

**A. GURBANOW**

# **Iňlis diliniň amaly kursy**

**(Ýokary okuw mekdepleriniň I ýyl talyplary üçin okuw gollanmasy)**

**Aşgabat  
Türkmen döwlet neşirýat gullugy  
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## Awtordan

Okuw gollanmasy ýokary okuw mekdepleriniň iňlis dilini hünär dili hökmünde öwrenýän I ýyl talyplary üçin niýetlenýär.

Okuw gollanmasy takmynan 500 sagat möçberinde okuw kursunyň geçilmegini, onuň netijesinde bolsa, talyplaryň başlangyç sözleýiş (geplemek we ýazuw) endiklerini özleşdirmegini göz önünde tutýar.

Okuw gollanmasynyň materialynyň çäklerinde talyplaryň takmynan 1200-1300 sany sözi we we söz düzümini işjeň öwrenmegi meýilleşdirilýär.

Grammatik material Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynyň iňlis dili kafedrasynyň „Iňlis diliniň amaly kursy“ boýunça I ýyl üçin taýýarlan okuw iş maksatnamasyna laýyklykda beýan edilýär.

### Okuw gollanmasynyň bölümleri boýunça usuly düşündirişler

**Giriş bölümi.** Bu bölümde 50 sagat sapak geçmek meýilleşdirilýär. Bölüm fonetik-orfografik usuly ýörelgesine eýerip, dil materialyny beýan edýär („sesden harpa we ondan harp utgaşmalaryna geçmek“ ýörelgesi). Bölümdäki materialy özleşdirmegiň dowamynda talyplara iňlis diliniň ses ulgamy, basym görnüşleri (söz basymy, fraza basymy), äheň aýratynlyklary (ýokary galýan äheň we aşak düşýän äheň), sözleriň sözlemdäki tertibi öwredilýär.

Bölümdäki sapaklaryň usuly taýdan gurluşy: sesleriň döreyiş we aýdylyş häsiýetnamasy, başlangyç ugrukdyryjy gönükmeler (sesleriň transkripsiyasy), harplaryň okalyş düzgünleri, türgenleşdiriji gönükmeler, sözlük, tekst we oňa berilýän gysgaça düşündiriş, tekst boýunça gönükmeler.

Aýdylyş kyn sözler ýörite gönükmeleri yerine ýetirmek arkaly özleşdirilýär. Teksti okamazdan ön deslapky taýýarlyk iş geçirilýär.

Ses aýdylyş endiklerini özleşdirmek üçin ýörite tekstler berilýär. Olarda geçilen sesleri aňladýan harp utgaşmalary bilen bilelikde öwretmek göz önünde tutulýar.

Giriş bölüminiň her sapagynyň materialynyň, düzüminde adaty şularyň bolmagy onuň usuly aýratynlygyny kesgitleýär: özbaşdak manyly sözleri, atlary, işlik şekillerini, sanlary çalyşmalary, dürli hyzmatly predloglary sapagyň iş görnüşlerinde ulanmak we özleşdirmek.

Bölümde häzirki zaman iňlis diliniň materialyny öwretmek meýilleşdirilýär: **to be** işligi we onuň üýtgeýşi, sorag sözlemleriniň üç görnüşi (umumy, ýörite we alternatiw), işligiň buýruk şekili (makullaýjy we inkar ediji görnüşleri) we işligiň dowamly häzirki zaman şekilleri (Present Continuous).

Tekst okalandan soň leksik grammatik materiallar, okalyş düzgünleri boýunça berkidiji iş görnüşlerini geçirmek göz önünde tutulýar.

**Esasy bölüm.** Bu bölümdäki sapaklar usulyýet babatda giriş bölümden tapawutlanýar. Bölümiň çäginde geçilmegi meýilleşdirilýän sapaklar talyplaryň bagalanyşykly sözleýişini ösdürmäge gönükdirilendir. Her sapagyň özeni tekst, ony okamak we onuň esasynda sözleýiş we grammatik materialy özleşdirmekden ybarat bolup durýar. Tekstleriň belli bir mukadary

geçilenden soň dialog (gepleşik) materialy ulanylyar. Şonuň ýaly usuly tertibiň maksady talyplaryň sözleşiş endiklerini has netijeli ösdürmekden ybaratdyr. Dialoglary talyplaryň ýat tutmagy, anyk gepleşikde ulanmagy maslahat berilýär. Dialoglary käbir gönükmelerde hem ulanmak şu bölümde göz önünde tutulandyr.

Esasy bölümdäki sapaklaryň adaty gurluşy şu tertipde taýýarlandy: tekst, oňa düşündiriş bermek, täze sözleri özleşdirmek, söz ýasalyş nusgalaryny öwretmek, okalyş düzgünlerini we grammatik materiallary gönükmelerde beýan etmek.

Esasy bölümiň sapaklarynda gönükmeleriň üç görnüşi şu tertipde beýan edilýär: 1) grammatik materialy berkidiji gönükmeler; 2) leksik materialy berkidiji gönükmeler; 3) sözleşiş endiklerini ösdürmäge gönükdirilen gönükmeler.

### **Okuw gollanmasynda materiallaryň takmyny bölünişi**

Esasy bölümiň her bir sapagyny 14-16 akademik sagatda geçmek meýilleşdirilýär. Sapaklaryň düzümi:

- täze grammatik materialy düşündirmek – 1 sagat;
- täze leksik materialy özleşdirmek - 2-3 sagat;
- täze grammatik we leksik materiallary berkitmek - 6 sagat;
- geçilen grammatik we leksik materiallaryň esasynda sözleşiş endiklerini ösdürmek - 4-5 sagat;
- özleşdirilen materiallary boýunça bilimleri barlamak – 1 sagat.

### **GEP agzalary**

- I. Agyz boşlugy
- II. Bokurdak
- III. Burun boşlugy
- IV. Bogaz,

1-nji surat. Gep agzalarynyň kesimleýin suraty.

#### **Işjeň gep agzalary**

- 1. Dodaklar
- 2. Dil:
  - a) diliň ujy
  - b) ön bölegi
  - ç) ortaky bölegi
  - d) yzky bölegi
- 3. Ýumşak kentlewük

#### **Passiw gepleýiş organlary**

- 6. Ýokarky ön dişler
- 7. Alweollar
- 8. Gaty kentlewük

4. kiçi dil
5. ses perdeleri

## Birinji sapak

### Sesleriň häsiýetnamasy

**[i:] çekimli sesi** aýdylanda diliň esasy bölegi öňe süýşýär, onuň uýy aşaky öň dişlere degýär, dodaklar biraz dartylýar.

[i :] – uzyn çekimli, aýdylyşynyň dowamynda birmeňzeş häsiýetli bolmaýar: aýdylyşynyň başynda has giň we açyk, soňunda – dar we ýapygrak aýdylýar. Türkmen dilindäki [i :] sesine meňzeş. Inlis diliniň [i :] çekimli sesiniň, bu diliň çekimli sesleriniň ählisiniň uzyn aýdylyşy olaryň sözdäki eýeleýän ornuna görä üýtgeýär.

**[e] çekimli sesi.** [e] sesi gysga monoftong, aýdylyşynyň dowamynda üýtgemeyär. Bu ses aýdylanda diliň esasy bölegi agyz boşlugynyň öň tarapynda ýerleşýär.

Diliň uýy aşaky dişlere direýär. Dodaklar çalaja dartylan ýagdaýda bolýar.

[e] sesi türkmen diliniň [e] sesine (*ene, el* ) meňzeşdir.

**[m] çekimsiz sesi.** Bu ses aýdylanda dodaklar biri-birine degip duran ýagdaýynda, howa akymy olary böwsüp geçýär, ýumşak kentlewük aşak düşýär, howanyň belli bir bölegi burun boşlugyndan çykýar. Inlis diliniň [m] sesi aýdylanda dodaklar türkmen diliniň [m] sesi aýdylandakydan has dartgynlyrak ýagdaýda bolýar.

**[b, p] çekimsiz sesleri.** Bu sesler aýdylanda dodaklar biri-birine degip duran ýagdaýynda, howa akymy olary böwsüp geçýär, netijede dodaklar açylýar we olar dartgynly ýagdaýda bolýar.

[p] – dymyk çekimsiz, [b] – açyk çekimsiz.

**[f, v] çekimsiz sesleri.** Bu sesler aýdylanda aşaky dodak ýokarky dodaga çalaja degýär, howa iki dodagyň arasyndaky yşdan çykýar.

[f] sesi - dymyk we batly aýdylýar, [v] sesi - açyk we ýumşagrak aýdylýar.

**[t, d] çekimsiz sesleri.** Bu sesler aýdylanda diliň uýy ýokary galyp, alweollara degýär we böwet emele getirýär. Howa akymy böwedi batly böwsüp geçýär.

[t] sesi - dymyk, [d] sesi - açyk.

**[n] çekimsiz sesi.** Diliň ýerleşşi [t, d] sesleriniň aýdylyşyndaky ýaly, emma ýumşak kentlewük aşak goýberlen ýagdaýda bolýar we howa burun boşlugyndan çykýar.

**[l] çekimsiz sesi.** [l] sonanty aýdylanda diliň ýerleşşi edil [t, d, n] sesleriniň aýdylyşyndaky ýaly, emma diliň iki (ýa-da bir) gapdaly aşak goýberlen ýagdaýda bolýar, howa diliň gapdallaryndan çykyp gidýär.

### Ugrukdyryjy gönükmeler

i:,n,d,l,t	m,b,p,f,v	e	L	t-d, f-v	p,t
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ni: di: li: ti:	mi: bi: pi: fi: vi:	ten ted pen bed	li:p – pi:l let - tel	net – ned bet – bed fi:l – vi:l li:f – li:v	pi: pen ti: ten
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### Harplaryň okalyş düzgünleri

Çekimsiz **b,d,f,l,m,n,p,t,v** harplary aşakdaky ýaly okalýar;

Harplar	Elipbiýde okalyşy	Aňladýan sesleri
B, b	[bi:]	[b]
D, d	[di:]	[d]
F, f	[ef]	[f]
L, l	[el]	[l]
M, m	[em]	[m]
N, n	[en]	[n]
P, p	[pi:]	[p]
T, t	[ti:]	[t]
V, v	[vi:]	[v]

Sözlerde ulanylýan jübüt çekimsiz harplaryň biri okalýar, mysal üçin: tell [tel] - aýtmak, gürrüň bermek.

**Basym düşýän bogunda çekimli harplaryň okalyşynyň 1-nji düzgüni:** çekimli harplar elipbiýdäkisi ýaly okalýar.

a) bir bogunly sözlerde E,e harpy elipbiýde aýdylyşy ýaly okalýar, mysal üçin **me** [mi:], **be** [bi:];

b) eger sözde iki çekimli bar bolsa, sözüň soňy hem **E, e** harpy bilen gutarýan bolsa, onda birinji bogundaky çekimli elipbiýde aýdylyşy ýaly okalýar, sözüň soňundaky **e** harpy bolsa, köplenç okalmaýar, mysal üçin: **take** [teik] - almak; **shake** [Şeik] – titremek.

**Basym düşýän bogunda çekimli harplaryň okalyşynyň 2-nji düzgüni:** çekimli harplar aşakdaky ýagdaýlarda gysga çekimli görnüşinde okalýar:

a) bir bogunly sözlerde, mysal üçin [e]:

**ten** [ten] – on

**pen** [pen] – ruçka

b) eger basym düşýän çekimli harpdan soň indiki çekimliniň arasynda iki ýa-da üç çekimsiz harp bar bolsa, mysal üçin:

**meddle** [medl] – ara goşulmak

**E, e** harpy basym düşýän bogunda aşakdaky ýaly okalýar:

### 1-nji okalyş düzgüni [i:]

me - maňa  
be – bolmak

### 2-nji okalyş düzgüni [e]

ten – on  
pen – ruçka  
bed – krowat

Sözde **ee** harp birikmesi bar bolsa, ol bir çekimli [i:] ses görnüşinde okalýar, mysal üçin:  
**meet** [mi:t] – garşylamak

Ugrukdyryjy gönükmeler:

[i:]  
dee-deed-deep  
be-been-beef  
me-meed-meet  
free-feed-feet

[e]  
ten-pen  
den-men  
Ted-bed  
net-vent

[ie:]  
let-tell  
led-bell  
leep-peel

## Basym

**Söz basymy.** Sözde bir bogunyň beýleki bogundan batly aýdylmagyna söz basymy diýilýär. Transkripsiyada [/] aňladylyp, basym düşýän boguň üstünden goýulýar.

**Fraza basymy.** Sözlemede bir sözün beýleki sözlere garanynda batly aýdylmagyna fraza basymy diýilýär. Inlis diliniň sözlemlerinde adaty fraza basymy atlara sypatlara, çalyşmalara, hallara, sanlara, sorag çalyşmalaryna, işliklere, kömekçi işliklere düşýär. Adaty artikllere, baglaýjylara, predloglara, şonuň ýaly hem at we degişlilik çalyşmalaryna fraza basymy düşmeýär.

## Äheň

Äheň sözleýişe goşmaça öwüşgin berýän çylşyrymly bitewilik bolup, onuň düzüminde ses tonunyň (melodikanyň) belentligi, fraza basymy, tembr, sözleýiş depgini we sazlaşygy (ritmi) ýaly alamatlar bar.

### Inlis sözlemleriniň melodikasy. Soňy pessaýlaýan äheň.

Türkmen dilindäki ýaly, inlis dilinde hem sözleýiş äheňiň iki görnüşiniň bolmagy bilen häsiýetlendirilýär: soňy pessaýlaýan äheň we soňy ýokary galýan.

Soňy pessaýlaýan äheň aýdylýan pikiriniň tamamlanandygyny aňladýar. Şeýle äheň köplenç habar we buýruk sözlemlerinde ulanylýar.

### Melodikanyň we basymyň grafiki taýdan şekillendirilişi.

Melodika fraza basymy bilen ysnyşykly baglanyşykda bolýar. Melodikanyň we basymyň grafiki taýdan şekillendirilişinde şu belgiler ulanylýar: basym düşmeýän bogun [·], basym düşýän bogun [-], sesiň aşak düşmegi [\], ýokary galmagy [/]. Mysal üçin:

**Meet Ann**  
**Meet me**

Haýsy äheň bilen aýtmalydygyny görkezmek üçin, basym düşýän bognuň ýokarsyndan [‘] belgisi goýulýar, aşak düşýän äheň [\\] belgisi, ýokary galýan äheňi bolsa [/] belgisi bilen aňladylýar.

**1-nji tekst**

Meet Berdi  
Meet Azat

Tell Berdi  
Tell Azat

Meet me  
Tell me

**Işjeň sözlük:**

**meet** – garşylamak, tanyşmak  
**tell** – aýtmak, gürrüň bermek  
**be** – bolmak

**ten** – on  
**pen** – ručka  
**bed** – krowat

Has atlar  
Berdi [berdi]  
Azat [azat]

Meet Berdi. Tell Berdi. Meet me  
Meet Azat. Tell Azat. Tell me.

**Gönükmeler**

**1. Sözleri harpma-harp okaň**

meet, tell, bed, Berdi, feet, pen, Azat.

**2. Aşakdaky sözlerde näçe harp we näçe ses bardygyny anyklaň.**

Berdi, meet, tell, be, ten, feet, tent, bed, bede

**3. 1-nji teksti göçüriň, düzüminde [i:] sesi aýdylýan sözleriň aşagyny çyzyň.**

**4. Aýdylyşy ýazylan sözleri ýazylyşy ýaly ýazyň.**

[mi:t, tel, ben, mi:, ten, bed, bi:]

**5. Aşakdaky sözleri okaň, olaryň haýsy okalyş düzgüni boýunça okalýandygyny düşündiriň.**

bee, bet, dent, beet, end, men, peep, dell, bent, den, mete.

## Ikinji sapak

### Sesleriň häsiýetnamasy

**[i] çekimli sesi.** [i] sesi aýdylanda diliň esasy bölegi agyz boşlugyň öň böleginde ýerleşýär. Diliň ujy öň dişleriň düýbine degip durýar. Diliň ortaky bölegi öňe süýşýär we birazajyk galýar.

[i] sesi – gysga monoftoň.

**[ai] diftongy.** Diftong ýa-da iki ses aýdylanda ilki dil agyz boşlugynda bir ýagdaýda bolup, birinji ses aýdylandan soň ikinji ses aýdylýar.

**[s, z] çekimsiz sesleri.** [s] sesi – dymyk, [z] – açyk. Bu sesler aýdylanda diliň ujy alweolyň garşysynda ýerleşýär.

**[w] çekimsiz sesi.** [w] sonanty aýdylanda dodaklar tegelenip öňe süýşýär, howa akymy dodaklaryň arasyndan batly çykýar. Dodaklar ýaýbaň açylýar.

### Ugrukdyryjy gönükmeler

I	ai	s – z	W
dip	mait – mai	set – zed	wi:
tip	taim – tai	pens – penz	wi:l
bit	faiv – fai	si:s – si:z	wit
it		si:ts – si:dz	wai

### Harplaryň okalyş düzgünleri

1. **S, s** harpy [s] sesi görnüşinde okalýar:

a) çekimsizleriň önünde ýazylanda, mysal üçin:

test [test] – barlag işi.

b) sözüň başynda ýazylanda, mysal üçin:

sit [sit] – oturmak

send [send] – ibermek

c) sözüň ahyrynda dymyk çekimsiziň yzyndan ýazylanda, mysal üçin:

lists [lists] – sanaw

d) goşa **ss** harplar ýazylanda, mysal üçin:

Bess [bes] - Bes (aýal adamyň ady)

[z] diýlip okalşy:

a) sözüň ahyrynda açyk çekimsizleriň we çekimli harplaryň yzyndan ýazylanda, mysal üçin:

pens [penz] – ruçkalar

bees [bi:z] – arylar

b) çekimli harplaryň arasynda ýazylanda, mysal üçin:

visit [vizit] – görmäge barmak

## S

[s]  
test  
sit  
lists  
Bess

[z]  
pens  
visit

2. **Z, z** [zed] harpy hemişe [z] sesi görnüşinde okalýar, mysal üçin:

**size** [saiz] – ölçeg

3. **I, i** [ai] we **Y, y** [wai] harplary basym düşýän bagunda aşakdaky ýaly okalýar:

1-nji okalyş düzgüninde

[ai]

life – durmuş

tie – galstuk

my – meniň, meniňki

type – görnüş

2-nji okalyş düzgüninde

[i]

in – içinde (predlog)

it – ol (üç.ý.bir-de).

## Türgünleşdiriji gönükmeler

[i]

tin

pit

in

it

[i:-i]

bid

mete-pit

teen-tin

feet-fit

[ai]

time-tie

pine-pie

life-lie

[ai]

my-mine-type

by-five-life

[s-z]

nets – pens

sets – sends

Bess – is

test – it is

## Iňlis dilinde äheňiň ulanylyşynyň käbir düzgünleri.

Sözlemde birinji basymly bogun beýleki bogunlar bilen deňeşdireniňde iň ýokary ton bilen aýdylýar.

Buýruk we habar sözlemlerinde soňky basymly bogunda tinuň aşak gaýtması bolup geçýär, başgaça aýdanyňda şeýle sözlemler pessaýlaýan ton bilen aýdylýar, mysal üçin:

Send me my pen \_\_\_\_\_

Meet me \_\_\_\_\_

Ručkamy iberiň

Meni garşylaň

## 2-nji tekst

my tie	five ties	Tell Azat	Tell me	Find it
my pen	ten pens	Meet Berdi	Meet me	Send it
my life	seven beds	Send Aman	Send me	Spell it

Find my test. Send me my test. Meet me. Send Azat five ties. Send Berdi nine pens. Let me meet Aman. Let me send it.

Let me see !	Pikirlenmäge rugsat beriň (Bir minut, häzir jogap bererin, pikirleneýin)
Spell it	Harpma-harp okaň!
Let me spell it	Harpma-harp okamaga rugsat beriň. Harplaýyn

## Isjeň sözlük

my – meniň, meniňki  
tie – galstuk  
life – durmuş

five – baş  
seven [sevn] – ýedi  
find [faind] - tapmak

**it** - ol (üçünji ýönkemäniň birlik sany)

**spell** - harplamak

**test** - barlag işi

**nine** - dokuz

**let** - rugsat bermek

Has atlar

Aman, Berdi, Azat.

*Find my test. Send me my test. Meet me. Send Berdi five ties. Send Aman nine pens. Let me meet Azat. Let me send it.*

## Gönükmeler

### 1. Sözleri harpma-harp okaň

size, Berdi, type, fees, vine, fine, tie, test spell, life.

**e) Her sözde näçe harp we näçe ses bardygyny anyklaň.**

Life, spell, tie, seven, nine, seen

**f) Düzüminde [i:], [e], [ai] sesleri bar bolan sözleri toparlara bölüp ýazyň.**

Mine, type, bid, did, fine, pit, five, vine, me, meet, lend, mete, eve, seem, pep, beef, ebb, see, send, pie.

**i) Aýdylyşy ýazylan sözleri ýazylyşy ýaly ýazyň.**

[pen, let, test, nain, faiv, fain, tai, tin, ten]

**g) Aşakdaky sözleri daşyňyzdan okaň we haýsy okalyş düzgünine degişlidigini aýdyň.**

Type, tin, fine, pin, tip, tie, pile, line, sit, fit, set, best, sin, fist, miss, pens, less, lends, Bess, seems, size, zest, send.

**h) Teksti göçüriň, düzüminde [e] sesi bar bolan sözleriň aşagyny çyzyň.**

**i) Aşakdaky atlary okaň, köplügi aňladýan goşulmanyň okalyşyna üns beriň.**

pens, sets, beds, tips, bees, pits, lips, lies, bids, nets, seeds, tests, lids.

**j) Iňlis diline terjime ediň.**

- meniň ruçkam, ýedi krowat, meniň galstugym, dokuz ruçka, on galstuk, meniň ruçkalarym.
- meniň galstugymy tapyň. Berdi bilen tanyşyň. Maňa ýedi galstuk iberiň. Azada ýedi ruçka iberiň. Ruçkany maňa iberiň. Berdini tapyň.

## Üçünji sapak

### Sesleriň häsiýetnamasy

**[æ] çekimli sesi.** [æ] sesi aýdylanda dodaklar biraz dartylýar, äň aşak goýberilýar, diliň ujy aşaky dişlere degýär, diliň ortaky bölegi biraz öň we ýokary tarapa galýar.

**[ei] çekimli sesi.** Bu diftong aýdylanda ilki e sesi, soňra i sesi aýdylýar.

[ð] çekimli sesi. Çekimliler ulgamynda aralyk çekimli ses hasaplanýar. Ol hemişe basymsyz aýdylýp, ýeňillik bilen ýanaşyk sesleriň täsirine sezewar bolýar, aýdylyşy türkmen dilindäki gysga e sesine meňzeşdir.

**[θ] çekimsiz sesi.** Aýdylyşy türkmen dilindäki s sesine örän meňzeş. Bu ses aýdylanda diliň ujy ýokarky we aşaky dişleriň arasynda ýerleşýär, onuň iki tarapynda howa akymy geçýän yş emele gelýär.

**[ð] çekimsiz sesi.** Bu ses aýdylanda hem gep agzalary edil [θ] sesi aýdylandaky ýaly ýerleşýärler, ýöne [ð] sesi [θ] sesinden diňe açyk bolmagy bilen tapawutlanýar.

**[pl] ses utgaşmasy.** Bu ses utgaşmasy basym düşýän bognuň öňündäki orunda goşulyp aýdylýar.

### Ugrukdyryjy gönükmeler

	Ei	W	θ , ð	Pl
<u>æ</u>				
<u>æm</u>	deit-dei	wet	θθθ ai	
<u>æn</u>	lein-lei	wein	ððð ai	
<u>læmp</u>	mein-mein	west	θθθi:	

<u>mæn</u>	pein-peɪ		ðði:	
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## Okalyş düzgünleri

1. A, a [ei] harpy basym düşýän bogunda aşakdaky ýaly okalýar:

### 1-nji okalyş düzgüni

[ei]

plane – uçar

name – at

### 2-nji okalyş düzgüni

[æ]

plan – meýilnama

man – adam (erkek)

2. **ai, ay harp utgaşmalary iki [ei] ses görnüşinde okalýar, mysal üçin:**

main [mein] – esasy

spain [spein] – Ispaniýa

may [mei] – Maý aýy

day [dei] – gün

3. **ea harp utgaşmalary köplenç [i:] sesi görnüşinde okalýar, mysal üçin:**

please [pli:z] – baş üstüne

4. **C, c [si] harpy e harpynyň önünden ýazylýan bolsa, ol [s] sesi görnüşinde okalýar, mysal üçin:**

nice [nais] – ajaýyp.

## Türgünleşdiriji gönükmeler

[æ]	[æ,e]	[ei]	[e- ei]
am -Ann	man – men	main – may	men – name
man – flat	tan – ten	pain – pay	pen – pane
map – bad	pan – pen	name – may	let – late
lamp – plan	bad – bed	date – day	met - mate

### Ýokary galýan äheň

Ýokary galýan äheň pikiriniň tamamlanmaýandygyny, habarda çürt-kesik şert goýilmaýandygyny aňladýar. Ýokary galýan äheň düşüňjeler sanalyp geçilinde ulanylýar, mysal üçin:

a map, a pen and a plan

karta, ručka we meýilnama

Mysaldan görnüşi ýaly, ýokary galýan äheňi aşakdan ýokary galýan [/] ugur görkeziji belgi bilen aňladylýar

Grafik şekili aşakdaky ýaly:

\_\_\_\_\_  
/  
\_\_\_\_\_

eger soňky basymly bognuň yzyndan basymsyz bogun gelse, onda ol şeýle şekillendirilýär:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Habar sözlemlerinde äheňiň ulanylyşy

Habar sözlemleriniň äheňi ýuwaş ýuwaşdan ýokary galýar, onuň ýokary derejesi basymly bogun bolup, soňra äheň pessaýlap aşak gaýdýar, mysal üçin:

It is a lamp [it iz ə læmp] \_\_\_\_\_  
bu çyra. \_\_\_\_\_

### Doly we gysga aýdylýan kömekçi sözler

Inlis dilinde kömekçi sözler (predloglar, artikller, baglaýjylar we kömekçi işlikler), şeýle hem käbir çalyşmalar adaty basymsyz ulanylýar. Bu bolsa ol sözleriň gysga aýdylýan görnüşlerini ýüze çykarýar. Gysga aýdylma her bir çekimliniň uzynlygynyň gysgaldylmagy görnüşinde bolup biler, mysal üçin: **and** baglaýjysynyň doly görnüşü **[.nd]**, onuň gysga aýdylýan görnüşü - **[.n]**. Çekimli harpyň önünden [d] sesi gelende, ol düşürilmeýär, mysal üçin: a map and a pen [ . mæp .nd .pen ] – karta we ruçka.

a map and ten pens [ə mæp ənd ten penz] - karta we on ruçka

### 3-nji tekst

my name	a name	a bad day
my map	a map	a fine day
my plan	a flat	a bad plan
my flat	a man	a bad pen
my lamp	a plan	a nice lamp

It is a map	It's a map
It is a lamp	It's a lamp
It is a nice flat	It's a nice flat
It is a fine day	It's a fine day

It is a bad plan

It's a bad plan

**Send Ben  
Send Bess**

**and my plan  
lamp please**

Please tell Ben my name, My name's Ann. Send Ben my map, please. Send Bess my map and my plan, please.

Tekste düşündiriş:

1. „**It is a map**“ görnüşli sözlemler olara „What's this ?“ (Bu näme?) soragynyň goýulmagyny talap edýär.
2. „**Please**“ sözi haýyş etmegi aňladýar.
3. „**My name's Ann**“ (Meniň adym Aýna). – **to be** (bolmak) işliginiň üçünji ýönkeme, birlik san şekili.

### **Işjeň sözlük**

**a name** - at

**a map** - karta

**a plan** - meýilnama

**a flat** - otag

**a lamp** - lampa

**a day** - gün

**fine** - ajaýyp

**nice** - gowy (adam)

**bad** - erbet

**please** - baş üstüne

**and** - we, bilen (baglaýjy)

Please tell Gurban my name. My name's Aýna. Send Gurban my map, please. Send Berdi my map and my plan, please.

### **Gönükmeler**

#### **1. Sözleri harpma-harp okaň.**

sad, made, state, fit, deep, film, fail.

#### **2. Aşakdaky sözlerde näçe sesiň we näçe harpyň bardygyny anyklaň.**

name, day, please, nice, fine, deep, beat, spain.

#### **3. Aýdylyşy ýazylan sözleri ýazylyşy ýaly ýazyň.**

[neim, plæn, flæt, læmp, dei, fain, bæd, men, pli:z, nais]

#### **4. Teksti göçüriň. Düzüminde [ei] sesi duş gelyän sesleriň aşagyny bir çyzyk bilen, [æ] sesi duş gelyän sözleriň aşagyny iki çyzyk bilen çyzyň.**

## 5. Aşakdaky sözleri okaň we olaryň haýsy düzgün boýunça okalýandygyny aýdyň.

a) pale, date, ban, tape, fate, mad, say, same, fat, day, Sam, lane, land, tame, Spain, faint, aim, leave, lean, mean, seat, nice.

b) line, pin, pine, dene, fine, man, dent, Ann, nine, same, Sam, bet, bed, dine, did, may, fit, style, vet, bay, sat, lift, file, faint, ease, pet, tin, veal, slip, stay.

## 6. Iňlis diline terjime ediň.

1. Baş adam, ýedi gün, dokuz ruçka, on lampa, ajaýyp gün, gowy adam. 2. Meniň ruçkam erbet. Haýyş edýäriň maňa ruçka iberiň. 3. Haýyş edýäriň, Aýnany we Berdini garşylaň. 4. Meniň adym Aman. 5. Bu meniň galstugym, ol gowy. 6. Meniň adym Azat.

## Dördünji sapak

### Sesleriň häsiýetnamasy

[k] çekimsiz sesi türkmen dilindäki [k] sesi ýaly aýdylýar.

[g] çekimsiz sesi türkmen dilindäki [g] sesi ýaly aýdylýar.

[j] çekimsiz sesi aýdylanda diliň ortaky bölegi ýumşak kentlewüge tarap galýar. [j] sesi türkmen dilindäki ýaly ýumşak aýdylmalydyr.

[3] çekimsiz sesi. [3] sesi türkmen [ž] sesinden açyklygy we ýumşaklygy bilen tapawutlanýar.

[tʃ] çekimsiz sesi. Iňlis [tʃ] sesi türkmen [ç] sesine meňzeş bolup, ol gatylyk öwüşgini bilen tapawutlanýar. Bu ses aýdylanda diliň ujy alweollara degýär.

[dʒ] çekimsiz sesi. Iňlis [dʒ] sesiniň aýdylyşy [tʃ] sesiniň aýdylyşyna meňzeş bolup, ol açyklyk öwüşgini bilen tapawutlanýar. Bu ses türkmen [j] sesine meňzeşdir.

[kl] ses utgaşmasy. [kl] ses utgaşmasynyň aýdylyşy [pl] ses utgaşmasynyň aýdylyşyna meňzeşräk bolýar. [k] sesi şeýle bir batly aýdylýar welin, hatda L sesi hem onuň täsiri astynda biraz dymyklaşdyrylyp aýdylýar.

### Ugrukdyryjy gönükmeler

<u>k</u>	<u>G</u>	<u>j</u>	<u>3</u>	<u>tʃ</u>	<u>dʒ</u>	<u>Đ</u>	<u>pl, kl</u>
<u>kæn</u>	<u>geiv</u>	<u>ʃi:</u>	<u>le3ð.</u>	<u>tʃes</u>	<u>dʒi:</u>	<u>ððði:z</u>	<u>pleis</u>
<u>kin</u>	<u>giv</u>	<u>ʃeim</u>	<u>ple3ð.</u>	<u>eitʃ</u>	<u>eidʒ</u>	<u>ðððis</u>	<u>kli:n</u>
<u>næk</u>	<u>veig</u>	<u>miʃn</u>	<u>me3ð.</u>	<u>tʃæt</u>	<u>peidʒ</u>	<u>ðððæt</u>	<u>klik</u>
<u>nik</u>	<u>big</u>	<u>finiʃ</u>	<u>vi3n</u>	<u>mætʃ</u>	<u>tʃeindʒ</u>	<u>ðis iz</u>	
						<u>ðæt iz</u>	

--	--	--	--	--	--	--	--

### Okalyş düzgünleri

1. **C, c** harpynyň iki hili okalyşy bar:
  - a) **e, i, y** harplarynyň öňünden gelende, [s] sesi görnüşinde okalýar, mysal üçin:
 

place [pleis] - ýer, orun	civil [sivil] – raýat
face [feis] – ýüz	icy [aisi] – buzly
  - b) beýleki çekimlileriň öňünden gelende we sözün soňundan gelende [k] sesi görnüşinde okalýar, mysal üçin:
 

cap [kæp] – papak
clean [kli:n] – arassa
2. **K, k** [kei] harp hemişe [k] sesi görnüşinde okalýar, mysal üçin:
 

Kite [kait] – batbörek
take [teik] – almak
3. **ck** harp utgaşmasy [k] sesi görnüşinde okalýar, mysal üçin:
 

black [blæk] – gara
---------------------
4. **G, g** [d3i:] harpynyň iki hili okalyşy bar:
  - a) **e, i, y** harplarynyň öňünden gelende [d3] sesi görnüşinde okalýar, mysal üçin:
 

page [peid3] – sahypa
gin [d3in] – jin (içgi)
gyp [d3ip] – gul

Ýatda saklaň!

<b>give</b> [giv] - bermek
----------------------------

b) galan çekimlileriň öňünden we sözün ahyrynda gelende, [g] sesi görnüşinde okalýar, mysal üçin:

game [geim] – oýun
glad [glæd] – şat
bag [bæg] – sumka

**J, j** [d3ei] harpy hemişe [d3] sesi görnüşinde okalýar, mysal üçin:

Jane [d3ein] – jeýn (adam ady)
jam [dæm] – mürepbe

5. **H, h** [eitʃ] harpy köplenç beýleki çekimsizler bilen utgaşyklykda ulanylýar.

a) **sh** harp utgaşmasy [ʃ] sesi görnüşinde okalýar, mysal üçin:

she [ʃi:] – ol (gyz, aýal)

ship [ʃip] – gämi

**ch, tch** harp utgaşmasy [tʃ] sesi görnüşinde okalýar, mysal üçin:

chess [tʃes] – küşt

teach [ti:tʃ] – okatmak, öwretmek

match [mætʃ] – otluçöp, kükürt

6. **th** harp utgaşmasy [ð] we [θ] sesleri görnüşinde okalýar, mysal üçin:

this [ðis] – bu, şu

that [ðæt] – ol, şol

these [ði:z] – bular

the [ði; ði ð.] – mälüm artikl

**th** harp utgaşmasy sözün başynda [θ] sesi görnüşinde okalýar, mysal üçin:

thin [θin] – ýuwka

faith [feiθ] – ynam.

### Türgenleşdiriş gönükmeler

[k]

can cake

came make

keep peak

[g]

gap bag

gave beg

give big

[k-g]

back – bag

lack – lag

sick – big

[ʃ]

she fish

shy dash

sheep dish

[tʃ]

chess

chain

fetch

[dʒ]

Jane

gin

age

page

[θ - ð]

theme-thee

thin – then

faith – bathe

### 4-nji tekst

a fine film

a bad bag

a black cap

a clean page

a thick match

the film

the bag

the cap

the page

the match

ten films

five bags

nine caps

seven pages

ten matches

Please give me a match Jeren. This is a bad match. Please give me, that match.  
 This is a bag. The bag's big. It's a big bag.  
 That's a cap. The cap's black. It's a black cap.  
 That's a thin pencil. Give me that pencil, please.

### **Isjeň sözlük**

**give** [giv] - bermek

**a match** – otluçöp, kükürt

**that** - ol

**a bag** - sumka

**big** - uly

**a cap** - papak

**black** - gara

**thin** - inçe, ýuwka

**a pencil** [pensl] – galam

**clean** - arassa

**a page** - sahypa

**thick** - galyň

**these** - bular

**take** - almak

Please give me a match, Jane. This is a bad match. Please give me that match. This is a bag. The bag's big. It's a big bag .

### Gönükmeler

#### **1. Sözleri harpma-harp okaň.**

cent, jam, game, keep, chain, patch, thin, place, nice.

#### **2. Sözlerde näçe harpyň we näçe sesiň bardygyny anyklaň.**

cap, can, ice, came, nice, cat, neck, mice, fact, space, peck, pace, kin, keen, pact, face, gate, gem, gas, age, gym, page, egg, gin, game, beg, gag, jam, Jim, shy, shame, dish, she, ship, shape, shave, fish, shine, chest, chin, match, catch, fetch, chick, chill, this, that, these, than, them, theme, faith, chick, thin.

#### **3. Aşakdaky sözleri transkripsiyada ýazyň.**

film, bag, match, cap, page, pencil, black, big, this, these, that, clean, gane, give.

#### **4. Teksti göçüriň. Görkezme çalyşmalarynyň aşagyny çyzyň.**

#### **5. Nokatlaryň deregine artikl goýuň we olaryň näme üçin goýulýandygyny düşündiriň.**

1. This is ... cap ... cap's black. 2. This is ... match. It's ... thin match. That's ... thick match. 3. This is ... fine film. 4. This is ... pen. ...pen's black. 5. Please give me ... pen. 6. Please take that pencil, Jennet. Please give me ... pencil. It's ... bad pencil.

#### **6. Şu aşakdaky atlary köplük san şekilinde ýazyň.**

a match, a page, a patch, a dish, a cage, a mass, a bench.

## 7. Sapagyň işjeň sözlüginu ulanyp, şu sözlemleri iňlis diline terjime ediň.

1. Bu gara galam. 2. Bu sumka gara. 3. Ol gowy däl. 4. Maňa ol torba beräýiň. 5. Marala bu galamlary beriň. 6. Maňa bu ruçkalary we bu sumkany beriň. 7. Bu erbet kükürtleri alyň. Maňa ol kükürtleri beräýiň. 8. Bu ruçka. Bu gara ruçka. Bu ruçka gara. 9. Bu sumka. Bu meniň sumkam. Bu sumka galyň. 10. Berdi, maňa ol inçe ruçkany beräý. 11. Bu öý arassa. Bu arassa öý. 12. Berdä bu ruçkany we galamlary beriň. 13. Ýedi galam, baş sahypa, on film, dokuz gara papak.

### Bäşinji sapak

#### Sesleriň häsiýetnamasy

[a:] çekimli sesi. Bu ses türkmen [a] sesine meňzeş.

[h] çekimsiz sesi. Bu ses türkmen [h] sesine garanynda ýumşak aýdylýar, howa akymy agyz boşlugyndan ýuwaş depginde çykyp gidýär.

[j] çekimsiz sesi. Bu türkmen [ý] sesine meňzeýär. Bu ses aýdylanda diliň ortaky bölegi ýumşak kentlewüge. Türkmen dilindäki [j] sesi bilen deňşdireniňde az galmagally bolýar. Ol hemişe çekimli harpyň önünden ulanylýar.

[r] çekimsiz sesi. [r] çekimsiz sesi aýdylanda diliň uýy alweol güberçekliginiň yzynda ýerleşip, ýokarlygyna egrelýär, dil dartgynly ýagdaýda bolýar, diliň uýy gozganmaýar, ses titredilmän aýdylýar.

