

THE MINISTRY OF EDUCATION OF TURKMENISTAN

Magtymguly Turkmen State University English Department

Babayeva L., Berdieva O., Ovezova J., Sanjjeva G.,
Sariyeva G., Shavelieva J.



MANUAL on PRACTICAL COURSE of ENGLISH *for Second-Year Major English Students*

*Ylmy redaktor professor, dil we edebiyat ylmylarynyň
doktory Begliýew M.B.*

Ashgabat-2010

FOREWORD

In the Epoch of Great Revival and Grandiose Reforms under the leadership of Esteemed President of Turkmenistan Gurbanguly Berdimukhamedov, immense attention is given to the national science and education development. To achieve the goals set by the President, the professors and teachers of the higher educational establishments of the country make their contribution to the training of the highly-qualified specialists in various fields. One of their activity aspects is publishing textbooks and manuals to meet the needs of the current period.

The present manual is compiled for 2-nd year Major English students. It is aimed at their language acquisition in terms of English structure, vocabulary building, text work and communicative skills.

The manual introduces the students into authentic English/American fiction and facilitates their language skills development on its basis. All the Units (1–9) are designed according to one pattern: authentic texts, vocabulary activating notes and exercises, grammar consolidation exercises, text reading and comprehension, and text discussion activities. All the Units vocabulary notes and exercises are supplied with Modern Turkmen. Every Unit contains some additional language material relevant to the topic under study.

Hopefully, the manual will come in useful to the Major English students in their class and out-of-class work.

The Compilers

Contents

Foreword	p. 2
Contents	p. 3
Unit I “Treasure Island” by R.L.Stevenson	
Topic: “Geography”.....	p. 4
Unit II “The Hotel Stefani” by J.M.Ward	
Topic: “Hotel”.....	p. 22
Unit III “Sister Carrie” by Th.Dreiser	
Topic: “Theatre”.....	p. 46
Unit IV “Jane Eyre” by Ch.Bronte	
Topic: “Climate”.....	p. 60
Unit V “Pride and Prejudice” by J.Austen	
Topic: “Family Values”.....	p. 78
Unit VI “4.50 from Paddington” by A.Christie	
Topic: “Travelling”.....	p. 99
Unit VII “The Mexican” by J.London	
Topic: “Sports”.....	p. 120
Unit VIII “The Roads We Take” by O.Henry	
Topic: “American Continent”.....	p. 133
Unit IX “The Citadel” by A.J.Cronin	
Topic: “Medical Service”.....	p. 149
Literature	p. 169

Unit I

JIM HAWKINS' STORY

An Extract from *Treasure Island*

by R. L. Stevenson

(Abridged)

We rode hard all the way, till we drew up before Dr. Livesey's door. The house was all dark.

Mr. Dance told me to jump down and knock. The door was opened almost at once by the maid.

"Is Dr. Livesey in?" I asked.

"No," she said; "he had come home in the afternoon, but had gone up to the Hall to dine and pass the evening with the squire".

"So there we go", said Mr. Dance.

The servant led us down a matted passage, and showed us at the end into a great library, all lined with bookcases and busts upon the top of them, where the squire and Dr. Livesey sat, pipe in hand, on either side of a bright fire.

I had never seen the squire so near at hand. He was a tall man, over six feet high, and broad in proportion, and he had a bluff, rough-and-ready face, all roughened and reddened and lined in his long travels, His eyebrows were very black, and moved readily, and this gave him a look of some temper – not bad, you would say, but quick and high.

"Come in, Mr. Dance," says he, very stately and condescending.

"Good evening, Dance," says the doctor, with a nod.

"And good evening to you, friend Jim. What good wind brings you here?"

The supervisor stood up straight and stiff, and told his story like a lesson; and the two gentlemen leaned forward and looked at each other, and forgot to smoke in their surprise and interest. When they heard how my mother went back to the inn, Dr. Livesey fairly slapped his thigh, and the squire cried, "Bravo!" and broke his long pipe against the grate.

At last Mr. Dance finished the story.

"And so, Jim," said the doctor, "you have the thing

that they were after, have you?"

"Here it is, sir," said I, and gave him the oilskin packet.

The doctor looked it all over, as if his fingers were itching to open it; but instead of doing that, he put it quietly in the pocket of his coat.

"And now, squire," said the doctor.

"And now, Livesey," said the squire, in the same breath. "One at a time, one at a time," laughed Dr. Livesey. "You have heard of this Flint, I suppose?"

"Heard of him!" cried the squire. "Heard of him, you say! He was the bloodthirstiness buccaneer that sailed. Blackbeard was a child to Flint. The Spaniards were so prodigiously afraid of him, that, I tell you, sir, I was sometimes proud he was an Englishman."

"Well, I've heard of him myself, in England," said the doctor. "But the point is, had he money?"

"Money!" cried the squire, "Have you heard the story? What were these villains after but money? What do they care for but money?"

"Very well," said the doctor. "Now, then, if Jim is agreeable, we'll open the packet;" and he laid it before him on the table.

The bundle was sewn together, and the doctor had to get out his instrument-case, and cut the stitches with his medical scissors. It contained two things – a book and a sealed paper.

"First of all we'll try the book," observed the doctor. On the first page there were only some scraps of writing, such as a man with a pen in his hand might make for idleness or practice.

"Not much instruction there," said Dr. Livesey, as he passed on.

The next ten or twelve pages were filled with a curious series of entries" -

The record lasted over nearly twenty years, the amount of the separate entries growing larger as time went on.

"I can't make head or tail of this," said Dr. Livesey. "The thing is as clear as noonday," cried the squire. "This is the black-hearted hound's account-book. These crosses

stand for the names of ships or towns that they sank or plundered. The sums are the scoundrel's share."

"Right!" said the doctor. "And the amounts increase, you see, as he rose in rank."

"And now," said the squire, "for the other."

The paper had been sealed in several places with a thimble by way of seal. The doctor opened the seals with great care, and there fell out the map of an island, with latitude and longitude, soundings, names of hills, and bays and inlets, and every particular that would be needed to bring a ship to a safe anchorage upon its shores. It was about nine miles long and five across, shaped, you might say, like a fat dragon standing up, and had two fine landlocked harbours, and a hill in the centre part marked "The Spy-glass." There were several additions of a later date; but, above all, three crosses of red ink – two on the north part of the island, one in the south-west, and, beside this last, in the same red ink, and in a small, neat hand, very different from the captain's tottery characters, these words: – "Bulk of treasure here."

That was all; but brief as it was, and, to me, incomprehensible, it filled the squire and Dr. Livesey with delight.

"Livesey," said the squire, "you will give up this wretched practice at once. Tomorrow I start for Bristol. In three weeks' time – three weeks! – two weeks – ten days – we'll have the best ship, sir, and the choicest crew in England. Hawkins shall come as cabin-boy. You'll make a famous cabin-boy, Hawkins. You, Livesey, are ship's doctor; I am admiral.

"Trelawney," said the doctor, "I'll go with you; and, I'll go bail for it, so will Jim, and be a credit to the undertaking. There's only one man I'm afraid of."

"And who's that?" cried the squire. "Name the dog, sir!"

"You," replied the doctor; "for you cannot hold your tongue. We are not the only men who know of this paper. These fellows who attacked the inn tonight – bold, desperate blades, for sure – and the rest who stayed aboard that lugger, and more, I dare say, not far off, are bound that

they'll get that money. We must none of us go alone till we get to sea. Jim and I shall stick together in the meanwhile; you'll take Joyce and Hunter when you ride to Bristol, and, from first to last, not one of us must breathe a word of what we've found."

"Livesey," returned the squire, "you are always in the right of it. I'll be as silent as the grave."

PRONUNCIATION LIST

Robert Louis Stevenson

Flint

Bristol

Dance

Jim Hawkins

Livesey

Trelawney

ACTIVE VOCABULARY

this time	şu gezek
that time	öňki (şol) gezek
on either hand (side)	iki tarapyna, iki t arapyndan
near (close) at hand	golaýda, daşda däl, ýakynda, ýanynda
at hand	eliň aşagynda, golaýda, gapdalynda, ýanynda
with your permission	rugsat berseňiz, rugsat etseniz
as hungry as a hawk (wolf)	aç bolmak, itiň ajoy bolmak; (hawk- gyrgy)
as clear as noonday	düşnükli, aýdyň, açyk
as silent as the grave	dil açmazlyk, syr aýtmazlyk
one at a time	ýeke-ýeke, bile däl
to get a word in	gürrüňe goşulmak

I can't make head or tail of this

Men hiç zada

düşünemok

above all

Men mundan baş

çykaryp bilemok

esasan, hysysan, ilki

bilen

you'll make a famous cabin-boy

senden oňat şagirt

(ýunga) ýetirşer

to play duck(s) and drake(s)

with (money)

pul sowmak, pul

sowurmak

ducks and drakes

suwuň ýüzüne tekiz

daşlary zyňlyp

oýnalýan oýun

I'll go bail for it

men muňa güwä

geçýän, men muny

kepillendirýän

to stick together

biri-biriniň arkasynda

durmak, bile bolmak

in the meanwhile

şol bir wagtda

NOTES

1. squire - *skwayr, Angliýada mülkdar;*

2. the Hall - *onuň eýeleýän jaýy “the Hall” diýlip atlandyrylýar.*

Meselem:

Merry days were these at Thornfield Hall; how different from the first three months of stillness I had passed beneath its roofs.

(Ch. Brontë)

Deserted is my own good Hall,

Its hearth is desolate.

(J.G.Byron)

3. You have the thing that they were after, have you?

Olaryň almak isleýän zady sizde gerek?

to be after something (somebody) - *kimdir-biriniň, nämedir-bir zadyň zyndan kowalamak, awlamak, yzyna düşmek, yzarlamak, agtarmak.*

Ýokarda getirilen mysalda **thing** sözi *predmet*, zat manysynda ulanylýar; şeýle ýagdaýlarda **thing** sözi

köplenç Türkmen diline *şol* çalyşmasy bilen terjime edilýär. Meselem:

Here is the thing you needed so badly.

Ynha, size şeýle zerur bolan şol zat.

Thing sözüň birnäçe beýleki manysy:

1) *iş, işiň ýagdaýy, fakt, hakykat, mysal, şertler.*

Meselem:

That is a different thing!

There is another thing I wanted to talk to you about.

The thing is I don't see how I can do it.

That only makes things worse!

2) *egin-eşik, zatlar, esbap.*

Şu manyda **thing** köplük sanda ulanylýar.

Meselem:

Put your things (coat, hat, *etc*) on and come for a walk.

Don't fail to bring your swimming things with you.

Adamlar ýa-da janly-jandarlar barada gürrüň edilende **thing** sözi rehimlilik, nebsiagyrmaklyk, gynanç,

duygudaşlyk, gahar, ýigrenç we ş.m. duygulary görkezmek üçin ulanylýar.

Meselem:

She is such a sweet little thing!

Poor thing! He is so changed after his last heart attack.

He was the most deceitful, wretched-thing, that Captain Flint.

4. I propose we should have up the cold pie, and let him sup.

Men agşamlyk naharyny edinmek üçin Jime sowuk gutap getirilmegini teklip edýäriň.

to sup - bu **to supper** (*agşamlyk edinmeklik*) işliginiň gysgaldylan görnüşi.

Şu işligiň manysynda aşakdaky frazeologik düzümler hem ulanylýar:

to have supper

to take supper

to make (a hearty) supper

Şu düzümleriň bir komponentini çalşyryp bolýandygyna, şeýle-de oňa täze sözleri hem goşup bolýandygyna üns beriň.

5. to dismiss işliginiň birnäçe manysy bar:

1) *göýbermek, gitmäge rugsat bermek;*

Meselem:

Here Dance was further complimented and at last dismissed.

The teacher dismissed the class as soon as the bell rang.

2) *işden kowmak, wezipeden boşatmak;*

Meselem:

Bicket was dismissed and as he could not find any work, he and his wife were starving.

3) *nämedir-bir zadyň pikirini etmekligi bes etmek*

Meselem:

Don't worry about the matter! Dismiss it from your mind.

You should dismiss all thoughts of going there soon.

6. Blackboard was a child to Flint.

Flint bilen deňeşdireniňde Bläkbord bäbekdi.
Bläkbord-18-nji asyrdaky ýaşan we öz rehimsizligi bilen
meşhur bolan garakçy.

7. Köplük sanynda ulanylan **money** ady *pul ulgamy*,
walýuta manyny berýär:

Spanish, English, French moneys - ispan, iňlis, fransus
walýutasy.

8. These fellows ... are bound that they'll get that money.

bu ýerde: Bu bozgaklaryň bu pullary aljakdygyna ynamlary
bar.

bound *bu ýerde* **to bind** - *daňmak, birleşdirmek,*

baglaşdyrmak işligiň öten zaman ortak işligi bolup durýar.

bound ortak işligi adatça soňundan işligiň nämälim görnüş
gelyän habarlylyk (predikativ) görnüşinde ulanylýar we şu
aşakdakylary aňladýar:

1) *sözleyän adamyň işligiň nämälim görnüşinde berlen hereketiň hökmany ýerine ýetiriljekdigine bolan ynamyny.*

Meselem:

They are bound to get the money.

Olar hökman pullary alarlar.

2) *Subýekt-eýäniň işligiň nämälim görnüşinde berlen hereketi etmäge mejbur edilyändigini.*

Meselem:

I was bound to do it and without delay.

Men muny säginmezden ýerine ýetirmäge mejbur boldum

to be bound for *nirädir bir ýere gitmekligi (adamyň, otlynyň, gäminiň) aňladýar.*

Meselem:

Where are you bound for?

He made inquiries and learnt that the ship was bound for the USA.

LIST OF PREPOSITIONS AND ADVERBS

on either hand (side)

near **at** hand

instead **of** doing smth

in ink

to be **after**

to be **off**

with smb's permission

one at a time

to care **for**

to get a word **in**

a clue **to**

to be filled **with**

for instance

above all

to be bound **for**

to give up

to start **for**

to buy smth **with** the money

to be a credit **to**

for sure

from first **to** last

to be **in** the right

GRAMMAR NOTES

The doctor cut the stitches with his medical **scissors**.

Scissors - *gaýçy*. *Scissors* sözi iňlis dilinde köplük sanda ulanylýar, türkmen dilinde bolsa birlik sanda ulanylýar.

Şeýle atlara şu aşakdakylar hem degişlidir:

Trousers	<i>jalbar</i>
Tongs	<i>atagzy, atyşgir</i>
Spectacles	<i>äýnek</i>
Scales	<i>terezi</i>

Şeyle-de iňlis dilinde birlik sanda gelýän, ýöne birlik we köplük san bilen ylalaşýän atlaryň topary bar:

People	<i>adamlar, halk</i>
police	<i>polisiýa</i>

EXERCISES

I. Transcribe the following words:

proportion, eyebrow, condescending, supervisor, gentlemen, thigh, squire, bravo, powdered, noble, quietly, pigeon, hawk, breath, buccaneer, villain, exclamatory, clue, bury, treasure, agreeable, sew, scissors, curious, series, varying, thrifty, thimble, anchorage, harbour, incomprehensible, wretched, crew, cabin, desperate, breathe.

II. Give the four forms of the following verbs:

to ride, to draw, to admit, to lead, to move, to lean, to bring, to forget, to slap, to break, to stride, to ring, to itch, to dismiss, to bury, to fit, to search, to lay, to sew, to seal, to enjoy, to hold

III. Form other words of the same root and state what parts of speech they are:

hard, bright, to mount, hearty, curious, brief, to permit, breath, search, to agree, plain, cause, to add, to share, difficult.

IV. Derive adjectives from the following words using the suffixes *-ful, -ing, -ish, -able (-ible), -some, -in, -al, -ic, -y, -ant, -al, -ous, -ly*:

beauty, to excite, to promise, elf, doubt, to startle, to notice, cheer, to suit, to comfort, to interest, grace, possibility, nature, shade, fragrancly, industry, commerce, finance, enterprise, courage, friend, to vary

V. Answer the following questions:

1. What part of day was it when Jim and his companion approached the Hall and what was the weather like?
2. What impression did the squire make on Jim?
3. How did the squire and the doctor take the story?
4. Why didn't the doctor open the oilskin packet at once?
5. What can you say about Flint and his companions?
6. What did the doctor and the squire find in the bundle?
7. Why couldn't they understand at first what was written there?
8. What made the doctor warn his friends to be careful?

VI. Find in the text equivalents to the words and word combinations in bold type:

1. Everything is **quite clear** to me now.
2. By that time Jim was already **very hungry** and wanted **his supper**.
3. I can't **understand anything** of what he writes in his letter.
4. Mr. Rochester was sure that Jane would **be** a good wife and an invaluable companion to him.

5. When he is translating something, he always keeps the dictionary **somewhere nearby** in case he wants it.
6. The squire promised Livesey **to keep silent**.
7. The contents of the paper **delighted the squire and Dr. Livesey**.
8. The squire was going **to set off to** Bristol the next day.
9. The doctor opened the seals very carefully.
10. All talked loudly and the doctor **had no chance to say a word**.
11. The doctor **intended** to keep Jim Hawkins at his house.
12. Jim **handed** the doctor the oilskin packet which the buccaneers **had been hunting for**.
13. The maid said that her master **had left for** the Hall to pass the evening there.
14. While Mr. Dance was telling his story, Mr. Trelawney **was pacing** the room.

VII. a) Translate into English the following words and word combinations:

1. öýe salmak;

2. otaga geçirmek;
3. howlukmak;
4. düşündürmek;
5. şowa;
6. sylamak, hormat etmek;
7. nämedir-bir zat hödür etmek;
8. aklyňy diýseň haýran edýän;
9. bilmek islemek;
10. uly tagallalar bilen;
11. nämä kakdyrylýandygyna düşünmek;
12. nämedir bir zatdan saklanmak;
13. iş hakda gürrüň etmek;
14. nämedir bir-zat bilen kanagatlanmak (kanagat etmek);
15. nämedir bir-zady ýatlatmak;
16. pikirlenmek;
17. nämedir bir-zady üns bilen synlamak;
18. hemme zada ýönekey göz bilen garamak;
19. nämedir bir zatdan dynmak, saplanmak;
20. kimdir-biriniň tarapyndan;

21. ýüregiňi agyrtmak, ýüregiňe almak, göwnüňe getirmek

b) Give your own English sentences using the active units.

VIII. Translate from Turkmen into English the following sentences using the words and word combinations from the text:

1. Kitaphana däliziň ahyryndady we hyzmatkär zenan Dans bilen Jimi oňa eltdi. Olar gapyny kakdylar we olary şol bada içine saldylar. Bu uly otagdy, onuň ähli ýerinde kitap şkaflar bardy.
2. Hopkinz hiç wagt skwaýry şeýle ýakyndan görmädi we öna seredip görmeklik gyzyklydy.
3. Ol meni kellesi bilen yşarat edip garşylady we haýsy şemalyň meni onuň ýanyna getirendigini sorady.
4. Hokkins gorkak däl, şeýle dälmi?
5. Garakçylary puldan başga zat gyzyklandyranokdy.
6. Lukman skwaýra öz dilini saklap bilýändigini aýtdy.

7. Men öz dogduk şäherimde bary-ýogy birnäçe ýyl bolmadym, emma ol ýere baramda, men tanyş köçeleri kynlyk bilen tanadym, hemme zat düýbünden üýtgäpdir. Owadan köpgatly jaýlar, baglar we täze stadion peýda bolupdyr.

8. Ol haýatyň gapysyna birnäçe gezek kakdy,ýöne ony açmadylar, sebäbi öýde hiç-kim ýokdy.

9. - Sen name gözleýärsiň?

- Men gaýçyny gözleýän, emma ony nirä goýanym ýadyma düşenok.

10. Ony gaharjaň görkezýän gür, gara gaşlary bardy.

11. Zeper ýeten gaýyk çalt gark boldy.

12. Ol gözýaşlarynyň yzyny görkezmejek bolup, ýüzüni elleri bilen tutdy.

13. Sözlügi aýyrma, ol elmydama meniň elimiň aşagynda bolmaly.

14. Rugsat berseňiz, men ýene-de bir bölek tort aljak. Ol örän süýji.

15. Heý siz name bolýandygyna düşüneňzokmy? Hemme zat ap-aýdyň.

16. Karar kabul etmeklige howlukmaň. Ilki bilen gowy oýlanşyň, ondan soň jogabyny beriň. Men sizi gyssamaryn.

17. Şu işiň hötdesinden gelmerin diýip pikir etmegiňizi bes ediň. Men sizi orän gowy tanaýaryn we siz ony edip bilersiňiz diýip ynanýaryn.

18. Olar hökman gelerler, sebäbi olar şu wagta çenli üstünde işleýän soraglarynyň ara alnyp maslahatlaşyljakdygyny bilýärler.

19. - Bu gämi hirä ugraýar?

- Odessa.

20. Türkmenbashy şäherine urgaýan gämi haçan gidýär?

21. Siz nirä barýarsyňyz?

22. Jim möjek (it) ýaly açdy we ozüne hödür edilen gatlaklyny hezil edip iýdi.

23. Lukman we skwaýr bukjany açyp, ýazgylar kitapçasyny gözden geçirip başlanlarynda, olar ilki bada hiç-zada düşüniş bilmediler.

24. Derýa indi ýakynda. Siz öna 5 minutdan ýetersiňiz.

IX. Fill in the blanks with prepositions or adverbs

wherever necessary:

1. Once Jim got ... a barrel to look ... an apple which might be ... the bottom ... it. He was just ... the point ... leaving the barrel when his attention was attracted ... an interesting conversation which was going ... just ... is hearing. So instead ... leaving .., the barrel he stayed there ... the aim ... finding ... what the people talking outside were after. ... the voice ... one ... the men Jim recognized Silver. ... the conversation ... the people who were near ... hand the boy made out that they were pirates. The theme ... their conversation filled the boy ... horror. They were discussing a way to get rid ... the doctor, the squire and some ... the sailors who were devoted ... the latter s soon as the ship was brought... a safe anchorage.

2. When the Hispaniola was being fitted Bristol dock, the squire took great pains to find sailors ... it. He enquired ... the neighboring barkeepers where he could find skilful seamen. Many people displayed a great curiosity ... the aim ... the voyage and the squire was

delighted ... the possibility ... dwelling ... the subject he himself was so greatly interested He had forgotten the warning ... Doctor Livesey not to breathe a word ... the real aim ... their voyage.

3. As soon as Jim together ... Mr. Dance appeared ... the squire's door they were admitted ... the house. The servant led them ... the library where they saw Doctor Livesey and the squire sitting ... either side ... a bright fire. Jim explained ... them why they had come. Doctor Livesey and the squire kept the boy ... saying anything definite ... the presence ... Mr. Dance. After the latter had been sent ..., the boy was treated ... a pigeon pie which was brought ... and then he was listened

X. Translate into English using the Passive Voice:

1. Çykyş edeni uly gyzyklanma bilen diňlediler.
2. Oňa name üçin geňirgenip seredilýändigine ol düşünmedi.
3. Seme ynanyp (bil baglap) boljakdy.
4. Biziň gazetimiz barada köp gürrüň edýärler.

5. Biziň ýurdumyzda çagalara uly üns berilýär.
6. Biziň teklibimiz Kabul ediler diýip ynanýarys.
7. Onuň üstünden hiç wagt “oýun gülünenakdy”.
8. Bu makala köplenç salgylanylýar.
9. Näme üçin onuň zzyndan şeýle giç iberildi?
10. Ondan soňky iki aýyň dowamynda gurnagyň işi barada seljerme bermeklik haýyş edildi.
11. Düýn biz Meredowlara çagyryldyk, emma gynansakda, men özümi ýarawsyz duýanlygym sebäpli, biz çakylygy kabul edip bilmedik. Men azyndan 3-4 gün düşekde ýatmaly bolarmykam diýip gorkýaryn.
12. Ol öz çyzgylarynyň tassyklananjakdygyna ynanýardy.
13. Biz lektoryň ähli aýdan zatlaryna gowy düşündik, sebäbi olar tejribeler arkaly berkidildi.

XI. Write sentences in the Passive Voice using the following verbs:

- | | |
|-----------------|---------------|
| to take care of | to dictate to |
| to look after | to rely on |
| to look for | to point at |

to listen to to wait for
to speak to to work at
to prove to to explain to

TEXT WORK

I. Suggested forms of oral and written work.

1) *Recall from the text sentences describing the appearance and character of:*

- a) Squire Trelawney;
- b) the doctor.

Speak about each of them.

2) *Retell the text in detail in indirect speech.*

Use words and word combinations from Exercise VII

3) *Give a short summary of the text.*

4) *Speak of the events described in the text from the point of view of:*

- a) Jim Hawkins
- b) Dr. Livesey
- c) Mr. Dance
- d) Squire Trelawney

II. Describe some voyage using words and word combinations from the lesson.

III. a) Speak on the geography of the British Isles (use the map).

b) Speak on the geography of Turkmenistan (use the map).

IV. Compose a short dialogue between two passengers on board a ship using word combinations and sentences given below:

1. to see smb off
2. to expect smb back
3. on board a ship
4. first class on the right
5. The sea is quite smooth.
6. The sea is rough today.

V. Render the following text in English:

Stiwenson, inlis romançysy we şahyry, 1850-nji ýylda Edinburg şäherinde eneden bolýar, soňra ol ony öz eserleriniň birinde suratlandýar. (Picturesque Notes on Edinburgh). Ir döwürden başlap, ol inlis şygryýetine, şotland rowaýatlaryna we taryhyna uly gyzyklanma bildirip başlaýar. Çagalykdan bäri Stiwenson mekdebe gatnamandy, sebäbi onuň saglygy örän gowşak bolupdyr. 17 ýaşda ony Edinburgyň uniwersitetine okuwa kabul edipdirler, emma ol halamadyk sapaklaryna gatnamandyr. Stiwensonyň arzuwy ýazyjy bolmak eken we 1876-njy ýyldan başlap, ol özüni bütinleý edebiýata bagyş edipdir.

Stiwenson 1883-nji ýylda peýda bolan “Hazynalar adasy” atly kitabyňy öz ogullygy üçin ýazyypdyr. Bu we ondan soň 1886-njy ýylda çapdan çykan (The Strange Case of Dr. Jekyll and Mr. Hyde-Lukman Jekiliň we jenap Gaýdyň geň wakasy) ony meşhur edipdir.

Stiwenson köplenç bir ýerden başga ýere göçýän eken.

1888-nji ýylda Stiwenson Günorta deňizlere syýahat

etmek üçin ýahtany kireýine alýar. Şyýahat wagty Stiwensinyň köp başdan geçirmeleri bolýar. Bir gezek ýazyjy syrkawlapdy we ýahtany bejermek islerini etmek üçin giden wagty, aýaly bilen adalaryň birinde (The Society Islands) galmaga mejbur bolupdyr. Ýahta gelmezinden köp wagt öňünden Stiwensonlaryň iýmiti we puly gutarypdyr we olar örän agyr ýagdaýda galmaly bolupdylar. Emma, taýpalaryň biri olary kabul edipdirler we olary zerur zatlary bilen üpjün edipdirler.

Stiwenson üç ýarym ýyllap syýahat edipdir. Ondan soň ol Samoa adasynda mesgen tutypdyr we şol ýerde 1894-nji ýylda ýogalypdyr we Samoa dagynyň depesinde jaýlanypdyr.

ADDITIONAL TEXTS

Geography of the British Isles

The British Isles include Great Britain and Ireland. England, Wales and Scotland form the largest island. Ireland consists of the Irish Free State, and Northern Ireland or Ulster. The British Isles were at one time

connected with the mainland of Europe, and doubtless the original inhabitants reached the country by dry land.

The most important rivers are the Thames, the Trent, the Yorkshire Ouse and the Severn.

England has no large tracts of forest, although the New Forest in Hampshire covers over ninety thousand acres. This area is not completely wooded, but is interspersed with heathland, moors and glades. The forest contains oaks, beeches, yews, ash, silver birch, fir, wild rose, cherry, elder, hazel, ferns and a great variety of wild flowers. Squirrels are particularly numerous; there are some deer, and herds of forest-bred ponies roam about at will.

Sheep are reared in hilly districts, particularly on the Yorkshire Moors and the Scottish Border. The River Tweed, flowing through the South of Scotland to the North Sea, has given its name to the woollen cloth originally manufactured on its banks. Bradford and Leeds, in Yorkshire, are the chief centres of the woollen industry.

