) Let the members of the class ask and answer questions as in the model. Give a short answer and add a sentence of your own with the introductory *there*.

Model : Is there any pen on your desk?

There is. And there is also a clock on it.

c) Respond to the negative sentence of your fellow-student as in the model. Use contracted forms in speech.

Model : There aren't any books on your desk.

No, there aren't. There are only note-books here.

d) Study Substitution Table No2 and compose as many sentences as you can.

e) Use the same sentences in short situations.

II. Transcribe the following words and explain the reading rules:

Boot, prepare, ball, book, mere, meat, good, store, bread, care, palm, cure, cold, last, plant, text, exam, rather, germ, hurt, hare, grasp, staff, bald, calf, chalk, clasp, a talented dancer, a broken branch, a stone wall, a dull day, a wise man, a cheap car, a big ship, a fat sheep, a naughty girl, a lazy boy, a rare plant, a strict lady, a cold lake, a birthday present, Bertha's basket, spare time, pure water.

III. Write the plural form of the following nouns. Transcribe them:

Country, saleswoman, match, boy, sister-in-law, man, tooth, handkerchief, potato, deer, piano, knife, lady, suffix, foot.

IV. Before you start working at the text, practice the sounds in the following words and word combinations:

1. [ʌ] - cousin, at once, husband, country, London, much, but, come;
[a:] – large, aunt, farther, as far as;

[ɔ:] – daughter, Georgie, four, North.

2. a) Linking r: your aunt, are in Canada, where is it, far away, as far as.

b) No voicing before voiced consonants: Thomas Brown, it's just, it's much.

c) No devoicing before voiceless consonants: Benny's cousins, whose children, Emily's children.

d) Loss of plosion: but granny, mid-day.

Memory work

Snow song

There is a song in the wind
There is a song in the sea
And a song in the tops of the
Tallest pine trees.

There is a song in the rain
And the robin's call
But the song of the snowfall
Is the softest of all.

5) Choose the right form of the verb "to be "

- 1) There(is are)some mistakes in your dictation.
- 2) There (is are) a bus stop near our house.
- 3) There (is are) a new grammar rule in lesson 6.
- 4) There (is are) many flats in this new building.
- 5) There (is are) some computers in our study.
- 6) There (is are) 10 table and 15 chairs in our classroom.
- 7) There (is are) mist in the garden and frost in the air.
- 8) There (is are) a lot of clouds in the sky.
- 9) There (is are) some books in this box.
- 10) There (is are) a telegram on the table.
- 11) There (is are) many children in the park.
- 12) There (is are) an interesting article in this newspaper.
- 13) There (is are) many new words in the text.
- 14) There (is are) a new shop near our house.
- 15) There (is are) a river in our town.

6) Answer the following questions:

- 1) Is this a new school?
- 2) Are there many classrooms in it? How many?
- 3) Are there any lamps in the classroom?
- 4) Are they on the walls?
- 5) How many lamps on there in it?

- 6) How many windows are there in the classrooms?
- 7) Is there a blackboard on the classroom ?
- 8) How many students are there in your group?
- 9) How many books are there on your desk?
- 10) What is there on the wall?
- 11) How many mistakes are there in your test?
- 12) Is there a library in ypur şchool?
- 13) How many computers in your study?
- 14) Is there a (sport ground) stadiom in your şchool?
- 15) How many stories are there in this book?
- 16) How many mistakes in your dictation?

7) Translate the following sentences into English:

- 1) Stoluň üstünde birnäçe kitaplary bar.
- 2) Okuw otagynda näçe talyp bar?
- 3) Stadionda birnäçe adamlar bar.
- 4) Bu tekste birnäçe täze sözler bar.
- 5) Meýdanda köp owadan güller bar.
- 6) “Diýar” žurnalynda gyzykly makala bar.
- 7) Biziň kitaphanamyzda köp iňlis kitaplary bar.
- 8) Klasyň içinde 15 sany partalar bar.
- 9) Gutuda ruçka ýok.
- 10) Köçede birnäçe ýeňil maşynlar bar.
- 11) Teatrda köp adamlar bar.
- 12) Asmanda bulut ýok.
- 13) Klas tagtasynda bir surat bar.
- 14) Meniň sumkamda üç kitap we dört depder bar.
- 15) Diwan penjiräň ýanynda.
- 16) Stoluň üstünde 5 sany tarelka we 5 çemçe bar.
- 17) Biziň jaýymyzyň golaýynda awtobus duralgasy bar.
- 18) Otagyň ortasynda 1 stol we 4 oturguç bar.
- 19) Tarelkada mesge bar.
- 20) Aşgabatda köp teatrlar we muzeýler bar.

8) Translate the following into English using the preposition at:

- 1) Sagat onikide
- 2) Ýedide
- 3) Sagat onda
- 4) Sagat biriň ýarynda
- 5) 15 minut 4-de
- 6) Sagat onbiriň ýarynda
- 7) Sagat on minut kem 7-de
- 8) Sagat 15 minudy kem 10
- 9) Sagat 20 minut 9-dan işlände
- 10) Sagat 6 ýarynda
- 11) Sagat 20 minut kem 8-de
- 12) Sagat 1-de
- 13) Sagat 15 kem 2-de
- 14) Sagat 5 ýarynda
- 15) Sagat 8 ýarynda
- 16) Sagat 10 minuty kem 6

9) Answer the following questions to the text.

- 1) Where did grandfather Wadsworth's house stand?
- 2) When did he build it?
- 3) What kind of house was it?
- 4) What was there nearby the house?
- 5) How old was Henry and Stephen?
- 6) What did Henry like to do?
- 7) Did the boys spend part of their summer?
- 8) How did they spend their vacation there?
- 9) Who gathered the children?
- 10) Where was Portland situated?

10) Translate the following sentences into English:

- 1) Teatrda adam känmi?-hawwa kän.
- 2) Bu otagda iki sany uly owadan haly,diwan we telewizor bar.
- 3) Olaryň jaýy 5 otagdan ybarat. Olar uly we ýagty.
- 4) Bu köçede köp täze jaýlar, dükanlar we mekdepler bar.
- 5) Onuň sumkasynda iki depder we bir kitap bar.

- 6) Meniň otagymda iki sany penjere bar.
- 7) Stoluň üstünde alty tarelka, dört çemçe we on käse bar.
- 8) Sagat 7-de geliň.
- 9) Biziň toparymyzda on talyp bolman 9-sy bar.
- 10) Olar 301-nji toparda.
- 11) Biz 302-nji topardan.
- 12) Meret 12 ýaşly oglan.
- 13) Jeren 15 ýaşly gyz.
- 14) Tarelkada alma barmy?- Ýok, olar stoluň üstünde.
- 15) Otagda kim bar?- Maral bar.

11) Bring a picture of your flat or house:

- a) Describe it
- b) Ask and answer questions about it.

**12) Conduct a discussion with students about their families.
Write a list of useful words on the board. They need for talking
about their families.**

LESSON 8

Phonetics: Çekimlileriň birikmeleri [aiə], [auə] sözlemiň içinde “please” sözüň we “thank you” söz birikmäniň äheň (düzülşi) guralşy.

Reading rules: Bogunlaryň dört görnüşü

Text: Our English lesson

Grammar: Modal işlikler: can, may, must

[aiə,auə] üç elementli çekimlileriň birikmeleri. Bu birikmeleriň iň güýçlisi we aýdyň elementi-birinjisidir, iň gowşagy-ikinjisidir.

[aiə] birikmäniň ikinji elementini ýalňyş aýdylmaz ýaly diliň ortaky bölegini has ýokara galdyrmakdan saklanmaly .

[auə] birikme aýdylanda bolsa dodaklary has öňe süýşürmekden we ikinji elementini dodaklanýan sonanta [w] çalyşmakdan saklanmaly

Phonetic exercise

waiə	taɪd — ‘taɪəd	
taɪəd	laɪn — ‘laɪən	
laɪən	kwaɪt — kwaɪət	‘aɪlənd — ‘aɪələnd

Phonetic exercise 2

Bellik: Gönükmäniň üstünde işlenýän wagtynda şulara üns beriş:

1. Can, must modal işlikleriniň ýokluk formalarynyň okalyşyna: cannot, can’t, mustn’t.
2. Goşma işlikleriň to come in, to switch on *in* we *on* hallara basym düşýär.
3. [ɪ:], [u:] sesleriň [hɪ·], [wɪ·], [ju·] sözlerde üygemeýän hili
4. Modal işligi must bilen soraglar berilende ýokluk jogaplarda ulanylýan başga modal işligiň need-needn’t bolsa ýerine ýetirilýän işiň hökmany däl ýagdaýyny aňladýar.

i we y
bogunda

i+re [aɪə]	y+re [aɪə]
-------------------	-------------------

harplaryň döördünji tipli
okalyşy

Dört tipli bogunlardaky çekimlileriň okalyşynyň jemleýji tablisasy

Harp Bogunyň tipi	a	o	u	e	i/y
I	[eɪ] name	[ɜə] note	[ju:] tune ¹	[i:] me	[aɪ] time, type
II	[æ] map	[ɒ] not	[ʌ] but	[e] pen	[ɪ] sit, myth
III	a+r [a:] park	o+r [o:] fork	u+r [ɜ:] fur	e+r [ɜ:] her	i/y+r [ɜ:] girl, myrtle

¹ [r],[l][dj] seslerden soň **u** harpy [u:] diýlip okalýar.

² [u], [dj], [r] seslerden soň birikme çekimsiz **+I u** harpy [ju] diýlip okalýar. Meselem: sure [ʃuə], jury [ˈdʒuəri], rural [ˈrʒurəl], plural [plurəl].

TEXT Our English Lesson

Teacher: Good morning, all! Sit down, please! **I expect** no one **is away?**

Monitor: Nobody is. All **are present.** Oh, sorry, Ann is not here.

Teacher: **What's up?** Is she ill?

Monitor: It's flu with a high **temperature.**

Teacher: **That's too bad.** Well now. Let's begin. We'll **check our homework.** Mike, will you take your **exercise-book** and come to the board?

fire admire	tyre
----------------	------

- Mike:** Shall I write the words in **transcription**?
- Teacher:** Do. And you, Helen, read **Text 7**, will you? The others should **write down** the mistakes if she has any. Do you **follow** me? Will you read a little **louder**, please? **That'll do**. Any mistakes **noticed**?
- Julia:** I believe there's some **palatalization** in the nouns "family" and "Benny".
- Teacher:** **That's it**. Please, Helen, **pronounce** the words. Now it's correct. You must work more. **Pronunciation** is your **weak point**, I'm afraid.
- Helen:** Shall I read the text again for the next time?
- Teacher:** Yes. **Have another try** and make your reading more **distinct**. Now everybody look at the board!
- Mike:** Shall I read the exercise?
- Teacher:** Of course. (Mike reads). Is everything correct, Pete?
- Pete:** I think it is.
- Teacher:** Thank you, Mike. Clean the board, please, and got to your seat (To the monitor). Have we got the **headphones**?
- Monitor:** **Here they are**.
- Teacher:** Fine. Let's listen to the new text. Open your books at page 81. Will you please **switch on** the **cassette-recorder**? Thank you.

VOCABULARY NOTES

I expect = I believe = I think

to be away
to be absent } **from**— bolmazlyk,

[b] sesiniñ dymyklaşmazlygyna üns beriñ.

to be present – barmak, bolmak, gatnaşmak.

What's up - Näme boldy?

temperature- temperatura, gyzgynlyk derejesi.

That's too bad-

to check (go through) the homework- öý işi barlamak

exercise-book- depder

transcription- transkripsiýa. **Shall I write it in transcription?** Ony

transkripsiýa bilen ýazmalymy? Mukdar sanlaryň atlardan soň

ulanylyşyna üns beriň. **Read Text 7. Write Exercise 3.** Artikl

ulanylmaýar, at bolsa baş harp bilen ýazylýar,

to write down- ýazmak, ýazyp almak, ýazyp goýmak

to follow- yzarlamak(diňlemek)

louder- gatyрак, bat bilen, sesliräk. **Will you read louder?-** sorag

sözleminiň guralyşyna garamazdan, bu sözlem haýyşty aňladýar.

That'll do- besdir,ýeterlik.

noticed- bellenen, saýgarylan

palatalization- palatilizasiýa, ýumşaklaşma

That's it- (hut özi, edil özi) dogry-da

to pronounce- aýtmak, diýmek

pronunciation- aýtmak, diýmek

weak point- gowşak ýeri

have another try- ýene-de synanşyň

distinct- aýdyň , açyk, düşnükli ýagdaýda

headphones- nauşnikler

Here they are- Ynha

to switch on- ötürmek, ýakmak

to switch off- öçürmek

TOPICAL VOCABULARY

Classroom Expressions

To have classes, after classes, to stay away from classes

Do you have classes on Saturday?

Good morning! Good afternoon! Good –bye!

Sit down. Go to your place. Stand up. Take your seat.

Who is on duty today? Is anybody absent today?

What's the pronunciation (spelling) of the word?

Is this right (correct, wrong)?

Go on reading (writing, retelling)
Don't go so fast!
What date is it today? What's the date today?
May I come in? May I go out?
Shall I read (begin answer your question)?
What's the English (Russian) for...?
Will you repeat it? Can (Could) you repeat it?
Will you pronounce (translate, spell) it?
Will you say it again (once more) ?
Please, pronounce (translate, spell) it.
That will do.
Stop talking. Silence, please. Keep silent.
No helping (whispering), please.
to do homework orally (in written form, in writing)
to give (to set, to check) homework
to collect (to hand in) exercise-books (homework)
to give in (to give out, to hand out) papers
Come (up) to the blackboard! to clean the blackboard
Wipe the word (sentence) off.
Let the others see the board.
Don't stand in front of the board.
Speak up!
Ask questions on (about) the text. Put questions to the sentence.
May I ask you a question? May I say it this way? May I put it like this?
to make a report
to make a mistake, to correct mistakes
How long is it before the bell? break, in break?
at the Dean's office
group register; time-table; list of students
chalk; duster, to wet the duster
head(ear) phones
to switch on (switch off) the cassette-recorder (tape-recorder)
to wind back=to rewind the tape=to play (back) the tape
to plug in, to unplug, to switch on, to switch off
The lesson is over.

a (student's) record book
an examination card

PHONETIC NOTES

1. Please sözüň aýdylyşy onuň sözlemiň içindäki ornuna baglydyr.

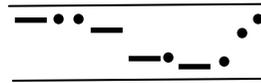
a) Sözlemiň (ýa-da many toparynyň) başynda oňa basym düşýär, emma adatça ol özbaşdak many toparyny gurmaýar.

Meselem: Please, Helen pro'nonce the words .



b) Sözlemiň ortasynda please sözi basymly ýa-da basymsyz bolmagy mümkin, emma ol özbaşdak many toparyny gurmaýar.

Meselem: Will you please 'switch 'on the _tape-recorder?



ç) Sözlemiň soňunda please sözi basymsyz, aýratyn many toparyny gurmaýar we öňündäki gelyän many toparynyň äheňine görä.

Meselem: Will you 'read louder, please?



2. Thank you söz toparyň äheňine üns beriň. Eger-de şol topar peselýän äheň bilen aýdylsa, onda ol minnetdarlygy aňladýar. Eger-de şol topar beýgelýän äheň bilen aýdylsa, onda ol (formal) ýasama sypaýy minnetdarlygy beýan etmäge niýetlenýär:

Meslem: Will you please 'switch 'on the tape-recorder? Thank you.



Thank you, Mike. → Go to your seat.



**Study the following
Modal verbs
Table No.1**

Can

a)

I He(She) We You They	can (cannot, can't)	write it in transcription. read louder. write Exercise 5. read English.
-----------------------------------	--------------------------------	---

b)

Can	I he(she) we you they	write it in transcription? read louder? write Exercise 5? read English?
------------	-----------------------------------	---

e.g. Can you read louder? — Yes, I can
No, I can't.

**Table No.2
May**

a)

I He(She) We You They	may (may not)	take the exercise- book\$. stay at home . take the headphones.
-----------------------------------	----------------------	---

b)

May	I he(she) we you they	take the exercise- book? stay at home ? take the headphones?
------------	-----------------------------------	---

e.g. May I stay at home?— Do, please. Yes, you may. — I am afraid not.

No, you mustn't.

Table No.3
Must

a)

I He(She) We You They	must (must not)	forget it . listen to him. read this book.
-----------------------------------	------------------------	--

b)

Must	I he(she) we you they	forget it ? listen to him? read this book?
-------------	-----------------------------------	--

e.g. Must I read this book?— Yes, you must.

No, you needn't.

Note: **Must** işlik bilen ulanylýan soraglara ýokluk jogaplarda başga modal işligi **need-needn't** ulanylyp, onuň hökmany däl ýerine ýetirilişini aňladýar.

EXERCISES

I. a) **Study Substitution Tables No. 1, 2, 3 and compose as many sentences as you can. Let the members of the class ask and answer questions as in the model. Give a short answer using contracted forms and add a sentence of your own.**

Model: May I stay at home on Staurday?

No, you mustn't. You are to go to your classes.

b) Respond to the negative sentences of your fellow-student as in the model. Use contracted forms in speech.

Model: I can't write Exercise Three.

You needn't do it now.

II. a) The material below is to be prepared for reading. Mark the stresses and tunes. Concentrate your attention on the vowel [æ]. b) Let your fellow-student read this exercise aloud for you to detect his possible errors in sounds. Tell him what must be done to eliminate them:

[æ] 1. That's the man who sat on my hat in the tram.

2. Once there lived a lad who was always very sad.

For he hadn't any mother and he hadn't any dad.

3. Where are you going to, my little cat?

I'm going to town to buy a hat!

What!? A hat for a cat? A cat in a hat?

Who ever saw a cat in a hat?

III. Write the following words and phrases in transcription and explain the reading rules:

share, store, here, cure, fur, term, more, firm, spare, sphere, wire, mere, a spare moment, a famous painter, a rare ring, the upper teeth, the thick wood, the first letter, the next room, the full moon, the vast territory.

IV. Before you start working at the text practice the sounds in the following words and word combinations:

1. [i:]—please, read, believe, weak, clean;

[I]— ill, begin, transcription, distinct, listen, switch;

[e] — lesson, present, temperature, let, exercise, check, text, rest, any, correct;

[æ]— absent, bad, palatalization, family, thank.

2. a) Alveolars replaced by dentals: in the nouns, at the board, read the text, clean the board;

b) Loss of plosion: sit down, read Text 7, write down, next time;

c) Clear [l] before [j:]: will you take, will you please switch on the cassette-recorder?

V. Translate into English using classroom expressions:

1. Bu gün kim nobatçy?- Nazar. Gelmedikler barmy?- Hawa. Iki talyp ýok.
2. Bü gün gatnaşmadyklar ýok. On talyplaryň hemmesi bar.
3. Meret barmy?- Ýok, ol gatnaşmaýar.
4. Bu gün aý-günüň hasaby näçe?- 10-njy oktýabr.
5. Size sorag bermek mümkinmi? - Hawa, baş üstüne.-14-nji otag nirede?-Men siziň soragyňyza jogap berip bilemok. Kätipden sorayýň.
6. Magnitofony ötürmelimi?- Hawa.
7. Magnitofony öçürmelimi?- Ýok, biraz garaşyň.
8. Men okaýanmy?- Hawa. Sesliräk aýdyň.- Besdir.
9. Teksti üç gezek okaň.
10. Sözlemi iki gezek gaýtalaň.
11. Klas dergisini, heki we nauşnikleri getiräýiň.
12. Bu gönükmäni siz bu gün edip bilersiňizmi?- Hawa
13. Bu gönükmeler kyn. Olary gaýtalaň.
14. Bu tekstler aňsat.
15. Siz oturyp bilersiňiz(gidip, başlap bilersiňiz).
16. Okamagy dowam ediň (ýazmagy, gürrüni, işi).
17. Tekste soraglary düzüň. Depderleri tabşyryň.
18. Ilki bilen kassetany goýuň, soňra magnitofony ötüriň.
19. Bu sözüň aýdylyşy nähili?
20. Ol okuwa(mekdebe) gijä galmaly däl. Bu sözüň ýazylyşy nähili?
Ýene bir gezek synaňyň. Gatyraňyň.

TEXT 1

Wrong Pronunciation

We all know from the experience that the pronunciation is no easy matter, since frequently the words are pronounced quite differently from how they are spelled.

A commercial traveler from Paris, who had learned English at school, but had half forgotten it, was staying in London on business. It was in the month of November, and the weather was most unpleasant and damp and foggy. In fact, on some mornings, there

had been such a thick impenetrable heavy fog, that one could hardly find one's way in the street in spite of all street-lamps being lit. on account of its yellowish-dirty colour, the Londoners, always prone to see the humorous side of things, call this fog "London pea-soup".

The Parisian not being accustomed to the English climate had caught a severe cold, and was coughing day and night. At last he decided to get a remedy for this cough, but as he did not remember this English word, he looked it up in his French-English dictionary. There he found that the English for "la toux" was the "cough". Unfortunately his dictionary did not tell him how to pronounce it. Remembering, however, the proper pronunciation of the English word "plough", he naturally concluded, that if p-l-o-u-g-h is pronounced "plow" [plau], c-o-u-g-h must be pronounced "cow" [kau]!

So he entered a chemist's shop and said: "Will you please provide me with something for my cow!" The chemist thinking he had misunderstood him, asked politely: "I beg your pardon, Sir?" The Frenchman repeated his request for some remedy for his "cow". "For your cow Sir?" replied the surprised chemist, "are you a farmer then?" "A farmer?" answered the commercial traveler rather indignantly, "a farmer? What in the world makes you think so? O no I come from Paris, from beautiful Paris!" he added haughtily.

It was beyond the chemist's comprehension. He now almost began to think that he was dealing with a madman. In great bewilderment he asked amicably again: "But your cow, Sir? Where is your cow?"

"Here" cried the Frenchman, coughing very loud and pointing to his chest, "here it is! I have very big cow in my chest!"

Luckily the chemist understood without going into details and gave the remedy he wanted.

(From Mozaika, No. 12, 1964)

LESSON 9

Phonetics: [wə:] birlikme. Hal eýerjeň toparyň äheňi. Düzmeli goşma sözlemiň äheňi.

Leading rules: Çekimli digraflaryň okalyş kadasynyň jemleýji tablisasy. “r” harpynyň öňünde diagraflaryň okalyşy.

Text:

Grammar: Habar sözlemi “to say” işligi bilen başganyň sözünde

Phonetic exercise 1

sin—siŋ — siŋk siŋ—’siŋiŋ
θin—θiŋ—θiŋk riŋ—’riŋiŋ
ræn—ræŋ—ræŋk bæŋ—’bæŋiŋ

Bellik: Gönükmäniň üstünde işlenýän wagtynda çekimlileriň arasynda [ŋ] sonoryň aýdylyşyna ýa-da [g] sesleriniň ýitmegine üns beriň .

Phonetic exercise 2

w3:d w3:dz w3:k—wi:k
w3:k w3:kt—’w 3kiŋ w3:d—wu:d
‘w3:s ənd w3s w3:m—wo:m

Bellik: Gönükmäniň üstünde işlenýän (wagty) mahalynda üns beriň:

1. [w] sesden [ə:] sesine ýagny dodaklanýan sesi goşulmaýan (neýtral) sesine çalt üýtgemegi.
2. [ə:] sesini aýdylanda [o] ýa-da [e] sesine meňzetmeli däl.
3. [ə:] sesiniň öňünde [w] sesi dodaklanmaýar.

Phonetic exercise 3

‘mʌðə ðis\θiŋ sʌm—θʌm def—deθ
‘fa:ðə ðæt\θiŋ tin—θin pa:s—pa:θ
ə’nʌðə ði:z\θiŋz

tik—θik tens—tenθ ðiː ʌ ðə ðɜːz θiŋz
 fin—θin wɜːs—wɜːθ siːm—θiːm bɜːt—bɜːθ
 to:t—θo:t—sot—fot ‘wʌn ba:θ— ‘θri: ba:ðz
 ‘wʌn maəθ— ‘θri: maəðz wʌn pa:θ—’θri: pa:ðz

Çekimli digraflaryň okalyş kadalarynyň jemleýji tablisasy

I topar (digrafiň birinji we ikinji harplary gysga okalyşynda diftoňyň birinji we ikinji elementlerini monoftoňa geçirýärler)	II Topar (digrafiň harplary okalmaýarlar. Harp birikme ýa-da diftong bolup seslenýär)	III Topar (digrafiň bir harpy elipbiýdäki okalýar) birinji harp okalýar.	
		Birinji harp okalýar	Ikinji harp okalýar
ei } vein ¹ ey } they oi } oil oy } boy	oo -sözüň soňunda too oo +çekimsiz [u:] (k hardpan başgasy) soon ¹ oo +k [u] book, cook au } [o:] author aw } saw ou } [au] out ow } now	ai } [ei] maid ay } day ie } [ei] tie ¹ ye } rye oa } coat oe } [ə] toe ow } low, window ² ue } [ju:] due ui } suit ³ ee } [i:] meet ea } tea ⁴	eu } [ju:] neutral ew ¹ } few ²
¹ Käbir sözlerde c harpdan soň digraf ei [i:] diýlip okalýar Meselem: receive, ceiling	¹ good, wood, stood ýaly sözlerde digraf oo gysga [u] diýlip okalýar. ² Käbir sözlerde ou digraf [u] diýlip okalýar. Meselem: country, cousin, young ýa-da [u:] youth, group, soup, rouble	¹ Käbir sözleriň önünde digraf ie [i:] diýlip okalýar: field, believe ² Basym düşmeýän ýagdaýda soňky bogunda digraf ow redusiýalanmaýar ³ [r],[l],[dʌ] soň digraflar ui , ue [u:] diýlip okalýarlar: blue, fruit, juice ⁴ d harpyň önünde we th harp birikmähäň önünde digraf ea [e]. Meselem: bread, death	¹ Berlen diagrafda çekimsiz w çekimli u harpyň dubletiy bolup gelýär we [ju:] diýlip okalýar. ² [r],[l],[dʌ] seslerden soň digraflar eu , ew [u:] diýlip okalýar: blew, drew, jew

Digraflaryň r harpyndan öň okalyşy

Digraf+r	Ses	Mysallar
ai+r ei+r } ee+r }	[ʒə]	air, chair their
ea+r	{ [iə] [iə] [ʒə]	beer, deer near, dear ¹ bear
oa+r	[ə:]	board
oo+r	[uə]	poor ²
ou+r	[auə]	our flour

¹ Käbir sözlerde digraf **ea+r** okalýar. [ʒ:] Meselem: learn, earth

² Ýöne sözlerde door, floor digraf [o:] diýip okalýar.

Phonetic Notes

1. Hal eýerjeň toparý sözlemiň başynda, kadada bolşy ýaly, aýratyn äheň topara bellenýär we peselýän-beýgelýän äheň bilen aýdylýar.

Meselem:

In → front of the house.



On the → ground floor.



2. Düzmeli goşma sözlemdäki sözlemler (adatça) peselýän äheň bilen aýdylýar bu bolsa olaryň manysynyň gutarnykylygy bilen düşnükli bolýar. Meselem:

Doctor Sandford's 'house is 'not large but it is comfortable'.

Iki özbaşdak sözlemleriň arasynda uly many özara baglanyşygyny birinji sözlemiň beýgelýän äheň bilen aýtmagyny görkezip bolýar.

Meselem:

Text 1
THE HOUSEBOATS OF KASHMIR
(adapted from tourist brochures and internet information)

Kashmir is famous for its beautiful houseboats. Visitors to the Kashmir valley rarely leave without staying on one of the this floating places. The houseboats float on the calm and jade-colored waters of Dal Lake, which has willow and chinar trees growing all around it. The houseboats are anchored among lotus fields and floating gardens.

Houseboats were first built by the British. When a Maharaja of Kashmir did not allow the British to buy and own land, they decided to build the houseboats and make them their homes.

Today the Kashmiris live in this houseboats. They had make nice hotels in the houseboats, too. Built our cedar wood and decorated with a lot of care, the houseboats are showpieces. They normally range from 24 to 38 meters in length, and three to six meters in width. A houseboat has a living room, a dining room and two or three bedrooms with attached baths and hot and cold running water. The rooms are built and decorated imaginatively to make guests' visits as comfortable and pleasant as possible.

The deck is one of the best features of a houseboats. It serves as a sundeck, a place for a morning exercise, and a place for evening tea. Here you enjoy the view of the magnificent mountains and the lake shimmering under golden sunrays.

Generally, individual houseboats are moored in fixed places around the lake. At times, four or five houseboats are anchored together with interconnecting bridges that enable people to move from one houseboat too another.

Text 2
Magic in the woods and sea

1. Grandfather Wadsworth's house stood on a huge piece of land in Maine, almost in the wilderness, where Indians had wandered just a few years before.

The big wooden house was new then because Grandfather had built it after the American Revolution. Grandfather Wadsworth had wonderful tales about his adventures in the Revolution.

2. Grandfather Longfellow was almost as interesting as Grandfather Wadsworth, and sometimes the boys spent part of their summer with him. His farm was near Portland, and there Stephen and Henry could play in the fresh hay, pick wild strawberries, and watch Grandmother Longfellow churn milk into butter . they could help bring the cows home from the fields.

Most exciting of all for Henry was the blacksmith's shop that stood the across the road from Grandfather Longfellow's house.

3. Visits to Grandfather Wadsworth and Grandfather Longfellow were only for the summer. When vacation came to an end, Mrs. Longfellow gathered up her children –Stephen, Henry, four-year old Betsy, and little Anne –hurried them into a carriage with their packages, to drive back to Portland and back to school and back to Mr. Longfellow.

Henry had been to nursery school, but now that he was five he would go to the public school in Love Lane with his brother.

“Maybe they will teach us about the ships and the sea,” he sighed.

“You have to learn spelling, writing, and arithmetic,” Stephen told him.

Public school was even more disappointing than that, Henry found out the next day and the days that followed. The boys in public school were rough, and they played hard.

“Do I have to go to school?” he would ask anxiously.

“The big boy always knocks him down!” remarked Stephen.

“You have to learn to play with other boys.” Mrs. Longfellow explained to Henry, and she made to him go back each day.

2. Henry couldn't learn to play to hard , rough games, and he couldn't learn to like public school. He grew more and more unhappy. His parents decided to send him to Portland Academy.

Henry liked Portland Academy at once. Each day he ran the few blocks home, chattering like a squirrel about the classroom where boys sat on one side and girls on the other, about the boys who

cut the holes in the lift-up tops of their desks so they could look through them at the girls. He bought home very good reports about his progress.

All through the winter Longfellow boys went to Portland Academy. Often the snow was the deep and the air very cold.

In the evenings the family gathered around the big round table, while Henry and Stephen did their lessons. If Mr. Longfellow was at home, he sat there, too; and sometimes he read to his children.

If Mr. Longfellow was in Boston, Mrs. Longfellow sat at the big round table with Stephen and Henry, writing letters to Mr. Longfellow, while the younger children played and laughed and cried. By the time Henry was the seven and Stephen nine, there were three other Longfellow children – Betsy six, Anne four and Alex four month.

Mr. Longfellow liked to receive letters from his children. When he finally came home, sailing from Boston to Portland, he came into the house with his whole family gathered around him.

II. Translate the sentences into English.

1. Biziň jaýymyz ikinji gatda ýerleşýär.
2. Olaryň jaýynyň öňünde köp güller bar.
3. Siziň öýüňizde iňlis kitaplary köpmi?
4. Bu otagda talyplary barmy? – Ýok.
5. Men täze jaýda ýaşaýaryn. Biziň jaýymyz 3 otagdan ybarat we onda hemme amatlyklary bar: suw, ýyladyş ulgamy, gaz, elektrik(energiýasy) togy.
6. Häzir wagty näçe? – Dokuzyň ýary. Siziň sagadyňyz gijä galýar. Häzir dokuza ýigirmi minut bar.
7. Olaryň bagynda güller ýok, emma birnäçe miwe agaçlary bar.
8. Siziň terjimäňiz ýalňyş. Siz onuň içindäki ýalňyşlary düzetmeli.
9. Men otagymda stol, alty sany oturgyç ,televizor, iki sany haly we diwan bar.
10. Olaryň biraz boş wagtlyary bar. Olary kompýuter bilen işläýsinmi?

Exercise: Ask the students to write a description of their homes, the number of floors, rooms, the color of the walls, curtains, doors, and windows.

Exercise: Make up the questions to the text “Houseboats of Kashmir”. Discuss the text. Work in pairs.

LESSON 10

Text Mr. WHITE COMES AGAIN

It is Saturday afternoon. Doctor Sandford is in his study. Betty knocks.

„Come in, please. What is it, Betty?“

„Mr. White wants to see you, Henry.“

„Well, yes. Show him in please.“ (Mr. White enters.)

„Good afternoon, doctor.“

„Good afternoon, Mr. White.“

„I'm terribly sorry to trouble you.“

„That's all right. Glad to see you. Sit down, please. What can I do for you?“

„Do you receive *the Times*?“

„Certainly.“

„Would you like to have it for the next year?“

„Oh, I forget. We never remember such things in time. Must I pay anything right now?“

No, you needn't. For the present, you can sign this paper. Here you are.“

„Where do I sign?“

„Here, please. Thank you, doctor.“

„Well, Mr. White. It's five o'clock. You'll have some tea with us, won't you?“

„Thank you. I'd be glad to.“

„Let's go to the dining-room. This way, please.“

STUDY THE FOLLOWING

Table No. 1

PREPOSITIONS OF TIME

at	Two o'clock, half past three, night, noon
on	Sunday, Monday, May the first, the second of June
in	January, February, March Spring, summer, autumn 1949 the morning, the evening, the afternoon

Aşakdaký wagt ahwalatlar baglaýjysyz ulanylýar:

This morning, this afternoon, this evening, tonight;

Yesterday morning, yesterday afternoon, yesterday evening, last night;

Tomorrow morning, tomorrow afternoon, tomorrow evening, tomorrow night.

Table No. 2

THE PRESENT INDEFINITE TENSE

a)

I We You They Mary and Tom	Like	English. Moscow. Winter Our University. This poem. To skate. To read English books.
He (She) Mary	Likes	

b)

Do	I We You They Mary and Tom	Like	English? Moscow? Winter? Our University? This poem?
Does	He (she) Mary		To skate? To read English books?

c)

I We You They Mary and Tom	Do not (don't)	like	German. Our study. Winter. This poem. To skate. To go out in the evening.
He (She) Mary	Does not (doesn't)		

CONTRACTED FORMS

Do you study English? – No, I **don't**.
Does he study English? – No, he **doesn't**.

Table No. 3

GENERAL QUESTIONS IN INDIRECT SPEECH

I We You They Mary and Tom	ask	If (whether)	the weather is fine. Mary speaks English. father is free on Sunday. Tom likes to play chess.
He (She) Mary The boy	asks		the children can skate well.

Memory Work: Solomon Grundy

Solomon Grundy
Born on Monday,
Christened on Tuesday,
Married on Wednesday,
Ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday,
That was the end
of Solomon Grundy.

* * *

Thirty days have September,
April, June and November,
All the rest have thirty-one;
February has twenty-eight alone,
Excepting leap-year, that's the time
When February's days are twenty-nine.

EXERCISES

I. Study Substitution Table 2 and compose as many sentences as you can.

II. Read and transcribe the following words. Explain the reading rules:

Did-deed, had-hard, lick-leak, hip-heap, dear-deer, lad-lard,
Mary-marry, hail-hear, sill-seal, bear-beer, lip-leap, pit-pat, hill-heal,
chair-cheer, bad-bard, fill-feel, marry-merry, ship-sheep, taught-tap-
tape, pen-pain-pale, fit-foot, dive-dove-dame, daisy-lazy-darling.

III. Copy the following words and arrange them in columns according to the corresponding type of syllable:

Stamp, write, stir, bench, tulip, Arthur, button, mule, lace, typist, fare, dark, cure, burn, here, muff, fine, mere, lace, cube, purse, tires, fade, prepare, `mass, system.

IV. Spell and transcribe the 3rd person singular of the following verbs.

Come, go, play, write, wash, stress, begin, catch, cut, eat, hang, get, relax, hold, know, lead, meet, ring, think, understand, work, change, open, push, kiss, study, copy, say, carry, watch.

V. The material below is to be prepared for reading. Mark the stresses and tunes. Concentrate your attention on the sound [ə:]. Let your fellow student read the exercise aloud for you to detect your errors:

- [ə:] 1. A little girl with a pretty curl.
- 2. Learn thirteen words of Lesson Thirty.
- 3. The first word is a verb and the third word is an adverb.
- 4. First come first served.
- 5. One good turn deserves another.
- 6. As the workman is so the work.

VI. Before you start working at the text practice the sounds in the following words and word combinations:

- 1. [i:] – see, receive, read, needn't, please, tea;
[æ] – Saturday, Sandford, glad, can, family, thank, have;
[e] – enter, present, let, anything, pleasure, well;
[o] - knock, what, doctor, clock.
Nasal plosion: needn't, certainly.
- 2. a) No devoicing before voiceless consonants: hisʊstudy, haveʊtea;
b) No voicing before voiced consonants: let'sʊgo, thisʊway;
c) Loss of plosion: gladʊto see you, sitʊdown, whatʊcan I do, likeʊto have it;
d) No glottal stop: Saturdayʊafternoon,

VOCABULARY NOTES

To knock-kakmak,urmak.

What is it?-Näme boldy?

Show him in-Ony bu ýere çagyryň.

What can I do for you?- Men size nähili kömek edip bilerin?

To receive –almak,kabul etmek .

To remember-ýatlamak,ýada salmak.

In time-wagtynda.

Right now-häzirin özünde,edil şu wagt.

For the present-häzirlilikçe özünde,bu saparlykça .

To sign –gol çekmek.

Here you are-Ynha alyň!

You ’ll have some tea with us ,won’t you – Siz biz bilen çay içersiňizmi?

This way,please – Baş üstüne,bu ýere.

TOPICAL VOCABULARY

Months:January,February,March,April,May,June,July,August,September,October,November,December.

The Days of the Week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

*e.g.*What is the date today?-Today is Friday, the seventeenth of March(or March the seventeenth)nineteenth eighty-four(Friday, March 17 th,1984)

What day is it?-it is Monday.

PHONETIC NOTES

1) Sözlemiň başynda ulanylanda,köplenç aýratyn özbaşdak intonosion(äheň) topary emele getirýär we ýokary galýan ton (heň) bilen aýdylýar. Mysal üçin:

Well,Mr White,| it’s → five o’clock .

2) Ýüzlenme sözlemler (exclamations) adatça aşak düşýän heň bilen sähelçe giňeldilen araçäkde aýdylýar. Mysal üçin:

Certainly!

3) Intonasion toparyň soňky basymly sözünüň yzyndan gelýän baglaýjy doly üýtgededik (peselmedik)görnüşde aýdylýar. Meselem: What can I do for you? |→w

Şu aşakdaky wagt aňladýan baglaýjy kömekçisiz ulanylýar.

Bellik: 3-nji ýöňkeme birlik sanda işligiň –(e)s suffiksi:çekimli we çekimsiz seslerden soň [z]-sees[si:z],builds[bildz]dymyk çekimlerden soň [s]

SPELLING RULES

-s,-ss,-sh,-ch,-x,-z, harplara gutarýan işlikler üçünji ýöňkeme birlik sanda –es [iz] goşulmany kabul edýärler: I pass-he passes;I teach-he teaches

Goes işliginde –“es”goşulma [z] diýip okalýar. I go-he goes [gouz]

-y harpa gutarýan hem-de şol harpyň önünden çekimsiz ses gelýän işlikler

-y harpy i harpy çalyşýarlar.we – es goşulma kabul edýärler: to study-he studies

Eger-de y harpyň önünde çekimli harp gelýän bolsa onda y harp üýtgemeyär:

To stay-he stays.

Translate into English

1. Men häzirligçe hiç zat edip bilemok. 2. Hiç kim hiç zat iýesi gelmeyär. 3. Men size nähili kömek edip bilerin? 4. Men size Ýekşenbede gelip bilerinmi? 5. Penşenbe hepdäniň başinji günü. 6. Meniň kiçi uýam häzir on ýaşynda. 7. Men häzirligçe inlisçe gürläp bilemok-Şeýlemi? 8. Gündüziniň haýyr jenap Sendford? Näme boldy? -Men siz bilen güleşip bilerinmi jenap Sendford? -Hawa, baş üstüne. 9. Bu söz näme aňladýar? 10. Men bir zada gol çekmelimi? - Ine, baş üstüne – Men nirä gol çekmeli? -Ine, şu ýere. 11. Biziň talyplarymyzyň köpüsi güýzde daýhan hojalygynda işleýär. 12. Siz

pionina çalyp bilýärsiňizmi? 13. Siz maňa okamaga bir zat berip bilersiňizmi? 14. Dördünji otagda kim işleýär? 15. Başynjy sahypany açyň hem-de teksti okaň. 16. Dokuzynjy sahypada hiçhili surat ýok. 17. Ene-atamyzyň otagynda kimdir biri barmy? 18. Meniň oglum iňlisçe köp goşgylary ýatdan bilýär. -Şeýlemi? 19. Onuň gyzy eýýäm okuwczy. -Şeýlemi? 20. Men size bu kitaby berip bilerin -Şeýlemi? 21. Anýa Duşenbede gelmeli. -Şeýlemi? 22. Biziň sapaklarymyz iýunda gutarýar. 23. Biziň maşgalamyzda hiç kim Şenbede işlemeýär.

VI. a) Make the following sentences interrogative and negative.

b) Ask one another questions on the following statements and answer them in the negative. Keep moving this exercise rapidly.

Model: Mr. White wants to see you.

Does Mr. White want to see me?

No, he doesn't.

1. Mr. White and Betty enter the room. 2. Mr. White wants to see Doctor Sandford. 3. You can sing this paper. 4. I know some of these names. 5. I can do something. 6. The walls of my room are light-green.

VII. Write questions to the words in bold type and let your fellow-student answer them. Observe the distribution of stress in the replies:

1. There are twelve months in year. 2. There are thirty days in June. 3. She is twelve. 4. My brother's friend can skate well. 5. He is a doctor. 6. We call it a bedroom. 7. I like to read English books. 8. It is the first of October. 9. It is Thursday. 10. On the right I can see a bookcase.

VIII. a) Form all possible questions to which the following sentences are the answer:

1. There are some newspapers on the desk. 2. We have tea at five o'clock. 3. I have two English lessons on Monday. 4. My parents live in Moscow. 5. My father is a doctor. 6. My father works at a

hospital. 7. He is forty-five. 8. All the members of my family read this paper. 9. I can come and see you on Friday. 10. You may sign this paper tomorrow.

b) Each sentence states a certain fact. Find some more details about it by asking questions. Work in pairs.

IX. Write in words and read:

9/IV 19468; 8/VII 1924; I/IX 1827; 12/X 1955; 4/1 1949 11/II 1918

X. Fill in *somebody (someone), anybody (anyone), nobody (no one), everybody (everyone), something, anything, nothing, everything*:

1. Is there ... on the desk? 2. The door is open. There must be ... at home. 3. There is ... wrong with my fountain-pen. It won't write. 4. A blind man cannot see 5. Is there ... in the room?—Yes, there is ... in it. 6. It is too dark here, I cannot see 7. If there is ... in the room you may turn off the light. 8. Can ... recite the poem? 9. We must do ... to help her. 10. Can I do ... for you? 11. There must be ... interesting in the book you read. 12. It is too dark, I can't see ... on the blackboard. May I turn on the light? 13. We can work in Room No. 20. There is ... there . 14. Let's go there at once. I want to see ... with my own eyes. 15. May I come to see you tonight? I've got ... to tell you. 16. Bob is one of our best students, ... knows him. 17. Must we learn ... by heart?—No, you needn't . You must only prepare the poem for test reading . 18. There is ... interesting in this magazine. 19. Is ... away from the lesson?

XI. Fill in prepositions if necessary:

1. He must go to St. Petersburg ... spring. 2. We take our written exams ... January. 3. Our studies begin ... autumn. 4. What do you do ... Sunday? 5. All the students of our group will take part in the concert ... the eighth ... May. 6. May I ring you up ... the morning? 7. My elder brother is a doctor. He often comes ... home late ... night. 8. Is there anybody ... the Dean's office? 9. I must go and see him ... three o'clock ... Friday. 10. Listen ... the new text ... the laboratory. 11. Look ... the blackboard. Do you see any mistakes...

it? 12. Who is ... duty today? 13. Will you go ... the blackboard ? 14. You may go ... your palace. 15. ... the right ... the dining –table there is a cupboard.

XII. Fill in the definite or indefinite article if necessary:

1. There are three rooms and ... kitchen in her new flat. 2. My new dress is made of ... silk. 3. If you want to write something on ... blackboard , you must have ... piece of ... chalk. 4. Are there any students in ... Room No.12? 5. I have ...new English book. ... book is very interesting. 6. There is ... garden and ... lawn in front of her Institute. ... garden is not large, but it is very beautiful. 7. The students of your group must be in ... Room No.30. 8. Open ...book at page 29 and start reading. 9. May is ... fifth month of the year. 10. Saturday is ... seventh day of the week. 11. Sunday is ... day off.

XIII. Think of stimulating phrases to which those below could be the replies. Work in pairs.

1. Here you are. 2. Show her in, please. 3. Thank you, I'd be glad to. 4. Do they? 5. Are you? 6. Do, please. 7. Certainly. 8. Here, please.