[ň] çekimsiz sesi. Bu ses aýdylanda diliň yzky bölegi aşak goýberilen ýumşak kentlewüge degýär, howa akymy burun boşlugyndan çykyp gidýär. Onuň aýdylyşy türkmen [ñ] sesine örän meňzeş bolýar.

#### Türgünleşdiriji gönükmeler

R	a:	h	j	ŋ	w
rrr	a: - a:m	ai – hai	es – jes	ŋŋŋ	wig
rait	ka: - ka:m	ei – hei	el – yel	hæŋ	win
rein	fa: - fa:m	i: - hi:	jes – it iz	kiŋ	wiŋ
red	ba: - ba:k	iz – hiz		θiŋ	
ri:d		a:m – ha:m			

#### Okalyş düzgünleri

1. **H, h** harpy sözüň başynda, çekiminiň önünden gelende [h] sesi görnüşinde okalýar, mysal üçin:

he [hi:] – ol

hat [hæt] – şlýapa

2. **Y, y** harpynyň okalyşynyň üç görnüşini bar:

a) [ai] diftong görnüşinde (1-nji okalyş görnüşini, açyk bogunda),

b) [i] sesi ýaly (2-nji okalyş görnüşini, ýapyk bogunda)

myth [miθ] – mif

baby [beibi] – çaga

c) [j] sesi ýaly (sözüň başynda, çekimli harpyň öňünden gelende) mysal üçin:

yes [jes] – hawa

**y**

**ai**

my

**i**

baby

**j**

yes

3. **R, r** [a:] harpy **e** çekimli harpdan beýleki çekimli harplaryň öňünden ulanylan halatynda [r] sesi görnüşinde okalýar, mysal üçin:

read [ri:d] – okamak

red [red] – gyzyl (reňk).

4. Basym düşýän bogunlarda çekimlileriň okalyşynyň 3-nji görnüşini. Çekimli + r + çekimsiz. **R** harpy soňky çekimsiz harpyň öňünden gelende (r + çekimsiz) [a:] sesi görnüşinde okalýar, mysal üçin:

car [ka:] – awtomobil

mark [ma:k] – baha

5. **ng** harp utgaşmasy sözüň ahyrynda [ŋ] sesi görnüşinde okalýar, mysal üçin:

thing [θiŋ] – zat

6. **nk** harp utgaşmasy [ŋk] sesi görnüşinde okalýar, mysal üçin:

ink [iŋk] – syýa

7. **X, x** [eks] harpy aşakdaky ýaly okalýar:

a) çekimsiz bilen we sözüň ahyrynda [ks] sesi görnüşinde okalýar, mysal üçin:

text [tekst] – tekst

six [siks] – alty

c) basymy kabul eden çekimliniň öňünden gelende [gz] sesi görnüşinde okalýar, mysal üçin:

exam [ig'zæm] – synag

**X**

ks  
text

gz  
exam

### Türgenleşdiriji gönükmeler

[h]  
he hay  
his hat  
him hand

[r]  
red read  
rain risk  
rest rent

[a:]  
start tart  
arm cart  
large lark  
farm park

[ŋ]  
bang ring  
sang sing  
fang thing

[ŋ-n]  
bang - ban  
fang - fan  
thing - thin

[ŋ-ŋk]  
bang - bank  
sang - sank  
sing - sink  
thing - think

[j]  
yes  
yell  
yelp  
yarn

### Tekst 5

his name  
his baby  
his exam

a big city  
a red tie  
a thick pen

and clean  
and read  
take text ten  
read page six

Is it black ?  
Is it clean ?  
Is it large ?

My name is Azat. This is my flat. It's large and clean. My flat's in Ashgabat. Ashgabat is a city. It's a big city.

"Is Ashgabat a city?" – "Yes, it is".

"Is it a big city?" - "Yes, it's very big".

Take Text Five Gurban and read it please. Please, give me a pen. My pen's bad. Please give me that red pen.

### Işjeň sözlük

large - uly  
in – içinde  
a city [ə siti] – şäher

red – gyzyl  
his – onuň

very [veri] - örän  
read – okamak

an exam – synag  
six – alty

### Gönükmeler

**1. Şu sözleriň hersinde näçe harp we ses bardygyny anyklaň.**

large, text, read, Berdi, please.

**2. Aýdylyşy ýazylan sözleri ýazylyşy ýaly ýazyň.**

[ig'zæm, sit, la:dʒ,ri:d]

**3. Teksti göçürüň we düzüminde [a:] sesi bar bolan sözleriň aşagyny çyzyň.**

**4. Sözleri okaň, olaryň haýsy okalyş düzgüni boýunça okalyandygyny düşündiriň.**

a) risk, red, ripe, rest, rally, hand, hay, hip, hate, heap, help, hide, yes, yell, easy, daddy, yet, yelp, my, by, myth, next, text, exam, sex, six, sixty, ring, thing, fang, bring, sing, gang, sling, drink, link, clink, pink, plank.

b) shelf, sky, sheet, dash, fish, chain, chick, change, catch, patch, mine, cage, fill, mile, Spain, miss, ice, page, back, space, click, game, gem, let, lest, gay, set, lay, say, lack, icy.

**5. Artiklleriň dogry aýdylyşyna üns berip okaň.**

a text

an exam

the text

the exam

a city

an inkstand

the city

the inkstand

**6. Soraglara jogap beriň.**

1. Is this a pen?

7. Is this an inkstand?

2. Is this pen red?

8. Is this my bag?

3. Is that a pencil?

9. Is that match thin?

4. Is his name Berdi?

10. Is this flat clean?

5. Is this lamp bad?

11. Is this bag big?

6. Is this map large?

12. Is Ashgabat a big city?

**7. Aşakdaky sözlemleri sorag görnüşinde ýazyň.**

1. My tie is red. 2. His flat is large and clean. 3. His inkstand is black. 4. My pen is bad. 5. His hat is black. 6. Berdi is in Mary. 7. Azat is in Ashgabat.

**8. Zerur ýerinde nokatlara derek artiklleri goýuň.**

1. This is ... black inkstand 2. ... pen's red, and ... inkstand's black. 3. Please give Berdi ... pen and ... pencil. 4. Read ... page ten, please. 5. Mary is ... nice city. 6. Please send Maral ... text. 7. This is his ... flat. 8. Please give me ... black pencil. 9. This is ... text. Read ... text, please. 10. Please take ... text six and read ... page five, Azat.

## 9. Sapagyn işjeň sözlüğini ulanyp, iňlis diline terjime ediň.

1. Bu öý uly. 2. Onuň ady Myratmy? – Hawa. 3. Altynjy teksti okaýyň. 4. Şu teksti okaýyň. 5. Altynjy sahypany okaýyň. 6. Bu galamy Marala beräýiň. 7. Maňa ruçkany we inçe ýazýan galamy beräýiň. 9. Bu onuň galamymy? – Hawa. 10. Bu ruçka gyzyly. 11. Bu gyzyly ruçka. 12. Mary şäheri ulumy? – Hawa. 13. Meniň öýüm Maryda, onuň öýi bolsa Türkmenbaşyda.

### Altynjy sapak

#### Sesleriň häsiýetnamasy

[u:] çekimli sesi. Bu ses aýdylanda dodaklar tegelenip, öňe süýşýär. Türkmen [u] sesiniň aýdylyşy bilen deňeşdireninde, iňlis [u:] sesi aýdylanda dodaklar has tegelendirilen, öňe çykan we dartgynly ýagdaýda bolýar.

[o:] çekimli sesi uzyn aýdylýar. [o:] çekimli sesi aýdylanda diliň ýerleşşi [a:] sesiniň aýdylyşyndakysyna meňzeşräk bolýar, dodaklar tegelenýär we birazajyk öňe süýşýär.

[o] çekimli sesi. [u], [a:] sesleriň aýdylyşyna meňzeşräk, ýagny dodaklar biraz tegelenip, öňe süýşýär.

[u] çekimli sesi. [u] sesi gysga monoftondyr. Türkmen [u] sesiniň aýdylyşyndakysyndan tapawutlylykda dodaklar tegelenip, azajyk öňe süýşýär. Dil yza çekilýär, diliň yzky bölegi ýumşak kentlewüge tarap galýar.

[ou] çekimli sesi. [ou] sesi diftongdyr. Diftongyň düzümindäki sesleriň birinjisi türkmen [ö] sesine, ikinjisi bolsa, - türkmen [w] sesine meňzeş aýdylýar, dodaklar çalaja dartylýar we tegelenýär.

[s], [z] sesleriniň [ð], [θ] sesleri bilen utgaşykly aýdylmagy. Bu sesler aýdylanda olaryň arasynda çekimli ses eşidilmegine ýol berilmeli däl, her sesiň öz hili hem saklanyp galmalydyr. Eger [s], [z] sesleri [ð], [θ] sesleriniň önünden gelse, onda [s], [z] sesleri aýdylýp bolandan soň diliň ujy haýallyk bilen dışara ornuny eýeleýär we [ð], [θ] sesleri aýdylýar, mysal üçin [iz ðis]. Eger [s], [z] sesleri [ð], [θ] seslerinden soňky orunda duran bolsa, onda diliň ujy munuň tersine hereket edýär, mysal üçin [ba:ðz].

#### Türgenleşdiriji gönükmeler

u:	U	o:	O	ou
ku:	Kuk	fo:	on – not	sou – soup
fu:	fuk	fo:m	od – got	nou – nout
tu:	tuk	spo:t	oks – top	gou – kout
su:n	buk	ko:n		
mu:n				
fu:d				

ju:	zð, zθ	Çekimsiz I sesi
-----	--------	-----------------

nju: fju: kju: ‘stju:dent	izzz ðð‘ðis izzz ðð‘ðæt iz θin iz θik	Teibl litl taitl saikl
------------------------------------	--	---------------------------------

### Okalyş düzgünleri

1. **O, o** harpy aşakdaky ýaly okalýar:

#### O, o

1-nji görnüşi

[ou]

no – ýok

note – bellik

2-nji görnüşi

[o]

on – üstünde

not – däl

3-nji görnüşi

[o:]

or – ýa-da

folk – çarşak

2. **oo** harp utgaşmasy:

a) **k, r** çekimsizlerden başga çekimli sesleriň öňünden gelende [u:] sesi görnüşinde okalýar, mysal üçin:

spoon [spu:n] – çemçe

too [tu:] – şeýle hem, hem.

b) **k** harpyň öňünden gelende [u] sesi görnüşinde okalýar, mysal üçin:

book [buk] – kitap

to look [tə luk] – seretmek, kada boýun egmeýär.

**good** [gud] – gowy

### Türgenleşdiriji gönükmeler

[u:]

tool

pool

moon

food

[u]

book

look

took

hook

[ou]

go-tone

no-note

so-smoke

[o]

odd

not

on

[o:]

or

form

sport

North

[ou-o]

go-got

note-not

hope-hop

coke-cock

[o: - o - ou]

sport – spot – spoke

torn – top - tone

lord – lod – lone

cord – cot - cope

North – not – note

## Altynjy text

'Is 'this	good or bad	short too
'Is 'that	short or long	and go
'Is the 'pen	red or black	a blackboard
'Close the book	thick or thin	

This is a room. That is a blackboard. Look at it. It's black. These are maps. Those are pencils. Those pencils are not short. They are long. Please take the book Aman, open it and read Note Five. Close the book and go to the blackboard. Please go to the door and close it.

"Is this a pencil?" Yes, it is.

"Is that a pencil?" Yes, that's a pencil too.

"Is it short or long?" "It's short."

"Are those pencils short, too?" No, they aren't

"Is that a good book?" "Yes it is."

"Is it a good book?" "No, it isn't."

Good morning [gud mo:niŋ] – ertiriňiz haýyrly bolsun!

Good evening [gud i:vniŋ] – agşamyňyz haýyrly bolsun!

## Tekste düşündiriş

1. These are maps. Bu kartalar. „Are“ to be işliginiň köplük san şekili bolup durýar. Yzyndaky söz çekimsiz harp bilen başlanýan bolsa, ol [a:] görnüşinde okalýar. Yzyndaky söz çekimli harp bilen başlanýan bolsa, ol [a:r] görnüşinde okalýar.

2. Those are pencils. Ol galamlar. „Those“ birli san şekilindäki that görkezme çalyşmasynyň köplük san şekilidir.

## Işjeň sözlük

a room [ə ru:m, rum] – otag	to close - ýapmak
a blackboard [ə blækbo:d] – synp tagtasy	to go – gitmek
to look at – seretmek	to – tarap
those – olar	a door – gapy
not – däl	too – hem
short – gysga	or – ýa-da
they – olar	no – ýok
long – uzyn	good – gowy
a book – kitap	
to open – açmak	
a note – bellik	

## Gönükmeler

**1. Aşakdaky sözleri harpma-harp okaň. Olary transkripsiyada ýazyň, her sözde näçe harpyň we sesiň bardygyny aýdyň.**

pencil, blackboard, short, long, room.

**2. Teksti göçürin, düzüminde [ou] diftongy bar bolan sözleriň aşagyny çyzyň.**

**3. Aşakdaky sözleri okaň, olaryň haýsy okalyş düzgüni boýunça okalyandygyny düxşündiriň.**

a) note, lot, lone, nod, code, cot, tone, cope, dot, sock, hot, pope, doll, hop, bone, tool, moon, look, doom, took, fool, cool, shook, loop, cook, choose, hook, sport, torn, corn, gorge, cork, or, fort.

b) lead, steel, meat, bet, lest, tip, tiny, type, myth, mice, stay, plain, star, farm, cart, cell, cod, sing, cling, bank, rank, spin.

**4. Nokatlaryň ýerine „to be“ işliginiň degişli şekilini goýuň.**

1. This ... a note. These ... long texts, and those ... short texts. 3 ... this book good? 4. Those doors ... black. 5. That pencil ... not black. It ... red.

**5. Aşakdaky sözlemleri sorag we ýokluk görnüşlerine öwürüp ýazyň. Umumy sorag sözlemlerine gysga görnüşde jogap beriň.**

1. This is a good tie. 2. That is a long text. 3. Those are big bags. 4. These rooms are clean. 5. That pencil is short. 6. His ties are red and black.

**6. Aşakdaky soraglara jogap beriň.**

- |  |   |
|--|---|
| 1. Is this a text ?                          | 10. Is this a map or a plan?                |
| 2. Is that a note?                           | 11. Is this a note or a text?               |
| 3. Is it long ?                              | 12. Is this a tie or a cap?                 |
| 4. Are these pens?                           | 13. Is it his or my tie?                    |
| 5. Are those pencils?                        | 14. Is his name Aman or is it Berdi?        |
| 6. Are they good?                            | 15. Are those books thick or are they thin? |
| 7. Is this a cap?                            | 16. Is this page ten or page nine?          |
| 8. Is that a tie                             |   |
| 9. Are these pencils long or are they short? |   |

**7. Tapawutlandyrylan sözlere alternatiw sorag beriň.**

*Nusga:* This pencil's bad

Is this pencil bad or is it good?

1. *My pen is thin* (3). 2. That note is *short* (1). 3. Those matches are *bad* (1). 4. This is a *good* film. (1). 5. His *pencil* is red (3).

## 8. Sapagň işjeň sözlüginu ulanyp, aşakdaky sözlemleri iňlis diline terjime ediň.

1. Aýna tagta çykmagyň haýyş edýäriň. 5-nji teksti okamagyň haýyş edýäriň. 2. Ýedinji belligi tapmagyň haýyş edýäriň. Ony okamagyň haýyş edýäriň. 3. Gözele ol galamlary bermegiňizi haýyş edýäriň. 4. Bu kitaby alyň, ony açmagy haýyş edýäriň. 5. Bu bellige seretmegiňizi haýyş edýäriň. Bu dokuzynjy bellik. 6. Bu karta seretmegiňizi haýyş edýäriň. 7. Sähet gapa baryp ony ýapmagyň haýyş edýäriň. 8. Bu otaglar. Bu otaglar arassa. 9. Ol otaglar gowy. Olar uly we arassa. 10. Maňa gowy galstuk bermegiňizi haýyş edýäriň. 11. Başynjy bellik uzynmy ýa-da gysga. Ol gysga. 12. Bu galammy ýa-da ruçka? 13. Bu otag gowumy ýa-da erbet? Bu otag gowy.

## Ýedinji sapak

### Sesleriň häsiýetnamasy

[ʌ] çekimli sesi. [ʌ] sesi aýdylanda dil azajyk yza çekilýär, diliň yzky bölegi ýumşak kentlewügiň alynky bölegine tarap galýar, dodaklar biraz dartylýar. [ʌ] sesiniň aýdylyşy türkmen [a] sesiniň aýdylyşyna meňzeşräk bolýar.

[au] diftongy. Bu diftongyň merkezi [a] sesi bolup durýar. [ai] diftongynyň aýdylyşy ýaly, bu diftongda-da öňürti [a] sesi aýdylýp, soň onça aýdyň eşdilmeyän [u] sesi aýdylýar.

[oi] diftongynyň merkezi [o] sesi bolup, soň onça aýdyň eşdilmeyän [i] sesi aýdylýar.

[t], [d], [n], [l] sesleriniň [θ], [ð] sesleri bilen utgaşmagy.

[t], [d], [n], [l] alweolýar sesleri [θ], [ð] sesleriniň öňünden ulanylanda öz alweolýar häsiýetini ýitirip, ýa diş, ýa-da dişara sesleri görnüşinde aýdylýar.

[r] sesi onuň öňünden ýanaşyk gelýän çekimsiz bilen jebis utgaşyklykda (bir pursatda) aýdylýar, mysal üçin: brown [braun] – goňur.

Eger öňünden dymyk çekimsiz ulanylýan bolsa, onda onuň täsiri astynda [r] sesi hem dymyk öwüşgine eýe bolýar, mysal üçin: friend [frend] – dost.

[t], [d] sesleri [tr, dr] ses utgaşmalarynyň düzüminde aýdylanda diliň ujy alweolýň üstünde däl-de, onuň yzynda bolýar.

### Ugrukdyryjy gönükmeler

ʌ	au	Oi	tð, dð, nð, lð	dr, br, gr, tr, fr, ?r
ʌp	aut	boi	æt ðis	
ʌs	nau	toi	æt ðæt	drai
bʌt	hau	vois	ri:d ðis	bred
			on ðis	gri:n

b <sup>ʌ</sup> s s <sup>ʌ</sup> m k <sup>ʌ</sup> m	haus	point	on ðæt o:l ðæt	traɪ frend θri:
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### Okalyş düzgünleri

1. U, u [ju:] harpy basym düşýän bogunda aşakdaky ýaly okalýar:

#### U,u

1-nji okalyş düzgüni [ju:] tune – äheň	2-nji okalyş düzgüni [ʌ] cup – käse but – emma (baglaýjy)
--	--

2. W, w [dʌblju:] harpy sözüň başynda gelende [w] sesi görnüşinde okalýar, mysal üçin:  
we [wi:] – biz (çalyşma)

3. **oi** we **oy** harp utgaşmalary [oi] diftongy görnüşinde okalýar:

point [point] – nokat  
boy [boi] – oglan

4. **ow** harp utgaşmasynyň okalyşy iki görnüşde bolýar:

a) bir bogunly sada sözlerde basym astynda ol köplenç [au] diftongy görnüşinde okalýar, mysal üçin:

now [nau] – häzir

b) iki bogunly sözleriň ahyrynda basym düşmeýän bogunda bu ses utgaşmasy [ou] diftongy görnüşinde okalýar, mysal üçin:

yellow [jelou] – sary  
fellow [felou] - oglan

c) **ou** harp utgaşmasy [au] diftongy görnüşinde okalýar, mysal üçin:  
out [aut] – daşyna.

d) **er** we **or** sözüň ahyrynda basym düşmeýän bogunda [ə] sesi görnüşinde okalýar, mysal üçin:

doctor ['dɒktə] – lukman

## Türgenleşdiriji gönükmeler

**Text seven**

at the table  
on the table  
from the table

Gurban is my friend. He's a teacher. I am not a teacher. I am a doctor. Patma is not a doctor. She is a student. We are in my room now. We are at the table. Please give me three cups, Patma. Thank you. Put a spoon into your cup, Gurban.

"Are you a doctor?" - "Yes, I am".

"Is your friend a doctor too?" – "No, he isn't"

"Is that boy a student or a schoolboy?" – "He's a schoolboy".

"Is this his brief- case?" - Yes, it is".

Please come in	Haýyş edýärin, giriň.
Please go out	Haýyş edýärin, çykyň.
Please come into the room	Haýyş edýärin, otaga giriň.
Please go out of the room	Haýyş edýärin, otagdan çykyň.

### Işjeň sözlük

a friend [ð' frend] – dost	a brief- case [a'bri:f keis] - portfel
a doctor – lukman	yellow – sary
a teacher – mugallym	brown – goňur
a student [ð'stju:dent] – talyp	I – men
now – häzir	he - ol (erkek)
a table – stol	she - ol (aýal)
three – üç	we – biz
a cup – käse	you – siz
to thank – minnetdarlyk bildirmek	to come in – girmek
to put - goýmak	to go out – çykmak
a spoon – çemçe	at – ýanynda
a schoolboy – okuwçy oğlan	into – içine

### Gönükmeler

1. Aşakdaky sözleri harpma-harp aýdyň. Her sözde näçe harpyň we sesin bardygyny kesgitleň.

student, friend, cup, under, teacher, yellow, spoon, reader.

2. Aşakdaky sözleri daşyňyzdan okaň we olaryň haýsy okalyş düzgüni boýunça okalýandygyny düşündiriň.

cup, cube, but, nut, mute, butter, rung, huge, wake, weak, wig, waver, wine wink, way, weed, wit, coin, boy, point, join, toy, noisy, joy, now, how, yellow, bow, town, vow, window, gown, out, ounce, foul, noun, scout, count, seller, actor.

**3. Teksti göçürin, janly predmetleri aňladýan atlaryň aşagyny çyzyň.**

**4. Aşakdaky sözlemleri ýöňkemelerde üýtgedin.**

I am a teacher, I am a student, I am a doctor.

**5. Aşakdaky sözlemleri sorag we ýokluk görnüşlerinde ýazyň. Soraglara gysga jogap beriň.**

Those men are doctors. Jennet is a teacher. The students are in that room. My friend is a student. These books are good.

**6. Nokatlaryň ýerine *to be* işliginiň degişli şekilini goýuň.**

1. Myrat ... my friend. 2. He ... a teacher. 3. I ... in my room. 4. ... Mammet and Tagan babies? "Yes, they ...". 5. We ... students. 6. She ... a teacher. 7. ... you a student?. 8. ... they doctors?. "No they ... not. They ... students. 9. This ... a cup. It ... yellow. 10. The spoons ... on the table. The table ... in the room. 11. ... those men friends?

**7. Ýaýyň içindäki sözleri ulanyp, aşakdaky sözlemler üçin alternatiw soraglary düzüň.**

1. Myrat is a teacher (a student). 2. Jennet is my friend (Gozel). 3. They are teachers (students). 4. Those cups are brown (yellow). 5. These pencils are short (long).

**8. Gerekli ýerinde nokatlara derek artikl goýuň.**

1. My friend Gozel is ... good student. 2. "Is Jennet .. teacher". "No, she is ... doctor". 3. This is ... room. It's ... good room. 4. This is ... cup. It's ... red cup. ... red cup is on ... table? 5. Please give me ... pen and ... pencil. 6. Am I ... teacher? This cup is not ... red. It's ... yellow. 8. This is ... red cup and that's ... yellow cup. Myrat is my ... friend.

**9. Soraglara jogap beriň.**

a) Sapagyň işjeň sözlüğini ulanyp:

1. Are you a teacher?
2. Are you a student?
3. Are you a student or a teacher?
4. Is this boy a student?
5. Is he your friend?
6. Is your friend a doctor or a teacher?
7. Am I a doctor?
8. Am I a student?
9. Am I a teacher?
10. Am I a teacher or a doctor?
11. Is your friend in the room?

12. Are they friends?
13. Are we in the room?
14. Is your baby in the room too?
15. Is Gurban a doctor or a teacher?
16. Is Gurban a good or a bad doctor?

b) predloglaryň ulanylyşyna üns berip:

1. Is your book on the table or under it?
2. Is your bag in your brief-case or on the table?
3. Is the teacher at the table or at the blackboard?
4. Is Gurban at the door or at the table?
5. Are we at the table or at the door?
6. Is his map on his book or under his book?
7. Is his book in my bag or on his table?

**10. Nokatlaryň ýerine degişli predloglary goýuň we sözlemleri türkmen diline terjime ediň.**

1. Please take that long pencil ... your brief-case, Aman, and put it ... the table. 2. The black pen is ... the table, the brown pen is ... my bag. The red pencil is ... that book. 3. Please take these books ... the table. 4. Please go ... the blackboard. 5. Please close your book and put it ... your brief-case. It's ... your brief-case now. 6. Please go ... the door and close it. 7. Please put a spoon ... your cup, Mammet. 8. Please go ... the room. 9. Please take a pen ... that student. 10. Gurban is ... his room now. 11. Please take your pen ... the table and put it ... your bag, Jennet. Now please take it ... your bag and put it ... the book. 12. Please go ... your table and take your book ... your bag. 13. Please look ... the blackboard. Please go ... the blackboard. 14. Please take the cup ... Jennet and put it ... the table. 15. Please take your pen ... your bag and put it on the table.

**11. Aşakdaky sözlemleri iňlis diline terjime ediň.**

1. Siz mugallymmy? – Ýok, men mugallym däl, men - talyp. 2. Meret bu oglana öz kitabyňy bermegiňi haýyş edýäriň. 3. Bu galstuk sarymy ýa-da gyzyly? – Ol sary. 4. Käseleri stoluň üstünden almagyňyzy haýyş edýäriň. Käseleri bu stoluň üstüne goýmagyňyzy haýyş edýäriň. Sag boluň. 5. Bu kitaby sumkaňyza salmagyňyzy haýyş edýäriň. 6. Bu oglandan çemçäni almagyňyzy haýyş edýäriň. 7. Myrat lukmanmy? Ol meniň dostum. Ol gowy lukman we gowy dost. 8. Gurban talyp. Häzir ol öz otagynda. 9. Siziň talyplaryňyz ol otagdamy? 10. Siziň dostuňyz lukmanmy ýa-da mugallym? – Ol lukman. 11. Meniň adym Aman. Men - okuwçy. 12. Meret meniň dostum. Ol hem okuwçy. Häzir biz onuň (olaryň) öýünde. Onuň (olaryň) öýi uly we arassa.

13. Meret maňa ruçka bermegiňi haýyş edýärin. Sag bol! 14. Kakajan meniň kitabymy stoluň üstünden almagyňy haýyş edýärin. 15. Bu tekst gysgamy ýa-da uzyn? Ol gysga. 16. Aýna lukmanmy ýa-da talyp? Aýna lukman. Ol gowy lukman.

## Sekizinji sapak

### Sesleriň häsiýetnamasy

[ɔ:] çekimli sesi. [ɔ:] çekimli sesi aýdylanda dil biraz ýokary galýar, onuň esasy bölegi tekiz ýatýar, dodaklar biraz dartylýarlar. Bu ses türkmen [ö] sesine örän meňzeş aýdylýar.

### Ugrukdyryjy gönükmeler

ɔ:	Wo	wo:
kɔ: ɔ:k tɔ:m	Wot	wo:l
fɔ: ɔ: bɔ:d	woz	wo:k
sɔ: ɔ:l gɔ:l	wont	wo:m

### Okalyş düzgünleri:

1. **e, i, y** harplary okalyşyň 3-nji düzgüni boýunça [ə:] sesi görnüşinde okalýar, mysal üçin:

her [hɔ:] - onuň (aýallara)  
 firm [fɔ:m] – firma  
 Byrd [bɔ:]- Berd (familiýa)  
 turn [tɔ:] – nobat, gezek.

2. **wa** harp utgaşmasy [wo] görnüşinde okalýar, mysal süçin: **want** [wont] - islemek

3. eger-de **wh** harp utgaşmasynyň yzyndan **o** harpy gelmeýän bolsa, onda **h** harpy okalmaýar, mysal üçin:

What[wot] – näme  
 White[wait] – ak

4. eger-de **wh** harp utgaşmasynyň yzyndan **o** harpy gelmeýän bolsa, onda **w** harpy okalmaýar, mysal üçin:

Who[hu:] – kim  
 Whose[hu:z] – kimiň

5. **ar** harp utgaşmasy **w** harpynyň ýa-da **wh** harp utgaşmasynyň yzyndan gelende, ol [wo] görnüşinde okalýar, mysal üçin:

War [wo:] – uruş

Wharf [wo:f] – gämi duralgasy

### Türgenleşdiriji gönükmeler:

[ð:]  
tur – firm – first  
sir – burn – burst  
her – turn – thirst

[ð: - o:]  
burn – born  
turn – torn  
cur – corn

[ð: - e]  
burn – Ben  
turn – ten  
bird – bed

[ð: -ou]  
burn – bone  
turn – tone  
cur – cone

[wo –wo:]  
wan-war  
want – warm  
what – ward

Basym düşýän çekimli harplaryň üçünji okalyş görnüşü (çekimli+r)

Harplar / Okalyş görnüşü	A	O	E	I	Y	u
III	[a:] large - uly	[o:] fork – çarşak	[ð:] term- ýarym ýyl	[ð:] firm – firma	[ð:] Byrd – Berd familiýa	[ð:] fur – ýüň, deri

### Text eight

Don't give  
Read Text One  
a red book  
sit down

What's this?  
What's that?  
What's Jennet ?  
What colour is it?

Gurban is a schoolboy. This girl is his sister. She is a schoolgirl too. Her name's Jennet. Please take your book out of your bag, Jennet. Don't give me your book. Open it at page two and read Text One. Thank you. Sit down, please. Your mark is good. Don't copy this text now. Do it at home, please.

“What's this?” “It's an exercise book”.

“What colour is it?” “It's white”.

“What's Jennet?” “She is a schoolgirl”.

“What's Jennet doing now?” “She's reading”.

“Are you reading, too?” “No, I am not”.

### Işjeň sözlük

eight [eit] - sekiz

to sit down – oturmak

what – näme

a colour [e'kʌle] – reňk

a girl – gyz

a sister – gyz dogan

a schoolgirl – okuwçy gyz

her – onuň

white – ak

to repeat [te ri'pi:t] - gaýtalamak, ýene  
bir gezek aýtmak

two [tu:] – iki

one [wʌn] – bir

a mark – baha

to copy out – göçürmek

to do [te'du] - etmek

at home – öýde

an exercise book – depder

### Gönükmeler

#### 1. Aşakdaky sözlerde näçe harp we ses bardygyny aydyň, olary harpma-harp okaň.

Girl, sister, her, white, home, two, one.

#### 2. Aşakdaky sözleri daşyňyzdan okaň we olaryň haýsy okalyş düzgüni boýunça okalýandygyny düşündiriň.

a) term, first, bird, third, stern, turn, furs, curt, serf, curb, herb, want, wash, was, watch, watt; whale, warf, wheat, ward, when, whether, which, whiff, whip, whirl, warm, whole, warp, whose, why.

b) cat, bunch, pinch, rice, will, chest, sister, frost, lick, sly, pace, lunch, rib, from, luck, cry, chat, shy, chill, sky, hale, rose, spine, till, spider, vine, sniff, maze, pan, reader.

#### 3. Aşakdaky sözleri transkripsiyada ýazyň.

girl, sister, copy out, sit down, her, what, exercise-book, schoolgirl, colour, eight, repeat.

##### 1. Teksti göçüriň we ondaky predloglaryň aşagyny çyzyň.

##### 2. Nokatlaryň ýerine gerekli ýerde predloglary we hallary goýuň, sözlemleri türkmen diline terjime ediň.

1. Please take that thick book ... the table, Jennet. 2. Please put your exercise books ... your bag, Ayna. 3. The black pen is ... the exercise –book and the brown pen is ... that book. 4. Meret is ... home now. 5. Please go ... that table, Sahet, and sit .... 6. Don't give me your exercise-book. Please put it ... the table. 7. Open your books ... page eight, please. 8. Please take that red cup ... that boy. 9. Please take that book ... the table, Jennet, open it ... page five and read Note Five. 10. Don't copy out Text Seven now, do it ... home.

#### 4. Gerekli ýerinde nokatlaryň ýerine artiklleri goýuň.

1. Nepes is ... good boy. 2. This is ... exercise book. It's ...white exercise book. ... exercise book is on ... table. 3. I'm ... doctor. I'm at ... home now. This is my ... room. ... room is large and clean. 4.Please open that book at ... page two and read ... Text Five. 5.Please give me ... pen. 6. That's ... text ... text is long. 7. Mary is ... fine city. 8. Mammet is ... good boy. 9. This is ... black tie and that's ... white tie. Please give me ... white tie, not ... black tie.

**5.Aşakdaky sözlemleri ýokluk we sorag görnüşlerinde ýazyň.**

1.I am taking the book off the table. 2. He is reading a book now. 3.They are looking at me. 4. She is opening the exercise-book. 5. I am closing the door. 6. You are going out. 7. They are coming in.

**6. Soraglara jogap beriň. What are you doing at the moment? ýa-da What is he(she) doing now?**

1. Please take your book. 2. Please open it. 3. Please read Text Seven. 4. Please close the book now. 5. Please give it to your friend. 6. Please put the exercises – book on the table. 7. Please take it off the table. 8. Please go to the blackboard. 9. Please look at the blackboard. 10. Please read the word 'colour'. 11. Please go to your table now. 12. Please sit down.

**3. Aşakdaky sözlemleri ýokluk görnüşinde ýazyň.**

1.Open your book, please. 2. Look at the blackboard, please. 3. Please close the door. 4. Please put that cup on this table. 5. Read Note One at home, please. 6. Copy out this text, please.

**4. Soraglara jogap beriň.**

a)

1. What are you doing?
2. Are you opening or closing the book?
3. Are you readng now?
4. What are you reading?
5. What is your friend doing?
6. Is he reading now?
7. Are they looking at me?
8. Who are they looking at?

b)

1. Are you a schoolboy?
2. Is your sister a doctor?
3. Are those girls your friends?
4. Are they teachers or students?
5. Is your friend at home now?
6. Is that page one or page two?
7. Is this a book or an exercise book?
8. Are those doors yellow?

9. Is that cup white?

c)

1. What's this?
2. What's that?
3. What are these?
4. What are those?
5. What colour is this exercise- book?
6. What colour is that pencil?
7. What's your sister?
8. What are your friends?

**7. Tapawutlandyrylan sözlere sorag beriň.**

Jennet is *a doctor*. 2. I am *a teacher*. 3. This is *an exercise-book*. 4. Those are *notes*. 5. We are *students*. 6. Berdi is a *schoolboy*. 7. This cup is *yellow*. 8. Maral is a *teacher*. 9. That pencil is *red*. 10. She is a *student*.

**8. Aşakdaky sözleri ortak işlik şekilinde ýazyň we olary türkmen diline terjime ediň.**

to meet, to tell, to find, to send, to give, to take, to read, to look at, to go, to open, to close, to put, to copy out, to sit, to do, to come.

**9. Iňlis diline terjime ediň.**

Okaýan, gürrüň berýän, edýän, gidýän, açýan, iberýän, ýapýan, seredýän, alýan, berýän, hat alyşýan, oturýan, girýän.

**10. Şu nusgalar boýunça sözlem düzüň.**

9. I am looking at you.
10. I am not reading now.
11. What are you telling your friends about?

**11. Aşakdaky sözlemleri iňlis diline terjime ediň.**

1. Haýyş edýärim, kitabyňyzy ýapmaň. Birinji teksti okaň. 2. Ikinji belligi öýde okaň. Haýyş edýärim, şuny häzir etmäň. 3. Bu ak käsäni stoluň üstünden almaň. Haýyş edýärim, ol ýaşyl käsäni alyň. 4. Haýyş edýärim, oturuň. Üçünji teksti göçüriň. 5. Ol kim? – ol mugallym. 6. Siziň (gyz) doganyňyz kim? – Ol talyp. 7. Bu gyz kim? – Ol okuwçy. Onuň ady Jennet. 8. Jennet haýyş edýärim, tagta çykyň. Maňa depderiňi berme, kitabyňy aç, dokuzynjy teksti oka. Sag bol. Seniň bahaň dört. Öýde ikinji we üçünji tekstleri oka. Häzir depderiňi maňa ber. Bar ýeriňe. 9. Haýyş edýärim bu galama seret. Ol nähili reňkde? Ol gyzył. Bu depder nähili reňkde? Ol sary. Bu depder siziňkimi? Ýok bu onuň (gyzyň) depderi.

b) 1. Siziň dostuňyz nirede? Ol öýde kitap okaýar. 2. Haýyş edýärim, girmäň. Haýyş edýärim, gapyny ýäpyň. 3. Haýyş edýärim, tagta serediň. Siziň dostuňyz

näme okaýar? Ol nämä seredýär? 5. Siz häzir näme edýärsiňiz? – Biz teksti okaýarys. Haýsy teksti okaýarsyňyz? Biz sekizinji tecti okaýarys. 6. Olar nirede otyr? Olar stoluň başynda otyr. – Olar näme edýärler? – Olar sekizinji teksti göçürýärler.

## DOKUZYNJY SAPAK

### Sesleriň häsiýetnamasy

Çekimli [ie] sesi – diftong. Onuň merkezi [i] sesi bolup, soňundan [e] sesi eşidilýär.

Çekimli [æ] sesi – diftong. Onuň merkezi - türkmen [ʌ] sesine meňzeş çekimli ses.

Çekimli [ue] sesi – diftong. Diftongyň merkezi [u] sesi bolup, soňundan [e] sesi eşidilýär.

[aie] we [aue] ses utgaşmalary diftonglaryň birikmeginden emele gelýär. Bu ses utgaşmalary [e] bitarap ses düzüminde bar bolan [ai] we [au] diftonglarynyň birikmesidir. [aie] ses utgaşmasy aýdylanda, onuň ortasynda [j] sesiniň, [aue] ses utgaşmasy aýdylanda bolsa, onuň ortasynda [w] sesiniň bolmaly däldigine üns bermeli.

[we:] ses utgaşmasy. Bu ses utgaşmasy aýdylanda [w] sesi ýumşak aýdylmaly däldir, [e:] sesi bolsa türkmen [ö] sesine meňzeş ses bilen çalşylmaly däldir.

### Ugrukdyryjy gönükmeler

∂	e∂	u∂	ai∂	au∂	w∂:
di∂	hε∂	ʃu∂	ˈbai∂	ˈau∂	w∂:
ni∂	wε∂	mu∂	ˈfai∂	ˈpau∂	w∂:k
hi∂	priˈpε∂d	pu∂	ˈflai∂	ˈflau∂	w∂:d
		kju∂	ˈfai∂d	ˈʃau∂	w∂:ld

### Okalyş düzgünleri

#### Çekimlileriň IV okalyş düzgüni

Bu görnüşde çekimliler aşakdaky ýaly okalýar:

e) **a** harpy [ε∂] diftongy görnüşinde okalýar, mysal üçin:

Mary [ε∂] – Meri (adam ady)

Parents [pε∂r∂nts] – ene-ata

f) **e** harpy [i∂] diftongy görnüşinde okalýar, mysal üçin:

here [hi∂] – bu ýerde, bäre.