Coal is found in the South of Scotland, the North of

England, the Midlands and South Wales. Sheffield is famous for cutlery, i. e. knives, scissors, razors, and shears, and for machine-tools, Manchester, the centre of the cotton industry, is connected with Liverpool by the Manchester Ship Canal. Ocean-going steamers can carry raw cotton through the locks of this canal to the cotton-mills of Manchester. Birmingham is the centre of the Black Country, where all kinds of iron and steel goods are made. Scotland is divided into the Highlands, the Lowlands, and the Uplands. Ben Nevis, which is 4,406 feet high, is the highest mountain in Great Britain. Glasgow on the Clyde is the largest Scottish city, but Edinburgh is the capital.

Geography of Turkmenistan

Turkmenistan is the southernmost republic of the Commonwealth of Independent States (CIS). Its longest border is with the Caspian Sea. The other borders are with Iran, Afghanistan, Uzbekistan and Kazakhstan. Turkmenistan is slightly larger than California in territory,

occupying 488,100 square kilometers.

Turkmenistan's average elevation is 100 to 220 meters above sea level, with its highest point being Mount Ayrybaba.

Turkmenistan's mountains include 600 kilometers of the northern reaches of the Kopetdag Range, which it shares with Iran. The Kopetdag Range is a region characterized by foothills, dry and sandy slopes, mountain plateaus, and steep ravines.

A dominant feature of the republic's landscape is the Garagum Desert, which occupies about 350,000 square kilometers.

Unit II

THE HOTEL STEFANI

by John Millington Ward

Paul shook his head tiredly as he walked down the steps of the hotel and got back into the car. "No. This one hasn't any rooms either."

"Oh, dear," said Patricia, crossing off the name of the hotel from the list in her hand. "I'm beginning to despair. This is the eighteenth you've tried –and it's nearly midnight. Do you think we may have to sleep in the car?"

"We might," replied her husband; "but let's *go on trying* for a little longer. How many more are there on your list?"

"About twenty," said Patricia. She shivered. "I'm terribly cold. Couldn't we go to a cafe or a bar or somewhere that's warm, and telephone the rest of them?"

"That's a very good idea," he said. He started up the engine and looked down the road. "There's a rather nice place over there on the square. Let's go there and have

some very hot coffee or something, and then I'll start telephoning them. We're certain to find something. In a great big resort like this, it's impossible to think that we can't find anything."

It was the middle of August, and St. Moritz was very full. Patricia and Paul had had the sudden idea, that afternoon, of leaving Zurich at once and spending a few days at the famous mountain resort. They had driven up to St. Moritz without any reservation of a room in a hotel, but they had not expected to have any difficulty in finding one. They had spent the last three hours, however, in going from hotel to hotel. All were completely full. And now, in spite of the fact that the month was August, it had begun to snow.

Paul stopped the car in front of the brightly-lit and inviting-looking building that he had seen on the square, and the two went tiredly but gratefully into the warm and friendly atmosphere of the restaurant-cafe.

All the tables were occupied.

As they looked about them, a pleasant-looking

middle-aged man with white hair got up from the table at which he was sitting, and beckoned to them. "Please sit here," he said, in English. "I was just going to join my friend." He nodded to the table next to the one he was leaving.

"How very kind of you," said Patricia gratefully. "But are you really sure? We wouldn't want to disturb you".

"Quite sure," answered the other with a smile. "Please sit down." He bowed slightly and moved to the other table.

"Thank you very much indeed," Paul called after him. Patricia and he sat down, and he ordered some hot coffee from the waitress who had approached.

When it arrived, they sat *sipping it*, letting the warmth of it reach through their bodies. After ten minutes or so, Paul looked at his watch. "I think I'd better start telephoning if we want to sleep in a bed tonight. It's getting very late. Where's the list, darling? You brought it from the car, didn't you?"

Patricia handed him the hotel-guide and he got up from his chair and went to a telephone-booth on the other side of the restaurant.

He telephoned five hotels without any success, and then he found that he needed some more small coins. He opened the door of the booth, *signalled* to a waitress, and asked her to give him some change. He turned back to the telephone and began again crossing off the names on the hotel guide each time he received the answer: "No, we haven't any rooms free tonight. Tomorrow we might be able to find you one, but tonight no. We're very sorry."

It was on his ninth telephone call that, at last, he received a different reply. "Would you wait a moment, please?" said the voice at the other end of the line. "There might be a room that we could give you, but I must ask the proprietor. One moment, please." Paul lit a cigarette and waited anxiously.

Two minutes went by. Then: "Good evening," said *a different voice*. "I'm told that you are asking for a double room."

"Yes," said Paul eagerly. "I am indeed. Is there any hope? Have you got one that's free?"

"Well," said the other. "It's difficult to say. We have a room empty, it's true. But it has been reserved."

He paused, and Paul waited, *with a sinking feeling*. "On the other hand the people who reserved it have not yet arrived – and it is half past twelve. In fact, it is after half past twelve." He paused again. "They are probably not coming after all. Yes, I think I can safely assume that they won't arrive tonight. So you may have the room."

"Thank heavens!" murmured Paul, and looked again at his list to find the name of the hotel. "Let me *make sure* whom I'm speaking to, please. I've telephoned so many hotels. Let's see – yes – you are the Hotel Stefani, aren't you?"

"That's right. The Hotel Stefani."

"Where is your hotel, please?"

"Right in the centre of St. Moritz. Where are you speaking from?"

"I don't exactly know," said Paul. "I'm a bit lost after

driving round and round for three or four hours. But never mind, I'll ask someone to direct us, and we'll be with you, my wife and I, in a few minutes. Shall I ask for you personally?" "Yes. Please do," said the other. "My name is. Markie." Paul left the telephone-booth and walked happily back to Patricia. The pleasant white-haired man who *had given up his table* for them was also returning from somewhere to his own seat. Paul and he smiled warmly at each other as they sat down. "Yes, my dear!" said Paul, taking Patricia's hand and squeezing it. "We've got a room. We don't have to sleep in the car." "Thank goodness!" said Patricia. "I've just heard that it's begun to freeze outside. I suppose one could sleep in a car, but I hate to think of the condition one would be in, in the morning. Well done, Paul!"

He signalled to the waitress. "A bill, please. And have you any idea where the Hotel Stefani is, please?"

The waitress stared, "The Hotel Stefani, sir?"

"Yes, the Hotel Stefani. It's somewhere in the centre, isn't it?"

The waitress smiled. "Yes, sir, it is somewhere in the centre. This is it, sir."

"What did you say?" he asked, raising his eyebrows. He heard Patricia chuckle.

"This," said the waitress, "is the Hotel Stefani, sir."

He looked steadily at the girl for a long moment, and then smiled. Patricia, beside him, began to shake with helpless laughter.

"Be quiet, you," he murmured, and turned back to the waitress.

"Is it, really?! Well, I should like to speak to Mr. Markie, please. He's expecting us."

"One moment, sir," said the waitress, and looked round her.

"He's here somewhere, I know. He was called to the telephone a few moments ago, and – oh, yes sir, there he is, just behind you.

"And she nodded towards the pleasant middle-aged man with white hair at the next table.

VOCABULARY NOTES

1) **to shake** (*v*) means *to move (a thing, the body or part of the body) quickly and violently up and down, forwards and backwards*– ***titremek, silkinmek***.

Meselem:

Patricia beside him began to shake with helpless laughter.

It may also have the meaning

to shock, to disturb - ***geň galdyrmak, tolgundyrmak***.

Meselem:

They were much shaken at (by, with) the news.

2) **to shiver, to tremble**.

We *shiver* with cold, disgust, fear. It is a *shaking* that cannot be controlled by the will. It is translated as ***titremek, tisginmek, sandyramak***. Meselem:

Unconsciously I shivered as though someone had opened the door behind me and let a draught into the room.

3) **to tremble** means *to shake as a result of being in a state of agitation, nervousness or some other emotional reaction*

- *titremek, sandyramak.*

Meselem:

His voice trembled with anger.

4) **certain** (*adj.*). When used predicatively it means *sure, not doubtful- anyk, aýdyň.*

Meselem:

We are certain to find a room there.

a) **for certain** - *without doubt, assuredly* - **şübhesiz, hökman.**

Meselem:

I shall be there for certain.

b) to **make certain (of)** - *inquire in order to be certain, find out and become certain* **göz ýetirmek**

I think the train leaves at 8 o'clock but you ought to make certain.

c) **to feel certain** - *to be sure-* **ynamly bolmak.**

Meselem:

I felt certain he would make good in that job.

5) **sure** (*adj*)-. When used predicatively it means:

a) *free from doubt; knowing and believing – ynamly.*

Meselem:

But are you really sure?–Quite sure.

b) *certain; to be relied on - şübhesiz, elbetde.*

Meselem:

He is sure to come.

Note: **to be sure** may also mean:

a) *don't fail to* (when used in the imperative mood) - ***hökman.***

Meselem:

Be sure to tell me all the news.

b) *it is admitted, granted - elbetde.*

Meselem:

She is not pretty, to be sure, but she's very clever.

6) **to move** (*v*) means:

a) *to cause (a thing or person) to change position, put in a different*

place - geçmek, hareket etmek.

Meselem:

He moved to another table.

It's your turn to move (*in chess and similar games*).

c) *to touch, to affect (a person) with emotion-*
tolgundryrmak, ellemek.

Meselem:

The story of their sufferings moved me deeply.

The verb ***to move*** enters a number of verb-adverb combinations:

a) **to move in (out)** - *to take one's furniture, etc. into*
(out of) a
house - göçüp gelmek, göçüp gitmek.

Meselem:

We moved out yesterday and the new tenants are moving in today.

b) **to move along (down, up)** – ***ugramak.***

Meselem:

"Move along, please!" said the bus conductor.

7) The text contains the verb-adverb combination **to give up**. It means *part with – vermek*.

Meselem:

The pleasant white-haired man who had given up his table for them was returning to his own seat.

Another meaning of *to give up* is *to stop doing something, to discontinue a habit - galdyrmak, ýüz öwürmek, goýmak*.

Meselem:

You should give up smoking.

Some other verb-adverb combinations with the verb **to give**:

to give (a person or thing) away means:

a) *to give freely, not expecting anything in return; to distribute, give out - vermek, paylamak*.

b) *to lose ýitirmek, mümkinçiligiňi gidirmek*.

Meselem:

You've given away a good chance of success.

c) *to allow (a secret) become known, betray dönükklik etmek, - (syr) açmak, paş etmek*.

Meselem:

Don't give my secret away.

8) **to raise** (v) has several meanings:

a) *to move from a lower to a higher level; cause to rise as* **to raise a weight, one's hat, one's glass** – *galdyrmak*.

b) *to increase the amount or value of* as **to raise prices-**
galdyrmak, ýokarlandyrmak

c) *to make bigger, louder, stronger, etc.* as **to raise the temperature (one's voice, a person's hopes)** – *ýokarlandyrmak*.

d) *to bring up for attention or discussion* as **to raise a question (a protest, a point in discussion)** – *galdyrmak*.

Syn.,- **to lift** and **to pick up**.

to lift (v) means *to raise to a higher position, take off the ground* – *galdyrmak*.

Meselem:

This box is too heavy for me to lift.

to raise and **to lift** are often interchanged as they have identical shades of meaning.

Meselem:

He lifted (raised) his glass.

to pick up - *to take hold of and lift up* - *galdyrmak, ýerden almak*. Meselem:

1. There is a pencil on the floor, pick it up.
2. The train stopped to pick up passengers.

EXERCISES

I. Find the subjects and state by what part of speech they are expressed:

1. This will be followed by a ringing tone.
2. Hand-in-hand we passed into the hall. It was full of smoke.
3. Smoke wreaths curled up my nostrils.
4. One of the most important of the Government departments of Great Britain is the G. P. O.
5. In England we get stamps at the post-office or from a slot-machine.
6. There is a posting-box in all post-offices.
7. These are the principal functions of the post-office.
8. All of them enjoyed the play.

9. All the tables were occupied.
10. Paul and he smiled warmly at each other.
11. There is one (a post-office) for sure across the street round the corner.

II. State the type of the subject in the following sentences:

1. The post-office has many duties. Among other things, it controls the telegraphs and telephones.
2. In writing to a London address it is advisable to add the postal-district.
3. It is a good plan to register a valuable letter.
4. It is on the ground floor of the nine-storey building.
5. It has the final blow.
6. It was only your socks scorching in the kitchen.
7. It was Johnson again, apparently demented.
8. It was the middle of August.
9. And now it had begun to snow.
10. It's getting very late.
11. It was on his ninth telephone call that, at last, he

received a different reply.

III. Translate into English:

1. Ereyär.
2. Günorta sagat 4.
3. Garaňkyraýar.
4. Häzir ýarymýyllygyň ortasy.
5. Ýagtylýar.
6. Doňýar.
7. Häzir gys.
8. Giç. Öýe gaýtmaly.
9. Ýagyş ýagýarmy?
10. Bu ýer gaty dymyk,äpişgäni açayyň.
11. Bu ýer garaňky.Çyrany ýakaýyň.
12. Şu gün gaty typançak.
13. Bu ýer ýalpaňmy? –Hawa gaty ýalpaň. Ol kenar has çuň.
14. Tokaýda gaty lezzetli. Maýyl we ýuwaş.
15. Sagat 12. Sapagy başlamaga wagt boldy.

IV. Translate from Turkmen into English:

1. Gowy aýdymy diňlemek lezzetli.
2. Sport bilen meşgullanmak peýdaly.
3. Resminamalary bahaly hat bilen ugratmaly.
4. Eliň aşagynda gowy sözlük we soragnama bolsa amatly bolýar.
5. Bu uly radiony bu kiçijik stolda goýmak mümkin däl.
6. Olara garaşmagyň hajady ýok. Olar gelmezler.
7. Gutlag telegrammalarynyň tekstini düzmek elmydama aňsat däl.
8. Size buza konki getirmek hökman däl.
9. Men siziň doganyňyz bilen tanyşanyma şat.
10. Biziň tokaýlarymyzda bu guşlary görmek adaty däl.
11. Siz oňa hökman gyssagly telegramma ibermeli.

V. Change the following sentences according to the

pattern:

Put that knife away. If you don't, you will cut yourself.

Put that knife away, or else you will cut yourself.

1. Put on your coat. If you don't, you will catch cold.
2. Say you are sorry; if you don't, he will never forgive you.
3. You must work harder. If you don't, you will fail your examinations.
4. Be careful. If you aren't, you will drop those plates.
5. Unless you find a seat quickly, there won't be any left.
6. Unless I go now, I shall miss my train.
7. If you don't take care, you'll fall.
8. Unless you hurry, you'll be late.
9. If you don't follow the instructions, you will spoil the machine.
10. Drink up your coffee; if you don't, it will get cold.

VI. Use the correct form of the verb in brackets.

1. I should accept their offer if I ... (be) in your place.

2. We ... (be) disappointed if there is no snow for the New Year.
3. I should be much obliged if you ... (do) that for me.
4. Were he to come, we ... (welcome) him.
5. Nobody ... (pay) attention to that if you had not made such a fuss about it.
6. ... (you, go) if you had received an invitation?
7. He ... (still, sleep) if you hadn't woken him up.
8. If you ... (hear) this story before, stop me at once.
9. I told him ... (do) it unless he ... (ask) me not to.
10. I ... (do) it if I could but I can't!

VII. Put the adverbs supplied into the correct place:

1. We are working on our composition (still).
2. I shall believe what they say (never).
3. I have told him a thousand times not to do it (already).
4. It cannot be explained by her illness (entirely).
5. You are responsible for the accident (largely).
6. You can excuse yourself for that reason (hardly).
7. I try to do as much work in the evening as possible

(generally).

8. She comes to see me on Sundays (sometimes).
9. I have seen a better film (rarely).
10. She stays in bed all morning on Sunday (frequently).

VIII. Insert the articles where necessary.

... NORTH WEST

... two counties of ... Lancashire and ... Cheshire, which together comprise ... North West, consist mainly of ... low-lying plains, though ... Pennine Hills along their eastern border can rise to 1,500 feet or more: ... climate is mild and damp, and ... area tends to have more rain than most other parts of ... England.

People who have never been there think of ... North West as consisting exclusively of ... dirty old factory towns like ... Liverpool or ... Manchester. It is true that ... south-east Lancashire, round ... Manchester, is ... crowded region containing about thirty industrial towns, ... Stockport, ... Oldham, ... Bolton, for example, with ...

population of about three million, but not far away there are ... country districts of ... considerable beauty. Only ... few miles to ... east in ... Derbyshire lies ... Peak District, one of ... most beautiful districts in ... Britain, and ... remoter parts of ... north-east Lancashire along ... Pennines have some fine wild scenery.

However, ... Lancashire in particular cannot escape its industrial past. It was one of ... cradles of ... Industrial Revolution and towns like ... Blackburn and ... Wigan have ... long traditions in such industries as ... coal-mining, ... engineering and, of course, ... cotton textiles, which brought ... area much of its past wealth. It is worth remembering, too, that ... co-operative movement started in ... Rochdale, just outside ... Manchester.

In ... country districts of ... both Cheshire and Lancashire there is dairy and poultry farming, and ... Blackpool is ... seaside resort which attracts holiday-makers from all over ... country.

IX. Replace the words italicized by appropriate words

and expressions from the Active Vocabulary.

1. I'm sorry *to bring the subject up* again.
2. I *doubt* if I can do it.
3. He *drank the health* of the newly-married couple.
4. Will you ring up the railway station and *find out* when the train leaves?
5. *There is no doubt he will come.*
6. If you want *to increase* the temperature you have to turn the switch to "High".
7. He felt quite *sure* of success.
8. Ask George – he is *sure* to know.
9. *Some* man – you know him quite well – told me this.
10. Completely surrounded by our troops, the enemy finally *surrendered*.

X. Choose the correct expression from among those in brackets.

1. If I say I intend to raise this question, I mean that I want (to bring it forward for discussion and decision, to take it off the agenda, to work at it).
2. To make sure of something is (to be doubtful of some-

thing, to be worried about something, to obtain proof or evidence of something).

3. If someone is moved to tears it means that he is (amused, deeply touched, made fun of).

4. If the trolley-bus conductor asks us to move along it means that she wants us (to come back, to get off, to move forward).

5. If someone gives up smoking, it means that he has (taken to smoking, stopped the habit of smoking, cut it down to the minimum).

6. If I say that Mary sent the book by a sure hand I mean that the person she sent the book with (can be trusted, can't be relied on, will send it by book-post).

7. If you play chess and it is your turn to move, you (stop playing the game, move a piece from one square to another, lose the game).

XI. Translate the following into English using the adjectives *sure* or *certain*.

1. takyk fakt
2. göni ölüm
3. kâbir şübhelenmeler
4. subut ediji delil
5. dogry usul
6. kâbir faktlar
7. ygtybarly kurýer
8. kâbir sowuklyk
9. mergen atyjy
10. ynamdar adam.

XII. Insert the right verb in the proper form:

a) *to shake, to tremble, to shiver.*

1. Rosemary turned and saw a little creature, no older than herself, who ... as though she had just come out of the water.
2. The rabbit was pure white with pink eyes, and its nose ... like a tuning-fork.
3. The tiger got up, ... his huge orange head and rubbed his whiskered nose against the bars.

4. Although his shoulders ached and his knees ..., he took up the rifle and fired at the animal.
5. To my utter amazement he began suddenly ... with laughter.
6. How disagreeable it is to have a cold! Then you cough, sneeze, and blow your nose all day long, while you sit ... before the fire.

b) to *raise*, to *rise*.

1. The prices on fruit and vegetables are not likely ... during the summer.
2. He ... the rifle to his shoulder and pulled the trigger.
3. Beatrice ... clumsily from the table, shaking the cups and saucers.
4. If you agree with my suggestion, please ... your hands.
5. When Bessie brought a candle into my closet she found me already up. I ... half an hour before her entrance.
6. I went towards the library, and as I came near I heard the sound of voices, one ... louder than the other,

Maxim's voice.

7. The quarrel ... from a mere trifle.

XIII. Give (a) the opposite of and (b) words and expressions close in meaning to the following:

- a. to doubt; to move in; to continue; to keep a secret;
to reduce prices; to lower the temperature;
- b. to surrender; to betray a secret; to work on
someone's feelings; to return; to be sure; to lose a
chance; undoubtedly.

XIV. Fill in the blanks using a verb-adverb combination with *to give* in the proper tense and form (*to give away, to give back, to give in, to give up*).

- 1. He never ... a farthing in his life.
- 2. Please ... me ... the atlas you borrowed from me.
- 3. The enemy ... without any resistance.
- 4. He argued so long that I finally
- 5. The young man ... his seat to the old woman.
- 6. I ... the attempt in despair.

7. The ship-owner had ... to the strikers' demands.
8. His accent ... him

XV. Use the following expressions in situations of your own:

1. to make certain
2. to move out (in)
3. to raise prices
4. to give up a habit
5. for a certain reason
6. to raise one's voice
7. to feel certain
8. to give up an attempt
9. to give up one's profession
10. under certain conditions.

XVI. Use the following sentences in a natural context (a situation or a short dialogue):

1. *We are sure* to catch the seven o'clock train in time.
2. *He is sure* to be through with his work by that time.

3. *You are sure* to like him.
4. *She is sure* to enjoy her holiday on the Black Sea.

XVII. Insert prepositions or post-verbal adverbs.

1. The weather was glorious. We decided to spend a week ... the famous resort not far ... the town of N... . Saturday night I got ... the car, my husband started ... the engine and we drove off. It was early morning when we drove a village. Fred beckoned ... a boy who was standing ... front ... a house and asked him to direct us ... a hotel. The boy replied there was only one ... the square right ... the centre ... the village where travellers generally put ... on their way ... the resort. We were sure we should have no difficulties ... getting a room for a day and were glad there would be no need to spend the time ... going ... hotel ... hotel.

2. Nelly and Bob were going to get married. They decided to celebrate the occasion and were busily engaged in writing invitation cards ... those whose names were ... the list. Nelly was writing the address and the name in her neat

handwriting and Bob was crossing ... the name ... the list ... his hand. When I entered the room he gave ... his seat at the table ... me and turned back ... Nelly. "Shall we go ...?" he said smiling warmly ... her. "Yes, darling," she replied.

3. She thought ... the condition she was ... Why hadn't she reserved a room ... a hotel ... phone? She could have asked ... a single room ... or ... a bath. And now she was alone, ... an unknown town. She shivered ... cold. Hadn't she better walk back ... the station and telephone ... some hotel? She could ask some passer-by, of course. She looked In spite of the fact that it was only ... ten the street was deserted.

4. Helen went ... a telephone-box ... the other side ... the street and started ringing ... her friend to tell her about her arrival. The line was engaged. She didn't give ... her hope, however, to get ... touch ... Kate, and went ... trying to get her. It was ... the fifth attempt that she received a reply. A pleasant voice ... the other end ... the line said that Kate had moved Kate had left her address for Helen, but the

woman didn't know ... certain if Kate was ... town ... present.

XVIII. Translate from Turkmen into English:

1. – Ol näme üçin işden gitdi? – A sen bileňokmy? Onuň ata-enesi başga şähere göçdüler, elbetde ol hem olar bilen gitdi. Onuň kakasy gaty ýaramaz, lukmanlar oňa klimatyny çalyşmaga maslahat berdiler, ýöne olar munuň kömek etjegine ynamlary ýok.
2. Sen maňa „Bilim“ žurnalynyň soňky nomerini berip bilersiňmi? Gynansamda ýok. Men hemme žurnallary paýladym, heniz maňa yzyna gaýtaran ýok.
3. Men onuň bilen telefonda gürlüşenimde onuň onuň sesinde sowuklyk bardy. Bu onuň maňa gaharlanandygynyň dogry şaýatnamasydy.
4. Sen kagyzlary (resminamalary) poçtadan ugratdyňmy? Ýok men olary Petýadan iberdim. Ol Moskwa gitdi we bu soragy ministrlükde galdyrjakdygyny söz berdi.
5. Ol gaty mergen atygy. Elbetde ol hiç haçan bu hakda gürlänok, ýöne men ony aýdyň bilýärim.

6. Elbetde biz bu myhmanhanada nomer taparys. Sen näme üçin beýle pikir edýärsiň? – Sebäbi ýylyň bu wagtynda bu ýerde millet az bolýar.

7. Sen ony tanaýarsyňmy? – Kimi? Ol başyny atyp stoluň başynda oturan 50 ýaşly çalsaç adamy görkezdi. Men kellämi ýaýkadym.“Şeýlemi?“ Onuň sesi tolgunmadan ýaňa titredi. Ol bizi 1944ý dogry ölümden halas etdi ahyry. Men ony göni tanadym. Gel onuň ýanyna baraly.

8. Ol hiç haçan pikirini bilen ylalaşmajagy göze görnüp duran zat. Ol gaty kesir.

9. Näme üçin ol elmydama işgärleri (subordinate) bilen gürleşende sesini gataldýar. Şonuň üçin ony sylanoklar. Ol bu endigini taşlamaly. 10. Häzir onuň göçümi. Ol küşdi gowy oýnaýarmy? Bilmedim, hiç- haçan onuň bilen oýnap göremok.

11. Maňa goş haltamy (a knap- saçk) galdyrmaga kömek et.

12. Ýel ýokdy, oduň tüssesi göni ýokary galýardy.

13. Duşekde okamak endigini taşlamaly, ol gözüni zaýalaýar.

14. Men awtobusyň ýolagçylary almak üçin duranyny

gördüm.

15. Jenap Krikl klasda görneninden çagalar gorkudan ýaña titräp başladylar.

TEXT WORK

1. Read the text.
2. Ask questions on the text so that the answers bring out the main facts given in the story.
3. Paraphrase the italicized parts of the sentences in the text; translate the sentences into Turkmen.
4. Summarize the meanings of the words *to shake*, *to raise*, *to move*, and give your own examples to illustrate them.
5. Quote some sentences from the text showing a number of different emotions: excitement, relief, surprise, amusement, and so on.
6. Tell the story:
 - a) as if you were Paul;
 - b) as if you were Patricia;
 - c) as if you were Mr. Markie;
 - d) as if you were the waitress;

e) in your own words.

7. Give a summary of the story.

8. Write a précis of the story, in one third of its original length

using as many expressions as possible.

9. Select and write out from the story words and expressions to the topic "At the Hotel".

10. Make up a few short dialogues on the topic "At the Hotel".

ADDITIONAL TEXTS

BOOKING A ROOM AT A HOTEL

Hotel receptionist - Good evening, madam. Can I help you?

Mrs. B. - Good evening. I want a single room, please.

R. Have you reserved a room?

Mrs. B. - No, I'm afraid not. I didn't know I should be coming until today.

R. - How long did you want to stay?

Mrs. B. - At least a week, possibly longer.

R. - I'll see what we have, madam. We are very full just at

present. Now, let me see. Yes, I can offer you a room on the first floor, or there's one on the second floor with a private bathroom.

Mrs. B. - I don't really need a private bathroom. All I want is a quiet room away from the noise of traffic. I don't sleep very well.

R. - Then I'll give you the first floor room. That's at the back, and it's very quiet.

Mrs. B. - Good. And now what about my luggage?

R. - The porter will take your cases up immediately.

Mrs. B. - Thank you. Oh, I should like to be called in the morning at eight o'clock.

R. - Would you like early morning tea?

Mrs. B. - Yes, and a newspaper, please.

R. - Certainly, Madam.

I. Answer the following questions:

1. Where do you generally stay when you come to a new town? Would you prefer putting up at a hotel to staying at your friend's? Why?

2. How many hotels are there in your town? Which of them are most popular with the guests? Is it difficult to get accommodation there?
3. Why is it advisable to book rooms in advance?
4. What should you do to be certain to get a room at a hotel?
5. What kind of telegram would you send the hotel manager to reserve a room?
6. What kind of rooms can we book at a hotel?
7. What is the rate for a room per day? Is it the same for all kinds of room? Is it cheaper to pay by the day or by the week?
8. What are the duties of a receptionist?
9. What do we write in the register? Do they give the same information abroad?
10. Where do they keep the room-keys and the mail of the hotel guests?
11. Who takes charge of our luggage when we arrive at a hotel? And who shows us to our room?
12. What kinds of service do hotels run for their guests?