XIV. Think of replies to the following questions and statements. Work in pairs:

1. Yes, Helen. What is it? 2. Good afternoon, Helen! 3. What can I do for you? 4. Sign this paper, please. 5. Let me see this book. 6. Have tea with us. 7. Thank you. 8. May I ring you up tonight?

XV. a) Respond to the following sentences as in the model below. Express surprise or doubt in your replies and add something to develop a situation.

Model: I don't like autumn. Don't you?

b) Continue the exercise suggesting your own verbal context:

1. I am very busy. 2. Tom is already ten. 3. You are late. 4. You have no mistakes in pronunciation. 5. I can't speak French well. 6. We must stay at home. 7. You may go home. 8. I live in a comfortable flat now. 9. My sister wants to study German. 10. They don't make

many mistakes in spelling. 11. We have got built-in furniture in the kitchen. 12. My girl-friend has got flu, I am afraid.

XVI. Use the following questions in indirect speech according to the given model. Make all the necessary changes.

Model: The teacher asks: "Do you know any English words?"

The teacher asks if we know any English words.

1. Tom asks: "Do you know English well?" 2. She asks: "Do you like to skate?" 3. My friends ask: "Are you free on Sunday?" 4. The student asks: "Have you any English books at home?" 5. She asks: "Do you want to read this book?" 6. The teacher asks: "Are there any mistakes in spelling on the blackboard?" 7. The student asks: "Are there any mistakes in my pronunciation?" 8. The teacher asks me: "Do you know any poem by heart?" 9. Mary asks me: "Do you know many English words?" 10. Betty asks Tom: "Must you go to the Institute today?" 11. The teacher asks the boy: "Is May a spring month?" 12. The students ask me: "Do you like our University?" 13. Mr. White asks Betty: "Is Doctor Sandfort in?" 14. The children ask Betty: "Do you play the piano?" 15. The teacher asks the boy: "Have you any brothers or sisters?" 16. The teacher asks the girls: "Can you spell the word 'white'?" 17. The boy asks his sister: "Do you see anything on the table?"

XVII. Make up short dialogues according to the given model. Use the following questions.

Model A: Do you know Helen?

B : What do you ask me?

A: I ask you if you know Helen.

C: What does A. ask you?

B: A. ask me if I know Helen.

1. Are you busy? 2. Are the lessons over? 3. Is he already twenty? 4. Are there any new words in Lesson Four? 5. Do you know the pronunciation of all the new words? 6. Is this translation difficult? 7. Do the students of your group work much at their English? 8. Who is

the monitor of your group? 9. Can you swim? 10. Must we finish this work today? 11. Are you fond of animals?

XVIII. a) Describe Mr. White's visit. Concentrate on the reported speech. B) Imagine you come to see your fellow-student to discuss certain items (points) of your homework. Make up a dialogue. c) Suggest a situation for your fellow-students to give it in the form of a dialogue.

XIX. Build short conversations. Use the vocabulary of this lesson and conversational phrases.

LESSON 11

Phonetics: Eýerjeňli goşma sözlemiň äheňleri.

Text: Dialogue

Grammar: Hallaryň deňeşdirme derejeleri. Geografik atlaryň öňünden mälim artikliň ulanylyşy.

'selibreit – selibreit in

Bellik. Gönükmäniň üstünde işläniňizde üns beriň:

1. Dört we ondan köp bogunly sözleriň okalyşyna. Olarda köplenç iki basym bolýar: esasy we kömekçi. Kömekçi basym sözüň başynda gelýär we [,] bellik goýulýar.
2. Köp bogunly düýp işliklerde basym birinji boguna düşýär.
3. [in _] goşma söz aýdylanda alveoyar ses dişaralyk sesiň öňünde gelende diş sesine öwrülýär.

TEXT DIALOGUE

Alex meets a group of foreign students.

Alex: **Excuse me**, what country are you from?

Voitek: I am from **Poland**.

Alex: Do you live in **Warsaw**?

Voitek: No, I don't. I live in a small town in the North of Poland. Let me **introduce** you to my friend Lucy.

Alex: **I am ever so glad to meet you.**

Voitek: Lucy is from **France**, from **Paris**. She is **French**. By the way, do you speak French?

Alex: I am afraid I don't. I speak only two foreign languages, English and **Spanish**. And I **prefer** to speak Spanish, as I know it much better than English.

Voitek: Oh, that's fine! Lucy speaks Spanish rather well. Her mother is from **South America**. **As for me** I can't speak Spanish but I understand nearly everything. Lucy and I are **penfriends**.

Alex: Would you like **to join** me and my fellow-students? We can have a good time together.
Voitek: That' d be lovely.
Alex: **Come on**, then.

VOCABULARY NOTES

foreign – daşary ýurt; **foreign language** – daşary ýurt dili.

Excuse me! Bagyşlaň. (Apology used before troubling somebody). e.g. Excuse me! May I ask you a question? Excuse my back! (Meniň size arkamy öwrüp duranym (oturanym) üçin bagyşlaň.

Sorry! (I beg your) pardon! (Apology used after doing smth. wrong). e.g. Sorry I didn't mean to hurt you. Mind: **Sorry! Pardon.** (Asking to repeat smth). e.g. Sorry! (Pardon). Which street did you say?

introduce. v.t. girizmek. e.g. He introduced a new method of working.

to introduce smb. to smb. Birini başga birine tanyşdyrmak. e.g. Will you introduce me to your sister? Let me introduce myself. (Note **to acquaint** smb. **with** smb. (or smth). Birini başga biri ýa-da bir zat bilen tanyşdyrmak. e.g. Mr. Hill acquainted Eric with his work, **to get acquainted with** smb. biri bilen tanyşmak. Syn. **to meet** (col). We acquainted last year. This is John Smith, Ann. – Oh, glad to meet you. I've heard so much about you. Meet my sister Helen. **I am ever so glad to meet you.** Men siz bilen tanyşanyňa örän şat.

prefer – gowy görmek, ileri tutmak, makul bilmek

as for me – men hakda aýdylanda

pen-friends – hat ýazyşma boýunça dostlar

to join smb. – birine goşulyşmak

come on - ýör gideli

TOPICAL VOCABULARY

Cardinal points: the North, the South, the West, the East.

Continents: Europe, Asia, Africa, America, Australia, the Antarctic.

Oceans: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean.

Seas: the Black Sea, the Baltic Sea.

Rivers: the Volga, the Thames [temz], the Mississippi,

Islands: Great Britain, Ireland.

Chains of mountains: the Urals, the Alps.

The Commonwealth of Independent States (CIS) consists of former Soviet Republics.

They are: Russia (Moscow), Ukraine (Kiev), Belarus (Minsk), Uzbekistan (Tashkent), Kazak(h)stan (Astana), Georgia (Tbilisi), Azerbaidzan (Baku), Moldova (Kishinev), Kirghizia (Bishkek), Tadzhiakistan (Dushanbe), Armenia (Yereven).

Countries	Capitals	Languages	Nationalities
Bulgaria	Sofia	Bulgarian	the Bulgarians
Czechia	Prague	Czech	the Czechs
Slovakia	Bratislava	Slovak	the Slovaks
Cuba [ˈkju:ba]	Havana	Spanish	the Cubans (a Cuban)
Germany	Boon [bu:n]	German	the Germans (a German)
Hungary	Budapest	Hungarian	the Hungarians (a Hungarian)
Mongolia	Ulan Bator	Mongolian	the Mongolians (a Mongolian)
Poland	Warsaw [ˈwo:so:]	Polish	the Poles (a Pole)

R(o)mania [ru:'meinja]	Bucharest [ˈbu:karest]	Rumanian	the Rumanians (a Rumanian)
Viet Nam [ˈvjetˈna:m]	Hanoi [haːnoi]	Viet-Nameese	the Viet-Nameese (a Viet-Nameese)
Austria	Vienna [viˈena]	German	the Austrians (an Austrian)
Belgium	Brussels	Flemish	the Belgians (a Belgian)
Canada	Ottawa	French, English	the Canadians (a Canadian)
Denmark [ˈdenma:k]	Copenhagen	Danish	the Danes (a Dane)
Finland [ˈfinland]	Helsinki [ˈhelsinki]	Finnish	the Finns (a Finn)
France [fra:ns]	Paris	French	the French (a Frenchman) (-woman)
Great Britain [ˈgreit ˈbritn]	London	English	the English (an Englishman (-woman)
Greece [gri:s]	Athens	Greek	the Greeks (a Greek)
the Netherlands (Holland)	Amsterdam	Dutch	the Dutch (a Dutchman) (-woman)

Countries	Capitals	Languages	Nationalities
India [i'mdja]	Delhi ['deli]	Hindi	the Indians (an Indian)
Italy [itali]	Rome	Italian	the Italians (an Italian)
Japan [dja'pan]	Tokyo	Japanese	the Japanese (a Japanese)
Norway ['no:wei]	Oslo	Norwegian	the Norwegians (a Norwegian)
Spain [spein]	Madrid [ma'drid]	Spanish	the Spanish (a Spaniard)
Sweden ['swi:dn]	Stockholm	Swedish	the Swedes (a Swede)
the United States of America	Washington	English	the Americans (an American)

Bellikler. 1. Milleti aňladýan, atlaşýan syptlaryň ulanylyşy. Käbir syptlar iňlis dilinde adyň funksiýasynda gelip bilýär. Şeýle ýagdaýda olar adyň morfologik häsiýetlerine geçýärler: birlik we köplük sanda bolmak, artikilleri kabul etmek, eýelik düşümde gelmek, ýanynda aýyrgyç bolmak ýaly mysallar bolup biler.

Yzyna an, -ian goşulan milleti aňladýan iňlis syptlary hem at hökmünde ulanylyp bilýärler. At görnüşde ulanylanda olar atlaryň hemme morfologik häsiýetlerini özüne alýarlar. Meselem: a Persian book – parsça kitap, a Persian – pars adam, the Persians – parslar, that Persian’s report – ol parsyň doklady.

Milleti aňladýan predikativ hökmünde adatça sypt ulanylýar, atlar seýrek ulanylýar: She is not English, she is Russian. She is not English woman, she is Russian.

Yzyna **ese**, **ess** goşulýan we milleti aňladýan sypatlar at funksiýada gelende şol milletden bolan aýratyn adamy aňladanda nämälim artikl (a Japanese), bütin milleti aňladanda mälim artikl (the Japanese) ulanylýar. Emma bu atlaryň yzyna köplük sanyň goşulmasy ýa-da eýelik düşümiň goşulmasy goşulmaýar: several Japanese – birnäçe Ýapon adamlar, that Japanese’ daughter – ol Ýapon adamyň gyzy.

Yzyna **ish**, **ch** goşulan we milleti aňladýan sypatlar at funksiýada gelende hemişe mälim artikl bilen ulanylýar we köplük sanda gelyär, emma – s goşulmany kabul etmeyär. Olar bütinleý milleti aňlatmak üçin ulanylýar. The English – iňlisler.

Şol milletiň aýratyn wekillerini aňlatmak üçin yzyna man, woman, men, women atlary goşulan sypatlardan ýasalan goşma atlar ulanylýar: an Englishman, an Englishwoman, two Englishmen...

2. Birnäçe ýurtlaryň, okeanlaryň, deňizleriň, derýalaryň, dag ulgamlarynyň atlary mälim artikl bilen ulanylýar: the united States of America, the Caucasus, the Crimea.

PHONETIC NOTES

Eýerjeňli goşma sözlemiň äheňi.

Eýerjeň sözlemiň öňünden gelyän baş sözlem gutarnykly many aňladyşyna baglylykda aşak düşýän we ýokary galýan äheň bilen aýdylyp biler. Meselem:

I prefer to speak Spanish, as I know it much better than English. Eýerjeň sözlemde düşündiriş berlenligi sebäpli baş sözlem gutarnykly many aňlatmaýar.

Emma birnäçe ýagdaýlarda eýerjeňli goşma sözlemler bir sintagmany emele getirýär. Meselem: I don’t think he is right.

Baş sözlemiň öňünden gelyän eýerjeň sözlem adatça gutarnykly many aňlatmaýar we ýokary galýan äheň bilen aýdylýar. Meselem: When it gets dark Ashgabat looks especially beautiful because of its splendid illuminations.

STUDY THE FOLLOWING

Table № 1

Degrees of comparison of adverbs The Positive Degree

a)

Alex	plays tennis speaks English sings	well badly beautifully
------	---	---

The Comparative Degree

b)

Alex	plays tennis speaks English sings	much ¹	better worse more beautifully	than	his friend his fellow student his school mates
------	---	-------------------	--	------	--

The Superlative Degree

c)

Alex	plays tennis speaks English sings	best worst most beautifully	of all
------	---	--	--------

SPELLING RULES

Soňy –y harpyna gutarýan sypatlaryň yzyna –ly goşulyp hal ýasalanda –y harpy –i harpa çalyşýar – easy – easily, happy – happily, gaý – gaily.

¹ Hallaryň deňeşdirme derejesi much ýa-da far sözleriň goşulmagy bilen güýçlendirilip biler.

Memory Work:
Roadways
By John Mansfield

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

One road leads to the river
As it goes singing slow.
My road leads to shipping
Where the bronzed sailors go.

My road calls me, lures me
West, east, south and north,
Most roads lead men homewards
My road leads me forth.

EXERCISES

I. Study Substitution Table No. 1 and compose as many sentences as you can.

II. Copy and transcribe the following words. Mark primary and secondary stresses and read the words aloud:

Anniversary, demonstration, revolution, illumination, the Mississippi, nationality, Japanese, explanation, celebration, invitation, assimilation, conversation, congratulation, palatalization.

III. a) The material below is to be prepared for reading. Mark the stresses and tunes. Concentrate your attention on sounds; b) Let your fellow-student read the exercise aloud for you to detect

his possible errors in sounds. Tell him what must be done to eliminate them:

- [o:] 1. George was born in August.
2. I saw more than forty horses.
3. Her naughty daughter Maud is at fault.
4. Of all the saws I ever saw, I never saw a saw as that saw saws.

- [d] 1. Julius was jealous.
2. Jane, Jim and George Jones.
3 John, put the orange juice into the fridge.
4. A journalist made a journey over Japan.

IV. Before you start working at the text practise the sounds in the following words and word combinations:

1. [e] —November, eleventh, seventh, celebrate, gets, guests, red, let, French, pen-friends, fellow, members;

[a:] — part, march, dark, park, France, party, mark;

[\$:] — revolution, demonstration, illuminations, English, Spanish;

[O:] — Warsaw, small, North.

2. a) Alveolars replaced by dentals: is the eleventh, on_the seventh, is_the greatest, in the parks, and the guests, on this day, in the history, is he birthday.

b) Loss of plosion: take part, what country, good time.

c) No voicing before voiced consonants: this day, gets dark, much better.

d) No glottal stop: the anniversary, the illumination, from all, let me introduce you, better than English, but I understand, nearly everything, Lucy and I, come on.

V. a) Listen to the dialogue. Mark the stresses and tunes, b) Practise the dialogue for test reading. Listen to it very carefully until you can say it in exactly the same way. c) Memorize and dramatize it.

VI. Give the degrees of comparison of the following adverbs and transcribe them:

Slowly, fast, hard, badly, much, well, early, far, near, often, late, quietly, easily, little, warmly, seriously, comfortably, quickly.

VII. a) Put the adverbs in brackets in the correct place:

1. (never) Alex is late for his classes. 2. (usually) He has dinner at two o'clock. 3. (seldom) I go to bed before twelve o'clock. 4. (often) I speak Spanish with my mother. 5. (always) He works in the lab after his lessons. 6. (still) Do you think that she is ill? 7. (already) I think she is at home. 8. (sometimes) I see him in the library.

XIV. Fill in the definite or indefinite article if necessary:

1.... Turkmenistan occupies ... northern part of Middle Asia. 2. ... climate of ... southern part of ... Turkmenistan is hot. 3. This summer was ... true Turkmen summer with severe heat. 4. It is warm all ... year round in... Turkmenistan. 6.... best way to know and understand ... people of other countries is to meet them in their own home. 7. Is Australia ... island or ... continent? 8. ... Black sea is in ...south. 9. There are six continents in ... world, aren't there? 10. ... distance between Caspian Sea and ... Amu Darya is over 1000 km.

XIII. Fill in prepositions if necessary:

1. When we go ... foreign countries we see and learn a lot ... things. 2. She says she likes to go ... the Caucasus ... winter. 3. Japan is a country ... the western part ... the Pacific Ocean. It consists ... many islands, large and small. Some ... them are only a few miles long. 4. The Crimea is ... the South ... Russia. 5. My sister lives ... the Far East. 6. The Baltic Sea is ... the West. 7. Show us the longest river ... Russia ... the map. 8. Slovakia is ... the centre ... Europe

XIV. Fill in the definite or indefinite article if necessary:

1... Russia occupies ... eastern half of ... Europe and ... northern third ... of Asia. 2. ... climate of ... northern part of ... Russia is severe. 3. In ... European part of ... Russia ... summer is warm and sunny. 4. This winter is ... true Russian winter with hard frosts. 5. It is warm all ... year round in ... Crimea and ... Caucasus. 6.... Commonwealth of Independent States is one of ... biggest countries of ... whole world. 7. Tbilisi is ... capital of ... Georgia. 8. I want to go to ... Astana some day. 9. ... best way to know and understand ... a person of other countries is to meet them in their own homes. 10. Is Australia ... island or ... continent? 11 ... Black Sea is in ... South. 12. There are six continents in ... world, aren't there? 13. France is to ... northwest of Italy

XV. Let the members of the class ask and answer questions as in the models. Give a short answer and add a sentence of your own using adverbs in the comparative and the superlative degree.

Model 1: Does she speak Spanish more fluently than her friend? Oh yes, she does. Of all the students in our group she speaks most fluently.

Model 2: He doesn't go to bed later than you, does he? No, he doesn't. He goes to bed earliest of all, (or. But he does. He goes to bed latest of all.)

XVI. Form questions to the following statements:

1. Turkmenistan is a very large country. 2. There are many nationalities in Turkmenistan. 3. Summer is very hot in our country. 4. There are several rivers and artificial lakes in Turkmenistan.

At the map of the world.

There are six continents in the world: they are Asia, Africa, America, Australia, and Antarctica. Continents are parts of the earth's surface that forms one of the great dry land masses of the world. It usually has extensive plains or plateaus and is surrounded or nearly surrounded by water. The continents of the world are: Asia

(44.009.000 sq.km); Africa (30.251.000 sq.km); America (17.832 sq.km); Antarctica (14.000.000 sq.km) Europe (10.445 sq.km) and Australia (7.713.000 sq.km).

Technically, Europe is not a continent, but a peninsula of Asia. It is part of what may be called the Eurasian continent which has a total area of 54 mln.sq.kms.

There are five oceans in the world: Pacific Ocean, Atlantic Ocean, Indian Ocean and Arctic Ocean.

The Pacific Ocean is the largest among others. It's territory is 181 mln square kilometers. It stretches 24.000 kms from America border on the east to Asia and Australia in the west.

Ocean is the great body of water that covers more than 70% of the earth's surface. The ocean contains 97% of all the water on the earth. The ocean serves as a source of food, energy, and minerals. The ocean helps keep the earth's climate healthful by regulating the air temperature and by supplying the moisture for rainfall.

There are 231 countries and hundreds of seas in the world. The largest countries are Russia, Canada, USA, China, the Ukraine, Brazil, Kazakhstan, India, and some others. The largest seas are the Filipina, the Mediterranean, the Baltic, the Norwegian, the Black, the Caspian and others.

Our country Turkmenistan is situated in the Central Asia between the Caspian Sea in the west and the Amu-Darya in the east. It occupies the territory of 191.2 thousand sq.km. it's population is over 6.4 mln people.

The most part of Turkmenistan (4/5 part) is occupied by the Garagum desert. It is one of the largest deserts in the world. Garagum desert occupies the third place after Sahara desert in Africa and Gobi in China. Turkmenistan borders with Iran and Afghanistan in the south, Uzbekistan and Kazakhstan in the north and north –east, Azerbaijan and Russia in the west through the Caspian Sea.

XVII. a) Translate into Turkmen.

b) Write out the names of continents, oceans, seas and rivers in the text and learn them.

c) Explain the meaning of the following words and word combinations in English: Continent, plain, plateau, peninsula, to border, body of water, dry land mass, moisture.

d) Retell the text.

XVIII. Answer the following questions:

1. How many oceans can you see on the map? What are they? 2. Is the Pacific the largest ocean in the world? 3. Which is the largest ocean in the world? 4. Does the Pacific Ocean wash Western Europe? 5. Which ocean washes Western Europe? 6. Which ocean washes the northern part of Europe? 7. Which ocean washes Eastern Asia? 8. What two American continents do you know? 9. What other continents do you know? 10. Is Australia a continent or an island? 11. Is Ireland an island or a continent? 12. The Alps are higher than the Urals, aren't they? 13. What are the highest mountains in Europe? 14. The Mississippi is the longest river in the world, isn't it? 15. Is the Thames as long as the Mississippi? 16. Which is the longest river in the world? 17. Is the Black Sea in the South? 18. Is the Baltic Sea in the South too? Where is it? 19. Is the White Sea in the North or in the South? 20. Is the United States in North or in South America? 21. Is Japan in the West or in the East? 22. What other countries does Turkmenistan border with? 23. What is the capital of Turkmenistan? 24. What great desert is situated in Turkmenistan?

XIX. Look at the map of the world, show and name all the continents, oceans, seas, countries and other geographical names you know.

XX. Make up short dialogues on the topic: "At the Map of the World". Use conversational phrases.

XXI. Change the following sentences from direct into indirect speech:

1. The pupil asks: "Is the United States in North America?" 2. The student asks: "Is the Volga longer than the Thames?" 3. The pupil

asks: "Is the Thames as long as the Volga?" 4. My friend asks me: "Is the Baltic Sea cold?" 5. The teacher asks: "Is Budapest in Hungary?" 6. The teacher says: "The Indian Ocean is warmer than the Arctic Ocean." 7. Betty says: "My father speaks two foreign languages: German and French." 8. The teacher says: "London is the capital of Great Britain." 9. The teacher says: "Betty speaks German better than Mary." 10. My friend asks: "Does Mary speak Italian?" 11. My mother asks: "Does Helen know any foreign languages?" 12. The teacher says: "Japanese is a difficult language." 13. The student asks: "Is Japanese more difficult than Turkmenistan?" 14. The pupil asks: "Is Prague the capital of Czechia?" 15. The teacher asks me: "Can you spell the word 'Mississippi'?"

XXII. a) Form sentences on the model using the following words and word combinations.

Model: He wants to take part in **this work**.

the game, the play, the football match, demonstration, concert, discussion.

b) Make the same sentences negative.

XXIII. a) Fill in much better.

1. He knows French ... than German. 2. He can do it ... than she. 3. He writes dictations ... than his friends.

b) Give sentences of your own using the same model

XXIV. Replace the part of the model in bold type by the following:

Model1: Let me introduce you to **my friends**.

my mother, my teacher, my sister, my cousin, my father-in-law.

Model2: I am ever so glad **to meet you**.

to see you, to listen to you, to do it for you, to join you.

Model3: Would you join **my fellow-students?**

our group, my friends, our company, my family.

Model4: What's his (her, their) nationality?

He is (a) Turkmen.

Greek, Armenian, English, ...

Model5: The Turkmens live in Turkmenistan.

Poland, England, Spain, France,

Model6: What country (republic) are you (she, they) from?

I come (am) from Turkey. Azerbaijan, Iran, India.

XXV. Translate the following sentences into English.

1. Baýram günleri Aşgabat aýratyn hem owadan. 2. 8-nji mart adaty halkara baýram günümi? 3. Siz täze ýyly bile garşylasyňyz gelýärmí? 4. Belli aýdymçy biziň bäsdeşligimize gatnaşýar. 5. Meniň otagymyň penjiresinden görnüş örän owadan. 6. Garaňky düşende adamlar illýuminasiýa görmek üçin köçä çykýarlar. 7. Baýram günleri Aşgabada köp daşary ýurtly myhmanlar gelýärler. Olar şäherde gezelnç edýärler we türkmenler bilen gürleşýärler. 8. Siz biziň inlis klubymyzyň işine gatnaşýarsyňyzmy? 9. Biziň toparymyzda Türkmenistanyň dürli şäherlerinden gelip okaýan talyplar bar. 10. Meniň joram nemes dilini menden gowurak bilýär. 11. Ol parsça ýaramaz gepleşýär, emma hemme sözlere diýen ýaly düşünyär. 12. Seniň joraň haýsy daşary ýurt dilinde gepleýär? 13. Sizi meniň ejem bilen tanyşdyrmaga rugsat ediň. 14. Men penjiräniň ýanynda inçe, uzyn boýly, gara saçly gyzy görýärim. Milleti boýunça oňa kimdir öýdýärsiňiz? Men onuň Özbek gyzydygyny bilýärim. 15. Men Aşgabatda doguldym.

XXVI Speak on the following:

1. The map of the world. 2. The country you find interesting. 3. My favorite holiday.

ADDITIONAL PHONETIC EXERCISES

Read the exercises several times before the mirror.

Record your reading and listen to it. Detect your errors.

3. Listen to your fellow-student reading the exercises. Detect his errors in sounds and intonation and tell him what he must do to get rid of them:

LESSON 12

Grammar: The Present Continuous Tense. Special Questions in Indirect Speech. Imperative Sentences in Indirect Speech.

Texts: 1.Meals. 2. In the Canteen

STUDY THE FOLLOWING

Table No. 1

The Present Continuous Tense

I	am(not)	speaking English
He My cousin Her brother	is(not)	writing a letter playing the piano walking fast
We You The girls	are (not)	reading a newspaper playing a football

Is	his wife their friend her mother	working in the garden? writing anything? standing at the window?
Are	the students the children	reading exercises? working in the room?

Table No. 2

He My friend Our teacher	Asks (me)	where my parents live why I am late where my father works what newspaper I read
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Table No.3
IMPERATIVE SENTENCES IN INDIRECT SPEECH

He She Father	asks me tells me	to wait for him to do it at once
You They The girls	ask me tell me	not to go there alone not to say there any longer

SPELLING RULES

The following spelling rules should be observed in the formation of Participle I:

1. The mute **-e** is dropped before adding the suffix **-ing**: to take-taking
2. The final consonant is doubled (before the suffix **-ing**) if it is preceded by a vowel expressing a short stressed sound: to get -getting.
3. The final **-l** is doubled if it is preceded by a vowel expressing a short sound : to travel-travelling.
4. In the verbs *to die*, *to lie* and *to tie* the letters **ie** are replaced by **y** before the suffix **-ing**: to die-dying, to lie-lying, to tie-tying.
5. The final **-y** is not changed before adding the suffix **-ing** no matter whether it is preceded by a consonant or by a vowel: to say-saying, to dry-drying.
6. The letter **r** is doubled if the final syllable is stressed: prefer-preferring; but: 'offer-'offering

GRAMMAR EXERCISES

I. Study Substitution Table No.1 and compose as many sentences as you can.

II. Write and transcribe the first participle of the following verbs:

give, take, begin, buy, pay, say, listen, write, stay, leave, go, come, dine, put, pass, talk, work, get, sit. look, forget, hurry, study, travel, have, taste, prefer, bring, offer, add.

III. Give the verb in the following sentences in the Present Continuous:

1. He (to read) newspapers. 2.1 (to work) hard at my English. 3. She (to sit) at the window and (to look) at the sea. 4.1 (to prepare) my homework. 5. They all (to work) at the laboratory. 6. I (to write) letters to my cousins. 7.1 (to have) breakfast with my family. 8. We (not to go) to the Institute. 9. He (to come) home. 10. Mr. Smith (not to give) a lesson.

IV. a) Answer the question *What are you doing?* imagining that you are:

1. at an English lesson; 2. at a lecture; 3. in the corridor; 4. in the street; 5. in the garden; 6. in the metro; 7. in the forest; 8. in the dining-room; 9. in the water; 10. in the kitchen; 11. in the bathroom.

b) Answer the same question about your fellow student.

V. Give the following sentences in indirect speech, make the necessary changes:

1. My father says: 'Why don't you read English newspapers?' 2. Maggy says: 'Why are you looking at me in that way?' 3. My teacher says: 'You've got a number of mistakes in your translation.' 4. She says: 'What are you going to be when you leave the Institute.' 5.1 say: 'I'm sure I am going to be a teacher.' 6. He says: 'Italy is in the South of Europe.' 7. My cousin says: 'When are you coming to see us?' 8. She says: 'I like the poem. I am going to learn it by heart.' 9. Mother says: 'Don't be late for dinner.' 10. Our teacher says: 'You must work more systematically.' 11. They say: 'Don't stay here any longer. It is getting dark.' 12. The girl says: 'We have a lot of English books at home.' 13. The child says: 'What are you doing?' 14. The mother says: 'Why are you crying? Come up to me.' 15. The boys say: 'We

want to help you, father.' 16. Mr. Smith says: 'Have dinner with us.'
17. The mother says: 'Eat up your porridge, children.' 18. The teacher
says: 'Find the Thames on the map, Mike.' 19. They say: 'Don't make
so much noise, John. The baby is asleep.'

TEXT 1

MEALS

The Smiths are in their dining-room. There are five of them: Mr. Smith, the head of the family, Mrs. Smith, his wife, and their children: John, Ann and Kitty. They are having **breakfast**. Mrs. Smith is putting some **cornflakes** on the boy's plate. The elder daughter is passing the **sugar** to her father.

Mrs. Smith: Will you have sugar on your cornflakes, John?
John: Oh, no, **Mum**, thank you. **I'd like** some **more** milk instead.

Mr. Smith: Why aren't you eating anything, Kitty? You are so **slow**. Look, Ann is already finishing her cornflakes.

Kitty: I don't like cornflakes. I'm just **thirsty**. Give me some tea and cakes, Mum.

Mrs. Smith: Now, be a good girl, Kitty. Have some more cornflakes. **We're going to** have bacon and eggs, and then you'll get your tea with **toast** and marmalade.

Mr. Smith: Could you give me a little more cornflakes, dear?

Mrs. Smith: Just a moment. (Mrs. Smith passes him his plate.)

What about bacon and eggs? Will you have some?

Mr. Smith: Sure. And then a nice strong cup of tea. I'm afraid I must **leave** in a quarter of an hour or so.

The father is already having his cup of tea while the children are still talking over their cornflakes.

TEXT 2 IN THE CANTEEN

Ann: I think, it's high time to have a bite. I am hungry.

Bob: So am I. See you are ready to go down to the canteen; I am just finishing this article. Will you wait a minute, please? Ann: Yes, hurry up, then.

Bob: I wonder if there is anything to your taste on the menu.

Ann: Oh, yes, all kinds of things. Let's have some soup, clear soup, perhaps?

Bob: I don't think I'll have any soup today. I'd like some salad to begin with.

Ann: Will you have mixed salad, chops and mashed potatoes?

Bob: Why, yes of course. What do you say to a bottle of beer?

Ann: No beer, thanks. I prefer a glass of soda-water or just a cup of tea.

Bob: All right. Tea then. Will you pass me the mustard, please?

Ann: Here you are. As for me. I never take mustard or pepper.

Bob: You don't say so!

Ann: Look! The waitress is already bringing our tea. Bob: We want neither ham nor sausage, do we?

Ann: No. ham as well as sausage is out of the question. I'd like some fruit, apples or oranges. Bob: Yes, but I'm afraid you forget about the meeting of our English club. We must leave at once to be in time for the beginning of the discussion.

Ann: Right you are. Let's pay for the dinner and be off.

VOCABULARY NOTES

Meal *n* nahar; **to have a meal** naharlanmak, *e.g.* We usually have four meals a day: breakfast, lunch, dinner and supper.

Breakfast *n.* ertirlik; **to have breakfast (dinner, supper)** (no article!) ertirlik iymek, giinortanlyk iymek, agşamlyk iymek, *e.g.* Dinner is ready. Have dinner with us.

Corflakes patrak

Mum=Mummy eje; Cf. Dad=Daddy

I'd (should) like (to do smth.) Men.... isleyarin.

More, another, still correspond to the Turkmen „yene-de, heniz“/

The pronouns **more** and

another are used with nouns. **More** is used both with countables in the plural and uncountables:

more books, **more** sugar; **another** is used only with countables in the singular: **another** book,

another student. Cf. **More** tea, but **another** cup of tea. **Still** is used with verbs. It is often

translated into Turkmen „entak, heniz“, e.g. It is still raining. He is still at home.

Slow *adj* hayal, e.g. You are very slow. **Slowly** *adv* hayal, e.g. You speak very slowly.

To be going to hyýallanmak""

Toast ot-da saklanan çörek bolegi

What about...?barada näme pikir edýañ?

Leave (for) (left, left) 1. gitmek, ugramak, e.g. He is leaving Moscow for Kiev. He is leaving for London. He is leaving in half an hour. Ant. **Stay** v. galmak, e.g. The children stay at home as it is raining. 2. galdyrmak. yadyndan cykarmak, e.g. Don't leave your exercise-book at home. Cf. Don't forget my address. Don't forget to open the window. **It is high time (to do smth.)** ... bir eyyam wagty boldy **To have bite** garbanmak

Hungry *adj*. Aç; as a hungry dog, a hungry child: **to be hungry** alykmak, e.g I am hungry. I am going to the canteen, **hunger** n. açlyk I am hungry. **So am I.** — The word combination **So am (do, can...)** **I** is used as a reply to an affirmative sentence. **Neither am (do, can...)** **I** is used after negative sentence, e.g. I am reading. So am I. Men hem. I prefer a cup of tea. So do I. I can do it. So can I. I am not writing. Neither am I. I don't like this salad. Neither does my sister. He can't translate this sentence. Neither can I. The subject is at the end of the phrase and is stressed: 'So do T.

Wait v. garaşmak **to wait for (smb., smth.)**, e.g. We are waiting for a taxi. **Waiter (waitress)** n.

hyzmatkar oglan (hyzmatkar gyz). Syn. to expect

Hurry v. howlukumak e.g. We are hurrying to the laboratory. **Hurry up!** Çaltlaş! e.g. Hurry up, it's already 8 o'clock.

Taste n. tagam e.g. You must know her taste if you want to buy her a present, **to one's taste** biriniñ islegine. Proverb: Tastes differ, **taste v.**

1. datmak e.g. Will you taste my porridge? 2. tagamy bar. e.g. The pie tastes very sweet, **tasty adj.** tagamly **To begin with** birinjiden

What do you say to... ? hakynda name pikir edýärsiñiz?

You donT say so! Şeýlemi?

Neither...nor ne-nede In sentences with **neither....nor** the verb is used in the affirmative form and agrees with the second noun in number and person, e.g. Neither Charjyev nor Meredov knows the answer to my question. We have neither bread nor meat in the house. Please go and buy some.

It is out of the question. Bu hakynda gürrüñ hem bolup bilmez. e.g. Going to the forest now is out of the question, it's too dark.

Discussion n. gürrüñ **discuss v.** ara alyp maslahatlaşmak e.g. They are discussing a book by Mark Twain.

TOPICAL VOCABULARY

breakfast, lunch, dinner, supper; first course, second course, dessert; for the first (second) course a plate, a glass, a cup. a saucer, a tea-pot. a kettle, a fork, a spoon, a knife bread, meat, fish, butter, eggs, cheese, sugar, sausage, bacon, herring

potatoes, tomatoes, carrots, cabbage, cucumbers, beets, peas salt, mustard, pepper

water, milk, tea, coffee, cocoa, beer, wine, fruit-juice, honey

soup (clear soup, cabbage soup, pea soup(, porridge, macaroni, salad (mixed salad), mashed potatoes, fried potatoes, chops, cutlets, beefsteak, chicken, goose pudding, cake, sweets, pie, ice-cream, jam, jelly, stewed fruit

apples, pears, plums, oranges, tangerines, grapes, bananas, berries, cherries, peaches, nuts to have (to eat, to drink), to dine, to cook, to fry, to boil, to taste, to prefer . to lay the table, to sit down to table, to be (to sit) at table, to clear the table, |to take away the dirty dishes);

Help yourself to (smth., some food); Have some more; No more, thank you!

EXERCISES

I. Transcribe the following words and explain the reading rules:

a) porridge, salt, already, thirsty, bacon, marmalade, father, meals, dining-room, dinner, passing, butter, sweets, spoon, husband, afraid, Smith, moment, about, leave, talking, another;

b) thin, think, bite, hungry, just, article, canteen, please, kind, chop, glass, mustard, pepper, pass, use, sausage, apple, right, discussion, off, mashed

II. Copy out of the texts the words: a) with the digraphs *ee*, *ea*; b) with the third type of syllable (vowel + r); c) with the first type of syllable (open syllable)

III.a) The material below is to be prepared for reading. Mark the stresses and tunes. Concentrate your attention on sounds, b) Let your fellow-student read the sentences aloud for you to detect his errors in sounds and tell him what must be done to get the sounds right:

1. [u] The cook took a good look at the cookery book.

It's good he could go on foot.

A good beginning makes a good ending.

2. [w] Everywhere we saw the white snow.

William was not very willing to wait.

Didn't this waiter work in Washington last winter?

No sweet without some sweat.

Where there is a will there is a way.

3. [w :] Her work grows worse and worse.

4. [w-v] William always wears a very warm woolen vest in winter; Victor, however, will never wear woolen underwear, even in the Wild West.

IV. a) Read the following sentences, pay attention to the intonation of the word *please* in them:

1. Please bring me that newspaper. 2. Please pronounce the sentence once more! 3. Please tell me your name. 4. Please take some salad for me. 5. Please show me the Caucasus on the map! 6. Will you please come up to me? 7. Will you please pass me the book? 8. Will you please turn on the cassette-recorder? 9. Will you please say it again? 10. Stand up, please! 11. Stop talking, please! 12. Step aside, please! 13. Help yourself to some pie, please.

b) Address one another with some request using the word *please* at the beginning, in the middle and at the end of the phrases and respond it.

IV. Read the following sentences, mark the stresses and tunes and picture them on the staves:

1. You are wrong, I am afraid. 2. As for me, I prefer bananas to tangerines. 3. Well, she says, it's time to have a bite. 4. As far as I know, Japanese is more difficult than Spanish. 5. Tastes differ, he says. 6. To tell you the truth, I don't like this beefsteak. 7. Besides, I'd like to be in time for the beginning of the party.

V. a) Read the following compound nouns. Don't stress the second element:

A dining-room, a looking-glass, a blackboard, a fountain-pen, a bathroom, a bedroom, a reading-hall, a smoking-car, a dress-maker.

b) Give your own examples of compound nouns and compound adjectives. Keep in mind the distribution of word stress in them.

VI. Answer the following questions.

A. 1. What is the family doing in the room? 2. What is Mrs. Smith doing? 3. What is the elder daughter passing to her father? 4. Does

John like sugar on his cornflakes? 5. What does he prefer on his cornflakes? 5. Who is already finishing his cornflakes? 6. Who doesn't like cornflakes? 7. What does Kitty, the little girl, want? 7. What does Mr. Smith ask his wife to give him? 8. What does Mrs. Smith ask her elder daughter to do? 9. What are the children doing while their father is having his tea?

B. 1. Where do the two friends go? 2. What do they take for dinner? 3. Why do they go to the canteen? 4. Do they always take soup for dinner? 5. Where do the friends hurry? 6. Why must they leave at once?

C. What time do you have breakfast? 2. What do you have for breakfast? 3. Will you describe your breakfast? 4. Where do you usually have dinner? 5. Why do you have dinner at home? 6. What do you usually have for the first course (for the second course, for dessert) ? 7. What time do you usually have dinner? 8. Who cooks meals in your family? 9. Can you cook? 10. What time do you have dinner on Sunday? 11. Will you describe your Sunday dinner? 12. Do you have supper late? 13. Why don't you have supper late? 14. Do you like vegetables? 15. What vegetables do you like? 16. What soup do you like best? 17. What kind of salad do you like? 18. What kind of fruit do you buy in summer (in winter) in your city? 19. How do you lay the table?

VII. Write the interrogative and negative forms of the following sentences:

A. 1. They are having breakfast. 2. Mrs. Smith is putting some porridge on the boy's plate. 3. Ann is finishing her porridge. 4. Mrs. Smith is passing a plate to her husband. 5. The children are talking over their porridge. 7. The girl is coming into the room.

B. 1. I am finishing this article. 2. I prefer a glass of soda-water. 3. The waitress is already bringing in our tea. 4. The boy is writing a letter to his parents. 5. My cousin is leaving tomorrow.

VIII. a) Let the members of the class ask and answer questions as in the model. Give a short answer using contracted forms and add a sentence of your own in the Present Continuous.

Model: Is your teacher writing a letter?
No, he isn't. He's speaking English.

b) Respond to the negative sentence of your own fellow-student as in the model. Use contracted forms in speech. Work in pairs.

Model: The pupils aren't playing football.
No, they aren't. They aren't reading a newspaper.

IX. a) Write all the possible questions to which the following sentences are the answers. b) Each sentence describes a certain situation on a concise way. Some points of the situation are already known to you. Find out some more details about the situation by asking question. Work in pair. Use conversational phrases:

A. 1. The elder daughter is passing the salt to her father. 2. I am thirsty now. 3. The father is having his cup of tea. 4. I must leave in a quarter of an hour. 5. The children are working in the garden. 6. The students are reading the text. 7. The girl is going to write a letter.

B. 1. I'm ready to go down to the canteen. 2. I am finishing this article. 3. I prefer a glass of soda-water. 4. The waitress is already bringing in our tea. 5. You forget about the meeting of our club. 6. We must leave at once to be in time for the beginning of the discussion.

X. Read and write in words:

a) 4, 14, 44, 9, 19, 90, 12.38, 157, 673, 821, 1239, 1955, 2018, 3687, 271, 299, 945, 9212, 322;

b) 23/1 1964; 7/XI 1945; 22/VI 1941; 5/XII 1982.

XI. Choose the right word:

to leave- to stay

1. He..... home in summer. 2. He.... at home in summer\3. We in Moscow, while our father

is in the North. 4. He is the Urals very soon. 5- They neverto
 wn for the vacation. 6.
 When will you ? 7. I don't think I'll at the Browns' more than
 a fortnight. 8.I can't....
 here any longer, the lectures begin at 9 o' clock, I must.... at once. 9.
 Our cousin is for Balkan . he is going to and work there. 10.
 Why are you....? We are going to have a
 meeting. 11. He is with us for another week, isn't he? - No, he is
 tomorrow morning, I am afraid. 12. When
 they I shall..... quite alone in the room.

to come - to go

1 .He usually ... home in time. 2. Our father.... to his office at a
 quarter to 9, as a rule. 3. The dean ... to the University at a quarter to
 9 . 4. If they.... to the Turkmenbashy in August 1 shall miss ^r « them.
 5. Look, daddy is already home. 6. Where are you....? I am to
 the University. Our studies begin at 9 o'clock.

still - more - another

1. It is already October but it is rather warm. 2. Give me.... pencil,
 this one is too small. 3. Give me glass of water, I am thirsty.
 4.Give me some ... water, please. 5. We need time for the
 translation, I am afraid. 6. "I don't want to get up, " says little Kitty,
 "it is ... very early." 7. Will you give me somemilk? 8. He asks
 for... .apple. 9. Let me have some pudding, it is very tasty. 10. Help
 yourself to some....pie. 11. Help yourself to piece of pie. 12.I can't
 eat the porridge, it is very hot. 13. It is early, you needn't hurry.
 14.I should like to have some salad. 15. Nick is not at home. He is
 at the Institute. 16. It is snowing. 17. The students need ...
 .practice in these words. 18. She is going to buy some milk. 19. Try
 to getbooks on English literature. 20. May I have...ticket to the
 Mollanepes Theatre? 21. Will you please give me someporridge?
 22.They are... .talking.

XII Fill in prepositions if necessary.

A. 1. Pass ...me the salt, please. 2. Pass the salt...me. 3. Give the bread...me. 4. Show this text the teacher.5. Show .. .the teacher this book. 6. He is going to come . ..half an hour. 7. Look.. .the boy. How dirty he is! 8.I see a new wall-newspaper .. .the corridor. 9. The children are playingthe garden. 10. Are you goinghome? -No, I am going ...the library. 11. They have breakfast ...8 o'clock ...the morning. 12. I dine ... 3 o'clock ...the afternoon. 13. What do you see ...this picture? 14. Excuse me, may I go ...? 15. Please, come... . We are just beginning our lesson. 16. The bell is ringing, the students are coming .. .the room. The teacher is entering ... the room. 17. The bell is ringing and the students are leaving ... the room.

B. 1. Will you wait ...me, I'll comea minute. 2. Are you ready ...the answer? 3. Have some fruit.... pleasure. 4. Help yourself ...some fruit, please. 5. I prefer an apple...ice-cream. 6. The children are ready breakfast. They are waiting ... their father. 7. Let's have some herring to begin 8. What do you say ... an ice-cream? 9. As .. me I prefer a piece of cake sweets. 10. A waitress is coming .. .our table. What shall we order? 11. The cake is .. .your taste, I hope. 12. Going to the river is the question, it's too cold to bathe today. 13. Father usually comeshome ...time. 14. Wemustpaythe waitressthe dinner. 15. I'm fondvegetables and meat.

XIII. a) Change the following sentences into interrogative and negative.

Model: I have breakfast at 9. Do you have breakfast at 9? I don't have breakfast at 9.

b) Ask one another questions on the following sentences and answer them in the negative.

Mind the distribution of sentence-stress in the reply.

Model: I have breakfast at 9.