### Düzgünden çykma halatlary ýatda saklaň!

**there** [ðeɪ] – ol ýerik, ol ýerde

**where** [weɪ] – nirede, nirä

g) **i we y** harplary [aiɪ] görnüşinde okalýar, mysal üçin:

fire [faɪɪ] – ot,

tyre [taɪɪ] – awtoulagyň tekeri.

h) **o** harpy [o:] görnüşinde okalýar, mysal üçin:

more [mo:] – köprük

i) **u** harpy [juɪ] görnüşinde okalýar, mysal üçin:

during [djuɪrɪŋ] – dowamynda

### IV okalyş düzgüni (çekimli + r + çekimli)

Harplar / Okalyş görnüşü	A	O	E	I	Y	U
IV	[ɛə] Mary - Meri	[o:] more – köprük	[iɪ] here- bu ýerde	[aiɪ] fire – ot	[aiɪ] tyre – awtoulagyň tekeri	[juɪ] during – dowamynda

2. **eer** harp utgaşmasy [iɪ] diftongy görnüşinde okalýar, mysal üçin:

engineer [endʒi'niɪ] – inžener

3. **air** harp utgaşmasy [ɛɪ] diftongy görnüşinde okalýar, mysal üçin:

chair [tʃɛɪ] – oturgyç

4. **our** harp utgaşmasy [auɪ] diftongy görnüşinde okalýar, mysal üçin:

our [auɪ] – biziň

5. **wor** harp utgaşmasy çekimsiz harpyň öňünden [ɔ:] diftongy görnüşinde okalýar, mysal üçin:

work [wɔ:k] – iş

word [wɔ:d] – söz

### Türgenleşdiriji gönükmeler

[iɪ]  
deer  
here

[ɛɪ]  
air care  
pair Mary

[juɪ]  
cure  
pure

[aiɪ]  
fire  
mire

enginner

fair parents

during

tired

[auɔ]

our

sour

flour

[wɔ]

work

word

world

worker

[wɔ: - wo: - wou]

were – war - woe

word – ward – wove

work – warn – woke

worm – warm – won't

### Text nine

Where is he?

Who's this girl?

His wife's there too

It's their flat.

My name's Mammedov. I'm an engineer. My wife's not an engineer. She's a factory worker. Our son's a schoolboy. Maya and Gozel are friends. Their sons are friend, too

“Who's your friend?” “My friend's Berdi. He is an engineer”.

“Is he here now?” “No he isn't”

“Where is he?” “He is in Turkmenabat. His wife's there too”

“What are they doing there?” They're visiting their friends”.

“Whose flat's this?” “It's their flat”.

“Who's this girl?” “She is my sister”

“What's her name?” “Her name's Maya”.

“What is she?” “She is a schoolgirl”

“What kind of pupil is she?” She's a good pupil”.

### Işjeň sözlük

an engineer [endʒi'niɔ] – inžener

a wife (kop, wives) – aýal

a factory – завод , fabrika

a worker – işçi

a factory worker –fabrigiň işçisi

our – biziň

a son [sʌn] - ogul

their[ðeɔ] – olaryň

who [hu:] – kim

here – bu ýerde, bāri

where [wɛɔ] – nirede

there – ol ýerde, ol ýer

to visit [ˈvɪzɪt] – sapar gitmek, baryp görmek

whose [hu:z] – kimiňki

kind – hil

what kind of – nähili, neneňsi

a pupil – okuwçy

### Ýatda saklaň!

birlik san

wife [waɪf] – aýal

life [laɪf] – durmuş

köplük san

wives [waɪvz] –aýallar

lives[laɪvz] – durmuşlar

## Gönükmeler

**1. Aşakdaky sözleri transkripsiyada ýazyň, olarda näçe harp we ses bardygyny aýdyň.**

engineer, wife, worker, son, our, their, who, where, whose, here, there.

**2. Teksti göçürň, düzüminde [ɛə] diftongy bar bolan sözleriň aşagyny çyzyň.**

**3. Aşakdaky sözleriň haýsy düzgün boýunça okalýandygyny düşündiriň.**

a) leer, beer, peer, veer; teem, fee, wee, bee, feel; air, fair, hair, stairs, pair; plain, Spain, faint; care, fare, mare, stare, bare, rare; pure, cure, during; fire, mire, tire, shire; here, sere, mere; our, flour, sour; world, worm, worship, word, worthy.

b) fate, fat, far, fare; pet, pert, here; style, gyp, tyre; file, fill, first, fired; tube, tub, turn, cure; bone, lot, form, store.

**4. Gerekli ýerinde nokatlaryň deregine predloglary we hallary goýuň.**

1. I'm ... the blackbard. 2. Please don't go ... there. 3. Are you putting that cup ... the table? I'm putting it ... here. 4. Whose exercise-books are ... the table? 5. Is she putting the spoons ... those white cups? 6. Please go ... the room. 7. "Where is the red pencil?" Is it ... the bag?" "No, it's not ... the bag, it's ... the table". 8. Please go ... the table, Berdi and sit .... 9. What page is he opening his book ...? 10. Where is Jennet?" "She is ... the blackboard. She's looking ... it".

**5. Nokatlaryň ýerine gerekli artiklleri goýuň.**

1. "Where is ... yellow tie?" "It's on ... bed". 2. I'm ... engineer. 3. "Where is ... white exercise-book?" It's on ... table". 4. "Where is your friend?" "He is in ... room". 5. Jennet is... factory worker, and Berdi is ... engineer. Meret is ... engineer, too. Berdi and Jennet are ... engineers. They are ... good engineers. 6. Juma is ... schoolboy. He's ... good pupil. 7. Maral is ... doctor. Her friend Kumush is ... doctor, too. 8. Ashgabat is ... city. 9. "Baymyrat is ... baby. Whose son is he?" "He is their son". 10. Open your books at ... page ten and read .... text nine, please.

**6. Nokatlaryň ýerine deňişlilik çalyşmalaryny goýuň.**

1. I'm a worker. ... name is Toylyyev. 2. Tagan is a schoolboy. ... marks are good. 3. Ayna and Jennet are engineers. ... sons are schoolboys. 5. Please give me ... exercise-book, Pengi. 6. We are engineers. ... friends are engineers, too. 7. "What are ... names?" "... name's Nury and ... name's Juma".

**7. Soraglara jogap beriň.**

1. Is your name Berdiyev?
2. What's your name?
3. Are you an engineer?

16. What am I doing?
17. Is Jumayev putting  
his exercise- book on the table?

- |   |   |
|---|---|
| 4. Is your wife an engineer, too?             | 18. Who's your friend?                          |
| 5. Is she a doctor or a teacher?              | 19. Who's this man?                             |
| 6. What is she?                               | 20. Are these men factory workers or engineers? |
| 7. What's her name?                           | 21. Who's this girl?                            |
| 8. Is your son a schoolboy?                   | 22. Where are our books?                        |
| 9. What kind of pupil is he?                  | 23. Whose books are these?                      |
| 10. Is he a schoolboy?                        | 24. Whose exercise books are these?             |
| 11. Are we students?                          | 25. What kind of room's this?                   |
| 12. What are we?                              | 26. What kind of pencil's this?                 |
| 13. Are we reading?                           | 27. What kind of pen's that?                    |
| 14. What are we doing?                        |   |
| 15. Am I opening the book or am I closing it? |   |

#### 8. Tapawutlandyrylan sözlere sorag beriň.

1. *My friend is a teacher* (3).
2. This is a *map* (1).
3. It's a *good map* (1).
4. That's a *bad cap* (2).
5. It's *his cap* (1).
6. The match is *on the table* (1).
7. The matches are *on the table* (1).
8. *Her name* is Maya (2).
9. *Berdi is a good pupil* (3).

#### 9. Sapagyň işjeň sözlüğini ulanyp, aşakdaky sözlemleri iňlis diline terjime ediň.

1. Bu gyz meniň doganym. Onuň ady - Maýa. Ol inžener. 2. Siziň ogluňyz inženermi ýa-da işçi? – Ol işçi. 3. Siziň joraňyz kim? Meniň joram Maral. Ol kim (käri boýunça)? – Ol mugallym. 4. Siziň mugallymyňyz nirede? – Ol bu ýerde. 5. Häzir meniň dostum Maryda. Meniň joram hem ol ýerde. Berdi we Jennet Türkmenbaşydamy? Hawa, olar Türkmenbaşyda. Olar ýoldaşlaryny görmäge gitdiler. Olaryň ogly hem Türkmenbaşydamy? Ýok, ol häzir bu ýerde. Ol name işleýär? 7. Bu oglan kim? – Ol meniň oglum. 8. Bu gyz kim? – Ol inžener. 9. Bu adam lukmanmy? Hawa. – Onuň ady kim? – Onuň ady Amanow. 10. Siziň aýalyňyz kim (käri boýunça) – Ol inžener. 11. Bu adam kim? Ol meniň dostum. 12. Ol kim? Ol lukmanmy ýa-da inžener? 13. Bu gyz kim? Ol siziň doganyňyzmy?. 14. Bu gyz kim? Ol talypmy ýa-da mugallym? 15. Biziň jaýymyz gowy. Ol uly we arassa. 16. Ol gapylar nähili reňkde? – Olar ak. 17. Bu jaý kimiňki? Bu olaryň jaýy. 18. Bu nähili kitap? – Bu uly kitap. 19. Bu depderler nähili? – Bu ýuka depderler. 20. Bu otag nähili? – Bu uly otag. 21. Siziň doganlaryňyz nirede? Olar öýde.

### ONUNJY SAPAK

#### Sesleriň häsiýetnamasy

[t], [k] sesleriniň [w] sesi bilen ýanaşyk gelende okalyşy. [tw], [kw] ses utgaşmalary aýdylanda [t, k] sesleri aýdylýan pursatda dodaklary tegeläp, [w] sesini hem birbada aýtmaly.

**Çekimli sesleriň ortasynda gelende [ň] sesiniň okalyşy.** Bu ýagdaýda [ň] sesiniň yzyndan [g] ses öwürşini eşidilmli dälir.

### Ugrukdyryjy gönükmeler

tw	Kw	ŋ	ŋg
twais twelv twenti	kwait kwik kwestʃn	mi:tiŋ iz sitiŋ iz siŋiŋ kliŋiŋ	iŋgliʃ læŋgwidʒ æŋgri h^ŋgri

### Okalyş düzgünleri

1. Q, q [kju:] harpy adaty **qu** harp utgaşmasynda ulanylýar. Ol çekimli harpyň öňünden gelende [kw] görnüşinde okalýar, mysal üçin:

quick – çalt

2. **al** harp utgaşmasy **k** harpyň öňünden gelende, ol [o:] görnüşinde okalýar, mysal üçin:

chalk [tʃo:k] – mel

Galan çekimsizleriň öňünden gelende, ol [o:l] görnüşinde okalýar, mysal üçin:

small [smo:l] – kiçi

also [o:lsou] – hem

3. **ew** harp utgaşmasy köplenç [ju:] görnüşinde okalýar, mysal üçin:

new [nju:] – täze

4. **igh** harp utgaşmasy [ai] görnüşinde okalýar, mysal üçin:

light [lait] – ýagty

5. **w** harpy sözün başynda **r** harpynyň öňünden gelende, okalmaýar, mysal üçin:

write [rait] – ýazmak

6. **ng** harp utgaşmasy **i**, **r**, **w** sonantlarynyň öňünden gelende, [ŋg] görnüşinde okalýar, mysal üçin:

English [ˈiŋgliʃ] – iňlis

angry [ˈæŋgri] – gaharly

language [ˈlæŋgwidʒ] – dil

### Text ten

We're at a lesson

We're at the table

The ceiling's white

the walls of our classroom

a piece of chalk

an English newspaper.

We're at a lesson now. This is our classroom, It's small, but it's light and clean. The walls in our classroom are blue. The floor's brown. The ceiling is white. The door and the windows are white too. We're sitting at the table. It's brown. The chairs are brown too.

Please, come here Jeren. Don't take your book. Take a piece of chalk and write the new English words on the blackboard, please. Thank you. Write four questions at home, please.

"What's this?" It's a newspaper

"What kind of newspaper is it?" "It's an English newspaper".

"Where are you?" "We are at a lesson"

"What are you doing?" "We are writing".

### **Işjeň sözlük**

a lesson ['lesn] – sapak

a classroom [e'kla:srum] – synp otagy

small – kiçi

but [b^t] – emma

light – ýagty

a wall – diwar

blue [blu:] – gök

a floor – pol

a ceiling [e'si:liŋ] – potolok

a window – äpişge

a chair - oturgyç

to come [te'c^m] – gelmek

a piece [ð'pi:s] – bölek

chalk – mel, hek

to write – ýazmak

new – täze

English – iňlis

a word – söz

four [fo:] – dört

a question [ˈqwestʃn] – sorag

a newspaper – gazet

### **Ýatda saklaň!**

one, two, three, four, five, six, seven, eight, nine, ten

### **Gönükmeler**

#### **1. Aşakdaky sözleri transkripsiyada ýazyň, näçe harp we ses bardygyny aýdyň.**

ceiling, window, chair, piece, chalk, word, question, colour, light, blue, come, eight.

#### **2. Aşakdaky sözleri okaň, olaryň haýsy düzgün boýunça okalýandygyny düşündiriň.**

a) quick, quite, quest, quiz; quaver, quits, small, fall, tall, call, all; chalk, walk, talk, stalk, calk; new, few, stew, pew, hew, pewter, hewn, news; write, wrest, wrong, wrist, wring, wreck, wrap, wry, wrong; English, angry, angle; high, nigh, right, night, bright, might, light, fight.

b) she, meek, reel, grim, happy, pony, sack, lad, got, lard, pond, mule, bloom, butter, ugly, rudder, sink, mill, fuss, hobby, fly, cube, seep, pep, send, stove, made, Sam, pane, sand, plate, mean, heat, pine, sty, teach, close, clock, shelf, cock, tape, tone, bud, fun, fume, laid, bay, tube, far, hard, term, bird, skirt, thirsty, icy, free, party, peg, gent, peck, skin, single.

#### **3. Teksti göçüriň, ondaky degişlilik, at, görkezme çalyşmalarynyň aşagyny çyzyň.**

#### 4. Nokatlaryň ýerine degişlilik çalyşmalaryny goýuň.

1. We're students. This is ... classroom. The door of ... classroom is white. 2. I'm at home now. ... room is small, but it is light and clean. These are ... sisters. ... names are Maya and Ayna. 3. Open ... books, please. 4. Sit down, Aman. ... mark is "good". 5. Is she a teacher? Are these boys and girls ... pupils? 6. This man is an engineer. ... name's Permanov.

#### 5. Gerekli ýerinde artikleri goýuň.

1. What colour is ... floor in your room? 2. Write ... question on ... blackboard, please. 3. Please open ... window. 4. Please close ... door. 5. Are you writing ... new words? 6. Is he giving you ... piece of ... chalk? 7. Where's ... chalk? Where's ... Room six? 9. ... exercise book is on ... table.

#### 6. Tapawutlandyrylan sözlere sorag beriň.

1. It is our *classroom* (2). 2. It's a *light* room (1). 3. *The walls* of my room are yellow (3). 4. This cup is *white* (1). 5. They are *new* ties (1). 6. The table is *at the window* (1). 7. The chairs are *at the table* (1). 8. *Kadyrov is our teacher* (3). 9. *Aman is sitting at the window* (3). 10. It is *an English newspaper* (2).

#### 7. Gerekli ýerinde predloglary we hallary goýuň.

1. The walls ... the rooms ... my flat are yellow and blue. 2. Please go ... the blackboard Gurban. He is ... the blackboard now. 3. Take a piece ... chalk ... the table and write these words, please. Who's writing the new words ... the blackboard? 4. Please come ... the room. 5. We're going ... the classroom. 6. The blackboard is ... the wall ... our classroom. 7. Please put these matches ... your bag. 8. Please open that book ... page eight. 9. They're looking ... the boys.

#### 8. Soraglara jogap beriň.

- |   |   |
|---|---|
| 1. Is this a classrrom?                         | 8. Where's the piece of chalk?                  |
| 2. What kind of classrrom is this?              | 9. Where are you?                               |
| 3. Is it large or small?                        | 10. Are you at a lesson or at home?             |
| 4. What colour are the walls in this classroom? | 11. Is Maral at the blackboard or at her table? |
| 5. What colour is the floor (ceiling, door)?    | 12. What's she doing there?                     |
| 6. Where's the blackboard?                      | 13. Is your bag new?                            |
| 7. What colour is it?                           | 14. Is this a table or a chair?                 |
|   | 15. Where is your friend silting?               |

#### 9. Iňlis diline terjime ediň.

a) predloglaryň ulanyşyna üns beriň:

Dördünji sapagyň sözleri, ol kitabyň sahypalary, ol sapagyň täze sözleri, üç bölek mel, bu sumkanyň reňki, biziň okuw otagymyzyň diwarlary,

b) işligiň buýruk şekiliniň ulanyşyna üns beriň:

1. Maral, ol kitaplary ibermän. Marala bu täze kitaplary iberäýiň. 2. Bu inženerleri garşylaýyň. 3. Maňa gara galam bermän, gyzył galam bermegiňizi haýyş edýäriň. 4. Bu teksti sapakda okamaň, ony öýde okamagyňyzy haýyş edýäriň. 5. Meniň depderimi almaň, ol arassa depderi almagyňyzy haýyş edýäriň. 6. Sözleri we soraglary depderiňize ýazyň, tagta seretmezligiňizi haýyş edýäriň. 7. Kitaplaryňyzy ýapyň, depderiňizi açmagyňyzy haýyş edýäriň. 8. Kitabyňyzy ýapmaň. 9. Sumkaňyzy stoluň üstüne goýmazlygyňyzy haýyş edýäriň, ony bu oturgyjyň üstüne goýuň. 10. Üçünji teksti göçürmän, dördünji teksti göçürmegiňizi haýyş edýäriň. 11. Oturaýyň. (Oturmagyňyzy haýyş edýäriň). 12. Ol ýere barmazlygyňyzy haýyş edýäriň. (Bu işi etmäýiň). 14. Bu sözleri häzir ýazmaň, olary öýde ýazmagyňyzy haýyş edýäriň. 15. Bäräk gelmegiňizi haýyş edýäriň. 16. Şu wagt gitmezligiňizi haýyş edýäriň.

c) Sapagyň işjeň sözlerine üns beriň:

1. Bu biziň synp otagymyz. Siziň synp otagyňyzyň diwarlary nähili, haýsy reňkde? - Olar sary. – Siziň synp otagyňyz kiçimi ýa-da uly? – Ol uly däl, emma ýagty. 2. Potolok haýsy reňkde? – Ol ak. – Pol haýsy reňkde? – Ol goňur. 3. Stoluňyz nirede? – Ol äpişgäniň ýanynda. 4. Ol (gyz) soraglary okaýar. 5. Meli (heki) almagyňyzy haýyş edýäriň we soragyňyzy tagtada ýazyň. 6. Bu depder haýsy reňkde. - Ol gök. 7. Siz täze kitaby okaýaňyzmy? 8. Men size sekiz täze galamlary berýäriň. Bu talyplar häzir näme işleýärler? – Olar täze sözleri ýazýarlar.

## **INĽIS ELIPBIÝ**

**A a**  
**B b**  
**C c**  
**D d**  
**E e**  
**F f**  
**G g**  
**H h**  
**I i**  
**J j**  
**K k**  
**L l**  
**M m**  
**N n**  
**O o**  
**P p**  
**Q q**  
**R r**  
**S s**  
**T t**  
**U u**  
**V v**  
**W w**  
**X x**  
**Y y**  
**Z z**

İnglis diliniň çekimli sesleriniň basym düşýän bogunda okalyşynyň dört düzgüni:

Harplar Okalyş düzgüni	a [ei]	o [ou]	E [i:]	i [ai]	y [wai]	u [ju:]
I	[ei] name	[ou] note	[i:] Be	[ai] Fine	[ai] My	[ju:] tune
II	[æ] flat	[o] pot	[e] Pen	[i] Sit	[i] Myth	[ʌ] cup
III	[a:] large	[o:] tork	[ɔ:] term	[ɔ:] Firm	[ɔ:] Byrd	[ɔ:] fur
IV	[ɛɔ] Mary	[o:] more	[iɛɔ] here	[aiɔ] Fire	[aiɔ] Tyre	[jue] during

Çekimli harp utgaşmalarynyň basym astynda okalyşy

Harp utgaşmalary	Okalyşy	Mysallar	Harp utgaşmalary	Okalyşy	Mysallar
ai	[ei]	Spain	Oo	[u:]	too
ay		day	ou	[au]	out
ea	[i:]	sea	ow		brown
ee		meet	ai+r	[ɛə]	chair
ew	[ju:]	new	ee+r	[ie]	engineer
oi	[oi]	point	ou+r	[aue]	our
oy		boy	oo+r	[o:]	door
oo+k	[u]	book			

Iki hili okalýan çekimsiz harplar

Harplar	Orun	Okalyşy	mysallar
c [si:]	1. e,i,y,harplaryň öňünden gelende 2. a,o,u, çekimsizleriň öňünden gelende we sözüň ahyrynda gelende	[s] [k]	cent, pencil, icy cap, come, cup, black
g [d3i:]	1. e, i, y harplaryň öňünden gelende 2. a,o,u, çekimsiz harplaryň öňünden we sözleriň ahyrynda gelende	[d3] [g]	page, gin, gypsy good, green, big

s [es]	1. Sözüň başynda dymyk çekimsizleriň we sözüň ahyrynda gelende.	[s] [z]	sit, student, lists. please, ties, pens
x [eks]	1. Sözüň ahyrynda we çekimsiz harplaryň öňünden gelende 2. Basymly çekimliniň öňünden gelende	[ks] [gz]	text, six exam

### Çekimsiz harp utgaşmalarynyň okalyşy

Harplar	Orun	Okalyşy	Mysallar
Sh	Islendik	[ʃ]	she
Ch	Islendik	[tʃ]	chess
Tch	Gysga çekimlilerden soň	[tʃ]	match
Ck	Gysga çekimsizlerden soň	[k]	black
Th	1. Özbaşdak manyly sözleriň başynda we ahyrynda; 2. Çalyşmalaryň, kömekçi sözleriň öňünden we çekimli harplaryň arasynda gelende	[θ] [ð]	thick, myth this, batle
Wh	1. Sözüň başynda <b>o</b> harpyndan bagşa hemme çekimli harplaryň öňünden gelende, 2. <b>o</b> harpynyň öňünden	[w] [h]	what who
Qu	Çekimlileriň öňünden	[kw]	question
Ng	Sözüň ahyrynda	[ŋ]	long
Nk	Islendik	[ŋk]	thank
Wr	Sözüň başynda çekimlileriň öňünde	[r]	write

### Çekimli harplaryň çekimsiz harplar bilen utgaşyp okalyşy

Harplar	Orun	okalyşy	mysallar
Al	1. Basymly bogunda <b>k</b> harpyň öňünde 2. Galan çekimsizleriň öňünden basymsyz bogunlarda	[o:] [o:l]	chalk, wall, also

Wor	Basymly bogunda çekimsizleriň öňünden	[wɔ:]	work, word
Wa	1. Çekimsizleriň öňünden (r dan başga) ýa-da çekimsiz harp utgaşmalarynyň öňünden	[wo:]	want
	2. r harpynyň öňünden	[wo:]	warm
Igh	Islendik	[ai]	light

## LESSON ONE

### LEARN THE FOLLOWING

**Table No 1**

#### PREPOSITIONS OF TIME

At	Three o'clock, half past one, night, noon
On	Sunday , Monday, May the second, the first of October
In	January, February, March Spring, summer, autumn 1948 the morning, the evening, the afternoon

The following adverbial modifiers of time are used without prepositions

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 Oraz and Geldi	Like	English Ashgabat spring our Institute
--	------	--

He (She) Mary	likes	this poem to ski to read English books
------------------	-------	--

b)

Do	I We You They Oraz and Geldi	like	English Ashgabad spring our Institute  this poem? to ski? to read English books?
Does	He(she) Maral		

  

I We You They Oraz and Geldi	do not (don't) like	English Ashgabat Spring Our Institute
--	---------------------	--

  

He (She) Mary	does not (doesn't) like	this poem to ski to read English books
------------------	----------------------------	--

## SPELLING RULES

Verbs ending in – s, -ss, -sh, - ch, - z take ending –es in the third person singular.  
the ending -es in the verb goes is read as [ z]: I go – he goes [gouz].

Verbs ending in – y , which is preceded by the consonant, change the letter –y into  
- i

and take ending – es: to study – he studies.

If the letter –y is preceded by the vowel the letter – y is not changed:  
to stay – he stays

## Exercises

### 1. Write the 3<sup>rd</sup> 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, stay,  
copy, say, carry, watch.

### 2. Answer the following questions.

A. 1. Where are they now? 2. What is Gurban doing? 3. What do they do in class? 4. What did they read at the lesson? 5. What do they translate at the lesson? 6. What do they do in the evening?

B. 1. Do you like English? 2. You speak English well, don't you? 3. Where do you study English? 4. Does your brother go to the Institute every day? 5. Your classes begin in the morning, don't they? 6. Where do you prepare your lessons? 7. What does your brother do in the morning? 8. What foreign language does your mother speak? 9. What do you write on the blackboard with?

C. 1. What's the date today? 2. What day is it? 3. What is the first (second, third, fourth, fifth, sixth, seventh) day of the week? 4. What is the first (second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth) month of the year? 5. Which month is December? 8. When do your studies at the Institute begin? 9. When do the winter examinations begin? 10. When do the summer examinations begin?

**3. Write questions to the words in bold type and let your fellow student answer them.**

1. There are **twelve** months in a year. 2. There are **thirty** days in June. 3. He is **four**. **My sister's** cousin can play chess well. 5. She is a **teacher**. 6. We call it a **kitchen**. 7. I like to read **English** books. 8. It is **the first of November**. 9. It is **Monday**. 10. **On the right** I can see a cupboard.

**4. Write in words and read.**

10/V 1978; 9/VIII 1956; 1/X 1877; 12/ XI 1955; 6/II 1999; 23/ II 1949; 10/II 2000.

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

1. Is there ... on the table? 2. The window is open. There must be ... at home. 3. There is ... wrong with my iron. It doesn't work. 4. A blind man cannot see... . 5. Is there ... in the office? – 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 ... retell the text? 9. We must do ... to help her. 10. Can I do ... for you? 11. There must be ... interesting in the book you read. 12. The sun is shining on the blackboard, I can't see ... on the blackboard. May I change my place? 13. We can do our homework in the study. There is ... there. 14. Let's go there at once I want to see ... myself. 15. May I come to see you tonight? I've got ... to tell you.

16. Meret 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 newspaper. 19. Is ... away from the lesson?

#### **6. Fill in prepositions if necessary:**

1. She must go to Ashgabat ... spring. 2. We take our written tests ... Saturday. 3. Our studies begin ... in autumn. 4. What do you do ... your week-end? 5. All the students will take part in the concert ... the eighth ... April. 6. May I come to you ...the morning? 7. My father is a doctor. He often comes ... home late ... night. 8. Is there anybody ...the room? 9. The doctor must come to see me ...two o'clock ... Saturday. 10. Listen ...the new text ... the laboratory. 11. Look ... the window . Do yousee anybody there? 12. Who is ... duty today? 13. Will you go ... the blackboard? 14.You may go ... your place. 15. ... the right ... the dining-table there is a cupboard.

#### **7. Fill in the definite or indefinite article if necessary:**

1. There are three rooms and ... kitchen in his new flat. 2. Her new dress is made of ... silk. 3. If you want to write sentences on ... blackboard, you must have ... piece of ... chalk. 4. Are there any people in ... sitting room? 5. I have ... new fiction book. ... book is very interesting. 6. There is ... garden and ...lawn in front of his Institute. ... trees in ...garden are not large, but they are very beautiful. 7. We must be in ... time at ...Institute. 8. Open ... book at page 39 and begin reading. 9. May is ... fifth month of the year. 10. Saturday is ... seventh day of the week. 11. Sunday is ... day off.

#### **8. Continue the exercise suggesting your own verbal context:**

1. Jennet is very busy. 2. Gurban is already eleven. 3. You are late. 4. You have no mistakes in pronunciation. 5. He can't speak English well. 6. You must stay at home. 7. You may go home. 8. They live in a comfortable flat now. 9. I want to study German. 10. They don't make many mistakes in spelling. 11. We have got built-in furniture in the kitchen. 12. My friend has got the flu, I am afraid.

#### **9. 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. Gurban asks: "Do know French well?" 2. Maral asks: "Do you like to go skating?" 3. My girl friend asks: "Are you free in the evening?" 4. The teacher asks: "Have you an English text book at home?" 5. Mother asks her son: "Do you want more coffee?" 6. The

teacher asks: "Is anybody absent to day?" 7. The student asks: "Are there any mistakes in my pronunciation?" 8. The teacher asks the student: "Do you know any poems by Magtymguly?" 9. Maral asks me : "Do you know many English words?" 10. Berdi asks Toyli: "Do you go to the institute early in the morning?" 11. The teacher asks the student: "Is December an autumn month?" 12. Mother asks her daughter: "Do you like to swim?" 13. Visitor asks Berdi : "Is your father in?" 14. The child asks Berdi : "Do you like to play football?" 15. Gurban asks the boy: "Have you any brothers or sisters?" 16. The teacher asks the girls: "Can you spell the word 'white' ?" 17. Gurban asks his mother : "Do you see any plates on the table?"

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

**Model:** A: Do you know Gozel?  
 B: What did you ask me?  
 A: I asked you if you know Gozel.  
 C: What did A. ask you?  
 B: A. asked me if I know Gozel.

1. Are you busy? 2. Are the lessons over. 3. Is he already twenty? 4. Are there any 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?

**11. Translate the following into English.**

1. Häzirlükçe hiç zat edip bijek däl. 2. Hiç kimiň hiç zat iýesi gelenok. 3. Siziň üçin hi-bir zat edip bilerinmi. 4. Siziň öýüňize dynç günü barmak mümkinmi? 5. Sogap gün – hepdäniň başınjy günü. 6. Meniň kiçi doganym alty ýaşynda. 7. Heniz men Inlisçe gepläp bilemok. – Seýlemi? 8. Salam durdy aga. Näme boldy? Siz bilen gepleşmek mümkinmi? 9. Bu sözüň manysy näme? 10. Men bir zada gol çekmelimi? – Ynha . Nirä gol çekeyin? – Ynha şu ýerik. 11. Talyplarymyzyň köpüsi güýzine fermada işleýärler . 12. Siz roýal çalyp bilýäňizmi? 13. Okamak üçin bir zat berip bilmisiňiz. 14. 4-nji otagda kim işleýär? 15. 5-nji sahypany açynda teksti okaň. 16. 9-njy sahypada hiç- hili surat yok. 17. Ene-ataňzyň otagynda kimdir-biri barmy? 18. Meniň oglum köp inlis goşgularyny ýatdan bilýär – Seýlemi? 19. Onuň gyzy eýýäm okuwçy – Seýlemi? 20. Men size bu kitaby berip bilerin – Seýlemi? 21. Aýna Başgün gelmeli – Seýlemi? 22. Biziň okuwymyz Oguz aýynda gutarýar. 23. Biziň maşgalamyzda Ruhgünü hiç kim işlemeýär.

**At the English lesson**

My name is Gurban. I am a student. I study at the D.Azady Turkmen Natonal Institute of World Languages Our institute is very nice. **I can't help admiring** this fine building with its beautiful classrooms.

**It goes without saying** we, students are very **proud** of our Institute. Many well-known **professors** teach at our Institute

We have good libraries and reading – rooms and for those who go in for sports there is a good gymnasium and a stadium.

We have quite a lot of work as we have English practice, Grammar and Phonetics, History of the English language, Country study and other subjects. I learn English. There is a good language laboratory at our facility. It gives us a good opportunity to master the language. We are at a lesson now. Gurban is standing at the blackboard. He is writing English sentences on the blackboard. We aren't writing. We are looking at the blackboard.

We don't often write in class. Sometimes we have dictations. During the lesson we read our text-book and do a lot of exercises. We don't often speak Turkmen in class. We speak English to our teacher. We usually speak Turkmen after classes.

We read English books, newspapers and magazines at the lessons. We translate articles from English into Turkmen and from Turkmen into English. I usually get good marks and am always on time for the lessons. I like English very much.

My friend Gozel and I usually go home together. We do our homework together in the evening: we learn the new words, read texts and do exercises. We also revise grammar rules. We sometimes speak English at home. We speak about our family and our lessons

„What's your name?“ „My name is Jennet Nurgeldiyewa“

„Where do you study?“ „I study at the Institute“

„What level are you at?“ „I am a first- year student.“

„Do you learn French?“ „No, I don't“

„What language do you learn?“ „I learn English“

„When do you usually have your English?“ „In the evening“

„Are you having a lesson now?“ „No, I'm not“

### **Active words and word combinations**

first – coming before all others in time, or order

to learn – gain knowledge

to study – to learn about

foreign – having to do with a country or language other than one's own

a language – the means of human communication

grammar – the whole structure of a language

to live – remain alive

centre – a point or part in the middle of something

to work – to work as one's job

also – in addition

a lot of – a large number or amount  
 to have – possess or own (to have a lesson)  
 morning – the period of time between midnight and noon  
 in the morning  
 to stand – to be in or rise to an upright position  
 a sentence – a set of words that together form a complete thought.  
 often - frequently  
 seldom – not often  
 always – at all times  
 dictate – say or read about  
 during – throughout the course of  
 a textbook – a book used as a standard work for the study of a subject  
 an exercise [ɒn'eksesaiz] – activity requiring physical effort carried out for  
 the sake of health  
 to speak – say something  
 usually – happening or done regularly or often  
 after – in the time following (an event or another period of time)  
 (after classes, before classes)  
 an evening – in the period of time at the end of day (every evening, in the evening)  
 proud adj. – feeling pride or satisfaction in one's own or another's achievements.  
 admire v. – greatly approve of or respect, to look at with pleasure.  
 It goes without saying – öz özünden düşnükli.

## 12. Make the sentences interrogative and negative.

I Often meet this engineer here. You go to the factory every day. I read newspapers every morning. His sisters always give me books to read. They often go there. I usually read the **newspaper** at home. They often come here. We write questions at home.

## 13. Use the adverbs in brackets instead of the adverb often.

a) We often meet these boys here (sometimes, always, usually). They often send me English books (sometimes, always, usually). I often write to my sister (sometimes, always, usually). Do you often go there (always, usually).?

Do you often read English newspaper (always, usually).?

Do they often come here? (always, usually).

b) We don't often copy out these texts (always, usually). They don't often meet their friends here (always, usually). I don't often read English newspapers. (always, usually)

## Answer the questions

1. What do you read every morning?
2. Where do you usually read books and newspapers?

3. Where do you go every day?
4. Do you often meet your friends?
5. Do they sometimes take your books?
6. Do you read English books or newspapers?
- 7 What do you often copy out?
8. Do you read the newspaper every day?
9. Are you reading the newspaper now?
- 10 What are you doing now?
11. What do you do every morning?
12. Where do you go every morning?
13. Do you copy out English texts at home?
14. Is your friend copying out the new text?
15. What is he doing?

#### 14. Write questions in the parts of the sentences in bold types.

1. This is a **room**. (1) 2. The walls in this room are **yellow**. (1) 3. Ann is in her **room** now. (1) 4. **She is reading a newspaper**. (3). 5. We read good books. (2) 6. I sometimes give Peter **my exercise-books**. (2). 7. My sons **read these books** every day. (2) 8. I am going **to the blackboard**. (1)

#### 15. Translate the sentences into English

1. Depderleriňizi açmagyňyzy haýyş edýärin. 2. Häzir näme okaýarsyňyz? 3. Olaryň talyplary adatça näme edýärler? Olar nähili gazetleri okaýarlar? 4. Siz nirä gidýärsiňiz? 5. Siz her gün nirä gidýärsiňiz?
6. Oturgyçda oturmagyňyzy haýyş edýärin. Depderiňizi alyň we başinji teksti göçüriň. 7. Siz näme edýärsiňiz? Biz başinji teksti göçürýäris. 8. Siziň ýoldaşlaryňyz iňlis kitaplaryny okaýarmy? Howa, ýygy-ýygydan. 9. Kitaby ýapmazlygyňyzy haýyş edýärin. Olar maňa kitaplary we gazetleri ibermeýärler. 10. Bu nähili film? Bu gowy film. 11 Men bu lukmana ýygy-ýygydan duşýaryn.

#### 16. Answer the questions

1. What's your name?
2. Do you live in Mary or in Turkmenabat?
3. Do you live in the centre of Ashgabat?
4. Are you a teacher?
5. What do you do?
6. Where do you study?
7. Where do you go in the evening?
8. When do you have your English lesson?

9. What language do you learn?
10. What do you do during the lessons?
11. What are you doing now?
12. Where do you do your exercises?
13. Do you usually do many exercises in class?
14. Do you do many exercises at home or in class?
15. Do you often have dictation?
16. Do you often speak English to your teacher?
17. What language do you usually speak in class?
18. Where do you go after classes?

## TEXT

They are having an English lesson. The teacher is standing at the blackboard. He is writing on the blackboard. He is writing English words on the blackboard. He is writing with a piece of chalk. The students are sitting at the tables. They are looking at the blackboard. Nick is writing down the English words in his notebook. He is writing with a pen. On the tables in front of the students we can see books, exercises-books and some dictionaries. A brown bag full of books is lying on the teacher's table. It is the teacher's bag.

Is Nick writing? Yes, he is. What is he doing? He is writing. I am not writing. I am reading. You are not reading. You are listening to me. You are my teacher. I am your pupil. You are giving me an English lesson. You are teaching me English.

There are some pictures on the wall. Take that picture down from the wall and show it to me, please. You are showing the picture to me. In the picture I can see many people. They are having a meeting. One of them is speaking. Others are listening to him.

Through the window we can see a big town. There are many tall buildings in the town. The weather is bad. It is raining.

Here is another picture. It is the picture of school building. In front of the school there is a garden. It is a fine autumn day. There are no clouds in the blue sky, and it is hot in the sun. But we can see a lot of yellow leaves falling from the branches on the ground and there are few flowers in the garden. We can also see birds flying high in the sky. They are flying away to the south.

Many schoolboys and schoolgirls are running about in the garden. We can see three or four of them playing with a ball. The children are having a break between their lessons.

Two men and a woman are walking to the garden. They are coming from the school. They are teachers. The woman is carrying a large bag, full of her pupils exercise-books. The old man and the young woman sitting on the bench are also teachers. They are teachers of English. They are talking. They are talking about their lessons. Now we can hear the young woman speaking English. The old man is listening to her. He is smoking.

**1. Sapagyn suraty. 2. ene-atalaryn ygnagyny suraty. 3. Howluda adamlaryn suraty**

**17.Read:**

Old, hold cold, gold; all, ball fall, small, tall, wall; chalk, talk, walk, quarter, warm.

**18.Answer the following questions.**

1. Are you reading or writing? 2. Are you writing an exercise? 3. What are you writing? 4. What are you writing with? 5. Is Nick also writing? 6. What is he doing? 7. Who is writing down English words in his notebook? 8. Are these people having a meeting? 9. Is one of them speaking? 10. What are the others doing? 11. Is this a picture of the school- building? 12. Is there a garden in front of the school? 13. Who can we see in the garden? 14. What are the children doing in the garden? 15. How many of them are playing with a ball? 16. How many people are walking down the road? 17. Are they teachers? 18. Who is carrying a large bag? 19. Is anybody sitting on the bench? 20. Who is sitting on the bench? 21. What are they talking about? 22. What language is the young woman speaking? 23. What is the old man holding in his right hand? 24. Is he smoking? 25. Is there anything lying on the grass?

**19.Write the following words in negative form:**

1. I am reading a book. 2. They are writing some exercises. 3. We are going there. 4. He is doing something there. 5. It is raining. 6. She is coming here.

**20.Write the following sentences in the interrogative form:**

1. We are writing some exercises. 2. She is writing something. 3. They are having an English lesson. 4. He is studying English. 5. You are going to the Institute. 6. It is raining.