13. When do we settle our account with the hotel?
14. Did you take the room at the hotel by the week when you were staying at the Europe Hotel?
15. How do we summon a porter to our room? Are there any instructions how to use these buttons?
16. Have you ever stayed at a hotel? Did you get very good service? Speak about your experience.
17. If you go on a hike, where can you put up for the night besides at a hotel?

II. Explain in English the meaning of the italicized words:

1. Unfortunately we are *booked up* till October.
2. *Make out my bill*, please.
3. Would you mind *signing the register*?
4. *Have you any accommodation*?
5. *How much do you charge* a night?
6. *We took the rooms by the week*.
7. Could we *reserve a double-bedded room*?
8. We haven't got any *front rooms* free. We can offer

you *one at the back*.

9. It's a custom abroad *to tip* people waiting on you.
10. Each hotel *runs a special laundry service*.

III. What do you do or say if:

1. you want to find out whether there are any free rooms at the hotel
2. you are given a registration card
3. you want to be signed in at a hotel
4. you want to have your bill at a hotel
5. you hear the receptionist say that the hotel is heavily booked
6. you'd like to pay for your room by the week
7. you think the rate is too high
8. you hear the desk-clerk say "What can I do for you?"
9. you want to get your room-key and mail
10. you'd like to have your laundry done

IV. Respond to the following sentences according to the pattern. Use the hints given in brackets.

Pattern: They say they can't accommodate us (to reserve a room by phone).

That's why...

That was why ...

That was why I told you to reserve a room by phone.

1. Close the window. I can't stand the noise in the street, (to book a back room)
2. I had too much luggage to take up to the room myself, (to ask the porter to do it)
3. I'm afraid I'll wake up too late tomorrow, (to ask the desk-clerk to call you up)
4. Now we'll be late for the train. (to settle the account yesterday)
5. I'm afraid we shan't have any time to buy souvenirs, (to buy some postcards at the kiosk)

V. Say the opposite:

1. They can easily accommodate three more guests, I'm

sure.

2. Sorry, but we haven't booked rooms beforehand.
3. I'm staying here for three more days, I don't need my bill.
4. We are very full just at present.
5. I don't object to having a double room without a bathroom if you've got nothing else to offer me.
6. You may take your room-key with you if you like.
7. It's more convenient for me to pay by the day. 8) I'm leaving tomorrow. Will you kindly sign me out?

VI. Make up a story of your own based on the topic.

VII. Translate the dialogue given above and have someone translate it back into English.

VIII. Translate into English:

1.

– Meniň familiyam Durdiyew. Siň maňa nomer

goýduňyzmy? Men telefonda wannaly bir nomer buýurdym. Hawa. Haýys edýän, doly adyňyzy, hemişelik ýaşayan ýeriňizi we pasport nomeriňizi gelýänleri hasaba alynýan kitaba ýazyň Siz näçe wagtlap bolmakçy? – Bir hepde.

– Ynha siziň otagyňyzyň açary. Liftçi oglan siziň goşuňyzy galdyrar we sizi otagyňyza ugradar.

2.

– Siz haýsy myhmanhanada saklandyňyz?

– Awazada. Biziň deňze bakyp duran iki adamlyk ajaýyp nomerimiz bar.– Restoran gowumy?

– Hawa, nahary gowy bişirýärler. Nomerde gyzgyn we sowuk suw, telefon bar. Myhmanhanada poçta bölümi hem bar. Eşigiňi arassalaýja tabşyryp, kostýumyňy ütükläp(to press) bolýar.

3.

– Biz ertir ir ugraýarys. Hasaby taýýarlaýyň. Men şu gün hasaplaşmakçy. Meniň adyma hat gelse şu adrese iberiň.

4.

– Sizde boş nomer barmy?

– Häzir bizde ýekejede boş ýer ýok, ýöne biz sizi ýerleşdirjek bolarys. 17-nji nomer agşama çenli boşadylar diýip pikir edýärin.

– Ol bir sutka näçe durýar?

– 100 manat.

– Bu gaty gymmat ýöne maňa saýlamaga zat ýok. Eger siz garşy çykmasaňyz men gündelik tölejek, belki siz maňa birnäçe günden arzanrak nomer taparsyňyz.

5.

– Men myhmanhanada hasaba durmaly däl diýip pikir edýärin, sebäbi men bu ýerde bir-iki gün bolmakçy.

– Bilmedim. Gowusy nobatçy administratorlardan soraň.

6.

– Suwenir almak ýadymdan çykypdyr, bir sagatdan hem gidýärin.

– Westibýule düşüp bir zatlar alayyň. Şol ýerden gyzykly bir zatlar tapjagyňa ynanýaryn.

7.

– Sen eýýäm gelýänleri hasaba alýan listi doldurdyňyzmy?

– Edil şu wagt şony ýerine ýetirip durun. Ruçka bilen ýazsaň bolýarmy?

THE NEBITCHI HOTEL

The “Avaza” national tourist zone which is located on the Caspian Seashore is a good sample of rational use of enormous natural resources for the benefit of Turkmen people. Of high quality, the white-marbled 12-storeyed Nebitchi hotel is one of the first large-scale projects of President of Turkmenistan Gurbanguly Berdimuhamedov, which has been implemented to turn the ancient Caspian Seashore into an international recreation and tourism centre.

For your service on the first floor, there are various up-to-date facilities: such as a reception, a lobby, a cloak-room, telephone call-trunks, shops, barber’s and hairdressing salons, a VIP restaurant, a multi-functional hall, a covered swimming-pool, a gym, a sauna, and others.

On the second floor there is a VIP conference hall, Internet café, a billiard room, administrative and service rooms.

Starting with the third floor and up to the eleventh floor of the hotel there are deluxe suites that meet modern world standards. The deluxe suites have all the necessary conditions for the tourists and guests' comfortable rest.

Do the following assignments:

1. Read the text closely and pick out a few pieces of new information.
2. Retell the text.
3. Sum up the text.
4. Make up short dialogues based on the text.
5. Write a letter to your friend telling him/her about the Nebitchi hotel.
6. Find some additional information on the Avaza resort area and make a presentation in class.

Unit III

CARRIE TRIES HER TALENTS

From *Sister Carrie* by *Theodore Dreiser*

(Abridged)

On this occasion the lodge sent a carriage. Drouet rode with her as far as the door, and then went about the neighboring stores, looking for some good cigars. The little actress marched nervously into her dressing-room and began that painfully anticipated matter of shake-up which was to transform her, a simple maiden, to Laura, the Belleof Society...

At last the curtain was ready to go up. All the details of the make-up had been completed, and the company settled down as the leader of the small, hired orchestra tapped significantly upon his music rack with his baton and began the soft curtain-rising strain.

On the stage, six of the characters had already appeared in the opening par lour scene. Drouet saw at a glance that Carrie was not among them, and went on

talking in a whisper. Mrs. Morgan, Mrs. Hoagland, and the actor who had taken Bamberger's part were representing the principal roles in this scene. The professional, whose name was Patton, had little to recommend him outside of his assurance, but this at the present moment was most palpably needed. Mrs. Morgan, as Pearl, was stiff with fright. Mrs. Hoagland was husky in the throat.

The whole company was so weak-kneed that the lines were merely spoken, and nothing more. It took all the hope and uncritical good nature of the audience to keep from manifesting pity by that unrest which is the agony of failure.

After the first rush of fright, however, the players got over the danger of collapse. They rambled weakly forward, losing nearly all the expression which was intended, and making the thing dull in the extreme, when Carrie came in.

She came faintly across the stage saying:

"And you, sir, we have been looking for you since eight o'clock," but with so little color and in such a feeble voice that it was positively painful. She had a line presently

which was supposed to be funny.

"Well, that's as much as to say that I'm a sort of life pill." It came out so flat, however, that it was a deathly thing. Drouet fidgeted.

The lack of feeling in the thing was ridiculous. Carrie did not get it at all. She seemed to be talking in her sleep. It looked as if she were certain to be a wretched failure. She was more hopeless than Mrs, Morgan, who had recovered somewhat, and was now saying her lines clearly at least. Drouet looked away from the stage at the audience. The latter held out silently, hoping for a general change, of course.

"She's too nervous," said Drouet, feeling in the mildness of the remark that he was lying for once.

"Better go back and say a word to her," suggested a friend of his.

"I don't know," said Carrie. "I just don't seem to be able to do it." She was grateful for the drummer's presence, though. She had found the company so nervous that her own strength had gone.

"Come on," said Drouet. "Brace up. What are you afraid of? Go on out there now, and do the trick. What do you care?"

"I don't know," answered Carrie.

"Why," he exclaimed, "you did it for me! Now you go out there and do it. It'll be fun for you. Just do as you did in the room."

He really did think that Carrie had acted this particular scene very well, and he wanted her to repeat it in public. His enthusiasm was due to the mere spirit of the occasion.

When the time came, he buoyed Carrie up most effectually. He began to make her feel as if she had done very well.

"I think I can do this."

"Sure you can. Now you go ahead and see."

On the stage, Mrs. Van Dam was making her cruel insinuation against Laura.

Carrie listened, and caught the infection of something – she did not know what. Her nostrils sniffed

thinly.

"It means," the professional actor began, speaking as Ray, "that society is a terrible avenger of insult. Have you ever heard of the Siberian wolves?"

When one of the pack falls through weakness, the others devour him. It is not an elegant comparison, but there is something wolfish in society. Laura has mocked it with pretence, and society, which is made up of pretence, will bitterly resent the mockery."

At the sound of her stage name Carrie started. She began to feel the bitterness of the situation. The feelings of the outcast descended upon her. She hung at the wing's edge, wrapped in her own mounting thoughts. She hardly heard anything more, save her own rumbling blood.

"Come, girls," said Mrs. Van Dam, solemnly, "let us look after our things. They are no longer safe when such an accomplished thief enters". "Cue," said the prompter, close to her side, but she did not hear. Already she was moving forward with a steady grace, born of inspiration. She dawned upon the audience, handsome and proud, shifting,

with the necessity of the situation, to a cold, white, helpless object, as the social pack moved away from her scornfully.

The radiating waves of feeling and sincerity were already breaking against the farthest walls of the chamber. The magic of passion was here at work.

Every eye was fixed on Carrie, still proud and scornful. They moved as she moved. Their eyes were with her eyes. Carrie, from now on, was easily the centre of interest.

PRONUNCIATION LIST

Carrie

Theodore Dreiser

Drouet

Laura, the Belle of Society

Mr. Quincel

Mr. Morgan

Mrs. Hoagland

Patton

Pearl

Bamberger

Pearl

Mrs. Morgan Van Dam

ACTIVE VOCABULARY

Words

provide	<i>v</i>	üpjün etmek, eklemek, göz
önünde tutmak		
make-up	<i>n</i>	düzüm, gurluş, kosmetika,
kosmetiki serisinde		
make up	<i>v</i>	düzmek, reñk çalmak,
boýanmak		
scatter	<i>v</i>	zyňyşdyrmak, döküşdirmek
powder	<i>n, v</i>	tozan, külke etmek,
owratmak.		
eyelid	<i>n</i>	gözüň gabagy

Word-combinations

to take hold upon (on)	eyelemek, basyp
------------------------	-----------------

almak, ünsüňi ozone çekmek

at a glance

dessine

to be stiff with fright, awe

galmak

in the extreme

çakdanaşa, juda

to run (go) to an extreme

ýetmek

to strain somebody's patience

barlap görmek

to make (fair) progress

gazanmak

to do well

to be wrapped (up) in one's

gümra bolmak

thoughts

bir görenden, birden,

gorkudan ýaña doňup

adatdan daşary,

iň soňky derejä

biriniň çydamyny

(uly) üstünlikler

üstünlik gazanmak

öz pikirleriň bilen

LIST OF PREPOSITIONS AND ADVERBS

on this occasion

to be diverted **by**

to make **up**

by

to transform smb **to(into)**

in short

to take hold **upon** smb

in the scene

to see **at** a glance

in (a) whisper

for smth

to be stiff **with** fright

to be husky **in** the throat

something

in public

to be due **to**

to be **at** work

to be impersonated

to partake of smth

to be **off**

to smb's relief

to amount **to**

in the wings

to be grateful **to** smb

at the rehearsal

to get **over**

in the extreme

lack **of**

to hope **for** smth

EXERCISES

I. Transcribe the following words:

theatrical, paraphernalia, rehearse, lodge, anticipate,

transform, maiden, suggestive, rouge, pearl, scissors, drapery, disguise, atmosphere, mansion, awe, endure, curtain, detail, significantly, parlour, assurance, palpably, manifest, agony, failure, extreme, fidget, proverb, wretched, villain, impersonate, defiance, pathos, mildness, hustle, ginger, triumph, partially, buoy, effectually, insinuation, nostrils, avenger, devour, resent, descend, accomplished, thief, steady, scornfully, radiating, sincerity.

II. Give the four forms of the following verbs:

to ride, to march, to permit, to hurry, to worry, to endure, to hold, to hum, to settle, to tap, to fidget, to rise, to bawl, to partake, to wander, to lie, to let, to brace, to signal, to buoy, to catch, to sniff, to mock, to hang, to wrap, to bear, to break, to fix, to arise.

III. Answer the following questions:

1. How did Carrie spend the day on which the performance was to take place?
2. What did she feel while she "was dressing and

making up for the performance?

3. What was the atmosphere like in the wings?
4. How did the whole company feel when the curtain rose?
5. Why was Patton sure of himself?
6. How was the play progressing when Carrie appeared on the stage?
7. How did Carrie begin her part?
8. Why did it look as if she were certain to be a wretched failure?
9. How did the audience take the beginning of the performance?
10. What was it that diverted the attention of the audience from Carrie?
11. Why did Drouet go to the wings?
12. Why was Carrie grateful to Drouet?
13. What could have happened if Drouet had not encouraged Carrie?
14. Why did Drouet advise Carrie to act as if she didn't care?

15. Why did Carrie start at the sound of her stage name?
16. How did she play her part in the next scene as estimated by Drouet?
17. What did Carrie look like when inspiration came over her?
18. Why was Carrie the centre of interest from now on?

IV. Find in the text equivalents to the words and word combinations in bold type:

1. She could not **dismiss this thought from her mind**.
2. The actors rambled weakly upward, making the thing **awfully** dull.
3. All the actors **were doing much better now**.
4. At the mention of her stage name Carrie **gave a start**.
5. Carrie **stood** at the wing's edge, **absorbed** in her own thoughts.
6. Drouet rode with Carrie **to** the door, and then went about, the, neighboring stores **in search of** some cigars.
7. The new atmosphere **did not in the least resemble** the great brilliant mansions which waved Carrie coldly away.

8. No sooner had Drouet glanced at the stage than he found that Carrie was not there.

V. Translate the following words and word-combinations into English and give your examples based on the contents of the text under study:

1. öz-özünden düşnükli
2. özüň göz ýetirmek
3. nämedir- bir zatdan saklanmak
4. gözüni aýyrman seretmek
5. ahyrsoňy
6. gözegçilik etmek
7. rahatlygy saklamak
8. biderek synanyşyk
9. aşak seretmek
10. kyn ýagdaý
11. haýsy hem bolsa bir sebäp bilen
12. ýagdaýdan çykalga görkezmek
13. bu babatda
14. nämedir-bir zat barada pikir etmekligi taşlamak
15. tagalla etmek

16. maslahaty kabul etmek
17. zordan saklanmak
18. aýtmaz ýaly
19. aladaly görnüşde
20. sagdyn pikir
21. kimdir-biriniň nazaryndan düşmek
22. duýduryş etmek
23. buýruk boýunça
24. kimdir-birinden gizläp saklamak
25. sowuk garaýyşlara gabat gelmek
26. deglen namys
27. nämedir-bir zat bilen tanyşmak
28. üstünlik gazanmak.

VI. Translate into English using words and expressions from the text:

1. Kerri Çikago işe ýerleşmek üçin geldi. Ol öz uýasynynyň öýünde düşledi, ýöne onuň adamsynyň az pul gazanýanlygy sebäpli, olar gününü zordan dolaýardylar.
2. Kerriniň bagtyna, ol ahyrsoňy işe ýerleşip bildi. Dogrusyny aýtsaň, iş örän agyrdy we ol şoňa-da

begenýardi.

3. Sowuk düşdi, Kerri bolsa ýaramaz geýnilgidi. Tiz wagtdan ol sowuklady we syrkawlady. Ol keselden saplanandan soň işe hem gitmedi, sebäbi ol öz ýeriniň eýelenendigine ynamy bardy.

4. Kerri mümkin boldugyça çalt täze işi tapmalydygy baradaky piker goýanokdy.

5. Drue Kerrini höwesjeň spektaklda oýnamaklyga yrdy.

6. Irden spektakl bolmaly güni, Kerri ýüzüne grim goýup, öz oýnamaly roluny ýene-de bir gezek gaýtalady.

7. Drue Kerrini podýezde çenli ugratdy, özi bolsa dükana gitdi, sebäbi onuň almaly zatlary bardy.

8. Bütün topar spektaklyň başlanmagyna köp wagt öňünden ýygnandy.

9. Aktýorlaryň ählisi diýen ýaly spektakl şowly bolmaz diýip gorýardylar.

10. Şu dabara mynasybetli ökde sazandalardan düzülen orkestr çagyryldy.

11. Perde ýokary galdy we tomaşaçylar sahnada alty sany baş gahrymany gördüler. Olaryň arasynda Kerri ýokdy.

12. Bu tomaşaçylaryň öňünde onuň ilkinji çykyşydy, şonuň üçin ol özüniň gorky duýgusynda üstün çykyp bilmedi.

13. Kerri öz adyny eşidip tisgindi. Ol sahna çykmalydy.

VII. Fill in the blanks with prepositions or adverbs wherever necessary;

1. Drouet, who was a Mason and belonged ... some local lodge, was once addressed ... Mr. Harry Quincel, an individual very prominent ... this local lodge, ... a request to find some young woman who would be able to play a part... an amateur performance. Drouet thought... Carrie and told her that he had a proposition ... her. He explained ... her that she was to play the part... a young girl Laura ... name ... play called "Under the Gaslight." Carrie was grateful ... Drouet... his proposition and displayed a great interest... the thing, but she hesitated whether to accept it as she had never acted ... The thought to take, art had long occupied her mind, but she was afraid ... mentioning ... it ... anybody as she was not sure... her talent. Drouet

encouraged her ... saying that if the thing appealed ... her, she had no reason ... rejecting it as the rest ... the company, being amateurs themselves, wouldn't be better than she.

2. The play *Carrie* was to act ... was ... a girl who was kidnapped ... her childhood ... two crooks that lived ... slums. Once ... the age ... six she was caught ... a woman when she was trying to steal something ... her pocket. The miserable sight... the girl appealed ... the woman and she decided to adopt her. Many years passed but the rumour ... her low past found its way ... society and gossips were soon ... work. Ladies and gentlemen ... society felt no compassion ... her, made unpleasant comments ... her origin and ... the end she became an outcast. Laura was greatly affected ... it but did not show it and spoke ... everybody ... scorn and defiance.

VIII. Topics suggested for oral and written composition:

1. Carrie as a debutant in an amateur performance.
2. Drouet's part in Carrie's first attempt as an actress.
3. Carrie's acting at the beginning and the end of the performance.
4. The author's attitude to Carrie as revealed in the extract under study.

IX. Suggested forms of oral and written work:

1. Recall from the text sentences describing the fashionable society and the way they treated Laura.
2. Retell the text in detail. Use words and word combinations from Ex. V.
3. Retell the text in short.
4. Make up a conversation between Carrie and other amateurs before the beginning of the performance.

X. Compose a dialogue between two people, expressing their opinion on a play, a concert, a performance or a film, they have seen.

Ready-made formulas:

What is your opinion about it?

It is most exciting (thrilling)
It was rather boring towards the end
As far as I, know
It makes no difference
What's to be done?
It's beyond all doubt
It stands to reason
I leave it to you
It isn't worth talking about
To some extent
I'm positive about it
By the way
To all appearances
I know the actor by sight
What's on at the theatre?
Is there nothing on today?
I'm looking forward to
I couldn't help laughing
It goes without saying
It's a treat!

Words and word combinations:

to put into words

to get over

to enjoy oneself;

to be candid

to do credit to

far better

to be bound to

judging from

to be beyond somebody

to make one's flesh creep

to escape one's memory

pretty continuously

to make up - to compensate.

ADDITIONAL TEXTS

FILM INDUSTRY

On the 28th of December, 1895 the Lumiere brothers made their first three-minute films which were

demonstrated to the public. It was 111 years ago.

Since then a new era has begun – the era of cinematography. It rapidly spread all over the world and very soon turned into one of the most popular arts and entertainments. The 20th century may rightfully be called the century of cinematography.

At the same time when films were silent and black-and-white the world was crazy about Charlie. He was created and performed by the famous English actor and film director Charles Spencer Chaplin. His Charlie, small and clumsy yet kind-hearted, generous and brave, has attracted the hearts of simple people in different countries. Sometimes they would stand in long queues to see a film with their favourite actor. The first films in the West were mainly melodramas or comedies.

Pioneers of the Russian cinema are Protazanov, Gardin, Bauer and later, Eisenstein, Pudovkin, Dovzhenko. Their first films were much alike the films in the West. But in the twenties in Russia they very often were historical films or screen versions of the best novels. This tradition

was successfully continued.

WALT DISNEY AND HIS HEROES

Walt Disney was born in Chicago, his father being Irish Canadian, his mother of German-American origin. He revealed a talent for drawing and an interest in photography early on and after service with the American Red Cross in the First World War, in 1923 he left with his brother Roy for Hollywood and for some years struggled against poverty while producing a series of cartoon films. In 1927 he had some success with the series called “Oswald the Lucky Rabbit”, but it was not until September 1928, when “Steamboat Willie” appeared, the first “Mickey Mouse” with sound, that he achieved lasting success. Mickey Mouse became a household word together with such companions as Minnie, Pluto, and – perhaps the favourite of them all – Donald Duck.

“The Three Little Pigs” and “Snow White and the Seven Dwarfs”, with their still familiar songs by Frank

Cherchill, immediately spring to mind. After the Second World War, Disney turned his attention to real-life nature studies and non-cartoon films with living actors. After a rather unsuccessful feature cartoon “The Sleeping Beauty”, he made a triumphant come-back with the very successful “Mary Poppins”.

In 1955 he branched out into a different enterprise – “Disneyland”, a huge amusement park in Southern California.

Disneyland is situated 27 miles south of Los Angeles, at Anaheim. Of all the show-places none is as famous as Disneyland. This superb kingdom of fantasy linked to technology was created by Walt Disney.

The park is divided into six themes and there is so much to see and do in each that no one would attempt to see all of them in one visit. For extended visits, there are hotels nearby.

Walt Disney died in California at the age of 65. His works have given so much pleasure for many years to many people, young and old, in many countries.

THE TURKMEN NATIONAL CIRCUS

The dome of the circus located in the beautiful historical and cultural centre of the city of Ashgabat can be seen from afar. The circus has been completely renewed and at present meets the world standards in terms of technical equipment. It occupies the total area of 27,468 sq. m.; the auditorium holds 1,500 spectators. There are 16 make-up and dressing rooms for the artists; two of them are for the children, the young artists. Besides, the circus boasts a hotel with all modern conveniences.

There functions the Internet-café, in which the spectators may have recreation operating one of the ten personal computers. Besides, there is a vast hall installed with high-tech autogame facilities. The conference-hall that holds 200 people will be able to accommodate all kinds of conferences on the issues of culture and art; various meetings, creative work parties and other events will be held there. The café for 60 seats will provide the guests

with a high-level service. The choreography hall and a sound-recording studio are meant for providing high-quality circus performances and show-concerts.

Here, there are also some facilities for the horses and other animals, which are involved in the shows. For examples, the stables for 20 horses meet all the sanitary and hygienic requirements; the animals will be under proper veterinary control. The nutrition and rest of the horses will be well-balanced; there is a place for horse bathing. There is also accommodation and facilities for keeping and taking care of the other animals.

In one of the most beautiful cities in the world, in the white-marble Ashgabat, the lights of the circus will be lit in the evenings. And then, the Ashgabat residents and guests will hurry to the circus anticipating most entertaining numbers, exciting shows, and unique stunts. The shows of the famous artists of the arena, Turkmen djighits, who have won the world fame and whose performances have gone down to the history of the national culture, will be unforgettable. After the evening performance, the

spectators, full of impressions, will go out into the evening streets of Ashgabat, breathing in a cool fresh air of the night. They will be sincerely thanking our Esteemed President Gurbanguly Berdimukhamedov for his generous gift – the New Revival of the National Culture.

Unit IV

THE ENCOUNTER

An Extract from *Jane Eyre*

by *Charlotte Brontë*

(*Abridged*)

Jane Eyre is a penniless orphan brought up by her aunt, who does not love the little girl, is unjust to her and sends her to a charity school for poor girls at Lowood. Then the aunt completely forgets her. The girl is never visited or taken for vacations.

Jane Eyre spends eight years at the Lowood Institution: six as pupil and two as teacher.

One day Jane Eyre decides to leave Lowood and become a governess in a private family. For this she advertises in a newspaper and in a week's time is offered a situation at Thornfield Hall.

On coming to the Hall Jane Eyre learns that Thornfield belongs to Mr. Rochester and that Mrs. Fairfax

is the housekeeper, distantly related to the Rochesters on the mother's side, and the little girl, Jane's pupil, is Mr. Rochester's ward. Jane Eyre also learns that Mr. Rochester is not a permanent resident at the Hall.

* * *

October, November, December passed away. One afternoon in January, Mrs. Fairfax had begged a holiday for Adele, because she had a cold; and as Adele seconded the request with an ardour that reminded me how precious occasional holidays had been to me in my own childhood, I accorded it. It was a fine, calm day, though very cold; I was tired of sitting still in the library through a whole long morning: Mrs. Fairfax had just written a letter which was waiting to be posted, so I put on my bonnet and cloak and volunteered to carry it to Hay;—the distance, two miles, would be a pleasant winter afternoon walk.

The ground was hard, the air was still, my road was lonely; I walked fast till I got warm, and then I walked

slowly to enjoy and analyze the species of pleasure brooding for me in the hour and situation. It was three o'clock. I was a mile from Thornfield, in a lane¹ noted for wild roses in summer, for nuts and blackberries in autumn, but whose best winter delight lay in its utter solitude and leafless repose. Far and wide, on each side, there were only fields, where no cattle now browsed; and the little brown birds which stirred occasionally in the hedge, looked like single leaves that had forgotten to drop.

This lane inclined up-hill all the way to Hay: having reached the middle, I sat down on a stile which led thence into a field. Gathering my mantle about me, and sheltering my hands in my muff, I did not feel the cold, though it froze keenly. I lingered till the sun went down amongst the trees, and sank crimson and clear behind them. I then turned eastward.

On the hill-top above me sat the rising moon; pale yet as a cloud, but brightening momentarily: she looked over Hay, which, half lost in trees, sent up a blue smoke from its few chimneys; it was yet a mile distant, but in the absolute hush

I could hear plainly" its thin murmurs of life.

A rude noise broke on these whisperings, at once so far away and so clear: a positive tramp, tramp; a metallic clatter.

The din was on the causeway: a horse was coming; the windings of the lane yet hid it, but it approached. I was just leaving the stile; yet, as the path was narrow, I sat still to let it go by.

It was very near, but not yet in sight; when, in addition to the tramp, tramp, I heard a rush under the hedge, and close down by the hazel stems glided a great dog, whose black and white colour made him a distinct object against the trees. It was a lion-like creature with long hair and a huge head: it passed me, however, quietly enough; not staying to look up in my face, as I half expected it would. The horse followed, and on its back a rider. He passed, and I went on; a few steps, and I turned: a sliding sound and an exclamation of "What the deuce is to do now?" and a clattering tumble, arrested my attention, Man and horse were down; they had slipped on the sheet of

ice which glazed the causeway. The dog came bounding back. He snuffed round the prostrate group, – and then he ran up to roe; it was all he could do, – there was no other help at hand to summon. I obeyed him, and walked down to the traveller, by this time struggling himself free of his steed. His efforts were so vigorous, I thought he could not be much hurt; but I asked him the question:

– "Are you injured, sir? Can I do anything?"

"You must just stand on one side," he answered as he rose, first to his knees, and then to his feet. The horse was reestablished, and the dog was silenced with a "Down, Pilot!" The traveller now, stooping, felt his foot and leg, as if trying whether they were sound; apparently something ailed them, for he halted to the stile whence I had just risen, and sat down.