Do you have breakfast at 7?

No, I don't have breakfast so early. I have it only at 9. 1.They have supper at 8. 2. We usually have dinner at home. 3. Father has lunch at

this office. /1. My cousin's family has dinner at 5 o'clock, as a rule. 5. He has dinner in the canteen. 6. I always have breakfast at home. 7. They usually have lunch together. 8. My brother has lunch at the plant. 9. I often have dinner at my aunt's.

XIV. Respond to the following sentences. Express your wish in the response as in the model.

Model: I like fruit. I should like some fruit now.

1. I like cucumbers. 2. I like chops and mashed potatoes. 3. I like sausage. 4. I like jam. 5. I like sugar. 6. I like bacon and eggs. 7. I like marmalade. 8. I like coffee. 9. I like ice-cream. 10. I like chicken. 11. I like bananas.

XV. Respond to the following sentences.

Model 1: Begin reading.

Shall I begin reading?

1. Speak English. 2. Open the window. 3. Read the exercise. 4. Do it at once. 5. Repeat this poem. 6. Learn it by heart. 7. Clear the table. 8. Answer the question. 9. Lay the table. 10. Make tea for us.

XVI. Make rejoinders to the following sentences.

Model: I go to the Institute by bus. **So do I.** I can't translate this sentence.

-Neither can my friend.

1. My sister speaks English. 2. The students of Group 102 are working at the laboratory now. 3. My mother is a doctor. 4. Her father is a teacher. 5. I prefer apples to bananas. 6. I don't take mustard. 7. He lives in Mary. 8. He doesn't live with his parents. 9. I don't know this old man. 10. I can't come at four. 11. Father likes to work in the garden. 12. He doesn't work much. 13. My little sister can't swim. 14. We have breakfast at half past eight. 15. Merdan is leaving for Turkmenabat tomorrow morning. 16. My aunt is leaving for the Dashoguz. 17. My nephew is a naughty child. 18. Those young men are not very well-bred. 19. My school-mate's father is a journalist.

XVII. a) Change the direct speech in Text 1 into indirect.

Model: Mr. Smith «Will you please give me a little more porridge, dear?" Mr. Smith asks his wife to give him a little more porridge.

b) Retell the text in indirect speech, c) Describe the breakfast as if you were the mother (the father, Kitty, Ann).

XVIII. a) Use the following pairs of words in sentences:

Model: He prefers fruit to ice-cream.

Soda-water-beer; cheese-sausage; meat-fish; English-French; coffee-cocoa; milk-water; tomatoes-cucumbers; mashed potatoes-macaroni; porridge-sausage and eggs; clear soup-cabbage soup; apples-plums; oranges-tangerines.

b) Give your own examples according to the given model.

XIX. Respond to the following statements. Express your denial of the both. Work in pairs.

Model: I like both apples and pears. I like **neither** apples **nor** pears.

1. They have both a son and a daughter. 2. She can do both sing and dance. 3. I use both pepper and mustard. 4. He speaks both English and French. 5. I like both football and hockey. 6. She knows both my cousin and brother. 7. I am going to buy both cabbage and potatoes. 8. I am going to have both coffee and cake. 9. My cousin likes both autumn and winter. 10. We need both cucumbers and tomatoes. 11. She knows both physics and mathematics. 12. We see both the child and his mother. 13. You've got both grammar and pronunciation mistakes. 14. Both my school-mates and my fellow-students are to come to my birthday party.

XX. Compose 10 sentences according to the following model:

Model: My mother speaks neither German nor Italian, but she reads English.

XXI. Complete the following sentences:

A. 1. I should like 2. Let me ... 3. Be a good girl and 4. Why don't you....? 5. Will you give me....? 6. I am afraid ... 7. I don't think he.... 8. What about.../

B. 1. I think , it's high time to.... 2. Well, I see you are ready.... 3. Would you like...? 4. What do you say to...? 5. Will you pass me...? 6. As for me.... 7. Let us

XXII. Translate the following sentences into English.

A. 1. Olar naharlanýarlar. 2. Siz näwagt naharlanýañyz? 3. Agşamlyk naharymyz näme? 4. Siz häzir günortanlyk naharyňyzy iýýañizmi? Onda men size 15 minutdan jaň ederin. Bolyarmy? 5. Paltoňy çykarda gir. Biz şu wagt naharlanýarys. 6. Siziň maşgalaňyz adatça haçan naharlanýar? 7. Meri öýdemi? -Hawa. Ol naharlanyp olýr. 8. Sen nämä seredýärsiň? - Men ol täze jaýa seredýärin. Ol owadan jaý. Sen ony görýäňmi? 9. Salam, Robert. Sen nirä barýarsyň? Men uniwersitete barýaryn, men 12-nji sapagy ýene-de bir gezek laboratoriyada diňlemek isleýärin. 10. Bob, sen näme edýärsiň? - Men hat ýazýaryn, sen göreňokmy ? 11. Sen kitaphana barýañmy? - Ýok, men iňlis dili sapagyna barýaryn. 12. Siz näme üçin bu ýerde çilim çekýärsiňiz? Otagda çaga ýatyr. 13. Siz näme üçin türkmençe gürläýärsiňiz? Siz iňlis dili sapagynda ahyryn, şeýle dälmi? 14. Howlukma! Umumy okuw diňe ýarym sagatdan başlanýar. 15. Siz meni eşidýañizmi, dostlar? 16. Siz diňleýañizmi? 17. Siz gowy eşidýañizmi? 18. Siz näme üçin meniň soragyma jogap bereňzok? Siz meniň soragyma jogap berip bilýañizmi? 19. Beýle gaty gygyrma, seniň gyz jigiň ýatyr. 20. Sen näme üçin aglaýarsyň, eýjejigim? Men aglamok. 21. Talyplar näme edýär? Olar mugallymyň soraglaryna jogap berýärler. (Olar 12-nji teksti derňeýärler). 22. Sen näme barada pikirlenýärsiň? Sapaklara taýýarlanmaga wagt boldy. Oýanmaga wagt boldy. Mekdebe gitmäge wagt boldy. Ýatmaga wagt boldy. 23. Sen näme üçin stola beýle az tabak goýýañ? -Biz şu gün baş. Atamyz gelýär, bilýäňmi? 24. Stoluň başyna geç, ejem çorbany getirýär. 25. Şu nakyly size okap bereýinmi? 26. Nahary sagat 4-de taýýarlaýynmy? 27. Şu sozi tagtada ýazaýynmy? 28. Çorbany duzlaýynmy? 29. Heki getireýinmi? 30. Tagtany süpüreýinmi? 31.

Gök önümleri alaynmy"? 32. Siz öýde naharlanýaňyzmy? 33. Ol öýünde naharlanmaýar, ol adatça naharhanada naharlanýar. 34. Siz näçede ertirlik edinýäňiz? 35. Siz näme üçin ertirliги beyle giç edinýäňiz? 36. Ol agşamlyk naharyny hemişe öýde iýýarmi? 37. Ol näme üçin öýde naharlanmaýar"? 38. Men ýene bir käse süýt (çay, suw, kofe) isleýärin. 39. Men ýene süýt (kaşa. mürepbe, çörek. balyk) isleýärin. 40. Ol henizem öýde (laboratoriyada, hassahanada). 41. Men suwsaýaryn. Gel bir çüýşe gazlandyrylan suw alaly .

B. 1. Günortanlyk (ertirlik, agşamlyk) edinmek üçin wagt boldy. 2. Bu materialy bilmek üçin bir eýýäm wagt boldy. 3. Gel birinji nahar bulaýany alalyň. 4. Sen kime garaşýaň? -Men öz jorama garaşýan, biz bile teatra gidýäris. (Men biziň mugallymmyza garaşýan, ol dekanatda). 5. Naharhana aşakdamy ýa-da ýokarda? 6. Haýyş edýärin, aşakdaky kitaphana gidip bu kitaby alyň. 7. Men doňdurmanyň ýerihe ir-iýmişleri gowy görýärin.(gorçisa-burç, yssy-sowuk). 8. Sen bir käse çayy (1 çüýşe gazlandyrylan suwy) içmek barada näme pikir edýäň? 9. Bu film hakynda gürrüň hem bolup bilmez, ol çagalar üçin däl. 10. Duzy bäri geçiräýiň. - Ynha. -Sag boluň. Hökmann däl. 11. Hek nirede? Maňa bir bölek hek beriň. -Sag boluň. -Alada etme. 12. Men şu gün özüme laýyk zat tapyp bilemok. Şeýlemi? Şu gün şeýle tagamly zatlar köp. Seret, pomidor we hyýardan edilen salat.(şöhlat). 13. Eýýäm sagat 6 boldy. Öýe gitmek wagty boldy. 14. Sen bu ýerde kime garaşýaň? Eýýäm 8.15 boldy. Ýör! -Bir minutjyk. Meri biziň bilen gidyar. Men oňa garaşýan. -Biz gijä galarys diyip gorkýan. Institutda bolmaly wagt eýýäm boldy. Sen dogry aýdýaň. Seret, ol eýýäm gelyär. Ylgaly. Biz gija galmaly däl. - Howluk, (çaltlaş), Meri.

XXIII. Fill in prepositions if necessary and retell the text:

Tom and Nick are going ... the canteen to have dinner. It is only half ... one but there are many people ... the canteen already. Some ... them are reading newspapers, others are eating their dinner. The friends always enjoy ... their meals there.

They go ... a small round table ... the window, take a menu card ... the next table and begin to read it. Tom does not want to have any soup today. He is going to take some roast beef and vegetables. Nick takes

some cabbage soup ... himself, some fried fish and potatoes. He goes over ... the buffet and soon comes back ... some tomato and cucumber salad. Then a waitress comes....their table and brings them the soup, meat and fish. She also brings some mustard, pepper and salt and puts a knife, fork, spoon ... the table ... front ... each person.

Nick wants to have some ice-cream ... dessert but as it is not ready yet, he takes a piece ... cake and a glass ... tea. Tom orders some fruit as he always prefers fruit ... cakes and ice-cream.

The boys are usually satisfied ... their meals ... this canteen. So they finish their dessert and pay the waitress ... the dinner. Then they put ... their coats and go

XXIV. Copy out the following joke in transcription, mark the stresses and tunes. Retell the joke in indirect speech (in the Present Indefinite Tense). Enlarge the joke and give your own ending to it:

Teacher: Jimmie, why don't you wash your face? I can see what you had for breakfast this morning.

Little boy: What was it?

Teacher: Eggs, of course.

Little boy: Wrong, teacher, that was yesterday.

XXV. Translate the following into English:

1. Suw getir. Suwy getir. 2. Kagyzy alma. Bir kagyz ber. Maria kagyz ber. 3. Men biraz mürepbe iýmek isleýärim. Men mürepbäni halaýaryn, ol örän tagamly. 4. Bir stakan süýt iç. Süýt iç. 5. Kelemi stoluň üstüne goý, men günortartanlyk nahary bişirmekçi. Kelem satyn al, men şu gün borş taýýarlamakçy. 6. Ýene-de şüle iý. Men şüläni halamok. Ol örän duzly. 7. Çorba aşanada. Ony bäri getir, haýyş edýärim. Men örän aç. Maňa çorbany ber. 8. Bu hyýarlary satyn alma men olary halamok. 9. Meniň kofe içesim gelyär. Men ýene-de bir käse kofe içmek isleýärim. 10. Çörek almagy ýadyňdan çykaraýma. Çöregi stoluň üstünde galdyrma, ony bufede (gap-gajy

şkafa) goý. 11. Hek getiräýiň, haýyş edýärin. Maňa hek beräý, haýyş edýärin.

XXVI. Respond using the conversational phrases and add a phrase or two of your own:

1. Will you bring a piece of chalk, please? 2. I can't tell you anything about the book. I don't remember it. 3. Shall I repeat the sentence? 4. Please come another time/ 5. You don't remember this extract, do you? 6. May I open the window? 7. Shall I have a bite? 8. I can't swim, you know. 9. Will you pass me the sugar, please? 10. Shall I wait for you? 11. Will you give me a cigarette? 12. I don't eat ice-cream. 13. Shall I give you more porridge? 14. You don't take beer, do you? 15. You help me so much, thank you. 16. You can't speak German yet, can you? 17. Shall I pass you the cake? 18. May I bring my younger sister with me? 19. Thank you for your own greetings. 20. He never remembers his duties. 21. Will you play back the tape and repeat the text?

XXVII. Find a picture on the topic "Meals" for your discussion in class. Prepare 8-10 questions which would help your fellow-students to describe the picture. Get ready to speak on the topic "Meals". Use pictures, slides for illustration.

XXVIII. Read the recipe and guess what we are going to have for dinner today:

Pour water into a sauce-pan, put some meat into it. While it boils peel and cut beetroots, carrots, parsley and onions. Heat 2 spoonfuls of butter in the frying pan. Fry vegetables in it, add sliced tomato or tomato puree and cover the lid on. Stir the vegetables, add some water if necessary, let them simmer. Remove them into the sauce-pan. After 15-20 minutes add some cut cabbage, salt, vinegar and sugar to your taste. Put potatoes either whole or cut up. Boil it until it's quite ready. Serve with sour cream.

Ingredients:

500 gr. Meat

100 gr. Onions

vinegar
300 gr. Beetroot
100 gr. Fresh tomatoes or sugar
200 gr. Fresh cabbage
1 spoonful of tomato puree
salt

Answer: Ukrainian borsch.

XXIX. a) Make up a dialogue on the following situation:

You ask your friend if he is hungry and when he is going to the canteen. You are very busy and you can't leave the office earlier than 3 o'clock. You ask him to buy a cake and two apples for you.

b) Get ready with a situation for your fellow-students to give it in the form of the dialogue.

XXX. Find English proverbs concerning meals. Provide them with Turkmen equivalents, ask your fellow-students to illustrate them.

XXXI. Describe: a) your Sunday breakfast; b) your dinner at home; c) the procedure of laying the table for dinner.

XXXII. a) Read a conversation between Alan and Kathryn about the food combining diet.

Alan: I want to lose my weight but I love my food. How do you stay so slim¹? Kathryn: I follow the food combining rules. Alan: food combining? What's that?

Kathryn: Well, for example, I never eat protein and carbohydrates together. Alan: What? Do you mean you never eat steak and chips?

Kathryn: No, because steak is protein and chips are carbohydrates.

Alan: Oh. What about fish and rice. That's healthy.

Kathryn: No. fish is protein and rice is carbohydrate. Fish and vegetables is okay. Alan: Well, how about my favorite meal - spaghetti Bolognese with fruit salad for dessert. Kathryn: No. sorry.

There's meal in the Bolognese and spaghetti is carbohydrate. And you can't eat fruit as a dessert.

Alan: Oh dear. I don't like this. My favorite diet is the seafood diet.

Kathryn: Oh, what's that?

Alan: When you see food, you eat it.

Kathryn: Ha ha ha

b) According to the conversation, which of the following meals will keep you slim?

1. Steak and chips
2. Spaghetti Bolognese
3. Fruit salad as a dessert
4. Fish and vegetables
5. Fish and rice

c) What is the 'seafood' diet?

LESSON 13

TEXT ABOUT MYSELF

I'm Atayeva Maygozel Rahmanovna, Maya for short. **I'm twenty-two.** I'm Turkmen. I'm from Mary. I'm **a college graduate.** I'm a doctor, **just a beginner**, you know. I have a lot of friends. Most of them are my **former school-mates.** My best **companions** are two **fellow-students:** Maral and Keyik. They are very **kind, jolly** and **well-bred.**

I'm married to Serdar Atayev. He **is from** Balkanabat. He is twenty-eight. He is an engineer. He works at an Oil and Gas company. He has a mother, but he has no father. My mother-in-law, Bagda Atayewa, is fifty-seven. She **is retired.**

I live in Ashgabat. There are five of us. The five **members** of my family are: my **mother-in-law**, my **husband**, my two children and I. I'm **a house-wife.** I have two children: a four-year-old boy, Tahir, and a two-year-old girl, Zohra. Sometimes they are very **naughty.** They **are fond of** animals and birds. We have white mice, a hedgehog and a parrot in the house. Now my **elder** child **is eager** to have a rabbit. But his grandmother **is against** it, we have no **peace** because of all Tahir's animals and birds.

VOCABULARY NOTES

I'm twenty-two. Men ýigrim iki ýaşymda. How old are you? I'm nineteen (years old).

a college graduate kollejiň uçrumy; **I'm a college graduate.** Meniň ýokary bilimim bar.

just a beginner öwrenje

former öňki, ozalky

school-mate synpdaş, bile okan okuwçy

fellow-student topardaş, kollej boýunça ýoldaş

companion ýoldaş

kind rehimli, mähirli, açyk göwünli

jolly şadyýan

well-bred oňat görüm –görelde alan adam
to be married öýlenen bolmak
to be from asly bir ýerli bolmak
to be retired napagada bolmak
member agza
mother-in-law gaýyn ene
husband är, ýoldaş
house-wife öý hojalykçy aýal
naughty diýen etmezek, boýun egmeýän, gulak asmazak; ýakymyz, garagol, bimaza
to be fond of smth; to like halamak, gowy görmek, söýmek
elder uly
to be eager gaty islemek
to be against garşy bolmak
peace parahatlyk, asudalyk; *deňeşdirip görüň*: **piece** bölek

TOPICAL VOCABULARY

Relations by Birth: parents, father, mother, sister, brother, daughter, son, grandfather, grandmother, grandson, granddaughter, grandchildren, grandparents, great-grandfather, great-grandmother, great-grandchildren, uncle, aunt, cousin, nephew, niece.

Relations by Marriage: husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepmother, stepfather, stepchildren, stepbrother, stepsister, stepson, stepdaughter.

People's Age:

What's your age? (How old are you?)

I am seventeen. I am seventeen years old. I am under seventeen.

I am over seventeen. I am nearly eighteen.

I am under age yet. = I am not yet eighteen.

In three month's time I'll come of age.

She is still in her teens (13-19). She is a teen-ager.

She is in her (early, mid, late) teens.

She is in her (early, late) thirties (i.e. between 29 and 40).
She is an elderly person.

Animals and birds (domestic): horse, cow, dog, cat, goat, pig, swine, ass, rabbit, hen, cock, goose (geese), duck, turkey, camel.

Animals and birds (wild): lion, tiger, wolf (wolves), bear, fox, hare, elephant, mouse (mice), monkey, hedgehog, eagle, swan, sparrow, swallow, parrot, pigeon, donkey, crocodile, giraffe, snake, kite, falcon, dingo, penguin,

CONVERSATIONAL PHRASES

Agreement: Sure. Why, yes of course. By all means. That'd be lovely. I'd be glad to. How nice of you. (It certainly) is.

Disagreement: By no means. Far from it. I'm afraid I don't agree. I think you're mistaken. Just the other way round. I'd like to say yes, but... I'm awfully sorry but you see...

PHONETIC NOTES

1. At aýyrgyjy (anyklaýjy) köplenç aýratyn manydaş topara saýlanyp, batly we kesgitleýji sözüň äheñinden hem has pes äheñde aýdylýar.

My → mother-in-law, ı → Bagda Atayewa ...

2. You know – giriş sözüň manydaş toparý. Şözlemiň ahyrynda giriş sözüň manydaş toparý batsyz aýdylýar we öňünde ýazylan **sözüň manydaş toparýnyň** äheñinde aýdylýar:

I'm a ç doctor, ı → just a beğginer, you know.

3. Well-bread sözü – goşma sypat. Goşma sypatlaryň söz düzümine girýän elementleriniň her haýsy adatça batly aýdylýar. Meselem: 'well-'known, 'good-'looking, 'kind-'hearted, 'absent-'minded.

Yzygiderli gepleşikde ritmiň (sazlaşgyň) täsiri sebäpli batlaryň biri düşüp bilýär. Meselem:

She is a → good-looking çgirl.

STUDY THE FOLLOWING
Table No.1
POSSESSIVE CASE OF NOUNS

In singular
Only denoting living beings
Noun + apostrophy 's

[s]	[z]	[iz]
After voiceless consonants such as: -p,-t,-k	After voiced consonants and vowels such as: f.i. -r,-d,-n,-e,-y, etc.	After letters which give fricative sounds such as: -s,-ss,-x,-tch,-sh,-ch
The answer of the student – the student's answer the debt of Pip – Pip's debt	The room of my sister – my sister's room the son of Betty – Betty's son	The works of Marx – Marx's works the overall of the nurse – the nurse's overall

Table No.2
In plural
Denoting living beings
Noun + apostrophy '(without -s)

[s]	[z]	[iz]
After voiceless consonants	After voiced consonants and vowels such as: f.i. -r,-d,-n,-e,-y, etc.	After letters which give fricative sounds such as: -s,-ss,-x,-tch,-sh,-ch
the books of the students – the students' books	the sons of my friends – my friends' sons	the baby of Bess – Bess's baby

Table No.3 Exceptions

the coats of the men – **the men’s coats**;
the toys of the children – **the children’s toys**
the sister of my mother-in-law – **my mother-in-law’s sister**
the bags of my sisters-in-law – **my sisters-in-law’ bags**
the novels of Dickens – **Dickens’s novels or Dickens’ novels**
the novel of Ilf and Petrov – **Ilf and Petrov’s novel**;
the poems of Shelly and Byron – **Shelly’s and Byron’s poems**

Table No.4

The VERB TO HAVE IN THE PRESENT INDEFINITE TENSE

“A”

I (we, you, they)	have (got)	a	father, cousin, book, flat.
He (she, it)	has (got)	an	apple, office, offer.
I (we, you, they)	have (got)	some	ink, time, work, French books.
He (she, it)	has (got)	some	new maps, good pictures.

“B”

Have	I (we, you, they)	(got)	a	father, cousin, book, flat?
Has	he (she, it)	(got)	an	apple, office, offer?
have	I (we, you, they)	(got)	any	ink, time, work, French books?
has	he (she, it)	(got)	any	new maps, good pictures?

“C”

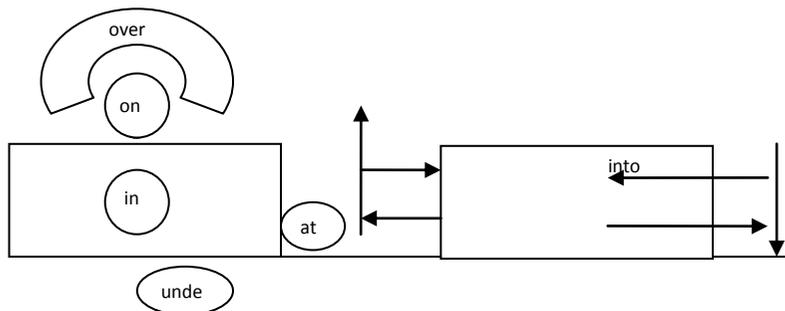
I (we, you, they)	haven’t	a	father, cousin, book, flat.
He (she, it)	hasn’t (got)	an	apple, office, offer.
I (we, you, they)	have not (got)	any	ink, time, work, French books.
He (she, it)	has	no	new maps, good pictures.

Bellik: 1. **Some** çalışması makullayjy sözleşmelerde; **any** sorag we inkâr edilyän sözleşmelerde; **no** diñe inkâr edyän sözleşmelerde ulanylýar; **not any** zygyderli gepleşikde ileri görülýär.

2. Zygyderli gepleşikde **to have** işligi köplenç **have got** işligine çalyşylýar.

PREPOSITIONS OF PLACE

There are statistical and dynamical prepositions



NUMERALS

1 - 12

CARDINAL		ORDINAL (suffix th [θ])	
one	[w←-n]	the first	[fə:st]
two	[tu:]	the second	['sekənd]
three	[θri:]	the third	[θə:d]
four	[fɔ:]	the fourth	[fo:θ]
five	[faiv]	the fifth	[fifθ]
six	[siks]	the sixth	[siksθ]
seven	['sevn]	the seventh	['sevnθ]
eight	[eit]	the eighth	[eitθ]
nine	[nain]	the ninth	[nainθ]
ten	[ten]	the tenth	[tenθ]
eleven	[i'levn]	the eleventh	[i'levnθ]
twelve	[twelv]	the twelfth	[twelfθ]

13-19

CARDINAL (suffix -teen [ti:n])	ORDINAL (suffix -th [θ])
thirteen ['θə:'ti:n]	the thirteenth ['θə:'tinθ]
fourteen ['fɔ:'ti:n]	the fourteenth ['fɔ:'ti:nθ]
fifteen ['fif'ti:n]	the fifteenth ['fif'ti:nθ]
sixteen ['siks'ti:n]	the sixteenth ['siks'ti:nθ]
seventeen ['sevn'ti:n]	the seventeenth ['sevn'ti:nθ]
eighteen ['ei'ti:n]	the eighteenth ['ei'ti:nθ]
nineteen ['nain'ti:n]	the nineteenth ['nain'ti:nθ]

20 – 100

CARDINAL (suffix -ty [ti])	ORDINAL (suffix -th [θ])
twenty ['twenti]	the twentieth ['twentiiθ]
twenty-one ['twenti 'wʌn]	the twenty-first ['twenti 'fə:st]
twenty-two ['twenti 'tu:]	the twenty-second ['twenti 'sekənd]
thirty ['θə:ti]	the thirtieth ['θə:tiiθ]
forty ['fo:ti]	the fortieth ['fo:tiiθ]
fifty ['fifti]	the fiftieth ['fiftiiθ]
sixty ['siksʔi]	the sixtieth ['siksʔiiθ]
seventy ['sevnti]	the seventieth ['sevntiiθ]
eighty ['eiti]	the eightieth ['eitiiθ]
ninety ['nainti]	the ninetieth ['naintiiθ]
a (one) hundred ['hʌndrəd]	the hundredth ['hʌndrədθ]

Bellikler: 1. -teen goşulmasy bilen gutarýan sanlaryň iki sany basymy bar: **'thir'teen**. Yzygiderli gepleşikde ritmiň täsiri sebäpli basymalaryň biri düşüp bilýär: **'fourteen books**, ýöne **'page four'teen**.

2. Telefon belgisi **26-87-54** – **two six eight seven five four** diýip okalýar. Egerde telefon belgisiniň iki birinji ýa-da iki ahyrky sanlary gabat gelse **double** sözü ulanylýar: **44-17-83** – **double four one seven eight three**; **35-47-99** – **three five four seven double nine**. Egerde iki ortaky sanlar gabat gelse onda **double** sözü ulanylmaýar: **45-22-78** – **four five two two seven eight**. 0 sany [əu] diýip okalýar. **1000, 2000** sanlary **one thousand, two thousand** diýip okalýar.

3. Jaýlaryň, öýleriň, awtobuslaryň we şuna meňzeşleriň şeýle hem sahypalaryň, bölümleriň, gönükmeleriň belgileri mukdar sanlary bilen görkezilýär. Atlar şular ýaly ýagdaýlarda artiklsiz ulanylýarlar, we sözleriň ikisi hem baş harpy bilen ýazylyar. Meselem: The meeting will take place in **Room Thirty**.

EXERCISES

XXX. Study Substitution Table No.4, page 72 and compose as many sentences as you can.

XXXI. Transcribe the following words and explain the reading rules:

five, tip, bed, pipe, land, fry, rule, ton, tone, pupil, love, cut, shade, brother, shall, bus, snack, blame, poke, found, aloud, green, town, toy, farm, yellow, glove, warm, some, won, worse, nothing, mild, world, month, worth, company, worship, none, find, wild ought, above, brought.

XXXII. Explain the pronunciation of the consonants in bold type in the following words:

face, eight, yet, gate, cage, engine, lock, wrong, write, job, white, gymnastics, Alice, chest, light, cheek, fish, sigh, gently, knight, bright, ginger, knock, physics, phlox, Gypsy, whole, whip, whisper.

XXXIII. Before you start working at the text practise the sounds in the following words and word-combinations.

1. [æ] – companions, married, family, parrot, rabbit;
2. [h] – a house-wife, a hedgehog, in the house, to have a rabbit, his mother, we have no piece;
3. [əv] – a lot of friends, most of them, a member of his family, is fond of birds, because of all.
4. No palatalization: beginner, sister.
5. No glottal stop: and animals, is eager, because of all;
6. Linking [r]: a member-of; my mother-in-law; a four-year-old boy, Tahir; a two-year-old girl, Zohra; my grandmother is.

XXXIV. Transcribe the following sentences, mark the stresses and tunes.

1. My mother-in-law, Bagda Atayewa, is fifty-seven.
2. Have you a sister?
3. How old is she?
4. What's her name?
5. Is Mayagozel a member of his family.

XXXV. Answer the following questions:

1. What's Maya's full name?
2. What is she?
3. Has she got many companions?
4. Are her companions kind and jolly?
5. Who is Maya married to?
6. Is she a member of Serdar's family?
7. Has Serdar parents?
8. What's her mother-in-law?
9. Is Serdar an engineer?
10. Have they got any children?
11. How old are Maya's children?
12. Are they good children?
13. What is her son fond of?
14. Is Tahir eager to have a dog?
15. Have they got any animals and birds in the house.

XXXVI. Change the given groups of words as in the model.

Model: the room of my sister – my sister's room the friends of my sister – my sisters' friends

1. the brother of my mother; 2. the friend of my sister; 3. the husband of his daughter; 4. the house of my parents; 5. the table of my father; 6. the work of my mother; 7. the notebook of this student; 8. the books of these students; 9. the sister of my friend; 10. the friend of our cousin; 11. the photo of my grandmother; 12. the room of Pete; 13. the son of her brother; 14. the daughter of Ann; 15. the sister of my father-in-law; 16. the children of my sister-in-law; 17. the poems

of Magtyguly and Seyidi; 18. the children of Myrat and Maysa; 19. the hats of the men; 20. the book of Bonk and Lukyanova.

XXXVII. Answer the questions using the words given in the brackets in the possessive case.

1. Whose exercise-book is this? (my sister)
2. Whose son lives in Mary? (my friend)
3. Whose pen's on the table? (our teacher)
4. Whose mark's good? (my son)
5. Whose name's Batyr? (Comrade Ashirov)
6. Whose children are they? (my neighbour)
7. Whose mother is she? (my husband)
8. Whose daughter is older? (my brother)

XXXVIII. Translate the following word-combinations into English.

1. meniň dostumyň otagy;
2. meniň dostumyň otaglary;
3. meniň dostlarymyň otagy;
4. meniň dostlarymyň otaglary;
5. bu inženeriň ogly;
6. biziň mugallymymyzyň ogullary;
7. bu talybyň ýazuw işi;
8. siziň ekonomistleriňiziň hatlary;
9. siziň mugallymyňyzyň uýasy;
10. Jereniň jorasy;
11. Mergen Nazarowyň haty;
12. Maysa Meredowanyň ejesi;
13. Gurbannazar Ezizowyň goşgusy;
14. Bessiriň gyzy;
15. çagalaryň oýunjaklary.

XXXIX. Translate the following sentences into English, using the possessive case of nouns.

1. Siziň dostuňyzyň otagy ulumy? – Ýok, ol kiçi, ýöne gaty ýagty.
2. Berdiniň soragyna jogap beriň.

3. Siziň dostuňyzyň aýaly lukmanmy? – Hawa.
4. Bu kimiň depderleri? – Bu biziň talyplarymyzyň depderleri.
5. Ol gyzyň kakasy Kakaly.
6. Ýoldaş Jümmiýewiň aýaly – mugallym, emma onuň uýasy – diş lukmany.
7. Siziň ogluňyzyň ady näme? – Meniň oglумыň ady Wepa.
8. Meniň goňsумыň uly iti bar.

XL. Make up 10 sentences using possessive case of nouns in them.

XLI. Write the following cardinal numerals in words:

9, 11, 8, 13, 12, 20, 32, 30, 34, 43, 41, 14, 45, 54, 50, 53, 56, 65, 67, 57, 78, 89, 91, 99, 100.

XLII. Translate the following word-combinations into English using ordinal numerals:

1. birden işleýär; 2. üçünji depder; 3. ikinji hat; 4. dördünji telegramma; 5. dokuzynjy gün; 6. başinji sapak; 7. altynjy sorag; 8. sekizinji hepde; 9. on ikinji aý; 10. ýigriminji gün; 11. ýigrim başinji žurnal; 12. kyrk ikinji gün.

XLIII. Translate the following word-combinations into English using cardinal numerals:

1. ýigrimi sekizinji tekst; 2. on üçünji bellik; 3. üçünji makala; 4. kyrkynjy sapak; 5. dördünji gönükme; 6. on dördünji bölüm; 7. otuz altynjy sapak; 8. on başinji awtobus; 9. kyrk başinji otag; ýigrimi üçünji jaý.

XLIV. Write in words.

Model: 13+45=58 (Thirteen plus forty-five is fifty-eight).

50-31=19 (Fifty minus thirty-one is nineteen).

15*2=30 (Fifteen multiplied by two is thirty).

30:2=15 (Thirty divided by two is fifteen).

46+18=64 4+40=44 30:5=6 10:5=2 4*4=16

15-8=7 10+8=18 5*5=25 6*8=48 12+6=18

$80-30=50$

$79-50=29$

$9*9=81$

$6*6=36$

$20:2=10$

$9+11=20$

$99+1=100$

$10:2=5$

$27:3=9$

$15-8=7$

XLV. Fill in *am, is, are*.

I ... an English student.

His name ... Kerim Nepesov.

Mr. and Mrs. Taganov ... his father and mother.

My brother's name ... Rahim and my sisters' names ... Zubeyda and Zuleyha.

We ... members of one family.

... Maya married?

... they married?

Mrs. Atayeva ... Maya's mother-in-law.

How old ... you? – I ... eighteen.

What ... you all? – We ... all students.

... your friends students?

... Maya's school-mates kind and jolly?

Her companions ... well-bred.

... Tahir eager to have a dog?

He ... a naughty child.

I ... eager to have a girl-friend.

I ... two years younger than my cousin.

She ... as young as his boy-friend.

My niece ... eighteen months old.

We ... from Ashgabat.

XLVI. Ask and answer questions. Use contracted forms where possible.

Model 1: What's his name? – (It's) Begli.

What's your name?

What's your mother's name?

What's her nephew's name?

What's her sister's name?

Is Maksat a boy's or girl's name?

What's your school-mate's (girl-friend's, boy-friend's) name?

What's Maya's full name?

Model 2: Has your brother a large family? – Yes, (he has). No, (he hasn't).

Has Maya a large family?

Have you a large family?

Has your cousin a brother(father, mother, friend, wife, parents, grandfather)?

Has Tahir got a hedgehog?

Has Tahir got a rabbit?

Have you got a dog in the house?

Has Tahir friends?

Has Tahir books (toys, pens,pencils)?

XLVII. a)Form questions to which the following statements are the answers.

b) Each sentence states a certain fact. Find some more details about it by asking questions. Work in pairs. Use conversational phrases of Lesson 5 and 6 wherever possible.

1. We are students of the English Faculty.
2. Her husband is an engineer.
3. Maya is a doctor.
4. She is a house-wife.
5. His family is not large.
6. They have two children.
7. She has a daughter.
8. Their children's names are Tahir and Zohra.
9. Her mother-in-law's name is Bagda.
10. Her grandson is four and her granddaughter is two.
11. He is in the park.
12. She is an English student.
13. Maya is the wife of Serdar.
14. She has some books on the table.
15. Begench has no parents.
16. Their grandmother is an elderly person.
17. Serdar Atayev is a middle-aged person.

XLVIII. a) Change the following sentences into interrogative and negative.

b) Ask one another questions on the following sentences and answer them in the negative. Mind the distribution sentence-stress in the replies.

Model: They have many English books.

Have they many English books?

No, they haven't. They have a lot of \Turkmen books| and very few \English books.

She has some English books.

He has a lot of mistakes in his test.

I have a lot of notebooks in my bag.

The boy has three red pencils.

Kerven has two cousins.

Mr. Atayev has a son.

I have relatives in Tejen.

They have two rooms.

I have some newspapers on the desk.

We have very many friends.

XLIX. Fill in suitable words:

His aunt's son is his

Your father's father is your

My sister's son is my

My sister's daughter is my

My mother's brother is my

Your mother's sister is your

Your uncle's daughter is your

Your mother's mother is your

Your brother's wife is your

Your sister's husband is your

I. Fill in prepositions:

Betty's sister is married ... Doctor Babayev.

Is Berdi ... home? No, he is still ... the park ... his mother.

Look ... the picture (blackboard).

Put the notebook ...the drawer.
He is not ... the room.
Come ...the room.
Gothe room.
He has some friends ... Mary.
Don't put the pencils ...the box.
Take the newspaper ...the table.
The letter is ...the book.
Go ... Room Four.
Come ... the blackboard.
Take the books and notebooks your bags!
She has a pen ...her hand.
Go ... the Institute.
Are you fond ... cats?
Have you got a dog ... the house?
Open your books ... page 25.
Thousands ... students study ... our University.
Children begin school ... the age ... seven.

II. Fill in some, any, no, none, not any, one or the indefinite article a.

Have you got ... relations? – No, I haven't
Has she got ... nephews or nieces? – She has
She has ... sister, she has only ... brother.
They have got ... cousins in Serhetabat.
Have you got ... brothers? – No, I haven't
I have ... good friends.
Have you got ... interesting book? - Yes, I have.
Have you got ... friends in Turkmenabat?
He has ... English books in the bookcase.
Have you got ... pencils in your bag? – Yes, I have
Has she ... girls in the family? – No, she has
Have we got ... chalk on the blackboard?
She has ...mistake in her test.

III. Form nouns from the following verbs by adding the suffix – er:

write, work, teach, read, paint, sing, examine, dance, listen.

IV. Use the following verbs in commands and requests:

take, open, go, come, put, write, read, look, close, speak, prepare.

V. Translate the following sentences into English:

Onuň dostlary – iňlis dili fakultetiniň talyplary. Olar geljekki mugallymlar.

Maýa Jp. Ataýewiň gelni.

Siziň ýegeniňiz näçe ýaşynda?

Merdanyň näçe dogany bar? – Diňe biri.

Ol öýlenen, we onuň uly maşgalasy bar.

Siziň uly uýaňyz durmuşa çykanmy? – Hawa, onuň adamsy – iňlis dili mugallymy.

Onuň ýegeni barmy? – Ýok, ýöne onuň ýegençesi bar.

Öz kitaplaryňyzy portfelleriňizden çykaryň.

(Öz) kitaplaryňyzy ýigrimi ýedinji sahypada açyň.

Siz altynjy sapagy ýene-de bir sapar okamaly.

Üçünji sözlemi okaň we terjime ediň.

Ötuz ýedinji sahypadaky on birinji gönükmäni ediň.

N. 14-nji otagdan meli getirniň.

Ol diýenetmezek gyz.

Meniň synpdaşym haýwanlary biçak gowy görýär.

Men öýde itiň bolmagyny isleýärim, ýöne meniň enem-atam oňa garşy.

Meniň gelnimiň öýünde pişikleriň we itleriň derdinden parahatlyk ýok.

Onuň gyzynyň joralarynyň köpüsi – talyplar.

Onuň çagalary oňat görüm –görelde alan.

Mähri – mähirli we ajaýyp gyzjagaz.

Biz mekdep we synp ýoldaşlar.

Ol Görogly köçesiniň 9-njy jaýynyň 15-nji öýünde ýaşaýar.

Siziň telefonyňyz barmy? – Hawa, Meniň telefonymyň belgisi 35-47-94.

Ol siziň pikir edişiňiz ýaly ýaş däl, ol eýýäm 30 ýaşynda.
Meniň ýegençämiň ýaşy siziň agtygyňyzyň ýaşy ýaly.
Siziň ogluňyz näçe ýaşynda? – Ol on ýaşynda. Ol siziň gyzyňyzdan
üç ýaş uly.
Meniň dogan oglanym menden iki ýarym ýaş kiçi.
Meniň doganymyň gyzy bary-ýogy ýaş ýarymynda.
Näzik meniň dostlarymyň arasynda iň ýaşı.
Men öz enem-atam bilen Oguz han köçesiniň 10-njy jaýynda
ýaşayaryn.
Ony ona goşuň.
Bäşi ýedä köpeldiň.
Eger sen otuzy alta bölseň, onda baş bolýar.

7. Make up a small talk about:

- c) Mr. Atayev's family.
- d) Your own family

Try to use conversational phrases suggested for dialogues.

8. a) Give the Turkmen equivalents of the following English Proverbs and sayings (or translate them into Turkmen).

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs:

Like mother, like daughter. (Like father, like son. Like parents, like children.)

Every Jack has his Jill.

Old friends and old wine are best.

Marriages are made in heaven.

Need makes the old wife trot.

Who keeps company with the wolf, will learn to howl.

When children stand quiet, they have done some harm.

A good wife makes a good husband.

9. Composition-speech topics.

- I. My Parents.
- II. My Brothers and Sisters.
- III. My Aunts (Uncles, Cousins, Nieces, Nephews).

- IV. My Grandparents
- V. My Children
- VI. How I Met my Husband (Wife).
- VII. My Neighbours.
- VIII. My Best Friends.
- IX. My Pen Pals.
- X. A Happy Couple I Know.

10. Give the Turkmen equivalents of the following English Proverbs and sayings (or translate them into Turkmen).

b) Explain in English the meaning of each proverb.

c) Make up a situation illustrating one of the proverbs:

A barking dog never bites.

Never look a gift horse in the mouth.

Curiosity killed the cat.

Dog eats dog.

You can't teach an old dog new tricks.

Let the sleeping dogs lie.

When the cat's away the mice will play.

Let the cat out of the bag.

There's more than one way to skin a cat.

It's raining cats and dogs.

You may lead the horse to water but you can't make him drink.

Go to the dogs.

Go whole hog.

Hold your horses.

That's a horse of a different colour

LESSON 14

STUDY THE FOLLOWING Table No. 1 THE PAST INDEFINITE TENSE

We You The students The monitor Her parents	got read brought	an English book a letter a newspaper	yesterday, on Monday the other day.
Why When	did	we you he (she) they	come? rest? work? meet?
I He (she) We You They	did not (didn't)	leave Moscow begin Text 15 finish the lesson stay at home	yesterday, the other day. last week.

Table No 2 THE PAST CONTINIOUS TENSE

Our cousin My sister Her friend	was (not)	reading a newspaper playing the piano listening to the news	when he came, when I rang her up, at that time.
The girls	were (not)		

Were	you they	playing chess having supper taking a shower	when he returned? at that moment?
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STATEMENTS IN INDIRECT SPEECH

1. He said: "I am busy today." He said (that) he **was busy** that day.

2. He said to me: "I know this young man." He told me that he **knew that** young man.

SPELLING RULES

Regular verbs form the Past Indefinite Tense by adding the suffix **-ed** to the infinitive. Observe the following spelling rules:

1. The mute **-e** is dropped before adding the suffix **-ed**: to taste - tasted.

2. The final consonant is doubled before the suffix **-ed** if it is preceded by a vowel letter expressing a short stressed vowel sound: to stop- stopped

3. The final **-l** is doubled if it is preceded by a vowel letter expressing a short vowel sound: to travel-travelled 4. The final **-y** is changed into **i** before adding the suffix **-ed** if it is preceded by a consonant letter: to try - tried. 5. The letter **-r** is doubled if the final syllable is stressed: pre'fer - pre'ferred, but offer - offered.

GRAMMAR EXERCISES

I. Study Substitution Tables No.1,2 and compose as many sentences as you can.

II. Spell and transcribe the four forms of the following verbs: tell, go ,come, walk ,give, take, put, say, speak, hear, see, read, write, finish, begin, make, show, enter, teach, study, find, get, leave, stay, pay, eat, drink, prefer, ask, answer, pass, stop, prepare, travel, examine, offer, plan carry, occur, quarrel.

III. Express the idea in the past

1. My sister works hard at her English this year. 2. They must write many exercises at home. 3. The students speak only English at the

lesson . 4.Our lessons begin at 12 on Thursday. 5.Our family gets up at 8,0 clock on Sunday.6.I usually prepare my homework in the morning. 7.Before going to bed I can rest for half an hour and listen to the news.8. We often have to work together.9. We gather at the club every Saturday. 10. The girl reads about 20 pages every day . 11. In the morning she takes a cold shower, dries herself on the towel and cleans her teeth before she puts on her clothes. 12. We do not understand these words. 13. The boys do morning exercises every day. 14.Why don't you turn off the cassette -recorder when you leave the room? 15.How long does it take you to get to the theatre?- It takes me half an hour to get there.

III. Give the interrogative and negative forms of the following sentences:

1 .Ann got a good mark yesterday. 2. We translated the text two days ago. 3. He was translating the text at that time .4. He came home late last night.5. She finished her work half an hour ago.6. They had breakfast at 8.7. They were waiting for us then.8. My friend saw this film last week.9. He was looking at the people in the hall. 10. There was a mistake in his test. 11. Ann was having dinner at six o, clock. 12. They had to take four exams.

V. Answer the following questions:

1. Have you bought this book? 2. When did you buy it? 3. Have you seen this play? 4. When did you see it? 5. Have you made this dress yourself? 6. When did you make it? 7. What were you doing at 7 last night? 8. Were you knitting at that moment? 9. What were you reading when I entered ? 10. What were you singing when he came? 11. Why were you laughing when you saw him? 12.Why was the baby crying ? 13. What were you doing when we rang you up? 14. What were they writing when the teacher entered? 15. What was he listening to when you called him? 16. What were you reading when the doorbell rang? 17. Where were you going to when I stopped you? 18. Where was the boy running when you saw him?