**21.Put questions to the missing parts of the following sentences:**

1. They are having an... lesson. 2. ... is teaching them English. 3. He is teaching ... English. 4. The teacher is writing ... on the blackboard. 5. He is writing with ... 6. The students are ... 7. They are looking at ... 8. The teacher is speaking... 9. He is speaking to ... 10. The students are listening to ... 11. ... are going to the blackboard. 12. They are going to ... 13. ... are falling from branches on the ground. 14. We can see... birds flying high in the air. 15. The birds are flying to ... 16. ... are running about in the garden. 17. ... people are walking down the road. 18. ... is carrying a large bag. 19. She is carrying ... exercise-books in her bag. 20. She is carrying ... exercise-books in her bag. 21. She is coming from... 22. The old man is sitting on... 23. ... is speaking English. 24. The old man is listening to ...

**22.Translate into Turkmen:**

1. We can see a lot of yellow leaves falling from the branches to the ground. 2. We can see many birds flying high in the air. 3. There we can see three or four children playing with a ball. 4. The old man and the young woman sitting on the bench are teachers. 5. Now we can hear the young woman speaking English. 6. Whom can we see running about in the garden?

**23.Translate into English.**

1. Häzir olar ýygnaç geçirip dur. 2. Ol haýsy dilde gepleýär. 3. Siz haýsy dili öwrenýärsiňiz? 4. Mugallym oňa Iňlis dilini öwredýär. 5. Olar mugallymy diňleýärler. 6. Ol öz otagynda radio diňleýär. 7. Siz instituta gidýäňizmi? 8. Siz nirä gidýäňiz? – Men kitaphana gidýärim. 9. Maral kitaphanadan çykýar. Ol bize täze kitap görkezýär. 10. Siz nirä gidýäňiz? 11. Yagyş agýar. 12. Kim bagyň içinde gezyär? 13. It ýolda ylgap baryar. 14. Uçar nirä uçýar? 15. Kim divanda ýatyr? 16. Kakasy gazet okaýar. 17. Aýnanyň önünde duran ýaş ýigit kim? 18. Biziň dostumyz nirede? Ol näme işleýär?

#### **24. Translate and learn the classroom expressions.**

1. revise the old (new) material
2. repeat after me
3. would you mind repeating it?
4. revise the grammar material
5. open your books at page 34
6. reading
7. oral reading
8. silent reading
9. extra class reading
10. additional reading
11. independent reading
12. fluent reading
13. rapid reading
14. go over
15. speed of reading

#### **25. Write the interrogative and negative forms of the following sentences.**

1. I often meet this student here. 2. You go to the Institute every day. 3. I read the newspaper every evening. 4. His sisters always give me books to read. 5. They often go there. 6. I usually read the newspaper at home. 7. They often come here. 8. We write questions at home.

#### **26. Use the words in brackets instead of often.**

a) 1. We often meet these boys here. 2. They often send me English books. 3. I often write to my sister. 4. Do you often go there? 5. Do you often read English newspapers? Do they often come here? (sometimes, always, usually).

b) 1. We don't often copy out these texts. 2. They don't often meet their friends here. 3. I don't often read English newspapers. (always, usually).

#### **27. Answer the following questions.**

1. What do you read every evening?
2. Where do you usually read books and newspapers?
3. Where do you go every day?
4. Do you often meet your friends?
5. Do they sometimes take your books?
6. Do you read English books?
7. What do you often copy out?
8. Are you reading the newspaper now?
9. What are you doing now?
10. What do you do every morning?
11. Do you copy out English texts at home?
12. Is your friend copying out the new text?

## 28. Give questions to the words in bold type.

1. This is a **room**. (1). 2. The walls in this room are **yellow**. 3. Jennet is in **her room** now, (1). 4. She is **reading a newspaper**. (3). 5. We read **good books**. (2). 6. I sometimes give Gurban **my exercise-books** (2). 7. My sons **read these books every day** (2). 8. I am **going to the blackboard** (1).

## 29. Translate the following sentences.

1. Haýyş edýäriň, depderiňizi açyň. 2. Häzir siz näme okaýaňyz? 3. Adatça olaryň talyplary näme edýärler? 4. Siz häzir näme okaýarsyňyz? 5. Olar nähili gazet okaýarlar? 6. Siz nirä gidýärsiňiz? 7. Siz her gün nirä gidýärsiňiz? 8. Stoluň başynda oturyň, depderi alyň we başinji teksti göçüriň. 8. Siz häzir näme edýäňiz –Biz başinji teksti göçürýäris. 9. Siziň ýoldaşlaryňyz Inlis kitaplaryny okaýarlarmy? Hawa, ýygy-ýygydan. 10. Haýyş edýäriň kitaby ýapmaň. 11. Olar maňa kitap we gazet ibermeýärler. 12. Bu nähili film? – Bu gowy film. 13. Men bu talyba ýygy-ýygydan şu ýerde duş gelýäriň.

## 30. Translate into English.

a) Men adatça instituta irden gidýäriň. 2. Biz Aşgabada ýygy-ýygydan gidýäris. 3. Haýyş edýäriň ol ýerik barmaň. 4. Haýyş edýäriň bärlik geliň. 5. Haýyş edýäriň Aşgabada geliň. 6. Olar kä wagt Mara gidýärler. 7. Olar adatça Aşgabada haçan gelýärler? 8. Haýyş edýäriň, bu ýerik irden gelmäň. 9. Haýyş edýäriň giriň. 10. Haýyş edýäriň, otaga girmäň. 11. Siz nirä gidýärsiňiz?

b) Bu mugallymlar nirede işleýärler? – Olar biziň institutymyzda işleýärler. 2. Siz mugallymyňyz bilen haýsy dilde gepleşýärsiňiz? Biz adatça türkmen dilinde gepleşýäris. Kä wagtlar inlisçe gepleşýäris. Olar inlis dilini öwrenýärler. 3. Irden sapaga gelip ýerimde oturýaryn. Sapak döwründe biz okaýarys, diktant ýazýarys, gönükme işleýäris we inlisçe gepleşýäris. 4. Bu sözlem uzyn, ony öýde işläň. 5. Men öýde inlisçe seýrek gepleşýäriň. Men inlisçe sapakda gepleşýäriň. 6. Siz fransuz dilini öwrenýäňizmi? Ýok, men fransuz dilini öwrenemok. Men inlis dilini öwrenýäriň. 7. Siziň doganlaryňyz (gyz) Aşgabatda ýaşaýarmy? –

Ýok, olar Maryda ýaşaýarlar. 8. Siz işden soň näme edýärsiňiz? – Men agşamlaryna iňlis dilini öwrenýärim. 9. Bu kitaplary kimiki? – Bular meniň kitaplarym. – Bular rus dilindäki kitaplary ýa-da fransuz? Bular rus kitaplary. 10. Ol ýerde kim dur? – Bu Aýna. 11 Siz adaty tagtada köp sözlem ýazýaňyzmy? – Biz adaty baş, alty sözlem tagtada ýazýarys. 12. Ol tagtada näme ýazýar? – Ol iňlis sözlemini tagtada ýazýar. 13. Siz nirede ýaşaýaňyz? – Men Maryda ýaşaýaryn. Mary uly şäher. Men şäheriň merkezinde ýaşaýaryn.

### **31. Make up monologues using the following words and word combinations.**

1. In the morning

to live, in the centre, to go, the institute, to meet friends.

2. In class

to go into the classroom, to speak to smb., to speak Turkmen, to speak English, in the morning, to do exercises, a lot of, to have a dictation, sometimes.

## **LESSON 2**

### **Degrees of Comparison of Adjectives**

#### **Spelling Rule**

1. Eger sypat sözüniň soňy „y” harpy bilen gutarsa „er, est” gosulmalary gosulanda „y” harpy „i” harpyna öwürülýär. Meselem: busy-busier - busiest, dry – drier - driest, emma gay – gayer - gayest.

2 Eger-de sypatlaryň soňy „e” harpy bilen gutarsa „er, est” goşulmalary goşulanda „e” harpy düşürilýär. Meselem: large – larger - largest.

3 Atlaryň soňy „s, ss, k, sh,” harplar bilen gutarsa köplük sany yasalanda „es” ya-da „s” goşulmasy goşulyar, bus-buses, glass - glasses, box - boxes, dish-dishes, match-matches, emma piano, photo, sözleriň soňuna diňe „s” goşulmasy goşulyar. piano-pianos, photo-photos.

4 Atlaryň soňy „y” harpy bilen gutarsa „es” goşulmasy goşulanda „y” harpy „i” harpyna öwürülýär. Meselem: study - studies, family - families.

5 Goşma sözlerde bolsa, brothers-in-law diýilip yazylyar.

6 Atlaryň soňy „f” ya-da „fe” bilen gutarsa „s” ya-da „es” goşulmasy goşulanda „f” harpy „v” harpyna öwürülýär. Meselem: leaf-leaves, wife-wives.

7 Aşakdaky atlar köplük sanyny düyp köküniň uytgemegi bilen yasayarlar. Meselem: man-men, woman-women, mouse-mice, tooth-teeth, foot-feet, goose - geese.

8 Kä atlar birlik sanda hem köplük sanda şol bir söz ulanyar, swine,sheep,deer,fish.

**Ex. 1. Read aloud:**

Spread, loaf, loom , reach, rose, fill, coal, aim, cube, wear, faint, steam, tool, freeze, mutton, cristal, tense, shoot, trainer, coast, raise, float, beach, least, boot, fee, rein, author, veil;

A merry song, a big boat, a simple riddle, a little star, a good accent, an old oak, a good tool.

**Ex. 2. Write the plural form of the following nouns.**

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

**Ex.3. Complete the following general questions to make them alternative.**

Model: Is he busy? Is he busy or free?

1. Are they in the garden ... ? Is your sister at the institute ... ? Is Bayram at the hospital ... ? Is his wife in the garden ... ? 5 Is the exercise easy ... ? 6 Is Jennet thirteen ... ? 7 Is the hall big ... ? 8 Are you free on Saturday ... ? 9. Are these lessons difficult ... ? 10. Is this sentence long ...?

**Ex. 4. 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. 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.

**Ex. 5. Give the degrees of comparison of the following adjectives.**

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

**Ex. 6 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.

## Education in Turkmenistan.

Education is **compulsory** for everybody in Turkmenistan. Beginning from the 2007-2008 school year the terms of study at secondary schools are to be ten years, at higher educational institutions- five years, and the terms of study of medicine and some kinds of arts are to last six years.

The younger generation of the country widely uses its right to education. All citizens have an equal right to study in all educational institutions in Turkmenistan **irrespective of sex**, origin and nationality. Though the majority of the higher educational institutions are located in the capital, entrance examinations are held in the capital . Like everywhere in the world, direct and indirect limitations are connected with a regulated number of places and high demands for some specialists. An age limit also exists. **Financial assistance** to the students, as is usual in world practice, usually comes in the form of subsidies, such as **scholarships**.

A wide **network of educational institutions** exist in Turkmenistan. They are: pre-school institutions, secondary schools, primary vocational institutions, special vocational institutions, higher educational institutions.

The first stage in the educational system is pre-school education and upbringing. Here the foundation for the further development of a child's personality is laid, social and cultural rules are learned and preparation for school is undertaken.

### 1. Answer the following questions.

1. What kind of education is in Turkmenistan for everybody?
2. What is the duration of study at secondary and high schools in Turkmenistan?
3. What educational institutions are there in Turkmenistan?
4. For whom was the new educational policy adopted by?
5. What are the main principles of education in Turkmenistan?
6. Who has a right to study in Turkmenistan?
7. What network of education do you know ?

### 2. Make up sentences with the following word combinations.

to adopt a special law, educational policy, our highly esteemed President Saparmurat Turkmenbashi the great, equal right to study, younger generation, entrance examinations, free educational service, educational system.

### 3. Summarize the text and retell the education system in our country.

### 4. Learn by heart the following words and word combinations.

free education,	educational services,
compulsory education,	equality of rights,
national system of education,	educational institutions,
new educational policy,	financial assistance,

scholarships,  
teaching process,

implementation,

## Dialogue

**Teacher :** Good morning, all! Sit down, please!

I expect no one is away?

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

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

**Monitor:** He has the flu and a high temperature.

**Teacher:** That's too bad. Well, now let's begin.

We'll check our home work. Azat, will you take your exercise-book and come to the board?

**Monitor:** Shall I write the words in transcription?

**Teacher:** Do. And you Jennet read text 7, will you? The others should write down mistakes if she has any.

**Jennet:** Is my pronunciation correct?

**Teacher:** There are some mistakes in your pronunciation. Pronunciation is your weak point.

Jennet: Shall I read the text again for the next time?

Teacher: Yes. Have another try and make your reading more distinct.

### 5. Answer the following questions:

1. What traditional holidays in our country do you know? 2. How do you usually bring in the New Year? 3. Is there a New Year tree at your place at that time? 4. Where can you see the biggest and most beautiful New Year tree in Ashgabat? 5. Is Victory Day a traditional holiday only in our country or is it an international holiday? 6. How do we celebrate Victory Day in our country? 7. How do people in other countries mark it? 8. Which is the traditional holiday of teachers in our country? 8. When is your birthday? 9. Do you always invite guests to your birthday party? 10. There is tradition in some countries to put candles on the birthday cake so that people can see how old you are. How do you like this tradition? 11. Do you put candles on your birthday cake? Why?

### 6. Put the adjectives in brackets in the required degree of comparison:

1. Asia is (large) than Australia. 2. Murgap is (short) than Amudarya. 3. Maya is a (good) student than Leyla. 4. There are (few) mistakes in my dictation than in yours. 5. This garden is the (beautiful) in our town. 6. The Arctic Ocean is (cold) than the Indian Ocean. 7. Chinese is (difficult) than English. 8. Spanish is (easy) than German. 9. Let's go to the (far) corner of the park. This is the (quiet) place here.

### 7. 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 Koytendag ... 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. Mary is ... the South ... our country. 5. My parents live ... the Far East. 6. Hazar is ... the West. 7. Show us the longest river ... Turkmenistan ... the map. 8. Slovakia is ... the center ... Europe. 9. Thousands ... students ... all nationalities study ... the institutes ... our country. 10. One ... the students ... our group is ... China. 11. What's the capital ... Rumania? 12. What language do they speak ... Bulgaria.

### **8. Fill in definite and indefinite articles if necessary:**

1. ... climate of ... northern part of ... Turkmenistan is ... cold in ... winter. 2. In ... Turkmenistan ... weather is ... hot in summer. 3. Ashgabad is ... capital of Turkmenistan. I want to go to ... Mary some day. 4. ... best way to know and understand ... people of other countries is to meet them in their own homes. 5. Is Australia .. island or ... continent? 6. Amudaria is in ... South. 7. There are six continents in ... world, aren't there? 13. France is to ... northwest of Italy.

### **9. Let the students of the class ask and answer questions as in the models. Give a short answer and add a sentence of your own using adverbs.**

Model 1. Does she speak Arabic 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.)

### **10. Change the following sentences from direct into indirect speech:**

1. The pupil asks: "Is the United States in the North America?" 2. The student asks: "Is Amudaria longer than the Thames?" 3. The pupil asks: "Is the Thames as long as Amudaria?" 4. My friend asks me : "Is the Hazar Sea cold?" 5. The teacher asks: "Is Budapest in Hungary?" 6. The teacher says: "The Indian Ocean is warmer than the Arctic Ocean." 7. Gurban says: "My grandfather speaks two foreing languages: English and Persian." 8. The techer says : "London is the capital of Great Britain." 9. The teacher says: "Gurban speaks English better than Jennet." 10. My friend asks: "Does Maya speak Italian?" 11. My mother asks: "Does Gozel know any foreing languages?" 12. The teacher asks: "Is Japanese a difficult language?" 13. The student asks: "Is Japanese more difficult than Turkmen?" 14. The pupil asks: "Is Prague the capital of Czechia?" 15. The teacher asks me: "Can you spell the word 'Mississippi'?"

### **11. Translate the following sentences into English:**

1. Baýramçylyk günleri Aşgabat örän owadan. 2. Täze Yyly biz bilen garşylajakdyňyzmy? 3. Belli aýdymçy biziň bäsleşigimize gatnaşýar. 4. Haçanda garaňky düşende adamlar daşary

çykyp ilýuminasiýany görýärler. 5. Baýramçylyk günleri Aşgabatda daşary ýurtdan adamlar kân. Olar şäheriň gözel ýerlerini aýlanyp görýärler. 6. Siz biziň iňlis dili klubymyza gatnaşýaňyzmy. 7. Biziň toparymyzda Türkmenistanyň hemme welaýatyndan talyplar okaýarlar. 8. Meniň ýoldaşym iňlis dilini maňa garanda gowy bilýär. 9. Ol Nemes dilini gowy bilmeýär, emma köp zada düşüňär. 10. Siziň joraňyz haýsy daşary ýurt dilinde gepleýär. 11. Meniň ejem bilen tanyşdyrmaga rugsat beriň. 12. Men äpişganiň önünde gara saçly owadan gyzy görýärin. Seniň pikiriňçe onuň milleti name. ? – Meniň bilişimçe onuň ejesi - rus kakasy – Türkmen. 13. Türkmen diline düşüňän Täjikler syýahat edýän adamlaryň arasynda kändi. 14. Men Aşgabatda doguldym (My birthplace).

## LESSON THREE

### THE PRESENT CONTINUOUS

a) Table No. 1

I	<b>am(not)</b>	
_____	_____	
_____	_____	
He	<b>is (not)</b>	<b>speaking</b> English.
My cousin		<b>writing</b> a letter.
Her brother		<b>playing</b> the piano.
_____		<b>walking</b> fast.
_____		<b>reading</b> a
We	<b>are not</b>	newspaper.
You		<b>playing</b> football.
The girls		

b)

Is	his wife	
	their friend	
	her mother	
_____	_____	
Are	the students	<b>working</b> in the
	the children	garden?
		<b>writing</b> anything?
		<b>standing</b> at the
		window?
		<b>reading</b> exercises?
		<b>working</b> in the
		room?

Table No. 2

### SPECIAL QUESTIONS IN INDIRECT SPEECH

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 Mother	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 stay 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 – traveling.
4. In the verbs *to die*, *to lie* 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.

## SPEECH EXERCISES

Are you writing? Yes, I am (No I am not).

What are you doing? I am writing.

Who is writing? I am.

What are you writing? I am writing an English word.

What are you writing with? I am writing with a pen.

T. Comrade N., stand up,  
please.

Is he standing?

T. Is N. sitting or standing?

Am I sitting or standing?

Where am I standing?

Are M. and L. standing?

Yes, he is.

He is standing. He is  
not sitting

You are standing.

You are standing at the blackboard.

No, they are not. They are sitting.

.....

T. Comrade N., come to the blackboard, please.

T. Where are you going?

S. I am going to the blackboard.

.....

T. Take a piece of chalk and write the word "English" on the blackboard.

T. Are you writing or reading?

What are you doing?

What are you writing?

What are you writing with?

S. I am writing.

I am writing.

I am writing the word "English."

I am writing with  
(a piece of) chalk.

Am I also writing?

Yes you are.

What am I writing with?

You are writing with a  
pencil.

.....

T. Is anybody standing at  
the blackboard?

Is anybody sitting at the  
window?

Is anybody writing on the blackboard?

Is anybody reading a newspaper?

Is anybody standing at the door?

Is anybody opening the door?

S. Yes, somebody is.

No, nobody is.

No, nobody is.

No, nobody is.

No, nobody is.

No, nobody is.

.....  
T. Who is standing at the  
blackboard?  
Who is reading  
a newspaper?  
Who is asking you  
questions?  
Who is answering my  
questions?  
Who is writing on the  
blackboard?  
Who is sitting at the  
window?

S. Comrade N. is.  
  
Nobody is.  
  
You are.  
  
I am.  
  
Comrade N. is.  
  
Nobody is.

.....  
T. Am I writing anything?  
What am I doing?  
Is X. reading anything?  
What is he doing?  
Are Y and Z. doing anything?  
What are they doing?

S. Yes, you are.  
You are writing.

.....  
T. Am I your teacher?  
Am I teaching you English?  
What am I teaching you?  
T. Are you a student or a teacher?  
Are you studying or teaching English?  
What are you studying?

T. Am I giving you an English lesson?  
What lesson am I giving you?  
Who is teaching you English?  
T. Are you having an English lesson?  
What lesson are you having?  
What are you doing?

T. Am I speaking?  
Am I speaking Turkmen?  
What language am I speaking?  
T. Who am I speaking to?  
Who am I teaching English to?  
Who am I giving an English lesson to?

- T. Are you speaking?  
Are you listening to anybody?  
Whom are you listening to?

**5. Read and translate the text .**

## **EARTHQUAKE VICTIMS MEMORIAL DAY**

A terrible calamity struck Ashgabat on October 6, 1948. This earthquake almost totally destroyed the city and some villages near it . Several violent earth tremors turned the city into a massive heap of ruins. Only a few buildings were not destroyed in the city.

About 100 thousand people were lost during this earthquake. The wounded were cured in Ashgabat or sent to Moscow, Tashkent, or Baku. The first President's mother and two brothers were victims of that terrible earthquake too.

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

The Turkmen capital has experienced its second birth. There are some memorials built in Ashgabat to the victims of the earthquake of 1948.

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

### **Vocabulary Notes**

disaster (n) – a natural catastrophe that causes great damage or loss of life

hurricane (n) – a severe storm with a violent wind

flood (n) – an overflow of a large amount of water over dry land

drought (n) – a very long period of little or no rain

avalanche (n) – a mass of snow and ice falling rapidly down a mountainside

tremor (n) – a slight earthquake

injure (v) – do physical harm to, damage

collapse (v) – suddenly fall down or give way

terrible (adj) – extremely bad

calamity (n) – a sudden event causing great damage or distress

destroy (v) – cause (smth) to cease to exist by badly damaging it

violent (adj) – very forceful or powerful

heap (n) – a large amount or number

ruins (n) – a building that has suffered much damage

wound (n) – a bodily injury caused by a cut, blow, or other impact

cure (v) – end ( a disease, condition, or problem) by treatment or appropriate action

drug (n) – a substance used as a medicine

memorial (n) – an object or structure established in memory of a person or event

victim (n) – a person harmed or killed as a result of a crime or accident

tribute (n) – an act, statement, or gift that is intended to show gratitude, respect, or

### 1. Make up questions to the text.

The text is about:

- (a) how to survive natural disasters
- (b) the dangers of earthquakes and volcanic eruptions
- (c) death
- (d) destruction caused by natural catastrophes

### 2. Make up sentences to the following words and word combinations

Natural disasters, natural catastrophes, to warn people, very difficult, tremor, damage, devastated the city, buildings were ruined, collapse, no one had expected, to happen, more powerful.

### 3. Write the interrogative and negative forms of the following sentences:

1. They are having breakfast. 2. I am finishing this article . 3. I prefer a glass of soda-water. 4. The waitress is already bringing in our tea. 5. The boy is writing a letter to his parents. 6. My cousin is leaving tomorrow.

### 4. 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 never ... town for vacation. 6. When will you ... ? 7. I don't think I'll ... at the Gurbanov's 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 Mary, 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'm 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. 3. If they ... to the Hazar in August (Alp Arslan) I shall miss them. 4. Look daddy is already ... home. 5. Where are you ... ? I am ... to the University, Our studies begin at 9 o'clock.

#### still - more - another

1. It is already October (Garaşsyzlyk) but it is ... rather warm. 2. Give me ... pencil, this one is too small. 3. Give me ... water, please. 5. we need ... time for the translation, I'm afraid. 6. «I don't want to get up», says little Kitty. « it is ... very early. 7. Will you give me some ... milk ? 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 pf 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. Berdi is not at home. He is ... at the institute. 16. It is ... snowing. 17. The students need ... practice in these words. 18. He is going to buy some ... milk. 19. Try to get ... books on English literature. 20. May I have ... ticket to the Magtymguly Theatre ? 21. Will you please give me some ... porridge? 22 They are ... talking.

**5. 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.

**6. Respond to the following sentences:**

Model: 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. 6. 6. Learn it by heart. 7. Clear the table. 8. Answer my questions. 9. Lay the table. 10. Make tea for us.

Model 2: I don't see what is wrong here.

**- Shall I** show you?

1. I don't know this expression. 2. I can't see what is written on the blackboard. 3. I can't swim. 4. I can't hear you. 5. I don't remember this word. 6. I don't know Ashgabat well. 7. I can't find the newspaper. 8. I don't know where my pen is.

**7. Make rejoinders to the following statements:**

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 in the laboratory now. 3. My mother is a teacher. 4. His father is an engineer. 5. I prefer apples to bananas. 6. I don't take mustard. 7. He lives in Yoloten. 8. He doesn't live with his parents. 9. I don't know this old man. 10. I can't come at six. 11. Father likes to work in the garden. 12. He doesn't work much. 13. My son can't swim. 14. We have breakfast at half past seven. 15. Comrade Jumayev is leaving for Dashoguz tomorrow morning. 16. My aunt is leaving for

Turkmenbashi. 17. My nephew is a naughty child. 18. Those young men are not very well-bred. 19. My school-mate's mother is an economist.

### 8.Translate the following sentences into English:

1.Olar naharlanyp otыр. 2. Siz haçan adatça günortanlyk naharyňyzy edinýäňiz. 3. Agşamky nahara name taýýarladyňyz? 4. Häzir siz naharlanýaňyzmy? 5. Onda men size bir on baş minut galanda jaň ederin. Bolýamy? 6. Siziň maşgalaňyz adatça sagat näçede naharlanýar? 7. Paltoňy çykarda içerik gir. Edil naharyň üstüne geldiň. 8. Leýla öýdemi? – Hawa . Ol naharlanyp otыр. 9. Näme seredip dursyň? – Men ol täze öýe seredip durum. 10. Ol öý owadan. Sen ony görýärmiň? 11. Salam Baýramow! Sen nirä gidýärsiň? Men instituta gidýärin. 12. Baba sen name işläp otyrsyň? – Men hat ýazyp otyryn. 13. Sen kitaphana gidýämiň? – Yok men laboratoriýa baryan. 14. Näme üçin siz bu ýerde çilim çekýäňiz? Otagda çaga ýatyr. 15. Näme üçin siz Türkmen dilinde gepleýäňiz? Siz iňlis dili sapagynda, şeýledämi? 16. Howlukma! Umumy okuw ýarym sagatdan başlanýar. 17. Dostlar, siz meni eşidýäňizmi? 18. Aşyr, sen meni diňleýäňmi? 19 Siz gowy eşidýäňizmi. 20. Mäme üçin siz meniň soragyma jogap bermeyäňiz? 21. Gaty gygyрма seniň jigiň ýatyr. 22. Sen name üçin aglaýaň, çagajyk (my little kiddy, my little one). – Men aglamok. 23. Talyplar name edýärler. – Olar mugallymyň soragyna jogap berýärler. 24. Näme barada piker edýäň? Öýe berlen işlerini etmeli.

1. Günortanlyk nahara eýyäm wagt boldy. 2. Bu ýumuşy bilmäge bir-eýyäm wagt boldy. 3. Geliň birinjä çorba alalyň. 4. Kime garaşýaň? – Men jorama garaşýan, biz teatra bile gitmeli. 5. Naharhana aşakdamy ýa-da yokarda? 6. Kitaphana baryňda şu kitaby alyň. 7. Men buz gaýmak bilen ir-iýmişi iýmekligi halaýaryn. 8. Bu film barada aýtmak zerurlygy yok, sebäbi ol çagalar üçin däl. 9. Haýys edýärin Duzy geçiräýiň. – Baş üstüne. Sag boluň. 10. Mel nirede? Maňa bir bölek mel beriň. – Baş üstüne. – Sag boluň. 11. Ozüme gerekli zady tapyp bilemok. – Seýlemi?

Şu gün şeýle tagamly naharlar kän. Seret, pomidordan, hyýardan, kolbasadan işdaçar taýýarlapdyr. 12. Eýyäm sagat alty. –Bä, seýlemi? Öýe gitmäge wagt boldy. 13. Sen kime garaşýaň? Eýyäm sagat 8.15 . Yör gideli . Bir minut . Jahan biz bilen gidýär. Men oňa garaşýan . Gijä galarys diýip gorkýaryn. Biz eýyäm institutda bolmaly.

## TEXT 2

The war ended, the veterans returned to their homeland and it was as if a bright light had been ignited in the hearts of the people. But it was not to last . God once more tested the Turkmen province. On the night of 6<sup>th</sup> October 1948 Ashgabat was devastated by an earthquake which left our beautiful city in ruins. In one night, out of

population of 198,000 people in our capital city, 176,000 were martyred, the majority of the rest were injured or disabled. Our family also suffered in that disaster. When we went to our beds, there were four of us. My dear 33 year-old mother, my 10 year – old elder brother Nyýazmyrat, and my 6 year-old younger brother Muhammetmyrat all were martyred that night. The next day, when I broke down and wept over the ruined houses, although I was not yet 8 years old, I knew I was alone. In this way, I sat through 6 lonely days and nights. On the seventh day, they came and carried away my dead mother and dear brothers to bury them in Ymam Kasym graveyard.

In those six days, I had understood that this was the end of my childhood. My tears dried up for ever. The last time I looked upon my dear family and the places where they lay under the ruins in their presence I vowed to myself silently:

“My Dears, your spirits and that of my dear father will live in my heart for ever. They will lend me effort and power to achieve my aims and on your behalf I will realize your purposes and the dreams which you were not able to live out.

May Allah help me!”

(From Sacred Rukhnama)

### **Vocabulary Notes**

test (v) – subject to a test, a method for determining the nature or quality of smth.

devastate (v) – destroy or ruin

martyr (v) – make a martyr of, (n) a person who is killed for their beliefs or principles

injure (v) – do physical harm to

suffer (v) – experience ( something bad or unpleasant)

ruin (n) – the destruction or collapse of something

bury (v) – put underground

graveyard (n) – a burial ground beside a church

childhood (n) – the state or period of being a child

vow (n) – a solemn promise

lend (v) – allow (someone) to use (something) on the understanding that it will be returned

achieve (v) – succeed in doing by effort, skill, or courage

### **9. Answer the following questions:**

A. What happened on the 6<sup>th</sup> of October 1948?

B. What was the population of Ashgabad in 1948?

C. How many people were martyred on that day?

D. How many people were there in Saparmurat Turkmenbashi the Great's family?

E. How many days did Saparmurat stay in the ruins after the earthquake?

F. What happened on the seventh day?

G. What did he realize in those terrible six days?

H. What did Saparmurat vow?

### **10. Read the text.**

## LESSON FOUR

### STUDY THE FOLLOWING

**Table No. 1**

#### THE PRESENT PERFECT TENSE

a)

He (she) Maýa Juma Father	has left ('s left) has not left (hasn't left)	for the institute for the country for England for Ashgabat
I We You They Berdi and Gelgdi	have left ('ve left) have not left (haven't left)	

b)

Has	He (she) Maýa Juma Father	<b>(not)left</b>	for the institute? for the country? for England? for Ashgabad?
Have	I We You They Berdi and Gelgdi		

c)

He (she) Maýa Juma Father	<b>has already had</b> <b>('s already had)</b>	breakfast. lunch. dinner. supper. tea. an English lesson.
I We You They	<b>have already had</b> <b>('ve already had)</b>	

d)

He (she) Maýa Juma Father	<b>has not had (hasn't had)</b>	breakfast. lunch. dinner. supper. tea. an English lesson.	Yet
I We You They Berdi and Gelgdi	<b>have not had</b>		

### Contracted Forms

We've left. – We haven't left. He's left.  
- He hasn't left.

#### 1. Answer the following questions:

1. Have you had dinner yet? 2. Have you had coffee today? 3. Has your sister left for Balkanabat? 4. Has he ever met his elder brother? 5. Has Maya been to the canteen yet? 6. Have you found anything to your taste on the menu? 7. Have they paid for the lunch yet? 8. What book have you discussed today? 9. How much have you paid for the supper? 10. You have learned this poem by heart, haven't you? 11. You have made few mistakes in spelling, haven't you? 12. Where have you found this book? 13. Which lesson have you learned by heart? 14. What English books have you read?

#### 2. Use the following sentences in indirect speech. Make all necessary changes.

1. Maýa says to me: "I am finishing this book." 2. The girl says to her mother: "I don't like meat." 3. Tagan says to his friend: "I am going to the canteen." 4. The boy says to me: "I'm thirsty." 5. The teacher says to the students: "You must be ready for the written test tomorrow." 6. Nazar says to his mother: "I have already had dinner." 7. Berdi says to me: "My father is leaving for Ashgabat". 8. Nazar says to me: "I have already paid for the lunch." 9. Gunça says to her friends: "There is nothing to my taste on the menu." 10. The girl says to her sister: "I haven't finished my supper yet." 11. Toýly says: "I can speak two foreign languages: English and Spanish." 12. Maya asks: "Has the bell gone?" 13. Tagan asks: "Is Maya staying at home?" 14. Nobat says to Aýna: "Don't forget to air the room." 15. Juma asks his father: "Has she left?" 16. Tagan asks Maýa: "What is our next lesson?"

### Speech exercises

Have you written this exercise? Yes, I have. ( No I haven't).

What have you written? I have written this exercise.

What have you done? I have written this exercise.

Who has written this exercise? I have.

T. Write the word "vegetables" on the blackboard, please.

T. What are you writing?

S. I am writing the word "vegetables."

T. Have you written down the word "vegetables" in your notebook?

S. Yes, I have

T. What have you done?

S. I have written down the word "vegetables in my note- book.

T. Has he written down the word "vegetables " in his note-book?

S. Yes, he has.

T. What has he done?

S. He has written down the word "vegetables" in his note-book.

T. Who has written the word "vegetables" on the blackboard?

Who has written it down in his note-book?

What have you written down in your note-book?

What has he written down in his note-book?

.....  
T. Take the newspaper and put it into your bag.

Who has given you the newspaper?

What have I given you?

Where have you put it?

.....  
T. Take the pen out of the box and give it to me.

Who has taken the pen out of the box?

What has he taken out of the box?

To whom has he given the pen?

.....  
T. Have you read the newspaper to-day?

Have you had your breakfast?

Have you done your lessons?

Have you brought your dictionary?

.....  
T. Ask him if he has read the newspaper today.

Ask him if he has had his breakfast.

Ask him if he has done his lessons.

Ask him if he has brought the dictionary.

.....

**3. Learn the following forms of the verbs.**

do	did	done
have	had	had
read	read	read
write	wrote	written
bring	brought	brought
give	gave	given
put	put	put
take	took	taken
eat	ate[et]	eaten
drink	drank	drunk
hear	heard	heard
see	saw	seen
leave	left	left
sleep	slept	slept
spend	spent	spent
lie	lay	lain
sit	sat	sat
stand	stood	stood
run	ran	run
ring	rang	rung
strike	struck	struck
think	thought	thought

**4.Translate into English.**

1. Siz öýe gidip bilersiňiz. 2. Girmek mümkinmi? 3. Men ol ýerik her gün baryp bilmerin. 4. Ol ýerik barmaň. 5. Ol ol ýerik barman biler. 6. Geliň pyýada gideliň. 7. Geliň awtobusa müneliň. 8. Howlukmaň. Bu troleýbusa münüň. 9. Gijä galmaň. 10. Siz Fransuz dilinde okap bilýäňizmi? 11. Siz bu işi edip bilmisiňiz.

**5. Read the text, discuss with your classmates about independent Turkmenistan.**

**INDEPENDENT TURKMENISTAN**

Turkmenistan achieved independence on October 27, 1991, as a result of a national referendum. Now we have an independent state which has been recognized by nearly all countries over the world.

Until recently the Turkmen people did not have their own independent state. We have begun to respect our national values, customs and traditions on a state level. We have created a complete new society. We have also worked to make the spirit of patriotism grow in each person. He who does not love his country and his people will never love another people or their country.

Turkmenistan's most cherished goal is to be prosperous. We are consolidating and uniting the people of Turkmenistan, to establish political stability, improve foreign policy, and develop friendly relations with many countries.

We have adopted a Constitution which confirms our independence. Turkmenistan's industry includes many plants and factories in Baharden, Dushak, Tejen, Geok-depe, Kaka, Gypjak, Ashgabat, Mary, Lebap. Turkmenistan achieved great success in agriculture, education, and art. As an independent and neutral state we have to implement economic revolution and achieve prosperity for our people.

From January the first of the 1993 the people got natural gas, electricity, water, and salt free of charge. We are bringing up the younger generation to be more educated and spiritually rich. The future of our state depends on the young generation.

It is always necessary to protect our independence by using our intelligence, wisdom and broad outlook.

## VOCABULARY NOTES

independence (n) – the state of being independent, not subject to the political rule of another.

referendum (n) – a direct vote by the electorate of a country on a single political issue

state (n) – a nation or territory considered as an organized political unit under one government

recent (adj) – having happened or been done only a short time ago

recognize (v) – know from having come across them before

own (adj) – belonging or relating to the person specified

value(n) – standards of behaviour

custom (n)- a traditional way of behaving or doing something that is specific to a society, or time

tradition (n) – the passing on of customs or beliefs from generation to generation

create (v) – cause to happen; produce

spirit (n) – the part of a person that consists of their character and feelings

patriot (n) – a person who strongly supports their country and is prepared to defend it

cherish (v) – protect and care for lovingly

prosperous (adj) – rich and successful

consolidate (v) – make stronger or more solid

stability (n) – the state of being stable

### 6. Answer the following questions.

1. When did Turkmenistan achieve Independence?

1) What did we manage to do in the new Independent state?

2) How did we build our industry?

3) What are the prospects for our people?

### 7. Give the English equivalents of these expressions and make up sentences with them.

Biziň garaşsyz döwletimiz bar, halk referendумы, dünýäniň hemme döwletleri, milli gymmatlyklary, döp dessurlar, täze jemgyýet gurmak, öz halkyňy söýmek,

sýasy taýdan durnukly döwlet gurnamak, Konstitusia kabul etmek, oba –hojalyk , bilim, mugt gas, suw, tok, ruhy taýdan baý, ylymly ýaşlar.

**8. Write a short composition about Independent Turkmenistan.**

**7.Time .**

Look at the clock. What time is it?

It is 10 o'clock.

It is a quarter past 10.

It is 20 (minutes) past 10.

It is half past 10.

It is a quarter to 11.

It is 5 (minutes) to 10.

What time is it by your watch?

T.A day has 24 hours. An hour has 60 minutes. A week has 7 days. They are: Sunday, Monday, Tuesday, Wednesday [‘wenzdi], Thursday, Friday, and Saturday.

A year has 365 or 366 days, it has 12 months. They are: January, February, March, April, May, June, July, August, September, October, November, and December.

sagat(surat), sagat (surat), sagat (surat), sagat (surat), sagat (surat), sagat (surat)

T.How many hours has a day?

How many minutes has an hour?

How many minutes has half an hour?

How many minutes has a quarter of an hour?

How many days has a week?

How many months has a year?

How many days has a year?

How many days has February?

How many days has June?

.....  
.....

T Which is the first month of the year?

Which is the second day of the week?

Which is the third letter of the English Alphabet?

Which is the fifth letter of the English alphabet?

Which is the fourth month of the year?

Which is the twelfth month of the year?

.....  
.....

What is the name of the first day of the week?

Its name is Monday.

What is the name of the twentieth letter of the English alphabet?

What is the name of the twenty-fifth letter of the English alphabet?

What is the name of the last letter of the alphabet?

.....  
.....  
What is today's date?

Today is the second of September. It is September the second.