I was in the mood for being useful, I think, for I now drew near him again.

"If you are hurt, and want help, sir, I can fetch some one, either from Thornfield Hall or from Hay."

"Thank you; I shall do: I have no broken bones,—

only a sprain; – and again he stood up and tried his foot, but the result extorted an involuntary "Ugh!"

Something of daylight still lingered, and the moon was waxing bright: I could see him plainly. His figure was enveloped' in a riding cloak, fur collared, and steel clasped; its details were not apparent, but I traced the general points of middle height, and considerable breadth of chest. He had a dark face, with stern features and a heavy brow; his eyes and gathered eyebrows looked ireful and thwarted just now; he was past youth, but had not reached middle age; perhaps he might be thirty-five, I felt no fear of him, and but little shyness.

The frown, the roughness of the traveller set me at my ease: retained my station when he waved to me to go, and announced: –

"I cannot think of leaving you, sir, at so late an hour, in this solitary lane, till I see you are fit to mount your horse."

He looked at me when I said this: he had hardly turned his eyes in my direction before.

"I should think you ought to be at home yourself," said he, "if you have a home in this neighborhood: where do you come from?"

"From just below; and I am not at all afraid of being out late when it is moonlight: I will run over to Hay for you with pleasure, if you wish it – indeed, I am going there to post a letter."

"YOU live just below – do you mean at that house with the battlements?" pointing to Thornfield Hall.

"Yes, sir."

"Whose house is it?"

"Mr. Rochester's."

"Do you know Mr. Rochester?"

"No, I have never seen him."

"He is not resident then?"

"No."

"Can you tell me where he is?"

"I cannot."

"You are not a servant at the hall, of course. You are –" He stopped, ran his eye over my dress, which, as usual,

was quite simple. He seemed puzzled to decide what I was: I helped him.

"I am the governess."

"Ah, the governess!" he repeated. "The governess!" and again my raiment underwent scrutiny. In two minutes he rose from the stile: his face expressed pain when he tried to move.

"I cannot commission you to fetch help," he said; "but you may help me a little yourself, if you will be so kind."

"Yes, sir."

"You have not an umbrella that I can use as a stick?"

"No."

"Try to get hold of my horse's bridle and lead him to me: you are not afraid?"

I put down my muff on the stile, and went up to the tall steed: I endeavoured to catch the bridle, but it was a spirited thing, and would not let me come near its head; I made effort on effort, though in vain. The traveller waited and watched for some time, and at last he laughed.

"I see," he said, "the mountain will never be brought to Mahomet, so all you can do is to aid Mahomet to go to the mountain; I must beg of you to come here."

I came – "Excuse me," he continued; "necessity compels me to make you useful." He laid a heavy hand on my shoulder, and leaning on me with some stress, limped to his horse, and sprang to his saddle; grimacing grimly as he made the effort, for it wrenched his sprain. "Now," said he, releasing his under lip from a hard bite, "just hand me my whip; it lies there under the hedge."

I sought it and found it.

"Thank you; now make haste with the letter to Hay, and return as fast as you can."

A touch of a spurred heel made his horse first start and rear, and then bound away; the dog rushed in his traces: all three vanished.

I took up my muff and walked on.

The incident had occurred and was gone for me. I was pleased to have done something; trivial, transitory though the deed was, it was yet an active thing, I was

weariness of an existence all passive. The new face, too, was like a new picture introduced to the gallery of memory; and it was dissimilar to all the others hanging there. I had it still before me when I entered Hay, and slipped the letter into the post-office; I saw it as I walked fast down hill all the way home.

I did not like re-entering Thornfield. To pass its threshold was to return to stagnation; to seek my own lonely little room and then to meet tranquil Mrs. Fairfax, and spend the long winter evening with her, and her only.

I lingered at the gates; I lingered on the lawn; I paced backwards and forwards on the pavement: the shutters of the glass door were closed; I could not see into the interior; and both my eyes and spirit seemed drawn from the gloomy house. Little things recall us to earth: the clock struck in the hall; that sufficed.

I hastened to Mrs. Fairfax's room: there was a fire there, but no candle, and no Mrs. Fairfax. Instead, all alone, sitting upright on the rug, I beheld a great black and white long-haired dog, just like the dog of the lane. It was so like

it that I went forward and said, – "Pilot," and the thing got up and came to me and snuffed me. I caressed him, and he wagged his great tail. I rang the bell, for I wanted a candle; and I wanted, too, to get an account of this visitant. Leah entered.

"What dog is this?"

"He came with master."

"With whom?"

"With master – Mr. Rochester – he is just arrived."

"Indeed! and is Mrs. Fairfax with him?"

"Yes, and Miss Adele; they are in the dining-room, and John is gone for a surgeon: for master has had an accident; his horse fell and his ankle is sprained."

"Did the horse fall in Hay Lane?"

"Yes, coming down hill; it slipped on some ice."

"Ah! Bring me a candle, will you, Leah?"

Leah brought it; she entered, followed by Mrs. Fairfax, who repeated the news; adding that Mr. Carter the surgeon was come and was now with Mr. Rochester: then she hurried out to give orders about tea, and I went upstairs.

PRONUNCIATION LIST

Jane Eyre

Charlotte Brontë

Rochester

Fairfax

Mahomet

Adele

Thornfield

Leah

Hay

ACTIVE VOCABULARY

to get warm

ýylanmak

far and wide

ähli ýerde

to arrest smb's attention

kimdir-biriniň ünsüni

çekmek

to rise to one's feet

ýeriňden galmak, turmak

he was past youth

ol eýýäm ýaş däl

to be fit to do smth

nämedir-bir zatlar etmäge

güýjüň ýetmek, gurbatyň

to be fit for smth	çatmak nämedir-bir zat için ýaramly bolmak
to run one's eye over	gözüni aýlamak, nazaryňy salmak, seredip çykmak, garamak
to make an effort all alone = quite alone	tagalla etmek, synanyşmak ýalňyz, ýeke-täk, ýeke
Master has had an accident	hojaýyn bilen begtbagtlyk boldy, hojaýyn ýaramaz ýagdaýa düşdi
to have (to meet with) an accident	betbagtlyga düşmek
in addition to	goşmaça, üstesine-de

NOTES

1. The noun **lane** has two basic meanings:

1) *ýoda*

2) *çatryk*

e.g. It is usually used with the Proper name: Glove Lane

2. The adjective **plain** has three basic meanings:

1) *açyk, aýdyň*

e.g. The meaning of this word is quite plain (clear).

e.g. Can you explain it to me in plain words?

The corresponding adverb is **plainly**:

e.g. I could see plainly that the manager was displeased with me.

2) *yönekeyý* (plain dress, furniture, food, *etc.*)

In this meaning **plain** is the synonym of the adjective **simple**:

e.g. Her dress was plain but very neat.

3) *owadan däl*:

e.g. Do you think because I am poor, obscure, plain and little, I am soulless and heartless? – You think wrong!"

"Portrait of a Governess, disconnected, poor and plain"

(Ch, Bronte.)

In this meaning the compound adjective **plain-looking** is used.

e.g. Jane knew she was plain-looking.

3. The Turkmen adjective *gödek* has different

equivalents in English:

rude, rough we şm.

rude means *gödek*, for example: rude manners, speech, language, etc.

e.g. I was offended by his rude reply to my question.

It's rude to interrupt.

to be rude to smb *birine gödek darlaşmak*

e.g. He is rude to his younger brother,

rough *gödek, göni däl,*

for example:

rough paper *gaty kagyz*

rough road *büdür-südüür ýol,*

rough hair, rough sea *tolkunýan deňiz,*

rough copy *garalama,*

4. The noun **sight** has different meanings:

1) *göreç;*

Mr. Rochester had the advice of a well-known oculist and after some time he recovered the sight of one eye.

2) *görnüş;*

The sight which opened to our eyes was really wonderful.

3) *owadan ýerler*. Sight sözi bu manyda diňe köplük sanda ulanylýar.

One cannot see the sights of Leningrad in a day or two,

5. I thought he could not be much hurt.

to hurt (hurt, hurt) işligi aşakdaky manylarda ulanylýar:

1) *agyrtmak*,:

He hurt his leg when he fell, My shoe is too tight. It hurts me.

to be hurt *bir ýeriňi agyrtmak*: He was more frightened than hurt.

2) *biriniň göwnüne degmek, bumanyda to hurt somebody's feelings* frazeologik birlik ulanylýar:

I am sorry, I didn't mean to hurt you (to hurt your feelings).

Bu manylarda to hurt işliginiň sinonimi **to injure** işligi bolup bilýär

Were you injured in the accident? He was injured by

that remark. **His** pride was injured,

to hurt işligi geçirmeyän işlik görnüşinde gelip
ýaramazlyk, agyry duýmak manysyny berýär.

My hand is swollen and it hurts.

Tekstde **to ail** işligi to hurt işliginiň manysynda
gelýär.

Does your injured leg ail (hurt) you?

to **wear (wore, worn)** bir zady geýmek manysyny berýär.

to wear shoes, a hat, a flower in one's hair

to wear eye-glasses, moustache(s) (уцы)

to wear one's hair long (short) uzyn (gysga) saçly bolmak.

to wear something out bir zady könelýänçä geýmek

to wear out könelmek

Cheap things soon wear out.

to be worn (out) :

1) könelmek (zatlar);

My shoes are worn out. I must buy myself a new pair.

2) *horukmak, ýadamak:*

I am worn out (tired) with all this hard work.

She was a thin worn woman of the working class though

signs of an earlier prettiness were not wanting in her face.

(Jack London.)

7. ease ýeňillik:

We were surprised at his ease when making his report. **to**

be (**feel**) at ease özüni ýeňil, azat duýmak

I am glad you are quite at ease among us.

to be (feel) ill at ease özüni *erbet duýmak, aljyramak*:

He felt ill at ease after that remark.

LIST OF PREPOSITIONS AND ADVERBS

to be precious **to**

to rise **to** one's feet

to be tired **of**

to feel (no) fear **of**

to be tired **with**

to be rude **to**

to be noted **for**

to be worn **out**

to be **in** sight

to set somebody at his ease

to be **out** of sight

to be (feel) at ease

to come **in**'sight

to be (feel) ill at ease

to go (pass) **out** of sight

to wave **to** somebody

at the sight **of**

to point **to**

at first sight

to run one's eye **over**

to lose sight **of**

in addition to

to be **past** youth

to be fit **for** smth

to be weary **of**

to introduce somebody **to**

to be (dis)similar **to**

to get an account **of**

EXERCISES

I. Transcribe the following words:

request, ardour, precious, occasional, accord, post, cloak, volunteer, species, treasure, solitude, crimson, chimney, absolute, murmur, positive, metallic, causeway, path, hazel, distinct, exclamation, prostrate, knee, apparently, extort, involuntary, envelope, brow, ireful, solitary, endeavour, grimace, trivial, transitory, threshold, stagnation, tranquil, interior, caress, visitant, surgeon.

II. Give the four forms of the following verbs:

to beg, to analyze, to brood, to lie, to stir, to drop, to freeze, to sink, to rise, to send, to hide, to glide, to slide, to slip, to obey, to free, to hurt, to undergo, to compel, to spring, to seek, to spur, to occur, to draw, to stride, to behold, to wag.

III. Answer the following questions:

1. Why was Adele excused from her studies?
2. For what purpose did Jane go to Hay?
3. What kind of place did Jane stop at to rest?
4. What was Jane watching quite unconscious of the cold?
5. What arrested Jane's attention?
6. Why did the man need Jane's help?
7. In what way did she help him?
8. What were the stranger's appearance and manner like?
9. Why was it difficult for the stranger to decide who Jane was?
10. What thoughts occupied Jane on her way home?
11. What kind of girl was Jane?
12. Why did she not enter the house at once?
13. What did Jane learn on entering the house?

IV. Translate the following words and word combinations into English and give your own examples based on the contents of the text under study:

durmuşa düýpli garamak
gününi dolamak, durmuşyňa pul gazanmak
kalbynda, ýüreginde
işe ähmiýet bermek
hakda aýdanyňda
çak edişime görä
gözüňe yssy görünmek
geň bolsa-da
zor bilen, ähli tagallalary edip
nämedir-bir zatdan saklanmak
çäklenmek, kanagatlanmak, saklanmak
iki tarapdan
bilesigelejeňlik örkezmek
üns bilen yzarlamak
alyp barmak, ugratmak
bile gitmek, ýany bilen gitmek

ýüregiňi agyrtmak, ýüregiňe ýakyn almak

rugsat berseňiz, rugsat etseňiz

ňamedir-bir zat etmäge mejbur edilmek

nirädir-bir ýere ugramak, ýola düşmek.

V. Find in the text the equivalents to the words and word combinations in bold type:

1. **As far as the eye could see** there were only fields.
2. Jane **offered to take** the letter to Hay.
3. The horse was not yet seen, though Jane could hear it approaching.
4. The man was badly **hurt**.
5. Jane offered **to** bring someone from Thornfield.
6. Jane's attention **was drawn** by a clattering tumble.
7. Now we could **clearly** see that it was a small yacht.
8. The stranger **wore** a riding cloak.
9. He was not **in a condition to get on** his horse yet.
10. Her dress was quite **plain** as usual.
11. Jane **was going to and fro** on the pavement.

VI. Using words and word combinations from the lesson write the sentences of the following type: "I am glad to have met you." Use: *to be glad to, to be happy to, to be ashamed to, to be sorry to, to be proud to.*

VII. Translate the following word combinations into Turkmen and give your own examples using them:

to do credit to

to go hot and cold

to make friends with

to take up chess

a promising writer

to take the hint

a pillow case

to run a car

to have a room to spare

to accommodate oneself to

in the end

to be hard on the eye

to make a living
short-sighted
to be short of cash
to account for
to remove shortcomings
to remind somebody of something
close at hand
as clear as noonday
to get a word in
to be bound for.

VIII. Translate from Turkmen into English using words and word combinations from the text under study:

1. Adel sowuklapdy we hanym Ferfaks Jeýni sapaklaryndan göýbermekligi haýyş etdi.
2. Hanym Ferfaks haty ýazdy we Jeýn ony poçta äkitmegi teklip etdi.
3. Ýoluň ýarysyny geçenden soň, Jeýn dynç almak üçin oturdy. Howa sowukdy we ol elini muftanyň içine

gizledi. Birden ýetip gelýän atyň aýak sesi onuň ünsüni çekdi. Bir salymdan ýoluň üstünde äpet it, onuň yzyndan bolsa at we atly peýda boldy.

4. Rojesteriň siňie damarlary süýndi we ol agyrlýdy.

5. Jeýn orän ýönekeý geýnüwli di we nätanyş adam onuň kimdigini kesgitalap bilmedi.

6. Näbelet adam Jeýnden taýaga derek ulanyp biljek saýawanynyň barlygyny sorady.

7. “Zerurlyk meni sizden kömek soramaklyga mätäç edýär”-diýip ol oňa aýtdy.

8. Nätänyş adam Jeýnden özüne gamçyny alyp bermekligi haýyş etdi. Oňa minnetdarlygyny bildirip, ol oňa hat bilen howlukmaklygy we çaltrak yzyna dolanmaklygy maslahat berdi.

9. Jeýn öýe gaýdyp barasy gelenokdy we derwezäniň ýanynda sägindi.

10. Hanym Ferfaksyň otagynda atly bilen bile gelýän iti görende, Jeýn örän geň galdy. Onuň itiň adyny Pilot diýip tutanyny ýadyna düşdi we ol onuň adyny tutup, eli bilen sypalady.

11. Hojaýynyň siňir damarlarynyň süýndirilmegi sebäpli Jony lukmanyň zyzndan iberdiler.
12. Men hiç ýylap bilemok. Daşary şeýle bir sowuk.
13. Siziň aýagynyň gaty agyrýarmy? Birnäçe ädim ätjek boluň.
14. Biz ondan howlukmaklygy we mümkin boldugyça çalt gaýdyp gelmekligi haýyş etdik.
15. Ilki wagt Martin Iden Morzlaryň öýünde özüni oňaýsyz duýyardy.
16. Meredy öýde galmaklyga yrmaly, agyr keselden soň ol şeýle uzak syýahat etmekligi başarmaz.
17. Bu mata tomus paltony tikmek üçin ýaranok, sebäbi ol örän agyr.
18. Ol ýerinden turjak bolup synanyşdye, emma aýagynyň agyrýsý örän uludy, şonuň üçin ol ýene-de oturgyja oturmaga mejbur boldy.
19. Men size düzmäni garalama ýazmaklygy maslahat beremok, ony göcürmäge size wagtyňyz bolmaz.
20. Käbir gyzlar saçlarynda gül dakmagy gowy görýärler.

21. Atlyny group Jeýn ony göýbermek üçin gapdala süýşdi.

IX. Fill in the blanks with prepositions or adverbs wherever necessary:

1. Jane Eyre was an orphan and ... an early age was taken ... her uncle Mr. Reed, who was going to bring her ... together ... his own children. But soon he died and left the girl ... the care ... his wife, Mrs. Reed, who took a dislike to her ... first sight and treated her badly ... last she decided to get rid ... Jane and ... this purpose she invited Mr. Brocklhearst, head ... a charity school ... poor children. She informed him that ... spite ... all her attempts she failed to do anything ... the girl who had a mind ... her own, was incapable ... any gratitude and ... addition ... it was a liar. She asked Mr. Brocklhearst to take Jane ... his school and added that she wished him to let everybody know ... the character ... the girl and ask the superintendent ... the school to be as strict ... her as possible.

2. Jane had lived ... Lowood ... several months already, but had not yet seen Mr. Brocklhearst. She stopped thinking ... her aunt's threat to let everybody know ... her "bad character." But once when Jane was busy ... her work, half lost ... thoughts, the door opened and Mr. Brocklhearst ... their superintendent Miss Miller came – Jane's heart filled ... terror. She bent her head not to be noticed ... the man. In doing so she dropped her slate. The noise attracted Mr. Brocklhearst's attention and he turned his eyes ... her direction. He ... once recognized Jane and waved ... her to approach ... him. The girl rose ... her place and came forward. The man ran his eyes ... the girl's little figure and laying his heavy hand ... her shoulder said addressing ... the girls and the teachers: "She is a liar. Don't speak ... her, don't play ... her," Jane stood still: she felt that all the eyes were fixed ... her.

ADDITIONAL TEXTS
THE ENGLISH CLIMATE

England enjoys an insular climate. The effect of the Gulf Stream, a warm current flowing from the Gulf of Mexico round the north of Europe, is felt on the west coast of Europe, in the British Isles and in Iceland. These western countries have an equable if rather damp climate. Summers are neither so warm nor winters so cold as in the rest of Europe.

English people often refer to the weather in conversation. "Fine morning, Sir." "Looks like rain, doesn't it? Will it clear up do you think?" "I wonder what the weather will be like? I hope it'll keep fine." "It'll turn out fine, I think." It seldom gets unbearably hot in summer, as there is generally a cooling breeze from the southwest, but nevertheless the temperature may rise to ninety degrees in the shade (Fahrenheit, of course), and all England is in the throes of a heatwave for several weeks. Then the weather becomes sultry, the heat grows oppressive, the air gets stifling. The sky is suddenly overcast with low, black clouds, and distant peals of thunder indicate the approach

of a thunderstorm. Later, dazzling flashes of lightning are followed by a clap of thunder directly overhead, and it pours with rain. Anyone caught in the rain takes shelter, otherwise he would get drenched to the skin. After the thunderstorm the air is remarkably fresh. The thunder has cleared the air. The people are in for a spell of good weather again.

CLIMATE IN TURKMENISTAN

Turkmenistan has a subtropical desert climate that is severely continental. Summers are long (from May through September), hot, and dry, while winters generally are mild and dry, although occasionally cold and damp in the north. Most precipitation falls between January and May. The capital, Ashgabat, close to the Iranian border in south-central Turkmenistan, averages 225 millimeters of rainfall annually. Average annual temperatures range from highs of 16.8°C in Ashgabat to lows of -5.5°C in Dashhoguz.

As summers are ferociously hot and winters bitterly

cold, spring (April to June) and autumn (September to November) are the best seasons to visit Turkmenistan. In April the desert blooms briefly and the monotonous ochre landscapes explode in reds, oranges and yellows. Autumn is harvest time, when market tables heave with freshly picked fruit.

ADDITIONAL VOCABULARY

a mild climate, an extreme climate;

a wet, dry, dull, bright, sunny, cloudy, rainy, windy day;

damp (moist), sultry (hot and close), muggy (warm and moist), foggy, misty, hazy, stormy, frosty weather;

It's pouring with rain, it's raining hard, it's raining cats and dogs (old-fashioned);

to shiver with cold; The hands get numb and stiff with cold.

a breeze, a wind, a gale (a strong wind), a hurricane (a very strong wind), a blizzard

(a blinding snowstorm), a drizzle (fine, dense rain), a squall (a sudden violent storm of wind and rain); a breath of wind,

a gust of wind (a sudden violent rush of wind);
a winter weather forecast; cloudy, with rainy periods in the South. Showers of sleet, hail and snow in Scotland. Further outlook: Unsettled. (Note: sleet – a mixture of snow and rain.)

Unit V

THE BENNETS

An Extract from *Pride and Prejudice*

by *Jane Austen*

(*Abridged*)

It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "Have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune – four or five thousand a year. What a fine thing for our girls!"

"How so? How can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. *I* certainly *have* had my share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters, she ought to give over thinking of her own beauty."

"In such cases, a woman has not often much beauty to think of." "But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighborhood."

"It is more than I engaged for, I assure you". "But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no newcomers. Indeed you must go, for it will be impossible for *us* to visit him if you do not."

"You are over-scrupulous, surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommended them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children

in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves, They are my old friends. I have heard you mention them with consideration these twenty years at least." "Ah! you do not know what I suffer." "But I hope you will get over it, and live to see many young men of four thousand a year come into the neighborhood."

"It will be no use to us, if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic. Humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was

visiting and news.

PRONUNCIATION LIST

Jane Austen

Bennet

Netherfield Park

Morris

Michaelmas

Bingley

William

Lucas

Lizzy

Lydia

ACTIVE VOCABULARY

Words

single *a* öýlenmedik, durmuşa

çykmadyk

preference *n* ileri tutma

fortune	<i>n</i>	baýlyk, maddy hal-ýagday
abuse	<i>v</i>	dil ýetirme, göwne degme
rightful	<i>a</i>	adalatly
mistake	<i>v</i>	ýalňyşmak
let	<i>v</i>	kireýine bermek
mixture	<i>n</i>	garyndy
delighted	<i>a</i>	lezzetli, lezzet bilen
sarcastic	<i>a</i>	gyjالاتly, teýene, aly
tiresome	<i>a</i>	ýadadýan
reserve	<i>n, v</i>	ätiýaçlyk, gor, alyp goýmak, ätiýaçlyk edinmek
design	<i>n, v</i>	pygyl, niýet, hyýal, maksat
caprice	<i>n</i>	näz-kereşme, ynjklyk
flatter	<i>v</i>	ýaranmak, ýallaklamak, göwün götermek
insufficient	<i>a</i>	ýeterlik däl, ýeterliksiz, ýaramsyz, nälaýyk
newcomer	<i>n</i>	ýaňy gelen, täze gelen
mean	<i>a</i>	maýyp, müjrup, garyp,

pukara		
dare	<i>v</i>	batyrlyk etmek, milt etmek, ýürek etmek
discontented	<i>a</i>	närazy, nägile, kanagatlanmadyk
good-humoured	<i>a</i>	hoşgöwün, ýukaýürek, mähriban, rehimli
solace	<i>n</i>	köşeşdirme, göwünlik berme, teselli, ynjalyk

Word combinations

to be in want of	mätäç bolmak
rightful property	kanuny emläk, kanuny eýeçilik
to take possession (of)	eýe bolmak, eýelik etmek, eýelemek
to give over doing smth	bir-zat etmekligi bes etmek, goýmak
to give up	boýun gaçyrmak, boýun

towlamak, ret etmek, taşlamak

I dare say

aýtmaga milt edip

Men piker edýärin; men

bilerin; men aýdyp bilerin

to throw (put) in a word for

almak

söz aýtmak, arkasyny

not a bit better

asla gowy däl, kem däl

to give smb/smith

preference

nämedir-bir zady, kimdir-

birini halamak

to have compassion (for, on)

zada rehimiň gelmek,

kimdir-birine, nämedir-bir

ýüregiň awamak

I hope you will get over it

umyt edýärin

muňa çydap bilersiňiz diýip

to get smb married

durmuşa çykarmak

to marry smb off

öýermek

LIST OF PREPOSITIONS AND ADVERBS

in want **of**, **for** want **of**
somebody

to throw **in** a word **for**

to be fixed **in** the minds **of**
(**in** doing sth.)

to take delight **in** something

to have no objection **to** smth
(for) smb

to have no compassion **on**

(**to** doing something)

to have a high respect **for**

to be delighted **with** smth

to get **over** something

to fall **in** love **with**

to be no use **to** somebody

to give **over** (up) thinking **of**
on that account

to take possession **of**

to be **of** (no) use

to assure smb **of** smth
doing smth)

one's consent **to** smth (**to**

EXERCISES

I. Transcribe the following words:

acknowledge, chaise, handsome, scrupulous, preference,
abuse, compassion, mixture, sarcastic, reserve, caprice,
experience, solace, nonsense, establishment, insufficient

II. Give the four forms of the following verbs:

to let, to reply, to send, to flatter, to assure, to throw, to vex, to mistake

III. Write all the nouns you know formed by means of the suffixes *-tion*, *-ssipn*, *-sion* and state from what parts of speech they are derived.

IV. Write the antonyms to the following nouns and verbs using the prefixes: *in-*, *im-*, *nn-*, *mis-*, *dis-*:

sanity, comfort, fortune, grace, obey, patient, experience, dependent, under-stand, contented, advantage, favourable, fair, just, practical, sufficient, pleasure, I justice, possession

V. Write 10 questions on the text.

VI. Find in the text equivalents to the words and word combinations in bold type:

1. Mrs. Bennet asked her husband whether he knew that

Netherfield Park I was let at last, but he **did not answer**.

2. Mr. Bennet **did not** object **to** his wife's telling him who had taken Netherfield Park.

3. Mrs. Bennet insisted on her husband's **paying a visit to** Mr. Bingley as soon as he came. She kept on saying that he should **think of** their five grown-up daughters.

4. The Lucases **had a firm determination** to pay a visit to Mr. Bingley as they also had a single daughter.

5. He offered to send a note to Mr. Bingley to assure him that he heartily consented to his marrying any of his five daughters.

6. Mrs. Bennet remarked that her husband had no **pity** on her poor nerves, but he replied that she **was mistaken about** him.

VI. Write out of the English book you are reading sentences containing the verbs
to possess, to own, to want.

VIII. Find Turkmen equivalents to the word (to) want in

the following sentences:

1. I am confident he wants strength of purpose.
2. "My mother wanted me | to be a lawyer. I was just a kid, then."
3. "Cal," she said, "I told you long ago. If you want to be a doctor, I won't stop you."
4. It was a remarkable instance of want of forethought on the part of the ironmonger who had made Mrs. Crupp's kitchen fireplace, that it was capable of cooking nothing but chops and mashed potatoes.
5. The house wanted doing up, unless Soames decided to move into the country and build.
6. The inhabitants appeared to have propensity to throw any little trifle they were not in want of into the road.

IX. Recall word combinations you know with the word *tongue* and use them in sentences.

X. Translate the following word combinations into

Turkmen and give your own examples using them:

1. to banish suspicion
2. to be apt to do something
3. to keep one's mouth shut
4. strenuous work
5. cherished ambition
6. to be wrapped up in one's thoughts
7. a false friend
8. to be conscious of
9. to offer one's services
10. to call things by their proper names
11. to make matters simpler
12. to go to an extreme
13. to make fair progress
14. to deny a request
15. to bring oneself to do something
16. to be in no mood to do something
17. to have a narrow escape
18. to catch somebody off his guard
19. to do somebody justice

20. a man of the world
21. to offer resistance to
22. to make terms.