VI. Use the following sentences in indirect speech:

1. He said ;" I want to see you today." 2. She said:" I am free tonight. May I come to see you?" 3. Mother said to me : I feel bad today."4. The students of Group 106 said to us : We have four exams this spring." 5. The pupil said to the teacher : " I can do my homework after dinner ." 6. The teacher said : " You work hard, I know. You are a good boy." 7. The teacher said to the students: " We have 18 hours of English a week. " 8. The dean said at the meeting : " The first - year students must work well." 9. The girl asked : " May I wait for my friend here ?" 10. She said : "Are you going to the club together?" 11. The old man said to her:" You can sing perfectly." 12. My sister said to me : " You look very well, I hope you are all right ?"13. The girl said to me : " I am going to become a doctor ." 14. Some of our students said to him : " You are not right . You don't work hard enough." 15. He said to us : " I agree , I don't always work systematically." 16. My uncle said to us : " I buy several newspapers every day ." 17. You are not an excellent cook . Everything is so tasty, " my guest said.

VII. Put the verbs in brackets in the correct tense- form:

1 .The\ (to go) to the Magtynguly Theatre last week.2.They (to be) to the theatre twice this week. 3. He (to come) home, (to have) a short rest, (to read) an article from the latest magazine and (to begin) to prepare his lessons. 4. When (to return) your friend from the South? - She (to return) yesterday.- You (to go) to the station to meet her? - No, I (can) not. I (to be) too busy . 5. With whom to discuss you this question yesterday? 6.1 (to see) this film this week and I like it very much . 7. When I (to enter) the kitchen , I (to see) that my mother (to stand) at the table and (to cut) some cabbage . She (to cook) dinner . 8. As soon as I (to hear) a cry I (to run) out of the room and (to see) that the child (to lie) on the ground and (to cry) . " What (to happen) ? (to hurt) you yourself ? " 9.1 (to want) to get tickets to the Mukamlar koshgi. You (to want) to hear the new opera ? (Not to hear) you it yet? 10 . What (to go) you to do ? - Now I (to go) to have a bite . I (to have) not any dinner today . 11. As soon as I (to see) him , I (to understand) that he (to work) hard. He (to think) of

something very important for him and (not to notice) anything .12. Your brother (to return) from the North ? - Yes, he (to come) two days ago . 13. (To be) you to Turkmenbashy ? - When (to be) you there? I (to stay) there for two months in 1979.1 (to remember) I (to like) everything there, and most of all I (to like) the sea.

TEXT 1
OUR UNIVERSITY
(A Letter)

Dear Helen,

Don't **be angry with** me for my long **silence**, but really I was too busy to write. As you know, **I left school** in June and began to prepare for my **entrance exams** to the University. As both my mother and father are teachers I have **made up my mind** to be a teacher too. I think teaching is a noble profession I had to take four **exams** and passed all of them with excellent **marks** . So I'm glad to tell you that now I'm a first-year student at the Turkmen State (Teacher training) University.

I should like to show you the main building of our University. **I can't help admiring** this fine (old) building with it's beautiful columns. The first students entered it more than 80 years ago.

It goes without saying we, students , are very **proud** of this fact. There are X.8 faculties at our University which train teachers in many **subjects**: Turkmen, Literature, Mathematics, Physics, Geography, Chemistry, Biology, Foreign languages and others. Many well-known **professors** teach at our University.

We have good libraries and reading -rooms and for those who **go in for sports** there are good sport halls. At present we have quite a lot of work as we have English practice , Grammar and Phonetics , Linguistics , History of our native land and other subjects . There is an English speaking club at our faculty . It gives us a good **opportunity to master the language** , but I don't take part in it yet. I'm working hard at my pronunciation. There is a good language laboratory at our faculty where we work with cassette- recorders. It

helps us to find out our mistakes and **to vet rid of** them in the shortest possible time.

So that's the latest news about myself. Please write to me about your life and studies. My **best regards** to your parents.

Yours, Ann.

TEXT 2

A TELEPHONE CALL

Alex is about to ring up a friend of his . He **picks up** the **receiver** , and **dials** the number. The first time **the line is engaged** but **then he gets through**.

A: Bob?

B: Speaking.

A: This is Alex. Hello, old chap . Haven't heard from you for ages . How are you?

B: Oh, hello , Alex. I'm fine thanks .

A: Wonderful, I hear you passed all your entrance exams with excellent marks. So, you are a student now, aren't you ? **B:** Well ,yes and you ?

A: I wasn't **so lucky** at the exams, in fact. I only got good marks in the main subjects: physics and maths .

B: I wonder if you find it difficult to study mathematics ?

A: Rather. I **spend** a lot of time doing my home assignment .But I'm not at all sorry. You've got to work hard **to make good progress**.

B: Do you have time to go in for sports ?

A: Yes, of course , I joined the University sports society, as I'm fond of football, volleyball and tennis.

B: As for me, I'm a member of our English speaking club. I've joined our drama society and the choir. **They say I'm rather good at** both singing and acting.

A: Good ,isn't it? Hope to see you some day. Will you invite me to your club? **B:** Sure.

A: By the way , I've got a new telephone number . It is now 35-60-57

B: Just a second . I must have a pen to put it down, Yes?

A: So I repeat 35-60-57. I'll be expecting your call. Bye -bye.

B: So long, then.

VOCABULARY NOTES

Angry *adj* gaharjan ; **anger** *n*; **to be angry with smb.** Birine gaharyň gelmek., e.g. She was angry with me because I was late.

Silence *n* ýuwaşlyk, dymmaklyk; **silent** *adj* ýuwaş, dymma; **Keep silent.**

Asudalvgv saklaň. E.g. Keep silent. I can't hear anything.

To leave school (no article) mekdebi tamamlamak; Cf. **to go to school, to go by bus , to go to bed**

Entrance *n* girelge; **entrance exams** giriş, synaglary; *Ant.* **Exit; enter** vt; Syn. **Come** vt; *Ant.* **leave** vt, e. g. He entered Room 5. Come in.

Mind *n* akyl, ah , ýat; vt yadyňa düşmek; ozüňe göz aýlamak, öz sozleriňe, bir zada garşy bolmak;

To make up one's mind = to decide; **Never mind** . hiç, zerur däl. **To my mind** . Meniň pikirimçe .

Exam(ination) *n* synag; **examine** vt barlamak, synamak; **examiner** *n* synagçy; **to take an exam** synag tabşyrmak; **to pass one's exam** synagdan geçmek; e.g. He took an exam in geography but he didn't pass it.

Mark *n* baha, bellik; **to give a mark** baha goýmak; **a mark for an answer** jogaba göre baha ; **a mark in a subject** ders boýunça baha , e. g. He got a satisfactory mark in Physics. The teacher gave me a five for my answer yesterday.

Train vt türgenleşmek; to train teachers mugallymlary taýýarlamak **one can't help (doing something)** . etmän durup bilmezlik

admire geň galmak, täsin galmak; **admiration** *n*, e.g . We all admire your singing. The people looked at the actresses admiration.

it goes without saying . Elbetde öz-özünden düşnükli e.g. It goes without saying we help those who need our help.

proud *adj.* namysjaň, buýsanjaň **pride** *n*; **to be proud or smth.** bir zada guwanmak., e.g. We are all proud of our country.

subjects dersler : **Literature** edebiyat, **Mathematics** matematika , **Physics** fizika **Geography** geografiya , **Chemistry** himiya , **Biology** biologiya, a **Foreign language** daşary ýurt dili, **Linguistics** dil bilimi
professor n professor ; **scientist** n alym ; **science** n ylym ; **scientific** adj ylmy ; **research worker** ylmy işgär

to go in for meşgullanmak , e.g. The students of our group go in for sports.

opportunity n mümkinçilik, e.g. This is a good opportunity to help them.

to master the language dili öwrenmek

hard adj/ adv agyr , kyn ; Cf. **hard work** , **to work hard at smth.**;

hard -working zähmetsöýer, yhlasly **to get rid of** dynmak , e.g. I can't get rid of my mistakes . **best regards to...** köp salam ; Syn .

Remember me to ... receiver n telefon trubkasy **to pick up the receiver** trubkany galdyrmak **to hang up** trubkany goýmak

dial vt aýlamak (belgi); **the line is engaged (free)** liniýada gürleşýän köp (boş); Hold the line, please . Haýyş edýärin, trubkany goýmaň.

To get through jaň edip bilmek ; **Are you through?** Siz gürleşýäňizmi? Siz eşidýäňizmi?

Lucky adj şowly , bagtly, e. g. I know him, he is always lucky . onuňky şowuna bolýar.

Spend (spent,spent) vt sarp etmek , sowmak e. g. He spends much money on books . I spend much time on my English .

To make (good) progress üstünlik gazanmak e.g. We hope to make good progress in English.

They say... Aýdyşlaryna görä.. e.g. they say it is going to be cold.

To be good at smth.(or at doing smth.) bir zatdan başyň çykmak e.g. She is very good at singing.

TOPICAL VOCABULARY

Telephone talk: a telephone - booth; a call- box; insert a coin in the slot; buzz; buzzing sound ; long - distance call; to be disconnected (to be cut off); to get the wrong number; St Petersburg is on the wire.

Letter Writing :

Opening greetings

Corresponding polite endings

(on the left hand side of the page)
(on the right hand side of the page)

Dear Sir (Dear Madam),
Dear Mr. Brown,

Yours truly; Yours faithfully
Yours very truly ; Respectfully
yours Affectionately yours
Your loving daughter

My dear sister, Dearest
Mother

EXERCISES

I. Transcribe the following words and explain the reading rules:

Angry, exams, mind, mark, Turkmen, admire, hard, proud, sports, find, tape, lucky, ages, sorry, invite, club, certainly, rather.

II. Read the following sentences as answers to the given questions. Change the logical stress in them according to the question.

M o d e l : He works in the Crimea now.

- a) Does he rest in Turkmenbashy now? - No, he works in Turkmenbashy now.
b) Where does he work now? - He works in Turkmenbashy now .

1 .She spoke to the dean last week, a). When did she speak to the dean? b) Did she see the dean last week? c) Whom did she speak to last week? 2.1 gave this letter to her. a) Did you give or did you read this letter to her? b) What did you give her? c) Whom did you give this letter to? 3. He read the third story to the child . a) What did he read to the child ? b) Which story did he read to the child? c) Whom did he read the third story to?

IV. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:

1. How are things? 2. Don't you find it difficult to study mathematics? 3. Do you have time to go in for sports? 4. Hope to see you some day! 5. So you are a student now, aren't you? 6. Will you invite me to your party?

IV. Make up questions covering the content of Text 1 for your fellow-students to answer them.

V. Fill in prepositions or adverbs if necessary:

1. First-year students work hard to master ... the language. 2. What mark did you get... on Literature... the entrance exams? 3. What mark have you got ... your report? 4. "Try to get rid ... this gross mistake," said the teacher. 5. When did you make a report... this book? 6. Our nephew is very good... maths. 7. Why don't you take part ... our discussion? 8. We decided to join ... the English choir. 9. Where have you been? We haven't seen you ... for ages. 10. When the monitor entered... the classroom the students kept silent. 11. Cousin Helen sends her best regards ... everybody. 12. The girl has invited her friends ... her birthday party. 13. What kind of sports does he go? - He is good ... tennis and volley-ball. 14. I see you are angry ... me, but I don't understand why you do not answer ... my questions. 15. Did he often write ... his mother when he was ... Tejen? 16. The students are proud ... their Institute. 17. They are all very fond ... the English speaking club. 18. Two of my fellow students are away ... the lessons today.

VI. a) Write questions to the parts of the sentences in bold type. b) Each sentence describes a situation in a concise way. Find out some more details about it by asking questions. Work in pairs. Use conversational phrases:

1 I left school in June. I began to prepare for my entrance exam| to the Institute.**2. The first students** entered **the Institute more than 80 years ago.** **3. We all gathered at my cousin's place to see the New Year in.** **4?** I was just writing a letter to my brother when the door- bell rang and he himself entered.

VII. Fill in articles where necessary:

1. His son left... school two years ago. 2. Helen passed ... entrance exams to ... Institute with excellent marks. 3. My favorite subject at... school was ... Literature. 4. My brother goes in for ... sports. 5. It was decided to finish ... building of... house in ... shortest possible time . 6. I'm going to join ... sports society. 7. He is ... member of... students' English club. 8. We haven't yet had ... discussion on ... book we are reading now. 9. I got... satisfactory mark for... test. 10. Read and translate ... text, do... Exercise 5 orally and ... Exercise 8 in ... written form .11. He turned on ... radio as he was going to listen to ... news. 12.... Pacific Ocean is seldom quiet. 13. I'm afraid he is so short of ...time.

VIII. Express a similar idea by using the synonymic expression *to make up one's mind.*

M o d e l : We decided to learn to swim. We **made up our minds to learn to swim.**

1. I decided to go for a walk as it was a pleasant evening .2. We decided to answer his question in written form.3. He decided to speak to the assistant-dean about his work. 4. Our cousin decided to go to the country for his holiday. 5. He decided to recite his new poem to his friends. 7. He decided to master two foreign languages.

IX. Intensify the idea of liking by using *to be fond of.*

M o d e l : I like dancing . I am fond of dancing.

1. I like N. Halmammedov's music.2. The girls liked to spend time in the open air.

3. I like swimming. 4. He likes Byron's poetry. 5. We all like Turkmen nature. 6. The old man liked this beautiful park.

X. Intensify the idea by using the construction *one can't help doing smth.*

Model: I laughed at the boy. I **couldn't help laughing** at the boy.

1. We love Ayhan Hajiyev's work, he is a great artist. 2. I went to my sister's yesterday, it was my niece's birthday. 3. I invited Helen, she is one of my best friends. 4. I entered a teachers' training institute, I love children. 5. I told everything. She wanted to know all about her mother. 6. I smiled while looking at that funny animal.

XI. Intensify the idea by adding *it goes without saying* at the beginning of each of the given sentences.

Model: We are proud of our University. **It goes without saying** we are proud of our University.

1. We read a newspaper every day. 2. We must work systematically if we want to know English well. 3. She will get an excellent mark. 4. His work is very interesting. 5. Teaching is a noble profession. 6. He is a well-bread person. 7. We are eager to master the English language.

XII. Give sentences with the construction "*to take part*" using the following words:

discussion, concert, work, excursion, expedition, picnic.

XIII. Give sentences with the constructions *to go in for* and *to be good at* using the following words. Explain their meaning:

music, sports, poetry, painting, swimming, singing, foreign languages.

XIV. a) Let the members of the class ask and answer questions.

Give short

answers and add a sentence of your own in the Past Indefinite or Past

Continuous Tenses as in the models.

Model 1: When did he take his exam in History? - On Wednesday.
He passed it successfully.

Model 2: Were they playing chess when he returned?- No,(they weren't).They were having supper.

b) Respond to the negative sentence of your fellow- student as in the model. Use contracted forms in speech.

Model 1: He didn't leave Ashgabat the other day.- No, (he didn't). He left only yesterday.

Model 2: The girls were not playing the piano when he came.- No, (they weren't). They were listening to the news.

XV. Translate the following into English.

1. Biz täze flmleriň ara alyp maslahatlaşmasyna gatnaşmaga çalyşýarys. Biz Uniwersitetiň jemgiýetçiilk durmuşyna gatnaşýarys. Biz iňlis dili klubyň işine gatnaşýarys. 2. Siz näme üçin biziň işimize gatnaşmaýarsyňyz (biziň konsertimize. biziň maslahatvmvza)? 3. Ol sport (saz. dil. vlmv iş. aýdvm aýtmak, sungat) bilen meşgullanýar(gyzyklanýar).Başga şaherlerden gelýän adamlar umumy ýaşayyş jayynda ýaşayarlar.5. Ol Aşgabadyň mugallymçylyk Uniwersitetine (University) girmek (mugallym bolmak; şu ýarymyylykda işjeň okamak) karara geldi. 6. Men haçanda şu mahirli çagany görenimde , men duryp bilemok. Men mugallymçylyk Institutyna girmän bilmedim, men çagalary gowy görýärin. 7.Ç agalar özleriniň deňizçi kakalaryna guwanýarlar.Olar özleriniň üstünliklerine (their success) guwanýarlar.Olaryň hemmesi

synaglaryny tabşyrdylar we olar "tapawutly" baha aldylar. Aşgabadyň yaşayjylary özleriniň şäherlerine buýsanýarlar. Ol hakykatdan hem täze, täsin şäher. 8. Maňa gaharlanma. Bu meniň ýalňyşym. Olar maňa gijä galanym üçin (olaryň hatyna jogap bermänligim üçin) gaharlanýarlar. 9. Iňlis dili sapagynda biziň iňlis dilinde gepleşýänligimiz öz-özünden düşnükli. Onuň bize kömek edenligi öz-özünden düşnükli. 10. Men sözüň aýdylşynda şu ýalňyşdan (erbet pikirlerden; şu keselden) dynyp bilemok. 11. Siz soňky synagyňyzy haçan

tabşyrdyňyz?- Men soňky synagymy 12-nji awgustda tabşyrdym. Siz şu synagy tabşyrdyňyzmy?- Hawa, men soňky synagy tabşyrdym, indi men boş. Biz iňlis dilinden synagy ýanwarda tabşyrýarys. Biziň hemmämiz ony tabşyrarsyň diýip umyt edýäris.

XVI. Think of situations using the following words and word - combinations:

- a) to take an exam (exams); to get a mark ; to enter an institute; to take part in; not to make mistakes; to be lucky;
- b) to get rid of; to be good at; to make a report on ; they say.

XVII. Make up sentences using the following word combinations:

to be angry with; to take part in; to give a mark; to get a mark in (a subject); to make progress; to be good at; to be lucky; to join smth.; to find out; to make up one's mind; to make mistakes; to do homework; to go in for; to take an exam in (a subject); to pass the exam; to get rid of; to be proud of; one can't help doing smth.; to master the language;

XVIII. Translate the following sentences into English:

1. Men mekdebi iki ýyl mundan ozal tamamladym. Men eýýäm işimi gutardym we siz bilen kino görmäge gidip bilerin. Haçanda men işimi gutaramda, men gezelenç etmek kararyna geldim. Ýygnak gutardy we biz oýe gaýtadyk. 2. Meniň doganym instituta 1982-nji ýylda girdi. Haçanda men otaga giremde , men ol ýerde talyplaryň köpdüginini gördüm. 3. Biz oňümizde duran synag barada pikir etmän

bilemzok.4. Onuh ene-atasy ol 10 yaşyndaka Nebitdagdan gitdiler.5.Men işlis dilinden giriş synagynda tapawutly baha tabsyrdym.7. Siz beyannamadan nahili baha aldvhvz? 8. Oelanivk eowv ioean bereni iicin mueallvm oha baslik baha goydy. 9. Men şu mugallymy tanayan, ol menden ge9en yyl synag kabul edipdi. 10. Onuň hemme derslerden bahalary gowy. 11. Meniň oglan doganym matematika, fizika we himiýa derslerini halaýar, ýöne men edebiyat we geografiýa derslerini halaýaryn. 12. Geçen hepdede bizde barlag işi boldy. Men kanagatlanarly baha aldym. 13. Dil tejribesi sapagynda biz okaýarys, soraglara jogap berýäris, dilden we ýazmaça gönükmeleri ýerine yetirýäris. 3-nji gönükmäni dilden ediň , 7-nji we 8-nji gönükmeleri bolsa ýazmaça ýerine ýetiriň.14. Men bu ylmy jemgiýetiň işine gatnaşasym gelýär. 15. Merdan biziň sport jemgiýetimize girmek kararyna geldi, ol sport bilen meşgullanýar .16. Biziň Uniwersitetimizde gowy gimnastika zaly bar hem bolsa, biz ýygy -ýygydan stadiona gidýäris.17. Siz haçan drama kružogyna girdiňiz?- Birnäçe gün mundan ozal. 18. Biziň inlis dili gurnagymyz bize dili öwrenmekde gowy kömek edýär. 19. Meniň joramyň gowy sesi bar. Ol biziň hor gurnagymyzyň agzasy. 20. Geçen hepdede men grammatika boyunca nutuk bilen çykyş etdim. Men çykyşymda köp yalňyş göýberdim, we mugallym maňa kanagatlanarsyz baha goýdy.

XIX. Retell the following jokes, use indirect speech:

1. E n g l i s h p r o f e s s o r : What is the difference between an active

verb and a passive verb?

S t u d e n t : An active verb shows action and a passive verb shows passion.

2. P r o f e s s o r : Can you tell me anything about the great scientists of the 17 th century?

S t u d e n t : They are all dead, sir.

3. F r i e n d : And what is your son going to be when he's passed his final exam?

F a t h e r: An old man.

4. Two men were talking in a train.

" Are you going to Mulberry's lecture today?" said one. "Oh, yes, I am," replied the other.

" Take my advice and don't. I hear he is a very poor lecturer. " " I am afraid, I must go", said the other. " I am Mulberry."

5. During a lecture a well-known lecturer on economics mentioned the

fact that in some parts of the world the number of men was larger than

that of women , and he added humorously:

" I can therefore recommend the ladies to emigrate to that part of the world."

A young lady who was sitting in one of the last rows stood up full of anger. She was leaving the room rather noisily. when the lecturer remarked.

" I don't mean that it must be done in such a hurry as that."

XX. a) Read the following text, b) render the text in indirect speech. The Brown family at Breakfast

Part I

A r t h u r : Has the post come yet, Robert?

R o b e r t : Yes .There were only two letters, one for you and mother , and one for me.

E i l e e n: Nothing for me?

R: Of course not.

E: Why ' of course not'?

R: Well, you never write to anyone. You've never written a letter in your life.

E: I have.

R: You haven't.

J a n e : Now you two, stop arguing and get on with your breakfast.

Part II

A: Who was our letter from, Jane? J: Edith. Here it is . A: Have you read it? J: Yes.

A: Well just tell me what she says . J: Don't you want to read it?

A: I've left my glasses upstairs. Have they moved yet? J: Yes. They moved last Tuesday. A: How do they like the new house?

J: They love it. A: Good.

J: They've bought one or two new pieces of furniture.

A: Have they got rid of that awful old sofa?

J: Yes. And they've bought some new chairs for the kitchen.

Part III

A: Have they started on the garden?

J: Oh, yes. They started on that weeks ago ,I suppose . They've done the

front garden. They haven't touched the back at all.

A: Well, at least they've made a start.

J: They've been very lucky with their neighbors.

A: In what way have they been lucky?

J: Well, they were very kind on the day Anne moved.

A: What did they do?

J: Sarah (that's the wife's name) looked after the two boys the whole day...

A: How nice of her!

J: And Tom (that's the husband) helped Peter to lay the carpets. A: Hm, hm.

J: He's even offered to help Peter with the garden.

XXI. Listen to the text carefully. Get ready to ask your fellow-students questions on the text. Retell the text.

XXII. a) Make up a dialogue on the following situation:

You ask your friend what marks she got at the entrance exams and what subjects she studies at the University. You wonder how often she works in the laboratory whether the work helps her to correct her

pronunciation. You'd also like to know if she takes part in the work of the English club and what kind of work she does there.

b) Suggest a situation for your fellow- students to make up a dialogue on it.

XXIII. Describe situations illustrating the following proverbs:

1. All is well that ends well.
2. It is never late to learn.
3. Out of sight out of mind.
4. Where there's a will, there's a way.

XXIV. Imagine you are on the phone talking to a friend (asking for information) about 1) your studies; 2) your social activities.

XXV. Write a letter to a friend (to an English pen -friend, to your former English teacher) about your studies

LESSON 15

Grammar: The Future Indefinite Tense. The Future Continuous Tense.

To be able, to have in the Future Indefinite Tense. Adverbial Clauses of Time and Condition.

Texts: 1. Seasons and Weather. 2. Dialogues: Weather Talk

I We	shall(shan't)	go to the country go to the theatre work leave for St. Petersburg	next Saturday. (?) tomorrow. (?) on Sunday. (?) next week.(?)
He (She) You They My parents	will (won't)		
Shall	I we		
Will	he (she) you they		

Table No.2
THE FUTURE CONTINUOUS TENSE

I We	shall shan't)	be meeting the delegation at the station. (?) be having dinner at 5 o'clock. (?) be sleeping when Mother comes. (?)
He (She) You They	will (won't)	

Shall	I we
Will	he (she) you they

Table No. 3
TO BE ABLE IN THE FUTURE INDEFINITE TENSE

I We	shall(shan't)		to do it tomorrow. (?)
He (She) You They	will (won't)		
	I	be able	to translate this article
Shall	we		tomorrow.(?)
			to repair the radio-set alone. (?) to practise this
	he (she)		laboratory. (?)
Will	you they		

Table No. 4
TO HAVE + INFINITIVE IN THE FUTURE INDEFINITE TENSE

I We	shall (shan't)	have	to do it tomorrow. (?) to work in the garden tomorrow
He (She) You They	will (won't)		
Shall	I we		
Will	he (she) you they		

Table No. 5

ADVERBIAL CLAUSES OF TIME AND CONDITION

I We	Shall (shan't)	go to the country go for a walk work in the garden play tennis have dinner in the garden	if when	it is hot. (?) the weather is fine. (?) Peter comes.
He (She) You They	will (won't)			
Shall	I we			
Will	he (she) you they			

GRAMMAR EXERCISES

I. Study Substitution Tables No. 1-5 and compose as many sentences

as you can.

II. Change each of these sentences using the Future Continuous:

- At 10 o'clock he was still working at the laboratory.
- My friend was preparing for her written test when I came.
- Were you waiting for me at the station at 8 o'clock in the morning?
- Was his friend giving a lesson at 5 o'clock?
- My nephew was repairing our vacuum-cleaner at 7.
- My uncle was listening to the news when I went to bed.
- My aunt was knitting the whole morning.

III. Write questions to the parts of the sentences in bold type:

- He will begin his lectures next month.
- My brother will go to **India** for six months.
- My sister will go to the South **because of**

her child's illness. 4. It will take me **20 minutes** to get to her house. 5. I shall be waiting for you **at the station.** 6. It will take **two years** to build this theatre. 7. It was snowing hard **when I got up this morning.** 8. **I** shall be able to translate this article **next week.** 9. He will see her **at 9 o'clock tomorrow.** 10. I shall get up tomorrow **at 6 o'clock.** 11. He will stay in the country **for two months.** 12. I shall be able to go to the canteen **after the lesson.** 13. I shall have to repair my aunt's iron **tomorrow.** 14. I shall be having dinner **soon.**

IV. Use the correct form of the verb in the adverbial clauses of time and condition:

1. If you (to translate) this article into Turkmen, I shall use it in my report. 2. If she (to be) in Ashgabat, she will meet you. 3. If you don't (to hurry), you will miss the train. 4. If it (to rain), we shan't go to the country. When my friend (to come) to Ashgabat we shall go to the National Museum. 6. What will you be doing when he (to come) to your place? 7. Don't forget to pay for your dinner before you (to leave) the canteen. 8. I shall be able to translate this article if you (to give) me a dictionary. 9. You will have to work hard at the laboratory if you (to miss) the lesson. 10. Where will you go when you (to come) to Ashgabat? 11. You will lay the table as soon as Maral (to wash) the dishes. 12. I shan't have dinner before mother (to come) home.

V. Use the following sentences in indirect speech. Make other necessary changes:

1. He says: "I am sure she will come in time." 2. She says: "I shall be able to read English newspapers without a dictionary in a year." 3. They say: "We shan't go to the Institute on Sunday." 4. Mr. Sanford says: "I shall have to pay much money for the house." 5. Peter says: "I'll be waiting for you at the station." 6. Mary says: "I'll be back soon." 7. She says: "What are you going to do when you come home?" 8. She says: "I hope I'll soon speak English as well as you do." 9. He says: "I am sure it will rain tomorrow." 10. They say: "We'll go for a walk if it is hot tomorrow." 11. She says: "I am busy today but I'll be much busier tomorrow." 12. Jane says: "I shall come earlier tomorrow." 13. John says: "I shan't be able to meet them

tomorrow." 14. He says: "I'll come if I am free." 15. She says: "I'll go to the cinema in the evening if I am not very tired." 16. My mother says: "You'll be sleepy tomorrow if you don't go to bed at once." 17. My aunt says: "I shan't be thirsty if I have some grapes." 18. My mother says: "Don't serve dessert before I clear the table."

VI. Change the following sentences using the Past and Future Indefinite:

1. You must practice this text in the laboratory. 2. You must take your exam in English. 3. She can translate this article without a dictionary. 4. They can't meet them at the station. 5. The doctor must examine this child. 6. He must work systematically if he wants to know French well. 7. This child must spend more time out in the open air. 8. I can't recite this poem. 9. You must take part in this work. 10. He can't join the party, he is busy.

TEXT 1 SEASONS AND WEATHER

The year is divided into four seasons: spring, summer, autumn and winter. In spring nature awakens from her long winter sleep. The trees are filled with new life, the earth is warmed by the rays of the sun, and the weather gets gradually milder. The fields and the meadows are covered with fresh green grass. The woods and forests are filled with the songs of the birds. The sky is blue and cloudless. At night, millions of stars shine in the darkness.

When summer comes the weather gets warmer, still and sometimes it's very hot. It's the farmer's busy seasons - he works in his fields from morning till night. The grass must be cut and the hay must be made, while the dry weather lasts. Sometimes the skies are overcast with heavy clouds. There are storms with thunder, lightning and hail.

Autumn brings with it the harvest-time when the crops are gathered in and the fruit is picked in the orchards. The days get shorter and the nights longer. The woods turn yellow and brown,

leaves begin to fall from the trees and the ground is covered with them.

The skies are grey and very often it rains. When winter comes we're obliged to spend more time indoors because out-of-doors it's cold. We may get fog, sleet and frost. Ponds, lakes, rivers and streams are frozen and the roads are sometimes covered with slippery ice or deep snow. The trees are bare. Bitter north winds have stripped them of all their leaves.

TEXT 2
DIALOGUE
WEATHER TALK

Leon: Lovely day today, isn't it?

George: It is. There's hardly a cloud in the sky in fact.

Leon: We'll have a heat wave, I fear. It must be 25 degrees in the shade.

George: It is very **close** today. Not a leaf is stirring.

Leon: There's hardly a **breath** of air.

George: By the way, I've just read the **weather-forecast** in my newspaper here.

Leon: What does it say?

George: (reading) "Pressure will **remain** high to the southwest of the British Isles.

There will be occasional rain or *drizzle*, but bright weather with a few scattered

showers will spread to England and Wales."

Leon: I fear a **thunderstorm** is coming.

George: The sky is **overcast** and the sun is going in.

Leon: It looks like rain. Actually it's beginning to rain. And I have left my umbrella

at home. It never rains but it **pours!**

George: **Fortunately** enough, I've got my folding umbrella with me. Let me put it up.

Leon: What a **tremendous** clap of thunder!

George: And what a flash of **lightning**!

Leon: But the English have a saying about the weather: If you don't like it now, just wait a bit.

George: Look! It's clearing up. The clouds are lifting.

Leon: It has stopped raining. Look at this wonderful rainbow!

George: Bright sunshine again. Now I know why English weather is something **worth** talking about.

(After "English by Radio")

VOCABULARY NOTES

Awaken v.	oýanmak
Ray n.	şöhle
Meadow n.	otluk (gök) meýdan
Hay n.	bede
Overcast adv.	Bulut bilen basyrylgy bolmak
Thunder n.	gök gürleme
Lightning n.	ýyldyrym
Hail n.	jöwenek
Harvest time	hasyl yygnalyan wagt
Crop n.	dane, hasyl
Orchard n.	miweli bag
To be obliged	borcly bolmak
Sleet n.	gar gatysjkly yagys duman
Frost n.	ayaz
Pond n	howdan, howuz
To be frozen	donmak
Slippery ice	typancak buz
Bare adj	yalanac
Bitter wind	yiti yel
Strip v.	sypyrmak, artmak, yapraklary gacyrmak
Close adj.	Dymyk, kapas, petik. eg. Open the window. It's very close here.

Syn. Stuffy	
Breath n.	dem alys,, bu yerde owusgin e.g. At last we have felt a breath of fresh air,
Breathe v.t/i	dem almak, e.g. The child was berathing hard
Weather-forecast m.	Howa maglumaty
Remain vi.	galmak, e.g. In England the field and the parks remain green even in winter. Syn. stay.
Drizzle n.	Ownuk yagyş. cisni,
drizzle vi. e.g.	çisñemek It's drizzling. Ýagyş çisñeyär.
thunder n (thunderstorm n.)	Gök gürlüdisi; a clap of thunder gögüñ gürrüldisi tupan.
Pour v.t/I	guýmak, guýulmak; e.g. It's pouring ýagyş. guýýar. Pour yoursself a cup of milk
Fortunately adv.	bagtyma;
ant unfortunately	
Tremendous adj.	gorkunç, elhenç;
syn. awful, terrible	
Worth predic. adj.	Gowy, degerli; to be worth doing smth. e.g. It's worth thinking about

TOPICAL VOCABULARY

season, to shine brightly; to be out-of-doors; to be in blossom (to be in bloom); flower-bed; to cycle; to boat; to fish; to go cycling (boating, fishing); to bathe, to swim; to lie in the sun; to play with a ball; to play tennis (football); to play a game of chess (tennis); to pick flowers, to pick (gather) berries and mushrooms; to travel by car; at the seaside; on the beach; on the bank of the river, to blow; to go skating; skating-rink; to toboggan; flakes of snow; sleet; sledge; slush; to get wet through; melt

CONVERSATIONAL PHRASES

Weather remarks: What a marvelous (shocking) day! It seems to be getting more settled (clearing up), doesn't it? It's very windy (mild, wet, stormy) today. You'll be glad when the rain's over (the fog's cleared), won't you? It's nice (cold, warm, chilly, hot), isn't it?

Hesitation devices: um, er, well, actually, in fact, you see, you know, the thing is, it's like this, how shall I put it, thee (lengthening of the), ayyy (lengthening of a), tooo (lengthening of to), I think..., I believe ..., I suppose.

Memory Work:

When the weather is wet
We must not fret,
— When the weather is cold
We must not scold.
When the weather is warm
We must not storm, —
But be thankful together
Whatever the weather.

V. Give the four forms of the following verbs:

come, blow, drive, fall, prefer, freeze, ski, put, sweep, hang, show, sew, awake, sleep, build, stop, sit, read, write, play, leave, begin, become!

VI. Give the degrees of comparison of the following adjectives and transcribe them:

dark, heavy, hard, large, old, severe, pleasant, bad, good, strong, weak, little, far, near, late, clear, hot, warm, beautiful.

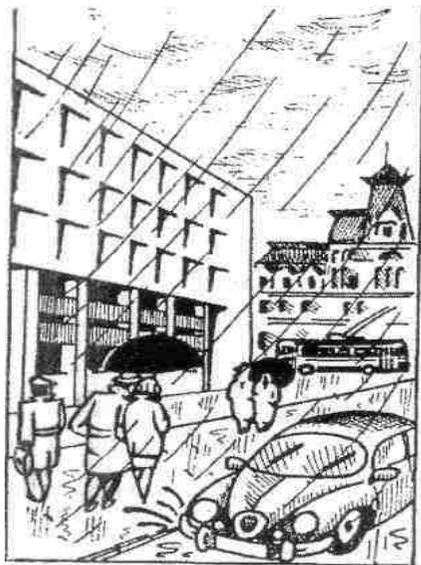
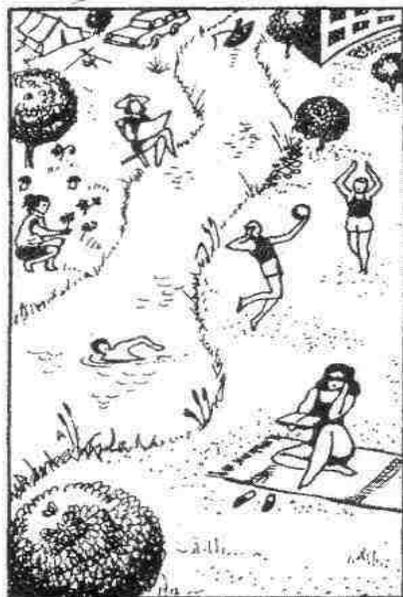
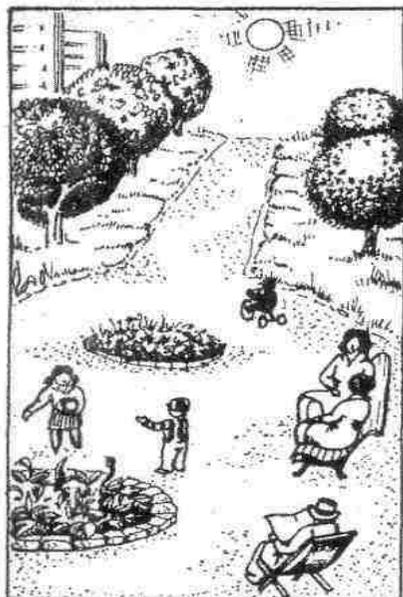
VII. Look at the picture (p. 8) and answer the following questions:

1. Which of the four seasons is it? 2. Is the sky overcast with heavy clouds or is it clear and bright? 3. Has the sun gone in or is it shining

brightly? 4. What is the ground covered with? 5. Are the fruit trees in blossom? 6. Do you see any flowerbeds in the picture? 7. Who do you see in the picture? 8. What are the grown-up people doing? 9. What are the children doing? 10. Do people stay at home in spring or do they prefer to go out into the garden? 11. How do you like to spend your time in spring?

IX. Look at the right-hand picture and ask one another questions using the words and word combinations given below:

season; summer; hot, cold; the sun; to shine brightly; on the bank of the river; to bathe, to swim; to boat, to fish (to go boating, to go fishing); to lie in the sun (on the sand); to pick flowers; to pick (to gather) berries and mushrooms; in the woods; to spend one's vacation (holiday) at the seaside; to travel by car; to go cycling; in a resthome; on the shore.



8

Describe the picture (p.8) using the following words and word combinations:

autumn; weather; nasty; the sky; to be overcast; cold, wind, to blow; low clouds, to drive across the sky; to rain heavily (hard); to hurry along the streets; to wear raincoats; to carry an umbrella; to get wet through; cars, trolley-buses, buses; to go (run) along the streets; to splash; mud; passers-by.

XI. Look at the right-hand picture and make up a dialogue. Use the Topical Vocabulary, Conversational Phrases and Hesitation Devices.

XII. a) Make the following sentences interrogative and negative:

1. It is as chilly today as it was yesterday. 2. The frost will be as hard tomorrow as it is today. 3. She is as fond of frosty weather as her brother is. 4. It has stopped raining. 5. She will be working when you come. 6. Pressure will remain high.

b) Ask one another questions on the following sentences and answer them in the negative. Add a sentence or two to develop a situation. Use conversational phrases:

1. It's coming on to pour. 2. There was a good fall of snow yesterday. 3. It's still freezing hard. 4. The rain fell heavily last night. 5. It was foggy yesterday morning. 6. It's clearing up. 7. The clouds are lifting. 8. I've got my folding umbrella with me. 9. A thunderstorm is coming. 10. I've just read the weather-forecast.

XIII. Put the adjectives and adverbs in brackets in the required degree of comparison:

1. Today the frost is (severe) than it was yesterday. 2. This book is (interesting) of all I have read this year. 3. It snows (hard) this winter than it did last winter. 4. January is (cold) month of the year. 5. My sister speaks English (bad) than I do. 6. Which is (hot) month of the year? 7. Which is (beautiful) place in this part of the country? 8. This nice-looking girl is (good) student in our group. 9. Does this

sportsman run (fast) than you? — Oh, yes, he is (fast) in our group.
10. The students of our group'll have (little) spare time this term and I
(little) of all as I've got (much) work at the scientific society.

XIV. The weather

a) General part

What kind (sort) of weather is it? (What's
the weather like? How's the weather?)

The weather may be:

Fine, jolly, marvelous

Lovely, glorious, bright

Open, soft or mild, sunny

Bad, awful

Filthy, nasty, wretched

Dismal, muggy

Dreary, dull, misty or foggy

Damp, raw or moist, catch-cold, chilly

Dry, sultry-hot and close

Frosty, stormy

Windy, variable

Broken or unsettled, disappointed
or contrary

It looks as if we are going to have snow

We are in for:

a spell of good weather

(some rain, a storm, a frost)

The weather is improving

This is a welcome change

I hope it'll keep fine

There was no break in the weather

Howa

a) Umumy boliiim

Howa nahili?

Howa oňat,

öran oňat, ajaýyp

öran oňat, ýagty,

mylaýym, ýagty, dury

açyk, ýumşak, , güneşli

Erbet, yaramaz

Gaty yakymсыz, erbet

Darykdyryjy, yürek

gysdyryjy, çygly

tutuk, gamaşyk, bulutly,

ümürli

Çygly, dümewli, sowuk

Gurak, yssy we yürek

gysdyryjy

Aýazly, gaýly, tupanly

Yelli, üýtgap durýan

durnuksyz, ýakymсыz ýa-
da tersine bolup biler;

Gar ýagjaga meňzeýär

Oňat howa bolar:

ýagyş ýagar, gaýly howa
bolar,

aýaz bolar)

Howa oňatlaşýar

Howa nähili oňatlaşýar

Howa oňat saklanar diyip

umyt edyärin

Howa üýtgedi

b) *Warm weather*

What a lovely weather!
The weather is beautiful today
After the thunderstorm the air is

remarkably fresh
It is an exquisite spring morning

What an astonishingly beautiful morning!

It is nice and warm today
It is unbearably hot today

How sultry the weather has become

The heat is so oppressive
How stifling the air is! (it's suffocating!)

I'm simply melting

The heat is abating

c) *Cold weather*

Is it cold today?
It freezes (It's freezing)
It's perishing cold
It's below freezing point

It's sharp frost, isn't it?

It was a ringing frost

The frost breaks

The air was frosty

b) *Ýyly howa*

Nähili onat howa!
şu gün howa oňat
Gök gürlap, yağyş
ýagandan soň,
howa şeýle tämiz
Ýazyň şeýle serginli
ertiri

Nähili ertiriň sergin
howasy

şu gün howa mylaýym
şu gün yssy, çydar ýaly
däl

Howa nähili yürek
gysdyryjy boldy
Howa şeýle agyr
Yssy howa şeýle yürek
gysdyryjy

Men yssydan yaňa eräp
barýaryn

Yssy peselyar

c) *Sowuk howa*

Bu gün howa sowukmy?
Bu gün howa aýazly
Aýylganç sowuk
Temperatura noldan
aşakda
Aýaz güýçli, şeýle
dälmi?

Şatlama sowuk

Aýaz gutaryar

howa aýazly boldy

My hands are numb with the cold

Meniň elim gaty üşedi
(doňup galdy, elim
gowuşmayar)

I am unable to hold anything in my hands
so stiff they are

Men elim bilen hiç zady
tutup bilmeýärim, ol
doňup galdy

Put your muffles on

Şarfyňy dakyn

I feel chilly

Men üşeyärim

It froze hard yesterday

Düýn güýçli ayaz boldy

We are in for a cold winter

Geljek gyş sowuk boljak

There is a nip in the air (the air has
a sting in it)

Aýaz iciňden geçip barýar

We had a cold snap yesterday

Düýn sowugrak boldy

XV. Complete the following sentences using the words in brackets:

1. The sky will be clear if the wind ... (to stop). 2. I shall go to the country if the weather ... (to be fine). 3. We shall go to the skating-rink if the frost ... (to be not severe). 4. The snow will melt if the sun ... (to be hot). 5. You will feel warm if you (to put on) a warm coat. 6. He will ring you up when he (to come) home. 7. The days will be longer when summer (to come). 8. I shall go home if it (to rain). 9. We look forward to the time when spring (to come).

XVI. Choose the right word:

to stay — to remain

1. I have done three exercises and two 2. The place was so nice that we decided to ... there all the summer. 3. Few leaves... on the trees and they are not green any longer. 4. He was so tired that he ... in bed all day long. 5. The teacher tried to make the boy speak but he ... silent. 6. It was raining so hard that I ... at my friend's the whole night.

such — so 1. She was ... tired that she couldn't go on working. 2. I never go for ... long walks. 3. I didn't know that it was ... an interesting book. 4. The student spoke English ... badly that the

teacher couldn't give him even a satisfactory mark. 5. The weather was ... nasty yesterday that I stayed at home all day long. 6. It rained ... hard yesterday that I got wet through.

XVII. a) Respond to the following sentences. Develop them into dialogues. Use

conversational phrases and hesitation devices:

1. It looks like rain. 2. it's pouring, what shall we do? 3. What nasty weather we are having today! 4. it's a lovely morning, isn't it? 5. Isn't it a hot day? 6. It's wonderful weather we are having. I hope it will keep fine. 7. What a tremendous clap' of thunder! 8. Look! It's clearing up.

XVIII. The climate and weather in Turkmenistan

Our country is situated in the Middle Asia; therefore there are more warm and hot days in a year. As Turkmenistan is mostly surrounded by desert zone its climate is abrupt continental and dry. In winter we have many mild days. There are some rare cold days and it snows rarely. The spring begins in late February and continues up to the middle of April. It often rains in spring. The average temperature is nearly 20-25 C. The summer is long enough-from May to the end of September. In the mid summer the temperature reaches 42-45° C. There are many sunny days in spring and summer and it is an advantage for growing greenery, vegetables and fruit gardens. Certainly people have to water a great massive of fields to yield crops. The autumn is the time of crops - delicious wine-grapes, melons, water melons, pumpkins, various fruits. Besides it is the time of cotton picking. Warm and sunny weather stimulates to gather rich crops of highly qualified crops of cotton.