**9. Read in English.**

22.1 1905 20.4. 1909. 30.7. 1903. 23.10 1917.  
23.2. 1918. 1.5. 1944. 14.8. 1914. 19.11. 1942.  
18.3. 1871. 2.6. 1945. 2.9. 1930. 5.12 1936.

**10. Find the following words in the dictionary and make up sentences.**

achieve  
independent  
national  
recognize  
patriotism  
spirit  
cherished goal

all countries  
the world  
national values  
customs

traditions  
create  
new society  
moral values  
prosperous  
establish  
foreign policy  
political stability  
good neighbourhood  
adopt  
generation

**11. Rewrite the sentences in the Present Perfect using the adverbs *already, just*.**

Model : My father is going to repair the TV set.

My father has already repaired the Tvset.

1. I am going to have some practice at the laboratory. 2. I am going to clean the flat. 3. Juma is going to shave. 4. They are going to have a rest in the country. 5. Ayna is going to turn off the gas. 6. The girl is going to brush her teeth, isn't she? 7. Aman is going to turn on the light. 8. His family is going to listen to the seven o'clock news, aren't they? 9. Who is going to have a bite? 10. What are you going to do? 11. They are going to stay out of town for a fortnight. 12. I'm going to look through his article.

**12. Make up as many sentences as you can according to the following models.**

Model 1 : I am (not) going to turn on the light. I am(not) turning on the light. I have (already, just) turned on the light. (I have not turned on the light yet).

Model 2 : Are you going to turn on the light? Are you turning on the light? Have you turned on the light(yet)?

### 13. Fill in articles wherever necessary:

1. Maÿa has taken ... cold shower and is going to dress. 2. Let him have ... look at your book. 3. I always do ... room with ... vacuum-cleaner. 4. Let's turn on ... cassette-recorder and dance to ... music. 5. What are your fellow- students doing? – Maÿa is playing ... piano. Meret and Durdy are playing ... chess. 6. I don't go to ... Institute by... bus. I prefer to go there by...trolley-bus. 7. How long does it take you to do ... homework? 8. Something has gone wrong with ... iron. I am sure it's ... plug. 9. It is not pleasant to go by ...bus on such ... fine day. Let's go on ... foot. 10. Will you turn on ...radio? I should like to listen to ... seven o'clock news. 11. It's ... pity you have never been to ... England. 12. My parents are still in ... town.

### 14. Fill in prepositions or adverbs wherever necessary:

1. Aÿna begins to work ... half past eight. 2. At half past twelve she goes ... to lunch. After lunch she comes back ... her office and works ... four o'clock. At four o'clock she puts ... her hat and coat and goes home. 2. The students ... our group are never a minute late ... the classes. 3. It does not take me long to get ... the Institute. 4. When do you usually get...? 5. Will you turn ... the light? The children are going ... bed. 6. We have turned ... the cassette – recorder and are going ... to dance ... the music. 7. When I come... home I take ... my coat and hang it ... the hook. Then I go ... the bathroom, turn... the tap , wash my hands and dry them ...the towel. 8. What do you press your clothes ...? 9. Have you cleaned ... the table yet? 10. Let's hurry or we'll be late... the first lesson. 11. What kind of dress are you going to wear ... our party? 12. The button has come... my coat. – Shall I sew it ... for you? 13. Why have you turned ... the radio? – I am going to listen ... the seven o'clock news. 14. Are you going ... bus? 15. Hurry ... I'm short ... time. 16. Are you through ... your housework?

## LESSON FIVE

### Learn the following sayings.

1. Get ten eggs ready for breakfast.
2. Every day in every way.  
The weather is getting better and better.
3. East or West home is best.
4. All is well that ends well.
5. Better late than never.
6. Health is above wealth.

Table No. I

The Past Indefinite Tense

a)

I	Had	beakfast	In the morning
You	read	a book	Yesterday
He (she)	brought	a map	Next day

b)

When Why	Did	We You He (she) They	read say go play
-------------	-----	-------------------------------	---------------------------

c)

I He (she) We You They	Did not (didn't)	leave Ashgabat begin exercise 5 finish my work stay at school	yesterday the other day last week
------------------------------------	---------------------	--	---

**Table No. 2**

### THE PAST CONTINUOUS TENSE

a)

My father My daughter His friend <u>The boys</u>	was (not)   <u>were (not)</u>	reading a book playing chess listening to the radio	when I entered when her mother came in. at that time
---	--	--	--

b)

Were	You They	playing chess having lunch doing homework	when she returned at that time
------	-------------	---	--------------------------------------

### STATEMENTS IN INDIRECT SPEECH

1. He said: „I am on duty today?”.  
He told me (that) he was on duty today.
2. He said to me: „I go to the laboratory.”  
He told me that he went to the laboratory.

### **2. Spell and transcribe the four forms of the following verbs:**

come, blow, drive, fall, prefer, freeze, ski, put, sleep, hang, show, sew, awake, sleep, build, stop, sit, read, write, play, leave, begin, become, walk, say, speak, hear, see, finish, make, enter, teach, study, find,  
get, stay, pay, eat, drink, prefer, ask, answer, pass, prepare, travel, examine, offer, occur, quarrel.

### **3. Express the idea in the past (change the adverbials if necessary).**

1. My son gets good marks in English. 2. Maral must do her homework in the evening. 3. Gurban speaks only English at the lesson. 4. The lesson begins at 8. 30 in the morning. 5. We get up at 8 o'clock on Sunday. 6. I like to go to the Institute in the morning. 7. Before going to bed I like to have a rest and to listen to the music. 8. We often have to work together. 9. We gather at the sport gymnasium every Sunday. 10. Oraz reads about 10 pages every day. 11. In the morning Jennet takes a cold shower, dries herself on the towel and cleans her teeth before she puts on her clothes. 12. They don't understand these words. 13. Students do morning exercises every day. 14. Why don't you turn off the TV when you leave the laboratory?. 15. How long does it take you to get to the institute? – It takes me half an hour to get to the institute.

### **4. Give the interrogative and negative forms of the following sentences:**

1. Mammed got an interesting book yesterday. 2. I read this book two days ago. 3. He was playing chess at that time. 4. He came home late last night. 5. He finished doing the exercises an hour ago. 6. My friend had breakfast at 7. 7. My parents are waiting for me. 8. Maral saw this performance last week. 9. The students were looking at the map. 10. There was a mistake in his reading. 11. My father was having lunch at seven o'clock. 12. They had to take five exams.

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

1. Have you bought this bag? 2. When did you buy it? 3. Have you seen this performance? 4. When did you see it? 5. Have you cleaned the room? 6. When did you clean it? 7. What were you doing at 8 last night? 8. Were you reading at that moment? 9. Were you reading when your mother came in? 10. What were you singing when he came? 11. Why were you late when the teacher came? 12. Why was Durdy watching TV so late? 13. What were you doing when father came in? 14. What were you reading when Maral came in? 15. What was he listening to when you called him? 16. What were you doing when the door bell rang? 17. Where were you going to when the dean stopped you. 18. What was the student doing when you saw him?

### **6. Use the following sentences in indirect speech:**

1. He said: "I want to go to see my parents." 2. She said: „I am not busy tonight. May we go to the cinema?" 3. Father said to me: „I feel bad today." 4. Gurban said to his father: „I have five exams in January." 5. The student said to the teacher: „I can answer your questions." 6. Mother said to her boy: „You do much at your English lesson. You are a good boy." 7. The teacher said to the students: „We have 32 hours in Country study." 8. The dean said at the meeting : „The first- year students must study well." 9. The student asked: „May I answer this text next time?" 10. Jennet said: „Are you going to the laboratory?" 11. The teacher said to the student: „You can read English text perfectly." 12. Mother said to her son: „You look very well, I hope you are all right?" 13. The pupil said to the teacher: „I am going to become a doctor." 14. Teacher said to the student: „Your pronunciation is weak. You must work much

on your pronunciation.” 15. He said to the teacher: „I agree I don’t work much on my pronunciation.” 16. Gurban said to his friend: „Every day I buy newspapers.” 17. „You are an excellent student. Everything is OK,” said the teacher.

### **7. Put the verbs in brackets in the correct tense-form:**

1. My parents (to go) to Mary last week. 2. They (to be) in Mary last month. 3. She (to come) home, (to have) a short rest, (to read) an article from the latest magazine and (to begin) to prepare her lessons. 4. When (to return) your friend from the sea? – 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 did you (to go) to the cinema yesterday? 6. I (to see) this performance this week and I liked it very much. 7. When Oraz (to enter) the room, he saw Gurban (to watch) TV. 8. As soon as I (to hear) a bark I (to run) out of the room and (to see) that my friend had (to come). 9. I want to get tickets to Magtumguly theatre. – You (to want) to see the new play? 10. What are you (to go) to do? – Now I am (to go) to have a bite. I (to have) not any dinner today. 11. As soon as (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. Did your father (to) return from Ashgabat? – Yes, he (to come) two days ago. 13. (To be) you in London? When (to be) you there? I (to stay) there for two months in 2005. I (to like) everything there, and most of all I (to like) its famous library.

### **8. Examples of the use of the Past Continuous Tense.**

1. That morning my friend was coming from abroad and I was going to the air port to meet him.
2. It was about 9 o’clock in the morning. Hundreds of motorcars, buses and trams were running in all directions and the pavements were crowded with people.
3. Thousands of men and women were hurrying to their offices.
4. As I was crossing the road I met comrade N. who was going to the Institute.
5. It was a fine summer day and a hot sun was shining brightly in the blue sky.
6. At the bus stop I saw several people who were waiting for the bus.  
One of them, an old friend of mine, was leaving for the country to see his wife and children. I knew his family was staying at a country-house that summer.
7. When I got on the bus I saw two more of my friends. One of them was reading a newspaper and the other was sitting quietly at the window looking at a new very tall and beautiful house that we were passing at the moment.
8. There were two old people in the garden in front of the house. The woman was doing something with the flowers while the man was walking about smoking his pipe.
9. At the entrance to the airport we saw big buses that were bringing people from town.  
When we were approaching the airport we saw a big plane landing on the field. It was a TU – 154 bringing in people from Leningrad.

### **9. Read the text and pay attention to the use of past continuous tense.**

## TEXT

It was a busy day for John Billy. In the morning he went to the airport to meet his uncle who was coming from abroad, and then spent part of the day with him. In the evening he had to go to the railway station to see off his friend Sandy, who was leaving London for a small town in the North to see his old parents.

It was still early morning but the airport was full of life. Big buses were bringing passengers from town. In the hall downstairs passengers were having their luggage weighed and their tickets and passports examined. Porters were taking luggage to a plane which was ready to take off. In the restaurant upstairs Sandy found many people who were having breakfast before getting on board the airplane. As soon as the radio announced that a passenger plane flying in from abroad was about to land Sandy and a few more people went out to meet the plane. After making a circle over the airport the pilot landed his machine and taxied it to a stop. A group of passengers, with Sandy's uncle among them, got out of the plane and walked over to the custom-house to have their luggage examined by the customs officers.

The clock on the tower above the entrance to the airport was striking eight as Bill and his uncle left the airport.

In the evening when Sandy was packing his suit-case there came a telephone call it was Billy who telephoned to him to say he was coming to the railway station to see him off, and they agreed to meet in the waiting- room. At about half past seven Sandy phoned for a taxi, took up his two suit-cases, and left the house. In the street a taxi was already waiting for him and he told the driver to take him to the station.

The station was not far away, so it did not take him long to get there. When the car stopped Sandy paid his fare and got out. A porter took his luggage and carried it into the waiting-room where Billy stood waiting for his friend. At the far end of the waiting-room there was a telegraph- office and Sandy went there to send a telegram to his parents to let them know that he was coming. Soon the train arrived and the two friends went out on the platform. Passangers were taking their seats in the carriages and porters were carrying in their luggage. Billy shook hands with his friend and wished him happy journey. The young man got into his compartment and the porter brought in his suit-case. A few minutes later the train started.

## VOCABULARY NOTES

abroad (adv) – in or to a foreign country

see off – go with (a person who is leaving) to their point of departure

luggage (n) – suitcases or other bags for a traveler's belongings

weight (n) – the heaviness of a person or thing

take off (n) – the action of becoming airborne

circle (n) – a round plane figure whose boundary is made up of points at an equal distance from the center

taxi (v) – move slowly along the ground before take-off or after landing

customs (pl.n) – the official department that administers and collects duties  
tower (n) – a tall, narrow building or part of a building  
pack (v) – fill (a bag) with items needed for travel  
suit-case (n) – a case with a handle and a hinged lid, used for carrying clothes  
and other personal possessions  
pay (v) – give (someone) money due for work, goods, or a debt  
fare (n) – the money a passenger on public transport has to pay  
carry (v) – move or take from one place to another  
compartment (n) – a separate section of a structure or container

**Ex. 8. Respond to the following sentences. Express your surprise or doubt as in the models.**

**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.

**Ex. 9. 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 thin exercise-book. 10. This is a difficult test. 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.

**Ex. 10. Replace the part of the model in bold type by the following:**

**Model 1: He wants to take part in this work.**

The game, the play, the football match, demonstration, concert, discussion.

**Model 2: Let me introduce you to my friends.**

My mother, my teacher, my sister, my cousin, my father.

**Model 3: I am ever so glad to meet you.**

To see you, to listen to you, to do it for you, to join you.

**Model 4: Would you join my fellow-pupils?**

Our group, my friends, our company, my family.

**Model 5: What country are you from? I am from Estonia.**

Russia, America, England, Spain, France, Germany.

**Read the text and answer the questions:**

### **The New Year**

So the old year has gone... There is still much talk about the winter holidays, but let's speak a little about the year which has just begun.

As you know, New Year's Day has been one of the main holidays of the year for a very long time. New Year holiday celebrations are different in different places, but giving presents and sending greetings with good wishes are very popular in all countries.

In the past people often tried to learn something about the future by magic during New Year celebrations. Well, we don't know what those people learned about their future and we don't know if their magic made it any better. But we certainly know one thing-the first half of the school year wasn't easy for you and the second half of the year is going to be even more difficult. And no magic will help a tenth-former if he doesn't prepare for the examinations.

The New Year promises much work for you and there are only a few months in which you can do it. That's why it's very important to plan your time well now.

And there is another problem. Do you think you'll have enough time to decide what to do after finishing the 10<sup>th</sup> form? It's better, of course, to decide that difficult question before the school year is over.

So you see, the New Year will be both difficult and interesting and it may bring a great change in your lives.

1. What kind of talk is there at school when you come back in January? 2. What holiday has always been one of the main holidays of the year?
2. What did people try to do during New Year celebrations in the past? 4. What is the second half of the school year going to be like? 5. Why is it very important to plan your time well? 6. What is it better to decide where to go and what to do after finishing the 10<sup>th</sup> form?

### Vocabulary Notes

old- having lived for a long time

holiday-an extended period of leisure

main- greatest or most important

celebrate- mark (an important occasion) by doing something special and enjoyable

different- not the same as another or each other

place- a particular position or area

present- give formally at a ceremony

greeting - a word or sign of welcome or recognition

wish- desire something that cannot or probably will not happen.

magic-the power of apparently influencing events by using mysterious or supernatural forces

examination- a detailed inspection

important-having a great effect or of great value

### **Ex.11. Read the questions and tell your classmates about the New Year celebration:**

1. What are the New Year traditions in your family?
2. How do you prepare for the New Year celebration?
3. How do young people see the New Year in?
  4. What do you like to do best of all on New Year's Day?
  5. Which do you think is better-to celebrate the New Year with friend only, or to celebrate it at home with other members of the family?
  6. What do you usually think about when the New Year is coming?
2. What do you know about how New Year is celebrated in other countries?

### **Ex.12 . Read and speak about the holidays:**

1. Holidays are good because they give us new interests; they are a break from work and a time to do other things. Why are winter holidays so nice?
2. Some of your classmates are interested to know how you spent your holidays. What can you tell them?
3. Winter holidays are a time when you can go travelling, both far and near. What is interesting about going on bus excursions to museums and exhibitions?
4. The holiday period went by very quickly. Will you tell your desk mate which day of your winter holidays you like to remember and why?

**Ex.13. Fill in prepositions or adverbs:**

**A:** 1. Be careful! Don't splash mud ...passers by. 2 A thick fog is spreading ... the city and though cars and buses have put... their lights they can only crawl... 3. It is pleasant to look ... the trees when the frost sparkles ... the branches. 4. There is a bridge ..the river. 5. The rivers and lakes freeze ... winter. 6. I don't like to be out of doors ... such bad weather. I prefer to stay...home. 7. Let us have a tramp ... the country lanes. 8. The new corn is just beginning to appear ... the ground. 9. The ground is usually covered ... snow... winter.

**B.** 1. The temperature is 25 ...zero the shade today. 2. Look ... the sky! There's hardly a cloud... it. 3. A heat wave will spread ... the south-west... Moscow. It's beginning to rain. Put ...your umbrella. 5. The rain is ... and it's clearing ...6. The weather is getting worse. The sun is going ....7. Look ... picture ... page 25. What do you see ... the picture? 8. It's pouring. We shall be wet.... 9. My aunt will stay ...our place... two months.

**Ex. 14. Ask your friend to give you as much information as possible about:**

His native town, places of interest in Ashgabat, New Year in his family, his family, flat.

## LESSON SIX

**STUDY THE FOLLOWING****Table No. 1****THE FUTURE INDEFINITE TENSE**

I	<b>shall (shan't)</b>		
We			
He (she)			
You	<b>will (won't)</b>	<b>go</b> to the country	next Saturday(?)
They		<b>go</b> to the theatre	Tomorrow(?)
My		<b>work</b>	on Sunday(?)
parents		<b>leave</b> for Ashgabad	next week(?)
<b>Shall</b>	<b>I</b>		
	<b>We</b>		
<b>Will</b>	He (she)		
	You		
	They		

Table No. 2

## THE FUTURE CONTINUOUS TENSE

I	Shall	<b>be meeting</b> the delegation at the station (?) <b>be having</b> dinner at 5 o'clock (?) <b>be sleeping</b> when Mother comes (?)
We	(shan't)	
He (she)		
You	Will	
They	(won't)	
Shall		
Will	I	
	We	
	He (she)	
	You	
	they	

Table No. 3

## TO BE ABLE IN THE FUTURE INDEFINITE TENSE

I	shall (shan't)	<b>be able</b>	to do it tomorrow. (?) to translate this article tomorrow (?) to repair the radio-set alone. (?) to practise this text in the laboratory (?)
We			
He (She)	will (won't)		
You			
They			
Shall	I		
	we		
Will	he (she)		
	you		
	they		

Table No. 4

## TO HAVE + INFINITIVE IN THE FUTURE INDEFINITE TENSE

I	<b>Shall (shan't)</b>	<b>be able</b>	<b>to do</b> it tomorrow (?) <b>to work</b> in the garden tomorrow morning. (?) <b>to rewrite</b> the text. (?) <b>to help</b> them. (?)
We			
He (she)	<b>will (won't)</b>		
You			
They			
<b>Shall</b>	I		
	We		
<b>Will</b>	He (she)		
	You		
	They		

Table No. 5

## ADVERBIAL CLAUSES OF TIME AND CONDITION

I	shall	<b>go</b> the country <b>go</b> for a walk <b>work</b> in the garden <b>play</b> tennis <b>have</b> dinner in the garden	<b>if</b> <b>when</b>	it <b>is</b> hot(?) the weather <b>is</b> fine (?) Perman <b>comes</b> (?) It <b>doesn't</b> rain (it <b>rains</b> )(?) the sun <b>shines</b>
We	(shan't)			
He (she)	will			
You	(won't)			
They				
<b>Shall</b>	I			
	we			
<b>Will</b>	he (she)			
	you			
	they			

**1. Study Substitution Tables No. 1-5 and compose as many sentences as you can.**

**Ex.2. Complete the following sentences using the words in brackets:**

- The sky will be clear if the wind ... (to stop).
- I shall go to the country if the weather... (to be fine).
- We shall go to the skating-rink if the frost... (to be not severe)
- The snow will melt if the sun.. (to be hot).
- You will feel warm if you (to put on) a warm coat.
- He hange you up when he (to come) home.
- The days will be longer when summer (to come)
- I shall go home if it (to rain).
- We look forward to the time when spring (to come)

### 3. Change each of these sentences using the Future Continuous:

1. At five o'clock I was still doing exercises. 2. My brother was doing his morning exercises when I came in. 3. Were you playing tennis at seven in the evening? 4. Was his friend working at the laboratory at 5 o'clock in the evening? 5. My father was listening to the latest news at seven in the evening. 6. My mother was watching TV when I went to bed. 7. My mother was knitting when I came from the Institute.

### 4. Write questions to the parts of the sentences in bold type:

1. I shall begin to play tennis **next month**. 2. Murat will go **to London** for four months. 3. My sister will go to the South **because of her child's illness**. 4. It will take me **15 minutes** to get to the Institute. 5. I shall be doing my homework **at seven in the evening**. 6. It will take **three years** to finish this project. 7. It was raining hard **when our classes finished**. 8. I shall be able to write the article **next week**. 9. My brother will meet his friend **at seven o'clock in the morning**. 10. I shall go to the gymnasium **at six o'clock in the evening**. 11. My son will stay in the country **for one month**. 12. We shall be able to do this exercise **after learning the grammar rule**. 13. I shall go to meet my friend **tomorrow**. 14. I shall be ready **soon**.

### 5. 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 he (to be) in Ashgabat now, he will meet you. 3. If you don't (to hurry), you will miss the plane. 4. If it (to rain) we shan't go to the theatre. 5. 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 you? 7. Don't forget to give your notebook to your teacher before you go home. 8. We shall be able to do this exercise if you explain the grammar rule. 9. You will have to work hard at the library if you (to miss) the lesson. 10. Where will you go when you come to Ashgabat? 11. You will lay the table as soon as my parents come. 12. I shan't have lunch before my mother (to come) home.

### 6. Use the following sentences in indirect speech. Make other necessary changes:

1. He says: "I am sure he will come in time." 2. She says: "I shall know English in a year." 3. They say: "We shan't go to the University on Saturday or on Sunday." 4. Maral says: "June is a hot month." 5. Geldi says: "I'll be waiting for you at the laboratory." 6. Maya says: "I'll be back soon." 7. He says: "What are you going to do on week days." 8. He says: "I hope I'll soon speak English as well as you do." 9. My father says: "I am sure the weather will be fine tomorrow." 10. My mother says: "We shall go to the party if the weather is fine tomorrow." 11. He says: "I am busy today but I'll be much busier tomorrow." 12. Jennet says: "I'll come to you." 13. Juma says: "I shan't be able to come to you tomorrow." 14. My brother says: "I'll come to the party if I am not busy." 15. He says: "I'll go to the theatre if my classes finish early." 16. My mother says: "You will be late for your classes 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.”

## **7. Change the following sentences using the Past and Future Indefinite:**

1. You may do your home task after the lessons. You have to take your exams in January. 3. You can translate this text without a dictionary. 4. They can’t meet them at the station. 5. The doctor must examine the patient. 6. You must prepare your tasks systematically if you want to learn English well. 7. This child must spend more time out in the open air. 8. They can’t recite this poem. 9. You must take part in this work. 10. He can’t join the party , he is busy.

### **TEXT**

#### **The Four Seasons of the Year**

A year has four seasons. 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. In winter we usually have many cold days, and it often snows. There is plenty of snow on the ground, and we can often go skiing in winter.

In spring the days get longer and the nights get shorter. The warm sun shines brightly in the blue sky, and we can see green grass growing in the garden. We generally have many fine days in spring. I like early spring better than any other season of the year.

When summer comes the days get still warmer and soon hot weather sets in. Lots of people have their holidays in summer. Most of them go down into the country or to some place near the sea.

.....  
.....

Two pupils, Geldi and his sister Alma are good friends of mine. As a rule they spend part of their summer holidays with their parents on a collective farm a few miles away from the town of K. Summer is the farmers’ busiest season for they have to gather in the new crops. In summer the farmers often have to spend the greater part of the working day in the fields. The tractors and the other machines they have on the collective farm help them a lot.

While staying at his parents’ house Geldi helps the people working on the collective farm. As he is studying to become an engineer in the tractor-building industry you can often see him on the farm repairing or driving a tractor.

There are many cows, sheep and camels on the collective farm, and the people there have to spend much time looking after the animals. They also have a lot of

poultry on the farm, and while at the farm Alma and her younger sister Jeren look after the poultry, giving them food and water and collecting the eggs.

Sometimes when there is not much work to do Alma and some of her friends go to the wood not far away or take a boat and have a row up and down the river. It is not a big river, still it runs an electric power station which gives electric light to a number of villiges in that district. During the week-end if the weather is fine, the young people get together in the open air and amuse themselves dancing and singing till late at night.

..... After summer comes autumn. The leaves change colour, they become yellow and red and then fall off the branches on to the ground. Dark clouds gather in the sky and it often rains. We generally have much rain and fog in autumn. But the few fine days that we sometimes have in early autumn are really beautiful.

### VOCABULARY NOTES

plenty (pron) – a large amount or quantity or as much as is needed.

ski (n) – a pair of long, narrow pieces of wood, metal, or plastic, attached to boots for traveling over snow.

bright (adj) – giving out or filled with light

generally (adj) – in most cases or by most people

crop (n) – a plant grown for food or other use.

tractor (n) – a powerful motor vehicle with large rear wheels, used on farm for moving equipment.

industry (n) – the manufacture of goods in factories.

repair (v) - restore (something damaged, worn, or faulty) to a good condition.

poultry (n) – chickens, turkeys, ducks, and geese.

wood (n) – a small forest

row (v) – propel (a boat) with oars.

fog (n) – a thick cloud of tiny water droplets suspended in the atmosphere at or near the earth's surface which reduces visibility.

**1. Write out the words from the text containing the sound [i:] (16 words).**

**2. Answer the following questions:**

1) What are the four seasons of the year? How long does each of them last? 3) When does winter begin? 4) Do we usually have many cold days in winter? 5) Does it often snow in winter? 6. Do you often go skiing in winter? 7) When do the days get longer? 8) How does the sun shine in spring? 9) Which do you like better: spring or autumn? 10. Do we have many hot days in summer? 12. When does hot weather generally set in? 13. Do many people have their holidays in summer? 14. Where do most of them go? 15. Where do you usually spend your summer holidays? 16. Does it ever rain in summer? 17. When do the leaves change colour? 18. Do they fall off the trees in autumn? 19. Do we have much rain and fog in

autumn? 20. Do we ever have fine days in autumn? 21. What sort of weather do we generally have in autumn?

### **3. Put questions to the missing parts of the following sentences:**

1) ... spends part of his holidays with his parents on a collective farm. 2) ... is the farmers' busiest season. 3) In summer the farmers have to ... 4) In summer the farmers spend the greater part of the working day in ... 5) While staying at his parents' house Geldi helps ... 6) He is going to be an engineer ... 7) While at the farm he often... 8) Sometimes Geldi and his friends go to ... 9) ... take a boat and have a row up and down the river. 10. During the week-end, if the weather is fine, the young people amuse themselves, ...

### **4. Put the words in brackets in the correct form:**

1) Which is (large), the United States or Canada? 2). What is the name of the (big) port in the United States? 3). Ashgabat is the (large) city in Turkmenistan? 4) There are a (great ) number of motocars and buses on the streets of Ashgabat than in any other city in this country. 5. London is one of the ( beautiful) cities in the world. 6. The rivers in America are much (big) than those in England. 7). The island of Ireland is a little (small) than Iceland. 8). What is the name of the (high) mountain in Asia? 10) I know the English Channel is (wide) than the Thames.

### **5. Fill in the blanks wherever necessary.**

1) ... the morning they go ... the fields and stay ... there ... lunch time. 2) Sometimes they stay ... the fields all day. 3) He returns ... home late ... the afternoon. 4) ... noon N. goes ... the dinning-room and has lunch . 5) ... lunch he returns ... the office and works ... five. 6) ... five he leaves and goes ... his club which is quite near ... his house. 7) When he is tired he does not go ... anywhere but stays ... home. 8) ... Sunday they get ... their car and go to see their parents who live ... a farm not far ... here. 9) They can also get... there... bus. 10) It takes ... them about an hour to get ... their parents' house. 11) While ... the country the children spend most ... their time ... the open air, playing ... ball or running about ... the garden.

### **6. Put the verbs in brackets in the correct form:**

1) In autumn the leaves (to change) colour and (to fall) on the ground. 2. It is autumn. The leaves (to fall) and you can see lots of them (to lie) on the ground. 3. The last few leaves (to fall) off the branches of the big tree (to grow) in front of the window. 4. The grass (to grow) very fast in spring. 5. The grass (grow) high in the garden. 6. In autumn the days (to get) shorter and it (to get) dark early in the afternoon. 7. Sometimes dark clouds (to gather) in the sky and it often (to rain). 8. We (not to have) rain for many days. 9. Dark clouds (to gather) in the sky and it is going (to rain). 10. When summer (to come) hot weather (to set in; many people (to leave) the town and (to go) to stay in the country. 11. Spring (to come). The sun (to shine) brightly and you can see green grass (to grow) in the garden. 12. The birds (to come) from the hot countries and we can hear them (to sing) in the woods.

### **7. Translate into English**

1. Güýz Angliýada ýygy-ýygydan duman bolýar. 2. Gurbansoltan aýynda ol ýerde nähili howa bolýar. 3. Adatça bizde gar köp ýagýar. 4. Gyşyna siz lyžada ýygy-ýygydan typýaňyzmy? 5. Adatça siz gyşky kanikulyňyzy nirede geçirýäňiz? 6. Güýzde gün gysga bolýar we ýygy-ýygydan ýagyş ýagýar. 7. Haçan ýagyş ýaganda men hemişe plaş geýýärim. 8. Ol şu gün täze kostýüm geýipdir. 9. Saýawanly gelýän adam kim? 10. Ol hiç wagt şlýapa geýmeýär. 11. Haýyş edýärim sumkamy saklaýyň.

### **8. Translate the following into English .**

1. Şugün düýnki ýaly duman däl. Düýn duman şeýle goýrydy , men maşyn münmäge gorkdum, teatra taksili gitdim. 2. Asman bulut bilen örtülen wagty we ýagyş ýagyp duranda gezelenç etmek ýakymly däl. 3. Su gün nähili erbet howa! Yagyş çisňeýär, köçeler palçykly. 4. Asman garaňkyrady, deňizden semal öwsüp başlady. Emma şu gün şemal düýnkä garanda göwşagrak. Düýn şemal güýçliräkd. 5. Doňduryp başlady. Basym suw doňar we biz buzda typyp bileris. 6. Haçanda ýer gar bilen örtülen wagty, agaçlarda garyň ýalpyldyýan wagty seýilgäh orän owadan görüňär. 7. Men şu gün howa maglumatyny diňlemedim, ýagyşyň ýagjagyny bilemok. Eger ýagyş ýagmasa men hökmän oba giderin. 8. Howa maýlaýar, basym miweli agaçlar güllär diýip pikir edýärim. 9. Däne bişip başlaýar. Basym dänäni ýygyp başlarlar. Kä-bir talyplar kömekleşmäge giderler. 10. Plaşyň ýa-da saýawanyň al. Howa üýtgäýmegi mümkin. 11. Su gün örän sowuk. Sen öýde galmaly bolarsyň. Eger sen daşaryk çyksaň ýene-de sowuklarsyň we mekdebe gidip bilmersiň. 12. Ol Aşgabada barýança size jaň etmez diýip pikir edýärim. 13. Ertir irden meniň doganym gelýär. Ondan telegramma aljagymy bilemok. Telegramma almasamda men menzile ony garşy almaga bararyn. 14. Biz baş günde meýilnamamyzy ara alyp maslahatlaşyp bilerismi? 15. Labaratoriýada gowý öwrenýänçäň, siz bu goşgyny ýat tutmaly däl . 16. Ol makalasyny ýazyp gutarjagyny bilenok. Eger gutarsa we ýagyş ýagmasa biz teatra gideris. 17. Eger ýagyş ýagmasyny goýsa men begenerin. Men menzile howlugýaryn. 18. Bir sagatdan birinji deputatlar gelip başlar. 19. Angliýada meýdançalar we seýilgähler hatda gyşynada göm- gök.

## **LESSON SEVEN**

### **Study the following**

#### **Table No. 1.**

a)

## SEQUENCE OF TENSES

He (she)	was	sure	Tagan Ayna	was	ill.
They	were		Everybody the children their friends	were	out. At school In the country

b)

Juma Rejep I We The Gurbanovs	<b>Asked</b>	if	Türkîş everyone Ayna	was	ready. busy. free. angry.
			they her friends	were	

Table No. 2

## THE FUTURE IN THE PAST

Ayna Tagan We The Gurbanovs The students	knew that	I	should	go out of town join them. enjoy the party stake a lot. leave the place. never return. read the story.
		we Mr. Allanazarov everyone	would	

Table No. 3

## The past perfect tense

We Ayna Tagan The Petrovs The students	knew that	we everyone Mr. Petrov Gunça	had	read the letter seen the play bought a radio-set stayed indoors all day
Gül Geldi	asked if	Juma Ayna	had	had dinner.

The Taganovs		the Meredovs everyone		bought a lot of fruit changed the clothes.
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### 1. Write the following sentences in indirect speech using the future in the past:

1. She asked me : “Do you agree with me ?” 2. He said : “I ‘ll be too busy tomorrow.”  
3. The teacher said : “We’ll have five exams in winter.” 4. She said : “I’ll show you the main museums of our city.” 5. Aýna said : “I’ll have a better command of the language, if I read many English books.” 6. The students said : “We’ll work hard at our pronunciation. We want to get rid of our mistakes.” 7. They asked us : “When will you join our party?” 8. Nurgözel asked her : “Will you invite me to your wedding party?”

### 2. Write the following sentences in indirect speech using the Past Perfect.

1. Murat said: “My mother has been here more than once.” 2. Aýna asked me: “Did you have a good time at concert?” 3. Berdi asked me: “When did you come to our city?” 4. She said to the teacher: “We have worked at the laboratory today.” 5. Gurban said: “I know he is good at his English.” 6. The mother asked her son: “Why have you spent so much money on sweets?” 7. The teacher asked: “Where did you go during your summer holidays?”

### 3. Translate the following sentences into English:

1. Hemme birinji ýyl talyplar konsertden lezzet aldy diýip eşitdik. 2. Perman hemme synaglary başlik baha tabşyryjakdygyna ynanýaňyzmy . 3. Ogly ejesine hatynda kyn we gyzykly işe baş goşandygyny ýazdy. 4. Erbet howa bolanlygy sebäpli olaryň oba gitmändigini eşitdik. 5. Beki dostlaryny öýe çagyrandygyny ejesine aýtdy. 6. Geografiýadan gowy baha almajakdygyna gözün ýetýärdi. 7. Dogany himiýany halamaýanyny aýtdy. 8. Aýna Nazara Ruhgün doklad bolen çykyş etjekdigini aýtdy. 9. Mugallym Tagana gowy baha goýandygyny çagalar aýtdy. 10. Bu adamyň öň batyr general bolandygyny ol bildi. 11. Rioda ertir gazaply sowuk boljakdygyny eşitdik. 12. Ol ýagyşly we sowuk gün boljakdygyndan gorkdy. 13. Geldi iki gün ýagyş ýagmady diýip aýtdy. 14. Dogany lyžada typmaga gitdi diýip gyzjagaz aýtdy. 15. Ertirki gazetleri gördüm diýip kakasy aýtdy. 16. Bilet alanlygyny Bilbiliň jorasy aýtdy.

### 1. Read the text and answer the following questions:

**Did Turkmen know about the plans of Russian Army?**

**What kind of war was it?**

**Who fought against invaders?**

**Did the girls and women fight against invaders?  
Who was the leader of the womens group?  
How did they fight against the invaders?  
How do we commemerate the victims of Geokdepe tragedy?**

**2. Translate the following phrases:**

Rus goşuny, Gökdepe galasyny gurmak, iň uly uruş, ýakyn ýerlerden köp adamlar kömege geldi,

Rus basybalyjylary, aýal gyzlar topary, ganly uruş, wepat bolmak ,ýatlama günü, hemme adamlar aýaga galdy, mesjide barmak, doga aýat okamak, topar ýolbaşçy.

**3. Read and retell the text.**

**Memorial Day**

The Russian empire decided to join the Turkmen land to Russia.

The Turkmen people knew about the plans of the Russian army to attack Turkmenistan. That is why people began to build a fortress in Gokdepe and finished in 1879. In 1879 general Lomakin came to Gokdepe with his army. There was a great war. This war was the largest war in Turkmen history. All people raised arms against the invaders. Young girls, and young boys, and old people fought against Lomakin's army. There was a bloody battle. Very many people came from other regions of Turkmenistan to help the people of Gokdepe. They came from Kaka, Tejen, Mary and other regions of our country. There was a group of women who fought against the invaders. Its leader was Dursun. There were 200 women in her group. They fought against the invaders bravely and perished in the bloody battle on Turkmenbashi 12, 1881.

Every year on the 12<sup>th</sup> of Turkmenbashi, Turkmen people commemorate the victims of the Gokdepe tragedy.

All people come to Gokdepe on this day to pay tribute and respect to the heroes, who sacrificed their lives for the freedom and Independence of their Motherland. On Memorial Day all Turkmen people go to the Mosque and hold commemoration ceremonies for those who died for our Motherland.

**4. Translate into Turkmen:**

to build a fortress, general Lomakin's command, against invaders, under the command, families

moved to Gokdepe fortress, to fight against the invaders, to perish, in the bloody battle, Memory Day, Gokdepe tragedy, every year, historical period, the heroes of Gokdepe,

**5. Spell and transcribe the four forms of the following verbs:**

be, do, have, see, strike, get, open, turn, wash, take, dry, clean, go, dress, put, make, sweep, clear, stay, say, hurry, begin, prepare, come, work, press, iron, gather, play, repair, knit, listen, hang, change, want, finish, know, help, fire, show.

**6. Answer the following questions:**

1. Have you had dinner yet? 2. Have you had coffee today? 3. Has your brother left for London? 4. Has she ever met my elder brother? 5. Has Mary been to the canteen yet? 6. Have you found anything to your taste on the menu? 7. Have you paid for the lunch yet? 8. What book have you discussed today? 9. How much have you paid for the supper? 10. You have learned this poem by heart, haven't you? 11. You have made a few mistakes in spelling. 12. Where have you found this book? 13. Which lesson have you learned by heart? 14. What English books have you read already?

**7. Fill in articles wherever necessary:**

1. Mary has taken ... cold shower and is going to dress. 2. Let me have ... look at your translation? 3. I always clean ... floor with ... vacuum – cleaner. 4. Let's turn on ... cassette – recorder and dance to ... music. 5. What are your fellow students doing? – Mary is playing ... piano. Peter and David are playing ... chess. 6. I don't go to ... institute by ... bus. I prefer to go there by ... Metro. 7. How long does it take you to do ... homework? 8. Something has gone wrong with .. vacuum- cleaner. I am sure it's ... plug. 9. It is not pleasant to go by ... Metro on such ... fine day. Let's go on ... foot. 10. Will you turn on ... radio? I should like to listen to ... seven o'clock news. 11. It's ... pity you have never been to ... England. 12. My parents are still in ... town.

**8. Translate the following sentences into Turkmen:**

1. Would you rather have a piece of bread or cake? 2. I would rather go to the cinema than stay at home. 3. We had better leave the house at 5 so as not to be late. 4. Would you like to go to the theatre? – No, thank you, I would rather stay at home. 5. You had better eat your breakfast or you will be hungry before lunch time. 6. If you don't run, we shall miss the bus, so we had better run. 7. Would your brother like to come? – I think he'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: tea or coffee?