XI. Translate the following words and word combinations into English and give your own examples.

1. gyzgalaňly çekişme
2. ýüregiňe almak, ýüregiňi agyrtmak
3. mukaddes arzuw
4. ýokary gatlak adamsy
5. nämedir-bir zat etmekçi bolmak
6. tabşyrmak, buýurmak
7. nämedir-bir zat etmeklige keýpsiz bolmak
8. geň galmaklyk bilen, düşünmezlik bilen
9. ... üçin mahsus
10. nämedir-bir zat barada ýatlatmak
11. tagalla etmek
12. nämedir-bir zat bilen kanagatlanmak
13. nukdaýnazaryňy, meýilnamany teklip etmek
14. söz bieln beýan etmek

15. birine hormak goýmak, dogrusyny aýtmak gerek
16. ýaramaz zady göz öňünde tutmaslyk
17. ... bababtda bellik etmek, duýduryş etmek
18. ünsden düşmezlik
19. nämedir-bir zady bahanalap
20. bolşy ýaly aýtmak
21. nämedir-bir zat etmeklige öžüňi mejbur etmek
22. degişli bolmak
23. söz aýtmak, gürrüňe goşulmak
24. iň soňunda, ahyrynda, iru-giç, juda bolmanda
25. bijay uly tagallalar bilen
26. ýeňillik bilen demine almak

XII. Translate from Turkmen into English using words and expressions from the text under study:

1. Jenap Bingliniň öýüne barmaklygy hökman diýip hasap etmeýänligi üçin Hanym Bennet öz adamsyna gahary gelýärdi.
2. Jenap Bennet aýalynyň jaýyň eýýäm kireýine

berlendigini aýdanyny eşiden hem bolsa, ol hiç zat jogap bermedi.

3. Hanym Bennet adamsyna jay kime kireýine berendigini aýtmak isleýändigini aýdanda, Jenap Bennet muña garşy bolmady.
4. Hanym Bennet öz adamsynyň mümkin boldugyça çalt Jenap Binglilere gitmegini isledi.
5. Hanym Bennet öz adamsynyň Lizzä hormat goýmagyny islemedi
6. Jenap Bennet Lizziden baýleki ähli gyzlaryny akmak we sowatsyz hasap edýärdi.
7. Hanym Bennet öz adamsyny onuň nerwlerini aýamaýandygyny ýazgardy.
8. Hanym Bennet adamsy bilen ýigrimi üç ýyl ýaşaşsada, ol onuň häsiýetine belet dälidi. (Häsiýetini bilenokdy)
9. Ol bize bu meselede oňa bil baglap boljakdygyny aýtdy.

10. Ýygnak çykyş edýäne ýene-de 15 minut berilmegine garşy bolmady.
11. Hindistandan gaýdyp gelenlerinden soň, delegasiýanyň agzalary özleriniň duşuşyklary we alan täsirlari barada gürrüňýän gyzykly çykyşlaryny etdiler.
12. Ol Angliýa sapary barada cykyş etmäge razylyk berendigini aýtdylar.
13. Hindi artistlerini gyzgyn garşyladylar.
14. Ol bu fakt barada hiç zat bilmeyändigini boýun aldy.

15. Jeýn Ostin (1775-1817) bütin öz ömrüni diýen ýaly Hemşirde (Hampshire) ýaşady. Ol öz edebi işini 16 ýaşynda başlady ýöne öz adyny kitaplarda göýmaklygyna rugsat berenokdy. Onuň tanyşlarynyň köpüsi onuň roman ýazýadygyny güman hem edenokdylar. Walter Skott Jeýn Ostine ýokary baha berýärdi we onuň uly zehininiň bardygyny ýazýardy.

Öz romanlarynda ol welaýatlaryň şäherlerinde hereket edýän welaýatlardaky ruhanylary, garry gyzlary

(old maids), şowa ejelerini, olaryň durmuşa çykarýmaly gyzlaryny we beýleki ýönekeý adamlary suratlandyrýardy. Onuň “Namys we ýalan düşünjeler” atly romany iň gowy diýip hasaplanylýar.

XIII. Fill in the blanks with prepositions or adverbs wherever necessary:

1. ... Mrs. Long’s mention ... the fact that Netherfield had been taken ... a young man ... large fortune ... the north ... England, Mrs. Bennet ... once took a great interest ... the young man. ... the back ... her mind she decided to do her best to get acquainted ... the young man ... hope that he would fall ... love ... one ... her daughters. The lifetime dream ... Mrs. Bennet was to
I see her daughters married ... men ... considerable fortunes. She did not doubt, that her husband would have no objection ... her scheme.

2. Mrs. Bennet was greatly disappointed when she found ... that her husband was not at all delighted ... her plan. It

seemed strange ... her that the idea ... marrying one ... their daughters ... a man who was ... possession ... a good fortune did not appeal ... her husband. He did not start an argument ... her ... this point but he seemed to pay no attention ... what she was saying.

3. When Mr. Bennet said that he saw no occasion ... visiting Mr. Bingley and refused to be involved ... the matter, his wife was ... herself ... anger. She insisted ... his, paying a visit ... the young man saying that ... case he did not go, she would be forced to think that he was quite indifferent ... his daughters' happiness, had no compassion ... them and only took delight ... vexing both her and the children.

4. When Mr. Bennet mentioned ... his wife's beauty, she felt flattered. Yet she pretended to be indignant ... him ... what he had said and declared it ridiculous to be compared ... young girls ... her time ... life. She did not see the irony ... her husband's words and did not realize that he was

making fun ... her.

5. We must do credit ... Mr. Bennet that he fully realized what kind ... woman his wife was. ... his heart he shared his wife's matrimonial plans, but did not want to display a great curiosity ... the newcomer who seemed to be the only subject everyone was dwelling

XIV. Translate into Turkmen the following sentences from the previous lessons paying attention to the gerund and retell the situations these sentences are used in:

1. No Canadian could be in the Soviet Union more than a day or two without seeing one really important difference between their sports and ours.

3. It goes without saying that wrestling is a real sport there. He had to be kept from buying things.

4. We can't interfere with him now and take a chance of spoiling all the good work that we've accomplished.

5. During the course of the exhibition the old man kept on taking his lessons, seldom mentioning his entry in the exhibit.

6. It seemed equally strange that the Lathrop committee should encourage his insanity by accepting his picture.

7. My eyes are tired from painting. (*Art for Hearts Sake*, by R. Goldberg.)

8.They picked up their suit cases and started walking toward the house.

9.So saying he got busy with an axe and started chopping down a tree.

10.Then he got out a pencil and paper and began writing an essay on the benefits of discomfort in order to justify his position. (*Fitting In*, by M. Quin.)

11.Our hosts treated us to everything; they could apologize at the same time for being unable to entertain us as they would have liked. (*Home from England*, by Nikitin.)

12.We'll have favourable winds, a quick passage and not the least difficulty in finding the spot. (*Jim Hawkins' story* from *Treasure Island*, by I. R.Stevenson).

13.I cannot think of leaving you, sir, at so late an hour.

14.I am not at all afraid of being out late when it is moonlight.

15.I did not like re-entering Thornfield.

16. The villagers pumped away at the mother and the children without seeming to know that their questionings were in bad taste. (*Laura Comes To Know Life* from *The Gilded Age*, by M. Twain).

XV. Write out of the text sentences containing: a) the infinitive; b) the gerund. Translate them into Turkmen and define the syntactical functions of the infinitive and the gerund.

XVI. Translate into English using gerund:

1. Hanym Bennet öz gyzlaryny Jenap Bingli bilen tanyşdyrmaklygy arzuw edýärdi.
2. Hanym Bennet bu täzeligi Jenap Longdan eşitmäge şatdy.
3. Ol täze goňşynyň gelendigini eýýäm eşidendigini

jogap berdi.

4. Jaýy aýlanyp görenden soň, jenap Bingli ony kireýine alýandygyny aýtdy.
5. Hanym Bennetioň gyzlary tans etmekligi örän gowý görýärdiler.
6. Hanym Bennet adamsyny gyzlarynyň ykbaly bilen gyzyklanmaýandygy günäkärleýärdi.
7. Hanym Bennet adamsyna onuň hem gyzlaryny durmuşa çykarmak üçin alada etmelidigini aýtdy.
8. Sözüňizi bölendigim üçin bagyşlaň, ýöne men size bir peýdaly maslahat bermek isleýärim.
9. Sözüňizi bölýänligim üçin bagyşlaň, ýöne siz şu soragda ýalňyşýarsyňyz diýim men piker edýärim.
10. Biderek zatlar barada jedelleşmäge derek, gowsy işiňiz bilen meşgullanyň.
11. Şu ýerde çilim otlanyma garşy bolmarsyňyz-a?
12. Ol bir makalanyň terjimesiniň üstünde işleýär, häzir oňa päsgel bermän.

XVII. Retell the following extract from "Pride and

Prejudice" in indirect speech:

Mr. Bennet was among the earliest of those who waited on Mr. Bingley. He had always intended to visit him, though to the last always assuring his wife that he would not go; and till the evening after the visit was paid she had no knowledge of it. It was then disclosed in the following manner: – observing his second daughter employed in trimming a hat, he suddenly addressed her with:

"I hope Mr. Bingley will like it, Lizzy."

"We are not in a way to know what Mr. Bingley likes," said her mother resentfully, "since we are not to visit."

"But you forget, mamma," said Elizabeth, "that we shall meet him at the assemblies, and that Mrs. Long has promised to introduce him."

"I do not believe Mrs. Long will do any such thing. She has two nieces of her Own. She is a, selfish, hypocritical woman, and I have no opinion of her."

"No more have I," said Mr. Bennet; "and I am glad to find

that you do not-depend on her serving you."

Mrs. Bennet deigned not to make any reply; but, unable to contain herself, began scolding one of her daughters.

"Don't keep coughing so, Kitty, for Heaven's sake! Have a little compassion on my nerves. You tear them to pieces."

"Kitty has no discretion in her coughs," said her father; "she times them ill.

I do not cough for my own amusement," replied Kitty fretfully.

"When **is** your next ball to be, Lizzy?"

"Tomorrow fortnight."

"Aye, so it is," cried her mother, "and Mrs. Long does not come back till the day before; so it will be impossible for her to introduce him, for she will not know him herself."

"Then, my dear, you may have the advantage of your friend, and introduce Mr. Bingley to *her*."

"Impossible, Mr. Bennet, impossible, when I am not

acquainted with him myself, how can you be so teasing? Oh, I am sick of Mr. Bingley."

"I am sorry to hear *that*; but why did not you tell me so before? If I had known as much this morning I certainly would not have called on him. It is very unlucky; but as I have actually paid the visit, we cannot escape the acquaintance now."

The astonishment of the ladies was just what he wished; that of Mrs. Bennet perhaps surpassing the rest; though, when the first tumult of joy was over, she began to declare that it was what she had expected all the while.

"How good it was of you, my dear Mr. Bennet! But I knew I should persuade you at last. I was sure you loved your girls too well to neglect such an acquaintance. Well, how pleased I am! And it is such a good joke, too, that you should have gone this morning and never said a word about it till now."

"Now, Kitty, you may cough as much as you choose," said Mr. Bennet; and, as he spoke, he left the room.

XVIII. Explain the use or omission of the articles before the nouns in bold type:

Mr. Bennet's property consisted almost entirely in an **estate** of two thousand a **year**, which, unfortunately for his daughters, was entailed in default of heirs male, on a distant relation; and their mother's, fortune, though ample for her situation in **life**, could but ill supply the deficiency of his. Her father had been an attorney in Meryton, and had left her four_ thousand pounds.

She had a **sister** married to a **Mr. Phillips**, who had been a **clerk** to their .father, and succeeded him **in** the **business**, and a **brother** settled in London in a respectable **line** of trade.

The **village** of Longbourn was only one mile from Meryton; a most convenient distance for the young **ladies**, who were usually tempted thither three or four times a **week**, to pay their duty to their aunt and to a milliner's shop just over the way. The two **youngest** of the **family**, Catherine and Lydia, were particularly frequent in these

attentions; their minds were more vacant than their sisters', and when nothing better offered, a **walk** to Meryton was necessary to amuse their morning hours and furnish **conversation** for the evening. At present, indeed, they were well supplied both with news and happiness by the recent **arrival** of a militia **regiment** in the **neighbourhood**; it was to remain the whole **winter**, and Meryton was the **headquarters**.

Their visits to Mrs. Phillips were now productive of the most interesting **intelligence**. Every day added something to their knowledge of the **officers'** names and connections. Their lodgings were not long a **secret**, and at length they began to know the **officers** themselves. They could talk of nothing but officers; and Mr. Bingley's large fortune, the mention of which gave animation to their mother, was worthless in their eyes when opposed to the regimentals of an ensign.

XIX. Read the following extract from "Pride and Prejudice"; find the gerund and define its function:

In a few days Mr. Bingley returned Mr. Bennet's visit, and sat about ten minutes with him in his library. He had entertained hopes of being admitted to a sight of the young ladies, of whose beauty he had heard much; but he saw only the father. The ladies were somewhat more fortunate, for they had the advantage of ascertaining from an upper window that he wore a blue coat, and rode a black horse.

An invitation to dinner was soon afterwards dispatched; and already had Mrs. Bennet planned the courses that were to do credit to her housekeeping, when an answer arrived which deferred it all. Mr. Bingley was obliged to be да town the following day, and, consequently, unable to accept the honour of the invitation, etc. Mrs. Bennet was quite disconcerted. She could not imagine what business he could have in town so soon after his arrival in Hertfordshire; and she began to fear that he might be always flying about from one place to another and never settled at Netherfield as he ought to be. Lady Lucas quieted her fears a little by starting the idea of his being gone to London

only to get a large party for the ball; and a report soon followed, that Mr. Bingley was to bring? Twelve ladies and seven gentlemen with him to the assembly. The girls grieved; over such a number of ladies, but were comforted the day before the ball by hearing, that instead of twelve he had brought only six with him from London,—’ his five sisters and a cousin. And when the party entered the assembly room it consisted only of five all together, — Mr. Bingley, his two sisters, the husband, the eldest, and another young man.

Mr. Bingley was good-looking and gentlemanlike; he had a pleasant countenance, and easy, unaffected manners. His sisters were fine women. His brother-in-law, Mr. Hurst, merely looked the gentleman; but his friend Mr. Darcy soon drew the attention of the room by his fine, tall person, handsome features, noble mien, and the report which was in general circulation within five minutes after his entrance, of his having ten thousand a year. The gentlemen pronounced him to be a fine figure of a man, the ladies: declared he was much handsomer than Mr. Bingley, and he

was looked at with; great admiration for about half the evening, till his manners gave a disgust which turned the tide of his popularity; for he was discovered to be proud; to be above his company, and above being pleased; and not all his large estate to Derbyshire could then save him from having a most forbidding, disagreeably countenance, and being unworthy to be compared with his friend.

Mr. Bingley had soon made himself acquainted with all the principal people in the room; he was lively and unreserved, danced every dance, was angry that the ball closed so early, and talked of giving one himself at Netherfield. Such, amiable qualities must speak for themselves.

TEXT WORK

1. Write an imaginary conversation between Mrs. Bennet and one of her acquaintances who also had grown-up daughters.

2. Retell the text in indirect speech. Use words and word combinations from Exercise XI.
3. Characterize: a) Mrs. Bennet; b) Mr. Bennet.
4. Make up a conversation between Mrs. Bennet and her daughters.
5. Compose a conversation between the girls about their new neighbour.
6. Describe Mr. Bingley.
7. Compose a dialogue between two people, one of whom was detained by something and couldn't come in time. Use some of the word combinations and sentences given below:

Sorry to have kept you waiting	Sizi garaşdyranyma bagyşlaň
Excuse me for being late	Gijä galanym üçin bagyşlaň
No apology is needed	Ötünç soramaklygyň zerurlygy ýok
It can't be helped	Edip boljak zat ýok
I am to blame	Meni günäkärleýärler
I am at fault	Men günäkär
I am in a hurry	Men howlukýaryn
I have an appointment	Men howlukýan, maňa garaşýarlar
I don't care	Maňa parhy ýok

ADDITIONAL TEXTS

Wedding Superstitions

For most people, weddings are a magical time when even the least superstitious will watch for portents of future happiness. As a result, the wedding preparations, ceremony and feast have all become loaded with ritual practices to ward off evil and bless the marriage with fortune and fertility. The choice of date is important. May is traditionally unlucky for weddings, because in ancient Rome, this was a month for remembering the dead, and an ill-omened time for lovers. In contrast to this, there exists the Christian belief that you shouldn't marry in Lent. But many modern couples marry between Easter and late May, a practice much encouraged by tax rebates. The tradition that the bride's parents should pay for the wedding dates from two or three centuries ago, when wealthy families would pay an eligible bachelor to take an unmarried daughter off their hands in exchange for a large dowry.

Every bride regards her wedding dress as the most

hallowed garment she will ever possess. At most formal weddings, brides still get married in virginal white – many other colours are considered unlucky. Green, for example, is the fairies' colour and the wearer may fall into the power of the little people. Yellow, purple, orange and red are also to be avoided, though blue is safe. The bride's veil is of great importance; it once had the double function of protecting the bride from the evil eye, and at the same time served to keep her in seclusion, in case her psychic powers at this time bewitched people. A bride will also ensure that her wedding outfit includes "something old, something new, something borrowed, something blue". "Old" maintains her link with the past; "new" symbolizes the future; "borrowed" gives her a link with the present; and "blue" symbolizes her purity.

Even a modern bride will observe the taboos about wearing her dress before the ceremony. The groom mustn't see her in it until she enters the church. Nor must she wear the complete outfit before the wedding day. Certainly the veil shouldn't be tried on at the same time as the dress;

many brides put it on for the first time as they leave for the church. Some brides even believe that the sewing of the dress shouldn't be finished until the day itself, and leave a few stitches to be completed on the wedding morning. It's a lucky omen if the bride should see a chimney sweep on her way to church. Sometimes a sweep is paid to attend the ceremony and kiss the bride – a relic of the old idea that soot and ashes are symbols of fertility. After the ceremony, the couple are showered with confetti – to bless the marriage with fertility.

One old custom which hasn't died out was for the bride and sometimes the groom to negotiate some obstacle as they left the church – guests would impede them with ropes of flowers, for example, or with sticks that had to be jumped over. Sometimes a stone was used over which the bride had to jump or be lifted. The belief was that she left all her bad moods behind her, and that the jump symbolizes her leap into a new life. After negotiating these hazards, the bride is faced with the wedding feast. The most important item is the wedding cake, whose richness symbolizes

fertility, just as it has done since Roman times. Today, the first slice is cut by the bride to ensure a fruitful marriage: though once the cake was literally broken over the bride's head, guests then scrambled for fragments, which would bring good luck.

FAMILY LIFE IS CHANGING – FOR BETTER OR WORSE?

1. Years ago it was important to have large families. The best Victorian mother was the mother who had most children. The proudest Victorian father was the father who had the most sons. It was important to have many children so that the family remained strong. If you were rich, you needed sons to inherit your property. If you were poor, you needed sons to help with your work and take it over when you were old. Rich or poor, you needed daughters to help with the running of a large household and to make good marriages with other families.

Not only children were important. Everybody in the

family was important: grandmothers, aunts, uncles, cousins, and cousins of cousins. Even when branches of the family quarrelled (and they often did) at least they were still there, and that gave people a sense of stability and order.

Nowadays, things are quite different. Young people move away from the places where they were born, and they take their immediate family (wife and children) with them. Slowly, they lose touch with their distant cousins and their great-aunts. Their own family unit becomes more and more important, as they forget their other relations.

In Britain families have been getting smaller and smaller, too. People have fewer children because children are expensive and they take up room. Who can afford a large house? Who can afford food for more than three children when the cost of living is so high?

2. In the 1990s, the typical mother is more likely to be out in the work force. She is working for personal satisfaction or economic reasons or, more probably, a combination of the two. With mother and father both working, children of

the nineties spend more time alone and unsupervised. Many come home from school to an empty house. Child experts such as Dr. Benjamin Spock worry about the disappearance of discipline in families where working parents have limited time for their children. "Parents don't want to spend the little time they have with children reprimanding them," says Spock.

3. Another change is that the number of single-parent families, especially those with women at the head, has increased dramatically. This is because about 60% of all marriages in the US now end in divorce, and the majority of people who divorce have children under 18. Also, births for unmarried – mainly teenage – mothers have risen sharply. While in 1950 only 4% of American children were born to unmarried women, in 1990 the figure was 27%. As a result, more and more American children are living in fatherless homes.

One positive change in the US is the new roles for men in the family. Many fathers are present at the birth of their babies today.

(Thirty years ago most were not.) And they are willing to change diapers and cook dinner. It is no longer seen as unmasculine to care for children and do household chores.

Answer the following questions.

1. What was important in the Victorian times?
2. Why do you think things have changed?
3. Who is a breadwinner in the family now?
4. How does the fact that more mothers work influence parenting?
5. What is another problem which dramatizes the situation of sharing parenting?
6. Who suffer more: men, women, children when marriage is broken by divorce?
7. Can you suggest anything to improve the situation?
8. What should we expect in future if things do not change?
9. What do you think can be an answer to the title of the text?

UNIT VI

4.50 FROM PADDINGTON

by Agatha Christie

(Abridged)

Mrs. G. panted along the platform *in the wake of the porter* earring her suitcase. Mrs. G. was short and stout, the porter was tall and *free striding*. In addition, Mrs. G. was burdened with a large quantity of parcels; the result of a day's Christmas shopping. The race was, therefore, an uneven one, and the porter turned the corner at the end of th| platform whilst Mrs. G. was still coming *up the straight*.

No. 1 Platform was not at the moment unduly crowded, since the train had gone out, but beyond, a crowd was rushing in several directions at once, to and from undergrounds, left-luggage offices, tea-rooms, inquiry offices, indicator boards, and the two outlets, Arrival and Departure, to the outside world.

Mrs. G. and her parcels *were buffeted to and fro*, but she arrived eventually at the entrance to No. 3 Platform,

and deposited one parcel at her feet whilst she searched her bag for the ticket that would enable her to pass the stern uniformed guardian at the gate.

At that moment, a *Voic- burst into speech* over her head. "The train standing at Platform 3," the Voice told her, "is the 4.50 for Brackhampton, Milchester, Waverton, Carvil Junction, Roxeter and stations Y Chadmouth. Passengers for Brackhampton and Milchester travel at the rear of the train. Passenger's for Vanequay change at Roxeter." The Voice shut itself off with a click, and then reopened conversation by announcing the arrival at Platform 9 of the 4.35 from Birmingham and Wolverhampton.

Mrs. G. found her ticket and presented it. The man clipped it, murmured: "On the right-rear portion."

Mrs. G. went up the platform and found her porter, looking bored! and staring into space, outside the door of a third-class carriage.

"Here you are, lady.", "I'm travelling first-class," said Mrs. G.

"You didn't say so," grumbled the porter.

Mrs. G., who had said so, did not argue the point. She was sadly out of breath.

The porter *retrieved* the suitcase and marched with it to the adjoining roach¹¹ where Mrs. G. *was installed in solitary splendour*. The 4.50 *was im/ much patronised*, the first-class clientele preferring either the faster morning express, or the 6.40 with dining-car. Mrs. G. handed the porter His tip which he received with disappointment, clearly considering it more applicable to third-class than to first-class travel. Mrs. G., though prepared to spend money on comfortable travel after a night journey from vie North and a day's feverish shopping, was at no time *an extravagant tipper*.

She settled herself back on the plush cushions with a sigh and opened B magazine. Five minutes later whistles blew, and the train started. She sat up and looked out of the window at what she could see of the flying countryside. It was quite dark now, a dreary misty December day. London had been dark and dreary; the country *was no less so*.

"Serving last tea now," said an attendant, whisking

open the corridor door like a jinn. Mrs. G. had already partaken of tea at a large department store. She was for the moment *amply nourished*. The attendant went on down the corridor uttering his monotonous cry. Mrs. G. looked Ip at the rack where her various parcels reposed, with a pleased expression. The face towels had been excellent value and just what Margaret wanted, the space gun for Robby and the rabbit for Jean were highly satisfactory, and that evening coatee was just the thing she herself needed, warm but dressy. The pullover for Hector, too ... Her mind *dwelt* with approval *on the soundness of her purchases*.

Her satisfied gaze returned to the window, a train travelling in the opposite direction rushed by with a screech, making the windows rattle mid causing her to start. The train clattered over points and passed through a station.

NOTES

- 1) in the wake of = behind, following, after
- 2) a porter (A. E. red-cap) – yükçi
- 3) luggage (A. E.–baggage) – yük, goş

left luggage office – goş saklanýan ýer (el goşy)

4) These are the names of stations you come across in the text:

Brackhampton [ˈbrækˈhæmptən]

Milchester [ˈmiltʃəstə]

Waverton [ˈweiv tən]

Carvil Junction [ˈkəvilˈdsʌŋkʃən]

Roxeter [ˈrɒksitə]

Vanequay [ˈvenki]

Birmingham [ˈbə:miŋəm]

Wolverhampton [ˌwɒlvəhæm(p)tən]

5) a carriage, or a coach—a part of a railway train used by the passengers.

e.g. The first-class carriage is in front.

In many cases the words *carriage* and *coach* are interchangeable.

We say *a day-coach*— “oturmak üçin niýetlenen tertip sany goýlan wagon” *a mail-coach*— “poçta wagony”.

A *van* is a covered railway truck for carrying goods, as a *luggage van* (or a *guard's van*) –“yük wagony”.

A *car* (in USA) is any railway wagon, carriage or coach “wagon”.

In England the word *car* is used as a part of such compound nouns, as a *dining-car*, a *sleeping-car* (=a *sleeper*), a *smoking-car* (=a *smoker*).

6) a space gun –(here) a children's toy gun.

VOCABULARY NOTES

1. turn (*v*) – means:

a) to move, completely or partially round in a given or different

direction' – öwürmek, aýlamak, tovlamak

Meselem:

Turn your thoughts to something more important.

b) to become, to change into – “etmek, bolmak, zaýalanmak”

Meselem:

The milk has turned (sour).

The verb *to turn* forms a number of word combinations: to turn the corner – ‘to move to the other side of, to go round a corner’ – burçdan sowulmak

Meselem:

The porter turned the corner at the end of the platform.

to turn a person’s head – ‘to unsettle him, make him vain’ – “kimdir-biriniñ başyny aýlamak”

Meselem:

Flattery seems to have turned his head.

to turn one’s back on (upon) – ‘to abandon, refuse unceremoniously change to a directly opposite course’ – boýun towlamak, ret etmek, ýüz öwürmek

Meselem:

He turns his back on his former friends.

to turn a matter over in one’s mind (*fig.*)– ‘to consider it

carefull and look at it from all sides’ –oýlanmak, pikir etmek

Meselem:

I will turn your proposal over in my mind and give you an answer tomorrow.

to turn a deaf ear to (*fig.*)– ‘to refuse to listen, to ignore’ – üns bermezlik, äsgermezlik

Meselem:

He turned a deaf ear to whatever was said to him.

2. burst (*v*). This polysemantic verb may mean:

a) ‘to appear or do smth. suddenly, unexpectedly, with great force’ –

“kürsäp urmak”

Meselem:

He burst into the room.

d) to fly into pieces, explode, break, begin –

ýarylmak

Meselem:

The bag was so full that it burst.

The storm burst without any warning.

c) to be very full, be full to overflowing –ýarylmak, howlugyp, ölüp-öçüp barmak we ş.m.

Meselem:

The children are bursting with excitement (happiness, health).

I'm bursting to tell you about our journey.

Some word combinations with the verb *to burst*:

to burst into speech (laughter, tears)= to begin speaking (laughing, crying) suddenly – birden geplemek (gülmek, gözünň ýaşarynça gülmek).

Meselem:

At that moment a Voice burst into speech over her head.

to burst out laughing (crying, etc.)= to begin laughing (crying) –gülmek (aglamak we ş.m.)

3. travel (*v*) means ‘to go from place to place, make a journey, especially a long one’ –syýahat etmek

"I'm travelling first-class," said Mrs. G.

travel (*n*) denotes long journeys especially in foreign or distant places It implies greater distance than *journey* and is very often used in the plural.

Meselem:

Mrs. G. handed the porter his tip which he received with disappointment, clearly considering it more applicable to third-class than to first-class travel.

He is writing a book about his travels.

Syn.— journey, tour, trip, voyage.

journey (*n*) denotes a travel from one place to another; it is a trip of considerable length, wholly or mainly by land – gezelenç, syýahat (esasan gury ýerde). It differs from *travel* in that *travel* is indefinite, and *journey* is definite, it has its appointed destination.