Vocabulary notes:

1. to be situated - yerleşmek
2. to be surrounded - gürşalmak
3. continental - kontinental
4. advantage - artykmaclyk
5. to water - suwarmak

6. to yield - hasyl bermek, ondürmek
7. crops - hasyl
8. delicious - tasin, hayran galdyryan
9. cotton-pagta
10. to pick cotton - pagta yygmak
11. to stimulate - stimulirlemek, yaram etmek

Exercises XIX. Render the text.

Time. Seasons and weather

Text A

A year has 365 or 366 days and is divided into twelve months. The names of the twelve months are: January, February, March, April, May, June, July, August, September, October, November and December.

A month has 30 or 31 days. February is an exception to this rule. It has 28 days in an ordinary year and 29 days in a leap.

There are seven days in a week. The names of the seven days of the week are:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. The time from Saturday afternoon to Monday morning is called the week-end. As a rule people do not work during the week-end. They have a rest then.

A day has twenty four hours and an hour consists of sixty minutes. Half an hour has 30 minutes and an hour a half has three times as many.

Asking the time

"What's the time George?" "It's a quarter past three."

"Can you tell me what time is it?" "It's half past four."

"Have you (got) a watch?"

"Yes, I have."

"What time is it by your watch?" "Ten to eleven."

"Does your watch keep good time?"

"Oh, yes, it does. I set it by Watan program and I never forget to wind it up. So it

never stops during the day."

"Something is wrong with my watch."

"Is it fast or slow?"

"Sometimes it is fast and sometimes it is slow. It doesn't keep time at all. I must take

it to the watchmaker's and have it cleaned or repaired."

Notes

three times as many -tic esse kop

1. it doesn't keep time at all - sagat dogry işlanok

2. it keeps good time - (sagat barada) dogry isleyar

Text B

The four seasons of the year are: spring, summer, autumn and winter. Each of the seasons lasts about three months. Winter as a rule begins in December and ends in March. We usually have many cold days in winter and it often snows. The rivers and lakes freeze and when the ice gets thick enough the children can go skating. When spring comes, the days get warmer. The sun shines brightly in a blue sky. The snow melts quickly and turns into water. Grass grows in the meadows. The birds return from the hot countries and make their nests in the green woods. Many people think that spring is the best season of the year.

In summer the days are very hot as a rule. School is over in June and most of the children go to the camps. Many people have their holidays (vacation) in summer. They go to some place in the country or near the sea.

In summer we often have thunderstorms. We hear the thunder and see flashes of lightning, the wind begins to blow hard and the clouds approach quickly. It rains hard for a while. And soon the sun comes out again.

After summer, comes autumn. The days get shorter and the night longer. Dark clouds gather in the sky and it rains. We generally have much rain in autumn. People hurry along the streets. They wear raincoats or carry umbrellas. But the few fine days that we sometimes have in early autumn are really beautiful. The trees turn red and gold.

There also are lots of yellow and brown leaves on the ground. It is the most beautiful time of the year.

Text C

"What is the weather like in spring in England?"

"It is usually mild, but sometimes they have snow and frost even as late as April."

"Is it very hot in summer?"

"Sometimes it is, but not as hot as it on the continent, as a rule."

"Do they get many fine days in autumn?"

"Yes, as a rule. September is often a beautiful month."

"What sort of weather do they have in winter?"

"All sorts of weather. Sometimes it rains and sometimes it snows. At other times they may have fog and sleet and frost."

"Do they have a lot of snows in England?"

"Not as much as in Russia."

"Is it very cold in winter?"

"Not, as a rule, but sometimes they get a few really cold days."

"Do the rivers and lakes freeze?"

"Very seldom."

(Adapted from Linguaphone English Course by Lloyd James, M.A.)

PROVERBS

Don't let the grass grow under your feet.

Don't put off till tomorrow that you can do today.

After a storm comes calm.

NOTES

What is the weather like...? Howa nahili bolyar?

EXERCISES

I. Sõzlemleri inlişçä terjime ediñ we yazıñ:

1. Bir ýyl 12 aya bolünýär.
2. Bir sagatda 60 minut bar.
3. Siziñ sagadyňyzda sagat näçe?
4. Meniñ sagadym işlänak. Ony sagat ussasyna äkitmeli.
5. Gyşyna ýygy-ýygydan gar ýagýar.

6. Ýazda gar çalt ereýär we suwa öwrülýär.
7. Çemenlikde ot gögerýär.
8. Mekdepede sapaklar iýun aýynda gutarýar.
9. Güz aýlary gün gysgalyp baslaýar.
10. Güzde asmana bulut gelýär we ýagyş ýagýar.
11. Ýapraklar reňkini üýtgedýär. Olaryň reňki gyzyly ýa-da sary bolýar we ýere gaçýar.

II. Soraglara jogap beriň:

1. How many days has a leap-year?
2. How many days has a month?
3. Which of the months is an exception to this rule?
4. How many days has February in a leap-year?
5. What are the names of the seven days of the week?
6. What do they call the time from Saturday afternoon to Monday morning?
7. How many minutes are there in an hour?
8. What are the names of the four seasons of the year?
9. How long does each of the seasons last?
10. When does winter begin?
11. What sort of weather do we have in winter?
12. Do we have plenty of snow in winter?
13. Do the rivers and lakes freeze in winter?
14. What can we do when the ice gets thick enough?
15. When do the days get longer?
16. How does the sun shine in spring?
17. Where do the birds return from in the spring?
18. Where do they make their nests?
19. Where do most of the children go when hot weather sets in?
20. When do the nights become longer?
21. Does it often rain in autumn?
22. What do people often carry to protect themselves against rain?
23. Do we have fine days in autumn?
24. What color are the leaves in autumn?
25. Do you think autumn is the most beautiful time of the year?
26. Which do you like better: autumn or spring?

27. Which of the seasons do you like best?

III. C teksti ýatdan öwreniň;

IV. C tekstiň gepleşigine laýyklykda belli bir yeriň dürli pasylynda bolýan howa barada gürrüň beriň;

V. Aşgabadýň dürli wagtdaky howasy barada gürrüň beriň;

VI. Sanawdaky gosmaça sözleri peýdalanyp, suratlara serediň we Present Indefinite, Present Continuous, Present Perfect zamanlarda sozlemler düzüň we gürrüň beriň:

earth - ýer şary

moon - aý

star - ýyllyz

storm - tupan

snow-storm - syrgyn, boran

branch - şaha

bush - gyrymsy agaç

field - meýdan

hill - depe

mountain - dag

valley - dere

mushroom - kömelek

blow - ösmek (ýel barada)

bend - egilmek, eplenmek

clear up - açylmak (howa barada)

pick - ýygmak, yýnamak

VII. a) Read the following text. Give a title to the story, b) Retell the story using the vocabulary of the lesson:

The weather in England can change very quickly. One day last week I went for a walk in the country. When I started early in the morning the weather was beautiful. The sun was shining, the sky was

blue and there were no clouds at all. In the middle of the morning a sudden change came. A cool wind started to blow, black clouds covered the sun and in a very short time it started to rain heavily. There were no houses in sight and I had no coat with me. So I got very wet indeed and very cold too. After about an hour I managed to catch a bus which took me home. But when I arrived I was shivering and sneezing and I've had a cold ever since. We sometimes say that England is the only country where you can have four seasons in one day.

VIII. Translate the following into English.

A. 1. Bu gün ümür düynki ýaly dal. Düyn ümür örän goýydy, şonuň üçin men teatra maşynly gitmekden gorkdum we piýada gitmegi maslahat bildim. 2. Asman bulut bilen ýapyk we ýagyş ýagyp durka köçede gezelenç etmek amatly bolmaýar, awtobuslar we maşynlar köçeden geçip barýanlara suw we hapa syçradýarlar. 3. Bu gün nähili ýaramaz howa! Ýagyş çişneýär we köçeler örän hapa. 4. Asman garaňkyrady, we deňizden sowuk şemal öwsüp baslady. Emma bu gün ýel düynki ýaly güýçli däl. Düyn ol has güýçlidi. 5. Aýaz güýçlenýär. Basym howdan doňar we biz konkide taýyp bileris. 6. Haçanda ýer gar bilen örtülgi bolup, agaçlaryň ýokarsynda gyrawlar ýylpyldap dursa park örän owadan görünýär. 7. Men bu gün howa maglumatyny diňlemedim, şonuň üçinem ýagşyň ýagjagyny we ýagmajagyny bilmeýärim. Eger ýagyş bolmasa, men hýkman şäherden daşaryk gezelenje giderin. 8. Howa hem-kem maýlarr we meniň pikirimçe miweli agaçlar güllär. 9. Bu gün örän sowuk. Sen öýde galmaly bolarsyň. Eger-de daşary çyksañ, sen yene-de sowuklarsyň. 10. Meniň pikirimçe ol Asgabatdan gaýdyp gelyança size jaň etmez. 11. Biz meýilnamamyzy duşenbe günü maslahatlaşarys. 12. Angliýada meýdanlar we parklar gysyna-da göklüğine durýarlar. 13. Şu gün howa örän dymyk. Basym ýylдыrym çakyp, ýagyş ýagarmyka diýýärim. 14. Bu güýçli gök gümmürdisi meni gije oýardy. Uzak gije ýagyş bedreden guýulan ýaly ýagdy. 15. Seret! Ýagys goýdy. Bulutlar dargady. Asmanda owadan älemgoşar döredi. Şu gün oňat howa bolar. 16. Howa maglumata görä şu hepde

köp ýagyş boljak däl. 17. Güýçli ýagyş ýagýar, saýawanyňy aç, ýogsa gaty ezilersiň.

A RAINY DAY EPISODE

It was raining hard the whole morning when I had to leave my house. I wanted to take an umbrella, but I saw that out of my five umbrellas there wasn't a single one which I could use. I decided to take all the five umbrellas and have them repaired. When I was going out, my wife asked me to bring her umbrella back. "From 8 to 9 I shall be taking a walk", she said, "and I shall need it". So I went to repair-shop "I want to have my umbrellas repaired", I said, "I shall call for them on my way home".

At **one** o'clock in the afternoon I felt hungry and I went to a restaurant. I sat down at a table and ordered lunch. A few minutes later a young woman with an umbrella in her hand, came in and sat down at the same table.

After lunch I got up, took the woman's umbrella, and was going to leave the restaurant. I must tell you I am very absent-minded man.

"This is my umbrella", cried the woman. "Excuse me", I said returning the umbrella to her, "I am awfully sorry".

In the evening on my way home, I called for the umbrellas which were ready by that time, and went to the nearest underground station. There I got into a carriage, placed five umbrellas by my side and began to read the newspaper. Suddenly I heard a voice.

"Oh, you have a very successful day today, haven't you?" I looked up and was surprised to see the same young woman - the companion at my lunch. She was looking at my umbrellas and smiling.

IX. Aşakdaky sözlemleri we söz düzümleri iňlisçä terjime ediň:

ýagyşly gün, birnäçe minutdan soňra, ýagyş ýagmak, ünsiz ulanmak gygyrmak (aglamak) peýdalanmak, taýýar bolmak, getirmek, şol wagta çenli, saýawany bejermek, wagona girmek, gezelenç etmek çemodany goýmak

bir zady almaga gitmek, owadan ses
to them repaired - bejertmek

Öýe yol ugruna, hayran galmak, günortanlyk nahar buyurmak,
seretmek, şol bir wagon, şol bir stol.

X. Gerek ýrlerdäki artikleri goyň. Türmença terjime ediň:

1 .Tom is.... very absent-minded man. 2. "Where is nearest underground station?" I asked.... man who was standing nearby. 3. After.... lunch he went back to.... office. 4. Girl, who is reading a newspaper, is my friend. We live in.... same house. 5. At 5 o'clock in.... afternoon I went to.... restaurant. I sat down at.... table and ordered.... dinner. 6. It was raining ... whole day yesterday and we stayed at... home. 7. ... work is difficult, but I shall do it all ... same. 8. ... coach is ... man who is training ... sportsmen.

XI. Gerek yerlerde komekçi sozleri we hallary goyun.

Türkmença terjime ediň:

1.... lunch I got took the woman's umbrella, and went ... the restaurant. 2. We were having dinner when Mr. Brown came.... 3. ... my way home I called ... my watch. 4. The man got... a carriage, placed his suitcase ... his side, took a newspaper ... his pocket and began to read. 5. The woman was looking ... me with a smile. 6. Where are you hurrying...? I am going ... the lecture ... botany. 7. I must return these books ... the library ... Monday. 8. Early ... the morning I went ...a repair-shop to have my watch repaired

XII. Asakdaky soraglara jogap berifi:

1. Who wanted to have the umbrella repaired?
2. Why did he decide to take his umbrella?
3. Where did the man take his umbrellas to?
4. Where did he go to have lunch?
5. Who came into the restaurant?
6. What had the lady in her hand?
7. Why did the man take the woman's umbrella?
8. Did he return the umbrella to her?

9. What did he say to her?
10. Were his umbrellas ready in the evening?
11. What did the woman say when she saw five umbrellas?

XIII. Aşakdaky sozleri we soz düzumleri peýdalanyp, sozlem düziüň:

To rain hard; to use; to have (something) repaired; to call for; on my way; to order breakfast; to cry; to be ready for; to be surprised; to look at; to look for

XIV Aşakdaky sözlemleri iňlisçä terjime ediň:

1. Düyn uzak gün ýagyş ýagdy, şeýle dälmi?
2. Meniň doganym jaň edende, naharlanyp otyrdyk.
3. Ýagyşly gün bolany üçin, ol şäheriň daşyna gezelenje gidip bilmedi.
4. Siz dekan bilen haçan gürleşmek isleýärsiňiz?
5. Instituta barýarka ýol ugruna ol iň ýakyn kitaphana sowuldy.
6. Ertir sagat 2-den 5-e çenli olar bu filmi görkezjekler.
7. Ol saýawany bejertmage bermek isledi, şeýle dälmi?
8. Ol wagona girip barýarka şol aýal oňa geň galyp seretdi.
9. Aşam olar gezelenje hem Myradyň ýanyna baryp, täze žurnallary almaga gitmek isleýärdiler.
10. Birnäçe minutdan soň biz kafe girdik we aşamlyk nahar buýurdyk.
11. Ol ýerde boş ýer bolmany iüçin, ol wagonan çykmalý boldy.

Klas işi üçin gönükmeler:

I. Aşakdaky işliklerden hal işligiň häzirki zamanyny ýasaň:

To take, to bring, to use, to order, to return, to cry, to get, to hear, to ask.

II. Aşakdaky sözlemleri terjime ediň we dowamly zamanýň görnüşlerini düşündiriň:

1. While I was reading the newspaper my wife was listening to the radio.
2. When he was walking in the park it began to rain hard.

3. It was snowing heavily when we went out into the street.
4. The man was having lunch when the young woman came in.
5. At this time yesterday, they were going to the cinema to see a new film.
6. At 10 o'clock I was hurrying to the underground station.
7. All day long yesterday she was training in the sport club.
8. Ted was returning from the skating-rink when I saw him.
9. They were still doing their work when the telephone rang.
10. When the passenger got up, he saw a woman who was looking at him.
11. At this time tomorrow they will be leaving for Moscow.
12. I am afraid it will be raining the whole day tomorrow.
13. We shall be waiting for you at 5 o'clock.

III. Aşakdaký sözlemlerde geçen (geljek) dowamly zamanlary ulanyň we manysy boýunça wagt doldurgyçlary - at this time, yesterday, tomorrow we başgalary goşuň:

1. I am doing my home-work.
2. Sam is training in the club.
3. While we are skiing, they are skating.
4. John is not packing his things, he is buying tickets at the railway station.
5. What are you doing? - I am looking for the letter.
6. Where is she walking?
7. They are having dinner now.

IV. Asakdaký sözlemleri sorag we otrisatel görnüşde goýuň:

- A.
1. His friend was having supper at this time yesterday.
 2. They were showing an English film after the meeting.
 3. You were calling him up at that moment.
- B.
1. We shall be leaving for Leningrad at midnight.
 2. Our group will be taking the exam in English tomorrow.
 3. He will be seeing her off at this time tomorrow.

V. Sözlemdäki saýlanan agzalara sorag goyuh:

1. The boy was looking at **the picture**.
2. **The girls** were speaking about their work, when we came up to them.
3. Mike was playing chess with **his friend**.
4. You will be waiting **for Mary** on the platform at this moment

VI. Aşakdaky soraglara jogap beriň:

1. Were you having a lesson at this time yesterday?
2. What lesson were you having?
3. Whom were you speaking with when I came up to you?
4. What were you speaking about when I saw you?
5. What were you looking at at that moment?
6. What newspapers were you looking through at this time yesterday?
7. Where were you hurrying to when I met you?
8. What will you be doing at this time tomorrow?
9. What exam will you be taking at 10 o'clock tomorrow?

VII. Inlisça terjime ediň:

1. Ol agşam şu wagtlar sapaklaryna taýýarlanýardymy?
2. Men jaň edenimde siz dynç alýardyňyz.
3. Siz geleniňizde olar agşamlyk nahar edinyardilermi?
4. Şol wagt Azat telewizor bejeryärdimi?
5. Düýn şu wagt siz name işleýärdiňiz?
6. Men jaň edenimde sen haýsy öý işiňi ýerine ýetiryärdiň?
7. Siz geleniňizde olar nähili filmi görkezyärdiler?
8. Men sizi görenimde siz nirä barýardyňyz?
9. Men sizi görenimde siz kim bilen gürleşýärdiňiz?
10. Şol wagt siz näme işleýärdiňiz?

VIII. Asakdaky sözlemlere bölüji soraglary goyuh:

Nusga

You are ready, aren't you?

You have a car, haven't you?

He speaks English, doesn't it he?

She went to the cinema yesterday, didn't she?

They will help us, won't they?

1. You are a student...
2. She is a teacher....
3. They have a house ...
4. You know this man
5. Peter plays chess well,....
6. Mr. Hope has a large family,....
7. His sister can drive a car ...
8. I must do this work today ...
9. We shall go to the station by taxi...
10. The students are having dinner now,....
11. When I rang you up, you were sleeping,
12. Mary speaks French,....
13. You had to call a porter,....

IX. Asakdaky sözlemlerde sintaktik derňew geçiriň.

1. I am going to ski where I skied last Sunday.
2. I do not know where he is traveling now.
3. The place where we usually rest is very beautiful.

X. Aşakdaky söz düzümleri terjime ediň we ýatda saklaň.

Rainy weather
 To snow and to rain
 To use an umbrella on a rainy day
 To repair a suitcase
 To take a long walk
 To call for one's friends
 To be ready for the lesson
 To order dinner
 A few minutes later
 To have a beautiful voice
 To be surprised

XI. Aşakdaky söz birikmeleri türkmençä terjime ediň.

The nearest underground station; the shortest way; the largest shop;
 the smallest suitcase; a more interesting episode; a less successful

day; an older umbrella; the most fashionable restaurant; a longer carriage, a more pleasant walk.

XII. "One" sozün ulanylyşyna üns beriň, türkmençä terjime ediň

1. One cannot forget this film.
2. One must sleep 7 or 8 hours a day.
3. One can hear this song everywhere.
4. One must not read in the dark.
5. I don't like this umbrella. Show me another one.
6. This episode is more interesting than the one which you told me yesterday.
7. I have only one room.

XIII. Saýlanan sözlere üns beriň we türkmençä terjime ediň:

1. **Look at** this picture. Do you like it?
2. You needn't **look for** the book. I can give you mine.
3. Why didn't you **look** this word **up** in the dictionary?
4. I had to **look through** many old newspapers.
5. He **looked out of** the window and called somebody.
6. Don't **look into** the room. The examination is going on there.
7. The **place** where we usually ski is very beautiful.
8. **Don't place** your skis here. Put them in the corner.
9. This house is **under repair**. 10. Can you **repair** this radio-set?

ÖÝ IŞI ÜÇIN GÖNÜKMELER:

I Aşakdaky atlary we işlikleri terjime ediň:

Rain - v. n. Repair - v. n. Call - v. n. Order - v. n. Place - v. n.

II Aşakdaky sözlemlerde zaman formalaryň ulanylyşyny düşdüdiriň:

1. When I was already sitting in the cafe, a young woman came in and sat down at the same table.
2. While they were speaking, an old man was passing by.
3. If he does not leave home in a few minutes he will be late for the lesson.
4. Every Sunday he skis in the park.
5. On his way home he bought a newspaper.

6. As it was raining hard I had to take my umbrella.
7. Next year I shall work in this office.
8. Tomorrow at 1 o'clock I shall be working at my English.
9. He will not finish his work in a week.
10. They didn't want to go to the club in the evening.
11. At 7 o'clock in the evening we shall be waiting for you.
12. They are driving to the centre of the city.
13. We had to stay at home.
14. Ann can't speak German.
15. He is to make a report

III. Sözlemin saýlanan agzalaryna sorag goyun:

1. **At one o'clock in the afternoon** he went **to a restaurant to have lunch**.
2. He was leaving the house **when we came to see him**. **3.1** must take **my umbrella** to a repair-shop.

IV. Nusgalar boyunça terjime ediň.

Men sagadymy bejerdetim gelyar. Men sagady bejertdirmeli.

1. Men 6z sayawanymy bejerdetim gelyar
2. Bize telewizorymyzy bejertmek gerek.
3. 01 ayal 6z radiopriyomnigini bejertmage beresi gelyar.
4. Men fotoaparatymy bejertmeli.

V. Ýaýdaky sözlere terjime ediň we sözlemleri okaň.

1. When the passenger came onto the platform, he placed his things (gapdalynda).
2. (-dan, -den) many books she gave me to read there was only one which I really liked.
- 3.1 decided (girip çykmak) my watch on the way to the office.
4. Victor sat down at a table and (buýurdy) dinner.
5. When I came to see them, they (haýran galdylar) because they didn't know I was in Moscow.
6. He is a very (ünssöz) man.
7. When we went out into the street, it (duydansyz) began to rain (güýçli).
8. May I (peydaşlyk) your pen for some time?

9. You must (gaytaryp bermek) this magazine in a few days.
10. Can you (bejermek) this TV-set?
11. "It is my umbrella. Don't take it", the old woman (gygyrdy).
12. Comrade Belov is always (taýýar) for the lesson.
13. There are many compartments in this (wagon).
14. (serediň) this picture. Do you like it?
15. It was a very (şowly) day.

VI. Asakdaky sozlemleriň üstuni yetiriň.

1. When he was going to the skating-rink, _____
 2. When they were listening to the radio,
 3. While we were having lunch, _____
 4. At two o'clock in the afternoon I shall be 5.
- They were training when
6. It was raining therefore
 7. At this time tomorrow they will be

VIII. Asakdaky teksti iňlisçä terjime ediň we gürrüň beriň.

Türkmenistanyň tebigaty

Turkmenistan Merkezi Aziýada ýerleşýän baş ýurduň biri bolup, teritoriýasynyň ululygy boýunça Gazagystandan soň ikinji ýerde durýar. Türkmenistanyň 80% territoriýasyny Garagum çöli, 20% zolagy bolsa Köpetdag ulgamy eýeleýar. Türkmenistan günbatarda Hazar deňzi bilen araçäkleşýär we gündogarda Amyderýa çenli 1100 km uzalyp gidýär, demirgazykdan günorta çenli 650 km uzalýar.

Türkmenistanyň klimaty güýçli kontinental we gurak bolýar. Tomsuna yssylyk +40 +50° -a ýetyär. Tomus pasly adatça 5 aý dowam edýär we ygal az düşýär. Gys aýlary onçakly sowuk bolmaýar, ortaça -5°c dan +5°c çenli bolýar. Şol sebäpli oba hojalyk önümleri öndürmek üçin ýerlerde suwaryş ulgamlardan rejeli peydanamaly bolyar.

Türkmenistan köp milletli döwlet bolup, bu ýerde oba hojalyk ösendir. Türkmenistanyň iň ösen oba hojalyk önümi pagtadyr. Ondan başga maldarçylyk, bakja ekinleri, üzümdarçylyk we beýleki miweleri ösdürip ýetişdirmek giň ýaýran. Türkmenistan gazylyp alynýan

mineral we yangyç önümlere- esasan nebite we gaza baý ýurtdyr. Soňky hasaplamalara görä ýerasty baýlygy boýunça Türkmenistan dünýäde iň baý ýurtlaryň hataryna girip, 4-nji, 5-nji orny eýeleýär. Türkmenistanyň köp böleginiň çöllük bolmagyna garamazdan onuň ösümlük we haywanat dünýäsi örän baýdyr. Bu ýurtda başga hiç ýerde bitmeýän ösümlükler we ýaşamaýan haywanlar duş gelýär. Oňa mysal bolup Bathyzda bitýän çomuç (ферула) we şol ýerde ýaşaýan gulanlar (кулан) bolup biler.

Häzirki zaman Türkmenistan bu gün Beýik özgerişler we Galkynyş eýýamyna gadam basyp, durmuşyň hemme ugurlary boýunça - durmus-ykdysady sferada, ylymda, saglygy saklaýyşda we medeniýetde ägirt uly reformalary durmuşa yzygiderli geçirýär.

LESSON 16

Grammar: Sequence of Tenses. The Future in the Past. The Past Perfect Tense.

Texts: My Third Year on the Island. At the Seaside.

Study the Following Table №1 Sequence of tenses

a)

I, He, She	was	sure	Jeren Jahan everybody	was	ill out at school at home in the yard
We, you, they	were		the children our friends	were	

b)

Inna Jahan Myrat	asked	if	Merjen everyone Meret	was	ready free busy happy
I We The Browns			they her friends	were	

Table №2
The future in the Past

Alan Mergen We The Browns The students	knew that	I we	should	go out of town join them enjoy the party read the story listen to music leave the place
		Mr. Black everyone	would	

Table №3
The Past Perfect Tense

We Tawus Yusup The Browns The students	knew that	we everyone Mr. Black Tylla	had	read the letter seen the play bought a TV set watched a film planted trees
Abadan Guwanch The Browns	asked if	John Ann The Browns everyone	had	had dinner bought a lot of fruit won a prize left the town

GRAMMAR EXERCISES

I. Study substitution Tables №1, 2, 3 and compose as many sentences as you can

II. Spell and transcribe the four forms of the following irregular verbs:

be, do, come, take, read, feel, say, see, ride, go, know, shine, forget, cut, run, make, fly, choose, catch, swim, leave, lie, bring, get.

III. Write the following sentences in indirect speech using the Future in the Past:

1. My mother asked me: “will you have dinner with me?”.
2. I said: ”I’ll be late tomorrow”.
3. We said: “We’ll take four exams in summer”.
4. She said: “I’ll go to the exhibition ”.
5. Meret said: “I’ll play tennis tomorrow”
6. My friend said: “I’ll buy an interesting book”
7. The students said: “We’ll work hard at our pronunciation”.
8. They asked us: “When will you join our choir?”.
9. I said: “I’ll have a better command of the language, if I read English books”.
10. We said: “We’ll show them the main building of our University. It’s very beautiful”

IV. Write the following sentences in indirect speech using the Past Perfect

1. Batyr said: “My father has visited Moscow many times”.
2. Altyn asked: “When did you come to our party?”
3. We asked him: “Where did you go during your vacation?”
4. Sheker said: “I have made a nice dress for my mother”.
5. The mother asked her son: “Why have you spent so much money on sweets?”
6. My teacher asked me: “When did you join our circle?”
7. The teacher said: “Our group has worked hard in the lab today”

V. Find in the book you use for your home reading examples on Sequence of Tenses. Copy them out.

VI. Translate the following sentences into English:

1. Maral teatira iki sany petegi alandygyny aýtdy.
2. Biz erbet howa zerarly toýa gidip bilmejekdigimizi aýtdyk.

3. Kakam ertirki gazetleriň hemmesini eýýam görüp çykandygyny aýtdy.
4. Ol şol gyzykly kitaby satyn alandygyny aýtdy.
5. Mergen matematika dersini halamaýandygyny aýtdy.
6. Olar synaglara oňat taýýarlanandygyny aýtdylar.
7. Men olaryň Londonda okandygyny bilýärdim.
8. Yusup Tawusyň dogulan gününü belländigini bilýärdi.
9. Kerim Kiýewe baryp ýerleşendigini aýtdy.
10. Ejem biziň teatra gidenimizi bilýärdi.
11. Jeren olara barlag işe taýýar bolmalydygyny aýtdy.
12. Biz Batyryň oňat futbol oýnaýandygyny bilýärdik.
13. Mugallym talyplaryň oňat taýýarlanyp gelmelidigini aýtdy.
14. Rejep mugallyma sapaklaryna gelip bilmejekdigini aýtdy.
15. Biz olaryň otlä gijä galmajakdygyny bilýärdik.

TEXT 1

MY THIRD YEAR ON THE ISLAND ("Robinson Crusoe" after Daniel Defoe)

Now the rainy season came, and on 30 September, I had been on the island two years, with no more chance of rescue than the day I arrived.

Still, at times my heart was heavy. I looked about me and realized that I was a prisoner with no hope of escape. This thought used to come upon me, like a sudden storm, and make me cry like a child. But I read the Bible every day, and drew much comfort from it.

From this moment I realized that it was possible for me to be happier in my island prison than anywhere else in the world and I thanked god for bringing me here.

So I began my third year; a busy one, I divided my time between reading the Bible and going out with my gun (when it did not rain), cooking and storing my food, and so on. Everything took a long time, because of my lack of tools, help, and experience. For example, I spent forty-two days making a long shelf for my cave. Two good

workmen, with the right tools, could have done the job in half a day. Still, I managed in the end.

In November and December I waited for my corn to grow. I had trouble keeping the goats off it and had made a fence around it. I guarded it all day with my gun, and left my dog there at night. But the birds waited for me to go, then they tried to steal my corn. I shot at them, but when I left, down they came again. Determined not to lose my corn, I killed several birds and hung their bodies up, to frighten the others. This worked; and at the end of December I gathered my corn. I had no tools for this work, so I simply pulled the ears off and carried them away in a basket.

This was a great moment for me, and I felt sure that I would soon have bread again. And yet I was puzzled, for I knew nothing about making flour from corn, or making bread from flour. So I decided to keep all the corn, and plant it again for next season, and meanwhile learn how to make bread.

It surprises how difficult it is to make bread even after you have gathered the corn. And, before I could do even that, I had to dig the ground with my wooden spade, prepare the earth, and plant the seed. I had to protect the growing corn from enemies, then carry it home, before I could even begin to prepare it for my use. All this, as I said, made everything very slow; but I had all the time in the world to work out how to look after the corn and how to use it.

First I had to prepare the land, now that I had enough seed for quite a large field. Making a new spade was one week's work and even then it was a poor one, and very heavy. However, I planted my seed in two large flat pieces of ground near my house. I made a strong fence around them, using the wood growing near my country-house. This took me three months, much of that time being the wet season.

Indoors, I found plenty to do. While I worked, I amused myself talking to the parrot and teaching him to speak. At last he could say his own name, Poll; this was the first word I heard spoken on the island by any mouth but my own.

Text-2 At the Seaside

A – It’s much fresher here than in Ashgabat

B – Yes, it was so stuffy in Ashgabat last week.

A – It’s all over now. Look! Jeren and Aknur have gone further along. They have chosen a nice place.

B – It’s, there are fewer people there.

A – How quick the young people are! They are already in their bathing-suits lying in the sun.

B – Isn’t the water cold?

A – It is, and you are certainly afraid to come into the water, are you?

B – Stop teasing me. I’m tired of a long trip. Let me have a minute’s rest. Go and bath alone.

A – Sorry, I’ll be as good as gold. Wait for me I’m coming soon.

B – Oh! How pleasant the water is. I’m already in the water too.

A – I’ll catch up with you easily. You splash about too much with your feet.

B – I’m not such a strong swimmer as you. Oh! I’ve got a mouthful of salt water.

A – You shouldn’t swim with your mouth open.

B – I feel a bit chilly. I’d rather swim ashore and lie on the sand.

A – I’ll join you in a moment after I dive off that raft.

VOCABULARY NOTES

Be tired after- bir zatdan ýadamak; e.g. they were tired after having practice in hearing and pronunciation. If you are tired of a city life, go down to the Caspian sea.

Be tired (of)- bizar bolmak, irizmek, ýürege düşmek. **Be sick and tired-** bizar bolmak; halys ýürege düşmek e.g. they were sick and tired of this noise.

A lot (of)- köp, kän. *The following word combinations are all translated into Turkmen with the words “köp, kän ”. Mind their usage and ways prepositions are used: a great deal (of), a good deal (of) are used with uncountable nouns; e.g. she spends a good (great)*

deal of time at the language laboratory. He plays the dutar a good deal.

A great number of, a great many are used with countable nouns; e.g. there is a great number of old books in the library. I saw a great many birds at the sea shore.

A lot of, plenty of are used both with countable and uncountable nouns; e.g. there is a lot of fruit at the market today. There are a lot of people in the park. He knows a lot.

Mind the ways of strengthening the meaning of the given word combinations: he knows a lot more than you think. I can tell you a great deal more on the subject.

Get everything arranged- hemme zatlary häzirlmek, düzetmek; e.g. Max got everything arranged for his trip.

Very *adj* hut, edil, şol, asyl özi; e.g. at that very moment Jeren told us that she had passed her exams successfully. He was the very person they wanted to see.

Settle *vt* düzetmek, çözmek, ýola salmak, bellemek, kesgitlemek; e.g. it was not difficult to settle the question.

Decide *vt/i-* netijä gelmek, karara gelmek; e.g. she decided to enter the university.

Realize *vt-* 1) göz ýetirmek, düşünmek. Syn. **Understand (understood, understood) *vt***; e.g. the man was very simple and didn't realize the danger. 2) durmuşa geçirmek, peýdalanmak. E.g. the plan was hard to realize (fulfill). It was easier to propose the project than to realize it. **But:** It's necessary to understand the rule before doing this exercise. I don't understand why he has left.

Indoors *adv-* öýde; out-of-doors- köçede; indoor games: chess, draughts, lotto, dominoes, etc. outdoor games: football, golf, hockey etc. *mind the stresses in the following word combinations: 'indoor games, but to 'stay in 'doors.*

Watch television (TV)- telewizora seretmek; e.g. the Geldiyews bought a new TV-set and invited their friends to watch TV.

Week-end *n* Sunday, with parts of Saturday and sometimes of Monday, as a period of rest or as a holiday. *Mind the use of prepositions: to do smth at the week-end, to go somewhere for the week-end.*

Start (for some place) vt/i 1) ugramak, ýola düşmek; e.g. they started for the railway station. 2) bir zada başlamak.; e.g. the train was to start for London.

Unusually adv- adatça däl, üýtgeşik, aýratyn, geň; e.g. he thought that Jane looked unusually pretty that day. Ant. **Usually**- adaty, hemişe, köplenç; e.g. she usually gets up at 6 o'clock in the morning.

As usual- hemişekisi ýaly; e.g. every Sunday our grandfather came to see us as usual.

To feel (look) unhappy (happy, bad, chilly, etc.)- özüni bagtly, bagtsyz, erbet, gyzgyn duýmak, üşütmek; but **to feel well**- özüni oňat duýmak.; e.g. he always feels happy when he comes to his native village. She felt chilly and swam ashore. They looked surprisingly beautiful in their smart dresses. She looked well in spite of her illness.

To be about to- bir zady etmekçi bolmak, bir zadyň ugrunda bolmak; e.g. she was about to leave the house when the telephone bell rang.

Besides adv- ondan başga;

Beside prp- ýanynda, golaýynda; e.g. he was a wonderful singer and a good pianist besides. There were many houses beside the lake.

Expensive adj- gymmat; e.g. the coat is too expensive, I can't buy it. Ant. Cheap- arzan; e.g. the cheapest things cannot be very good.

At the seaside- deniz, kenar boýundaky, deňiz ýakasynda. Note: shore n- deniziň kenary, as the shore of the Caspian sea; bank n- derýanyň ýakasy- as the bank of the Amu-Darya.

Coast n- kenar ýaka; as the coast of France; the black sea coast; **beach n**- plýaż, suwa düşülyän kenar; e.g. the old man spent most of his time on the beach.

As good as gold- altyn, gyzyl, göreldeli (tertibi barada, ahlak taýdan)

To catch up (with smb)- yzyndan ýetmek; e.g. it's easy to catch up with the old man, he is walking slowly. Maral was afraid that she would not be able to catch up with the group after her illness.

To splash about- pürküşmek, syçratmak, sepmek, sepişmek; the children ran to the sea and began splashing about.

I'd rather (I would rather)-dogry hasaplamak, makul bilmek; e.g. you'd better go now= it would be better for you to go now.

Exercises

I. a) The material below is to prepare for reading. Mark the stresses and tunes.

1. In every beginning think of end.
2. A brave man will never run away from danger.
3. Fortune favors the brave.
4. Seeing is to believing.
5. A friend in need is a friend indeed.
6. Show me your company and I'll tell you what you are.

II. b) Before you start working at the text practice the sounds in the following word combinations:

a) 1 [ai] – smiling, realizing, wife, arrived, behind.

2. loss of plosion: and trouble, that day, asked Bagul, got too little, walked back.

3. alveolars replaced by dentals: when they, in the boat, and there, at the door, as they play, said the doctor, in the evening, that was the end, was answer.

b) 1. Loss of aspiration: s top teasing, you s splash

2. No glottal stop: all over, swim ashore, dive off

III. 1. a) Read the text. Mark the stresses and tunes of the chosen extract.

b) Practice the text for test reading.

2. a) Read the dialogue “At the seaside”. Mark the stresses and tunes.

b) Practice the dialogue for test reading.

c) Memorize the dialogue and dramatize it.

IV. Transcribe the following words and practice their pronunciation:

Dreadfully, radiantly, arranged, week-end, expensive, splash, certainly, bathing-suits, tired, mouthful, ashore, moment, raft, both.

Answer the questions on text I

1. How long had Robinson Crusoe been on the island?
2. What was the weather like then?
3. What did he realize?
4. What did he draw much comfort from?
5. How did he spend his time on the island?
6. What had he to do not to lose his corn?
7. Did he manage to gather his corn?
8. Was he sure to have bread?
9. Had he any practice of making flour from corn?
10. How long did it take him to get his harvest?
11. What kind of work did he do indoors?
12. Whom did he talk with?

VI Ask your comrades questions on Text II.

VII Ask your comrades questions on their past week-end.

VIII Fill in prepositions or adverbs wherever necessary. Retell the text:

Tom Sawyer got tired... the medicine which Aunt Polly gave...him every day. So once he decided to give it...his Aunt's cat Peter. Peter sprang up...the air...once. ...a few minutes Aunt Polly entered...the room. She wanted to know what Tom was laughing... . She came just...time to see Peter jumping...the window and carrying the last flower-pot...him. Tom lay...the floor laughing. She looked...and saw the bottle...medicine and a teaspoon...the bed. Aunt Polly took Tom...the ear and asked why he had treated...the poor animal like that. Tom said "I was sorry...him because he had no aunt."

IX Replace the part of the model in bold type by the following.

Model: it's high time for everybody to go to Awaza

For her to read the book, for us to write a composition, for him to learn the words, for them to begin the work, for me to prepare for a trip, for you to return.

X Write 5 sentences of your own on each of the models and add some more sentences for a situation.

Model: a) It was such a wonderful party. They enjoyed it.

b) She dislikes such selfish young men. They get on her nerves.

c) Don't go out in such bad weather. You may catch cold.

XI Some of the sentences below have mistakes. Underline the mistake and then write the sentence correctly. Write the sentences with no mistakes.

1. Most of the students in our group didn't take the TOEFL yet.
Most of the students in our group haven't taken the TOEFL yet.
2. This is delicious. How have you make it?
3. Where did you go when the course end next week?
4. I haven't heard from him since he moved away. Did you?
5. Has he met your parents yet?
6. As soon as I finish my work, I have got to the theatre.
7. When did you go to Awaza last year?
8. Did you ever gone Mountain climbing?
9. Have they had a big party when they got married?
10. How has been your vacation last summer?

XII Complete the conversation below. Use an appropriate tense of the verb in parenthesis.

1. A. Sorry I'm late. (you/be) Have you been here for very long?
B. No, I (get) _____ here a few minutes ago.
A. (you, bring) _____ the tickets?
B. Yes, of course. I (have) _____ them right here.
A. Great! Let's go inside.
2. A: I have you to tell something, but you (not/like) _____ it.
B: Tell me. What (be) _____ it?
A: My boss (just/offer) _____ me a new job.
B: But that (be) _____ great news.
1. A: (you/fill out) _____ that form yet?

B: No, I (not/do) _____ it yet. Why are you in a hurry? I (have) _____ until tomorrow.

A: Come on. Why (not/do) _____ it now? Get it over with.

B: I (be) _____ in a hurry I (have/do) _____ it till tomorrow.

A: OK!

XIII Match the questions with the answers. Write the better of the answer in the space:

- | | |
|--|----------------------------|
| - 1. Have you known Meret for a TV station right now very long | a. I'm working at |
| - 2. Have you seen the met. exhibit at the National Museum? | b. Oh, we've already |
| - 3. What kind of work do you do? | c. No, I haven't heard the |
| - 4. I'd like you to meet my brother at the library. | d. Yes, for many years. |
| - 5. How did you get such an interesting book? | e. No, I haven't. What is |
| - 6. Do you know who it for me. won the game? | f. My mother has brought |

XIV Complete the sentences with the correct tense of the verb in parentheses and use for or since.

1. I am tired. I (not/sleep) haven't slept for two days.
2. I (not/spend) _____ any money _____ a week.
3. She (not/write) _____ this report _____ Monday.
4. This shirt (get smaller) _____ I bought it.
5. _____ I last wrote , I (make) _____ a few new friends.
6. She (swim) _____ in the river every day _____ a week.

7. This is the third time she (come) _____ here _____ last January.
8. How many books (you/read)_____the beginning of the course?
9. She is going to love her apartment. She (not/pay) _____ the rent _____ she moved in.
10. I (be) _____ here _____ 7 a.m., but I (not/catch)_____ a single fish.

XV. Fill in the right word out of those in brackets (to hear, to listen, to leave, to stay, tall, high, short, low):

1. She said she did not like the idea of the children all by themselves. 2. When Tom the old man's words he trembled with fear. 3. He said he had spent his childhood far away in mountains. 4. When the teacher made sure that all his pupils were to him he began explaining the new material. 5. Peter the First was an unusually man. 6. The girl said that she would never a moment in the house where nobody liked her. 7. He was so that his wife was than he. 8. Pay attention to that building.

XVI. Form 5 sentences on the model using the following adjectives. Model: The man was old enough to stay alone there.
tall, quick, well, clever, energetic, polite, nice.

XVII. Write exclamatory sentences on the models using the given adjectives.

- Model 1: a) How quick the boy is! He has already run away!
b) How quick the young people are! They are already on the other bank!
- Model 2: a) What a quick the boy he is! He has already come back!
b) What quick young people they are! They are already on their way home!
- strong, weak, interesting, lovely, tall, high, jolly.

XVIII. Form adjectives of negative meaning with the help of the prefix un- from the following adjectives. Translate the derived adjectives into Turkmen.

tidy, pleasant, selfish, able, grateful, limited, necessary, married, original.

XIX. Form adjectives of negative meaning with help of the suffix –less from the following nouns. Translate the adjectives into Turkmen.

home, speech, case, wood, water, thought, sleep, rest, hair, tooth.

XX. a) Translate the following sentences into Turkmen.

1. Would you rather have tea or coffee? 2. I would rather go to the theatre than stay at home. 3. We had better watch TV than read the story. 4. Would you like to go to Awaza? – No thank you, I would rather go to Geok-Dere. 5. You had better eat your breakfast or you will be hungry before lunch-time. 6. If we don't run, we shall miss the bus so we had better run. 7. Would your sister like to come? – I think she'd rather not. 8. The boys would rather play football. 9. I would rather have hot weather than cold weather. 10. Which would you rather have: a cake or a piece of bread?

b) Make up sentences using the following tables.

Model 1: You'd better (You had better) do it yourself.

We'd	better	try again
He'd		learn the rule
She'd		once
I'd		wait for her
They'd		tell him the answer
You'd		read the novel

Model 2: I'd rather (I would rather) do it myself.

I'd	rather	take the book
He'd		write the letter
She'd		go on an excursion
We'd		have tea than coffee
You'd		take a taxi
They'd		stay at home

XXI. Translate the following sentences into English.

1. Bu nutugy ýazmak üçin saňa näçe wagt gerek bolarka? – Ony ýazmak üçin maňa iki sagat gerek bolar. 2. Dostlar dynç alyşda Awaza gitmegi makul bildiler. 3. Goja kyn ýagdaýa düşjekdigine göz ýetirdi. 4. Bu zenan ýaşyna görä gowy görünýärdi. 5. Siziň ogluňyz çak edeniňizden has oňat bilýär. 6. Biz öýden çykjak bolup durkak gapy kakyldy. 7. Men arassa howada gezelenç etmegi makul bilýärim. 8. Çagalara günde telewizor görmek gadagan. 9. Maňa gerekli kitabyňyň edil özi. 10. Bu tema degişli örän köp maglumatlary siz bu kitaphanadan tapyp bilersiňiz. 11. Siziň meseläňizi çözmek kyn bolmaz. 12. Olaryň görjek bolýan adamsynyň hut özi. 13. Goja ömrüniň köpüsini deňiziň kenarynda geçirdi. 14. Biz gezelenç etmek üçin hemme zady häzirledik. 15. Keselden soň Maýa öz toparynyň zyzndan ýetip bilmez diýip gorkýardy. 16. Kenar boýunda çagalar suw sepişip oýnaýardylar. 17. Kölüň golaýynda köp jaýlar bardy. 18. Eger siz ýadan bolsaňyz, dynç alyşda bir ýere gidäýiň.