**9. Translate the following sentences into English:**

1. Bu žurnallary okamak üçin size näçe wagt gerek? Olary okamak üçin ýarym sagat wagt gerek bolar. Bu işi gutarmak üçin size näçe wagt gerek bolar. – Yarym sagada golaý gerek bolar. 2. Hepdäniň soňunda dostlar oba gitmegi ýüregine düwdiler. 3. Men syýahatdan soň erbet ýadadym siziň öýüňize baryp bilmerin. 4. Olar baýramy şadyýan geçirmek isleýärdiler. 5. Cagalar telewizory her gün görmeli däl. 6. Bu aýal ýaş görüňär. Ol hemişe şeýle görüňär. 7. Onuň arzuwy hasyl bolar diýip hiç haçan pikir etmeýärdi. 8. Tersleşmek aňsat ýaraşmak kyn. 9. Olar deňiziň kenarynda köp oturdylar. Ol ýerde adam ýokdy. Hazar deňizi şu wagt ýyly. 10. Sular ýaly howada öýde oturmak kyn. 11. Haçan ýagyş ýagyp başlanda ol öýden

çykyp gitmäge taýyndy. 12. Häzir açyk howa çykaýjakdym. 13. Bu meseläni çözmek kyn däl. 14. Ynha maňa gerekli depder. Ynha meniň arzuw edýän adamym.

## LESSON EIGHT

### STUDY THE FOLLOWING

**Table No.1**

#### **The Passive Voice.**

The article The poem	was	written translated	on Monday yesterday
The exercises The letters	were	finished	last week

#### **1. Compose as many sentences as you can.**

The article was written on Monday.

The poem was translated yesterday.

The exercises were finished last week.

The letters were sent last week.

#### **2. Change the form of the verbs in the sentences from the active into passive and add something to them to develop a situation:**

We turn on the light when it's dark. 2. The students finished their translation in time. 3. Helen washed the dishes. 4. Betty often took Benny to the park. 5. Mother has made some coffee. 6. Have you ironed your dress yet? 7. Nina mispronounced the word. 8. We pronounce the consonant with aspiration. 9. We form the Present Perfect Tense with the help of the auxiliary verb "to have". They told her the truth. 11. She promised me a book. 12. She's cooked the cake very well. 13. One uses chalk for writing on the blackboard. 14. I'll finish my work at about seven. 15. Someone has opened the door. 16. The waitress brought in the coffee. 17. One of my friends took me to the movies last week. 18. They'll meet me at the station. 19. We shall finish this work in time. 20. They built the house in 1980. 21. They didn't invite me to the birthday party because they didn't know I was in London. 22. I didn't leave the windows open. 23. They didn't turn off the light. 24. I have invited some friends to tea. 25. She's given me an English book. 26. Have you written the letter yet?

**3.Change the form of the verbs 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 light has not been switched off. 2. The boy was punished for something.3. His work was finished by 3 o'clock. 4. The dictation was written without mistakes. 5. Who is the article written by? 6.Her dress was washed and ironed. 7. I was not invited to the party. 8. The work wasn't finished in time. 9. This house was built last year. 10. The letter has just been sent off. 11. This article will be translated. 12. When will this book be read. 13. The room was cleaned and aired. 14. Have all these books been read? 15. Who are these letters written by? 16. The letter's just been typed. 17. She showed me the article which had been translated by her brother. 18. I shan't be allowed to go there. 19. He's been told everything. 20. All the questions must be answered. (By you).

**4.Translate the following sentences into English.**

1.Bu makala belli ýazyjy tarapyndan ýazylan. 2. Bu kitap toparyň hemme talyplary tarapyndan okalmaly.3.Bu kitap kim tarapyndan ýazylan? 4. Makala sagat 5 çenli terjime edilmeli. 5. Ol terjimäni wagtynda gutarar diýip soz berýär. 6. Haçan men öýe gelenimde saçak eýýäm ýazylypdyr. 7. Olara Iňlis dili okadylar. 8. Synag tabşyralyndan soň talyplar stadiona gitdiler. 9. Siziň makalaňyz haçan ýazylar? Ertir. 10. Bu kitaplaryň hemmesi kitaphanadan alynan. 11. Jaňdan soň diktantlar mugallyma tabşyryldy. 12 Ol oglundan alan hatyny okady. 13. Cöregi, ýagy doganym alar diýip piker etdim.. 14 Bahar aýynda bu meýdan otlar we güller bilen örtüler. 15 Oglana suwa düşmäge rugsat berilmedi. 16. Nahardan soň gap-çanaklar ýuwuldy.

17. Labaratoriýa her gün barylýar. 18 Bu barada hiç zat aýdylmady. 19 Seret, gaz, tog öçürilenmi!

**5. 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.

**6. Give the comparative and superlative degrees of the following adjectives:**

new, long, busy, dirty, beautiful, good, large, big, splendid, narrow, interesting, hospitable, straight, impressive, broad, crooked.

**7.Write a) the plural and b) the singular of:,**

a) avenue, bus, crowd, city, view;

b) pictures, taxis, squares, theatres, minutes, guides.

**8.Transcribe the following words and explain the reading rules.**

broad, crooked, crowded, guide, hotel, museum, narrow, street, stream, square, typical, worker, show, friendly, builder, view, straight, country, avenue, between.

**9.Rewrite as in models.**

Model 1: His answer surprised me

I was surprised at his answer.

1. Her voice surprised us all. 2. The results of the exams surprised the teacher. 3. His behaviour surprised those who were present. 4. You surprised me . 5. Your written test

surprises us. 6. The girls speech surprised the students. 7. The youth's words surprised the old people.

Model 2: The teacher was impressed by the student's answer.

The student's answer made an impression on the teacher.

The listeners were impressed by the speech. 2. The play impresses me each time I see it. 3. The tourist was impressed by the places of interest in London. 4. We were greatly impressed by Muradov's speech. 5 My companions were impressed by her singing.

Model 3: He came to London the other day.

He arrived in London the other day.

1. He has come to London to take part in the work of the congress. 2. He came to the meeting in time. 3. They came to the seaside at the week-end. 4. We came to London on the 16<sup>th</sup> of March. 5. We all came to the station to see our friends off to Washington. 6. We came to the museum at about 6 o'clock.

### **10. Fill in prepositions if necessary:**

A lot ... tourists... various countries arrive... Russia. 2. The children enjoyed riding... the metro and taking ... escalators which led ... the platforms. 3. We were taken ... the town ... the guide. 4. Mary was most interested ... the museums. She was impressed ... the beautiful things she saw there. 5. ... Sunday we went ... the Recreation Park, 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 center ... the town. 8. Most ... the places ... interest are as a rule situated ... the center ... the town. 9. Tourists always admire the Moscow metro, the beauty ... its architecture different ... each station. 10. There were crowds ... people ... the streets ... the first ... January. 11. ... which direction ... Red Square. 12. I planned to leave ... Sochi ... the 5<sup>th</sup> July. 13. These splendid multi-storeyed houses are inhabited ... the workers ... the automobile plant. 14. ... all the theatres ... Moscow she prefers the Bolshoi (theatre). 15. We went ... sightseeing tours whenever we had time. 16. ... their great surprise the picture did not impress me ... all. 17. The dean's speech made a great impression... the students. 18. They were sitting side...side. 19. We were all greatly impressed ... his knowledge ... so many foreign languages. 20. I came ... these old photos when I was looking ... my passport. 21. Can you make room ... another boy ... that desk?

## **1. THE STANDARD (FLAG) OF THE PRESIDENT OF TURKMENISTAN**

The standard (flag) of the president of Turkmenistan is a rectangular green cloth. In the upper left-hand corner of the cloth, near the staff there is a crescent and five white stars, which are also on the Standard from the State Flag of Turkmenistan. In the center of the cloth there is a five headed golden eagle, three heads of which are turned to the left of the Standard, and two others to the right.

There is a silver stamp on the flagstaff of the original Standard ( flag) on which the name of the President of Turkmenistan is engraved.

**Answer the following questions:**

1. What is the shape of the Standard (flag) of the President of Turkmenistan?
2. Where are five stars and the crescent situated?
3. What is in the centre of the cloth?
4. Where are the heads of the eagle turned?
5. Where is the name of the President engraved?

**THE STATE FLAG OF TURKMENISTAN**

The state flag of Turkmenistan is green. On the left side near the staff there is a vertical red band.

There are five main carpet patterns of traditional colours vertically arranged on the band and each of them is framed by a carpet ornament. At the bottom of the red band there are two crossing olive branches – the symbol of the United Nations Organization, making together with the carpet patterns a single composition. On a large green part in the upper left-hand corner there is the crescent and five white stars.

**Answer the following questions:**

1. What colour is the State Flag of Turkmenistan?
2. How are the carpet patterns arranged on the band?
3. How many carpet patterns are there on the band?
4. What is there at the bottom of the band?
5. On which part of the flag are the crescent and five stars situated?
6. What do the five stars symbolize?
7. In which part of the flag are there two crossing olive branches depicted?

**Describe the State Flag of Turkmenistan.**

**The STATE EMBLEM OF INDEPENDENT AND NEUTRAL TURKMENISTAN**

The state Emblem of Turkmenistan is represented by an octagon and two circles, one within the other. There are 7 opened boxes of cotton and two rows of golden wheat ears. On top of this circle there is a crescent with five white stars. In the 1-st red circle five main carpet patterns are depicted in their traditional colour. In the 2-nd blue circle a Yanardag horse is depicted.

**Answer the following questions:**

1. How many circles are there in the emblem?
2. How many colours are there in the emblem?
3. What is depicted in each circle?
4. What is there on the top of the first circle?
5. Which circle is the biggest on the emblem?
6. What colour are the ears of wheat on the emblem?
7. What is depicted in the middle of the emblem?

## **The Flag is the Pride of the Turkmen Nation**

### **1. Tell more information about our State Flag.**

The flag of the Turkmen nation is our source of pride.

The flag is an important national symbol of our country. **What national values are placed on our State Flag?**

February 19, 1992, the State Flag of Turkmenistan was adopted.

February 19, 1995, we began to celebrate double holidays State Flag Day and Saparmyrat Turkmenbashi the Great's Birthday.

A five pointed star on the State Flag symbolizes the five key elements of the universe: solid, liquid, gas, crystal and plastic.

The number of stars signify five major conditions of life: light, sound, sense of smell, sense of touch, sense of balance.

### **2. Read the text.**

#### **The Flag is a source of National Pride.**

For the first time in the nation's history, a Turkmen state has been established on the basis of its own moral and national values, and a flag that displays these values has been formed. This is the sign .

#### **Our flag is sacred.**

After centuries, our people have adopted an official flag in harmony with our national character and the traditions of our forefathers. We have become the owners of our green flag.

The flag of the Turkmen state has become a source of a national pride. This is the standard that drives our nations progress and elevates our spirits.

The souls of our ancestors have been absorbed into our flag.

The placement of the Turkmen **motifs** on our flag symbolizes the importance of national values and national unity.

On the Turkmen flag are those characteristics we share with our ancestors and their mistakes from which we take lessons.

(From the Sacred Rukhnama)

### 3. Speak about The State Flag Day celebration in our country.

## LESSON NINE

Table No. 1

### The Complex Object

a)

I	<b>want</b>	<b>Jennet</b>		<b>make</b> a report.
We	<b>wanted</b>	<b>Gurban</b>		<b>return</b> soon.
they	<b>expect</b>	<b>you</b>	<b>to</b>	<b>ride</b> in a taxi.
	<b>expected</b>	<b>him(her)</b>		<b>sing</b> at the party.

b)

He(she)	<b>sees</b>	<b>Jennet</b>	<b>Go</b> along the street every morning.	
Jennet	<b>saw</b>	<b>Nury</b>	<b>take</b> the book from the desk.	
Aýna		<b>me</b>	<b>stand</b> near the palace.	
		<b>us</b>	<b>come up</b> to the window and shut it.	
		<b>them</b>	<b>write</b> exercises every evening.	

c)

He(she)	<b>hears</b>	<b>Jennet</b>	<b>speak</b> loudly	
Aýna	<b>heard</b>	<b>Nury</b>	<b>sing</b> beautifully every Sunday.	
			<b>laugh</b> softly at the joke.	

d)

Juma		<b>Nury</b>	<b>do</b> the room every day.	
Aýna	<b>makes</b>	<b>him(her)</b>	<b>speak</b> loudly enough.	
The teacher	<b>made</b>	<b>us</b>	<b>get up</b> early every morning.	
The mother		<b>them</b>	<b>work</b> regularly.	

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

2. Spell and transcribe the four forms of the following verbs:

buy, make, become, show, try, put, wear, fit, cost, get, forget write, run, go.

3. Write one sentence instead of the given two using complex objects.

**Model:** I saw Juma every day. He often spoke with his friends.

I often **saw Juma speak** with his friends(or Juma 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 neighbour. He listened to the news. 8. Juma heard his daughter. She was talking loudly. 9. We saw Rejep. He was crossing the square. 10. They heard their father. He played the piano every night.

**4. Give your own examples of complex objects. Use the same sentences with complex objects in short situations.**

**5. a) Translate the following sentences into English:**

Men Nurynyň gelendigini gördüm. 2. Men Jumanyň köçeden gidip baryandygyny gördüm. 3. Her gün irden Myrat goňsusynyň aýnasyny açyandygyny görýärdi. Biz doganynyzy, goşgusyny okamaga mejbur etdik. 5. Meniň dostlarym aýdym aýtmaga mejbur etdiler. 6. Bu işi etmäge hiç kim meni mejbur edip bilmez. 7. Biz olaryň ene-atasynyň gepleşip oturandygyny gördük. 8. Biz çagalaryň oýnap oturandygyny gördük. 9. Ol Maýanyň köynegi geýip oturandygyny gördi. 10. Alma doganynyň kitaby alandygyny gördi. 11. Ol okuwçylaryň mekdebiň ýanynda durandygyny gördi. 12. Tagan onuň otagdan çykyp baryandygyny gördi. 13. Ejesi çagalarynyň öý işini edip oturandygyny gördi. 14. Ol Rejebiň diwanda oturandygyny gördi. 15. Nury Aýnanyň bir-zat gözleýändigini gördi. 16. Men siziň düşünmegiňizi isleýärin. 17. Men siziň şu paltony almagyňyzy isleýärin. 18. Men siziň ir gitmegiňizi islemeýärin. 19. Olaryň gelmegine garaşyarsy. 20. Mugallym okuwçylaryň gepleşýändigini gördi.

**b) Use the translated sentences in situations.**

**6. Paraphrase the following sentences as in the model.**

Model : Nury spoke to the dean yesterday.

**It was** Nury **who (that)** spoke to the dean yesterday.

Those boys have brought me the letter.

**It is** those boys **who (that)** have brought me the letter.

1. The guid showed them many places of interest. 2. The mother told the children to go to bed. 3. Geldi does not want to eat his porridge. 4. Jeren is eager to ride a horse. 5. Aýna is cutting some sandwiches. 6. Juma says the frost is severe. 7. Aýna and Rejep swam further along. 8. The conductor told me where to get out. 9. The students began a lively talk with a foreign English teacher. 10. They noticed a nasty-looking cloud. 11. My friends helped me to catch up with the group.

**7. Discuss the following.**

He who follows the path of truth, never finds evil.

What kind of ruler was Oguz Han?  
What are some characteristic features of Oguz Han?  
What were Oguz Han's opinions and ideas?  
What goals did Oguz Han try to achieve?

### **Oguz Khan is the National Prophet of the Turkmen.**

The history of a nation rises like a river from a small spring. However the golden periods of our glorious history illuminate the world. Oguz Khan armoured in pure gold and bearing his **quiver** on his legendary horse waits at the beginning of this glorious history. The Turkmen people, the **heirs** of Oguz Khan, holding green flags wait at this point at the beginning of another Golden Century. The green standard is the symbol of spring, revival and rising.!

It was Oguz Khan who named the five Turkish tribes as the masters of the earth. He reigned for 116 years. However this 116 years should be understood in the old Turkmen calendar.

Oguz Khan the ruler of great lands, conquered them with the words inspired by Allah rather than with his sword. He requested that we should be merciful and **compassionate**: A way other than justice never suits a ruler.

In the age when Egyptian pharaohs declared themselves the sons of God, Oguz Khan came into the world. After he had grown into an adult and a brave man, he trained his own people to be the same. Finally he taught all the peoples of the world in the same manner.

Soldiers without fear of death **wage** war in their iron armour. Great ideas live forever illuminating the people. The Egyptian pharaohs were mummified and buried in their pyramids made of huge stones in the wish that they might be eternal. Our forefather Oguz Khan wanted to be eternal in a different way, in the hearts, in the spirit of our nation. He preferred to live in the opinions of our people. Opinions and ideas are more permanent than stones and mummified bodies. Oguz Khan knew well it was not people but their opinions which are eternal and lasting. The treasure of Oguz Khans opinions, which we have **inherited** from him, has thrown a light on us from five thousand years ago.

The man who knows Oguz Khan knows the wisdom and richness of his words and opinions. Each of them opens new horizons for us. His words are meaningful like those of prophets. These words cannot be understood without deep and careful study.

### **8. Vocabulary Notes.**

(From the Sacred Rukhnama).

**Prophet (n)** – a person sent by God to teach people about his intentions.

**quiver (v)** - shake or vibrate with a slight rapid motion; (n) a case worn on the back to hold arrows.

**heir n.-** a person who has the legal right to inherit the property or rank of another on that person's death.

**illuminate n.** - light up, help to explain or make clear.

**indicate** - point out, show.

**compassionate adj.** – feeling or showing compassion.

**convince** - cause to believe firmly in the truth of something .

**wage (v) – carry on**

**wage n.** – a fixed regular payment for work, the result or effect of doing something wrong .  
**glorious (adj)** – having or bringing glory  
**legendary (adj)** – having to do with legends  
**revival (n)** – an improvement in condition, strength  
**merciful (adj)** – showing mercy  
**justice (n)** – just behaviour or treatment  
**declare (v)** – announce solemnly or officially.  
**armour (n)** – the metal coverings formerly worn to protect the body in battle.  
**mummify (v)** – (especially in ancient Egypt) preserve (a body) as a mummy.  
**bury (v)** – place (a dead body) in the earth or a tomb.  
**inherit (v)** – receive (money, property, or a title) as an heir at the death of the previous holder  
 derive (a quality or characteristic) from one's parents or ancestors.

**9. Answer the following questions.**

1. What did Oguz Han do during golden period?
2. What can you tell about Oguz Han's flag and standard symbols?
3. What did Riza Nur write?
4. What can you tell about the Kings of Egypt?

**10. Translate the following sentences and discuss them.**

1. Never try to damage the friendship of two men.
2. Try to make friends with both of them.
3. An unjust ruler is like a farmer who plants corn and expects wheat..
4. Ants united can defeat a tiger or a lion.
5. Man should solve the two most important questions of his life during his youth. The first is to find a profession which will make his life meaningful.
6. The second is to find a beloved who will make him happy.

**11. What was Oguz Khan's advice about the land and about language.**

## **LESSON TEN**

### **The Adverb**

The adverb is a part of speech which expresses some circumstances that attend an action or state or points out some characteristic features of an action or quality.

For eg.

1. He studies very well.
2. You are quite right.
3. Where did you go yesterday?
4. Let's go upstairs.

According to their meaning adverbs fall into several categories.

1. adverbs of manners: kindly, hard, quickly.

2. adverbs of time: today, tomorrow, soon.
3. adverbs of frequency and repetition: often, never, ever, seldom, sometimes.
4. adverbs of place: here, there, above, downstairs, outside.
5. adverbs of degree: little, much, quite, very, too, how much.

As to their structure adverbs are divided into:

1. Simple adverbs: long, enough, then, here, there, now.
1. derivative adverbs: slowly, likewise, forward, headlong.
2. compound adverbs: anyhow, sometimes, nowhere.
3. composite adverbs: at once, at last.
1. I have seen it before.
2. The sun goes down.
3. Don't speak so loudly.
4. He often goes there.
5. We walked home slowly.
6. You speak too fast for me, I don't quite understand you.
7. I liked the film very much.
8. Are you quite ready?
9. You've come too late.
10. It's awfully cold here.
11. Where are you going to?
12. Why did you do it?
13. How are you getting on?
14. I don't know where he lives.
15. I want to know why you are late.
16. Saturday is when I am least busy.

**Ex.1. Make up sentences with the following adverbs.**

slowly, fast, hard, badly, much, well, early, far, near, often, late, quietly, easily, little, warmly, seriously, comfortably, quickly.

**Ex 2. Put the adverbs in brackets in the correct place:**

1. (never) Gurban 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.

**Ex. 3. Form sentences of your own using the same adverbs.**

**Ex. 4. Answer the following questions**

1. What traditional holidays in our country do you know? 2. Is Victory Day a traditional holiday only in our country or is it an international holiday? 3. How do we celebrate Victory Day in our country?
4. How do people in other countries mark it? 5. When is your birthday (mother, father)? 6. Do you always invite guests to your birthday party? 7. There is a tradition in some countries to put candles on birthday cakes so that people can see how old you are. How do you like this tradition? 8. Do you put candles on your birthday cake? Why?

**Ex 5. Make up sentences of your own using the words below (first as adjectives, then as adverbs).**

**Model: It's a bad mistake. She feels bad today.**

Fast, early, late, hard, long, far, low, well, quick.

**Ex.6. The following pairs of adverbs are different in meaning. Make up sentences of your own to show the difference:**

Hard-hardly, near-nearly, close-closely.

**Ex 7. Speak on your favourite holidays.**

**Read the text and say what conclusions you come to when you have read it:**

### **Text 1**

## **Sports in Our Life**

«Do you like sports?» This question can be heard very often. Many people answer «Yes, I do». And they think about watching a game of football at a stadium, or on TV while sitting in a comfortable arm-chair. But watching sports events and going in for sports are two different things. Let's hope that you prefer the second.

Sports hold an important place in our life. When you listen to the radio early in the morning, you can always hear sports news. When you open a newspaper, you will always find information about some game or other or an article about your favourite kind of sport. Especially interesting are stories about famous men or women in the world of sports, how they became champions and about their plans for the future.

Television programmes about sports are also very popular, and you can watch something interesting practically every day.

Sports help people to keep in good health. At the same time those who go in for sports try to get good results and win victories in sports competitions.

National kinds of sport games and sport competitions have always been popular in our country.

There is great enthusiasm for every kind of sport in our country, and any boy or girl who shows good results at sport clubs or at athletic competitions for schoolchildren, is encouraged to become a champion.

## Vocabulary Notes

watch- look at (smb. Smth) carefully for a period time.

game- form of play or sport with rules.

event- something that happens esp. a happening of importance

to go in for sth- enter ( a competition etc.) have an interest.

hope- desire and expectation that smth good will happen.

prefer – like better

to listen to the radio – to hear the radio

information- facts or knowledge given

article – separate thing, piece of writing in a newspaper

champion – person, team etc. that wins a competition

plan – arrangement for doing smth. considered in advance.

future- the time that will come after the present

popular – liked or enjoyed by many people

famous- known to very many people

favourite – person or thing liked more than others

health- condition of the body or mind

win- come first or defeat one's opponent in a game, competition

result –something that happens because of an action or event

competition –event in which people compete

physical –of the body; -exercise-education, eg. Gymnastics, athletics and games.

enthusiasm –great interest or admiration

athlete- person trained for physical games

athletics –physical exercises and sports

### **Ex 1. Learn the following expressions:**

Many people are interested in sports; sports are very popular; to be fond of sport; it is very useful; both winter sports and summer sports are very important; people go in for many kinds of sports.

### **Ex. 2. Speak about sports:**

1. How often do you go to the sports ground?
2. When you go to your school sports club, you can see many other boys and girls there. Why are they interested in after school sports activities?
3. Many pupils take part in extra-curricular sports activities. They go either to a sports club or to a sports school. What about you? What sport do you go in for?
4. From time to time competitions are held at your school or in your region (town). What do you think about the aim of such competitions? Which of your classmates or schoolmates take part in them? Who are your school champions in different kinds of sports?

### **Ex.3. Read and tell your classmates what they said over the telephone:**

1. Gurban: What are you going to do this evening?

Jennet: I'm going to watch the figure-skating championship on TV.

2. Gurban: What was the result of the championship?

Jennet: "Dynamo" team won.

3. Gurban: Were there many people at the stadium?

Jennet: There were thousands.

4. Gurban: Take your brother to see the championship Jennet.

Jennet: All right

5. Gurban: Will you take part in the competition tomorrow?

Jennet: No, I shan't. I have to go to the doctor, I'm not well.

**Ex.4 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 thin exercise-book. 10 This is a difficult test. 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.

## **Text 2**

### **Sports and Games.**

We are sure that you are all interested in sports. Many of you play such games as volleyball, football, basketball, and tennis. People who play are players. There are sport teams. Each team can lose or win in the competition. Most matches take place in large stadiums.

Track and Field is the most popular sport. It is comprised of sports such as running, jumping (long and high jumps) and others.

From time to time international championships and races (horse races, motor races, cycle-races) take place. Representatives of various countries can win gold, silver, or bronze medals. Such great championships and races in sports are organized every four years and we call them the Olympic Games.

There are many kinds of sports, such as: cycling, swimming, gymnastics, boxing, skating, skiing, rowing, yachting and many more, in which you can take an active part.

### Vocabulary Notes.

**sport** – an activity involving physical effort and skill in which a person or team competes against another or others.

**game**- an activity that one does for amusement.

**play**- take part in games for enjoyment.

**volleyball**- a game for two teams in which a ball is hit by hand over a net and points are scored if the ball touches the ground on the opponent's side of the court.

**basketball**- a team game in which goals are scored by throwing a ball through a netted hoop.

**tennis**- a game for two or four players, who use rackets to strike a ball over a net stretched across a grass or clay court.

**team**- a group of players forming one side in a competitive game of sport.

**player**- a person taking part in a sport or game

**match**- a contest in which people or teams compete against each other.

**lose**- fail to win (a game or contest)

win - be successful or victorious in (a contest or conflict)

take place- be held

stadium- an athletic or sports ground with rows of seats for spectators.

popular- liked or admired by many people

comprise- be made up of

kind- a class or type of similar people or things

running- flowing naturally or supplied through pipes and taps

distant- far away in space or time

jumping- a kind of sport, an act of jumping

long- having a great length in space or time

high- far above ground

time- a point of time as measured in hours and minutes past midnight or noon

international- existing or occurring between nations

championship- a sporting contest for the position of champion

race- a competition between runners, horses, vehicles, etc. to see which is fastest over a set course.

cycling- ride a bicycle

representative- typical of a class or group

country- a nation with its own government occupying a particular territory

medal- a metal disc with an inscription or design, awarded for achievement or to mark an event.

organize- arrange in an orderly way

swim- propels oneself through water by moving one's arms and legs.

gymnastics- exercises involving physical agility, flexibility and coordination.

box (v) - fight an opponent with the fists in padded gloves as a sport.

skate- move on skates

ski- each of a pair of long, narrow pieces of wood, metal, or plastic, attached to boots for travelling over snow.

row-propel ( a boat) with oars.

yacht- a medium-sized sailing boat equipped for cruising or racing.

**Ex. 1. Answer the questions:**

1. What kind of sports are you interested in?
2. What kinds of sports are you fond of?
3. What well known tennis sportsmen do you know?
4. What sport do you like best of all?
5. What can you tell about the last Olympic Game?
6. Do you go in for sports?
7. Do you like football?
8. Does your friend go in for sports?
9. What sport does he go in for?

**D i a l o g u e**

A: - What kinds of sports are popular in Turkmenistan?

B: - In my mind volleyball, basketball, football, athletics, tennis, wrestling and draughts.

A: - What kinds of national sports are popular in Turkmenistan?

B:-Goresh and wrestling are popular in Turkmenistan. Goresh is held on Turkmen holidays and weddings.

A: - Do referees pay attention to the weight of the sportsmen?

B: -Yes, they do.

A: - What other sport games are popular in Turkmenistan?

B: - Horse racing. It is the most ancient kind of sports in Turkmenistan. As we know every Sunday horse-races are held in the hippodrome in Ashgabat. Many people watch it on TV.

A: What sports do boys and girls go in for at your school?

A: Do the sports help your health.

B: Yes, they do. First they help us to be healthy. People, who go in for sports, are usually strong and they do not often fall ill. Sport also helps us in our studies.

**Olympic Games**

Olympic games have a very long history. They began more than two thousand years ago in Greece. Greeks were fond of music, plays, and all kinds of physical exercises. The famous Games at Olympiya took place every four years and all the cities in Greece sent their athletes to take part in them. The strongest athletes came together to run, to jump, to wrestle, to throw the discus and to box.

The games were very popular, and thousands of Greeks watched them. The competitions lasted five days. The winners in each kind of sport or art got an olive wreath which was the highest honour. It became a tradition even to stop wars for the time of the Olympic Games, and the people lived in peace. The Olympic Games are always a great festival of athleticism, youth and beauty.

**Ex. 2. Give synonyms to the following words.**

To return, to receive, to speak, quickly, expensive, to ask to dinner, in the open air, to start, by plane, to like.

**Ex. 3 Give antonyms to the following words.**

To buy, to get off, late, strong, better, cold, quickly, buyer, onside, the same thing, to put on, to disagree, possible, unnecessary.

**Ex. 4. Fill in articles, where necessary.**

2. Could you ask your friend to take part... our meeting? 2. It's more difficult ... me to learn something ... heart now than it was a few years ago. 3. Do you mind if the children have part ... their classes ...the open air? 4. I enjoyed traveling ... ship. 5. We got ... the bus and ... five minutes it is started. 6. Will you help the old woman to get ... the bus, please? 7. It's very cold outside. I think we'll have to put ... warm (warmer) things. 8. Shall we take our hats and coats? It's very warm in here. 9. I wonder what they were laughing ... when I came ... the room 10. Are you going to invite any ... your friends ... dinner ... Sunday? 11. Your friend will be pleased ... his new work. I'm quite sure ... it. I said that it was difficult, but very interesting, and he agreed ... me. 12. I wonder why you won't agree to go ... Mary... plane. It'll take you much less time.

**Ex. 5 Paraphrase the following:**

**a) modal verb may:**

1. Perhaps they'll come tomorrow morning. 2. Perhaps she's still in Moscow. 3. Perhaps he'll write to us one of these days. 4. Perhaps she won't agree with you. 5 Perhaps they'll be out when you get to their place.

**b) the verb to enjoy:**

The film wasn't as good as the one we saw last week, and we didn't like it. Did you like your last journey? I'm sure you'll like the book.

**Ex. 6. Practice the text for test reading.**

**Ex. 7. Speak on the following:" Sports in your life." "I go in for sports."  
"A famous sportsman."**

## LESSON ELEVEN

### 1. Conversation starters.

Imagine you are attending an international conference in Ashgabat. During a coffee break you introduce yourself to some of the foreign delegates and start conversations. Look at the ten conversation starters below and match each one with the most suitable response on the right. (The first one has done for you.)

#### Conversation starter

#### Response

1. What do you think of the weather?
2. How was your flight?
3. Are you enjoying the conference?
4. How do you like Ashgabat?
5. Where are you staying?
6. Is this your first trip to Turkmenistan?
7. Lovely day, isn't it?
8. Did you have a long flight?
9. Didn't we meet at the Margush conference?
10. What company are you with?

- (a) I'm with Daewoo.
- (b) About eight hours.
- (c) It's a little cold for July.
- (d) No, I come quite regularly, actually.
- (e) Yes it's very interesting.
- (f) Yes I think we did.
- (g) At the hotel Turkmenistan.
- (h) Yes, much better than yesterday.
- (i) Very smooth, no delays.
- (j) Fascinating and beautiful.

2. Now practice using these conversation starters. You and your classmates are delegates at the Ashgabat conference. Move around the classroom introducing yourself and others and starting conversations.

### APRIL FOOLS DAY

The origin of this tradition is not certain, but it probably dates back to the Roman festival of Saturnalia. Today, April 1<sup>st</sup> is a day when people play tricks on their friends and try to make fools of them. It is very popular with students, who love to make fun of their teachers! But teachers sometimes trick their students too by sending them to other classrooms to collect mythical objects like straight hooks. There is one important rule on April Fools Day: we never play tricks after midday or the joker becomes the fool. Newspapers have added to the fun and enjoyment on April 1<sup>st</sup> by trying to fool their readers. They usually print one story which is completely false. Millions of people believe the story until they look at the date on the newspaper and realise that they have been fooled!

### SAINT VALENTINE'S DAY

On February 14<sup>th</sup>, people send cards (called 'valentines') and sometimes presents or flowers to their wives, husbands, boyfriends and girlfriends. You can also send a valentine to someone you would like to be your sweetheart. Traditionally, a valentine is anonymous so that the receiver has to guess who might have sent it. Although this festival is named after a Christian saint, it probably started in the Middle Ages (between the 5<sup>th</sup> and the 15<sup>th</sup> centuries) when people believed that February 14<sup>th</sup> was the day when birds met to choose new partners for the spring! A modern trend on Valentine's Day is to send messages of love in the advertisement section of the newspaper – hardly as romantic as sending a beautiful card or bouquet to your sweetheart! There is one traditional Valentine's Day superstition: some people say that if you are unmarried, the first person of the opposite sex you see on February 14<sup>th</sup> will become your husband or wife.

### HALLOWEEN

The last night of October was when people in pre-Christian Britain celebrated the beginning of their new year. They believed that on that night the spirits or ghosts of dead people returned to frighten the living. At that time people were afraid and rarely went out on Halloween, but now it is a time for fun and parties. Children usually dress up as ghosts and monsters and often wear masks to frighten their parents or friends. Some children also make special Halloween lanterns from a large vegetable called a pumpkin. First, they take out the middle of the pumpkin. Then they cut holes for the eyes, nose and mouth. After that, they put a candle inside the pumpkin. Finally, they light the candle. In a dark room the lantern looks like the face of a ghost. Since the 1980s an American Halloween tradition called 'Trick or treat' has become popular with British

children, though not with most adults. Children dress up in Halloween costumes and knock on peoples's doors calling 'trick or treat! If you do not give them a small treat such as money or sweets they play a trick on you. This new Holloween custom is parcticularly unwelcome because the tricks the children play are frequently dangerous or destructive.

### GUY FAWKES NIGHT

On November 5<sup>th</sup> 1605 a man called Guy Fawkes tried to kill King James and all the members of his government. He and a group of friends who were all opposed to the King put a bomb under the Houses of Parliament. However, Guy Fawkes was discovered by the king's soldiers before he could set off the explosion. He was taken to the Tower of London and executed. Today, we still remember Guy Fawkes on November 5<sup>th</sup>, although not everyone remembers the political origins of the festival. All over Britain people build wood fires or 'bonfires' in their gardens and on top of each bonfire they always put a 'guy'. A guy is a model of Guy Fawkes which children make from old clothes filled with newspaper. But before they burn the guy on the bonfire they try to use it to make money. They show their guy to people passing in the street and shout "penny for the guy!" They use the money they collect to buy fireworks which they set off as the bonfire burns. Occasionally, children are hurt in accidents with fireworks which are now often organised in public parks and stadiums rather than in private gardens. These organised bonfires may be safer but they are seldom as exciting as a fireworks party in your own back garden!

### 3. READING COMPREHENSION

Read the text again carefully and complete the notes in the table below

Date	Festivals	Origin	How it is celebrated
Feb 14	St.Valentine's Day		
	Halloween	Pre-Christian New Year Festival	
	April fools day		People play tricks on one another (only before midday)
	Guy Fawkes Night		

### 4. Now use your notes to answer these questions:

1. Which festival has a political origin? .....
2. Which festivals are often celebrated with parties? .....
3. On which festival do people usually send cards? .....
4. Which festival probably began in Roman times? .....

5. In the text the author mentions a modern development in the way each traditional festival is celebrated. In the table below note down these modern developments and decide whether the author feels positive (+) or negative (-) about each one. Find evidence for your decision in the text. The first one has been done for you.

Festival	Modern Development	Author + or – about development	Evidence from text
Halloween	Trick or treat	Negative	"custom is particularly unwelcome," "tricks... dangerous or destructive."
Guy Fawkes Night			
April Fools Day			
St. Valentine's Day			

6. Now think about traditional festivals in Turkmenistan. Are there any modern developments in the way they are celebrated? How do you feel about these developments?

7. Find words in the text with these meanings. (Paragraph numbers are in brackets).

- (a) without a name (2) .....
- (b) not real (1) .....
- (c) a belief not based on reason (2) .....
- (d) an imaginary creature which is  
frightening because of its size  
and shape (3) .....
- (e) killed according to the law .....
- (f) the beginning or cause of something (1) .....
- (g) a person you love, male or female (2) .....
- (h) a kind of lamp (3) .....
- (i) injured (4) .....

## 8. Improving Your Letter Writing

The words 'thank you' are very important. We say 'thank you' very often – sometimes in situations where you may not expect it! For instance we often say 'thank you' to a shop assistant as we give him or her our money or to a bus driver as we get off a bus.

Written 'thank you' letters are not quite so common, but it is still polite to write a letter to thank someone for a meal or a party. You should also write a 'thank you' letter if someone sends you a present for your birthday or some other special occasion.

### 9. Here are some expressions you can use when writing to thank a friend or relative for a gift:

Thank you for your lovely gift/present.	I must thank you for .....
It was very kind / thoughtful of you to .....	Its just what I wanted / needed!

### 10. Look at the thank you letter below written by British student Jim to his Turkmen friend Gurban.

Dear Gurban,

Thank you very much for the cassette of Turkmen music you sent me for my birthday. It's just what I wanted.

I really like Turkmen music. Although I don't understand the words, it's great music to dance to. I played it at my birthday party and several of my friends asked to borrow it. They are quite surprised that Turkmen music is so wonderful.

At the moment I am busy studying for my final exams next month. I don't have much time for anything else, although I still play basketball once or twice a week with some friends.

What about you? I hope you are well. Are you still enjoying your university course? Please give my regards to your family.

I hope to hear from you soon.

Best wishes,

Jim.

## STUDYING IN BRITAIN

1. What is it like to study in a foreign universtity . Perhaps you have a friend or relative who has studied abroad. Mavluda Ahmedova recently returned from a year at a university in the north of England where she studied Economics.

Read this interview with her about university life in Britain and match the interviewer's questions with Mavluda's answers

a) What advice would you give to students who are going to study in Britain?

- b) What about British students?
- c) What about the study methods?
- d) Did you have any problems with your students?
- e) Did you like your teachers?

- (1). It took me a while to get used to them. We only had about 12 hours of lectures a week and the rest of the time was for private study. So in Britain you have to be able to push yourself. I would say that in Britain about 90 % of what you learn depends on you. Our lectures were very interesting but the teachers only gave the main points. Then the students must go to the library and work privately. I also enjoyed the seminars., when we were able to work in groups and to give presentations.
- (2). Yes. They were always willing to listen to our opinions and students were never afraid to ask them for help or advice.
- (3) Not really, although at first I found British English a little strange because I was more used to American English. But after a week I was fine. Essay writing was also a little difficult because I have not much writing practice.
- (4) Most of them had a good attitude towards their studies and didn't think only about getting a degree or a diploma. However, I was quite surprised that many students seemed to be more interested in going out in the evenings than in studying. Another thing that struck me was how independent they are of their parents, especially financially. I was surprised how casually they dress for lectures ( just jeans and a T-shirt) and the fact that almost all of them owned their own cars. What I liked most about my British friends was their friendliness and politeness. They were never busybodies.
- ( 5) Just be open to all views and make sure that you manage your time very carefully. You'll need a lot of self-discipline.