Meselem:

Mrs. G., though prepared to spend money on comfortable travel, after a night journey from the North and a day's feverish shopping, was at no time an extravagant

tipper.

tour (*n*)—means ‘a long journey in which a short stay is made at a number of places in sequence’; it may also imply ‘a round of visits’ - syáhahat, gezelenç, turne. . At the end of the tour the traveller usually returns finally to the place from which he started.

Meselem:

We made a tour round the island.

trip (*n*)—means ‘a short business or pleasure journey, an excursion’ syáhahat, gezelenç, sapar.

Meselem:

What about a week-end trip to the seaside?

voyage (*n*) is ‘a journey, especially a long one, by sea, or along a river –suwda syáhahat, ýüsüş.

Meselem:

When does he start on his voyage to Australia?

4. hand (*v*)—means ‘to give or help with the hand; pass

—

bermek, geçirmek, gowşurmak.

Meselem:

Mrs. G. handed the porter his tip which he received with disappointment. Some verb-adverb combinations with *to hand*: to hand down– ‘to help to give something from above; to transmit ill succession, as from father to son, or from one generation to another’ - ýokardan uzatmak, nesillere geçirmek, nesilden-nesle geçmek.

Meselem:

Will you hand down my suitcase from the upper shelf?

These pictures had been handed down in their family for generations.

to hand in – ‘to give smth. in by the hand; to deliver smth. which is due’ – gowşurmak, eltmek, bermek.

Meselem:

How many times a month do you hand in your essays?

to hand out – ‘to give out, distribute among’ – bermek,

paýlamak.

Meselem:

Now I'm going to hand out your dictations.

to hand over – ‘to deliver over to another’ – başga birine geçirmek.

Meselem:

He promised to hand the letter over to Peter tonight.

5. start (*v*) is a polysemantic verb. It means:

a) to begin a journey; to set out; to begin to move – ýola düşmek, ugramak, gitmek

Meselem:

Five minutes later whistles blew, and the train started.

b) to set out on a journey –başlamak, syýahata başlamak.

Meselem:

He started (began) his journey from Moscow.

c) to begin to do something, to begin an action –başlamak.

Meselem:

All of a sudden she started crying (to cry).

d) to begin, to come into existence –başlanmak.

Meselem:

How did the war start?

e) to make a sudden movement, to jump from pain, surprise, shock, fear, etc.) –tisginmek, tisginip turmak, sarsyp gitmak, iniň digläp gitmek, titräp gitmak.

Meselem:

A train rushed by with a screech making the windows rattle and causing her to start.

start with–to begin with, at the beginning’ –ilki bilen, ilki başda, başlangyç üçin.

Meselem:

We had ten members in our choir, to start with, and now we are about forty.

EXERCISES

I. State the syntactic function of Participles and Participial Phrases

in the following sentences. Translate them into

Turkmen:

1. I bought a wedding-ring for Anne with the money I made working at a construction-site.
2. The music rang up and down the street beneath the trees like an appeal for tenderness, aimed at some lonely housemaid, some fresh-faced girl looking at old snapshots in her third-floor room.
3. She spent a good deal of her time on clothes, not ever being sure where true elegance lay.
4. Having admitted she loved Elgin, she was frightened.
5. I walked slowly down the hall, planting my feet with care on a long black sound-absorbing rug.
6. Being fascinated by those hands, she couldn't help looking at them time and again.
7. He hated all the people at the station, having once been one of them himself.
8. Ten minutes later, feeling considerably better, though still shaken, I was standing in the doorway, twirling my umbrella and wondering what to do next.
9. He was silent for a space, as if pausing for a reply.
10. Frankly speaking, I find her very boring.

11. The first performance of his symphony was rather disappointing.

II. Insert Participle I or Participle II.

1. It was an old woman (to wear) glasses.
2. The knock was repeated a second time, and a third, (to echo) in the small room.
3. Then another child, (to lead) by her mother, boarded the bus.
4. On the door, (to tie) to the latchet of the letter box, was a piece of white cardboard with his name on it.
5. Gertrude took away the (to sob) little girl.
6. There were letters from a woman in Brightland, and more letters (to postmark) from places like Mexico City and Cannes.
7. How would you like to spend your Sundays (to rake up) dead leaves in the country?
8. Her figure, so help- less, (to bend) over the suitcase, made him nearly sick with pity.
9. Maral set aside the "Amazing Stories", she turned the

wireless down.

10. In her apartment, Maude went around (to turn on) lamps, (open) windows, (to draw) curtains.

III. Translate the following sentences into Turkmen.

Mark the difference between Participle I Passive and Participle II.

1. The film now being demonstrated in our cinema is much spoken about. The film demonstrated in all the central cinemas was worth seeing.
2. The houses being built in our district are said to be comfortable. One of these days they are going to move into the new house built not far from the underground.
3. The snow cleared away, only yesterday began to fall again. The snow being cleared away by the machine is very dirty.
4. I left the hall being mocked at by everybody. Mocked at by everybody he couldn't but feel ill at ease.

IV. Make simple Participles into Participial Phrases.

Place the phrase accordingly.

1. I have his written order.
2. Take the broken cup into the kitchen.
3. I like to listen to singing birds.
4. The torn sails of the ship wer fluttering in the wind.
5. It is difficult to understand spoken language.
6. At last the police have captured the escaped prisoner.
7. There was a lot of playing boys in the field.
8. Her averted face still wore the puzzled expression.

V. Translate into English. Pay attention to the position of Participia

Phrases in English and Turkmen.

Pattern: Olaryň gapabyndan geçip barýan serkerde olara mähirli ýylgyrdy. – The officer going past them smiled at them.

1. Ol kätibiň getiren ähli resminamalaryna gol çekdi.
2. Şäherden iki kilometr uzaklykda ýerleşýän tokaýda

ýylan köp diyip aýdýarlar.

3. Garaňkyda ýylpyldaýan kiçijik el çyrasy (fonar) öňde kimdir-biriniň barýandygyny görkezdi.
4. Prožektorlar tarapyndan ýagtylandyrylan buz typylýan meýdançada (katokda) onuň (gyzyň) gowy görýän walsynyň sesi ýaňlanýardy.
5. Aman oňa (gyza) köplenç gar bilen örtülen baýyrlar, deňiz, uzak gündogaryň adamlary barada gürrüň berýärdi.
6. Ol (gyz) merkesi binanyň girelgesine eltýän basgançaklaryň öňünde aýak çekdi.
7. Niredendir bir ýerden çykan ses nätanyş aýdymy aýdýardy.
8. Otagyň burçunda oýnaýan çagalar uly galmagal edýärdiler (örän galmagallaşýardylar).

VI. Re-word relative clauses into Participial Phrases where possible.

1. They sat together on the terrace which overlooked a mountain' valley.

2. "Please help yourself to some ham", said Mary, who had appropriated Miss Wade as an old acquaintance.
3. Henrietta, who came into Lucy's bedroom after breakfast, said that if Lucy stayed over the week-end she would find it a new experience.
4. Two minutes later, we were safely inside the taxi, which was cruising slowly towards the village.
5. She didn't like to be reminded that she was Mary Brown who had written *I lie Book* and lectured to learned societies.
6. Young Miss Wragg, who was pouring out coffee, represented the world of sport in the gathering.

VII. Transform the clauses italicized into Participial Phrases. Preserve the corresponding conjunctions where possible.

1. It was a thin piece of metal, which *when it was shaken*

produced a mysterious rumbling noise.

2. *While she was waiting*, she thought of her sealskin coat, and decided that for the coming season its shoulders should be taken in a little.
3. The horse stamped its foot and nodded its head *as if it agreed to a peace treaty*.
4. He glanced over his shoulder *as though he was trying to make sure* there was nobody there.
5. *Though she was deeply moved by these words*, she couldn't agree to her friend's suggestion.
6. *Since I'm late for the 5 o'clock train*, I can stay at home a little longer. 7. All along, I had been far from comfortable *when I speculated* as to what this Othello's reactions would be.
7. *If you knew him as I do*, you wouldn't hesitate to ask him for help.
8. Granny found her spectacles *while she was looking for something different*.
9. He will certainly come if *he is asked*.
10. *Unless the letter is delivered immediately*, it will lose

its importance.

VIII. Insert suitable conjunctions where necessary.

1. He had a nasty accident ... returning home last night.
2. His objections, ... listened to, would wreck the plan.
3. Mrs. Gedge, ... not looking her best at the actual moment, was certainly an exceedingly attractive woman.
4. They were filled with a quite unnecessary apprehension ... watching gymnastics.
5. "Perhaps you are right," she said, ... thinking of it for the first time.
6. Lucy thought that the training, ... judged by results, had been singularly successful.
7. She looked from one to another, ... hoping for some gleam of assurance.
8. ... having found with her feet the heat of one of three hot-water bottles, Annettee lay still for some time.
9. The picture won't reveal its best qualities ... hung

properly.

10. Even ... whispered, his remarks were effective.

IX. Compose 10 sentences of your own with Participial Phrases.

Use the following conjunctions: *when, while, if, though, as if, as though, unless.*

X. Insert the correct form of Participle I.

1. (to get) over her immediate rage, she was regarding the situation with distaste.
2. (to knock down) by one of the boys, he had managed at last to regain his feet.
3. She was so shocked that she went out and had three cups of black coffee and sat in the park (to look) straight in front of her for the rest of the morning.
4. (to sympathize) with her about the lark of service, Miss Nash suggested to bring her up something on a tray.

5. Then Sophia's letter had come, (to remind) her of their schooldays together and (to ask) her to come and stay with her for a while.
6. (to find) under the kitchen-rug, the letter proved to be of great importani for the landlady.
7. Mary leaned against the bus, (to read) her paper
8. (to grab) the knocker, she gave three clear hammer strokes on the door
9. While (to read) by so many people, the book became bog-eared.
10. (to judge) by the noise in other rooms, it was not the only party in the colloyi that evening.
11. She hesitated over her toilette, (to divide) between her lecture frock and the desire to do her hosts honour.
12. She ran througj the streets, (to jostle) surprised shoppers, (to hit) her ankles on the wheel of pushcarts and prams.
13. (to leave) two hundred pounds by her lat parent, Sophia decided to resign and make her living by giving French lessons.

14. Is there anything away (to clean)?

XI. Translate from Turkmen into English.

- 1) N-diseň ýaş aktrisa, ol 24 ýaşdan uly däl. Emma, ol eýýäm alty filmed üstünlikli surata düşdi (to be shot). Ýöne üstünlik onuň başyny aýlamady. Indi, onuň şeýle meşhur bolan wagty, ol özüne we ssenariya bolan talaby has-da artdyrdy. Kino düşmek barada teklipl gelende, ol soňky jogabyny bermänkä bu teklibi jikme-jik oýlanýar.
- 2) Biz edil ýaňy Pribaltikadan geldik (Baltic Republics). Biz ilki bilen Rigada düşledik. Birinji nobatda, biz Riga gezelenç etdik, ondan soň Talline, Wilnusa turne gitdik, Tartuda, Daugawspilsde, Liýepaýede bolduk. Men köp taryhy ýerleri we ýadygärlikleri surata düşürdim. Men hemme zady gürrüň bermän we suratlary görkezmän durmaga takatym ýetenok-men eýýäm suratlary çykardym we çap etdim. – Biz bolsa,

ähli zady diňlemäge we görmäge takadymyz ýetenok.

Seniň ýanyňa haçan barsam bolar?

- 3) Men şenbe ýa-da ýekşenbe güni şäheriň daşyna gitmäge garşy däl, a sen? – Menem.
- 4) Olaryň onuň üçin eden şol zatlarynda soň, ol neneň öz dostlaryndan ýüz öwrüp bilýär?
- 5) Seniň otaga (uly goň turzup) kürsöp girmeklik häsiýetiň name! Sen hemmeleri tisginmäge mejbur edýärsiň.
- 6) Eger-de sen sumka ýene-de bu iki kitaby hem salsaň, ol gürrüňsiz ýarylar.
- 7) Men haty direktoryň kätibine gowşurdym.
- 8) Şu kitaplary öz gyzyňyza geçirseňizläň (berseňizläň)!
- 9) Sokolowyň maşgalasynyň baý kitaphanasy bar. Olaryň maşgalasynda kitaplaryň toplумы nesilden-nesle geçirilýär.

XII. Make up 5 sentences of your own with the Perfect form of Participle (both active and passive) and 5 sentences with the Indefinite Passive form of Participle

I.

XIII. Change the Participial Phrases into subordinate clauses.

1. Having listened to the radio, I decided to go for a walk.
2. T work being done will soon be finished.
3. The man, pleased with in success, decided to do the same thing again.
4. The water in the pool having stood too long, is stagnant.
5. Being thoroughly tired, I decide to go to bed earlier.
6. Having taken several photos, I closed my camera
7. The tune being played is quite familiar to me.
8. Having presented he ticket to the guardian at the gate she passed to her first-class carriage.
9. Having been tired with day's feverish shopping she preferred first-class carriage.

XIV. Turn each pair of sentences into a sentence with a Participial Phrase.

1. My room-mate is studious. My room-mate does not like*the radio o all the time.
2. The professor gave the students mimeographed sheet!
The professor explained their purpose.
3. His friends are not very punctual. His friends were two hours late in keeping their appointment.
4. Mrs. G. came up to the platform just in time. Mrs. G. did not miss her train.
5. The voice announced the arrival at platform 3 of the 4.50 from B. The voice shut itself off with a click.
6. This cardigan was dyed at the dry-cleaner's. It looks quite new now.

REVISION EXCECISES

I. Read the text.

II. Ask questions on the text so that the answers bring out the main facts given in the story.

III. Paraphrase the italicized parts of the sentences in the text; translate the sentences into Turkmen.

1. His hair is quickly *becoming* gray.
2. Water by freezing *changes* into ice.
3. You must *have* your coat *changed to the opposite side*.
4. I'm glad to say he has *abandoned* his bad habits.
5. Success *has made him vain*.
6. There is no need to hurry your decision. We'll give you some days *to think the matter over*.
7. His wife scolded him all day for his laziness, but Rip Van Winkle *ignored her scolding*.
8. Why did everyone in your English class *suddenly begin to laugh* when John got up to recite?
9. He is *full of* envy.
10. The boiler *exploded* and many people were injured by the hot steam.
11. Johnny, twenty times have I told you never I *to rush* into my room without knocking.
11. Revolutionary traditions I *pass* from fathers to sons, from the older generation to the younger one.
12. Why did he *send* a letter of resignation?

13. I don't know how *to pass* the dictionary to Kate.
14. Only when the train *began, to move* did I remember that I forgot to take my suitcase from the left-luggage office.
15. How did the fire *begin*?
16. I don't remember his patronymic, *to I begin with*.
17. The acute pain in his knee made him *jump*.

VI. Choose the correct expression from among those in brackets.

1. To turn one's coat is (to turn one's coat inside out, to dye it, to alter it).
2. To turn a corner is (to go round a corner, to come up close to it, to stop at it).
3. To turn a deaf ear to something is (to become deaf, refuse to listen, to be all ears).
4. To turn a person's head is to make the man (extremely happy, vain, noble).

5. To turn one's back upon one's friends is (to refuse unceremoniously to recognize them, to be full of I friendliness, to stop visiting them).
6. To turn a matter over in one's I mind is (to think hard, to refuse to think, to look at it from all sides).
7. If someone bursts out crying he (cries continuously, stops crying, begins to cry suddenly).
8. To burst with health is to look (the very picture of health, pale and worn out, well).
9. If I hand in a report, I (prepare a report, submit it, put it away).
10. To hand tickets out is (to distribute them, to sell them, to pay for them).
11. To start for a certain place is (to reach it, to leave for it, to go and see places of interest there).
12. They started their journey means that they (returned from the journey, set out on it, were about to leave).

VII. Insert the right word: *journey, travel(s), trip, tour, voyage.*

1. I can't say I am overfond of ... , but of course I'd like to make ... of my own country.
2. In a long ... straw weighs.
3. I'd rather I see countries with my own eyes than read lots of books on
4. Last year I was on a motor During the twenty-day holiday we visited maybe six or seven towns.
Movement was combined with rest because we had a stay of two or three days in every town.
5. A long train ... on a lute December evening is a dreary experience.
6. When do you think he will be back from his ... to Latin America?
7. I hear you've had a ... by air. What was it like?
8. He had a tedious but easy ... across the Atlantic Ocean.
9. Charles waited impatiently for the train to start after a long and tedious ... from Southampton, they had almost reached Stotwell, but evidently signals were against them, and they halted outside the station.

10. How long will the ... to Cuba take us, I wonder? -
You'd better ask at the sea agency.
11. Week-end ... by car may become tiresome if you do it every week.
12. Our ballet is setting out on a foreign ... again. Where now, I wonder?

VIII. Fill in the blanks using a verb-adverb combination with the verb *to hand* in the proper tense and form (*hand down, hand in, hand out, hand over*).

1. It was really a treat to watch the children's faces when Santa Clause began ... presents to them.
2. Bill, ... me ... the fifth volume of the encyclopaedia from the upper shelf, now that you are standing on the ladder.
3. Can I ask you ... my trade-union dues to Kate? I can't find her.
4. She said she couldn't ... the papers which we ... a while, before, as she hadn't yet marked them.
5. If you want to enter an institute the first thing to do is

... your application.

6. The younger generation usually follows the traditions ... to them by their fathers.
7. The magazine ... to me by Helen, turned out to be of no use for my report.

IX. Give (a) the opposite of and (b) words and expressions close in meaning to the following.

1. to listen attentively and willingly; to stop laughing; to finish; hand up; to come into the room calmly; to take back one's application; to remain calm; to remain at the post; to breathe calmly; even; to walk without haste; arrival; to say something distinctly; a misty day; to be amply nourished; disapproval.

2. to begin with; to change into; to explode; journey; to distribute; to burst into laughter; to unsettle someone; to pass; to abandon somebody; to start speaking suddenly; to go round a corner; to consider something carefully; to begin; following someone; the tube stations; to push; to look for; to show a ticket; a carriage; the next

compartment; to rest.

X. Insert prepositions or post-verbal adverbs.

1. Will you please hand this suitcase ...? I am not tall enough.

2. When I arrived ... the station the platform was crowded ... the moment, as the 5 o'clock train hadn't yet gone ...

People burdened ... suitcases and parcels were rushing ... all directions, ... and ... , the outlets and tea-rooms.

Children were looking the windows, their faces excited ... the thoughts ... the journey. ... the window I could see a

little girl burst ... the compartment shouting something ... , a young woman who had just settled herself the cushions ...

a book ... her hand. A woman ... a leather bag ... her feet was standing ... one ... the carriages searching her bag ...

the ticket. She had surely been running as she was sadly ...

breath. I looked ... of ... the clock. Helen would arrive ... a quarter ... an hour. I started when a Voice ... the

announcer burst ... speech directly ... my head and

announced the departure ... the 5 o'clock train ... Kiev ...

platform 6. It suddenly shut itself a click and five minutes later announced the arrival ... the train I had been waiting I knew that my friend travelled ... the rear ... the train, so I went ... the platform. I entered the compartment and helped Helen to hand ... the suitcases. Helen did look worn the journey as she had had to change trains twice.

3. It was really a bargain ... that price. Her eyes dwelt ... approval ... the beautiful shawl she had bought for her sister-in-law. Hadn't she better give it to her mother-in-law? She would turn the matter... her mind before handing ... the presents ... any rate she would start with the children.

4. I made a note ... my booklet lest I should forget to hand the books ... to Mike.

TEXT WORK

1. Tell the story

a) in your own words;

b) as if you were Mrs. G.;

c) as if you were the porter.

2. Give a summary of the story.

3. Write a precise of the story, in one third of its original length.

4. Select and write out from the story words and expressions to the topic "Travelling by Train".

ADDITIONAL TEXT

TRAVELING BY AIR

The rules for passengers who are going abroad are similar in most countries, but sometimes there might be a **slight** difference in formalities.

If, for instance, you are **supposed** to begin with going through the customs, you'd better fill in the customs declaration before you talk to the customs officer. An

experienced customs officer usually smells a **smuggler**, but he may ask any passenger **routine** questions, for instance, “Have you got anything to declare?” or “Any spirit, tobacco, presents?” The usual answer would be, “Yes, I’ve got some **valuables**, but I’ve put them all down in the declaration” or “I’ve got two blocks of cigarettes for my own use” or something like that.

Then you go to the **check-in counter** where your ticket is looked at, your things are **weighed** and labeled, a **claim-check** for each piece of luggage is **inserted** in the ticket and you are given a boarding pass, which has a seat number on it. Of course, if your luggage weighs more than 20kgs, you have to pay extra. The next formality is filling in the immigration form and going through passport control. The form has to be filled in in **block** letters. You write your name, **nationality**, **permanent** address and the purpose of your trip. In most countries there is also a **security check** when your carry-on luggage is inspected. This is an anti-**hijacking** measure and anything that might be dangerous or **disturbing** to other passengers must be

handed to one of the crew and only returned to the owner after the plane has reached its destination.

After **fulfilling** all these formalities you go to the **departure lounge** where you can have a **snack**, read a paper, buy something in the duty-free shop and wait for the **announcement** to board the plane.

Some of these formalities are repeated when you arrive at your destination. The customs declaration and the immigration form are often filled in on board the plane. At the airport you may be met by a specially trained dog who will make sure that you are not carrying drugs, and the immigration officer might want to know at whose invitation you are coming and whether you have a return ticket.

There is another **inconvenience** you have to be prepared for when traveling long distances by plane. It's the **jet-lag**, a difference between the time you are **accustomed** to and the new time.

At first you won't be feeling very well because of it, but don't worry – it won't take you long to get used to it.

Unit VII

THE MEXICAN

by Jack London

(Abridged)

Barely noticed was Rivera as he entered the ring. The house did not believe in him. Besides, the house was disappointed. It had expected a rushing battle between Danny Ward and Billy Carthey.

The Mexican boy sat down in his corner and waited. Danny was making him wait. It was an old trick, but ever it worked on the young, new fighters. They grew frightened, sitting thus and facing a tobacco-smoking audience. But for once the trick failed. Rivera took no notice. He did not analyse. He merely knew that he must win this fight. There could be no other outcome. Far behind him were profounder forces than any the crowded house dreamed of. Danny Ward fought for money and for the easy ways of life

that money would bring. But the things Rivera fought for burned in his brain.

He saw the white-walled, water-power factories of Rio Blanco. He saw the six thousand workers, starved and wan, and the little children, seven and eight years of age, who toiled long shifts for ten cents a day.

Ten minutes had passed, and he still sat in his corner. There were no signs of Danny, who was evidently playing the trick to the limit.

To his ears came a great roar, as of the sea, and he saw Danny Ward, coming down the center aisle. The house was in wild uproar for the popular hero who was bound to win. Everybody was for him. He knew everybody. He joked, and laughed, and greeted his friends through the ropes.

A vision of countless rifles blinded Rivera's eyes. Every face in the audience, far as he could see, to the high dollar-seats, was transformed into a rifle.

The gong struck, and the battle was on. It was not a fight. It was a slaughter, a massacre. Danny was certainly showing

what he could do – a splendid exhibition. Rivera’s lip was cut, his nose was bleeding. But what the audience did not notice was that his chest was not heaving and that his eyes were coldly burning as ever.

Then happened the amazing thing. Rivera stood alone. Danny lay on his back. The referee stood over the fallen gladiator counting the seconds.

The second and third rounds were tame. In the fourth round Danny was himself again. Danny did his best and the referee worked, giving Danny every advantage that an unfair referee can give.

But Rivera refused to be linked: The guns were there before him. Every hated face was a gun. It was for the guns he fought. He was the guns. He was the revolution. He fought for all Mexico.

Rivera’s seconds were not half-caring for him in the intervals between rounds. Everybody was against him.

"Lay down, kid," Kelly pleaded, "and I’ll help you to the championship."

Rivera did not answer.

In the seventeenth round Rivera, under a heavy blow drooped. Danny thought it was his chance. The boy was at his mercy. Thus, Rivera, caught him off his guard, lashing out a clean drive to the mouth. Danny went down. When he arose Rivera felled him again. Three times he repeated this. It was impossible for any referee to call these blows foul.

"Count!" Rivera cried hoarsely to the referee. And when the count was finished Danny's seconds gathered him up and carried him to his corner.

"Who wins?" Rivera demanded. Reluctantly the referee caught his gloved hand and held it up.

There were no congratulations for Rivera. He walked to his corner unattended, where his seconds had not yet placed his stool. He leaned backward on the ropes. His knees trembled under him, and he was sobbing from exhaustion. Before his eyes the hated faces swayed back and forth. Then he remembered they were the guns. The guns were his. The revolution could go on.

PRONUNCIATION LIST

Mexican	May Sethby
Junta Mexico	Diaz Kelly
Felipe Rivera	Danny Ward
Paulino Vera	Billy Carthey
Arrellano	Rio Blanco
Ramos	Puebla

ACTIVE VOCABULARY

Word Combinations

at the first sight	ilki görenden
at the first glance	ilki göräymäge
to allow smb credit	kimdir-birine karz bermek
to allow smb no credit	kimdir-birine karz
bermezlik	
to bring oneself to do smth	ozüňe nämedir-bir zady
etmeklige mejbur etmek	
to take no notice of	üns bermezlik, görmezlik
to give smb an advantage	kimdir-birine artykmaçlyk

bermek

to be at smb's mercy

kimdir-biriniň ygtyýarynda

bolmak

to catch smb off his guard

duýdansyz biriniň üstüne

gelmek

EXERCISES

I. Transcribe the following words:

patriot, favourably, questioningly, scrubbing, access, couple, tall, threaten, threadbare, sanction, postage, desperate, gong, purchaser, swollen, crisis, balance, response, merely, expedition,, stomach, crawl, grisly, project, burden, dozen, aisle, uproar, vision, slaughter, massacre, referee, gladiator, advantage, unfair, championship, feign, foul, hoarsely, reluctantly.

II. Write the four forms of the following verbs:

to dream, to scrub, to deity, to wear, to confide, to swell, to cap, to hang, to sell, to scurry, to shrug, to bum, to slay, to

seek, to bind, to blind, to cut, to bleed, to heave, to droop, to sag, to feign, to fell, to arise, to sway, to plead.

III. Change the following words so as to give them opposite meaning by adding the prefixes: *in-*, *dls-*, *un-*, *mis-*, *im*

possession, mailed, lucky, fair, attended, possible, practical, comfortable, fortune, fortunate.

IV. Answer the following questions:

1. What was the first impression Rivera made on the members of the Junta?
2. What kind of work did Rivera do for the Junta?
3. Why was his request to sleep in the rooms of the Junta denied?
4. In what cases did Rivera bring money to the Junta?
5. Why couldn't the members of the Junta bring themselves to like him?
6. In what state did Rivera sometimes appear in the Junta?
7. Why did Rivera disappear sometimes?

8. When did Rivera promise the members of the Junta to bring them 5 thousand dollars?
9. Why was a night session held in Kelly's office?
10. Why did Kelly at last agree to take Rivera as Danny Ward's partner?
11. Why was Rivera barely noticed when he entered the ring?
12. What kind of trick did Danny always play on his opponents?
13. Why did the trick fail this time?
14. What visions burned before the eye of Rivera's memory?
15. What was the first round like?
16. How did the referee behave?
17. Why did Kelly plead with Rivera, to lie down?
18. When did Rivera catch Danny Ward off his guard?
19. Why did the referee acknowledge Rivera's victory reluctantly?

V. Find in the text equivalents to the words and

word combinations in bold type:

1. Rivera's seconds **did not attend to him.**
2. Rivera **did not pay attention to it.**
3. A night session **was called** in Kelly's office.
4. At first the picture **did not produce a favourable impression on me.** 5. Danny was making him wait. But for once the trick **proved to be no good.**
5. Rivera **shook his head and refused to take the money.**
6. The Post Office **did not allow purchasers of stamps to take anything on credit.**
7. The revolution **was in danger of failure** as the Junta **was greatly in need of money.**
8. When the people saw Danny Ward, they **roared with delight** as the latter **was popular among them** and they were sure that he **would win.**

VI. Explain what the author meant by the following:

1. Aha! So that was the hand of Diaz showing through.
2. For behind him were profounder forces than any the

crowded house dreamed.