XXII. Respond to the following sentences. Work in pairs.

1. What about going to the country this week-end?
2. I'm afraid, I'm very short of time.
3. What is the weather going to be?
4. What food (will you) shall we take?
5. That will be enough.
6. Fruits and vegetables are also necessary.
7. Don't worry.
8. There is no place like home.

XXIII. Fill in the blanks with a great (good) deal (of), a great many, a great number of, plenty of.

1. We saw people on the beach. 2. There were most of beautiful flowers on the hills. 3. There were small boats at the bank. 4. It was a very gay party. We laughed 5. The students spent time on reading books in the original. 6. In the evening they settled questions and got everything arranged for the trip. 7. After her illness she had to study to catch up with the group. 8. fashionable dresses were displayed in the shop-windows. 9. We spent money at the market. 10. You can't buy expensive things with the money you have been given. 11. multistoried buildings have lately appeared in this area. 12. new buses appeared in our city.

XXIV. Translate the following sentences into English.

1. Bu düzmäni ýazmak üçin size näçe wagt gerek bolarka? – Onuň üçin 3 sagat gerek bolar. 2. Şol oba barmak üçin olara 2 sagada golaý gerek boldy. 3. Olar köp wagtlap deňziň kenarynda oturdylar. Kenaryň boýunda hiç kim ýokdy. Deňziň suwy ýylydy. 4. Olaryň hemmesi baýramçylygy şadyýan geçirmekçi bolýardylar. 5. Ol öz maksadyna ýeterin diýip hiç wagt pikir etmeýärdi. Durdy öz ýagdaýynyň beýle howply bolanyna göz ýetirmeýärdi. 6. Gojanyň zyzndan ýetmek kyn däldi, sebäbi ol haýýal ýöreýärdi. 7. Şol meseläni çözmek kyndy, şonuň üçin olar öz kakalaryna aýtmagy makul bildiler. 8. Oglanlar daşarda futbol oýnamagy makul bildiler. 9. Size has gowy näme ýarar: çäýmy ýa-da miwäniň şiresi? 10. Ol syrkawlygyna garamazdan oňat görünýärdi. 11. Ol ajaýyp bagşy hem-de oňat sazandady. 12. Çagalar deňze tarap ylgaş suw sepişip başladylar. 13. Olaryň maşgalasy köp ýyllap deňiz ýakasynda ýaşadylar. 14. Maral gezelenje gitmek üçin hemme zatlary taýýarlady. 15. Biziň otlymyz hemişekisi ýaly 07:30-da Mara tarap ugrady. 16. Biziň görjek bolýanymyz hut şol adamdy. Onuň adamkärçiligi gyzyly ýaly.

XXV. Translate the text into Turkmen.

Travelling in Britain

The British have shown themselves prepared to go to new places.

They have always been pioneers in travelling far away.

Each year more Englishmen, Englishwomen and their children travel to some part of continental Europe. Many take their cars, often with tents and caravans. Others take part in group travel.

Today the trip from London to Paris took almost a whole day. But the situation changed when an underwater railway between Britain and France built. Special fast trains cross from one country to the other. It takes a traveller about four hours to make the same trip.

Many people in Britain spend week-ends and holidays travelling along beautiful rivers and canals. The canals which connect the main rivers were built about two hundred years ago. They were very useful before railways were invented. Some of the canals are still used for transporting goods. But many British waterways are now used for sailing.

For young people who work in the big industrial towns the beauty of the canals has special interest at weekends. Sailing round the coasts is very popular. But it is better to travel along the inland waterways. It is because even in bad weather you can move easily on them.

- a) Find the key-phrases.
- b) Make up a dialogue.

XXVI. Read and comprehend the text.

MISS EVANS

On a beautiful afternoon in a year now long gone. A big ship set out on its first voyage from England to America .It was anew ship called the "Titanic"

For two days the “Titanic” went on its way over the sea. Then it entered an ice –field and was hit by an iceberg.

Everyone was told to come out of their rooms. Men were putting the lifeboats over the sides of the ship, down into the lifeboats.

There was not very much time left. The iceberg was on one side of the ship. It was like a high white wall.

A woman came to the side of the ship. Her two children were in one of the lifeboats, and she was very much afraid.

“My children are in the lifeboat. I must go with them!” the woman called to the people in the lifeboat.

“There is no room,” someone called out. “If we take woman called to the people will sink.”

There was a young woman in the lifeboat called Miss Evans. When she heard the woman calling she stood up in the lifeboat and touched one of the men on the arm.

“Let me get back on to the ship,” she said. “ Let that woman take my place. I have no children.”

“The ship is sinking,” said the man. “You know that?”

“Yes ,” said miss Evans. “I know that.”

There was no time to talk. People helped Miss Evans to get back on to the ship. Very soon after that there was a great noise, and the “Titanic” went down under the water.

- a) Render the story in indirect speech:
- b) Characterize Miss Evans
- c) Make up 10 questions on the text

XXVII. Translate the text into English. Retell it.

Hazar deňzi Garaşsyz baky Bitarap Türkmenistanyň Günbatar çäginde ýerleşýär. Hazar deňziniň häzirki tutýan meýdany 372 müň inedördül kilometrdir.

Hazar deňzi – ir zamanlarda häzirkisinden birnäçe esse köp ýeri tutan ägirt uly deňziň galyndysydyr.

Hazar deňziniň türkmen kenary ýurduň ajaýyp tebigy täsinlikleriniň biridir. Hazaryň kenarýakasy haýwanat we ösümlik

dünýäsine baýdyr. Ol we onuň töweregi baý tebigy gollara eýedir: ýagny nebite, gaza we dürli himiki çig mallara. Hazar deňziniň Türkmenistan sebitinde 187 sany suwotlar ösýär. Olar bedene ýaşayyş üçin möhüm bolan onlarça oňaýly täsirler bilen tapawutlanýan maddalaryň baý çeşmesidir.

“Awaza” – bu 16 kilometre uzaýan deňiz künjegi. Bu tylla güneşe baý, ekologiýa taýdan arassa türkmen kenarynda münlerçe adamlar tomusyň yssy aýlarynda gowy dynç alyp, saglygyny berkidip bilerler.

Aziýanyň we Ýewropanyň ajaýyp arhitektura utgaşmasynyň özünde jemlän binalar deňizň göm-gök suwy bilen sazlaşýar. Bu ýerdäki kaşaň oteller, amfiteatrlar, sport toplumlary, barlar, tennis kortlary we sagaldyş merkezleri gelýän adamlara hemme gerekli amatlyklary peýdalanmak üçin oňaýly şertleri hödürleýärler.

XXVIII. Describe situations using the following words and word combinations:

- a) At the seaside: the beach, waves, to lie in the sun, the bright sky, to swim, to dive, to go boating, sea-gulls, to be glad to, to be fond of looking at, it is very pleasant.
- b) On Sunday: to go on an excursion, it took..., to go by bus, crowded, to get on, to get off, the wonderful fresh country air, the tall pines, many children, to enjoy the beauty of the landscape, to look forward to.
- c) At a picnic: to make fire, to go by car, to be fond of picnics, to have an excellent opportunity to enjoy the beauty of nature, to have lunch, to have a good time.

XXIX. A) retell text 1 in the words of the author, Robinson Crusoe, one of his friends.

B) Think of another kind of adventure for Robinson Crusoe.

C) Sum up the content of the text in a few sentences.

XXX. Arrange the dialogue on the topic “Week End”

XXXI. Write a short composition about your week-end.

LESSON 17

Grammar: The Passive Voice

Texts: A Visit to Ashgabat. A Visit to the British Parliament.

Study the following

Table №1
The Formation of the Passive Voice

to be + Past Participle

Table №2

	Tense	Active	Passive
Indefinite	Present	ask (s)	am } is } asked are }
	Past	asked	was } were } asked
	Future	will ask	will be asked

Table №3

The poem	was	written	on Tuesday yesterday last week
The text		translated	
The trees	were	planted	
The letters		read	

Grammar Exercises

I. Study Substitution Table №3 and compose as many sentences as you can.

II. Change the form of the verbs in the sentences from the active into the passive voice and add something to them to develop a situation:

Example:

I published my article yesterday.

My article was published yesterday.

1. They asked me my address.
2. She told me an interesting story.
3. Jeren washed the dishes.
4. The mother cooked the cake very well.
5. They built the house in 1955.
6. Meret wrote a letter to his friend.
7. Ina pronounced the words.
8. The children recited many poems.
9. The waitress brought in the coffee.
10. The student finished his translation in time.
11. We invited her friends to the birthday party.
12. I took two books from the library.
13. They met me at the station.
14. She opened the door.
15. Arslan read the book.
16. Maral promised him a magazine.
17. They played football in the yard.
18. I turned off the light.
19. They bought apples and pears.
20. He heard pleasant sounds.

III. Change the forms of the words in the sentences from the passive into the active voice. Add something to them to develop a situation. Think of new subjects in the sentences:

1. The boy was punished for something.
2. His work was finished by 3 o'clock.
3. The dictation was written without mistakes.
4. Her dress was washed and ironed.
5. The light has not been switched on.

6. I was not invited to the party.
7. Olives are grown in the west of Turkmenistan.
8. The room was cleaned and aired.
9. The article was published in October.
10. Palow was cooked in the kitchen.

IV. Translate the following sentences into English.

1. Bu makala düýn terjime edildi.
2. Şol hatlar Aşgabada iberildi.
3. Saçak ýazyldy we çay äberildi.
4. Olar bu toýa çagyryldy.
5. Bu güller iýunda ekildi.
6. Bu ýyl oňat hasyl alyndy.
7. Pagta giç ekildi.
8. Şol soraglara oňat jogaplar berildi.
9. Nahardan soň gap-gaçlar ýuwuldy.
10. Şol beýik jaý öten ýyl guruldy.

V. Complete the following sentences using the Past Perfect Tense.

1. (already/become) When I first met him, he had already become well known.
2. (fail) They took away his car because he _____ to pay the bills.
3. (just/leave) When we arrived, they _____.
4. (visit) By the time he left, he _____ every museum and tourist spot in the city.
5. (already/write) When they came home, she _____ her composition.
6. (just/return) When I saw her on the street, she _____ from a trip to Italy.
7. (already/go) When three men arrived at the railway station, the train _____.

8. (just/receive) By that time she _____ the letter from the relatives.

9. (not/have) They _____ time to pack before they left.

(already/learn) When he came to England, he _____ to speak English.

TEXT 1 A Visit to Ashgabat

Last summer Mr. Brown, his wife and their daughter Ann – tourists from England arrived in Ashgabat. It was their first visit to Turkmenistan and they wanted to see as much as possible. Their guide showed them a lot of places of interest so that they could get a good idea of the Turkmen capital.

They admired the huge white-marble arches over the highways at the entrance to Ashgabat. The wonderful arches welcome and see off a running stream of motor transport in four cardinal points. These monumental symbolic structures that remind of ancient tradition of erecting city gates nowadays personify the might, welfare and openness of Independent, Neutral Turkmenistan.

The Browns went sightseeing every day of their stay in Ashgabat – a white-marble beauty having been actually a new erected on the place of a provincial capital of a union republic. They enjoyed a ride about the capital by a taxi. They crossed it in different directions and admired a lot of magnificent white-marble multistoried buildings, big stores, well planned streets lined with trees and flowers with fountains spurting sky-high everywhere,

They were greatly impressed by the monuments: the Arch of Neutrality has become a national symbol which serves as a powerful reference point in Ashgabat and reaches a total of 75 meters. It is the highest construction in Turkmenistan and the monument to Independence which was erected on a high square podium. On the podium bronze sculptures are placed around the monument. They

depict great ancestors of the Turkmen people – from Oguz Khan to Mahtumkuli and his junior contemporaries.

The Browns liked Ashgabat's straight and broad streets and avenues, magnificent theatres, museums, offices, parks and squares. Being a symbol of a piece-loving neutral policy, Ashgabat faces the world as a city of the world level with the developing architecture, keen to new ideas.

They were suggested to visit the Turkmen State University named after the great national Turkmen poet, which is situated in Turkmenbashi Shayoly. They also visited the Carpet Museum, the Art Museum, the National Museum and some libraries. They had a good opportunity to see magnificent Turkmen carpets of immense size and to know much about the history of Turkmenistan, its culture, literature, science and art. They were satisfied to know that a great attention is given to sport and health care of the Turkmen people. They saw a great number of sport grounds, stadiums, swimming pools, sport clubs and hospitals with modern equipments.

The Browns were also interested in business Ashgabat which embraces numerous buildings of banks; business centers large concerns and corporations, a network of first-rate hotels, having grown there within the years of independence. The trip gave the Browns a good impression of Ashgabat. They liked Ashgabat and its citizens who were so hospitable and friendly.

TEXT-2

A visit to the British Parliament

One day Mr. Bond invited me and some engineers from the Turkmen Trade Delegation to make a tour round the houses of Parliament. John Wilson, Mr. Bond's friend, is a member of the British Parliament and he kindly agreed to show Berdyew and his friends the British Parliament. The visit promised to be very interesting and the Turkmen engineers accepted the invitation with pleasure.

Wilson: Now we are in the centre of London. You see the Houses of Parliament

Berdyew: Why do you say the Houses of Parliament and

not the House of Parliament?

Wilson: The fact is there are two Chambers in the British Parliament and they are called Houses.

Berdyyew: I see.

Wilson: I think we'll start with the House of Lords. You'll be able to see the throne on which the Queen*sits when she opens Parliament
(A few minutes later)

Wilson: Here we are now.

Berdyyew: Oh, the place is really wonderful. Something you can never forget.

Wilson: Do you see that woolsack** over there? This is where the Lord Chancellor*** sits. For hundreds of years wool had been known as one of the most important exports of our country.

Berdyyew: But today, I suppose, he must sit on a piece of machinery. Although that won't be so comfortable.

Wilson: Yes, you are right. Well, and now let's go to the House of Commons.(In the House of Commons)

Berdyyew: I can say it doesn't look as splendid as the House of Lords with its beautiful red benches.

Wilson: Yes, you are right.

Berdyyew: What's that over there?

Wilson: This is the Stranger's Gallery**** of the House of Commons.

Berdyyew: Why is it called the Strangers' Gallery?

Wilson: It's easy to explain. Each Chamber has galleries. Seats in the galleries are reserved for the use of the public who are called" strangers" in the language of Parliament.

* queen[kwi:n]---şa ayaly.

** woolsack[wu:lsæk]—ýüň halta

*** Chancellor[ˈtʃɑ:nsele]---lord-kansler.

**** the Strangers' Gallery----tomaşaçylyar üçin galereýa.

Work for Memory
The Daffodils

By W. Wordsworth

I wondered lone as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way
They stretched in never-ending line
Along the Margin of a bay:
Ten thousand saw I at a glance
Tossing the heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee;
A poet could not but be gay
In such a jocund company!
I gazed – and gazed – but little thought
What wealth the show to me had brought;

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

VOCABULARY NOTES

Visit n- sapar, gezelenç. As a visit to a friend, a visit to Russia.

Visit vt- sapara gitmek, wizit bilen barmak; e.g. they visited their parents on Sunday. Syn. **Attend vt-** zygiderli gatnamak (leksiyalara, ýygnaklara) as to attend lectures, meetings, classes.

Tourist n- syňahatçy.

Tour n- syňahat, gezelenç.

To make a tour of (some place)- aýlanyp gelmek, aýlanyp çykmak; e.g. he made a tour of France.

Arrive vi- gelmek, gelip ýetmek. Syn. come vi; **to arrive in-** gelmek (Yurda, uly şähere); e.g. a large group of tourists from Germany arrived at the station to meet her sisters.

Arrival n- gelme, ýetme; e.g. I saw him on the day of his arrival

Place of interest- gözəl ýerler, ajaýyp ýerler.

So that- şonuň üçin

Straight adj- göni; as to stay straight;

Go (carry) straight on- göni gitmek.

Broad adj- giň; syn. wide; e.g. we need broad roads now because there are many cars. Ant. **narrow**

Idea n- piker, düşünje; e.g. that's a good idea, let's visit London next year.

To get an idea of smth- düşünje, pikir almak; e.g. they had got an idea of the new film.

To give an idea- umumy düşünjäni bermek; e.g. this novel gave you a good idea of life in America.

Avenue n- şaýoly

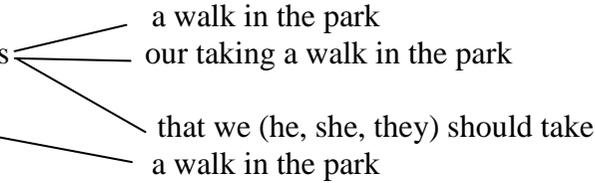
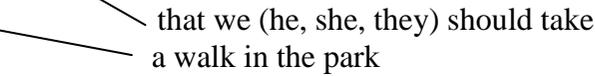
Impress vt- täsir etmek; e.g. this article didn't impress me at all.

Impression n- täsir; to make an impression on smb- birine täsir etmek.; e.g. his words made a great impression on his parents.

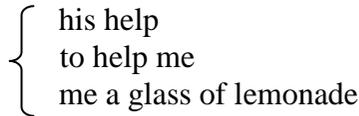
Busy adj- işli. 1) to be busy (doing smth)- işli bolmak, bir zat bilen meşgullanmak.; e.g. I was busy (with) getting ready for the journey.

2) işewir, aladaly; e.g. Magtymguly street is one of the busiest streets in Ashgabat.

Suggest vt- hödürlemek, hödür etmek; syn.**offer**. *the verb to suggest is never followed by an infinitive. The direct object following the verb to suggest may be expressed by a noun, a gerund or clause.*

He suggests  a walk in the park
our taking a walk in the park
or
suggested  that we (he, she, they) should take
a walk in the park

Offer vt teklip etmek, hödürlemek; *the direct object following the verb to offer may be expressed by a noun or an infinitive*

He offered  his help
to help me
me a glass of lemonade

Satisfy vt-i kanagatlanmak, kanagatlandırmak. ant.**dissatisfy**; e.g. the teacher was satisfied with the student's answer.

Satisfactory adj.- kanagatlanarly; ant. **Unsatisfactory**; e.g. she got a satisfactory mark at the exam.

Immense adj- ägirt, uly, as immense size of Turkmen carpets. Their trip was immensely interesting.

Magnificent adj- ajaÿyp, gözel, owadan; syn. Splendid, excellent as a magnificent building (hotel, house)

To be situated- ýerleşmek; e.g. Ashgabat is situated near the Kopet dag mountains.

Crowd n- mähelle, märeke, jemende, üýşmeleň; **crowded, overcrowded p.p.**; e.g. the train was overcrowded.

Cross vt- kesip geçmek

Crossing n- geçelge; e.g. cross busy streets at crossings (subway n-ýerasty geçelge)

Across prp- üstünden ; e.g. there is a bridge across the river

To come across smth- tötänden düşmak, sataşmak.; e.g. I came across a very interesting article in the magazine.

To cross out- pozmak; e.g. two of the words were crossed out.

Direction *n*- ugur; **in the direction of**- ugrunda; e.g. we saw him walking in the direction of the Institute.

Direct *adj*- göni, as a direct line, direct speech, direct object.

Surprise *vt*- haýran galmak; e.g. his words surprised us greatly.

To be surprised at smth- haýran galdyrmak; e.g. I was surprised at seeing him there.

Surprise *n*- täsin galma, haýran galma, geň galma; e.g. to my great surprise she passed her exams successfully. **In surprise** – geň galyp; e.g. the George looked at us in surprise.

Sights *n, pl.*, as to see the sights of Ashgabat; syn. **places of interest**; e.g. they were shown a lot of places of interest during their tour.

Sightseeing *n*- gözellig, ajaýyp zatlar; to go sightseeing.

Sign *n*- nyşan; e.g. a traffic sign

Manage *vt*- başarmak; e.g. I didn't manage to read the book today, I had no time.

Castle *n*- gala, köşk

Attraction *n*- mähirlilik, özüne çekijilik; E.g. the picture gallery is one of the greatest attractions of our town.

Attract *vt* özüne çekmek

To attract one's attention-biriniň ünsüni özüne çekmek

TOPICAL VOCABULARY

Get on/off (a bus); to put down at ...; down/up the street; at the bottom of the street; take bus #3 change for bus #5; it's a five minutes walk from here; take the first turning to the left/ right; what/how much is the fare?; full up/packed; traffic regulations/lights; right/left hand traffic; heavy/light traffic; one way traffic; pick/rush hours, industrial area; shopping area/centre; outskirts.

EXERCISES

I. Spell and transcribe the four forms of the following verbs:

arrive, get, admire, impress, situate, enjoy, ride, cross, learn, show, teach, make, visit, plan, drive, build.

II. Give the comparative and superlative degrees of the following adjectives: long, busy, splendid, broad, new, narrow, straight, impressive, good, large, hospitable, interesting, big.

III. Write a) the plural and b) the singular of:

- a) Avenue, bus, crowd, city, view, guide.
- b) Pictures, taxis, squares, theatres, minutes.

IV. Transcribe the following words and explain the reading rules applied in them: hotel, museum, broad, narrow, square, stream, straight, view, street, show, worker, builder, avenue, between, friendly, typical.

V. Before you start working at the text practice the sounds in the following words and word combinations:

A. 1. |əv| - a lot of places of interest, the centre of the city, typical of big towns, streams of buses, crowds of people.

2. a) alveolars before interdental: admired the center, its theatres, they crossed the city, suggested their going, on the left side.

b) no devoicing before voiceless consonants: as possible, their guide showed, of people.

B. 1. |ŋ| - wondering if you, anything about, going by car, is it worth visiting you think?

2. Linking |r|: the town center is, further on, a bit more about, I wonder if, never actually.

VI. a) Practice the text for test reading.

b) Mark the stresses and tunes.

c) Read text 2. Try to dramatize it following the conversational style of the speakers.

VII. Answer the following questions:

1. When did the Browns arrive in Ashgabat?
2. Where did they come from?

3. They came to Ashgabat on a visit, didn't they?
4. What do people usually do when they come to a town for the first time?
5. Who took them sightseeing about the city?
6. What places of interest did the guide show them?
7. Did they do much sightseeing?
8. What did they admire most of all?
9. Where is the Turkmen State University named after Magtymguly situated?
10. Did they like Ashgabat?
11. What were they interested in?
12. What impressions did they get on seeing monuments: Arch of Neutrality and the monument of Independence?

VIII. Rewrite as in the models.

Model 1: Her answer surprised me. I was surprised at her answer.

1. His voice surprised us all.
2. The result of the test surprised the teacher.
3. Her songs surprised those who were present.
4. You surprise me.
5. Your written composition surprises me.
6. His speech surprised us.

Model 2: The students were impressed by the news. The news (impressed the students) made an impression at the students.

1. The listeners were impressed by the speech.
2. The play impressed me each time I see it.
3. The tourist was impressed by the places of interest in Ashgabat.
4. We were greatly impressed by Amanov's speech.
5. They were impressed by his singing.
6. I was impressed by her speech.

Model 3: He came to London the other day. He arrived in Ashgabat the other day.

1. They came to Ashgabat to take part in the work of the conference.
2. He came to the meeting in time.

3. We came to the seaside at the week-end.
4. She came to London on the 5th of May.
5. We all came to the station to see our friends off to Moscow.
6. They came to Mary at about 6 o'clock.

IX. Fill in prepositions if necessary:

- A. 1. A lot...tourists...various countries arrive...Ashgabat.
2. The children enjoyed riding...the metro and going...escalators which let...the platforms.
3. We were taken...the town...the guide.
4. Ann was most interested...the museums. She was impressed...the beautiful carpets she saw there.
5. ...Sunday we went...the monument of Independence, we walked...the alleys. The leaves...the trees were turning red, brown and yellow. It was like being...the country, and only the noise...the streets...the distance reminded us that we were still...the city.
6. We greatly enjoyed a ride...the city... a taxi.
7. The buildings built...the suburbs are as modern and beautiful as those...the centre...the town.
8. Most...the places...interest are as a rule situated...the centre...the town.
9. Tourists always admire the beautiful Turkmen carpets, the beauty...art.
10. There were the crowds...people...the streets...the first...January.
11. ...which direction did he go? – He was walking ... the direction ... National Museum.
12. I planned to leave...Sochi...the 5th ...July.
13. These splendid multi-storied houses are inhabited...the workers...the railway service.
14. ...all the theatres...Ashgabat she prefers Magtymguly Drama Theatre.
15. We went...sightseeing tours whenever we had time.
16. ...their great surprise the picture did not impress me...all.

X. a) Read the following sentences. Note the constructions.

b) Compose your own sentences on each of the constructions”

- a. 1. Go to the language laboratory as often as possible. 2. Be as careful as possible when you cross the street. 3. The tourists wanted to see as much as possible. 4. Try to learn the rule as hard as possible.
- b. 1. Let us go out earlier so that we can catch the train. 2. The little girl stood up so that the old woman could sit down. 3. You must speak louder so that everybody can hear you. 4. I arranged to meet my friend so that we could go to the theatre together.
- c. 1. He is busy writing a letter. 2. She was busy making her dress. 3. They were busy translating the article. 4. Se was busy teaching the children.
- d. 1. The tourists went sightseeing every day of their stay in the town. 2. What about going sightseeing? 3. Our friends took us sightseeing. 4. What do you say to going sightseeing?

XI. Translate the following sentences into English

1. Aşgabat gün-günden ösýär we owadanlaşýar.
2. Magtymguly adyndaky Türkmen döwlet uniwersiteti Turkmenbaşy şaýolda ýerleşýär.
3. Giň köçelerde ýerasty geçelgeler gurulypdyr.
4. Her ýyl köp sanly syýahatçylar Aşgabada gezelenje gelýärler.
5. Aşgabadyň gözeli ýerler, ajaýyp myhmanhanalar, jaýlar, muzeýler syýahatçylarda uly täsir galdyrdylar.
6. Londona gezelenje gitmek oňat pikir.
7. Geçen ýyl olar Hytaýa aýlanyp geldiler.
8. Biz ony gelen güni demirýol menziline gördük.
9. Bu kitap Ýaponiýa barada uly düşünje berdi.
10. Ol maňa bir bulgur miwe şiresini hödürledi.
11. Mugallymy talybyň jogaby kanagatlandyrdy.
12. Dükanyň önünde uly mähelle bardy.
13. Gojanyň sözleri ýigidiň ünsüni çekdi.

14. Bu koçede ýol nyşany ýokdy.
15. Bu jurnalda men örän gyzykly makala tötänden duşdum.
16. Olar milli muzeýe tarap gitdiler.
17. Talyp şol doklady ýazmagy başarmady.
18. Merjen bize geň galyp seretdi.
19. Gökdepe galasy taryhy ýadygärlikleriň biridir.
20. Göni ýol obanyň içinden geçýärdi.
21. Arçabil şaýoluň ugrunda köp sanly ajaýyp ymaratlar gurulypdyr.
22. Derýanyň üstünde köpri bar.

XII. Read the text.

TEXT

The St Gregory Hotel, New Orleans, was busy. There were many people at the reception-desk. A middle-aged Negro with a suitcase in his hand came up to the receptionist and said: "Good morning. I'm Doctor Nicholas. You have a reservation for me". "Yes, sir. Will you check in, please," the receptionist said before he looked up. But when he did, he said, "The hotel is full". The Negro smiled and said, "The hotel sent a letter which says that you have a reservation for me". "I'm sorry, but we haven't any accommodation at the moment. We are having a conference here". "I know. It's a conference of doctors, I'm one of them". "I'm very sorry, but I can't help you". "Can I speak to the manager in this case?" the Negro asked. A few minutes later the manager came up to the reception-desk. "Mr. Builey, I have told this gentleman that the hotel is full" the receptionist said. "But I have said I have a reservation" Dr. Nicholas said.

"We'll see what we can do". "Just a moment. You tell me the hotel is full, but your people are checking visitors in. do they have some special kind of reservation, I wonder?". "I'm Nicholas!" A small middle-aged man came up to the Negro. "Oh, Dr. Ingram! How good to see you!" "How are you, Jim, my boy? No, don't answer! I can see you are fine. I've heard much about you." "Thank you" Dr. Nicholas said. "You are going to make a report, I know and I'll have

the pleasure to introduce you to the conference. You know they made me President this year. Let's meet in the hall in the evening and have a talk. Give me your room number."

"I'm sorry Dr. Ingram, but they say I can't get a room at the St. Gregory. Probably it's my color." For some minutes Dr. Ingram couldn't speak. Then he said: "I promise you, Jim, there will be a room or we'll all leave this hotel".

(After "Hotel" by A. Hailey)

Task:

Tell what you have learned from the story about:

1. The St. Gregory Hotel
2. Dr. Nicholas and the purpose of his visit to New Orleans
3. Dr. Ingram

XIII. Read the text. Make up 10 questions to the text. Retell the story.

The porter saw three men who arrived at the railway station at about half past nine in the evening. One of them came up to the porter and wondered at what time the next train was to start for London. The porter told the man that trains for London went every hour.

The three men decided to go and have a drink. They came to the refreshment room and ordered three drinks. A minute or two after ten o'clock they approached the porter and asked him if the 10 o'clock train had gone. The answer was affirmative. Besides the porter added that the next train was due to start at 11.

The three men returned to the refreshment room for another drink. They missed the 11 o'clock train in the same way. The porter had to warn them that the next train in the same way. The porter had to warn them that the next train was the fast. If they missed it they would have to spend the night at the railway station.

Twelve o'clock came and the last train was just starting off when the three men came out of the refreshment room running as

hard as they could. Two of them managed to get into the carriage just when the train was starting off.

The third man could not run so fast and the train went on leaving him behind. The man stood at platform watching the train disappear in the distance. The porter who saw all that was very sorry for the man.

When he came up to the man he saw him laughing. The porter couldn't understand why the man was laughing. He wanted to ask him a question but at that moment the man said to the porter:

“ Did you see those two boys get on the train and leave me behind?”

“Yes, I saw them”, answered the porter.

“They came to see me off”, explained the man to the porter.

XIV. Render the following text in the form of a dialogue.

Robert Burns, the great Scottish poet, loved common people and wrote for them. Though he had little formal education, he was well-read and talented. He began to be recognized as a poet when his first poems were published in 1786. He was known as a very witty man.

One day when Burns was walking near the docks, he heard cry for help. He ran towards the water. At that moment he saw a young sailor jump off a boat that stood near the dock. The sailor began to swim towards the man who was calling for help. Though it was not easy, the sailor saved the man. The man who was saved from drowning was a very rich merchant. He thanked the brave sailor and gave him a shilling. The sailor was embarrassed.

A large crowd of people gathered round them. All the people considered the sailor to be a hero. They were displeased when the rich man gave the brave soldier only a shilling.

Many of the people shouted loudly and protested against it. But the rich merchant did not pay any attention to them.

At the moment Robert Burns approached the crowd and wondered what the matter was. He was told the whole story.

He was not surprised at the behavior of the rich merchant and said:

“Let him alone. The gentleman is the best judge of what his life is worth”.

XV. Make up dialogues of your own using the words and phrases suggested below to suit the following situations.

1. Asking one's way on a hike; 2. Complaining to smb. about the bad weather that kept you at an airport during your flying journey; 3. talking to your travelling companion on a train (the difference in time, weather, travelling facilities); 4. you've got lost during your car trip; 5. discussing the possibility of getting accommodation in a hotel (the other party is your friend who is on a visit to your home town); 6. sitting cosily on deck with your travelling companions during a Black Sea cruise; 7. giving tips to a friend who is going on a trip to the places you've already been; 8. discussing a possible car trip with a friend or a member of the family; 9. planning a trip or an expedition; 10. exploring the city's famous landmarks.

XVI. Give Turkmen equivalents to the following idioms.

1. to be in the same boat; 2. to make shipwreck; 3. to rest on one's oars; 4. to sink or swim; 5. to keep one's weather eye open; 6. to weather the storm; 7. (to be) all at sea; 8. in deep water; 9. in low water; 10. in full sail; 11. on the rocks; 12. on the top of the wave; 13. Breakers ahead! 14. to swim against the current.

XVII. Make up short stories or situations to illustrate the following proverbs and sayings.

1. A man knows his companion in a long journey and a little inn.
2. So many countries, so many customs.
3. Rest is rust.
4. Hasty climbers have sudden falls.

ELIMINATING POSSIBLE ERRORS.

Read the following words and expressions. Check your pronunciation

Schedule, luggage receipt, freight train, itinerary, quay, bow, Anchor aweigh!, promenade deck, life-buoy, altitude.

Replace the blanks with travel, travels or travelling.

NOTE: *Travel* is nearly always uncountable. No article can ever be used with the singular form *travel*. It is never used for a particular journey or voyage. In the plural (but not modified by numerals, or by *man*) the noun is used to indicate a series of journeys and voyages made by specific persons. It must therefore be used with a possessive, e.g.:

Travel was slow and dangerous in olden days.

Have you done much *travelling*?

“Gulliver’s *Travels*” first came out in 1726.

The verb *to travel* may take the prepositions
about, across, through.

They *have been travelling about* the country for a month.

Have you ever traveled through the Caucasus?

1. Is he back from his ... yet? 2. ... broadens the mind. 3. ... at night can be very tiring. 4. He is writing a book about his 5. I am a poor flier, so I hate ... by air. 6. Air ... is becoming increasingly popular. 7. Are you fond of ...? 8. Have you read “The ... of Marco Polo”?

XVIII. Have you ever heard of the “etiquette of traveling”?

a) Read the following tips on traveling published in the USA in 1880.

The experienced traveller has learned the necessity of always being on time, of having baggage checked early, of purchasing a ticket before entering the cars, and of procuring a seat in a good location before the car is full.

The inexperienced traveller is readily known by his flurry and mistakes. He is likely to be behind time, and he is likely to be an hour early. In his general confusion, when he buys a ticket he neglects to place it where it will be secure, and consequently loses it. He forgets a portion of his baggage, and thus in a dozen ways he is likely to be in trouble.

The following suggestions relating to railway traveling may be of service.

Whenever you contemplate a journey, consider carefully what route you want to take, and decide it definitely. Learn accurately what time the train leaves, and provide yourself with a table giving the running time of the road, stations on the way, etc. which will save you the trouble of asking many questions.

At least a day before you go, consider carefully what baggage you need to take, and have it packed. Take just as little as possible. Have your trunks very secure, and pack all articles of baggage in such a manner that they cannot shake and thus be broken.

Be very sure that your watch or clock is perfectly correct with railroad time, and that you, half an hour before the starting time of the train, arrive at the depot.

Passengers should avoid eating at irregular times on the journey, and gentlemen should avoid smoking in the presence of those to whom it may be offensive.

Avoid undue haste and excitement when travelling. Before beginning a journey, consider carefully what will be most suitable to wear, and study how little baggage may be taken.

b) *Say what you think to be reasonable in the tips suggested above.*

c) *Make a list of "Do's and don't's" of your own to suit the present-day traveller.*

XIX. They say having a good guide is a very essential thing for a successful journey. Read the following extract and using it as a model describe a guide that you liked(or didn't like)during one of your recent trips.

In a few minutes the guide arrived, first to salute us and then to beam upon us. He was a spectacled, long-haired fellow in the inevitable peaked cap, and he looked like an unsuccessful student of metaphysics. His English was fluent but fantastic, and appeared to have been learned entirely from books. Listening to him, you could never quite believe that this guide was a serious, real person and not an actor playing a foreigner in an old-fashioned farce.

I liked that guide. He was a man of temperament. Sometimes for a mile or two he would simply sit there looking at the rain. Then, perhaps, after catching the eye of a passenger, he would begin guiding us again. He would explain everything, the blossom on the trees, the very stones on the road. He might have been conducting us through a new solar system. He was magnificent at getting us on to trains, plane and buses, finding restaurants, hotels, shops, and invaluable at directing us what to do on any occasion.

XX. Translate into English.

Türkmenistanyň paýtagty Aşgabat şäheri Köpetdagyň eteginde düzlügiň orta böleginde, deňiz derejesinden 200 metr beýiklikde ýerleşýär.

Häzirkî zaman Aşgabat – munuň özi gadymy binagärçilik döp-dessurlary bilen täsin şäher-gurluşyk çözümleriniň birnäçesine eýe bolan şäherdir. Şeýle ajaýyp binalaryň arasynda Prezident köşgi, Ruhýet köşgi, Garaşsyzlyk binasy, Bitarap binasy, Buz köşgi we başgalar.

Aşgabadyň müzeýleriniň we sergi köşkleriniň içinde Milli müzeýi we şekillendiriş sungaty muzeýi agzaman durup bolmaýar. Ýüzlerçe adamlar şolara aýratyn gyzyklanma bildirýärler, sebäbi olaryň zallarynda Türkmenistanyň taryhyna güwä geçýän inňän gymmat arheologik tapyndylar we çeper sungatyň ajaýyp nusgalary bar.

XXI. Read the text.

MISTAKEN IDENTITY *(After Mark Twain)*

Years ago I arrived one day at Salamanca near New York, where I was to Change Trains and take the sleeper. There were crowds of people on the platform, and they were all trying to get into the long sleeper train which was already packed.

I asked the young man in the booking-office if I could have two tickets, and he answered "No!" and shut the window in my face.

I found a local official and asked him if I could have some poor little corner somewhere in a sleeping-car, but he cut me short saying: "No, you can't, every corner is full. Now don't bother me any more," and he turned his back on me and walked off.

I felt so hurt that I said to my companion, "These people talk to me like this because they don't know who I am. If they knew—" But my friend stopped me. "Don't talk such nonsense," he said, "if they knew who you are, do you think it would help you to get a vacant seat in a train which has no vacant seats in it?" That was too much.

I found the same local official and said very politely that my name was Mark Twain and... But he cut me short again: "I told you not to trouble me any more," and again he turned his back on me.

I looked around helplessly but just then I noticed that the young porter of a sleeping-car had his eye on me. He whispered to the conductor pointing to me, and the conductor came to me, his face all politeness.

"Can I be of any service to you, sir?" he said. "Will you have a place in the sleeper?"

"Yes, certainly," I said.

"We have nothing left except the big family compartment," he continued. "here, Tom, take these suitcases to the big family compartment".

Then he touched his hat and we moved along. The porter made us comfortable in the compartment, and then said, "Now, is there anything you want, sir? Because you can have just anything you want".

“Well, Now, that lamp is rather too high. Can I have another lamp just at the head, so that I can read comfortable?”

“Yes, sir. The lamp you want is in the next compartment. I’ll get it from there and fix it here. Yes, sir, you can ask for anything you want.” And he disappeared.

Here I smiled at my companion and said, “Well, what do you say now? Didn’t their attitude change the moment they learned that I was Mark Twain?” As I was saying this, the porter’s smiling face appeared in the doorway, and this speech followed, “Oh, sir, I recognized you the minute I set my eyes on you. I told the conductor so.”

“Is that so, my boy?” I said handing him a good tip. “Who am I?”

“Mr. McClellan, Mayor of New York,” he said and disappeared.

Answer the following questions:

1. What did Mark Twain do at Salamanca?
2. What were all the people doing on the platform?
3. Who did Mark Twain speak to about getting a place in a sleeper?
4. What answer did he get from them?
5. Who helped Mark Twain to get the family compartment?
6. In what way did the porter make Mark Twain and his companion comfortable there?
7. Why did the conductor give him the family compartment?

XXII. Translate into English

EDERMENLIGE BESLENEN MUZEÝ

Hatyra güni Gökdepäniň „Gökdepe“ milli muzeýi köp adamly boldy. 1881-nji ýylda bolup geçen aýylganç Gökdepe söweşine bagyşlanyp, geçen ýylyň maý aýynda açylan bu muzeýiň eksponatlaryny synlanyňda galany goraýjylaryň azatlyk, garaşsyzlyk üçin nähili gaýduwsyzlyk, batyryk bilen duşmana garşy göreş alyp baranlygyny duýýarsyň.

Muzeýň jaýy iki gatdan ybarat bolup, oň ýerleşdirilen eksponatlar birnäçe bölümden ybarat. Olaryň içinde iň täsirlisi şol döwrüň ýaraglaryna degişli bölüm. Bu bölümde ýerleşdirilen sowuk ýaraglaryň toplумы uly muzeýleriň hiç birinden kem däl. Şol ýaraglaryň içinde Skobelewiniň goşunynyň ona golaý dürli tüpeňleri, Gökdepe galasyny gorajýlaryň hyrlylary, gylyçdyr-çarşak, gyrkylyk, aýpalta, hanjar we beýleki ýaraglar bar. Olaryň gapdalynda artilleriýa ýaragy bolan iki sany gadymy top hem goýlupdyr. Olaryň biri türkmenleriň öz ýasan topy. Şol ýaraglaryň ählisi-de oňat ýagdaýda saklanypdyr. Ýene-de bir zat, muzeýiň ýarag bölümindäki ýaraglaryň agramly bölegi Gökdepe söweşinde ulanylan hakyky ýaraglar. Olary galany goramaga gatnaşan adamlaryň nebereleri getirip tabşyrypdyr.

Bulardan başga-da muzeýiň dürli bölümlerinde galany gorajýlaryň ok-därileri, olaryň geýen egin-eşikleri, taryhy dokumentler, galanyň içki durmuşyna, goralýşyna, diwarlarynyň partladylýp, duşmanyň gala girişine, galany gorajýlaryň olar bilen ýüzbe-ýüz bolup garpyşyşyna bagyşlanan suratlar muzeýi synlamaga gelenlerde uly täsir galdyryar.

XXIII. Find English proverbs concerning travelling, provide them with Turkmen equivalents, ask your fellow-students to illustrate them.

XXIV. Ask your friend to give you as much information as possible about: his native town; a place in Britain he knows; one of the towns of our country.

XXV. Get together with one or two other students and have a friendly talk. The situation is this: You are friends planning a trip to Avaza. You need a lot of things to be done before your trip. Each of you is full of imaginative ideas.

XXVI. Write a short composition about your week-end.

XXVII. Arrange a discussion on the topic „Where would you like to travel?“

LESSON 18

TEXT 1

Carrie goes to a department store

The extract is taken from “Sister Carrie” by Th. Dreiser, a well-known American writer (1871-1945). Carrie, a young provincial girl, comes to Chicago and is greatly attracted by the pleasures the big city offers. Shopping is one of them. Drouet, her friend is to meet her at the ready-made clothes department.

Carrie reached Dearborn Street. Here was the great Fair store with its crowds of shoppers. She thought she would go in and see. She would look at the jackets.

She paused at each article of clothing. How pretty she would look in this, how charming that would make her! Carrie stopped at the jewellery department. She saw the ear-rings, the bracelets, the pins the chains.

But the jackets were the greatest attraction. When she entered the store she already had her heart fixed on a jacket with large mother-of-pearl buttons. The cut was all the fashion that fall. She said to herself there was nothing she would like better.

Here she saw Drouet who was coming up to her smiling.

“Let’s go and look at the jackets,” he said as if he had read her thoughts.

When Carrie got the jacket in her hand, it seemed so much nicer. The saleswomen helped her on with it. It fitted perfectly. It just her size, not a bit loose. She looked quite smart.

Carrie turned before the glass. She could not help feeling pleased as she looked at herself. It was so becoming.

“That’s the thing,” said Drouet. “Now pay for it.”
“It’s nine dollars,” said Carrie, after she had asked the Saleswoman how much it was. She took out one of the bills and gave it to the cashier.

From there they went to a shoe department where Carrie tried on some shoes. Droued stood by and when he saw how nice they looked, said; “Wear them.”

Then Droued advised her to buy a purse made of leather, a pair of gloves and stockings.

Carrie thought that she would come the next day and buy herself a skirt to match the new jacket.

(After “Sister Carrie” by Th. Dreiser)

TEXT 2 SHOPPING

M o t h e r: Pete, we’ve **run out of** vegetables and we’ve **hardly any bread** in the house. You know, now it’s your **turn** to go to **the greengrocer’s** and to **the baker’s**.

P e t e: **Oh, bother?** Why do we have to go shopping so often?

M o t h e r: The day before yesterday **it was Nelly who did all the shopping**. She went to **the grocer’s** and to **the butcher’s**.

P e t e: Did she? But, Mother, girls are so fond of shopping. Let Nelly do it today **as well**.

M o t h e r: Oh, you’ve been a lazy - bones ever since you were born! It’s so difficult to make you go anywhere.

P e t e: Do you want to make me a **model** boy, Mum?

M o t h e r: I’d like to. Take that bag and don’t grumble. Buy a cabbage, pound of onions, half a pound of carrots and a loaf of bread. Here is the money and don’t forget the change.

P e t e: Did I ever forget it?

M o t h e r: I don’t say I did. But you are so absent-minded.

P e t e: (sighing): My teacher says the same.

M o t h e r: I **expect** you to be back in half an hour.

P e t e: All right. I’ll do my best.

VOCABULARY NOTES

Department store *n*- uniwersal dukan

Ready-made clothes/clothes department- taýýar eşikleriň bölümi

Footwear, millinery, knitted goods, leather goods, textiles hosiery, haberdashery, cosmetics (departments)- köwüş, kellä geýilýän esbaplar, trikotaž, deri önümleri, joraplar, dürli önümler, kosmetika bölümleri.