## 2. Now complete the table below with notes from Mavluda's inerview.

teachers .....

.....

British students.....

.....

problems.....

.....

advice.....

.....

## 3. With your partner , discuss the following questions:

- What are the specific features of a British university?
- Which aspects of life in a British university would you like and which would you find difficult or unpleasant.

## 4. The most important week of Peter's three years at Cambridge University is about to begin. His degree hangs on these final exams, so how will he handle them?

The blood is pumping hard inside my head. So hard that for two minutes I can't properly read the questions on the exam paper. But after a few deep breath, my focus returns.

It's 9 am on Monday and I'm taking my American Law exam, the first of my final papers.

It's optional and only two dozen of us are doing it. I've always worried about this paper, though actually it's a relief to get these finals started at last after the nerves of the weekend. Afterwards the general feeling is that all the questions could have been nicer, but they were manageable. I hate exam post mortems, so I don't hang around.

For the past few weeks my life has been work, work and more work. A lot depends on these exams. Everything else has been put on hold. This year I've even given up tennis for work. Last year I played for the university team.

I submitted my dissertation – 12,000 words on cocaine and crime – at the start of the term. Now we're only into the fourth week, but you lose all sense of time. The whole place is a bit tense. People like frightening one another. Some boast of doing 15 – or 16 hour days. Others pretend to be very relaxed, but you know they are really the hardest workers..

Studying is a lonely business. For the past few weeks some close pals and I have worked in a group. It helps to discuss common problems and generally encourage one another. But now exams have started and we're all on our own.

On Monday afternoon, after a brief rest, I started to prepare for Tuesday afternoon's paper, Equity Law, which is compulsory and probably one of the most difficult. I stick at it until after midnight, when a friend from home calls me on my mobile to wish me happy birthday. I'm 21 today. Unfortunately it's going to be the 'driest' birthday I've had for years. I'm pretending my birthday's in two weeks time when these exams are over.

On Tuesday morning I'm woken at 7.45 a.m. by a phone call from my father. He's ringing every morning during finals because he is extremely worried I'll oversleep. I sleep like a log and my alarm clock sometimes has no effect on me. About 250 students sit for the afternoon paper. It isn't easy, but it could have been much worse.

I thought I liked **European Community Law**, but after Wednesday afternoon's compulsory paper I'm not sure. It's not nice at all. The paper is much harder than I expected. Because tomorrow's an exam-free day, I ease up a bit for the rest of the day, going for a walk, listening to music and soaking in a bath. After a bit more revision, I'm in bed by 11.15.

**Criminal Justice and the Penal System** is probably my strongest subject. Some people don't like this course because they think it's vaguer than the others, but for me the topic of prisons is one of the most interesting. **But I'm not overconfident, and I spend** all day Thursday mugging up for Friday morning's exams. As it turns out, the paper is friendlier than any we've had.

I can now take the weekend off with a clear conscience because I've got just one compulsory paper to go next Thursday – **Explanations of Criminal Behaviour**. And Dad's promised to lay off the early-morning calls until Monday.

## 5. READING COMPREHENSION

Below is a page from Peter's diary during the exam week. In this diary he has written the name of the exam he should take on each day and whether it is a compulsory paper (one for which every student must sit) or an optional paper (one which only certain students have chosen to sit). He has also noted whether each exam is in the morning (a.m.) or in the afternoon (p.m.). After each exam he also wrote his opinion of the paper.

Read the text again and complete Peter's diary. Monday's entry has been given as an example.

3 rd	<b>MONDAY</b>	a.m. American law	manageable,
4 th	<b>TUESDAY</b>	(compulsory)	could have been nicer
5 th	<b>WEDNESDAY</b>		
6 th	<b>THURSDAY</b>	F R E E	D A Y
7 th	<b>FRIDAY</b>		

What about Peter's last exams on the following Thursday? What is the name of the paper and is it optional or compulsory?

**6. For each of the following questions choose the correct answer (a,b, or c).**

1. Why is the blood 'pumping hard' inside Peter's head (line 4) when he begins the exam on Monday morning?

- a) because he's feeling unwell
- b) because he can't understand the exam questions
- c) because he's nervous

2. Peter's dissertation is about

- a) criminal justice
- b) narcotics and the law
- c) the law in America

3. What does he mean when he says that this birthday will be the 'driest' for years ( line 29)?

- a) he won't get many presents
- b) there has been no rain for a long time
- c) he won't drink alcohol to celebrate

4. During the week of final exams Peter's father rings him in the morning because

- a) his son is a heavy sleeper
- b) his son doesn't have an alarm clock
- c) his son's alarm clock is broken

5. How does Peter find working in a group?

- a) lonely
- b) helpful
- c) boring

**7. WORKING WITH WORDS**

**Phrasal Verbs**

Match the phrasal verbs from the text with the meanings in the right hand column. Make sure you look in the text for clues. Line numbers are in brackets.

hang on (2)	start something with enthusiasm
hang around (12)	continue to work hard at something difficult
give up (16)	depend on
get stuck into (25)	wait near a place without a purpose

stick at (27)  
ease up (37)  
mug up (43)  
lay off (47)

stop doing something for a while  
stop doing something which is enjoyable  
stop putting so much energy into something  
study quickly to know the main facts

**8. Now use the eight phrasal verbs above to complete the sentences below. Make sure you use the right form of the verb.**

- (a) His health has improved a lot since he .....smoking. –
- (b) The library is full of students.....for their final exams.
- (c) I passed the interview for the scholarship. Now everything ..... the English test.
- (d) I'm so hungry, I can't wait to..... my dinner when I get home.
- (e) Don't be late for your meeting with prof. Abidova. She doesn't like to be kept.....
- (f) You might find English grammar difficult at first but if you.....it you'll soon improve
- (g) The doctor advised me to..... on my office work and spend more time relaxing
- (h) I've decided to.....watching TV until the exams are over.

The prefix **over-** is used before certain adjectives, verbs and nouns to show that there is **too much** of something. For example, if you are **overweight** you are heavier than you should be and if you **overwork** you work too much and possibly make yourself ill.

In the text there are two examples of words with the prefix **over-**. Can you find them? Are they verbs, adjectives or nouns?

Use the following verbs and adjectives with prefix **over** – in the sentences below. The form of the adjectives stays the same, but you may need to change the form of the verbs.

**VERBS**

overeat  
oversleep  
overwork

**ADJECTIVES**

overgrown  
overcrowded  
overconfident

- (a) I haven't done any work in my garden for years. It's completely.....
- (b) He was late for the exam because he .....
- (c) It's not good to.....You'll become fat.
- (d) He failed the exam because he was.....and he didn't prepare for it.
- (e) Moscow metro is fast and clean but it's often.....
- (f) In Japan hundreds of people die each year because they.....They stay late in the office and never take holidays.

**9. IDIOMS**

In the text Peter says that he “sleeps like a log” (line 33). A log is a heavy piece of wood which is often difficult to move. So if you sleep like a log , you sleep very deeply without moving.

Here are some more common idioms connected with studying which you might find useful.

Just before exams Peter was **burning the midnight oil** every night.

Regina was so nervous before the test that she **didn't sleep a wink**.  
 Rustam looks very tired. I think he's been **burning the candle at both ends**.  
 Vladimir spends all his time reading books. He's a real **bookworm**.

Now match the idioms with the meanings on the right.

to burn the midnight oil	to be a very keen reader
to not sleep a wink	to go to bed late and get up early
to burn the candle	to study very late at night
to be a bookworm	to be unable to sleep

Do you think it's a good idea **to burn the midnight oil** before important exams?

çöregiň, etiň, ýumurtganyň, süýdüş, kofäniň

konfetiň

Çaýyň, käşiriň, peýniriň, gaz-pejiň,

**FOOD AND HEALTH**

kökäniň suratlary

**1. How much do you know about food and health? With your partner take turns to ask and answer the questions below. Make a note of each other's answer's.**

**a) Which of the following contains a lot of protein which helps our bodies.**

bread                      meat                      fruit                      water

**b) Which of these gives us the most energy?**

rice                      fish                      eggs                      tea

**c) Which is the most fattening?**

beans                      honey                      bread                      peanuts

**d) Which food provides us with the most vitamin C?**

butter                      potatoes                      fruit                      chocolate

**e) Which of these can cause long term damage to our health if we eat too much?**

fatty food                      frozen food                      fresh food                      dried food

**f) which of these can lead to high blood pressure if we have too much?**

tea                      melon                      oranges                      salt

**2. Discuss your own diet with your partner and consider Whether your typical diets are healthy or unhealthy.**

2. Before you read the text about British eating habits see if you can predict some of the words ( verbs, nouns and adjectives) which you will find in the text. Write your predictions below.

VERBS	NOUNS	ADJECTIVES
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

3. Now read the text and find out how many of the words you predicted above actually appear in the text.

#### TEXT

In Britain, breakfast is usually eaten between 7 and 8 o'clock in the morning. Traditionally, it consists of a hot dish such as sausages, bacon and eggs, preceded by cereals and followed by toast and marmalade. Although many hotels still offer this kind of cooked breakfast, at home most people prefer a lighter meal to start the day. Nowadays, a typical breakfast might be a bowl of cornflakes and a cup of tea or coffee or a boiled egg and a piece of toast with a glass of fresh orange juice. Not only is this type of light breakfast healthier but it also takes only a few minutes to prepare and eat, something which is very important for busy working people.

The meal eaten between midday and about 2 p.m. is usually called lunch. For most people this is a light meal, often eaten at their workplace, which could be a hot-dog a few sandwiches or a baked potato. People have only 30 or 40 minutes for lunch so they often buy pre-cooked 'convenience' food. At the name suggests, convenience food is very quick and easy to prepare since it only needs to be heated on a stove or in a microwave oven. Over sixty per cent of British homes now use a microwave oven for cooking and many offices also have one for employees to use. Sunday lunch is very different. This is the traditional time when all the family can relax and enjoy a meal together. A typical Sunday lunch consists of roast beef and potatoes, boiled vegetables ( such as carrots or peas) and gravy ( a thick brown sauce made with the juice from the meat). It is usually followed by a sweet pudding or pie.

Dinner is the main meal for most families. It is eaten between 6 and 8 o'clock in the evening and consists of two courses: meat or fish and vegetables, followed by a dessert or pudding. Many families prefer to eat take-away food for dinner instead of cooking. The traditional take-away food is fried fish and chips eaten with salt and vinegar. In recent years American style 'fast-food', especially hamburgers,, has become very popular. Most towns and cities have restaurants specializing in food from other countries such as Chinese and Indian dishes, Turkish kebabs and Italian pizzas.

As well as being the most popular drink in Britain, tea is also the name of a light meal eaten between 4 and 5 o'clock. It generally consists of a few pieces of bread and butter with jam, cakes or biscuits, and hot tea. Of course, working people have no time for this meal but they do often have an afternoon 'tea-break' when they drink a cup of tea or coffee. Some families , for whom lunch is the main meal of the day , also eat a light meal called supper, in place of dinner. This is usually eaten between 7 and 8 o'clock and could be something like cheese on toast, a slice of pizza, or a bowl of soup.

Since the 1970 s the eating habits of British people have changed. Doctors and nutritionists have advised people to eat less fatty food and more food like fresh fruit and vegetables, which contain a lot of fiber. Too much fat in our diet can lead to heart problems, whereas fiber is helpful in keeping our stomachs healthy. Experts have also warned against eating too much salt, which can lead to high blood pressure, and sugar, which damages our teeth. Overeating is also a problem for many people and about forty per cent

of British adults are overweight. One reason for this is that many people eat snacks like crisps, sweets and biscuits between meals. In fact, snacks are the fastest growing sector of the food industry. Not surprisingly, another fast growing sector is slimming food – special food with fewer calories for people who want to lose weight

**4. Match the meals on the left with the time when typically British people eat them.**

breakfast	4-5 pm
lunch	7-8 pm
tea	6-8 pm
dinner	7-8 pm
supper	12 noon – 2 pm

**5. Decide whether the following statements are true (T), false (F) or not given in the text (NG).**

- a) The traditional British breakfast is healthier than the modern breakfast .....
- b) Convenience food is more expensive than fresh food .....
- c) More than half of all British families cook with a microwave oven.....
- d) Sunday lunch is traditionally a light meal.....
- e) Peas are vegetables. ....
- f) A dessert is a dish eaten after the main course. ....
- g) Coffee is now more popular in Britain than tea .....
- h) More than half of British adults are overweight .....
- i) Eating low calorie food can help overweight people lose weight. ....
- j) Slimming food is the fastest growing sector of the British food industry.....

**6. The final paragraph of the text mentions that different types of food can affect our Health. Complete the table below with information from the text.**

Food containing ...	Effect on Health
Fat	Can lead to heart problems
Fiber	
Salt	
Sugar	

**7. Guessing the meaning of words.**

**Use clues in the context and in the forms of the words themselves to guess the meaning of the following words and phrases from the text. Don't look in the dictionary until after you have made your guesses!**

convenience	.....
stove	.....
pre-cooked	.....
nutritionists	.....
snacks	.....

**8. Look back in the text and find different types of food which match the definitions below:**

- a) small pieces of meat cooked and served on a metal rod .....

- b) a type of jam made from citrus fruit (especially oranges).....
- c) a sausage eaten in a bread roll .....
- d) a liquid with a very sharp taste used with certain foods .....
- e) long thin pieces of fried potato (called French fries in the USA) .....
- f) thin slices of potato, fried, dried and sold in packets (called chips in the USA) .....
- g) chopped beef eaten in a bread roll with fried onion .....

## 9. COUNTABLE AND UNCOUNTABLE NOUNS AND PARTITIVES

The two biggest group of nouns are countable and uncountable nouns. Most countable nouns are words for separate things which can be counted such as:

eggs                      books                      students                      meals

Uncountable nouns are usually things which are quantities rather than separate items such as:

milk                      sugar                      time                      meat

There are uncountable nouns in English which may be countable nouns in your own language. These include:

information                      equipment                      advice                      research  
furniture                      progress                      news                      homework

Uncountable nouns have no plural form. They can be used without a determiner or with one of the following words:

some                      little                      much                      more                      enough                      any                      no

You can specify certain quantities of uncountable nouns using partitive phrases such as:

a piece of advice                      some chunks of cheese                      three items of furniture

## 10. Correct the following sentences where necessary. The first has been done for you.

- a) I received a bad news this morning.                      I received some bad news this morning.
- b) Do you like rice                      .....
- c) The doctor gave me some advices about my diet.                      .....
- d) For breakfast I usually eat two pieces of toast                      .....
- e) Do you take milk in your tea?                      .....
- f) The article contained some useful informations                      .....
- g) Are there many furnitures in your office?                      .....
- h) I have made some progress in my research.                      .....

i) How many eggs do you need to make an omelette?

.....  
j) Factories in Turkmenistan are now using advanced  
modern equipments.  
.....

## 11. Partitives with food and drink

Many words for food and drink are uncountable nouns. For example:

bread    cheese    sugar    coffee    milk    meat    oil    yoghurt

If you want to talk about particular amounts of these, you usually need to use a partitive phrase such as:

a piece of                  a slice of                  a bit of                  a drop of

You can also use measurement nouns (litre, kilogram (kg), gram (g), etc) in partitive phrases to refer to an amount of something. For example:

1 litre of milk                  2 kgs of strawberries                  200 g of meat

These partitives can be used with both countable and uncountable nouns.

When you want to refer to the container in which the food is served or sold you can also use a partitive phrase such as:

a cup of tea	a bowl of cornflakes	a bottle of wine
a bag of crisps	a tin of peas	a packet of biscuits

As these examples show, these partitives also can be used with both countable and uncountable nouns.

Partitive phrases are not only used with food and drink. For example:

a tin of paint    a bottle of ink    a bucket of sand    a square metre of carpet.

**12.**In the text about British eating habits you read about the traditional Sunday lunch of roast beef, vegetables and gravy. Traditionally this is served with Yorkshire Pudding. This dish, which originated in the northern English country of Yorkshire, is not sweet like most puddings. It is simple but delicious mixture of egg, flour and milk.

Read the recipe below for traditional Yorkshire Pudding.

### Ingredients

**300 grams of flour**  
**½ teaspoon of salt**  
**½ cup of milk**  
**2 eggs**  
**½ cup of water**

## Method

1. Preheat the oven to 175 C.
2. Put the flour and the salt into a bowl and mix.
3. Make a hole in the center of the mixture, pour in the milk and beat until soft and light.
4. Add the eggs and beat them into the mixture.
5. Add the water and beat until large bubbles rise to the surface.
6. Leave the mixture to stand for 1 hour in the fridge and then beat it again
7. Pour the mixture into an oven dish greased with some melted butter and bake for about 30 minutes.
8. Serve the pudding at once with roast beef, vegetables and gravy.

### 13. This recipe illustrates some general points about the way recipes are written.

1. They usually contain two sections: ingredients and method.
2. Verbs are mostly in the imperative form to make the instructions clearer.
3. The verbs used are appropriate. For instance bake and beat have precise meanings in cookery.
4. Numbers are used to order the stages of the method and make them easier to follow.

### 14. The text about British eating habits contained several examples of adjectives formed from verbs which describe the way a certain kind of food has been prepared. Match these words and five more which do not appear in the text with the Turkmen translations on the right.

- |               |  |
|---------------|--|
| (1) cooked    | (a) gowrulan                                       |
| (2) boiled    | (b) demlenen                                       |
| (3) fried     | (c) bişirilen                                      |
| (4) roast     | (d) tamdyrda ya-da duhowkada bişirilen(çörek ýaly) |
| (5) baked     | (e) gaýnadylan                                     |
| (6) steamed   | (f) kakmaç   |
| (7) dried     | (g) kebap edilen                                   |
| (8) smoked    | (h) tütedilen                                      |
| (9) barbecued | (i) tamdyrda ya-da duhowkada bişirilen (et yaly)   |

## 15. PUZZLE CORNER

## A RHYMING RIDDLE

See if you can solve the riddle below:

My first is in tea but not in coffee  
My second is in candy but not in toffee  
My third is in meat but not in fish  
My fourth is in spoon but not in dish  
My fifth is in beans but never in peas  
My sixth is in yoghurt though it isn't in cheese  
My seventh is in cream yet not in butter  
My whole is a word opposite in meaning to another

## LESSON TWELVE

## SOME VERBS AND WORD 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.**

**Ex.1. Complete the following sentences using 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 ...

**Ex. 2. Translate the following into English:**

Çeple goýuň (gülmäňizi, ýazmaňyzy, öýkeleaňizi). 2. Ejesi çagasyna oýnamagy bes etmegini aýtdy(okamagy, örmegi, tikmekligi). 3. Aýdym aýtmagyňyzy dowam ediň (tekstiň üstünde işlemegiňizi, makalany terjime etmegi, ýazmagy). 4. Aýnany açmaga garşy dälmi (Duşenbe güni ýygnaňyşmaga, ol ýerik barmaga, bu gönükmäni gaýtalamaga). 5. Surat çekmegi örän gowy görýäris(tennis oýnamagy, horda aýdym aýtmagy, daşyndan okamagy). 6. Onuň aýdymyndan lezzet aldyk (ýüzmekden, onuň bilen söhbetdeş bolmakdan). 7. Men onuň bilen ylalaşman bilmedim (oňa garaşman, onuň soraglaryna jogap bermän). 8. Bu pýesanyň görerligi bar (Muzeýe barmak, gönükmeleri dilden ýerine ýetirmek). 9. Ol bir söz hem aýtman otagdan çykyp gitdi (hiç kime seretmän, özi bilen hiç zat alman, sagbollaşman). 10. Onuň gyzlary haly dokamak bilen gyzyklanýarlar.

**Environmental protection.**

All living things, or organisms, interact with and influence their surroundings. Organisms form a network of interconnected environmental systems called biomes. A rainforest is a biome, as is a desert. The branch of science that studies the way organisms relate to their environment is called ecology.

Natural events such as droughts or fires may damage the environment, but they are temporary

disturbances. Given time, the environment will come back into balance.

Humans, however, have had a greater effect on the environment than any other species, and

not everything they have done has been good for it.

Since the 1950 s the number of people in the world has more than doubled, and they all need

food, water and shelter. The increased demand on natural resources can unbalance the environment

causing problems for other species. Many have become extinct (died out completely) or are

endangered.

It is only recently that people have begun to worry about the effect they are having on the environment and have started to think about halting various damaging practices.

Should people cut down fewer trees to preserve the rainforests, have fewer children to keep population numbers down, stop driving cars, which pollute the atmosphere. And be prepared to pay more for electricity?

There are no easy answers to these questions. If logging is banned, people who live by harvesting timber will have no income. What gives one person the right to tell another not to start a family or to stop driving car?

Today most people agree that something needs to be done about environment problems. But they do not agree on the solutions.

## 2. VOCABULARY NOTES

environment (n) – surroundings or conditions in which a person, animal or plant lives or operates.

interact (v) - act so as to effect each other

interconnect (v) - connect with each other

drought (n) - a very long period of little or no rain fall

temporary (adj) – lasting for only a short time

disturbance (n) - the action of disturbing or the state of being disturbed, to interrupt or bother

balance - make (something) have a balance of proportions or parts

human (adj) - having to do with human beings

species (n) - a group of animals or plants consisting of similar individuals capable of breeding with each other

shelter (n) - a place giving protection from bad weather or danger.

increase (v) - make or become greater in size, amount or intensity

demand (n) - a very firm and forceful request

extinct (adj) - having no living members, no longer in existence

endangered (v) - put in danger

halt (v) - bring or come to a sudden stop

damage (n)	- physical harm reducing the value or usefulness of something
rainforest (n)	- a dense forest found in tropical areas with consistently heavy rainfall
logging (v)	- enter (facts) in a log. achieve ( a certain distance, speed or time). Harvesting wood/timber for sale.
ban (v)	- forbid officially
harvest (n)	- the process or period of gathering in crops
timber (n)	- wood prepared for use in building and carpentry
income (n)	- money received during a certain period for work or from investments
solution (n)	- a means of solving a problem

### **3. Answer the following questions:**

1. What is your opinion about the environment?
2. How does our government take care of the environment?
3. What science studies the environment?
4. What events may damage the environment?
5. How have human beings had a greater effect on the environment?
6. What needs to be done about environmental problems today?

### **4. Make up sentences using the following words and word combinations:**

air pollution;  
 the release of harmful substances into the air;  
 to be covered with dirt,  
 smog over the big industrial cities;  
 hard to breathe,  
 unhealthy environment,  
 to preserve the purity of air.  
 noise and air pollution;  
 a great number of cars,  
 water pollution;  
 dirty rivers;  
 to pollute water with factory waste  
 to influence harmfully;  
 to preserve the purity of water.  
 to pollute the sea with oil;  
 waste of chemical plants;  
 to poison;  
 garbage;  
 planting trees;

green-belt.

### 5. Speak on the topics:

Air pollution  
Water pollution  
Human's influence on the environment

**Yzy Ýok , Yzy Ýok , Yzy Ýok , Yzy Ýok , Yzy Ýok**

## LESSON THIRTEEN STUDY THE FOLLOWING

**Table # 1**

### The Present Continious Tense

He (she) Father Maýa , Juma	Has (not) been	<b>waiting</b> for you for 20 minutes, <b>working</b> at this problem two months , <del><b>sleeping</b> rather long</del> <b>writing</b> this translation since this morning , <b>living</b> in this village nearly a month , <b>playing</b> tennis for about an hour
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**Table #2**

Has	He (she) Father Maýa , Juma	been	<b>waiting</b> for you for 20 minutes? <b>working</b> at this problem two months? <b>sleeping</b> long?
Have	I (we) You They Ayna and Perman	been	<b>writing</b> this translation since the motning? <b>living</b> in this village

			nearly a month? <b>playing</b> tennis for about an hour?
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**Ex. 1. Make up sentences using Substitution Table #1. b) Compose your own sentences of the same kind.**

**Ex.2. 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 this morning . 5. They have been discussing this problem for rather a long time. 6. The child has been sleeping too late. 7. Ayna and Rejep have been quarrelling for fifteen minutes . 8. She has dreamed of becoming an actress all her life. 9. I have been doing my lessons since 4 o'clock.

**Ex.3. Put the verbs 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 it 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 tests 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.

**Ex.4. Translate the following sentences into English:**

1. Men size eýýäm ýigrimi minut garaşýaryn. 2. Alymlar bu meseläniň üstünde köp ýyldan bäri işleýärler. 3. Juma syýahata gitmegi arzuw edýär. 4. Men bu makalany ertirden bäri terjime edýärim. 5. Ol eýýäm köp ýatyr. 6. Aýna we Rejep ertirden bäri sögüşip gelýär. 7. Bu kiçijek obada bir hepdeden bäri ýaşaýarys. 8. Siz bu meseläni köp ara alyp maslahatlaşarsyňyz. 9. Siz bu ýerde köpden bäri ýaşaýanyzmy ? 10. Dogrudan hem ol şeýle köp taýýarlyk görýärmikä ? 11. Sen goşyňy eýýäm ýygnadyňmy? Taksi eýýäm on minutlap garaşyp dur. 12. Ol hemişe fizika bilen gyzyklanýardy. Häzir ol täze meseläniň üstünde işleýär. Ol meseläniň üstünde iki aýdan bäri işläp gelýär. 13. Nazar örän gowy powestleri ýazýar. Golaýda ol bir powesti gutardy, häzir bolsa ikinji powestiň üstünde işleýär. Ol powesti bir aýden hem köpräk ýazýar, hyjuw bilen ýazýan diýip aýdýar. 14. Biz aýyň başyndan bäri bu ýerde, emma ýagyş ýagmasyny goýanok. 15. Ýagyş irden bäri ýagyp dur.

**Magtymguly**

The exact date and place of birth of Magtymguly are not known. He is believed to have been born in 1733. He was the third son of Dowletmamed Azadi, who is also known as Garry Molla (1700 – 1765). Azadi was a great poet, a writer, a scholar and author of several books. He has written on a variety of themes - mystical, lyrical, religious, social, patriotic, and others which make his poems appealing to the Turkmen and other peoples. Magtymguly was named after his grandfather, Magtymguly Yonachy ( 1654 – 1720). He belonged to the Gyshyklar clan of the Gerkez division of the Gokleng tribe of Turkmen.

Magtymguly's father was his first teacher and mentor. His father sent the young Magtymguly to a teacher called Niyaz Salih. During his studies Magtymguly also acquired the skills of a silversmith and a saddler. He studied in a Madrassah (religious school) called Idris Baba; he continued his education in Bukhara and finished it at the Shir Gazy Madrassah in Khiva where his talent was recognized and he was appointed a „khalifa“, a substitute teacher. He mastered classical Arabic, Persian, and Turkic languages and literature besides his religious education. He returned home and began teaching at his village while plying the craft of a silversmith. One story supported by a poem he wrote entitled „Defy the Fiend!“ depicts him as both a craftsman and a man who attaches importance to moral values. A beautiful young lady orders Magtymguly to make a silver artifact. When the object is ready the young woman tries to avoid payment by seducing him. Magtymguly manages to resist her charms and she has to give up the attempt. He says:

Your lust shouts, „Do it! Seize it for relief!“  
But conscience whispers, „No – God sees a thief“.  
Though you are blind, He watches you with grief:  
Forget your impulse, let shame keep its lair.

According to another story Magtymguly says to the woman ( or to himself in some versions) :  
„Place your hand on this ember, and if you can bear its heat, we may establish a friendship.  
If not stay away! „. This story confirmed by the last stanza of the same poem:

When Satan says „It's sweet – forget your soul!“ ,  
God says „Defy the Fiend, stay in control!“  
So Magtymguly, seized the blazing coal:  
Then go and do it - if pain you can bear !

His true love lay with Mengli ( meaning a girl with a beauty spot), whose real name is said to be Yangybeg. She was a beautiful dark – haired girl from the Gyshyklar clan of the Goklengs. She was beautiful and literate. Impressed by her beauty and intelligence, Magtymguly wanted to marry Mengli. But while he was away studying, she was forcibly married to someone else, and Magtymguly was left with a broken heart from which he perhaps never recovered.

According to a story told by Gara Ishan, Magtymguly later saw Mengli lying dead. „Nightingale“, one of his poems about his separation from Mengli, expresses his desperation. This poem has become the lyric of one of the most popular Turkmen folk songs:

I'm a nightingale. Here's my sad song

From my Garden of roses. Now I've begun  
See the tears in my eyes? There they belong  
What pleasure in life when loving is done?

According to one account he was married to the wife of his elder brother, who had disappeared. This cannot be true, because the body of his brother was never recovered. The poem „ Abdulla Absent“ about the disappearance of Magtymguly's brother , says that Abdulla went on a journey and did not come back. According to another story , he was married to a certain Akgyz who some people assume was his sister – in- law. Whoever his wife may have been, it seems that he did not have a happy married life. In „ Marrying“ , a satirical poem , he complains about marriage and tries to dissuade his readers. He says: „ If you aspire to become an old ass, go and get married!“ However, he was against bigamy although it was permitted. In another satirical poem about men with two wives, entitled „ Two Wives“ , he portrays their disastrous family life and ridicules them as the third woman in the family:

If he can't coax her out of all such games  
Or call the pair of them by pretty names –  
Well, dolts like that are scarcely proper men!  
So wives plus husband rightly – three dames !

**He ends his poem by counselling his readers that marriage should be based on understanding...**

Magtymguly had two sons . One of them, Sary, died when he was seven years old, and the other son, Ibrahim, died at the age of ten. The loss of both his sons left a deep and indelible mark on his poetic soul. In his poem „ Loss“ , which is one of his most effective elegies, he depicts the reaction of certain birds and animals to the loss of their young and compares his state of mind with that of the birds and animals.

## LOSS

Suppose a partridge loses chicks , can she  
Do less than mourn her babes where they belong?  
Suppose a nightingale should lose its red  
Tulip, can it but sing its yearning songs?

If a jenny loses her young foal  
What will she do but search for it, alone?  
And equally, if camels lose their young,  
What can they do but roll about and moan?

And this gazelle – if she loses her fawn  
And strains to hear its feeble bleat again,

Does not crouch, as sorrow mists her eyes,  
And weep once more, poor thing? Is that not pain?

Suppose you kick a lame man's crutches off –  
Is he not bound to suffer hopelessly?  
A sow confronted by a larger foe  
Defends her litter quite ferociously.

How can we bear the pangs of final parting?  
Though Death may steal upon us while we sleep?  
Even if Magtymguly's son were nothing but  
a cub, what then? What should he do all day but weep?

*(Based on translations by Youssef Azemoun).*

Magtymguly was a Sufi. He sought the blessing of a Sufi leader or sage. The Sufi, said to be called Shah Gurbat, was told that a poet who was a turkmen wished to see him. He said he did not want to see a poet who talked nonsense. Magtymguly then wrote his famous poem "I Took Up My Pen" which gives an insight into his enormous literary learning. He likened the Sufi to "a young hawk, (with) feathers still ungrown." According to a story the Sufi traveled a long way to meet Magtymguly and apologize.

Magtymguly's elegy about his father, "My Father", gives a good picture of a man of virtue who had influenced him profoundly and whom he regarded as his Kaaba (the sacred Muslim shrine in Mecca). The loss of his father made him suffer spiritually as well as emotionally; it deprived him of a spiritual intimacy. Perhaps as a Sufi he needed this separation to reach his perfection, or his spiritual maturity:

### **The Pains Of Love**

Love caught fire within my heart, and burned and blazed.  
Smoke whirling in the wind whipped me like something crazed.  
Fate caught me, spinning me upon its wheel.  
Who came to see me through the eyes of real desire?  
Separation was a storm – both flood and fire.

Swept on, I gained the shores of love, shipwrecked – so null  
Real and unreal were hurricanes within my skull.  
I fell exhausted, lost in wonderment.  
When love unsheathed its dagger, yes, I caught its blade!  
Love stripped me naked, left me stranded without shade.

My body held no strength, my corpse no uttering soul  
I staggered round, confused and far from whole,  
Not weary or alert, alive or dead.  
A cloud of sorrow sank to hide my sacrifice,  
As destiny's key turned and locked me in its vice.

I had to fight to make grief's spectre disappear:  
But Love instructed me and made the problem clear,  
Love sorrowed and assisted me to heal.  
When beauty bloomed, it brought spring joys of a fresh start.  
I have to say all this, dear friends! It broke my heart.

O, hopeful slave to the beloved's charms, whereby  
I lost my heart! A songbird of sweet tongues was I –  
Encaged! But separation scorched my soul.  
Then yearning burned me up, to ash was turned my mind.  
And Mamagtymguly's life was tossed upon the wind.

*(Based on translations by Youssef Azemoun).*

The words “pain” and “burning” proliferate in some of Magtymguly's poems, summaries their life in three words – being raw, becoming mature (by the fire of tribulation) and being burnt (and turning to ashes).

Magtymguly attached great importance to the Truth and the concept of a perfect man, as a Sufi would do. However, the human suffering and social injustice which he witnessed around himself made him pay attention to worldly matters too. He became more interested in the concept of the happiness of his people. Even in his mystic poems like “The Riddle: A Vision” he defends justice, moral values and the oppressed. Viewing life from the point of view of human morality became part and parcel of his sense of humanity and his love for people. It is these feelings that make it impossible for him to become reconciled to the corruption and of society. In the following lines he depicts the position of the poor:

### **Be Not Poor!**

O Ummah of Muhammad, be not poor,  
Or else your kith and kin will leave your door  
As strangers. Brothers too will lose respect.  
Your foes will laugh and vex your friends the more.

A poor man goes barefoot, showing his need.  
At meetings they will seat him low indeed,  
While if rides a horse it's called an ass –  
A rich man's ass, of course, is called a steed!

Just ask a favour, then see what you get!  
Ask friends for loans – you'll just remain in debt.  
At councils, what you say will not be heard;  
You might as well catch water with a net.

Wrestling is honest sport, fighting is rash.  
On who degrades another is mere trash;  
Gossip about the Holy is unwise –  
A gossip's breath turns all to fire and ash.

This poet praises God for everything!  
Death calls alike on beggar and on king.  
A hasty youth will find his troubles mount,  
While patient men with growing joy will sing.  
(Based on translations by Youssef Azemoun).

He cannot do much to help the poor, who are despised even by their own close relatives,  
but encourages them that some day – even if that day might be Judgement Day – they will  
be strong:

### **PREFECTION**

High mountains, do not boast about your height  
For you'll become as flat as molten gold.  
Rough seas, do not be proud about your might,  
For you'll become in time land dry and old.

The forest lion and elephant, meanwhile,  
Shrink mouse-like when mosquitoes sting and poke:  
The mighty crocodile who rules Oxus and Nile  
Counts for no more than badly beaten moke!

My talk of Judgement Day is not a joke:  
Unfair beating's a crime you'll one day cry on  
Oppressors then will have to play the moke –  
The poor, of course, will be the forest lion.

Riders prance by – we see then chick-to-chick  
With lovely woman – antics Heaven mocks.  
Such faithless poseurs really are the weak.  
With faith, you pass above strong as an ox

With everyone, you try to put them right .  
Why don't you keep your own advice in mind?  
Follow the wise – you might regain your sight.  
Follow the daft – you might as well be blind.

If, like Lukman, you have a panacea,  
Lake Alexander, conquer land and sea,  
Lake Rustam, rule those tribes both far and near:

You'd be a giant – with humility.

(*Based on translations by Youssef Azemoun*).

### **An Age Without Morality**

He harshly criticizes the oppressor and corrupt people of society:  
This is the age of dead morality:  
Wrong-doers from the decent turn and flee;  
Once more the base, despising noble blood,  
insinuate, and ape, nobility.

Their prayers no longer bother to beseech  
Their God, now that mullahs no longer preach.  
Even the Kazi, long the Prophet's voice-  
The Kazi holds his hand out for *bakhshish*.

Sultans now laugh at justice in eclipse.  
These dereliction spell apocalypse,  
When farthings buy a muffi's best decree,  
And tyrants die with no prayer on their lips.

The poor are pallid, starving, and distraught,  
While bulging bellies mark another sort –  
Those vile oppressors beating the oppressed ,  
Whose whippings form a bloody kind of sport.

Nobody listens when a scholar sings.  
To the Creator no one tribute brings  
Sufis no longer read the Holy Book,  
Forswear religion for more worldly things.

Too many Sufis are that but in name,  
Eating the food of tyrants without shame,  
Hoping Lord So- and- So will call them good,  
Haunting the scented thresholds of ill – fame.

( *Based on translations by Youssef Azemoun*)

In the poem “ Everything Openly” Magtymguly describes the beauty of Central Asia, where the seasons are pronounced and the steppes produce a fine display of colours. In what can be regarded as one of his nature poems, Magtymguly compares the regrowing of plants to resurrection.

## EVERYTHING OPENLY

When Nawruz falls the world takes colour – openly:  
Clouds cry aloud , mountains gather haze – openly:  
Even the lifeless come to life – breathing openly:  
Plants, before unseen, grow up and blossom – openly :  
All creatures benefit or do us harm – openly:  
They breed their kind and stealthily go by – openly:  
Birds open beaks and sing when summer comes – openly.  
Safe in his sandy home the crab opens his watery site,  
Earth fills with grasses soft, to gratify our sight.  
Each living thing revives as if we wine alight –  
A thousand songs the nightingale sings from its height  
And every tissue marvels at the songster's flight.  
With tulips laden bows the land for our delight:  
The whole word is on show now, shouting openly.  
With dance and music merry does the earth's face glow;  
Tune after tune, the dutah plies unwearied bow.  
To loving souls, God's words eternal life bestow,  
To loveless souls, Mortality its kiss will blow.  
These weeks of spring pile green and greener green on show .  
Here Resurrection trips with Judgement on her brow –  
The word's great courtroom welcomes new souls openly.

Don't worship luxury, wealth's stuff will not remain  
And woes are all a spendthrift's house can entertain .  
Avoid what's written in fate's scroll? The hope is vain!  
Don't harness up your soul with false regrets in train ;  
Good deeds are good when planned – but twice as good again  
When practised. Time rolls on while men their sleep obtain.  
When deeds are evil , ah ! , hellfire's your gain , openly.

*( Based on translations by Youssef Azemoun)*

The poem „ Making My Dear Life Lost“ recounts this sad event:  
Making My Dear Life Lost  
Making my dear life lost to all that's good  
An evil fate wrought awesome sacrilege ,  
Hurling the books I'd written to the flood,  
The leave me bookless with my grief and rage.

The foe surrounded us. Surprised, we shook  
And scattered – so we all our friends forsook.  
As for my five years work , my precious book,  
The Kyzylbash destroyed it, page by page.

Then some were left behind, tired and afraid ,  
And some of us were into slavery made,  
Freedom to gain if ransome then was paid –  
The price according to each captive's gauge.

This fate has dragged me almost to the ground.  
My being wept with sorrow so profound  
To see my manuscript untimely drowned  
That rivers all were hateful at this stage .

Many's the man who meets with some success,  
While many more are starving , more or less.  
The world echoes to all their loud distress.  
My own lament was heard throughout an age.

We stagger under fate's too harsh duress:  
It proffers well but lies, to our distress.  
So Magtymguly speaks the truth out. Yes,  
There's nothing can my broken heart assuage .

*( Based on translations by Youssef Azemoun)*

Magtymguly was a man concerned with the welfare of his people. There are tales which say that he personally resolved disputes between various tribes. He believed that the whole tragedy of the Turkmens was due to quarrels and disunity among the tribes. In some of his poems he warns his people against internecine strife. Having realised the dangers of tribalism , in his poem „ Exhortation In The Time Of Trouble“, he calls on the Turkmen tribes by their names, to unite into a single national state, thus becoming the Turkmen poet to introduce such a political theme into Turkmen literature.