3. Every face in the audience, far as he could see, to the high dollar-seats, was transformed into a rifle.
4. Danny did his best and the referee worked, giving Danny every advantage that an unfair referee can give.

VII. With what nouns from the right column can you use the adjectives from the left column? Compose sentences to illustrate your word combinations:

busy room, clothes, face,

worn man, crossing, look,

threadbare city, carpet, road,

shoes, coat.

VIII. Translate the following sentences paying attention to the verbs *to bring* and *to take*. Give your own examples illustrating the same usage of these verbs:

1. In three weeks I shall bring you the five thousand.
2. He had brought Danny Ward out from New York.

3. They could not bring themselves to like him.
4. Danny fought for money and for the easy ways of life that money would.
5. It takes money to raise a modern revolution.
6. Danny was making him wait. But for once the trick failed. Rivera took no notice.
7. The boy took off his coat.
8. He says he'll take Carthey's place.
9. Take the parcel to the post-office, please.

IX. Translate the following words and word combinations into English and give your own examples:

mätäç bolmak

ýaşayyş üçin pul gazanmak

durmuşa düýpli seretmek

sowuk garaýyşlara duşmak

ähli päsgelçiliklere seretmezden

biderek synanyşyklar

nämedir-bir zada ýykgyn etmek

işň düýp manysyna düşünmek

nämedir-bir zada goşulmak

nämedir-bir zada esaslanyp

göterip bolmajak, baş alyp çykyp bolmajak

pul bilen baglanyşykly işler

hormat goýmak, hormatlamak

bir-zada bil baglamak

hyzmatyňy, teklip etmek

bu piker ony tutuşlaýyn gaplap aldy

kynçylyklary ýeňip geçmek

geçenleri ýatlap

açlyk çekmek

begtbagtlygy aňlatmak

öz cözgüdiňde berk durmak

... barada aýtmaňda

ýygnanmak (adamlar hakda)

akyl ýetirmek

şert goýmak

şerti ret etmek

gopbamsyramak

ünsten düşmek

göz açyp ýumasy salymda

buýruk boýunça

yzly-yzyna

arkaýynlygy saklamak

X. Translate the following word combinations into Turkmen and give your own examples using them:

to be out of sight

to meet with an accident

in somebody's traces

close at hand; rough road

to strain one's eyes

to have a ready tongue

to extinguish a burning cigarette

by accident; common sense

to be short of cash

to accommodate oneself to

to serve one's term

to gather experience

to go hot and cold

to make friends with
to receive the information
to take things as they are
soon enough; to the end
to account for
to get a word in
an injured look
to hurt somebody's feeling
to put into words.

XI. Translate into English using words and word combinations of the text under study:

1. Riwera ilkinji gezek peýda bolanda, huntanyň agzalary ony Diananyň gizlin polisiýasy tarapymdan satyn alma içalysydyr öýdü güman etdiler.
2. Bir gün Riwera huntanyň jaýynda gije ýatmagyny sorady, ýöne oňa rugsat bermediler.

3. Paulino Wera: ”Pikir edip görüň, Meksikanyň azatlygy diňe birnäçe müň dollara bagly bolup dur”- diýip aýtdy. Oturanlaryň ýüzünde umytsyzlyk bardy. “Bäş müň dollar ýeterlikmi?” – diýip Riwera birdenkä sorady. Jogap edip Paulino Riwera baş atdy. “Ýaraglaryňyzy sargaň,”-diýip Riwera aýtdy, - “wagt garaşanok”. “Üç hepdeden men size şol baş müň dollary getirerin”.
4. Riweranyň gozgalaň bilen baglanyşykly wakalar haçan-da Rio Blankonyň işçileriniň özleriniň Pueblodaky gozgalaň turuzýan doganlaryna kömek berişleri ýadyna düşdi.
5. Denni Uord pul üçin, ýeňil durmuş üçin göreşýärdi. Riwera bolsa rewolýüsiýa kömek bermek üçin ringdedi.
6. Zalyň içi adamdan doludy ýöne hiç kim Riwera ynananokdy. Hemmeleriň lapy keçdi, sebäbi Denni bilen Billiniň arasyndaky gyzykly duşuşyga garaşýardylar.
7. Riwera daş-töwregindäkilere üns berenokdy, ol diňe

öz garşydaşyny ýeňmelidigini pikir edýärdi.

8. Riwera henizem burçda otyrды we garaşyardy. Denni ony garaşmaga mejbur edýärdi. Bu köne usuldy, ol täze gelenlere täsir edýärdi, ýöne bu gezek bolsa ol täsir etmedi.
9. Ikinji urgydan soň Riweranyň dodagy çapylypdy, burnundan gan akýardy, emma ol rahat dem alýardy we diňe gözleri ýigrenç duýgysynyň sowuk ody bilen ýanýardy.
10. Hunatnyň agzalary hut şu ýaş meksikanlydan rewoýusiýa kömek berer diýip ahli zatdan az garaşyardylar. Ilkinji garaýyşdan Riwera huntanyň agzalaryna ýaramady.
11. Artykmaçlyk ilki Denni Uordyň tarapyndady.
12. Denni tejribeli göreşijidi, we Riwera onuň häkiminiň astyndady.
13. Men oňa işiň esasy barada aýtmalydygyny diýemde, ol dine egnini gysdy.
14. Men köpden bäri oňa şu haýyş boýunça ýüz tutmak isleýärim, ýöne özümi şony etmeklige mejbur edip

bilemok.

15. Biz oña tutuş bir hepdeläp garaşdyk, emma edil ýaňy ol ýene-de birnäçe gün eglenjegiňi habar edýän telegrammany aldyk.
16. Men oňy bu ýerde görmeklige az garaşýardym, onda-da şeýle ir.
17. Ol ýarym sagatdan hem köp gepledi, emma şeýle-de bolsa esasy aýtjak zadyna ýetmedi.

XII. Fill in the blanks with the definite or indefinite article wherever necessary:

Tom King was ... solid-bodied, stolid-looking man. He had ... face of ... typical prize fighter. ... lips were shapeless and constituted ... mouth harsh to excess, that was like ... gash in his face. ... jaw was aggressive, brutal, heavy. ... eyes were almost expressionless under ... shaggy brows. They were sleepy, lionlike, ... eyes of ... fighting animal, Although it was.., face of ... man to be afraid of in ... dark alley or lonely place, yet Tom King was not ... criminal,

nor had he ever done anything criminal. Nor had he ever been known to pick ... quarrel. Outside ... ring he was slow-going,. easy-natured. Fighting was ... business with him. (J. London.)

TEXT WORK

1. Retell the text in detail. Use words and word combinations from Exercise IX.
2. Write a short summary of the text.
3. Make up Felipe Rivera's history before he came to work for the revolution.
4. Speak of the way Felipe Rivera lived all the time he worked for the revolution.

Suggested Topics:

1. Speak on J. London's biography.
2. Describe some boxing match you have seen.

ADDITIONAL TEXT

EVERYBODY ON THE STARTING LINE!

This year will go down in Turkmen sport history as the beginning of engaging of the citizens in regular physical exercises. The first national Olympics with motto "Turkmenistan is the country of generous spirit and health" that started last year November had involved in the competition program the best part of the country. Peak of finals on various sports has fallen in the spring time. Although names of the most of the winners and medalists are known already, the line of sport starts that gained a considerable momentum, has passed to all-year schedule of the large-scale work –part of nationwide "Health" program.

As an active follower of healthy lifestyle President Gurbanguly Berdimuhamedov stressed many times that the state will do its best to strengthen citizens' health, to bring up physically tempered and hardworking young generation, to develop sport and Olympics movement. It is no mere chance that World Healthy Day was included in the

calendar of national holidays at the initiative of the head of the state.

The Olympics, initiated by the head of the state, was planned as powerful impetus to make a nationwide cult of healthy lifestyle. It took not a year of hard work to prepare holding of really massed starts. Modern sport infrastructure with hundreds of playgrounds and gym halls, a score of stadiums, swimming pools, hippodromes and sport complexes were created. Within the framework of the implementation of national program on reorganization of social and living conditions of rural and urban population for the period till 2020, construction of more than two hundred sport schools for seventy-five thousand seats, more than a hundred of sport facilities as well as reconstruction of seventy functional facilities are planned.

Last autumn presentation of the Olympic village project took place in Ashgabat. This facility will beautify the capital in the nearest future. This unique and the biggest in Central Asia complex, including about thirty objects, will receive not only competitions of any level but it will

serve as training center for Turkmen athletes, professional and scientific-technical base area for Turkmen national teams preparation to international games and tournaments.

It's clear that process of implementation of physical culture cult is first of all oriented to young generation of the country. However older age groups didn't stand off, they took part in many massed recreational starts and sport holidays.

The teams of general education institutions, primary schools, secondary and higher educational establishments, ministries and institutions became direct participants of the Olympics. In total, according to the data from Turkmenistan state committee on tourism and sport 216066 athletes from 2628 teams took part in the competitions. Competitions among students of secondary educational establishments on such sports as team sports, field athletic, swimming, table tennis, checks, chess and some kinds of national single fight were the most popular. 141450 students from 1725 teams took part in them.

Competition program among teams of secondary and higher educational establishments was very intensive and diversified. Participation of organizations and enterprises employees in the Olympics became really massed. 56550 followers of healthy lifestyle from 725 teams toed the starting line.

It's a rare event when one can't say - competitions are over. Upon receipt of a powerful impetus during the Olympics, the sport season is far from completion. Sport in Turkmenistan acquires image of self-starter that permanently strengthens national power, health and spirit.

Unit VI

THE ROADS WE TAKE

by O. Henry

(Abridged)

Twenty miles west of Tucson the "Sunset Express" stopped at a tank to take on water.

Shark Dodson and Bob Tidball rushed to the express car. They found the messenger serene in the belief that the "Sunset Express" was taking on nothing more stimulating and dangerous than aqua pura. While Bob was knocking this idea out of his head with the butt-end of his six-shooter, Shark Dodson was already dosing the express-car safe with dynamite.

The safe exploded to the tune of %30,000 all gold and currency. The passengers thrust their heads casually out of the windows to look for the thundercloud. The conductor jerked at the bell rope, which sagged loose and

unresisting, at his tug. Shark Dodson and Bob Tidball, with their booty in a stout canvas bag, tumbled out of the express car and ran awkwardly in their high-heeled boots to the engine.

The engineer, sullenly angry but wise, ran the engine, according to orders, rapidly away from the inert train. But before this was accomplished, the express messenger, recovered from Bob Tidball's persuader to neutrality, jumped out of his car with a Winchester rifle and shot John Big Dog dead.

Two miles from the tank the engineer was ordered to stop. The robbers waved a defiant adieu and plunged down the steep slope into the thick woods that lined the track. Five minutes of crashing through the thicket brought them to open woods, where the three horses were tied to low-hanging branches. One was waiting for John Big Dog, who would never ride by night or day again. This animal the robbers divested of saddle and bridle and set free. They mounted the other two with the bag across one pommel, and rode fast and with discretion through the forest and up

a lonely gorge. Here the animal that bore Bob Tidball slipped on a mossy boulder and broke a foreleg. They shot him through the head at once and sat down to hold a council of flight. Made secure for the present by the tortuous trail they had traveled, the question of time was no longer so big. Many miles and hours lay between them and the spriest posse that could follow. Shark Dodson's horse, with trailing rope and dropped bridle, panted and cropped thankfully of the grass along the stream in the gorge. Bob Tidball opened the sack, and drew out double handfuls⁸ of the neat packages of currency and the one sack of gold and chuckled with the glee of a child.

"According to the marks on this money there's \$ 30,000 – \$ 15,000 apiece!" exclaimed Bob.

"It's less than I expected," said Shark Dodson, kicking softly at the package with the toe of his boot. And then he looked pensively wet sides of his tired horse. "Old Bolivar's tired out," he said, slowly. "I wish that horse of yours hadn't got hurt."
"So do I," said Bob, heartily, "but it can't be helped.

Bolivar will get us both far enough to get fresh mounts. Shark, I can't help thinkin' how funny it is that an Easterner like you can come out here and be better than we, Western fellows, are at our business."

Shark Dodson got up and leaned against a tree. Bob Tidball replaced the spoil in the bag and tied the mouth of it tightly with a cord. When he looked up, the most prominent object that he saw was the muzzle of Shark Dodson's gun held upon him without a waver.

"Stop your funnin'," said Bob, with a grin.

"Sit still," said Shark. "I hate to tell you, but there ain't any chance for but one of us. Bolivar, he's tired, and he can't carry double."

"We have been friends, me and you, Shark Dodson, for three years," Bob said quietly. "We've risked our lives together time and again. I thought you were a man. I've heard some queer stories about you shootin' one or two men in a peculiar way, but I never believed 'em. Now if you're just havin' a little fun with me, Shark, put your gun up, and we'll get on Bolivar and go. If you mean to shoot —

shoot, you blackhearted son of a tarantula!"

The expression on Dodson's face changed in an instant to one of cold ferocity. The soul of the man showed itself for a moment like an evil face in the window of a reputable house.

The deadly gun of the false friend cracked and filled the gorge with a roar that the walls hurled back with indignant echoes. And Bolivar, unconscious accomplice, swiftly bore away the last of the holders-up of the "Sunset Express," not put to the stress of carrying double.

The expression of Dodson's face changed in an instant to one of cold ferocity. The soul of the man showed itself for a moment like an evil face in the window of a reputable house.

"Bolivar cannot carry double," said Dodson.

PRONUNCIATION LIST

Tucson	Peabody
Bob Tidball	Tracy
Dodson	Winchester

ACTIVE VOCABULARY**Words**

handful n	goşawuş
neat a	tämiz, sayhally
package n	gap, gaplama
kick v	urmak
heartily adv	ÿurekden
chew v	çeÿnemek
fork n, v	dütgüç, dürtmek
reckon v	hasap etmek, makul bilmek
philosophical a	filosofik
queer a	nobat
reputable a	abraÿly
instant n	salym
soul n	kalp
evil a	keç,
deadly a	öli ÿaly; güÿçli
false a	ÿalñyş, ÿasama, biwepa

echo n, v	sesiň ýaňlanmasy; ýaňlanmak,
ýaňlanyp gitmek	
accomplice n	ýerine ýetiriji
swiftly adv	ýeňillik bilen
fade v	agarmak
view n, v	garaýyş, görnüş; seretmek
confidential a	gizlin
clerk n	gullukçy
hesitate v	ýaýdanmak
fan n	ýelpewaç; howa sowadyjy
blink v	gözüňi gyrpyldatmak
remarkable a	görnükli, meşhur
settle v	mekan tutmak, ornaşmak
deal n, v	iş; iş etmek, iş salyşmak
practically adv	iş ýüzünde, tejribede
possibility n	ähtimallyk, mümkinlik, mümkinçilik
force n	güýç
descend v	aşak düşmek, peselmek
engine n	motor, lokomotiw, hereketlendiriji
await v	garaşmak

rush v	okdurylmak, topulamk, ugrunda çalyşmak
believe v	ynanmak
belief n	ynanç, ynam
safe a, n	howpsuz, seýf, ölmeyän şkaf
explode v	ýarylmak
currency n	pul dolanşygy, pul birligi,
thrust n, v	daýanç, söýget, diregarkadag, itmek, dykmak, dykyşdyrma, itişdirmek
casually adv	tötänden, duýdansyz
conductor n	ugradyjy, ýolbelet, geçiriji, göýberiji
unresisting a	täsir edip bolmaýan
awkwardly adv	tagaşyksyz, çemesiz, oňaýsyz, çemeli däl.
boot n	áakgap, ädik
thunder n, v	gök gürrüldisi, gümmürdemek, gürrüldemek, gaty gürlmek, dabaraň dag aşmak
thundercloud n	çabga bulutlary
rapidly adv	çalt

robber n	talañçy, garakçy
plunge v	bökme, böküş, towusma, çümme, çümdürme.
steep a	dik, kert, eñaşak, akyla sygmajak, adatdan daşary
thick a (густой)	gür
thicket n	gür tokaýlyk, jeñňelik
crash v	döwülmek, çym-pytrak bolamk, heläk bolmak
pant v	bogulmak, gysylmak, agyr dem almak
thankfully adv	hudaýa şükür, bagtymyza
double n, v	goşa, iki gat, iki in, iki esse artdyrmak, güýçlendirmek.

Word Combinations

at the command of	buýruk boýunça
at somebody's desire, request	kimdir- biriniň islegi, haýyşy boýunça
according to	laýyklykda
to shoot dead	bir atanda öldürmek

to set smb (smth) free	kimdir-birini göýbermek, azatlyga çykarmak, azat etmek
to hold a council	maslahat geçirmek
to risk one's life	janyňy howp astyna salmak
without a waver	ikirjeňlenmän
time and again	telim gezek, birnäçe gezek, öwran-öwran
in an instant	bir salymda, göz bilen gaşyň arasynda, göz açyp ýumasy salymda.
a false friend	haýyn dost

LIST OF PREPOSITIONS AND ADVERBS

to stop at
to impress smby with
at the command of
to hold a gun upon
to be tied to something

by night or day

to slip **on** something

to shoot **at** somebody (something)

for the present

to chuckle **with** the glee of a child

to be good **at** some business

on a farm

to make **for** (a place)

to have an idea **of** doing smth

to run **into** smb (smth)

to lean **against**

without a waver

to put **up** a gun

to get **on** a horse

to fade **from** one's view

on the edge **of**

to sell (buy) smth **at** some price

EXERCISES

I. Transcribe the following words:

hose, Indian, climb, gesture, ejaculation, crisp, command, force, descend, uncouple, sportively, fireman, await, further, messenger, serene, belief, stimulating, dynamite, explode, currency, casually, loose, unresisting, booty, awkwardly, sullen, inert, accomplish, persuader, neutrality, defiant, plunge, divest, discretion, gorge, foreleg, secure, tortuous, sly, bridle, pensively, hearty, Easterner, chew, philosophical, ferocity, reputable, accomplice, unconscious, mahogany, upholstered, stirrup, confidential, sedative

II. Write the four forms of the following verbs:

to rise, to raise, to await, to dose, to thrust, to jerk, to sag, to tumble, to shoot, **to wave**, to **plunge**, to **tie**, **to ride**, to **set**, **to bear**, **to slip**, to **break**, to **lie**, to pant, to crop, to draw, to chuckle, to chew, to lean, to hold, to mean, to gallop, to catch, to sell, to deliver

III. Write out of the text sentences containing synonyms of the following words:

quickly, to carry, at once, to get down, to wait for, wonderful, strange, to get on (a horse)

IV. a. With what other nouns besides those given below can you use the adjectives *false*, *lovely*, *deadly* and *thick*?

a thick fog a lovely face

a false idea a deadly poison

b. Compose sentences using the above given word combinations.

V. Answer the following questions:

1. What did John Big Dog order the engine driver and the fireman to do and what were Shark Dodson and Bob Tidball doing at the time?
2. Why did the passengers thrust their heads out of the windows?
3. What happened when the express messenger

recovered?

4. Why did the robbers set one of the horses free?
5. Why did Bob Tidball want to mount Bolivar?
6. What thought occurred to Shark Dodson when he was looking at the wet sides of his fired horse?
7. From what part of the United States was Shark Dodson?
8. Why was Shark Dodson going to shoot Bob Tidball?
9. Why couldn't Bob believe that Dodson was capable of such a treachery?
10. What happened when Shark Dodson was galloping away?
11. Who was the man that awoke?
12. What common features did Shark Dodson and Dodson of the firm of Dodson and Decker possess?

VI. Disclose the meaning of the thought which is expressed in the sense-groups given in bold type:

1. "It's less than I expected,* said Shark Dodson and then he **looked thoughtfully** at the wet sides of his tired horse.
2. I can't help thinking how funny it is that an Easterner like you can come out here and **be better than we, Western fellows, at our business.**
3. "It ain't the roads we take: **it's what's inside of us that makes us turn out the way we do.**"
4. "He will settle at one eighty-five," said Dodson, "Bolivar cannot carry double."

VII. Translate the following words and word combinations into English and give your own examples.

ýöremek (otly, awtobus barada)

ugramak

gözýetimde peýda bolmak

aladaly görnüşde; sesiňi peseltmek; nämedir-bir zat etmäge hyýallanmak; şowsuzlyga uçramak

göz önüne getirmek

kalbynda

öz-özünden düşnükli

nämedir-bir zatdan saklanmak

kimdir-biri tarapyndan

nämedir-bir zat bilen çäklenmek

bu babatda

iki tarapdan

ser salmak

tagalla etmek

piker etmekligi taşlamak

göze görünmeyän bolamk

bilesigelijilik görkezmek

boş wagtyň bolmazlygy

örän basym

ugratmak

gapdaly bilen gitmek

ýanynda, gapdalynda

yzarlamak

nädogry ýolda bolmak

gürüň etmek

ýüregiňe ýakyn almak

ýatlatmak

gürründeşligiň arasyna söz goýmak

zordan saklanmak

aýtmazlyk üçin

durmuşa ýeňil garamak

sorag-ideg etmek

şerti kabul etmek

başdan aýak seredip çykmak

ýatda galmak.

VIII. Translate into English using words and expressions from the lesson:

1. Şark Dodson Bob Tidbolla:”Pullar meniň güman edenimden az eken”-diýip aýtdy.
2. “Garry Boliwar halys ysgyndan düşdi”, - diýip Dodson atynyň derläp giden gapdallaryna seredip pikir bilen aýtdy.
3. Pibodi Dodsonyň ýüsünüň şobada üýtgändigini gördi.
4. Ýolagçylar gök partlamanyň sesini gürrüldidir diýip hasap etdile.
5. Biz daşdan gelýän gök gürrüldiniň sesini eşitdik we

öýe howlukdyk.

6. Kenar örän kertdi we biz kynlyk bilen aşak suwa düşdük.
7. Olaryň jedeli ahyrsoňy çösüldi.
8. Tokaý şeýle bie gürdi, hat-da agaçlaryň şahalarynyň içinden gün şöhleleri geçip bilenokdy.
9. Ole line gaýçyny aldy-da, ikirjeňlenmän bukjany açdy.
10. Üns beriň! Şu gün dogry sagat üçde boljak synaglar babatynda ýygnagyň bolýandygyny ýatdan çykarmaň.
11. Ýaňy-ýakynda biz iňlis dilinde konferensiýa geçirdik. Ol uly üstünlik gazandy.
12. Goýy duman daş-töweregi gurşap aldy we birnäçe ädim aralykda hiç-zat görnenokdy.
13. Oňa goýy cobra guýmaň!
14. Bu dermany günde üç gezek bir çemçeden dogry içmeli.
15. Onuň bilen işleşmek mümkin däl, ol hemme zady ýüregine ýakyn alýar.
16. Onuň bilen hemişe ýeňil! Ol hemişe degişmä

düşünýär we hiç-haçan öýkelänok.

17. Şeýle gyzyklanma bilen okaýan kitabyňyz name hakda?
18. Uinkl atdy, ýöne nyşana degmedi. Oňa geňirmenme bilen seretdiler, sebäbi ol ajaýyp atyjy hasap edilýärdi.
19. Tom Soýeriň buýrugy boýunça oglanlar derýa tarap düşdüler, gaýygyň ýüpüni aýyrdylar we daşda görünyän ada tarap ýüzüp gitdiler.

IX. Fill in the blanks with prepositions or adverbs wherever necessary:

1. ...Bob Tidball and Shark Dodson had robbed the express train, they, mounted ... their horses ... a hurry and galloped They made haste as they knew that the police would rush ... their traces. But one ... the horses slipped ... a mossy stone and broke its foreleg. As

it could not ride ... , they
had to shoot it dead. When they were many miles
... ... the place ... the rob
bery, they stopped, dismounted and sat the
aim ... having a rest. Bob drew the money
the bag and saw that the sum amounted ... \$
30, 000. It filled Bob Tidball's heart ... delight.

2. When Bob replaced the money ... the bag and was...
the point... rising
... his feet, he caught sight ... the muzzle ...
Dodsan's gun. He looked per
plexed ... measure. He was ... to treat it as a joke,
but ... the sight ... his com
panion's face he stopped short. Judging ,... the
expression ... Dodson's eyes
Bob realized that he was doomed. All the rumours
he had heard ... him did not
seem so incredible ... him as they had. He saw
that there was no hope left...
him. The dark soul ... Dodson showed itself... a

moment like an evil face ...
the window ... a reputable house.

X. Fill in the blanks with articles before the predicatives wherever necessary:

1. Shark Dodson was ... leader of the attacking force and the other two robbers obeyed his orders without a moment's hesitation.
2. Alan Baird was ... engineer at a war plant.
3. Jane Eyre was ... governess at Thornfield Hall.
4. Jane Eyre was ... governess by profession.
5. The Bairds knew that Michael was ... Communist.
6. Doctor Caswell's friend, Judson Livingston, was ... head of the Atlantic Art Institute.
7. In his article "Home from England" Vladimir Nikitin wrote that he had been ... permanent resident in England for seven years.
8. Cora was ... only child of the Arlingtons.
9. He was ... man of about 50 years of age.
10. Do you know who is ... President of the Canadian

Soviet Friendship Society?

11. These are ... books you have been looking for today.
12. Dodson was ... Wall Street broker.
13. Captain Flint was ... bloodthirstiest buccaneer that ever sailed. Blackbeard was ... child to Flint.
14. The squire cried that in less than three weeks they would have the best ship and the choicest crew. Livesey would be ... ship's doctor and he himself would be ... admiral.
15. Betty Gimple told Miss Ferch that Mr. Riggs was ... chairman of the Loyalty Committee.

XI. Translate the sentences with the verbs in the Subjunctive Mood into Turkmen:

1. I wish you would stay with me.
2. I wish I were really your nephew.
3. I wish I could have been at the committee yesterday.
4. This morning the porridge was not burnt; the quality was eatable; the quantity small; how small my portion seemed. I wished it had been doubled. (Ch. Bronte.)
5. I wish you could stay with us another week.

6. I wish my Papa would let me have a pony.
7. How I wish I could present him and my beloved girls to the mends of my youth. (W. M. Thackeray.)
8. "I wish somebody would give you/your supper," returned Short, "for there'll be no peace till you've got it."
9. Lavish we knew where they have gone, for it would make my son a good deal easier in his mind, and me too. (Ch. Dickens.)

XII. Translate into English using:

a) the Object Clause:

1. Biz onuň öz düzen walsyny çalmagynda durduk.
2. Başlyk bu soragyň gün tertibine girizilmegini teklip etdi.
3. Şark Dodson maşiniste parawozy aýyrmagy üçin buýruk berdi.
4. Jon otlynyň sürüjisinie elini galdyrmagyny buýurdy.
5. Lukman Liwsi ekswaýra öz meýyillerini gizlin

saklamagyny maslahaty berdi.

6. Oleg bize öz teklibine razy bolmagyny maslahat berýär.
7. Kitaphanaçy hemme kitaplary iýulyň birine çenli gaýtaryp bermelidigini teklip etdi.
8. Lukman Liwsi Joýsyň we Hanteriň hem Bristol a gitmegini teklip etdi.
9. Skwaýr lukman Liwsä säginmän işini taşlamaklygy maslahat berdi. 10. Ol bize özüniň tomusky öýünde myhman bolmagymyzy teklip etdi.

b) the Subject Clause:

1. Lukman: "Biz Flintiniň ýazyw kitapçasynda ýazylan zatlaryň ählisini düşünmeli" –diýip aýtdy.
2. Sizden ýuwaşrak geplemegiňizi haýyş edýärler sebäbi goňşy otagda sapaklar gidip dur.
3. Size sözlügi ulanyp, şu berjime etmeklik maslahat berilýär.
4. Ol bu işi özbaşdak ýerine ýetirse gowy boljak.
5. Olary bu çözügüt bilen mümkin boldugyça çalt tanyşdyrmak gerek. 6. Olaryň çalt gap gelmegi

mümkin дәл.

6. Onuň bu zatlary bilýäni şübheli. Onuň sapaynyň indiki hepdede bolmagy wajyp.

10. Bu faktyň aýdylyp geçilmegi hökmany.

11. Bu fakta üns bermeklik zerur.

TEXT WORK

1. Recall from the text sentences characterizing Shark Dodson and Dodson, the broker, and describe the men.

2. Retell the story in detail. Use words and word combinations from Exercise VII,

3. Speak of the events described in the story "The Roads We Take" from the point of view of:

a) the engineer;

b) the express messenger;

c) the passengers.