Pretty *adj.* – gowuja Syn. **good-looking, beautiful, handsome** (usually about men)

Cut *n* – biçim, e.g. The saleswoman assured Eliza that the cut of the coat was fashionable. **Cut (cut, cut)** *vt* biçmek (kesmek) proverb: cut your coat according to your cloth.

Fashion *n* biçüw, nusga, moda Syn. **Style** e.g. Take this coat. It's the latest fashion (style). **In fashion**-biçuwde e.g. such shoes are in fashion now. **Out of fashion** –modada däl. E.g. This coat is out of fashion now. Fashionable *adj* e.g. Alise has gone shopping and is sure to buy a fashionable hat. **Old-fashioned** *adj.* e.g. I don't like old-fashioned furniture.

To help smb. on with smth. haýsydyr bir zady geýmäge kömekleşmek **to help smb. off with smth.** Haýsydyr bir zady çykarmaga kömekleşmek.

Become (became, become) *vt/i* gelişmek, ýüze gelişmek e.g. I don't think it's very becoming. Compare the use of the verb **to become** (in the meaning “ýüze gelişmek) **to fit, to match, to go with, to suit.****fit** *vt* oturmak, ýaraşmak, jaýdar bolmak. E.g. The dress fits her like a glove. **Match** *vt* reňkine we hiline gabat gelmek e.g. She is going to buy a hat to match her new coat. **Go with** *vi* gabat gelmek (görnüşüne, laýyklygyna) e.g. That cardigan does not go with a silk skirt. **Suit** *v/t* gabat gelmek, laýyk gelmek, ýüze gelişmek (is the most general term) e.g. The costume suits her. She looks smart in it.

Size *n* ölçeg e.g. What size shoe(s) do you wear? What size glove(s) do you wear? What size clothes do you wear?

Loose *adj.* giň, rahat **to be loose on smb.**, e.g. the frock is a bit loose on me. Ant. **tight: to be tight on smb.**, e.g. The coat is tight on me. The shoes are tight on me.

How much is it? What is the price of....? What does it cost? Bu näçe durýar? The expressions are used only in the process of shopping. Compare the use of tenses in the following situation: “I bought a new hat yesterday”. “Really, how much **was** it?” (What **was** the price?).

Cashier *n* hasapçy **cash-desk** *n* hasaphana. Note other English words corresponding to the Turkmen word “hasaphana”: **box-office** at the theatre; **booking-office** at a railway station **to try on smth.** Haýsydyr bir zady geýip görmek.

Wear (wore, worn) *vt* **1.** geýmek, geýimli bolmak e.g. He always wears a grey hat. Kitty was wearing a lovely pink dress last night. Syn. **To be dressed in smth.; to have smth. on** e.g. She was dressed in a light summer frock. She had a light summer frock on. **2.** *vt* geýinmek (köýnek, mata we ş.m.) e.g. Does that material wear well?

Advise vt maslahat bermek e.g. The teacher strongly advised him to work more at the language laboratory. **Advice** *n* maslahat; Pay attention to the use of the noun “advice” which is uncountable, e.g. We got so much advice from him.

Made of..... bir zatlardan öndürilen as made of leather, wood, etc.

To run out of smth. bir zadyň gutarmagy e.g. We have run out of sugar. Bizde şeker gutardy.

To have hardly any, e.g. We’ve hardly any bread in the house. Bizde öýde çörek galmady diýen ýaly.

Turn *n* nobat in **turn** nobat boýunça e.g. Speak in turn, please. I can’t understand you when you are talking together. Note the translation of the Turkmen combination nämedir bir zatlara nobata durmak- to stand in a **queue (line) for something.**

The greengrocer's bakja önümler dukany.

The baker's çörek önümleri, e.g. I met her at the baker's yesterday. **The grocer's** bakaleýa dukany **the butcher's** et önümler

dukany. Note also the names of some other shops: **provision shop** azyk önümleri dukany **fishmonger's** balyk önümleri dukany.

Fruit-shop gök önümler dukany **confectionary** süýji önümler dukany, dairy süýt önümleri dukany, **supermarket** özbaşdak hyzmat ediş dükany **shopping centre** söwda merkezi

Oh, bother! Nähili gynanç!

It was.....Who (that), e.g. It was Nelly who did all the shopping. Bu zatlaryň hemmesini Nelly satyn aldy. The word combination **it is (was)....who (that)** is used to emphasize the subject.

To do shopping, to go shopping satyn almak, bazarlamak e.g. Boys don't like to do shopping. Mary likes to go shopping in the morning, when there are fewer people.

As well *adv* şeýlede Syn. **Too, also**, e.g. Everybody was eager to go sightseeing. Ann wanted to see the town as well.

Model *adj* görnükli e.g. Tom Sawyer hated the model boy because he was so good. **Model** *n* görnüş, görk, nusga e.g. Sentences must be formed according to this model.

Sigh *vi* dem almak sigh *n* uludan dem alma

Expect *vi* garaşmak, çak etmek, pikir etmek e.g. I expect a letter any day now. Everybody expects he will come tomorrow. Syn. **to wait** garaşmak. Who are you waiting for? I am waiting for a friend of mine. Note that **wait** refers to physical activities (e.g. to sit and wait) while expect denotes supposition, looking forward to smth.

TOPICAL VOCABULARY

Kinds of clothes: coat, shirt, blouse, cardigan, sweater, skirt, suit, trousers, shorts, a pull-over, dressing gown, jersey, jeans, corduroy trousers (corduroys).

Articles of clothing: socks, stockings, scarf, muffler, kerchief, gloves, mittens, tie, handkerchief, tights, pyjamas, nightgown, underwear (undies).

Parts of clothes: collar, sleeves, belt.

Footwear: slippers, sandals, sport shoes, walking shoes, court shoes, rubber boots, training shoes (trainers).

Textiles: silk, cotton (print), velvet, woolen cloth.

Jewellery: ring, bracelet, ear-rings, chain, brooch, necklace.

Cereals: buckwheat, rice.

Meat: beef, pork, mutton, chicken, goose, duck, tinned meat.

Fish: herring, sprats, smoked fish, tinned fish.

Diary products: cream, sour cream, cottage cheese.

Confectionery: biscuits, cakes, chocolate, pastry.

Vegetables: onions, turnips, melon, water-melon, cauliflower, lettuce, radish, parsley, celery.

The Complex Object. Some English verbs can be used with complex object. A complex object is usually expressed by a noun in the common case (or a pronoun in the objective case) followed by the infinitive of a verb.

e. g. We want **Owez to help** us.

They expected **him to return** soon.

Certain verbs require the infinitive without the particle **to** in the complex object. These verbs are: **to see, to hear, to watch, to notice, to feel.**

e. g. I **saw them enter** the house.

We **heard him sing.**

They did **not notice her come** enter the room.

My sister **watched her son play** in the garden.

She **felt somebody touch** her hand.

The complex object is also used after the verb **to make, to let, allow, to tell, to order, to advise, to want, to expect.**

e. g. He **advised me to introduce** my friend.

The teacher **told the boy to leave** the classroom.

After the verbs **to make** and **to let** the infinitive is used without the particle **to**.

After the verbs **to see, to hear, to watch, to notice, to feel** the present participle instead of the infinitive may be used as a part of complex object.

e. g. I **noticed him smiling.**

We *saw* Gurbanowa dancing.

STUDY THE FOLLOWING TABLE

Table No. 1

THE COMPLEX OBJECT

a)

I We They	want wanted expect expected	Aýna Myrat you him (her)	to	make a report. return soon. ride a taxi. sing at the party.
-----------------	--	---	-----------	--

b)

He (she) Jack Ann	sees saw	Aýna Myrat me us them	go along the street every morning. take the book from the desk. stand near the Kremlin. come up to window and shut it. write exercises every evening.
-------------------------	---------------------------	--	--

c)

He (she) Anna	hears heard	Aýna Myrat	speak loudly. sing beautifully every Sunday. laugh softly at the joke.
------------------	------------------------------	-----------------------------	---

d)

Maral Anna The teacher The mother	makes made	Myrat him (her) us them	do the room every day. speak loudly enough. get up early every morning. work regularly.
--	-----------------------------	--	--

Note 1. A continuous action is expressed by a present participle e.g. I saw Pete coming towards me.

Note 2. After the verb **make** in the Passive Voice the infinitive of the verb following it is used with the particle **to**, e.g. I was made **to** get up early.

I. Study Substitution Table No. 1 and compose as many sentences as you can.

II. a) Write one sentence instead of the given two using complex objects.

M o d e l: I saw Tahir every day. He often spoke with his comrades. I often **saw Tahir speak** with his comrades (or **Tahir speaking**).

1. I watched the sun. It was rising. 2. I heard him. He was singing an English song. 3. We noticed a man. The man was cleaning his shoes. 4. He saw two girls. They were dancing on the stage. 5. She watched the children. They ran about and played in the garden. 6. I saw her every morning. She arranged her hair carefully. 7. Every night we saw our neighbor. He listened to the news. 8. Maya heard her daughter. She was talking loudly. 9. We saw Meret. He was crossing the square. 10. They heard their father. He played the piano every night.

b) Give your own examples of complex object.

c) Use them in short situations.

III. Spell and transcribe the four forms of the following verbs:

Buy, make, become, show, try, put, wear, fit, cost, get, forget, write, run, go.

IV. Translate the following sentences into English:

1. Men Merediň gelenini gördüm. 2. Men Çarynyň köçeden geçip barýandygyny gördüm. 3. Her gün irden Merjen öz goňşusynyň penjiresini açýanyňy görýärdi. 4. Bir doganymy öz goşgularyny okamaga mejbur etdik. 5. Meniň dostlarym meni düýn aýdym aýtmaga mejbur etdiler. 6. Hiçkim meni muny etmäge mejbur edip bilenok. 7. Biz olaryň ene-atalarynyň gürleşip oturandygyny gördük. 8. Biz çagalaryň oýnap ýörenini gördük. 9. Ol Aýnanyň köwşini geýip duranyňy gördi. 10. Maral öz uýasynyň kitabyny alanyny gördi. 11. Ol okuwçylyryň mekdebiň ýanynda duranyňy gördi. 12. Myrat onuň otagdan çykanyny gördi. 13. Ejesi çagalarynyň oturyp öý işlerini edýändigini gördi. 14. Ol Rejebiň kürside oturanyny gördi. 15. Men siziň maňa düşünmegiňizi isleýärin. 16. Meret Aýnanyň bir zat ýazyandygyny gördi. 17. Men siziň şu köýnegi satyn almagyňyzy isleýärin. 18. Men siziň ir gitmegiňizi islämok. 19. Biz olar tiz geler diýip garaşýarys. 20. Mugallym okuwçylaryň gürleşip durandyklaryny gördi.

V. Translate the following sentences into English using active vocabulary.

A.

1. Siz haýsy ölçegli ellik (köwüş, palto) geýýärsiňiz?
2. Bu köýnek size gelişýär. Bu telpek size gelişýär. Bu köýnegi geýip görmäň. Size onuň reňki gelişenok. Maňa bu köýnek gelişýärmi?
3. Men täze kostýumym bilen reňkdeş köwüş satyn alasym gelýär.
4. Bu kostýum meniň egnimde gowy oturanok. Bu köýnek siziň egniňizde örän gowy oturýar. Marala bu köýnek diýseň gelişýär.
5. Bu ellik seniň penjegiňe gabat gelenok. Bu saçbag seniň gülgüne köýnegiň bilen gelişenok. Bu köwüş seniň bezegli köýnegiň bilen gabat gelenok.
6. Bu bluzka saňa giň bolýar. Bu penjek size giň bolýar. Bu köýnek maňa dar. Bu köwüş maňa kiçi bolýar. Bu penjek maňa dar.
7. Bu köwüş örän owadan. Ony geýip görüň. Bu köýnek örän ajaýyp. Ony deňäp görüň.
8. Bu palto meniň üçin örän gymmat. Bu saýawan gaty gymmat däl.

9. Maňa köçede geýmäge arzan köwüş gerek. Men arzan eşikleri geýmegi makul bilýärim.
10. Meniň pikirimçe ol akylyly. Bu gyzykly däl öýdýän. Oňa garaşmaly öýdýän.

B.

1. Biziň etimiz gutardy. Biziň soganymyz gutardy. Biziň ýer almamyz gutardy.
2. Men çörek önümleri satylýan dukana gitmeli (gök önümler dukany, balyk dukany, süýji- köke dukany, süýt önümler dukany, ir-iýmiş dukany).
3. Bize kömek eden hut Aýnanyň özüdi. Gap-gajy ýuwan hut ejemiň özüdi.
4. Goý Serdar sogan satyn alsyn. Goý Anna kelem satyn alsyn. Goý Jeren hyýar satyn alsyn.
5. Meniň okamak gezegim. Seniň bazarlamak gezegiň. Onuň gap-gaç ýuwmak gezegi.
6. Oňa garaşmaň, ol gelmez. Maňa kim garaşýar? –Kerim.

Dialogue “SHOPPING FOR NEW SHOES”

Clerk: *Welcome to Kenny's Shoes. We're having a sale on dress shoes.*

Shopper: That's great. I need some dress shoes. What do you have on sale?

Clerk: *Well, we have Silver Jims and Cool Walkers.*

Shopper:

Clerk: What do you recommend?

Well, Silver Jimms are more fashionable and higher quality. Whereas, Cool Walkers are not as expensive and they're more comfortable.

Shopper:

Clerk: What's the difference in price?

With tax, the Silver Jims come to \$47.00 and the Cool Walkers come to \$39.00.

Shopper:

Clerk:

Shopper:

Clerk: . So that's about an \$8.00 difference

That's right.

Shopper:

Clerk: I'll take the Cool Walkers.

Shopper: How would you like to pay?

I'll put it on my credit card.

...

Alright, here's your receipt. Have a nice day.

Thanks.



ROLE-PLAY: SHOPPING



You are going on a vacation and you need to do some shopping before you go.

(1) **Open a store:** The teacher will give you a store with two products. Write your product information in the blank spaces.

(2) **Make a shopping list:** The teacher will give you a shopping list.

(3) **Make a budget:** The teacher will write down your budget for cash, checks, and credit cards.

(4) **Go shopping:** Visit other student stores and decide what you will buy. Write the other store's product information in your table.

(1) Write down your product information:

Store Name: _____

Product 1: _____		Product 2: _____	
Advantages	Comparative	Advantages	Comparative

(2) Write down the items on your shopping list:



(1) _____ (5) _____

(2) _____ (6) _____

(3) _____ (7) _____

(4) _____ (8) _____

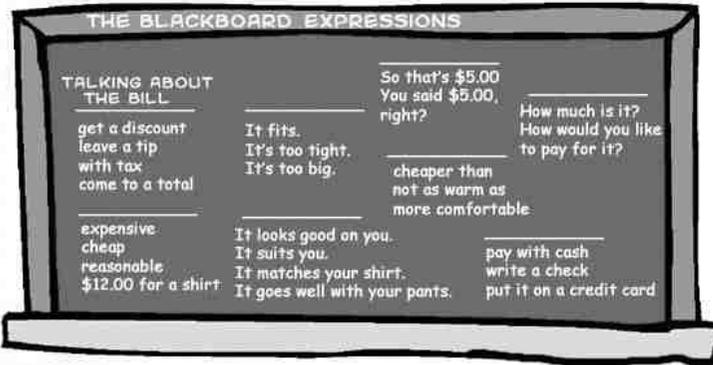
(3) Write down your budget:

Budget: Cash \$ _____, Checks \$ _____, Credit Cards \$ _____



(4) Go shopping:

Store	Products	Advantages	Price	Payment
Kenny's Shoes	Silver Jimms	more fashionable, higher quality	\$47.00	Credit card
	Cool Walkers	not as expensive, more comfortable	\$39.00	X



Look at the expressions on the blackboard. Write a title for each category of expressions:



Finetto's Fine Shoes	
Ladies Shoes	\$39.99
Discount 25%	-\$9.99
Sales Tax 6%	\$1.80
<hr/>	
Total	\$31.80
Cash	\$40.00
Change.	\$ 8.20

Look at the two receipts. Use words you find on these receipts to fill in the blanks:

Money that you receive from a clerk along with your receipt: _____

Money that you pay to the government: _____

The cost of an item before tax: _____

The amount that you save off of the regular price: _____

Money you give for good service. _____

Money that includes tax, discounts, and the price. _____

What do you think? Are these prices expensive, reasonable, or cheap?

_____	\$60.00 for a pair of jeans.	_____	\$100.00 for a tie.
_____	\$1.00 for a cup of coffee.	_____	\$8.00 for a shirt.
_____	\$20.00 for a glass of wine.	_____	\$7.00 for a movie ticket.

VI. Translate the following sentences

1. Maral deňelýän otagyň ýanyna baranda, öz jorasynyň owadan köýnegini _____ özüne deňäp duranyňy gördi.
2. Orazyň nädip kitap okaýşyny eşitdiňmi? Ol ony örän gowy okady. Indi öz tekstiňi ýazdyrmak seniň gezegiň.
3. Oňa bu köýnegi satyn almagy maslahat berme. Ol oňa gelişenok.
4. Goý Jeren ýer alma, sogan, pomidor satyn alsyn.
5. Onuň şu gymmat köwüşi satyn almagyny isleýärsiňizmi? – Hawa olar şeýle owadan ahry.
6. Ejesi Maralyň çörek dukanyna gitmegini isleýär.
7. Ýakyn günlerde men öz joramy gördüm. Ol merkezi uniwermagdan çykyp barýan eken.
8. Jeren oýady we öz uýasynyň otagyňa girenini eşitdi. Ol Annanyň oň elini ellänini duýdy.
9. Çaga öz zatlaryny aýyrmagy tabşyr (aýyrmaga buýur).
10. Ony hiçkim siziň maslahatlaryňyza eýermäge mejbur edip bilmez.

B.

1. Men düýn uniwermagdan zamş ellikleri satyn aldym. Olar maňa kiçi bolýar. Eger isleseňiz men olary size berip bilerin. – Taňryýalkasyn. Eger ölçegi gabat gelse, men olary uly höwes bilen alaryn. Bu 6-njy ölçeg. Nähili şowly! Bu edil meniň ölçegim. Olaryň bahasy näçe? -80 manat. – Ýnha pul, buýruň.
2. Men talyp hakymy aldym, we men käbir zatlary satyn almaly boljak. Men uzyn we gysga jorap hem-de meniň täze köýnegim üçin deriden gyzył kemer satyn almaly.
3. Men tomusyna çit matadan dikilen köýnekleri geýmegi halaýaryn. Olar ýüpek köýnekleri ýaly yssy däl.

4. Bu kastým size diýseň gelişýär, ýöne meniň pikirimçe penjek gaty uzyn.
5. Bu dukanda gyz köýnek satylanok. Bu ýerde diňe erkek kostým-balaklar, penjekler we erkek köýnekler satylýar.
6. Maňa köwüş saýlaşmaga kömekleşsene. – Şol goňur köwşi deňäp göräý. Meniň pikirimçe şol seniň ýaşyl kostýumyňa gelişer.
7. Meniň maslahatymy diňle, şol paltony satyn alma. Ol eýýäm modadan galdy. Şol çal bolsa, has gowy. Onuň sizde gowy oturjagyna ynanýan. Eşik deňelýän otaga geçiň. – Ynha, buýruň. – O, palto hakykatdanam ajaýyp. – Onuň bahasy näçe? 820 müň manat. Çek ýazyp bermelimi ? Hawa, buýruň, men size minnetdar.
8. Bizde gant bilen mesge gutardy. İşden gelýärkäň bakaleýa girip hemme gerek zatlary satyn almagy unutma.
9. Bizde çörek galmandyr diýen ýaly. Çörek dukana barda, 1 baton we 2 bulka satyn al.
10. Bize şöhlät, peýnir, 1 banka şprot, salat üçin gök önüm, kemptur we tort almaly.
11. Maral gök önüm dukana baryp kelem bilen kâşir satyn almaly boljak.
12. Myrady gök önümi dükanyna gitmäge iberdiler.

Learn English Vocabulary - Shopping **Useful Vocabulary**





Ways to pay



Where to buy what

	Chemist's
	Ladies Clothing Shop or Boutique
	Mens Clothing Shop or Tailor's
	Shoe Shop or Cobbler's
	Jeweller's
	Electrical Store

	Toy Store
	Record Shop
	Book Shop
	Newsagent's
	Ironmonger's
	Optician's
	Haberdasher's
All or most of the above	Department Store
	Butcher's
	Fishmonger's
	Greengrocer's
	Baker's

	Delicatessen
	Grocer's
	Off Licence
	Florist's
	Post Office
All or most of the above	Supermarket

Naturally Speaking - Useful Shopping Phrases

Finding a Shop

Questions

- Can you recommend a good toy / clothes shop?
- Is there a chemist's / supermarket in the area?
- Where can I get toothpaste / pet food?
- Where's the nearest shopping centre?

Answers / Comments

- There's a really good bookshop just around the corner.

Opening Hours

Questions

- What time do you open, please?
- What time do you close, please?
- What are your opening hours?
- Are you open all day?
- Are you open on Sundays?

Answers / Comments

- We're open 24/7. (24 hours a day / 7 days a week)
- We're closed at lunchtime,

- You can buy that here in the hotel.
- The best toy shop is in the shopping centre.
- The nearest one is a few miles away.

between 12 and 2pm.

- We're open from 9am till 6pm, Monday to Friday.

Shopping for Clothes

Questions

- Could you help me, please?
- Could you tell me where the department is?
- Excuse me, I'm looking for a
- Is there somewhere I can try this on, please?
- Does it suit me?
- Do you have this in a (larger/smaller size) (different colour), please?
- Do you do alterations?
- Do you have a refund policy?
- Is this in the sale?

Answers / Comments

- It's too long / short.
- It's too tight / loose.
- The ladies / gents changing rooms are over there.
- You can bring it back and exchange it or get a refund within 2 weeks if you keep the receipt.

Paying

Questions

- Do you take credit cards?
- Do you give credit?
- Do you have a loyalty card?
- Does it have a warranty?
- Can I pay by cheque?
- Do you offer a cash discount?
- Could I have a VAT receipt, please?
- Could I leave my bags here and pick them up later?

Answers / Comments

- We take all the major credit cards.
- We only accept cheques with a cheque card.
- We are offering 6 months free credit with no deposit.
- Sorry, no.
- Yes, certainly.

DIALOGUE

Here we have two conversations. The first is between Mrs Smith and her younger son John at the shops. The second is between Mrs Smith and a shop assistant.

It's Saturday morning and Mrs. Smith is going shopping.

Mrs S: John, I'm going to the shops. Is there anything you want?

John: Yes please! Can you pick up my magazine from the newsagents?

Mrs S: Of course. Do you want to come with me?

John: No way, I'm going round to Mike's house, sorry.

Mrs S: No problem. I'll be about an hour, be home by 5 o'clock at the latest.

John: O.K. I'll see you later.

A bit later.....

Mrs S: John, are you home?

John: Yes mum, I'm up stairs.

Mrs S: Come down here, I bought you a new Nike T-shirt, I want you to try it on.

John: Nike? Great I'm coming!

A few minutes later.....

Mrs S: Well, does it fit?

John: I think it's a bit too small.

Mrs S: Let's have a look. Hmmm, I think you've grown again!

John: I can't wear it though.

Mrs S: Do you like it?

John: Yeah, it's a nice colour.

Mrs S: I'll take it back to the supermarket and see if I can change it.

Mrs Smith had bought a nice new T-shirt for John, but when he tried it on it didn't fit. It's Saturday evening and Mrs Smith has to return the T-shirt.

Mrs S: Excuse me, can you help me?

Shop Assistant: Yes of course, what can I do for you?

Mrs S: I bought this T-shirt for my son this afternoon, but it doesn't fit him, it's too small.

Shop Assistant: Do you want to change it or get a refund.

Mrs S: I'd like to change it for a larger size. Do you have these in large?

Shop Assistant: I'll just check. Let's see, yes we have large or extra large, which would you prefer?

Mrs S: I think large will be fine, it's for my son.

Shop Assistant: That's fine, if it doesn't fit just bring it back again. If you take it to the customer service desk, they'll sort it all out for you.

Mrs S: Thank you. Just as a matter of interest do you give refunds?

Shop Assistant: Yes, of course. You can bring any clothing items back up to three weeks after purchase, but you must keep the receipt.

Mrs S: I see, thanks again.

Shop Assistant: You're welcome.

VII. Change the following direct questions into indirect and answer them. Begin the sentences with the words *I wonder...* or *Tell me ...* or *I'd like to know*:

1. At what shop did you buy this hat?
2. What colour scarf would you like to buy to match your new coat?
3. Are those gloves old or new?
4. How old is your father?
5. Does Ann do shopping every day?
- 6.

When will you go to the State Department Store? 7. Were there any new films last week? 8. How much is this material? Has anything gone wrong with the iron? 10. Why didn't you come to the dining-hall yesterday? 11. Is it snowing hard? 12. Has Jhon given you good advice? 13. Why is it so stuffy in the room? 14. When did they get everything arranged? 15. Have you managed to knit a pull-over for your father? 16. When are you going to the diary? 17. When was he made to write the letter?

VIII. Put each of the following words or phrases in the correct gap.

tag, label, cashier, bargain, receipt, exchange, take back, try on, fit, advice, shop assistant, credit card, check, select, cash, refund, size, sale

If you want to go shopping there are a number of things you have to consider. If you would

like to find a _____ you should make sure to go to a _____.

The only problem with a sale is that it is sometimes hard to _____ something once you buy it. Many stores also

refuse _____ to give a _____

on anything you have bought. If you are looking for clothes, make sure to _____

check the _____ to make sure that it is a good _____ . Another good idea is to look at the _____ and _____

to see instructions for washing, etc. It's always a _____ good idea to

also ask the _____ for _____ . Finally, when you go to the _____

you can usually pay by _____ or _____ if you don't have the _____ . Never forget to

get the _____ .

XI. Make up topics: “At the department store”, “At the shoes department”, “At the grocer’s”, “At the baker’s”, “At the jewellery department”.

LESSON 19

Grammar: Some Verbs and Word Combinations Followed by a Gerund.

Texts: 1. Jean`s First Visit to the Theatre 1. Dialogue .

STUDY THE FOLLOWING SOME VERBS AND COMBINATIONS FOLLOWED BY A GERUND

to stop to finish to mind to enjoy to be fond of to be good at to go in for to be worth can`t help to go on	doing smth.
--	--------------------

Note. The preposition without may be followed by a gerundial construction: e.g. He left the room without saying a word. One can`t learn without making mistakes.

GRAMMAR EXERCISES

I. Complete the following sentences using a gerund:

1. Go on
2. He stopped
3. He couldn`t help
4. We all enjoyed
5. Have you finished ...?
6. I don`t mind
7. Her cousin is fond of
8. The child is rather good at
9. She goes in for
10. The poem is worth ...
11. The boy doesn`t read a sentence without
12. You won`t go there without... .

II. Translate the following sentences into English:

1. Gürlemegiñizi (gülmeğinizi, ýazmagyňyzy, gygyryşmagyňyzy) bes ediň. Ejesi çagalara oýnamagy (okamagy, ütük etmegi, dikin tikmegi) bes etmegi buýurdy. Aýdym aýtmagy (tekstiň üstünde işlemegi, makalany terjime etmegi, meseläni öwrenmekligi, okamagy) dowam etdiriň. Siz penjiräni açmaga (şenbe güni duşuşmaga, ol yere bile gitmäge, bu gönükmäni gaýtalamaga) garşy dälmi? Men surat çekmegi (tennis oýnamagy, dasymdan okamagy, horda aýdym aýtmagy) örän gowy görýärin. Biz onuň aýdymyndan (ýüzmekden, ol bilen söhbetdeşlikden, tokaýda gezelenç etmekden) lezzet aldyk. Men ol bilen ylalaşman (garaşman, onuň soragyna jogap bermän) bilmedim. Bu oýuna seredenine (bu muzeýi görenine, bu gönükmeleri dilden ýerine ýetirenine) degýär. Ol otagdan hiç bir söz aýtman (hiç kime seretmän, hiç bir zat alman, hoşlaşman) çykyp gitdi. Onuň gyzlary tans etmek (dikin tikmek, aýdym aýtmak) bilen mesgullanýarlar.

TEXT 1

JEAN'S FIRST VISIT TO THE THEATRE

When I invited Jean to the theatre I was afraid she would **refuse** my invitation, but she had **accepted** it. I still **doubted** whether she would come: her religion did not allow to go to a theatre, play cards or love a man of other religious views. However, when I met her at the entrance to the theatre I saw she had thrown off her religious scruples. She looked eager and her dark eyes sparkled with excitement. Our **seats** were in the **pit**. They were not expensive, but we could see the **stage** quite well. I gave her the **programme** and my opera glasses.

Presently **the lights went down**: then the curtain **rose** upon a **scene** eighteenth-century Paris at the time of the French Revolution. It was a melodrama full of hopeless love and heroic self-sacrifice, a play after Dicken's novel "A Tale of Two Cities". When Martin Harvey, a famous **actor**, who **played the leading part** of Sydney Carton appeared on the stage, Jean's eyes were full of interest and

delight. She was greatly impressed by pale, dark Carton and delicate, **charming** Lucie Manette, the girl he loved.

During the interval Jean said: "Oh, Mr. Shannon, how splendid it is! SO different from what I expected! I can't tell you what a treat it is for me! I feel so sorry for poor Sydney Carton! He is so much **in love with** Lucy and she... It must be a frightful thing to be in love and not to be loved!"

"Quite", I agreed gravely. "At least they are good friends, and friendship is a wonderful thing."

She consulted her programme to conceal her flush. "The girl who does Lucie is very sweet; she has such lovely, blonde hair and is so young!" "Well, in real life she is Martin Harvey's wife, must be about forty-five, and that blonde hair is a wig."

"Please, don't, Mr. Shannon! How can you joke about such things?" she cried in a shocked voice...

As the last scene was under way Jean's hand, small and hot, **touched** mine. We sat hand in hand as though to **support** each other while watching Carton with a pale face and **carefully** arranged hair mount the guillotine and meet his **death.** Jean couldn't keep her tears and they fell upon the back of my hand like raindrops in spring.

When at least the play came to its end there was **a storm of applause** and many **curtain calls** for Miss de Silva and Martin Harvey. Miss Jean Law, however, was too overcome to join in such a banal **applause**; her feelings were too deep for words. Only when we were in the street she whispered with shining eyes. "Oh, Robert, you can't believe me how much I've enjoyed myself!" It was the first time she had used my Christian name.

(After "Shannon's Way" by A. Cronin)

TEXT 2
A TELEPHONE CONVERSATION

(Nick dials the number. Helen answers the call)

Helen: Hullo!

Nick: Thank God, is that you, Helen?

Helen: Sure, that`s me, Nick, darling. You sound a bit annoyed. Is anything the matter?

Nick: Well, I`ve been trying to get connected with you for nearly ten minutes and...

Helen: But what`s wrong? The line wasn`t engaged. I hope?

Nick: Yes, it was. Besides, I got the wrong number several times...

Helen: Oh, Nick, I`m so sorry!

Nick: That`s all right now. I say, Helen, have you got anything special on tonight?

Helen: No, not really. Why?

Nick: I suggest our going to the theatre.

Helen: I`d love to. What are we going to see?

Nick: I`ve got two tickets for "Lady Windermere`s Fan" by Oscar Wilde. It`s the first night.

Helen: Oh, it`s at the Magtymguly Theatre, isn`t it?

Nick: I have heard the play is worth seeing. It is staged very well. The scenery is simple, but good and the acting is splendid.

Helen: And what about the seats? I hope they are not in the balcony or in the gallery?

Nick: Oh, dear, no. they are in the dress-circle, box 5.

Helen: Let`s hope we`ll enjoy ourselves. Will you call for me or shall we meet at the theatre?

Nick: I`d rather call for you. I don`t like waiting and you take such a long time to get ready.

Helen: So I do. But I love to look smart when I go to the theatre.

Nick: All tight, then. I`ll call for you at 5:30, so we`ll have plenty of time to get to the theatre before the performance starts.

Helen: That suits me perfectly. I`ll be waiting for you. And, oh, Nick! Thank you ever so much for your invitation.

Nick: That`s all right, dear. See you tonight.

Helen: Bye-bye!

VOCABULARY NOTES

refuse vt ret etmek; Ant. **accept**, e.g. Irene refused Soames several times before she accepted him, **refusal** n

accept vt kabul etmek; **to accept a present (invitation, offer, help, plan)** but **to receive guests (visitors)**

doubt vt/I Şübhelenmek ; e.g. We doubted whether he would follow your advice. **doubt** n; **no doubt**, e.g. There is no doubt he tells the truth.

excite n täsir etmek, tolgundyrmak, ; e.g. The performance excited Jean so greatly that she could hardly speak. **excited** p.p. tolgundyrylan; **to be (look, fell) excited; excitement** n

seat n teatrda orun; **in the stalls** parterda; **in the orchestra stalls** parteryň öňki hatarlarynda; **in the pit stalls** parteryň yzky hatarlarynda; **in the pit** amfiteatrda; **in the dress-circle** geyim calylylyan bolumde ; **in the upper circle** yokarky yarusda; Syn. **In the balcony** balkonda; **in a box** boksdada; **in the gallery** galerkada.

stage n sahna; e.g. When the singer came onto the stage there was a storm of applause. **stage** vt, e.g. This play was staged by K. S. Stanislavsky.

program(me) n; **to be on the programmer** programmada bolmak, e.g. My favourite songs were on the programme.

the lights went down yşklar söndi

rise (rose, risen) vi. 1. galmak ,ayak ustunde durmak e.g. He slowly rose to his feet 2. dogmak (gün barada). e.g. When the sun rose we started off.

Note: **raise** vt. galdyrmak. to raise one`s head (hat, voice, etc.) e.g. At seeing Fleur he raised his hat. Syn. **put up**, e.g. If you want to ask a question put up your hand.

Scene n oyunyn bolegi (pyesa barada), e.g. I like the final (last) scene in that balled, **scenery** n (used only in the singular) bezeg, e.g. The scenery was beautiful. The scene laid in Paris.

act. n. akt, hereket, e.g. I like the second act of “Swan Lake” most of all. **actor, actress** n aktyor, aktrisa, as a great (famous, popular, talented, favorite) actor: **act** vi. hereket etmek, e.g. He had to act at once. There was no time to lose. **Active** adj. aktiw, isjen as an active

person (support, part, etc.) Our students take an active part in school life. *Ant. Passive.*

to play the part of. rol oynamak

leading. adj. esasy, baş; **leading article** bas makala, oňki sahypadaky makala.

delight *n* ogowy tasir etme

charming adj. öran owadan , e.g. The doctor was a charming young woman. **charm** vt, n, e.g. We were all charmed by her manners. His short stories have a charm of style that cannot be found in ther writers.

to be in love with smb. birini soymek,(aşyk bolmak), e.g. Fleur was in love with Jon. **to fall in love with smb.** birine aşyk bolmak(birinji görende)

touch vt. el degirip gormek, seredip gecmek, tasir etmek. E.g. Her story touched the listeners. **touch** *n* galtasma; **touching** adj. tolgundyryjy,tasir ediji, e.g. We were excited by this touching scene.

support vt. goldamak E.g. Michael helped his father to support their family. **support** *n.* goldaw. e.g. I need your friendly support.

carefully adv. Tertipli, unsli, häzir bolup. E.g. He took the baby carefully in his arms. **care.** alada,unsli seretme. E.g. The car needs constant care. **to take care of.** gözegçilik etmek, birine seretmek,alada bildirmek. E.g. He took care of the flowers in the garden. Syn. **look after, care (for somebody)** seretmek,gyzyklanmak,alada bildirmek, söymek. E.g. I don't care much for fish. I don't care! maña tapawudy ýok. **careful.** Adj. 1. Seresaply, e.g. I'll be careful with your books. **Be careful not to** seresap bolmak,...etme. E.g. Be careful not to lose the tickets. 2. unsli, as careful work (preparation, examination); **careless** adj. 1.unssiz, as careless person (work, attitude); 2. aladasyz, as careless little singing birds.

death *n* ölüm; ant. life, e.g. After his parents' death little Shannon was brought up by his grandparents. **die** vi. E.g. Her father died when the girl was twelve. **dead** adj. e.g When the doctor came the old man was already dead.

applause *n* çapak çalma; **a storm of applause** şowhunly çapak çalyşyk, e.g There was a storm of applause when the curtain rose.

The scenery was wonderful indeed. **applaud** vi, e.g. As soon as we saw the famous actor we began to applaud to him.

curtain call aktýory sahna çagyryş

ticket n petek, as a ticket to the theatre (cinema), a ticket for a play (performance etc.)

the first night premyera, birinji goyberilshi (pyesa barada)

the play is worth seeing ýesany göreniňe degýär

to call for smb. birini çagyrmak, birinin zyndan gelmek, e.g. I'll call for you and we shall go there together. **to call on smb.** biriniň ýanyna (zyndan) barmak, e.g. Last night I called on Ann. She's ill you know.

That suits me perfectly. Bu maňa örän ýaraýar.

TOPICAL VOCABULARY

Opera, drama, comedy, circus, variety show, concert, concert hall, conservatoire, symphony music, composer, conductor, cloak-room, refreshment-room, attendant, rehearsal (dress rehearsal), matinee, opera-glasses

EXERCISES

1. a) The material below is to be prepared for reading. Mark the stresses and tunes. Concentrate your attention on the sounds. b) Let your fellow-student read the exercise aloud for you to detect his errors in sounds and tell him what must be done to eliminate them:

[1] 1. Six little kittens lost their mittens.

It's a pity, they were so pretty

2. Little Bill, sit still.

Will you sit still, little Bill?

If you sit still, little Bill,

Jimmy Nill will bring you to a big hill.

[tʃ] 1. Most French children like cheese.

2. Why did the teacher ask such a question?

3. Don't touch those peaches in the kitchen.

II. Before you start working at the text, practice the following word combinations:

A. 1. a) [h] – her hand, hand in hand, allow her, I met her, I gave her, her feelings.

b) Loss of aspiration: the pit stalls, the stage, could speak, in spring, a storm, in the street, expensive.

2. Alveolars replaced by dentals: at the entrance, in the pit, played the part, in the street.

B. 1. [θ-ð]- anything special, it`s the first night, it`s worse seeing, get to the theatre.

2. Loss of plosion: got two tickets, but good, get to the.

III. Transcribe and intone the following extract:

“Oh, Mr. Shannon, how splendid it is! So different from what I expected! I can`t tell you what a treat it is for me!” said Jean.

IV. a) Listen to the recording of the text “Jean`s First Visit to the Theatre”. Mark the stresses and tunes. B) Practice the text for test reading. Listen to the recording very carefully until you can say it is exactly the same way.

V. a) Listen to the recording of the dialogue. Mark the stresses and tunes. B) Practice the dialogue for the test reading. Listen to the recording very carefully until you can say it is exactly the same way. c) Memorize the dialogue and dramatize it.

VI. Find in the text sentences that might be the answer to the questions given below:

1. What did Jean look like when Robert met her at the theatre? 2. Where were their seats? 3. Upon what scene did the curtain rise? 4. What kind of play was it? 5. Who (m) was Jean greatly impressed by? 6. What did Robert say about the leading actress? 7. What showed that Jean was deeply touched by what was going on on the stage? 8. Why didn`t Jean join in applause? 9. What showed that the performance was a success? 10. Jean had always used Shannon`s Christian name, hadn`t she?

VII. Answer the following questions. Use conversational phrases. Work in pairs and enlarge the dialogue.

Model: -Could you possibly tell me why Robert invited Jean to the theatre?

-I'm not sure but I believe he wanted to give her a treat.

-Then why on earth did he take her to a melodrama and not to a comedy or something?

-To my mind he was afraid she would refuse to come if she knew it was a comedy. Don't you remember her religious scruples?, etc.

1. I wonder what made Robert doubt if Jean would come to the theatre. 2. Do you happen to know anything about Jean's religion? 3. Could you tell me what made Jean throw off her scruples? 4. Do you happen to know anything about Charles Dickens? 5. I'd like to know why Jean was so impressed by the play and the actors? 6. My question may be personal but is it really so frightful to love and not be loved in return? 7. Why did Robert say gravely that friendship was a wonderful thing? 8. Could you tell me why Robert was so ironical when he spoke about the leading actress? 9. I wonder if that visit to the theatre was a treat to Jean? 10. I wonder why Jean had used Shannon's Christian name for the first time?

VIII. Choose the correct word:

to rise- to raise

1. He ... his head when he heard a slight noise. 2. When we started the sun had already 3. There was a storm of applause when the curtain ... 4. He ... his hat to greet us. 5. Ann slowly ... to her feet. 6. It was very noisy and the reporter had to ... his voice. 7. The curtain wouldn't ... and we had to ... it.

stage - scene

1. The ... was so touching that Jean began to cry. 2. Carrie was told to come onto the ... in the second act. 3. The play consists of two acts and four ... 4. When the actor appeared on the ... the audience began to applaud. 5. I don't quite like the final ... in this play. 6. Our seats were in the orchestra stalls and we saw the ... well.

IX. Fill in the missing words

1. Jean looked ... when she came to the theatre (tolgundyrylan)
2. I ... the invitation with joy (kabul etmek). 3. The play consists of three ... and four... (bolek,oyun). 4. He ... our help and said he could do everything himself (yuz owurmek) 5. When the ... rose and the audience saw the ... everybody began to ... (tuty, bezeg; çapak çalmak). 6. When Alison appeared on the ... she was... (sahna, tolgynan). 7. Our ... were in the ... and we could see the... very well without the... (orunlar, lojada, sahna, dürbi). 8. The play made such an ... upon me that I would never forget it (tasir). 9. I never expected that you would... our suggestion (goldamak). 20. We made up our minds to ... a party in English (gecirmek). 11. I don't remember the name of the ... who played the ... part in the play (aktýor; esasy). 12. Seats in the boxes and in the stalls are ... and seats in the gallery are ... (gymmat, arzan). 13. She said she was telling the truth, but we... her words (şübhelemek).

X. Fill in prepositions or adverbs wherever necessary:

1. We enjoyed ... the performance greatly. 2. He decided to reserve a seat ... phone. 3. It's rather easy to get tickets... this theatre, but it is difficult to get tickets... the play. 4. She refused ... our help. 5. She took care ... her little brother. 6. Will you go to the football match tomorrow? – No, I don't care ... football. 7... my way ... the theatre I met a friend of mine. 8. I don't like seats ... the balcony ... or ... the gallery, I prefer them ... the stalls or ... the dress-circle. 9. The scene laid ... Verona. 10. This is a play ... Dickens' novel. 11. I'm so sorry ... Ann. She has fallen ill. 12. Fleur Forsyte fell ... love ... Jon ... first sight. 13. The attendant will show you ... your seats. 14. There is no doubt ... it. 15. When the lights went ... and the curtain rose there was a storm ... applause.

XI. Fill in articles wherever necessary. Retell the text:

... theatres are very much ... same in London as anywhere else; ... many theatres, music halls and cinemas are in ... West End. If you are staying in London for ... few days, you'll have no difficulty whatever in founding somewhere to spend ... evening. You will find

... opera, ... comedy, ... drama, ... variety, ... cinema performances start at about eight or ... half-past, and finish about eleven.

... best seats are those in ... stalls, in ... dress-circle and ... upper circle. Then comes ... pit and ... last of all ... gallery. ... boxes, of course, are more expensive. ... most theatres and music-halls have ... good orchestras with ... popular conductors.

The opera house is at Covent Garden. There you get ... best of everything: ... first rate orchestra ... famous singers and celebrated conductors. But, of course, if you are not fond of ... music, this won't interest you. At ... West End theatres you can see ... most of ... famous English actors and actresses. ... plays are staged well. Choose ... good play, and you'll enjoy yourself from ... moment ... curtain goes up, to ... end of ... last act. get your seat beforehand either at ... box-office of ... theatre itself or at one of ... agencies.

(Abridged from ELC)

XII. Change the following sentences according to the models.

MODEL 1: I **like to read** plays. – I **enjoy reading** plays.

1. We like to play chess. 2. My eldest sister likes to sing folk songs. 3. They like to ski in the forest on a sunny frosty day. 4. The children like to bathe and splash the water all around. 5. They also like to lie in the sun.

Model 2: He is excited. He cannot speak. – He is very excited and can **hardly** speak.

1. Our seats were far from the stage. We could not see well what was going on. 2. The scene was touching. Jean couldn't hide her tears. 3. It was very noisy in the hall. We didn't hear the speaker well. 4. Her lips trembled. She spoke with difficulty. 5. The news is so exciting. I cannot believe it. 6. The child is so active. He cannot sit still for a minute. 7. Bill was extremely shaking. He couldn't open the door at once. 9. The patient is very weak. He cannot raise his hand.

XIII. Put the verbs in brackets in the correct form.

Model: Neither you nor he is right.

Neither my girl-friend nor her parents have forgotten you.

Neither of you is wrong.

1. Neither Mike nor his sister (to expect) us to return so soon. 2. Neither Helen nor Alice (to be) eager to go anywhere that night. 3. Neither of you (to know) the end of that story. 4. Neither my sister nor my brother (to go) on excursions very often. 5. Neither of us (to be) mistaken. 6. Neither my brother-in-law nor his schoolmates (to be) good at playing chess. 7. Neither my parents nor my grandmother (to travel) by air. 8. Neither David nor his fellow-students (to be excited) at the exams. 9. Neither my sister's youngest daughter nor her son (to be) fond of symphony music. 10. Neither John nor his companion (to be) lazy.