### **Exhortation In The Time Of Trouble**

My fortune seems to be taking wing.  
Since we pray and rend our clothes  
Fulfil our wishes, O Great Lord.  
The Kyzylbash have ruined everything.

Send warriors to the steppes , where habitable,  
Make our homeland structures robust,  
Cool the heads of our brave youth.  
Above all, let out food all be served on the table.

Let dervishes pray without unseemly interference

And the young as formerly gather for the dance.  
May all our peoples enjoy the spring of their lives,  
And difficult winter days have disappearance.

If turkmens would only tighten the Belt of Determination  
They could drink the Red Sea in their strength.  
So let the tribes of Teke, Yomut, Gokleng, Yazir, and Alili  
Unite into one proud nation.

What is Soul? Magtymguly tries to understand it.  
Let us not to be subjugated by the Kyzylbash !  
Grant us a union of Teke and Yomut  
And let Kemal Khan command it.

*( Based on translations by Youssef Azemoun)*

According to widespread stories, Magtymguly died as a result of the unbearable oppressions of sad experience in his old age, aggravated by his distress at the tribal hostility which had caused him so much suffering. The date of his death is not known , but it is thought to be towards the end of the 18 th century or the beginning of the 19 th century. Before his death he sat at his open door to look for the last time at the splendour of the mountains which had been so much a part of his life.

### **When I Cease To Be**

Round this world, rich and arid ,  
Let's look. What will surveys reveal?  
The towers built a goodly deal  
By Alexander and Jamshid .

Lions and tigers haunt the wild  
In forests luminous and green.  
Dew – damp meadows next are seen,  
Creeks and springs with water mild.

From nothing did the Lord create.  
Mountains are the lords of earth:  
Ask them, they'll talk of Noah's birth!  
About them prayers congregate.

Rejoice, untruthful world , rejoice!  
Both gay and sad men fade away:  
Soon only lofty hills will stay  
With snow drifts blocking sight and voice.

Cloud round their peaks will not disperse

Or dissipate their upward thrust.  
Nor shall Time grind them into dust  
Or frost disrupt their groves diverse.

No single hamlet will remain:  
Only gardens to behold  
Where virgins once had sweetly strolled  
And nightingales trilled their refrain.

Whoever lives will soon in graves have lain;  
Says Magtymguly, death devours all sins.  
The sky remains, while earth in orbit spins.  
The sun will rise and set, moon wax and wane....

*( Based on translations by Youssef Azemoun)*

There are over a hundred manuscripts of Magtymguly's collected poems in Turkmenistan , and many others in Iran, Afganistan and other places ; there is one manuscript of Magtymguly's poems at the British Library which also has poems by other Turkmen classical poets. None of these manuscripts are complete. The original manuscript of the author has never been discovered . A large manuscript which is believed to have belonged to Magtymguly was seen at the turn of this century , once in a village in northern Iran and other time in Garry Gala (Magtymguly) in Turkmenistan , but it has not been seen since. Under the Soviet system, people were persecuted for having books with Arabic script in their homes since they were regarded as religious. Many destroyed or buried old manuscripts or even hung them in old wells. Some were discovered after Perestroika, but many had already disappeared and the poet's own manuscript might be among them. Collections of poems of Magtymguly from these manuscripts were published several times in Turkmenistan in the Soviet period, but religious poems were excluded from them. Only after Perestroika did these poems begin to appear in Turkmen literary journals. A collection of „ Unpublished Poems of Magtymguly „ called „ Bagyshla Bizni“ , meaning „ Forgive us“ which is the title of the poem „ The twelve Imams“ , was published in 1990 and consisted of religious poems including „ When Judgement Day Comes“ and „ Dawn Is The Time“ both of which are featured in „ Songs From The Steppes Of Central Asia“.

Most of the manuscripts begin with the poem „ Revelation“ , the first version of which was written by Magtymguly when he was nine years old. He developed it later. There are many incompatibilities in the text of various manuscripts. Magtymguly must have revised the poem a number of times. Gara Ishan once said that when Magtymguly was about nine years old , his family went to a funeral leaving him at home sleeping. A sack of grain fell on him when he was asleep . He was dreaming. When he woke up his mouth was foaming and this is mentioned in the poem. ( There is a striking similarity between parts of this poem and another poem “ The Riddle A Vision”) and a poem by Pushkin called “ The Prophet”. A Russian scholar , Bertels, and a Turkmen scholar , Zilikha Mukhammedova have compared the poems). Magtymguly had a great love for his mother tongue, and he brings out the richness and beauty of the Turkmen language. He made ingenious use of the everyday language of the

people, at a time when the Turkmen language was under the influence of Chaghatay , the stilted written language of culture in use throughout Central Asia. He broke the barrier between the literary language before him and the common language of the people, transforming the 18 th century literary language and making it accessible to the people. He also used the wealth of Turkmen folklore with some skill. Avoiding verbiage he expressed his ideas in as few words as possible, which sometimes makes it difficult to distinguish real proverbs from Magtymguly's inventions. His clarity and simplicity make his striking use of imagery all the more effective.

The first poet to introduce political themes, social criticism and even new forms into Turkmen literature, Magtymguly wrote on an enormous variety of subjects which appeal to various strata of Turkmen and other Turkic peoples. For this reason some see Magtymguly as a spiritual leader and a teacher , others as a patriot and a guide leading his people to happiness. To the Turkmen he is „Magtymguly, Bagtyng guly“ – the bestower of Happiness.

## Exercises

1. Say whether your town is large or small ( compared with other towns in the region ). If your town is well known, for example as an industrial , agricultural or cultural centre, speak of this fact. If you know, say what important events took place in your town, or what well – known people come from your town.
2. Speak about your town, pointing out places that would interest visitors. Point out places in the town itself that are of interest , and say why.
3. Say something about the schools in your town. Say whether young people can get technical training, and where. Say what this training prepares them for.
4. Imagine this situation. Two people from different towns meet. They ask each other questions about their towns. Both are sure that their towns are interesting , and they tell each other to come on a visit. Carry out the dialogue.
5. Imagine this situation. A man who once lived in your town comes to your house. He has not seen the town for a very long time. He asks you questions about the town, the changes in it and in the places around it. Carry out the dialogue.
6. Study the meaning and use of the new words as seen in the following examples:

It takes....: It takes an hour to go there from here. It takes many years of training to become a skilled technician. How long does it take you to get to school? It took her so long to decide what to wear , that we were late for the entertainment.

Outstanding : Chekhov is outstanding among famous short story writers. The professor spoke about a number of our outstanding successes in medicine.

Main : The main streets in small American towns are usually named “ Main Street”. The main reason he gave for refusing is still not clear to me. His main purpose in coming to that town was to see his old friends again.

To point: The teacher pointed to different places on the map and asked the pupils to name the cities. Point to the pupil who must answer your question.

To point out: Jennet pointed out the main events of the past week. The words we must remember are pointed out at the end of the homework exercises.

To hate : reactionaries in the 15 th century hated Galileo, Bruno and other outstanding scientists. She hates to write letters.

Character: 1) In English , the personages in a story, play or film are called the characters. Only the main character in a book may be called the hero. 2) He is man of very strong character.

Brave: A writer once said that brave man die only once: those who are not brave die many times. The brave girl jumped into the icy water to save the little boy.

Honest: I'm sure she didn't take the money , she's absolutely honest. He hadan open, honest face.

Sad : I don't like films with sad endings. The story was so sad that my mother began to cry.

Probably: Her plans for next year will probably depend on thye result of her last examination. The roads there are probably bad in the spring. The boys will probably want lunch immediately.

***VII. Study the example. Then, using the words : So ( Neither) can (do, did) I , agree with each statement and add another, logically connected statement. Use the word given in brackets.***

***Example:*** A: I can't imagine why she refused. ( probably)  
B: Neither can I. She was probably angry.

1. I can't understand why Pete recited so badly yesterday. ( probably)
2. I especially liked three of the characters in the story. ( main)
3. According to the author , the hero is a man of strong character, but I don't think so ( weak)
4. I don't think he lied. ( honest).

***VIII. a) Say what main school or sport event of the past year you remember. If any of the events were outstanding , say so.***

- b) Tell the class about something you used to hate to do when you were small.
- c) Say how much time something takes you to do
- d) Say what you can point out to a visitor to your town.
- e) Say what you must point out when you talk about a story, a book or a film.

**IX. A. Study the prefix *un* - in the following examples:**

*Unhappy*  
*Untrained*

1. His face is not kind. He has an unkind face.
2. Her name is not usual. She has an unusual name.
3. The attack was not successful. The attack was unsuccessful.
4. The climate there is not good for health. The climate there is unhealthy.

B. Translate the following word combination into Russian and Turkmen: an unskilled worker, unpleasant news, an unknown writer, an unwritten law, unemployed workers, unnatural pronunciation.

**X. A. Guess the meaning of the italicized words; pronounce them correctly.**

1. Large public libraries sometimes have millions of books
2. French literary critics say that the play „Romeo and Juliet“ is an optimistic tragedy.
3. According to the newspaper correspondent, the strikers refused to agree to any compromise.
4. The Arctic Ocean is full of icebergs.

**B. Guess the meaning of the italicized words from the context.**

1. The American Indians lived mostly by hunting the animals in the great forests, and by fishing in the lakes and rivers. Outstanding hunters were respected and honoured.
2. Boys were taught to be brave and never to fear danger. Even when they were dying, the Indians showed no fear of death.
3. Young Indians were taught not to speak much, but to express their ideas in as few words as possible.
4. The Indians did not sail far out into the ocean in their canoes, but stayed near the coast. When they saw Columbu's tremendous „canoe“ and the white then that landed, they were filled with wonder. Of course, they could not understand the white men's language, so they expressed themselves by pointing to things, and soon made friends with the sailors from the ship.

**XI. Complete the following sentences.**

1. When the wolves appeared in the district, the collective farmers...

2. The tremendous waves became higher and the sky became darker, but the fearless sailors  
....
3. Her heart filled with joy when....
4. In her letter to Radio Car – tarapdan , Gurban’s mother expressed....

**XII. a) Guess the meaning of the italicized words.**

**b) Give sentences logically connected with each sentence.**

1. When the news was announced , it seemed unbelievable
2. In ancient times, such things were unimaginable
3. The courageous and fearless soldiers of the Turkmen Army are unconquerable
4. The main character is a woman whose life had been one of hard labour and sadness before the Revolution.
5. He recited the poem with much feeling and expression.

**XIII. Discuss the translation of the following;**

1. “ There is nothing more difficult than to write a simple honest story about a man “ , Hemingway said
2. “ First , you must study what you are writing about , and then you must learn to express it in writing “.
3. “ It takes a whole lifetime to do these two things”.
4. Hemingway had his own way of writing.
5. “ A writer must know more, much more about his characters than appears in the story”, Hemingway pointed out
6. “ The more you know about the characters, the more powerful your story will be” .
7. It was because he hated war and fascism that Hemingway took part in almost all the wars of the first half of the twentieth century.
8. The world that Hemingway lived in was not happy or peaceful.
9. “ The main critics of one’s work are the mind and the heart...”

**XIV. Read the text “ Ernest Hemingway” giving special attention to the use of the following words:**

- a) to compare , twice;
- b) death, to hate, to point out, to fill, probably, to express, it takes...

**Prepare for classroom discussion of the questions in Exercise XV.**

**Ernest Hemingway**

Books and stories by Ernest Hemingway are well known to readers. When the sad news of Hemingway’s death was announced in July, 1962, many readers and literary critics felt that the world had lost one of the most outstanding writers of the twentieth century.

Hemingway’s works have been published in all countries ; millions of Germans, Americans, Italians, Russians, and Englishmen have read his stories again and again. So

many books and articles have been written about Hemingway in all languages that they could probably fill a hall in a large public library. His influence on other writers has been very great , and his name is dear to people everywhere in the world.

“ There is nothing more difficult than to write a simple honest story about a man”, Hemingway said. “ First , you must study what you are writing about , and then you must learn to express it in writing. It takes a whole lifetime to do these two things”.

Hemingway studied people and life over our planet. He always looked for events in which a man must win or die, events in which all the beauty or everything bad in a man can be seen.

Hemingway had his own way of writing . His stories seem very simple, often there are very few events. But we feel that there is very much behind the events that he describes ; that the whole life of the character leads to this event.

“ A writer must know more , much more about his chatacters than appears in the story”. Hemingway pointed out. “ That is the idea of Stanislavsky : “ An actor who says only two words on the stage must know everything about the character whose role he is playing.” A story can be compared to an iceberg. People see only one part of it ; the other part , seven times as big , is under the water. But it is the part under the water that gives power to the part that can be seen. The more you know about the characters, the greater the part “ Under the water”, the more powerful your iceberg will be”.

It is not often that even the best writers are like their best characters. But Hemingway was. He was strong and honest and courageous; he was a brave soldier, a skillful hunter, a fearless boxer and an enthusiastic fisherman. He fought in Italy during World War I, he hunted on big animals of Africa and caught big fish in the sea near Cuba. He saw the tragedy of Spain in 1936. His life was full of danger. Twice newspapers published news of his death.

More than anything else Hemingway hated war and fascism. It was because he hated them that he took part in almost all the wars of the first half of the twentieth century, as a soldier or as a correspondent . He made friends with fighters – with matadors, hunters, fishermen, workers, sailors – because he was a fighter himself.

For many years Hemingway lived in Cuba. He was a friend of Fidel Castro and the people of the beautiful island of freedom. Today, his home in Cuba is a museum. Hundreds of Cubans and visitors to Cuba come there to see the place where Hemingway wrote so many of his unforgettable books.

The world that Hemingway lived in was not happy or peaceful. He lived in a world where man is alone and unhappy. That is why so many of his novels and stories are full of sadness , why his heroes – real people who want happiness for themselves and others – so often die. Hemingway once said : “ The main critics of one’s work are the mind and the heart. Perhaps the heart even more than the mind ...because the mind can sometimes agree to a compromise, but te heart – never ! The truth – only the truth – that is what one must write”.

Hemingway’s stories have great truth in them ; truth about people and the world around them. His works were born in the mind and in the heart of an honest and good man.

## **XV. Answer the following questions:**

1. What facts show that Hemingway is a very popular writer?
2. How did Hemingway describe the main difficulties of a writer?

3. What is typical of Hemingway's writing?
4. Why did Hemingway speak of Stanislavsky's ideas on art?
5. What shows that Hemingway was a man of action?
6. Why are Hemingway's stories often sad?
7. Do you think that Hemingway's stories are based on fantasy or reality?
8. How can you describe Hemingway's character?

**XVI. Re – read the four paragraph beginning with the words:**

1. It is not often that even the best writers...
2. More than anything else Hemingway hated war ...
3. For many years Hemingway lived in Cuba...
4. The world that Hemingway lived in...

**Give the main idea of each paragraph.**

**XVII. Copy the sentences. Fill in the proper word from the following list:**

Outstanding, event, to compare, honest, twice, character, main, to fill, to hate, sad.

*Example:* A personage in a story or play is ...

A personage in a story or play is a character.

1. To look for and point out a likeness or difference is ....
2. An important happening is...
3. Open, free from lies is ..
4. Famous, well-known means...
5. Not to like someone or something very strongly is ...
6. Two times means..
7. To make something full is
8. Unhappy, not glad means..
9. ...means most important

**XVIII. Say which of the dictionary meanings given here are illustrated in the following sentences :**

Take (took, taken) v 1) almak ; брать , взять ; 2) güyüç bilen almak ; захватывать ; 3) Kabul etmek ; принимать ; 4) içmek , içmek ; есть ; пить 5) talep etmek ; требовать 6) seçilip almak ; выбирать 7) hakuna tutmak ; нанимать 8) geçirmek ; проводить ; to ~ after meñzemek ; походить на кого-либо ; to ~ apart dargatmak ; разбирать ; to ~ away aýurmak , çykarmak ; убирать ; уносить ; to ~ off a) çykarmak ; снимать b) uçmak ; взлетать to ~ out a) çykarmak ; вынимать b) çagurmak ; пригласить to ~ heart göwnüňe ýakyn almak ; принимать близко к сердцу ; to ~ up a) ýer tutmak ; занимать ; doldurmak ; заполнять b) başlamak ; начинать ; to ~ part gantaşmak , принимать участие ; to ~ place ýer almak ; занять место ; bolup geçirmek , происходить.

1. We decided to take a taxi
2. I must take my medicine.
3. It won't take you very long.
4. He took the watch apart, but he couldn't put it back together
5. After two attacks , the army succeeded in taking the town.
6. Do you usually take tea or coffee in the morning?
7. The plane takes off at seven forty.
8. Let's take her to the station
9. The whole newspaper is taken up by descriptions of the events at the Olympic games.
10. We decided to take a room at a hotel.
11. Don't take what he said to heart. He was joking.

Character n 1) häsiýet , характер 2) häsiýet aýratynlygy , характерная особенность ; hil , качество 3) abraý , репутация 4) häsiýetnama , характеристика 5) şahsy, личность 6) keşe , роль

1. She is splendid in the character of Madame Bovary
2. She was a woman of the finest character
3. It seemed to be some kind of mineral of an unknown character
4. We didn't know anything about his character then
5. He came to us with a very good character from the factory
6. There are so many characters in the novel that it is difficult to remember all of them.

#### **XIX. Do Exercise XIV**

**XX. Copy the sentences , using adjectives with the prefix un – in place of the italicized words. Make other necessary changes.**

1. It is not known if he returned to town
2. The climate is not healthy there
3. Jack has not been employed for two years already
4. The girl was not interested in the coming sport events
5. The story was left not finished
6. All these events are not important
7. The flowers and trees on the stage did not look natural
8. She did not seem to be happy.

#### **XXI. Translate the following word combinations in writing into Russian and Turkmen :**

a fearless sailor; the striking – rivers ; an unlighted road ; an uneventful week, an endless speech , a tired traveller, a tireless worker, an unforgettable painting ; an unbelievable adventure ; an unimaginable invention ; an unconquerable city; a dependable friend; a hunting knife ; a hunted animal ; a hunting and fishing district ; a dangerous coast; an interesting man ; an interested man.

**XXII. Read the text “ Interview with Ernest Hemingway” without a dictionary. Prepare to answer the questions given before the text.**

**Vocabulary to be remembered :**

Brave a	fill v	point v
Character n	hate v	point out v
Compare v	honest a	probably adv
Death n	hunt v	sad a
Event n	main v	sailor v
Express v	outstanding a	twice adv
Fear n, v	it takes ( me) ...	

**TEXT 1**

**1. Read the text, retell and make up questions to the text.**

**A TALK ABOUT EDUCATION IN BRITAIN**

Yesterday Form 9A had an English lesson. Jennet Nurgeldiyeva , the English teacher, said , „ This year you have learned a lot about the United Kingdom . You know something about its geography , about the traditions of the populations , about places of interest. You also know who are the masters of the country“.

Suddenly Aman Geldiyev put up his hand and asked , „ What do English people themselves know about their country?“

„ Well, I am sure that a person living on the British Isles will know as much as you do, or perhaps even a little more.“

Aman smiled to hear this and so did the class. Then Jennet Nurgeldiyeva went on. „ The interests of the working people in a capitalist state, as you know, are defended by proletarian working – class parties. In Britain, the Communist Party is in the vanguard of the struggle for a better future, and its active assistant in this work is the British Young Communist League. There are many interesting things about Great Britain which we haven’t discussed yet...“ At this moment Maya Allayarova was quick to ask , „ Will you tell us something about English schools please?“

„ Oh that is a very good question! Well, in England children begin to go to school when they are 5 years old. They leave secondary schools at the age of 16 to start work. If they want to go

to the university they continue their study until they are at least 18. Higher education costs a lot and only a smaller part of the students get scholarships“.

„ Do parents have to pay for their children’s education? „ asked Azat Muradov.

„ Well , there state schools which are free and public schools, most of them are for boys, where the parents pay for their children’s education. There are private schools too ...“

„ But public means for all ! „ said Leyla Seyidova

„ Yes, that’s right“ smiled the teacher. „ But although the name is public, those schools are not for many. They prepare their pupils for the universities and for work in the government of the country“.

„ You said that the state schools are free. Does it mean they are better?“ asked a pupil.

„ Oh, certainly not. Many of the state schools are not so good as the private ones. Their classes are too large and the teachers too few to pay personal attention to each pupil.

In public schools classes are small and the number of teachers is large. Those parents who send their children to public or private schools use their money to buy smaller classes , and better teachers.“

„ And what about higher education for state school students?“ came another question.

„ May I answer that question? asked Gözel Geldimuradova. I’ve read something about it.“

„ Yes, please tell us what you’ve read.“ Said Jennet Nurgeldiyeva.

„ Some years ago there was only one type of state school which prepared pupils for the university. It was the grammar school.

At the other state schools only trades were taught. That’s why four – fifths of 16 –year – old school – graduate to begin working after leaving school. But now there are also comprehensive schools which teach all subjects , and pupils decide which subjects they wil study.“

„ Yes, that’s right ,“ said the teacher.

## **2. Use the facts below to tell about education system in te USA and Great Britain.**

### **Education in Britain and in the USA**

#### **UK**

3-4 years old : Nursery school, playgroup or kindergarten

5-6 years old : Infant school of primary school

7-11 years old : Junior school of primary school

12-16 years old : Secondary school

17-18 years old: Sixth form college

19-21 years old : University or Polytechnic (1<sup>st</sup> year ( fresher) , 2<sup>nd</sup> year, 3<sup>rd</sup> year ( final year)

22-23 years old : University (postgraduate)

## USA

3-4 years old: Nursery school

5 years old : Kindergarten

6-11 years old : Elementary school ( 1<sup>st</sup> – 6<sup>th</sup> grades)

12-13 years old : Junior High school ( 7<sup>th</sup> – 8<sup>th</sup> grades)

14-17 years old : High school (9<sup>th</sup> -12<sup>th</sup> grades)

18- 21 years old: College ( freshman, sophomore, junior, senior)

22 -23 years old: Graduate school

## TEXT 2

### 1. Retell the text.

### Beýik Britaniýanyň kartasynyň suraty

#### The British Isles

Here is the map of the British Isles. On the map we can see England , Scotland, Wales and Ireland. London is the capital of England. It is also the capital of United Kingdom. Some parts of England are really beautiful. There are many lakes , rivers, hills and mountains in England. But the mountains are not very high. The Cheviot Hills are in the north of the country. South of the Cheviot Hills you can see the Pennines. West of the Pennines you can see the Cumbrian Mountains. There are a number of beautiful lakes in these mountains. The name of this part of the country is the Lake District this is Wales. There are many hills and mountains in Wales. Here is a big mountain. Its name is Snowdon. It is 3560 feet high. There is much coal in Wales. It is one of the big mining districts in Britain. In the towns and villages of wales you can see thousands of miners.

Britain is an industrial country. There are a lot of factories and mines there. Birmingham and Coventry are the big industrial centers in England. Sheffield is a centre of the steel industry, and in Manchester there are many textile factories. West of Manchester is Liverpool. It is one of the big ports on the west coast of the island.

Glasgow is a very large city in Scotland. It is also a large sea port and a big ship- building center. Edinburgh is the capital of Scotland. It is near the east coast of the country.

Oxford, Cambridge and Edinburgh are university towns. You can find a great number of students there. Dublin in Ireland is also university city. Belfast is a big city in Northern Ireland.

## TEXT 3

### London şäheriniň suraty

#### London

Great Britain is a capitalist country. In Great Britain, as in any other capitalist country, all power is in the hands of the capitalists and landlords. They have the land, the mines, the factories and the banks. Social contrasts are striking in London.

The palaces of the English kings and queens and the houses of the rich people, the best theatres and museums, the beautiful parks and squares are all in the West End.

Near the Thames we can see the Houses of Parliament. There on a high tower we can see a big clock called Big Ben; we can hear it striking every quarter of an hour.

Now come down the Thames past the City, with its many offices and banks and the big church of St. Paul standing on a hill, in the East End.

Here we can see a different world. The London docks, big factories and miles of narrow and dirty streets with houses all grey and black with smoke are in the East End. There are thousands of workers and poor people living there.

### **The last Sunday of May is Turkmen Carpet Day.**

#### **Unit 50 Text Turkmen Carpet.**

#### **1. Read the text and learn about Turkmen Carpet which was included into Guinness**

The Pride of the national culture of Turkmen people is carpet weaving. Carpet – weaving come from the traditions of carpet weaving were handed down from generation to generation and within centuries were improved.

With carpet products camels and horses were decorated. They served as decorations for yourtas and wedding processions.

The spectators at the first carpet exhibitions in Vienna and Berlin have been struck with the originality and beauty of these masterpieces of Oriental art. The press wrote enthusiastically about Turkmen carpets.

Turkmen carpets are made of high quality sheep wool from spring shearing. This wool has elasticity, resiliency and durability.

The decoration of the carpets is extremely original, reflecting the real world surrounding Nomadic livestock- breeders. The Ornaments have geometrical characters.

Volume of production of classical Turkmen carpets today is determined by the State Association „Turkmen Khaly“. Turkmen carpets were exhibited at many international exhibitions and fairs. Collections of Turkmen carpets decorate such major museums, as Hermitage in St. Petersburg and the Oriental Arts Museum in Moscow.

The traditional ornaments of the 5 main tribes of Turkmen can be seen on the new flag and national emblem of Turkmenistan. Today Turkmen carpets are very popular, both in our country and abroad.

#### **2. Vocabulary Notes.**

Transfer (v) – move (someone or something from one place to another)

Generation (n) – all of the people born and living at about the same time.

Improve (v) – make or become better

Exhibition (n) – a public display of items in an art gallery or museum

Masterpiece (n) – a work of outstanding skill

Shear (v) – cut the wool off (a sheep)

Elasticity (n) – cord or fabric which returns to its original size or shape after being stretched

Resiliency ( adj) – able to recoil or spring back into shape after bending,stretching , or being compressed

Durability ( adj) – hard – wearing

Fair (n) – a gathering of stalls and amusements for public entertainment

Oriental ( adj) – having to do with the Far East

### **3. Answer the following questions:**

1. What is the pride of the national culture of Turkmen people?
2. What do you know about the traditions of carpet weaving?
3. What can you say about the first carpet exhibitions in Vienna and Berlin?
4. What are the Turkmen carpets made of?
5. What museums are the collections of Turkmen carpets decorating?
6. Where are the ornaments of Turkmen carpets used?

### **4. Make up sentences using the following words and word combinations:**

National culture, carpet –weaving, ancient times, transferred from generation to generation to be decorated , carpet exhibition , determine , to exhibit , the collection of Turkmen carpets, major museums , popular both in our country and abroad.

## **Wonders of the World**

### **1. Read the text.**

#### **Seven Wonders of the Ancient World**

More than 2000 years ago , the Greeks and Romans made list of notable places for travelers to visit. But only objects made by human beings appeared on these lists – tombs, temples, statues, and other structures that were very large , beautiful , costly, or unusual in some other way . Natural features of the earth , such as mountains , waterfalls, and caves were not considered worth including.

Seven of these ancient “ wonders “ were generally listed. They were built between 3000 B. C. and A.D. 476, and we now know them as the Seven Wonders of the World. To see them tourists of old had to travel across Mediterranean Europe, North Africa, and eastern Asia. This was the civilized world known to the Greeks and Romans. The rest of the world was left out. Had they been aware of the Great Wall of China, they would surely have added an Eighth Wonder. Among the Seven Wonders only the Pyramids of Egypt remain in anything like their original glory. People still come from all over the world to see them. A wonder is any sight that makes people stop and stare in awe.

### **2. Seven Wonders of the Ancient World.**

1. The Pyramids at Giza in Egypt
2. The Hanging Gardens of Babylon ( modern Iraq)

3. The Temple of Artemis at Ephesus ( modern Turkey)
4. The Statue of Zeus at Olympia in Greece.
5. The Mausoleum at Halicarnassus ( modern Turkey)
6. The Colossus on the Island of Rhodes in the Aegean Sea.
7. The Lighthouse at Alexandria in Egypt

### **3. Check for comprehension**

1. Who made listings of notable places for travelers?
2. When were the listings made?
3. Why were the other wonders of the world not included?
4. What places did tourists of old have to travel to see the Seven Wonders of the World?

**4. Ask as many questions as you can. Remember the names of the Seven Wonders of the World.**

***5. 5 minutes for fun. How many things can you think of that...?***

***Devide the class into 2 teams. Note down as many things as they can that fit a given definition and that they know. For instance, you might tell the class to think of as many items as they can that make a noise, or that are small enough to fit into a matchbox , are rectangular , round etc. After two or three minutes pool all the ideas on the board, or have a competition to see which team can think of the most items.***

**6. Read and learn more facts about the Seven Wonders of the World. Write out the main facts. Greate as many questions as you can about the texts.**

### **The Great Pyramids.**

**( Pictures of the Pyramids 09 )**

The pyramids were built as tombs for kings of Egypt. The ruins of 35 large pyramids can be seen today near the Nile River in Egypt, but the most famous are three large pyramids at Giza near Cairo. These pyramids were built about 2600 to 2500 B.C. for three powerful kings. Building a pyramid was a vast project. The builders did not consider the cost or how much time it took – they believed they were building for eternity. No one knows how long it took to build a pyramid. As many as 100,000 workers were brought from the farms along the Nile River. They worked on the project for three or four months each year during periods when the floodwaters of the Nile covered their fields and made farming impossible.

### **The Hanging Gardens of Babylon**

**( Pictures of the Hanging Gardens 05)**

No one is sure what the Hanging Gardens looked like. They were probably built by King Nebuchadnezzar II for one of his wives. Babylon was a rich kingdom in what is now Iraq, near the modern city of Baghdad. One story says that Nebuchadnezzar II married a mountain

ptincess and built the Hanging Gardens so that she would feel at home. Babylon was an ancient city on the banks of the Euphrates River. Nothing remains of the Hanging Gardens.

### **The Temple of Artemis ( Picture 04)**

One of the largest temples built in ancient times stood in the Greek city of Ephesus on the west coast of what is now Turkey. The temple was built about 550 B.C. and dedicated to the Greek goddess Artemis. In Greek mythology, Artemis was the daughter of Zeus, king of the gods. She was the goddess of childbirth and wild animals and hunting. The Temple of Artemis was burned down in 356 B.C. A second temple on the same foundation was also burned, in A.D. 262. Only the foundation and parts of this second temple remain.

### **The Statue of Zeus. ( Picture 03)**

Greeks built five of the Seven Wonders of the Ancient World. People came to Olympia in Greece to watch the Olympic Games, first held in 776 B.C. In a great temple crowds gazed with amazement at a magnificent statue of Zeus, king of the gods.

The huge figure was made about 435 B.C. by Phidias, the greatest sculptor of ancient Greece. He created a figure 40 feet (12 meters) high. The statue showed Zeus seated on a golden throne, wearing a robe and ornaments of gold. It was probably the most famous statue in Greece.

### **The Mausoleum at Halicarnassus. ( Picture 02)**

A huge, white marble tomb was built about 353 B.C. in what is now southwestern Turkey. It was made for Mausolus, ruler of a province in the Persian Empire. The Mausoleum was built about 135 feet (41 meters) high. The tomb was so impressive that all large tombs came to be called mausoleums. The top of the Mausoleum was destroyed by an earthquake and only pieces of the building and its decorations remain. Some sculptures from the Mausoleum can be seen in the British Museum in London.

### **The Colossus of Rhodes ( Picture 01)**

Near the harbor of Rhodes, an island in the Aegean Sea, stood a huge bronze statue. It showed the sun god Helios and stood about 120 feet (37 meters) tall. The Greek sculptor Chares worked on the figure for 12 years in the early 200's B.C. He used stone blocks and several tons of iron bars to hold up the hollow figure. The Colossus of Rhodes was a statue of the sun god. No one is sure exactly what the figure looked like, but it was almost as tall as the Statue of Liberty (46 meters). The giant structure probably stood beside the harbor.

## **The Lighthouse of Alexandria . ( Picture 26)**

On the island of Pharaohs in the harbor of Alexandria , Egypt, stood a mighty lighthouse. It was so famous in the Ancient world that the word pharaohs came to mean “ lighthouse”. The Alexandrian lighthouse was built between 283 and 246 B.C. The lighthouse had three sections. The base was square , the middle section was eight – sided, and the top section was round. A fire burning at the top of the lighthouse gave light that could be seen for miles. In 224 B.C. , the Colossus was toppled by an earthquake. The lighthouse of Alexandria, the first important lighthouse in the world, stood over 400 feet (122 metres) high. Its fiery beacon guided ships into the city’s harbor.

### **7.Vocabulary : Choose and write the correct spellings of the following words.**

Mauseleum – mausoleum , staute – statue, light house – lighthouse, Agean sea – Aegean Sea, Egipt – Egypt, Zeus – Zews, civilized – civilised, ancent – ancient, amasement – amazement, Aleksandriya – Alexandria, Libety – Liberty, Collossus of Fodes – Colossus of Rhodes, exept – except, square – sqaure, earthquake – eathquake, sculptor – skulptor, Irak – Iraq, Bagdad – Baghdad , Olimpia in Grees – Olympia in Greece, triangular shaped – traingular shaped, scalpures – sculptures, faundation – foundation , holow figer – hollow – figure, empier – empire.

### **8. Look through the text. Make listings of the geographical names. Use them while retelling the text.**

### **9. Fill the blanks in the following summary of the text.**

Egypt, of Baghdad, of the Euphrates River , of Alexandria	Giza near Cairo Turkey over 400 feet (122 meters), 120 feet ( 37 meters)	2600 to 2500 B.C., about 353 B.C. , 776 B.C. tombs for kings , the Mausoleum ,	Lighthouse , kings, Artemis, Zeus, the sun god
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The pyramids were built as \_\_\_\_\_. These pyramids were built \_\_\_\_\_. The ruins of 35 large pyramids can be seen today near the Nile River in Egypt, but the most famous are three large pyramids at \_\_\_\_\_. Babylon was a rich kingdom in what is now Iraq, near the modern \_\_\_\_\_.

Babylon was an ancient city on the banks \_\_\_\_\_. The temple was built about 550 B.C. and dedicated \_\_\_\_\_. One of the largest temples built in ancient times stood in the Greek city of Ephesus on the west coast of what is now \_\_\_\_\_. People came to Olympia in Greece to watch the Olympic Games , first held in \_\_\_\_\_. The huge figure was made about 435 B.C. by Phidias, the greatest sculptor of ancient Greece. In a great temple crowds gazed with amazement at a magnificent statue of \_\_\_\_\_, king of the gods.

A huge , white marble tomb was built in \_\_\_\_\_ what is now southwestern Turkey. \_\_\_\_\_ was built about 135 feet (41 meters) high. The Colossus of Rhodes was a statue of \_\_\_\_\_ and stood \_\_\_\_\_. On the island of Pharos in the harbor, of \_\_\_\_\_ Egypt. The Alexandrian \_\_\_\_\_ was built between 283 and 246 B.C. The lighthouse of Alexandria , the first important lighthouse in the world, stood \_\_\_\_\_ high.

**10. What new facts did you learn from these texts?**

**11. Read the text and answer the questions.**

1. Why did Egyptian kings build pyramids?
2. What did they believe in?
3. What preparations did they do for death?
4. How were they mummified ?
5. What is a coffin?
6. How many days did it take them to make a mummy?
7. What was the royal mummy like?
8. Why did Egyptian kings stop building pyramids?
9. What did they do instead?
10. When was Tutankhamon's tomb discovered?
11. What was found there?

### **Mummies and Treasures of the Tombs.**

The tombs of the Egyptian kings were packed with treasures. Most of the riches were soon carried off by robbers, but one tomb was overlooked – and later became a new wonder of the world.

The Egyptians believed in life after death , and made careful preparations for death and burial. They believed it was important to preserve the body of a dead person. The body was mummified – treated with chemicals and oils and then dried – to keep it from decaying. Finally, mummy was wrapped in linen bandages and put inside a coffin. The coffin was placed in a tomb, along with many items the dead person would need in the afterlife, including wigs and food. The tomb of a king was filled with treasures of gold, jewels furniture, and other precious objects. Egyptian mummies were placed inside painted coffins. It took 70 days to make a mummy. A magnificent gold death mask covered the head and shoulders of the royal mummy.

After the burial, the tomb was sealed. But this failed to keep out determined robbers. Thieves broke into most of the pyramids and stole the treasures. After about 1700 B.C. , Egyptian kings stopped building pyramids, and dug out secret tombs in cliffs instead.

Tutankhamon became king of Egypt about 1347 B.C. , when he was 9 years old. He died when he was about 18 and was buried in the Valley of the Kings, near the city of Thebes.

His tomb remained undiscovered until 1922, when it was found by the British archaeologist Howard Carter. It had not been opened since ancient times and still contained most of its treasures. More than 5,000 objects were found in its four rooms, including chests, beds, necklaces, chariots, swords, ostrich, feathers, models of ships, toys, and jars of precious oils.

**( Picture 07)**

**Egyptian mummies were placed inside painted coffins.**

**( Picture 08)**

**The face of Tutankhamon. A magnificent gold death mask covered the head and shoulders of the royal mummy.**

**( Picture 06)**

**Queen Nefertiti was the wife of Akhenaton, who was king of Egypt before Tutankhamon. They were probably relatives.**

**12. Try to guess the meaning of these words from the context. Ask your classmates if you don't know the meaning of these words.**

Tombs	Dug out
Decay	Chariot
Seal	Burial
Coffin	Preserve
Death mask	

**13. Look through the text and write out all the sentences in Past Passive. Translate them into Turkmen.**

**14. Answer the following questions.**

1. How did Egyptian kings wish to remain eternal?

**15. Read the passage from the Holy Rukhnama book. “ Options and ideas are more permanent than stones and mummified bodies”. ( Page 93)**

1. How do you understand this statement?

2. How did Oguz Khan's name become eternal?

Discuss these two ways of being eternal.

**16. Look at the pictures of the Seven Wonders and describe them as if you a guide. Let your classmates ask you questions about the facts which you haven't mentioned.**

**17. Write a summary of your views and retell the text.**

Other Wonders of the World.

Have you ever heard about these sights of the world?

What do you know about them?

Make your own presentations about these buildings or write short information and share it with your classmates.

**(Picture 24) The Great Wall in China.**

The Great Wall is the longest structure ever built. It was a mighty barrier built to protect ancient China against invaders from the north. The Great Wall follows a winding course for more than 4,000 miles (6,400 kilometers) over mountains, hills and along the edgest of deserts.

**(Picture 13) The Leaning Tower in Italy.**

It was built as a bell tower for Pisa Cathedral. Construction lasted from 1173 to 1370, but the builders had chosen a poor site. The land beneath the tower is a mixture of sand, clay and water. After the first three stories were built, the soft sand began to sink, and the tower began leaning. Today it is more than 4,2 meters out of line and engineers worry that the tower may collapse.

**( Picture 11 ) The Taj Mahal in India**

It has been called “ the most beautiful building in the world” The taj Mahal is a white marble tomb at Agra in India. The Indian ruler Shah Jahan ordered it to built for his wife Mumtaz Mahal, who died in 1629. It was built between 1632 -1650.

**( Picture 16) The Statue of Liberty in New York.**

A gift to the people of the United States from the people of France in 1884. The French sculptor Frederic Auguste Bartholdi designed and built the figure as a monument to American Independence. Liberty's face was modeled on the features of Auguste – Charlotte Bartholdi , the sculptor's mother.

**( Picture ) The Golden Gate Bridge in San Francisco**

**( Picture ) Eiffel's Tower in France**

**( Picture) C.N. ( Canadian National) Tower.**