4. Describe the events in the way they would have been described by Dodson, the broker, if he had retold his dream to some of his friends.

5. Explain why the story is called "The Roads We Take."
6. Retell the conversation of Bob Tidball and Shark Dodson in indirect speech.
7. Make up a conversation between Dodson, the broker, and Mr. Williams.
8. Make up an article for a newspaper describing this outrageous robbery.
9. Compose a dialogue between two friends who couldn't afford to buy something being short of money. Use some of the word combinations and sentences given below:

I've no money to spare at present; I haven't got the money on me; I've run out of small change; What's the charge?; How much do I owe you?; It's beyond my means; to spend money right and left; to keep oneself from doing something; Can you spare me ... roubles?; to be short of money"; it goes without saying; to be candid; as clear as noonday; to feel ill at ease; to drop in at some place; I can't afford it.

ADDITIONAL TEXT

A FEW WORDS ON THE AMERICAN CONTINENT

The American continent is really two continents joined by a narrow neck of land called the Isthmus of Panama. North America has the Rocky Mountains on the West and the Appalachians on the East, while South America has the Andes on the West, and the highlands of Guiana and Brazil on the East. In the centre each continent has prairie, forest, lakes and rivers. North America includes Alaska, Canada, the United States and Mexico. South America comprises Venezuela, Colombia, Ecuador, Peru, Chili, Brazil, Bolivia, Paraguay, Uruguay, Argentina, and British, Dutch and French Guiana.

THE DREAM ISLAND

One may well make changes in the geography textbooks. A new island has been built on the eastern shore

of the Caspian Sea. Part of land, where facilities of the national tourist zone Avaza are located, is now dissected by a 7-km long channel circumscribing the construction sites with the blue strip of water. The channel has completely transformed the appearance of Avaza and created a unique atmosphere of comfort and coziness. The many guests and participants of the new facilities recent inauguration in the resort place of Avaza were able to fully enjoy this feeling.

The commissioning of new buildings on the Caspian Sea shore started earlier in the day, when first passengers arrived at a new airport of the city of Turkmenbashi.

President Gurbanguly Berdimuhamedov's personal participation in all the festivities of the eventful day underscored a special importance of the event in the life of the country. He was privileged to be the first passenger to see the spacious halls of the airport and appreciating exquisite interiors and functional amenities of the complex.

Unit IX

FIRST PATIENTS

An Extract from *The Citadel*

by *A. J. Cronin*

After London the breeze of Aberlaw was crisp and cool. Walking down from Vale View on Thursday morning to commence his duties, Andrew felt it strike invigoratingly on his cheek. A tingling exhilaration filled him. He saw his work stretching out before him here, work well and cleanly done, work always guided by his principle, the scientific method.

The West Surgery, which lay not more than four hundred yards from his house, was a high vaulted building, white-tiled and with a vague air of sanitation. Its main and central portion was the waiting-room. At the bottom end, cut off from the waiting-room by a sliding hatch, was the dispensary. At the top were two consulting-rooms, one bearing the name of Doctor Urquhart and the other, freshly painted, the mysteriously arresting name, DOCTOR

MANSON.

It gave Andrew a thrill of pleasure to see himself identified, already, with his room, which though not large had a good desk and a sound leather couch for examinations. He was flattered too by the number of people waiting on him—such a crowd, in fact, that he thought it better to begin work immediately without first making himself known, as he had intended, to Doctor Urquhart and the dispenser, Gadge.

Seating himself, he signed for his first case to come in. This was a man who asked simply for a certificate—adding, as a kind of afterthought, "Beat knee." Andrew examined him, found him suffering from beat knee, gave him the certificate of incapacity for work.

The second case came in. He also demanded his certificate: nystagmus. The third case: certificate, bronchitis. The fourth case: certificate, beat elbow. Andrew got up, anxious to know where he stood. These certificative examinations took a great deal of time.

He went to his door and asked: "How many more

men for certificates? Will they stand up, please?"

There were perhaps forty men waiting outside. They all stood up. Andrew reflected quickly. It would take him the best part of the day to examine them all properly – an impossible situation. Reluctantly, he made up his mind to defer the more exacting examinations until another time.

Even so, it was half-past ten when he got through his last case. Then, as he glanced up, there stamped into his room a medium-sized, oldish man with a brick-red face and a small pugnacious grey imperial. He stooped slightly, so that his head had a forward, belligerent thrust. He wore cord breeches, gaiters, and a tweed jacket, the side pockets stuffed to bursting-point with pipe, handkerchief, an apple, a gum-elastic catheter. About him hung the odour of drugs, carbolic, and strong tobacco. Andrew knew before he spoke that it was Doctor Urquhart.

"Dammit to hell, man," said Urquhart without a handshake or a word of introduction, "where were ye these last two days? I've had to lump your work for ye. Never mind, never mind! We'll say no more about it. Thank God

ye look sound in mind an' limb now ye have arrived. Do ye smoke a pipe?"

"I do."

"Thank God for that also! Can ye play the fiddle?"

"No."

"Neither can I—but I can make them bonny. I collect china too. They've had my name in a book. I'll show ye some day when ye come ben my house. It's just at the side of the surgery, ye'll have observed. And now, come away and meet Gadge. He's a miserable devil. But he knows his incompatibles."

NOTES

1. Aberlath is a town, not far from London Dispenser Gadge is Dr. Andrew Manson's colleague Doctor Urquhart is Dr. Andrew Manson's colleague I've had to lump your work for ye. – I've had to do work for you.

Ben (Scot.) – inside, within

Incompatibles – the medicines that don't mix

2. The young medical man Andrew Manson and his wife Christine, teacher by profession, arrive at Aberalaw, a coal-mining town, soon after their marriage. Andrew is romantic and ambitious, and ready to get down to the work in the local hospital. He is full of plans in doing the good to his patients, the local miners, but on his very first day he feels frustrated and wants to understand what is going on.

EXERCISES

Text Reading and Comprehension

I. (a) Transcribe and pronounce:

1. Andrew Manson, Doctor Urquart, Gadge; London, Aberalaw, Vale View.
2. Surgery, dispensary, couch, examination, incapacity, certificate, carbolic, sanitation, nystagmus, bronchitis, incompatibles, limb, catheter;

3. Commence, exhilaration, vaulted, vague, certificate, pugnacious, imperial, belligerent, odour.

a) Copy out all the medical terms from the text. Be sure you know their meanings.

II. Paraphrase or explain the following sentences from the text under study:

1. A tingling exhilaration filled him.
2. ...the mysteriously arresting name, Doctor Manson.
3. It gave Andrew a thrill of pleasure to see himself identified, already, with his room...
4. He also demanded his certificate: nystagmus.
5. Reluctantly, he made up his mind to deter the more exacting examinations until another time.
6. ... a medium-sized, oldish man with a brick-red face and a small pugnacious grey imperial.
7. He stooped slightly, so that his head had a forward, belligerent thrust.

8. ... a gum-elastic catheter.
9. About him hung the odour of drugs, carbolic, and strong tobacco.
10. Andrew got up, anxious to know where he stood.
11. ... but I can make him bonny.
12. And now, come away and meet Gadge. He's a miserable devil. But he knows his incompatibles.

III. Put questions to the text (10-15)

IV. Answer the following questions and use the words and word-combinations given below each point:

1. **What were Andrew's thoughts before getting down to his work in Aberalaw?**
 - to commence his duties
 - tingling exhilaration filled him
 - saw his work stretching out before him here
 - guided by his principles

2. How did Andrew's consulting-room look like?

- a high vaulted building
- white-tiled
- with a vague air of sanitation
- the waiting-room
- the dispensary
- two consulting rooms
- one bearing the name of Dr. Urquhart and the other, freshly painted
- the mysteriously arresting name

3. What feelings did Andrew Manson experience on his first day of practising in the Aberlaw Hospital?

- a thrill of pleasure
- to see himself identified
- a good desk
- a sound leisure couch for examinations
- he was flattered too by
- to begin work immediately
- without first making himself known...

4. How did Andrew's first reception day pass?

- he signed for his first case to come in
- to ask simply for a certificate
- to examine
- found him suffering from beat knee
- gave him the certificate of incapacity for work
- nystagmus, bronchitis, beat elbow
- anxious to know stand up
- examine them all properly
- reluctantly
- to deter
- got through his last case.

5. What was unusual about the appearance and manners of Dr. Urquhart who entered Dr. Manson's consulting-room?

- a medium-sized, oldish man with a brick-red face and a small pugnacious grey imperial
- his head had a forward, belligerent thrust

- cord(uroy) breeches, gaiters, and a tweed jacket
- the side pockets stuffed to bursting-point
- an odour of drugs, carbolic and strong tobacco
- without a handshake or a word of introduction
- to lump your work for you,
- to look sound in mind and limb

**V. Retell the text a) as it is narrated by the author;
b) from the point of view of the main character Andrew Manson.**

VI. Sum up the text. Avoid the direct speech and citing.

VII. Make up a dialogue between:

1. Andrew Manson and Dr. Urquhart about the former's first day in the Aberlaw Hospital;
2. Andrew Manson and his wife Christine about Andrew Manson's new job and his first working day.

VIII. Describe your last visit to a doctor.

IX. Say what a person should do to prevent illnesses.

What helps you to keep fit?

X. a) Comment on the proverbs:

1. “An apple a day keeps a doctor away”
2. “Health is above wealth”
3. “While there is life there is hope”

b) Make up situations/ short dialogues to illustrate these proverbs.

XI. Learn the following short dialogue. Make up your own short dialogue following the example:

Reyhan: I hear you've been ill.

Ayna: Well, I had the flu for a couple of weeks, but I'm fine now.

Reyhan: You're looking well. By the way, did you hear about our teacher?

Ayna: No, what about her?

Reyhan: She had such a bad case of the flu that they had to take her to the hospital.

Ayna: Oh, I'm sorry to hear that!

Notes:

1. **I hear you've been ill.** "That" is usually omitted in reported speech in casual conversation.
2. **Well.** An interjection, used here as an introductory word.
3. **You're looking well.** Here **well** is an adjective meaning **healthy**. **Are looking** is here a linking verb.
By the way = incidentally.
4. **Such a ... that ...** is a typical "result" sentence. **They had to take her...** This is the "general" **they**. This clause is equivalent in meaning to the passive **She had to be taken.**

XII. Read and retell the following joke:

A TALKATIVE WOMAN

Once a middle-aged woman felt that she was seriously ill. She decided to consult a physician. She did not know any experienced physician. In the town and asked a friend of hers to give her advice. She was given the name of Richard Prime who was a very experienced physician. It was very difficult to make an appointment with Dr. Richard Prime as he had many patients in the town.

Nevertheless the sick woman managed to make an appointment with Dr. Prime and soon he consulted her. He listened to all her complaints very attentively, examined her very carefully, made the customary tests but failed to make any diagnosis. He could not say what the matter was.

Meanwhile the sick woman continued to describe her aches and pains. She spoke very loudly and quickly for an hour or so. The physician felt exhausted and thought: "If she were really ill, she would not be able to speak so energetically". He could not tell it to the sick woman, as

she might get offended.

An idea came to his mind and he asked the sick woman to show him her tongue. The woman did so obediently. The physician examined the tongue carefully and thought: “How nice it is, when she doesn’t talk!”

He could not say it out loud, so he told the sick woman the following words: “Now I know what your trouble is!” The woman looked at the physician with hope and fear. She was afraid that her disease was incurable. At last she said: “I hope my disease is curable, doctor”.

The physician smiled and said: “Quite. Just your tongue needs a long rest”. The woman was clever enough to follow the physician’s advice and soon she felt much better.

NOTE

A physician – врач-терапевт

customary tests – обычные анализы

aches and pains – боли

to exhaust – утомить

Text Discussion

I. Quote some sentences from the text under study to prove that:

- a. Andrew Manson looked forward to getting down to work;
- b. Andrew Manson liked his new place of work;
- c. Andrew Manson was not too much happy about his first patients.

II. Read and learn the following:

1) Into how many parts can the text under study be split?

Key: The text under study can be split into three parts.

Part1 comprises the first three paragraphs from which we learn that Andrew Manson got a new job in the ABERLAW Hospital. He is full of hopes and expectations, he is

satisfied with his consulting-room and pleased with the number of people waiting for him to be received.

Part 2 is a scene of Andrew Manson's first day reception. The miners who came to him all want a certificate of incapacity for work. Andrew is surprised but examines all of them and gives a certificate to all those who had minor physical ailment. The work turns out time consuming.

Part 3 deals with Dr. Urquhart who dropped in on Andrew. The author describes his appearance and a specific manner of speech. Dr. Urquhart came to pick up Dr. Andrew Manson and to take him to their one more colleague -- the dispenser Gadge.

2) Pick out the verbal evidence of Andrew Manson's high spirits and positive attitude to his new work.

Key: Andrew Manson, a young doctor and newly married, had got a position in the Aberalaw Hospital. He is full of enthusiasm and desire to work: "A tingling exhilaration

filled him. He saw his work stretching out before him here, work well and cleanly done, work always guided by his principle, the scientific method.”

He is satisfied with his bran-new working place: the consulting-room bearing “freshly painted, the mysteriously arresting name, DOCTOR MANSON”. The epithets “freshly painted”, “the mysteriously arresting (name) DOCTOR MANSON” are of interest. Two figures of speech attracts our attention: 1) The SD of epithet “freshly painted” (new), the “mysteriously arresting” (name) which means “catching one’s eye in a way” and 2) graphic means DOCTOR MANSON – the doctor’s name is given in capital letters to stress the importance of Andrew Manson’s position and his satisfaction.

Andrew Manson’s satisfaction is brought out in the following lines: “It gave Andrew a thrill of pleasure to see himself identified, already with his room... He was flattered too by the number of people waiting on him...” the author’s choice of words “a thrill of pleasure” and “he was flattered ...” accentuate the main character’s high

spirits and satisfaction at the start of his work in the new place.

3) What method of character-drawing does the author use to bring out Andrew Manson as a medical man describing him on his first day in the practice?

Key: Seeing so many patients waiting outside Andrew Manson decided to start his reception without first introducing himself to his colleagues: “he thought it better to begin work immediately without first making himself known, as he had intended to Dr. Urquhart and the dispenser Gadge.” These lines testify to Andrew Manson’s serious intentions, his wish to get down to work without wasting time, to do as much good as possible.

Describing Dr. Manson’s reception the author focuses on Dr. Manson’s serious attitude to his duty: he carefully examines every patient. However, he is surprised that so many patients visit him with minor ailments but requiring “a certificate of incapacity for work”. The fact

makes him alert but he continues his work and finishes his reception rather late.

4) How does the author introduce Dr. Urquhart? What specific features of his personality are accentuated? Give the verbal evidence.

Key: The writer skillfully depicts Dr. Manson's colleague Dr. Urquhart. He did not enter Dr. Manson's consulting-room but "stamped into his room." His unusual appearance is emphasized with the SD of epithet: "medium-sized, oldish man with a brick-red face and a small pugnacious grey imperial: he was not tall, middle-aged, of brown-red complexion and looked fond of or ready to quarreling or fighting. He was not upright: "he stooped slightly" and looked aggressive: "his head had a forward, belligerent thrust" – it means he looked aggressive. He was simply dressed: "he wore cord (uroy) breeches, gaiters, and a tweed jacket. His peculiarity is that his side pockets were full of different things, both conventional and medical: "the

side pockets stuffed to bursting-point with pipe, handkerchief, an apple, a gum-elastic catheter.” He smelled strange: “about him hung the odour of drugs, carbolic, and strong tobacco.” Andrew made a quick guess it was Dr. Urquhart: “Andrew knew before he spoke that it was Doctor Urquhart.”

The author reproduces a dialogue between Dr. Manson and Dr. Urquhart: Dr. Manson is monosyllabic but Dr. Urquhart “chatters like a magpie.”

Dr. Urquhart begins speaking using bad language “Damn it to hell, man” without introducing himself: “without a handshake or a word of introduction.” His speech abounds in dialectism: “ye”, instead of “you”. He sounds friendly, tells about himself, invites Dr. Manson to visit him some day and picks him up to meet one more colleague Gadge. He calls him “a miserable devil” and says “he knows his incompatibles”.

In a few lines the writer reveals Dr. Urquhart’s character: he is full of energy, amiable, with a sense of humour.

III. Sum up the all the keys given above focusing on the character of Andrew Manson.

EXERCISES

I. Pay attention to the following grammar constructions, identify and memorize them:

Page 154

Andrew felt it (the breeze) strike invigoratingly on his cheek.

Page 155

He saw his work stretching out before him here...

Page 155

... he thought it better to begin work immediately without first making himself known ...

Page 156

It would take him the best part of the day to examine them properly.

Page 156

- Can you play the fiddle?

- No.

- Neither can I.

II.1) Read and study the following sentences. 2) Give your own examples illustrating the following grammar constructions:

1. The soldiers felt a crisp wind cut their cheek
2. He saw the children crossing the street on the green light.
3. He left without saying good-bye
4. It took him a great deal of time to write an essay
5.
 - Will you go to the party tonight?
 - No.
 - Neither will I.

III.a) Give the four forms of the following irregular verbs:

To feel, to strike, to see, to do, to lie, to give, to think, to begin, to make, to know, to find, to come, to get, to stand, to take, to go, to be, to take, to wear, to hang, to speak, to have, to meet

b) Give some examples using the four forms of the verbs given above.

IV.Fill in the gaps using the correct prepositions:

Winter set in early and unexpectedly ... heavy fall ... snow. Though it was only mid-October, Aberalaw lay so high that hard and bitter frosts gripped the town almost ... the leaves had fallen ... the trees. The snow came silently through the night, soft drifting flakes, and Christine and Andrew woke ... a great glittering whiteness. A herd ... mountain ponies had come ... a gap ... the broken wooden palings ... the side of the house and were gathered ... the back door. Upon the wide uplands, stretches ... rough grass land all around Aberalaw, these dark wild little creatures

roamed ... large numbers, starting away ... the approach ... man. But ... snowy weather, hunger drove them down ... the outskirts ... the town.

All winter Christine fed the ponies. At first they backed ... her, shy and stumbling, but ... the end they came to eat ... her hand. One especially became her friend, the smallest ... them all, a black, tangle-maned, roguish-eyed creature, no larger than a Shetland, whom they named Darkey.

(A. J. Cronin. "The Citadel" p. 166)

Word Study

I.1) Give the meaning of the following words and word combinations;

2) Translate the units given below into Turkmen and/or Russian;

3) Reproduce them in the situations from the text.

1. to commence one's duties
2. to be guided by one's principle

3. to flatter smb
4. to ask smb for smth
5. to be anxious to do smth
6. to take a great deal of smth (time)
7. to reflect
8. to deter smth
9. to get through smth
10. without a handshake or a word of introduction
11. to look sound in mind and limb
12. to play the fiddle
13. to collect smth (china, mugs, etc)
14. miserable

II. Paraphrase the following sentences using the active units:

1. Jennet has a good ear and plays the violin well.
2. The miners stamped into Dr. Manson's consulting-room and started speaking without greeting or making themselves known to him.

3. It was his first day to receive his patients. He began his duties and responsibilities without introducing himself to his colleagues.
4. After hiking for a day or so the children looked safe and sound.
5. Danny had thought hard and seriously before he suggested blowing the main sewer.
6. The work was time-consuming, and the people finished it only after the sunset.
7. Andrew Manson wanted very much to begin his first day in a new place.
8. Doctor Urquart's hobby was collecting crockery.
9. Andrew failed to diagnose the case. He looked very much unhappy and lost.
10. Lack of the up-to-date reagents discouraged Dr. Pearson from making advanced tests.

III. Render the following situations into Turkmen and then back into English paying attention to the active units:

1. “I’m worried about the number of certificates I had to sign. Quite a number of these chaps who required certificates this morning looked to me quite capable of work”, Andrew said.
2. All that day as he went on his visits Andrew reflected about these certificates. His round was not easy and he finished in the evening.
3. In the pathology department Dr. Pearson brooked no inference. He had worked as chief pathologist guided by his principles for more than thirty years.
4. Andrew lips were dry. He felt shaky and ill at the thought of further trouble. He looked miserable. As Christine soothed him gently stroking his brow, he felt tears smarting behind his eyes.

5. The work was hard – not because Andrew had many patients, but because of the long distances between his calls; his rounds took a great deal of time and he got through late at night.

6. One day in November Christine noticed something unusual had upset him. He came in that evening looking miserable and very much in despair.

7. Danny was brisk and business-like. Without a handshake or greeting he came to the table, put down a local sewer pipes map and suggested blowing up the main sewer as the main enteric infection source.

8. Guided by his high moral principles Andrew was anxious to be useful. He raved about opportunities and chances of doing fine work there. He reflected a lot about that, he had great ideas about the hospital, nothing seemed deter his enthusiasm but very soon he felt disappointed, angry and frustrated.

IV. Translate the following sentences from Turkmen into English and then check up your version against the key:

1. Jo Alisa ýakymly söz aýtdy, emma Alisada hiç hili täsir galmandygyny gördi.

Key: Joe paid her a compliment but saw that Alice was not flattered.

2. Endrýu Menson ýokary ahlak prinsiplaryna esaslanyp öz borçlaryna başlady.

Key: Andrew Manson commenced his duties guided by his high moral principles.

3. Şahtaçylar özleriniň işe ukypsyzlygy barada kepilnama almak üçin nobatda durdylar.

Key: The miners stood in line. They came to ask for certificates of incapacity for work.

4. Endrýu ýagdaýy bilmek üçin stoluň başyndan turdy. Bu kepillnamalary bermek üçin geçirilýän lukmançylyk gözegçilikleri örän köp wagt alýardy.

Key: Andrew got up, anxious to know where he stood. These certificate examinations took him a great deal of time.

5. Tom we Bekki gowakda azaşdylar. Olar örän gorkan we betbagtsyz haldadylar. Olary tapmak üçin örän köp wagt gerek boldy.

Key: Tom and Bekky lost their way in the cave. They were scary and miserable. Their search took a great deal of time.

6. Çagalar tapylan wagty olar diri we sagdyn görünyärdiler, emma örän gorkan ýagdaýdadylar.

Key: When the children were found, they looked sound in mind and in limb but pretty much scared.

7. Şerlok Holms özboluşly adamdy. Ol beýik aňtawçydy, deduksiýa usulynyň ussadydy we skripka

çalmagy halayardy.

Key: Sherlock Holmes was a character. He was a great detective, master of deductive method and was playing the fiddle.

8. Siziň ogluňzyň eşidiş ukyby gowy. Siz ony saz mekdebine ibermeli. Şol ýerde ol skripkada ýa-da pianinoda çalmagy öwrener.

Key: Your son has a good ear. You should send him to music school. He'll be able to learn playing the fiddle or the piano there.

9. Jeýn Roçestor taýpançak ýolda atdan ýykylanda onuň bilen ilkinji gezek gabatlaşdy. Ol Jeýn bilen salamlaşman we özi bilen tanyşdyrman, kömek soraman, erbet gürleşdi.

Key: Jane first came across Rochester on a slippery road where he fell down his horse. Without a handshake or a work of introduction he spoke to her rather roughly without asking help.

10. Ejesi oglunyň markalar, otly çöp gutujyklar, bulgurlar, arzan gap-çanak ýaly her hili gerekmejek zatlary ýygnamaga bolan höwesini aýyrmak barada pikirlenýärdi.

Key: The mother reflected how to deter her son from collecting all kind of items: post-stamps, match-boxes, mugs, china, and what not.

V. Give the active units that have the following meanings:

1. very unhappy
2. to think seriously and earnestly
3. to discourage
4. very much time
5. to begin
6. to play the violin
7. to look safe and sound
8. to finish up smth
9. without greeting and making oneself known

10. to want to do smth very much
11. to collect crockery
12. to be praised too much or insincerely
13. to adhere to some rules
14. to require smth

VI. Make up 3 short situations using the active units

VII. Make up 3 short dialogues using the active units

ADDITIONAL TEXTS

1. Read the following text:

The cafeteria of Three Counties Hospital was a traditional meeting place for most of the hospital's staff and employees. It was also the root centre of the hospital grapevine, its stems and branches extending tenuously to every section and department within Three Counties walls. Few events occurred in the hospital – promotions, scandals, firings, and hirings – which were not known and discussed in the cafeteria long before official word ever published.

Medical staff frequently used the cafeteria for “kerbstone consultations” with colleagues whom they seldom saw except at a meal or coffee break. Indeed, a good deal of serious medical business was transacted over its tables, and weighty specialist opinions, which at other times would be followed by a substantial bill, were often tossed out freely, sometimes to the great advantage of a patient who, recovering later from some ailment which at first had proved troublesome, would never suspect the somewhat casual channels through which his eventual course of treatment had come.

Generally the cafeteria was a democratic area where hospital rank, if not forgotten, was at least temporarily ignored. An exception, possibly, was the practice of setting aside a group of tables for the medical staff, Mrs. Straughan, the chief dietitian, hovered over this area periodically, knowing that even minor shortcomings at some future meeting of the hospital’s medical board.

(Arthur Hailey. “The Final
Diagnosis” M. 2004, pp.66-67)

Do the following:

1. Copy out from the text the words difficult to pronounce and supply them with transcription.
2. Practise pronouncing these words.
3. Divide the sentences into sense-groups.
4. Intone and practise reading the text.
5. Make up a plan to the text in questions.
6. Supply each point of your plan with the key words from the text.
7. Answer the questions of your plan using the key words.
8. Retell the extract making the syntax of the text lighter.
9. Sum up the text.
10. Speak on the main idea of the text.
11. Make a dialogue based on the text.

12. Write a letter to your friend sharing your impressions about the cafeteria, an area of democracy, at Three Counties Hospital.

2. Read, retell and sum up the following text:

One of the areas that has been reformed successfully in Turkmenistan for the Great Revival years is the national health system. In particular, it has resulted in obtaining international certificates. Turkmenistan was the first among the CIS and Central Asian countries and fourth in the world to have ensured the universal salt iodization meeting the world standards. There were put into operation the International Head and Neck Center, the Cancer Center in Ashgabat, a number of spa resorts such as Archman, Yyly Suv, and the Bayramali renal sanatorium.

By the decree of the President of Turkmenistan, the Directorate of the Center for Infectious Diseases of the Ministry of Health and Medical Industry of Turkmenistan was established on the basis of the national specialized medical institutions. Diagnostic centers are operating in all

the administrative centers of the provinces of Turkmenistan. The attainment of the program objectives for the protection of motherhood and childhood is part of the health system. The opening of modern "Ene Myahri" health centers all over Turkmenistan, the successful implementation of the national program on breastfeeding and anemia control were highly appreciated by the Make a dialogue based on the text major international organizations. In particular, almost all obstetric facilities have been awarded the status of "Child-friendly Hospital", which was officially confirmed by the WHO experts.

LITERATURE

I. Reference and Practice Books:

1. Ball, W. J., Wood, F.T. “Dictionary of English Grammar.” Based on Common Errors. MACMILLAN. 1986
2. Drozdova T.Y. et alt. “English Grammar.” Reference and Practice. St. -Petersburg. 2004
3. Drozdova T.Y. et alt. ‘English Through Reading.’ St. -Petersburg. 2005
4. Maclin, A. “Reference Guide to English”: A Handbook of English as a Second Language. USIA. 1994
5. Murphy R., Altman, R. “English Grammar in Use.” Reference and Practice for Intermediate Students of English. Cambridge University Press. 1994

II. Fiction:

1. Austen, J. "Pride and Prejudice". Barnes and Noble. New York. 1993.
2. Brontë, Ch. "Jane Eyre". Barnes and Noble. New York. 1993.
3. Christie, A. "4. 50 from Paddington". From "Selected Short Stories"
M. 1980.
4. Cronin A. J. "The Citadel". M. 1966
5. Dreiser, Th. "Sister Carrie". M. 1968
6. Henry, O. "The Roads We Take and Other Stories".
New York. 1994.
7. London, J. "The Mexican and Other Stories". New York. 1994.
8. Stevenson, R. L. "Treasure Island". New York. 1994.
9. Ward, J. M. "The Hotel Stefani". New York. 1994.

III. Present-day dictionaries available in this country:

1. Oxford Advanced Learner's Dictionary.
2. Cobuild English Dictionary.
3. Longman Dictionary of Contemporary English.
4. Cambridge International Dictionary of English.