XIV. Translate the following sentences into English:

1. Ne meniň ýegenim, ne onuň adamsy bize gelenoklar. 2. Ne onuň dostlary, ne garyndaşlary oňa komek edip bolenoklar. 3. Ne biz, ne – de 104 – nji toparyň talyplary umumy okuwa gijä galmadyk. 4. Ne fransuz dili, ne-de nemes dili iňlis dili ýaly giň ýaýran däldir. 5. Ne ýagyş, ne sowuk hakyky syýahatçylary saklap bilmeýär. 6. Asmanda ne ýyldyzlar ne – de aý bardy. 7. Ne talyplar, ne toparbaşy gulak enjamlary getirmediler. 8. Ne siz, ne-de Anna bu isde günäli дәl. 9. Ne ol, ne – de onuň doslary bu işi yerine yetirmekci bolmajarlar. 10. Ne Wilýam ne-de onuň dogany kitaby soňuna çenli okamadylar. 11. Ne men, ne – de meniň goňşylarym ol adamy tanamaýarlar. 12. Ne men, ne-de meniň dostlarym kart oýnamaýarlar.

XV. Correct the given not-true-to-fact (false) statements and give your reasons. Use conversational phrases. Work in pairs. Enlarge the dialogues.

M o d e l: - Jean did not like theatre but she didn't refuse Robert's invitation not to hurt him.

-I'm afraid you've got it all wrong. It was her first visit to the theatre, etc.

1. Jean wasn't going to accept Robert's invitation to the theatre. 2. She looked quite calm when Robert met her at the entrance to the theatre. 3. The tickets were rather expensive. 4. The play was a merry comedy. 5. The leading actors produced little impression on Jean. 6. During the intervals Jean spoke with Robert about the play. 7.

Neither Robert nor Jean liked the play. 8. While watching the last scene Jean couldn't help laughing. 9. The public didn't like the performance and there was no applause when the curtain fell.

XVI. Translate the following sentences into English:

1. Robert olara teatryň öňünde duşuşmagy teklip etdi. 2. Anna bize şu spektakla bilet satyn almagy hödürledi. 3. Ol teatryň gapysynda programma satyn almagy hödürledi. 4. Ejem bize Lizany dync günlere öýe çagyrmagy teklip etdi(weekend). 5. Ol bize şu soragy gozgamazlygy teklip etdi. 6. Režisýor(the stage manager)esasy roly in gowy aktrisa bermegi teklip etdi. 7. Anna antrakt wagty çayhana gitmegi teklip etdi. 8. Men telegrammany şu wagtyň özünde ugratmagy teklip edyarin. 9. Mergen Aynanyň yzyndan ir barmagy teklip etdi. 10. Seyle erbet howada saherin dasyna gezelenc etmegi kim teklip etdika ?

XVIII. Fill in *yet, still, more, another, other, else* and translate the sentences into Turkmen:

1. Don't hurry. The performance is not over 2. I'd like to read something ... by this author. 3. What ... impression did you get there? 4. What ... did Jean say about the performance? 5. I've read two ... books by Dickens. 6. You'd better ask somebody... . 7. It is ... spring, but it is getting rather hot. 8. This theatre is going to stage ... play by this playwright. 9. How many ... English books have you got? 10. Fetch ... chair, please. 11. What ... have you seen in this ancient town? 12. He hasn't returned from the South. He is ... there. 13. Please book two ... tickets for me. 14. Will you call ... time? 15. What ... things did you buy?

XIX. Translate the following sentences into English:

1. Bu pýesany ýene nirede görüp bolarka? 2. Biz yene-de birnäçe agşamlary inlis dilinde gurnamagy yuregimize duwdik. 3. Men ýene bir käse kofe içmerdim. 4. Ol henizen ýatyrmyka diýýarin. 5. Biz spektakla gijä galarys öýtdik, ýöne ol heniz hem başlamandyr. 6. Maňa teatryň taryhy boýunça ýene-de bir kitap gerek. 7. Şu hepdäniň dowamynda ýene näçe türgenleşik geciriler? 8. Bir hepdeden şu

teatrda ýene bir oyunyn birinji goyberisi bolar. 9. Bu spektaklda yene haýsy aktýorlar çykyş edyarler? 10. Ýagşy hazir hem dinenok, ýöne howa maylady. 11. Siz hazir hem dokladyň üstinde işleýärsiňizmi? – Hawa. Men heniz hem ahli gerek maglumatlary ýygnamadym. 12. Bize bu spektakla ýene-de 3 petek gerek. 13. Siz teatrda ýene kimi gördüňiz?

XX. Pick out words and phrases from Text 1 and Text 2 and group them under the following headings: 1) theatre; b) appearance. Learn them.

XXI. Retell Text 2 in indirect speech as if you were Helen (Nick).

XXII. Render there jokes. Use indirect speech:

1. The well-known singer Enrico Caruso was once driving not far from New York. It is so happened that something went wrong with his car and he had to spend some time in the house of a farmer. Soon they became friendly and the farmer asked Caruso his name.

When the farmer heard the name, he rose to his feet. “My, I never thought I should see a man like you in my kitchen, sir,” he cried out. “Caruso. The great traveler. Robinson Caruso!”

2. “I say, Dad,” said a schoolboy, returning home, “we have a wonderful performance at school. A lot parents came and although some of them had seen it before they all had a jolly good time”

“How do you know?” asked his father.

“Why, they laughed all through the play,” the boy replied.

“And what was the play?” the father asked/

“Hamlet,” said the boy.

XXIII. Translate the following sentences into English:

A.1. Men Annany aňsama çagyrdym, ýöne ol meniň çakylygymy kabul etmedi. 2. Dogurdanam, ol biriň çakylygymyzy kabul edirmikä ya – da ondan yuz owurermika? 3. Lukman şu wagt adam kabul etmeýär. 4. Siz biziň meýilnamamyza goldarsyňiz diýip umyt edýärin. 5. Robert şeyle tolgunanson zordan gürleyardi. 6. Siz maňa näme bolýandygyny aýdyp bilmersiňizmi? Name beyle tolgunyarsynyz? 7. Haçanda tutylar galanda tomaşaçylar şowhunly el çarpdylar. 8. Aýak seslerini eşidip ol kellesini galdyrdy. 9. Maňa

“Patyşa üçin jan bermek”atly operasynda sonky çykyş örän ýarady. 10. Robert Jeyniň oz eline degenini duýdy. 11. Bu hekaýa örän gynançly bolanson ol göz ýaşlaryny saklap bilmedi. 12. Alisonyň aýdym aýdyşy Roberte uly tasir etdi. 13. Biz Belýetažda otyrdyk we sahna gowy görümdi.

B.1.Esasy roly oýnaýan aktrisa örän gowydy. 2. Film örän gyzykly eken we men ondan uly lezzet aldym. 3.Tomsuna olar bize köp gelerdiler. 4. Men öýe barýarkam kitaphana degip geçmeli.5. Bu operadaky bezegler örän gowy. 6. Men bu spektakla öňünden petekleri alyp bilmedim, ýöne gowy orunlary teatryň kassasyndan alyp bildim. 7.Men gowsy bu gün konserwatoriýa giderdim, programmada meniň gowy görýän kompozitorlarymyň doredijiliginden eserler bar . 8. Biz bu aňsamdan örän hoşal bolduk, ol gowy gurnalypdyr. 9. Siz antrakt wagty näme etdiňiz?- Biz çayhana gittik. 10. Haçan-da teatra geleniňizde siz paltolaryňyzy egin –esik goyulyan yerde goýýarsyňyz. Şol ýerde hem siz dürbi we programma alyp bilersiňiz. 11. Teatryň iň gowy ýerleri --parterde hem belýetajda, olar iň gymmat ýerler. Balkondaky hem galerkadaky ýerler gowy dal we olar hem arzan.12.Spektal tomaşaçylaryň arasynda uly meshurlyk gazandy, aktýorlar köp sapar sahna çagyrdylar.

XXIV. Render the following dialogue in indirect speech. Explain the difference between a *concert hall* and a *music-hall*:

Gilda: I went to a very good concert at the Festival Hall last month. You call that hall “a concert hall”, don’t you?

Mrs. Green: Yes

Gilda: Well, what’s “a music-hall”? I’ve seen that name several times and heard it used in broadcasts, too.

Mrs. Green: A music-hall is something very different from concert-hall! If you want to hear a symphony orchestra playing good music, you go to a concert hall. A music-hall is more like a theatre. The seats are arranged like those in a theatre. There’s a stage with curtains like in the theatre. There’s scenery on the stage. We often use the name “Variety Theatre”.

Gilda: What would I see and hear if I went to a music-hall?

Mrs. Green: There`d be popular music and singing and dancing. There`d be performances by acrobats and jugglers. There might even be performing animals.

Gilda: To my mind music-halls are not so popular now. People prefer films today, and radio and television keep people at home more.

Mrs. Green: I agree with you. The most popular singers and comedians are seen and heard by millions of viewers and listeners in their own homes.

XXV. a) Make up dialogue on the following situation:

Ýaş ýigit petekçiniň ýanyna baryp ondan programma bermegi haýyş edyar. Näçe tölemeli diýip sorayar, programmany satyn alýar we partera tarap ýoreýär. Emma soňra ol petekçiniň ýanyna ötüň sorap gelip onuň ýerini görkezmeğini haýyş edyar. Onuň ýeri belýetajda eken. Petekçi belýetaja nädip geçmelidigini görkezýär we dürbi almagy maslahat beryär (Ol dürbi alsa gowy boljak). Dürbi nirden alsa bolarka diýen soraga, petekçi eşikhana düşmeli diýip jogap beryar. Ol howlukmaly, sebäbi eýýam üçünji jaň kaklyar we onun gijä galmagy mumkin. Ýaş ýigit minnetdarlyk bildiryar we aşak düşýär.

b) Make up a similar situation) a visit to a concert, a variety theatre, a circus, etc.) for your fellow-students to present it in the form of a dialogue.

XVI. a) Read the text:

...Pauline Fraser had a few minutes to herself in her room while waiting for the time she was wanted on the stage. Suddenly the door flung open and a young girl, wearing a short brown tweed coat and dark green slacks darted in. Pauline knew at once she was an actress. She wasn't pretty, but she had a good stage face. "You're Pauline Fraser, aren't you?" cried the girl in admiration. Pauline smiled. "Yes, but who are you?" "Oh, you've never heard of me. I'm Ann Steward from the Rep. at Wanley. I hear Mr. Cheveril is going to the stage his new play. I'd be delighted to get a part in it. I'm ready

to do anything!” Pauline smiled at her. The girl went on: “Miss Fraser, you’re great. I saw you in Mr. Cheveril’s play “The Wandering Light” three times. You were wonderful! But ... er... would you mind if I say this?” Pauline was amused. “Probably, But go ahead!” “Well, at the end of the Second Act, when you learn that your lover is back and waiting for you, couldn’t it be better drop everything from your hands and then run out into the garden?” Pauline looked at the girl with interest. “Why, as a matter of fact I wanted to do it like that, only the producer wouldn’t let me. Look here- you are a real actress!” “I know I am”, cried the girl, “but I could be a thousand times better if only I get a chance in a Cheveril play! Please, Miss Fraser, I don’t want to be a nuisance, but I simply must talk with him.” “Oh, Miss Fraser, you’re darling!” said Ann and went out.

Some minutes later Cheveril entered the room carrying his script. “We’ve made a little cut and the scene is all right now. Pauline. You’ll be wanted on the stage in a minute or two.”

“I’m ready, Martin. Oh! I quite forgot! There is a girl here who is eager to see you. She’s with a local repertory company, and I shouldn’t be surprised if she’s quite a good actress. You’ll see her, won’t you?” Without turning Martin answered firmly: “No. I’m sorry, Pauline, but I’m fed up with young reproachful. At that moment she was called to the stage and left the room.

Cheveril was looking through his script when he heard a young voice behind him: “Mr. Cheveril, I’m that young actress...! “You had no right to come here. Will you please go?” He didn’t even look at her. “But...but I’ve acted in lots of your plays – and loved them all!” “I don’t care. Please go out at once.” There was a strange little pause. “You’ll be sorry soon you said that...” The girl spoke with an odd certainty...

(After J.B. Priestley “A Story of the Theatre”)

b) Determine the main idea of the extract. c) Make up a plan of the extract. d) Choose a suitable headline to the story from those suggested:

1) “Ann Looks for a Job”; 2) “Meeting a Famous Actress”; 3) “He was Fed Up!” 4) “Talent orChance?”; 5) “The Crash of Hopes”.

e) Give a short summary of the extract. f) Give your own ending to the story.

XVII. Say a few words: about your last visit to the theatre.

LABORATORY WORK

I. Repeat the sentences after the tape. B) Make them interrogative and negative.

II. Answer the questions and record your answers in the intervals.

III. Translate the sentences into English using the active vocabulary.

IV. Spell and transcribe the words.

V. Translate the phrases into English.

VI. Listen to the wrong statement. Correct them.

VII. Listen to the dialogue “At the Theatre”. b) Write it down. Mark the stresses and tunes. Practice the dialogue following the model. c) Learn it by heart.

LESSON 20

Grammar: The Present Continuous Tense.

Texts: 1.Home. 2. Dialogue.

Study the following

Table № 1

The Present Perfect Continuous Tense

He (She) Father Mary, John	has (not) been	waiting for you for 20minutes working at this problem two months sleeping rather long already
I (We) You They Ann and Pete	have (not) been	writing this translation since the morning living in this village nearly a month playing tennis for about an hour

Table № 2

Has	He (She) Father Mary, John	been	waiting for you for 20minutes? working at this problem two months? sleeping long?
Have	I (We) You They Ann and Pete	been	writing this translation since the morning? living in this village nearly a month? playing tennis for about an hour?

GRAMMAR EXERCISES

I. a) Make up sentences using Substitution table № 1. b) Compose your own sentences of the same kind.

II. Give the interrogative and negative forms of the following sentences:

1. He has been working at his report since 10 o'clock. 2. They have been writing their test for nearly two hours already. 3. She has been waiting long. 4. His daughter has been playing the piano since the morning. 5. They have been discussing this problem for rather a long time. 6. The child has been sleeping too long. 7. Ann and Roger have been quarrelling for fifteen minutes. 8. She has been dreaming to become an actress all her life. 9. I have been doing my lessons since 4 o'clock.

III. Put the words in brackets in the Present Perfect or the Present Perfect Continuous.

1. How long you (to wait) for me? 2. I (to know) her since my childhood. 3. He (to think) about for three days. 4. They always (to prefer) theatre to TV. 5. How long she (to study) music? - Oh, she (to study) music since her early childhood. 6. Since she was a little girl she (to try) not to take things seriously. 7. The students (to write) their test for two hours already. 8. She (to live) in that house round the corner about thirty years. 9. You (to play) too long. It's high time to do your lessons. 10. She (to be ill) for more than two weeks. I (to miss) her terribly.

IV. Translate the following sentences into English.

1. Men size eýyam 20 minut bári garaşyaryn. 2. Alymlar birnäçe ýyl bári şu meselanin üstünde işleýärler. 3. Ol ömründe gündogaryň niredir bir ýerine gitmegi arzuw edýär. 4. Men makalanyertir irdenden bari terjime edýärim. 5. Ol kop wagtdan bari ýatyr. Ony turuzmaga wagt boldy. 6. Ayna bilen Maral ertir irdenden bári

söwüşyärler. 7. Biz şu kiçijik obada bir hepde bäri yaşayarys. 8. Siz bu soragy köp wagtdan bari ara alyp maslahatlasyarsynyz. 9. Siz bärde köp wagtdan bäri yaşayarsyňyzmy? 10. Sen zatlaryňy ýygnaýňmy. Taksi eyyam 10 minut bäri saňa garaşyar. 11. Ol hemişe fizika bilen gyzyklanyardy. Şu wagt ol täze meseläniň üstünde işleýar. Ol eýyäm iki aý bäri şunuň üstünde işleýar. 12. N. örän gowy powestleri ýazýar. Arada ol bir powesti ýazyp gutardy we şu wagt täzesini ýazýar. Ol ony bir aýdan bäri ýazýar we ony höwes bilen ýazýandygyny aýdýar. 13. Biz bu ýerde aýyň başyndan bari, emma howa hemişe erbet. 14. Ýagyş ertir irdenden bäri ýagýar .

TEXT 1

HOME

After W.S. Maugham.¹

The farm, an old-fashioned stone house, was built in 1673, and for three hundred years the peoples had been born and died in it and had farmed the surrounding land.

George Meadows was a man of fifty and hi wife, Mrs. George, was a year or two younger. They were both fine people in the prime of life. Their three daughters were lovely and their two sons were handsome and strong. They had no notions about being gentlemen and ladies; they knew their place, were happy and deserved their happiness, as they were merry, industrious and kindly.

The master of the house was not George, but his mother, who was twice the man than her son was, as they said in the village. She was a woman of seventy, tall, upright, with gray hair and a wrinkled face. Her eyes were bright and shrewd and she had a sense of humour. Her word was law in the house and on the farm. In short she was a character.

One day Mrs. George met me in the street and told me that they had received a letter from their Uncle George, whom them all thought dead. The letter informed them of his coming, “Just fancy,” she said, “he hasn’t been here for fifty years. And old Mrs. Meadows sits there and smiles to herself! All she says is that he was very good looking, but not so steady as his brother Tom.” Mrs. George invited

me to look in and see the old man. I accepted the invitation with joy, as I knew the story of Uncle George. Meadows and it amused me because it was like an old ballad. It was touching to come across such a story in real life. More than fifty years ago, when Mrs. Meadows was Emily Green, a young charming girl, George and his younger brother Tom both courted her. When Emily married Tom, George had gone to sea. For twenty years he sent them presents now and then; then there was no more news of him. After her husband's death Emily wrote George about it, but never received an answer. And the previous day, to their greatest surprise they received his letter, in which he wrote that he was crippled with rheumatism and feeling he had not much longer to live, wanted to return to the house in which he was born.

When I came the whole family was assembled in the kitchen. I was assumed that Mrs. Meadow was wearing her best silk dress. On the other side of the fireplace sat an old man with a wrinkled yellow face. He was very thin and his skin hung on his bones like an old suit too large for him. Captain George, as he had called himself, told us that he had been so ill thought he would never be able to get back, but the look of his old home had done him a lot of good. He said good-humouredly: "I feel now better and stronger than I have for many years, dear Emily!" No one had called Mrs. Meadow by her Christian name for a generation and it gave me a shock, as though the old man were taking a liberty with her. It was strange to look at these two old smiling people and to think that nearly half a century ago he had loved her and she had married another.

When I asked him if he had ever been married he said he knew too much about woman for that. Then he added looking at Mrs. Meadow: "I sais I'd never marry anyone but you, Emily, and I never had". He said it with not regret, but with some satisfaction.

Captain Meadows told us a lot of interesting stories about his adventures and about many things he had seen and done.

"Well, one thing you haven't done. George and that is to make a fortune!" said Mrs. Meadows with thoughtful smile.

“Oh, I’m not one to save money. Make it and spend it, that’s my motto. But if I had a chance of going through my life again I’d take it. There are not many people who’d wish it!”

I looked at this toothless, crippled, penniless old man with admiration and respect. That was a man who had made a success of his life, because he had enjoyed it.

Next morning I decided to see the old man again. I saw Mrs. Meadows in the garden picking white flowers. I asked her if Captain Meadows was well. “Oh, dear, he had always been a harum-scarum fellow! He boasted that he was so happy to be back in his old home that he would live for another twenty years. Alas! He died in his sleep.” Mrs. Meadows smelt the flowers she held in her arms and added thoughtfully: “Well, I’m glad he came back. After I married Tom and George went away, I was never sure I had married the right man!”

TEXT 2

DIALOGUE

Alice: Hallo, Mike, have you been waiting long? I’m so sorry I’m late.

Mike: Now that you are here it’s all right.

Alice: I say, Mike, I’ve just had a wire from Mary. She is coming by the 5.20 train. And I have a meeting at 5. Will you do me a favour and meet her at the station?

Mike: Certainly, but I’ve never seen her. How could possibly recognize her?

Alice: Oh, it’s quite easy. She’s just her mother.

Mike: Most helpful I’d say, but the trouble is I’ve never seen her mother either.

Alice: No, you haven’t. And I’m afraid I haven’t any photos of her.

Mike: At least try to describe her. What does she look like?

Alice: A tall slim girl of 18 with an oval face.

Mike: Complexion?

Alice: Rather pale.

Mike: Hair?

Alice: Fair and curly. Light grey eyes, a small snub nose, a big mouth with white even teeth and a pleasant smile.

Mike: I'm sure there'll be at least a dozen girls like that at the station.

Alice: Oh, Mike, we've been discussing it for the better part of an hour and see no end to it.

Mike: But how am I to recognize her in the crowd?

Alice: Oh, I forgot. There's a dimple in her left cheek. She is so lovely, you'll fall in love with her at first sight.

Mike: That'll help me, to be sure. Go to your meeting. I promise to be on the platform at 5 sharp looking for a tall slim fair-haired lovely girl with a dimple in her cheek.

VOCABULARY NOTES

Lovely adj oবাদan, örän güzel, täsin; Syn. **Beautiful, pretty, good-looking**, as a lovely child (girl, woman), a lovely day; lovely eyes, hair, e.g. We had a lovely time. What lovely weather! Note the adjectives with the same suffix **-ly**: **friendly** dostlukly, **lonely** ýalňyz; **kindly** rehimli.

handsome adj oবাদan; Syn. **beautiful**, e.g. a handsome boy (man), but a beautiful girl (woman); a handsome face, handsome appearance
deserve vt: **to deserve attention** (punishment, reward, praise, love, etc.) hormat sylaga mahsus bolmak (temmi, sylag, öwgüler, söygüde we ş.m.), e.g. He hasn't deserved that from you. They deserved praise for what they had done.

merry adj şadyýan; as a merry child (look, game, company, song), a merry face, merry eyes; **merrily** adv şadyýan

industrious adj zähmetsöýer; Syn. **hard-working**

wrinkle n ýygırt, e.g. There were merry wrinkles in the corners of his eyes. **wrinkled** adj ýygırtly e.g. Her face was old and wrinkled.

inform vt/i habar bermek, maglumat bermek, mälim etmek; Syn. **Let know**, e.g. We must inform them immediately. To inform smb. of smth., e.g. You must inform the post-office of the change in your address. **to inform smb. that...**, e.g. We informed them that there would be a meeting on Thursday. **information** n (no pl. no indefinite article!)maglumat, habar, e.g. I want some information about this

town. **useful (interesting) information; to get (receive) information, to give information**

amuse vt güymemek, şatlandırmak, güldürmek, e.g. The sight of the child amused us. **amusing** adj gzykly as an amusing story (child, incident, play, scene)

to go (away) to sea deňizçi bolmak

now and then wagtal-wagtal

regret vt gynanmak, nebsiň agyrmak, e.g. You will regret your words. **to regret doing smth.**, e.g. He will regret telling a lie.

to make a fortune baýamak; **fortunately; unfortunately** adv

to save money pul ýygnamak

to have the (a) chance of mümkinçiligin, yagdayyn bolmagy, e.g. If you have the chance of listening to this singer you'll enjoy it.

respect n hormat; **respect** vt; **respectable** adj. e.g. His life and work deserve everybody's respect. We must respect her desires.

he had made a success of his life ol öz durmuşyny gowy ýaşady; **success** n üstünlük; **to be a success; successful** adj, e.g. The actress was a success yesterday.

boast vt/i öwünmek, guwanmak, e.g. He boasted that he could easy get tickets to any theatre. The young actress boasted of her success. The Muscovites boast of the magnificent of the metro.

Will you do me a favour... Mähriban bolup bilmersiňizmi...

to be (look) like görünmek, birine meňzemek, e.g. She is like her mother. What is the weather like? What does he look like? **to take after smb.** birine meňzeş bolmak (häsiyetiň menses bolmagy), e.g. Her son took after her husband.

The trouble is... betbagyçylygyň manysy, **trouble** n, vt/i, e.g. You mustn't trouble about your mother's health. She is all right. Proverb: Don't trouble trouble until trouble troubles you.

at 5 sharp göni sagat başde

TOPICAL VOCABULARY

Figure: tall, short, middle-sized; stout, thin, slim; straight, stooping

Face: thin, plump, fat; oval, round, square; beautiful, handsome, good-looking; lovely, pretty, attractive; common, plain, ugly

Complexion: rosy, pale; fresh, dark, fair

Eyes: blue, brown, hazel, dark, grey; deep-set, close-set, wide-set

(Eyes-)lashes: long, short, curving, straight

(Eyes-) brows: straight, arched, penciled, bushy

Forehead: broad, narrow; low, high

Nose: straight, hooked, turned up, snub (bed)

Mouth: large, small, tiny, red

Lips: thin, full, thick

Hair: long, short; curly, straight; red, brown, dark, fair, grey, chestnut, golden; thick; to wear one's hair long, short; to wear a beard, a moustache

Arms and legs: long, short; shapely, small

To gain (lose) weight; to keep fit

EXERCISES

I. a) The material below is to be prepared for reading. Mark the stresses and tunes. Concentrate your attention on the sounds. b) Let your fellow-student read the exercise aloud for you to detect his errors in sounds and tell him what must be done to eliminate them:

1. To know everything is to know nothing.
2. A good beginning makes a good ending.
3. Better die standing than live kneeling.
4. The proof of the pudding is in the eating.
5. Spades for digging, pens for writing.
6. Ears for hearing, teeth for biting.
7. Eyes for seeing , legs for walking.
8. Tongues for tasting and for talking.

II. Before you start working at the text practice the sounds in the following word combinations.

- A. 1. [əv]- a sense of humour, the master of the house; a man of fifty; the story of the Uncle George.
2. Loss of aspiration: master, story, steady, strong.

3. Loss of plosion: silk-dress, Emily married-Tom, he had-gone to sea, wanted to-return, I'd-take it.

B. 1. [3:]-certainly, fair and curly, a dozen girls.

2. No glottal stop: quite-easy, her mother-either, an-oval face, with-even teeth.

III. a) Listen to the recording of the dialogue. Mark the stress and tunes. b)

Practise the dialogue for the test reading. Listen to the recording very

Carefully until you can say it in exactly the same way. c) Memorize the dialogue and dramatize it.

IV. Form adjectives from the following nouns adding the suffixes -less, -ous:

Tooth, hope, care, sleep, cloud, pity, voice, home, thought, rest, harm, penny;

Danger, fame, nerve, courage, industry.

V. Find in the text the sentences that are answer to the following questions:

1. What kind of people was George Meadows, his wife and children?
2. Who was the real master of the house? 3. Why did the story of Uncle George amuse the author? 4. What letter had the Meadows received the previous day? 5. What did Captain Meadows look like? 6. What story did he tell? 7. What made the author think that Captain Meadows had made a success of his life? 8. What did the old man boast of? 9. What did Mrs. Meadows say about him? 10. What did she say made her glad?

VII. Respond to the questions given below. Use conversational phrases. Work in pairs. Enlarge the dialogues.

MODEL: - I wonder if you could explain to me why the Meadows deserved happiness?

- I believe because they were industrious and merry and knew their place.
- And what do you mean “they knew their place”?
- Oh, that’s like this, I think. They had no notions about being ladies and gentlemen, etc.

1. I wonder if you help me to understand who of the two women was Mrs. Meadows. 2. I’d like to know why it was Mrs. Meadows who was the real master of the house? 3. Do you really think that Mrs. Meadows was a character? 4. I’d like to know what made George go to sea? 5. I hope you don’t mind my asking but why was it so amusing to see old Mrs. Meadows in her best silk dress? 6. Can you tell me why Captain Meadows had never married? 7. I’d like to know what you think about his motto? 8. Is it so important to make a fortune as Mrs. Meadows thought? 9. I’d like to know if you too agree that the old man had made a success of his life? 10. Could you possibly tell me if Mrs. Meadows had found the answer to her problem whether she made married the right man?

VIII. Respond to the following statements. Use conversational phrases. Give your reasons. Work in pairs and enlarge the dialogues.

MODEL:- George Meadows and his family deserved their happiness.

- Oh, yes, I couldn’t agree more. They were industrious and merry.
- Besides, they had no notions about being gentlemen and ladies and knew their place.
- That’s just what I’m thinking, etc.

1. Mrs. Meadows was twice the man than her son was. 2. Mrs. Meadows was a character. 3. Uncle George’ story amused the narrator. 4. Captain George was no longer a good-looking jolly fellow. 5. The old man had never made a fortune. 6. The old man inspired admiration and respect. 7. Captain George really loved

Emily Green. 8. Old George made a success of his life. 9. Mrs. Meadows was glad that old George had come back.

IX. Respond to the following statements which are not true to fact. Use conversational phrases. Give your reasons. Work in pairs and try to enlarge the dialogues.

MODEL: - I think George Meadows was a good master of the house.

- I'm afraid you've got it wrong, he wasn't.
- But wasn't he industrious and steady and in the prime of life?
- Yes, he was. But his mother was twice the man her son was, etc.

1. The Meadows had great notions about being gentlemen and ladies. 2. George Meadows was a character. 3. Emily Green married Tom because he was very good –looking. 4. Uncle George's story was a banal one. 5. Captain Meadows returned home to boast of his health, fortune and success. 6. All the household called Mrs. Meadows by her Christian name Emily. 7. Captain Meadows was very unhappy in his life. 8. Captain Meadows did not deserve admiration and respect. 9. Mrs. Meadows wasn't glad to see Captain Meadows. 10. Mrs. Meadows never thought whether she had married the right man.

X. Pick out words and phrases from Text 1 and Text 2 and group them under the following headings: a) appearance; b) character. Learn them.

XI. a) Retell Text 1 in indirect speech. b) Retell the text as if you were a member of the family.

XII. Fill in the missing words:

1. Though she is not very talented she isand I think she will make a good musician (zähmetsöyer). 2. The children were veryand excited and their mother couldn't make them go to bed (şadyyan). 3. Mr. Pickwick was a gentleman (şadyyan, acyk gowunli)4.The boy did not punishment (mynasyp bolmak). 5. Though the woman is rather old her face is not and her eyes are (ÿgyrtly, dusunjeli). 6. Robert wanted to Jean, but her parents were against

their (öylenmek, nika). 7. The girl is.... clever for her age (uytgesik). 8. The appearance of Mr. Dick.... Davy and his funny signs.... him (geñ galdyrmak, güldirmek). 9. Jean wanted to Robert to her parents, so she invited him to their place (tanyşdyrmak). 10. I'd like to you with the plan of our work (tanyşdyrmak). 11. The teacher was pleased with Mike's work and said he.... a prize (mynasyp bolmak). 12. Tom Sawyer.... that he could beat the boy with his little finger (öwünmek). 13. When she came her aunt was still.... but soon she.... (diri; ölmek). 14. We couldn't help.... the boy's courage (buýsanmak).

XIII. Choose the right word:

To introduce-to acquaint-to get acquainted-to meet

1. I'm glad you have come. I want.... you to my parents. 2. Michael.... himself to Soames as he was eager.... with Fleur. 3. He....me with his latest experiments. 4. George was....to Helen at our party. 5. She refused to talk to him as they were not....with one another. 6. Will you....me to your friends? –Oh, aren't you....yet? 7. He was eager....with the contents of his aunt's letter. 8. I want you to....my friend, Helen. 9. We had a lovely time in the rest-home and....a lot of interesting people there. 10. I'm sorry I haven't.....you earlier.

XIV. Fill in prepositions or adverbs wherever necessary:

1. He had courted....Irene for a long time before she accepted....him. 2. I'm going to introduce you....my friend. 3. I'd like to get acquainted....your plan. 4. Who is she married....? –She is married....a well-know artist. 5. Will you inform me....your decision? 6. We got some information...the matter we were interested.... 7. We were surprised...her refusal. 8. George Meadows went....sea when his brother married Emily. 9. I'm sure you will regret.... your act. 10. She is going to marry....one.....our students. 11.our surprise we found nobody....home. 12. He likes to boast....his strength. 13. What is she....? –She is tall and very beautiful. 14. She is....her mother.

XV. Fill in articles wherever necessary:

1. We received....very interesting information about this country. 2. Last summer we had....lovely time in.... South. 3. He went to....sea hoping to save....money and make....fortune. 4. This boy doesn't deserve....praise. 5. Will you do me....favour? 6. She gave me....good advice how to get rid of my mistakes. 7. It was....hard work and Mike did not like it. 8. She is making....good progress in English. 9. Where is....money?-I put it on the table. 10. I don't like....rainy weather. 11. She has....long, beautiful hair. 12. It was....unexpected news and we were surprised to hear it. 13....Bickets were eager to save....money. 14. The girl had....snub nose and....fair complexion. 15. My father was of....dark complexion, with....very great forehead and....dark hazel eyes overhung by....eyebrows which were black though his hair was white. He had....straight nose and....full lips.

XVI. Translate the following sentences into English:

A. 1. Olar şeýle bir şatlykly gülyardiler welin men hem gülmän saklanyp bilmedim. 2. Turkmen halky talantly we zähmetsöýer. 3. Mister Dik örän päk ýürekli. Ol Dewe rehimli gararydy we oglan bu şadyýan we gülkünç adamy halarydy. 4. Jenap Berton örän rehimdar görünse-de, hakykatda ol zalym adamdy. 5. Meniň pikirimçe ol oglan jezalandyrmaga mynasyp däl. 6. Ol haçanda gülende onuň gonur gözlerniň towereginde yygyrtlar peyda bolyardy. 7. Hanym Jane düşbi aýaldy. 8. Oglan dogany we ejesi ýogalandan son Dewi öz daýzasyny tapmagy ýüregine düwdi. 9. Oliweriň ene-atasy ýogaldy we ol ozuni örän ýalnyz duydý. 10. Onuň ozini uytgesik alyp barmagy bizi geň galdyrdy. 11. Bu geň galdyryjy täzelikdi we Maral ony doganyna aytman saklanyp bilmedi. 12. Gyzjagaz öz ýaşy üçin örän akyllydy. 13. Ireniň gözelligi geň galdyryjydy we adamlar oňa buýsanman durup bilmeyadiler. 14. Geň galmaýmaly, ol öýde eken. 15. Biz oňa 3 günden ýygnak boljagyny habar berdik.

B. 1. Onuň owadan buýra saçlary owadan goňur reňklidi. 2. Çaganyň täsin görnüşi garry aýaly güldirdi. 3. Oglan gulkunc wakalary aýdyp bizi güymedi. 4. Ol meni öz aýaly bilen tanyşdyrdy,

men oň bilen köpden bäri tanyşmak isleyardim. 5. Jenap Hill oglany täze iş bilen tanyşdyrды. 6. Ol bizi öz ene-atasy bilen tanysdyrды, biz olar bilen heniz tanyş däldik. 7. Hanym Emili kime durmuşa çykjagyny bilmeyärdi Arslanamy ýada Sohrada. 8. Malik Ayna öylendi, emma ol ony söýenokdy. 9. Ýaşlar 2 ýyl mundane ozal öylendiler we olar örän bagytly. Olar öz bagtyna mynasyp. 10. Ol özüniň nikasynyň şowly däldigine düşünyärdi emma ol Ireny taşlasy gelenokdy. 11. Hemmeler oglanjyklar ýaly Tom Soýer hem öwünmäni gowy görýärdi. 12. Jenap Pikwik kiçijik, pökgije, rehimdar adamdy. 14. Uly gara gözleri, towlanyp duran gür kirpikleri, açyk reňkli saçy we ajaýyp teni Florensi has hem owadan gorkezyardi. 15. Ol çepiksizje, ýöne özüne çekiji. Onuň elleri owadan. Ol eýýäm owadan wagtyň geçmegi bilen has hem gözelleşer. 16. Jahanyň owadan bolmasa-da onyň owadan gözleri we beden gurlusy syratlydy. 18. Hanym Betsi hor, uzyn boýly, göni gara saçly we ýüzi öçgün reňkli, uly gözli aýaldy.

XVII. Give a short description of your friend according to the following model:

She is rather short but so slim and graceful that she seems taller than she is. She has shapely legs and arms and her hands are beautiful. Her hair, slightly red, is curly. Her face is oval, her eyes are brown, but when she is angry they seem black. Her complexion is fresh, her mouth is full, her lips-red. She is lovely.

XVIII. Give a ten-line continuation of the following dialogue:

A: Have you seen Bob's sister?

B: No, I haven't, have you?

A: I've met her several times.

B: If she is like her brother she must be very good-looking. Bob is handsome, isn't he?

XIX. Let one of the Students give a very short description of the appearance (and character) of a person, male or female, you all know very well. Try to find out who that person is by asking questions as in the model. All those present are to take part in the game.

MODEL: A: How old is she?

B: She's young, tall and slim.

A: Is her complexion rosy?

B: No, rather pale, I'd say.

A: She is blue-eyed, isn't she?

B: No, her eyes are dark.

A: And what about her nose?

B: She has a very nice turned-up nose.

A: Is her hair (does she wear her hair) long or short?

B: Her hair is short and straight.

A: Is she dark-haired?

B: Red.

A: It's Ann, isn't it?

B: No, it's not. You are mistaken. (That's right, You've guessed).

Note: You are allowed to ask any questions about appearance, disposition, hobbies, habits, interests, but the name and occupation.

XX. a) Make up 10 sentences using the verbs to want, to ask, to expect, to like, to tell, to make, to hear, to see, to notice, to watch, to tell + Complex Object. b) Read them out in Егкльут for your fellow-students to translate them into English. Correct their mistakes if any at all.

XXI. a) Read and translate a text:

On Thursday evening the two librarians at the library in Benham, Pamela Cream and Violet Meade were to work until nine o'clock. The girls didn't mind staying late; in their small town there was very little for two unmarried girls to do anything. That's why

when Inspector Ellis of local police offered to give judo lessons to anybody who wanted them, Pamela was the first to enroll. She began learning judo exactly as she did everything else, thoroughly and with great interest. She always insisted on doing her best. She was a small woman, but in judo that does not matter. She was healthy, strong and brave. If not really beautiful she was pleasant to look at and no wonder Inspector Timothy Ellis fell in love with his best pupil. They were to get married soon.

That Thursday Tim was to call for her at nine o'clock to take her out to dinner. It was already eight-thirty and Pamela was returning the books to the shelves, while Violet was serving the remaining readers.

When Pamela was passing the windows near the back door she noticed that the blind was up. She tried to pull it down, but it kept rolling to the top of the window, making a very loud noise. At last Pamela managed somehow to make it stay down, then went to the next aisle. To her greatest surprise she saw two men there. "Oh", she said, "I'm sorry, gentlemen, but readers are not allowed in this section of the library!" "I'm sorry, Miss," said the smaller of the two men with an ugly face, who seemed as surprised as Pamela, "we didn't know it." The other man, much larger than the one who spoke stood with his back to Pamela, leaning against the shelves. The smaller man said: "I'm afraid my friend is feeling rather weak. He wants some fresh air. Could you help me take him out, Miss?" "Oh, I'm so sorry," said Pamela and put her arm about the bigger man who was quite heavy. The smaller man took his friend by the other arm and the three of them started moving slowly to the back door. Suddenly Pamela stopped in horror. She saw blood on the man's coat. Looking at him closely she saw he was dead. The truth flashed in her mind. "You...you killed him...here, in our library!" "Aren't you smart young lady!" hissed the short man angrily, "go on helping me and avoid attracting attention, or you'll get what Blackie got." Pamela obeyed. They were in front of the window when suddenly Pamela had an idea. That new judo hold that Tim had taught her, maybe it would work! She must take her chance. That murderer was

very dangerous, one more dead body that could well be her own wouldn't make him lose sleep. Oh, if only the hold worked!

Her hands touched the window blind. It went up with a loud noise. The man, greatly surprised by it, dropped Blackies arm and Pamela let go of the other arm. The heavy body fell to the floor. The murderer snatched out a knife and rushed at Pamela, who was ready for him....

When the frightened people from the library came running into the back room they saw two men lying on the floor and white-faced Pamela standing over the unconscious murderer....

(After George P. McCallum's "Tales of Mystery and Suspense")

b) Determine the main idea of the story. c) Make up a plan of the story. d) Choose a suitable headline to the story from those suggested below:

1. "It Worked!"; 2. "A Brave Girl"; 3. "Sport is Your Saving"; 4. "The Inspector's Girl" 5. "Murderer in the Library".

e) Say what you think of Pamela's character. F) Give a short summary of the story. G) Think of a logical end of the story.

XXII. Explain the meaning of the proverb and use it in a situation of your own:

Handsome is that handsome does.

XXIII. Make up short dialogue concerning the appearance of:

A child, an elderly person, your favorite actor (actress) or fiction character.

XXIV. Render the following in the form of a dialogue:

Režisjor öz kömekçisi bilen "Woyna I Mir" kinosyndaky Nataşa Rostowanyň roly barada gürlleşyar. Olar birnäçe aktrisalary diňlediler. Olaryň biri örän gowy oýnaýar emma onuň keşbi bolanok. Ol uzyn boýly däl we diýseň çyşijek. Ikinjisi uzyn, owadan ýöne onuň gözleri gök , saçy bolsa açyk reňkli. Gutarnykly netijä gelmek üçin Olar ýenede birnäçe aktrisalary diňlemekçi .

XXV. a) Read the text “A Lovers’ Quarrel”(part one). Translate it into Russian:

A Lovers’ Quarrel

Scene: Daphne’s house.

Daphne: (picking up the receiver): Hullo! Is that you, James?

Robert: Hullo! Is that you Daphne?

D: Yes, James. I was wondering whether you’d call this evening.

R.: Listen Daphne. This is Robert, not James. Who the devil is James, anyway?

D: Oh! It’s you Robert. I’m sorry. I was expecting a call from somebody else.

R: I’ve been trying to get you on the phone since 2 o’clock.

D: Have you? I’ve been out. I only came in half an hour ago.

R: Where have you been?

D: I’ve been playing tennis at the club.

R: You told me you weren’t going tennis today.

D: Yes, I know but Madge asked me to go and make up a four.

R: Well! That’s a bit thick!

b) Explain the use of tenses:

1. I was wondering whether you’d call this evening. 2. I was expecting a call 3. I’ve been trying to get you.... 4. I’ve been out. 5. Where have you been? 6. I’ve been playing tennis.... 7. You told me you weren’t going....

c) Make up situation in which you can use the tenses mentioned above. Ask other students to explain their use. d) Read the text “A Lovers’ Quarrel” (Part Two). Translate it into Russian:

Part Two

R: What’s the matter, Daphne? You seem to have been avoiding me recently.

D: Avoiding you? Of course I haven't been avoiding you. We went out together on Wednesday, didn't we?

R: Yes, but that's three days ago, Daphne. I'm longing to see you. Will you come with me tonight?

D: Oh, not tonight, Robert. I'm feeling a bit tired.

R: Couldn't we go out just for an hour? I've been looking forward to seeing you all day.

D: I can see you haven't been playing tennis all day or you....

R: I wish I had. I've been helping the old man in the garden.

D: then you must be feeling tired too!

R: Listen, darling! Are you telling me a truth? Or are you going out with this James, whoever he is?

D: Of course not. He's...

R: You're going out with him this evening, aren't you?

D: No. I've told you. I don't want to go out this evening.

R: Now I know why. You're going to sit by the phone all evening, waiting for your beloved Jimmy to give you a call.

D: Don't be ridiculous, Robert. He isn't my beloved Jimmy. And anyway....his name is James. He doesn't like to be called Jimmy.

e) Explain the use of tenses:

1. You seem to have been avoiding me....
2. I'm longing to see you.
3. I'm feeling a bit tired.
4. I've been looking forward....
5. You haven't been playing tennis....
6. You've been helping the old man...
- 7.... you must be feeling tired too.
8. Are you telling me a truth?

f) Make up situation in which you can use the tenses mentioned above. Make other students explain the use. g) Read the text "A Lovers' Quarrel" (Part Three). Translate it into Russian:

R: Oh! He doesn't, does he? Well, if I get my hands on him people will be calling him Scarface Jimmy. I suppose you've been seeing this poor fish every day. That's why you haven't been seeing me.

D: Of course it isn't. Do stop talking nonsense, Robert, and listen....

R: To your explanation? You needn't bother. I understand everything perfectly. (He imitates her.) Oh, hullo, James darling. I was

wondering whether you'd call this evening? I'm not a fool, you know.

D: For the last time... will you listen?

R: Go on. I'm all ears.

D: James is my cousin. He's thirty-four, he's married, and he has 3 children. He's coming to London next week from Scotland, and he'll be staying with us. We're expecting a call from him this evening.

R: Your cousin? Honestly? Married? Why the devil didn't you say so?

D: You didn't give me a chance.

R: When can I see you again?

D: I'll see you in half an hour unless you're feeling too ashamed of yourself.

h) Explain the use of tenses:

1. If I get my hands on him people will be calling him.... 2. You've been seeing this poor fish.... 3. He's coming to London and he'll be staying with us....

i) Make up situation in which you can use the tenses mentioned above. Make other students explain their use. j) Reproduce the text "A Lovers' Quarrel" in Indirect Speech.

LABORATORY WORK

I. Answer the questions. Record your answers in the intervals.

II. Translate the sentences into English using the active vocabulary.

III. Spell and transcribe the words.

IV. Translate the phrases into English.

V. Write the dictation.

VI. Listen to the wrong statements. Correct them.

VII. a) Listen to the poem "Twilight" by George G. Byron. b) Mark the stresses and tunes. Practice the poem. c) Learn it by heart.

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