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Dyikanbaeva T.T., Seitbekova S.S. and Baitikova G.S.

# ENGLISH 9



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**КЫРГЫЗ РЕСПУБЛИКАСЫНЫН БИЛИМ БЕРҮҮ  
ЖАНА ИЛИМ МИНИСТРЛИГИ**

**Дыйканбаева Т.Т., Сейитбекова С.С., Байтикова Г.С.**

# ENGLISH

**Жалпы билим берүүчү орто мектептердин  
9- класстарынын англис тили окуу китеби**



**Бишкек – 2012**

Эл аралык «АЛЬХОДА»  
басмаканасынын Өкүлчүлүгү  
(Кыргызстан)

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Окуу китебиндеги көнүгүүлөр окуучулардын англис тили боюнча компетенттүүлүгүн жана кеп байлыгын өстүрүүгө багытталган. Ошондой эле, китепте улуттук ар намысты өстүрүүгө арналган тексттер бар. Окутуунун жаңы ыкмаларынын негизинде түзүлгөн көнүгүүлөр камтылган. Китептеги тексттерди тандоодо окуучулардын улуттук жана жаш өзгөчөлүктөрү эске алынган.

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## КИРИШҮҮ

Урматтуу окуучу! Колундагы англис тили окуу китеби сен үчүн жазылган. Бул окуу китебине киргизилген материалдар билим берүүчүлүк, өркүндөтүүчүлүк жана тарбия берүүчүлүк функцияларды аткаруу менен бирге, сенин руханий байлыгыңды өнүктүрүп, билимиңди жогорулатууга жардам берет.

Азыркы учурда, илимий техникалык өнүгүү, ааламдашуу доору, жаштардын интеллектуалдык жана практикалык жөндөмдөрүн жогорулатуусун талап кылууда. Ошол эле учурда, дүйнөнүн ар тарабына чыгып, башка элдер менен тең-ата мамиле түзүп байланышууга мүмкүнчүлүк жаратууда. Мындай жагдай, өлкөбүздөгү жалпы билим берүү тармагында англис тилин окутуунун кадыр баркын өстүрүп, жаңы талаптарды коюуда. Ошондуктан бул окуу китеби, сага англис тилин терең өздөштүрүүгө жардам берет деген үмүттөбүз. Түрдүү тексттер жана окутуунун жаңы ыкмаларынын негизинде түзүлгөн көнүгүүлөр сенин ой жүгүртүүңдү өстүрүүгө жана сөз байлыктарыңды байытууга багытталган.

Бул окуу китебине киргизилген материалдары сенин англис тилине болгон кызыгуунду арттыруу менен бирге, сага кыргыз улуттук каада салт, үрп-адаттары, белгилүү инсандар жөнүндөгү маалыматтарды билүүгө жардам берет. Мисалы, “Манас” эпосу жана манасчылар, Ч.Айтматовдун “Жамийла” повести жөнүндөгү баяндамалар, кыргыздын каада-салтын чагылдырган маалыматтар кыргыз маданияты жана каада-салттары жөнүндө жакшы маалымат алып түшүнүүгө жана улуттук ар-намысты өстүрүүгө көмөк болот. Ошондой эле, англис тилин кызыгып жана түшүнүп үйрөнүү үчүн, окуу китебинде англис тилинде сүйлөгөн мамлекеттер жана ал жакта жашаган элдердин каада-салт, үрп-адаттары жана башка маалыматтар да камтылган.

Окуу китебиндеги материалдардын жана берилген суроо-тапшырмалардын максаты, сенин англис тилиндеги билимиңди, тагыраак айтканда, англис тилинде окуу, жазуу, сүйлөө жана угуу жөндөмдөрүңдү өнүктүрүү менен бирге, сенин ой-жүгүртүүңдү өстүрөт жана айлана-чөйрөдөгү болуп

жаткан окуяларга баа берүү жөндөмдөрүндү өстүрүү жана коомдогу өзүндүн ордунду аныктай алууга жардам берүү болуп саналат. Дагы бир белгилеп кетүүчү нерсе, ар бир тексттин аягындагы жана окуу китебинин аягындагы берилген англисче-кыргызча сөздүк, сенин текст менен кыйналастан иштегени жардам берет.

Акырында айтарыбыз, бул китеп сага жана сени окутуп жаткан мугалимге керектүү жардамчы болуп, сага англис тилин терең өздөштүрүп, келечекте англис тилин эффективдүү колдонууга жардам көрсөтөт деген үмүттөбүз.

**Түзүүчүлөр**

## UNIT I: SUMMER HOLIDAYS AND BACK AT SCHOOL

### **Pre-reading**

1. What did you do during the summer holidays?
2. Where did you go?
3. Did you enjoy your summer break?
4. Are you ready for school?

### **Read and translate the text into Kyrgyz.**

#### **Back at School**

The first of September is a happy day in the life of schoolchildren. They come back to school to begin a new school year. They meet each other in the schoolyard and talk about the summer holidays. They do not talk about future lessons. Now let us listen to the conversations of those boys and girls who have not seen each other for a long time.

#### **Dialogue 1:**

- A: Hello, Aidan.  
B: Oh, hello Bibinur.  
A: Where did you spend your summer?  
B: I worked at a summer camp for kids.  
A: Oh, that must have been fun!  
B: Yeah, it was most of the time.  
A: Most of the time?  
B: Yes. Well, you know kids. They have so much energy. They wore me down completely.

#### **Dialogue 2:**

- A: How was your summer vacation, Aidemi?  
B: It was very good indeed. I was happy to spend time in Issyk-Kul.  
A: Wow! Who did you go there with?  
B: With my family. We rented a room for seven days.  
A: How was the water?  
B: Warm and pleasant. I wish we could have stayed there longer.

A: You look rested and healthy.

B: Thanks! It was really great.

Dialogue 3:

A: Hello Maksat?

B: Hi Arnal.

A: What did you do during the summer holidays?

B: I went to *jailoo* (pasture) in the mountains.

A: How long were you there?

B: For two weeks.

A: Was it fun?

B: Yes. I rode horses, drank *kymyz* (fermented mare's milk) and stayed in a *boz-uy* (yurt). What about you? What did you do?

A: Nothing, I stayed at home and helped my brothers to build a house.

B: Okay, maybe we can plan something together for the next summer.

A: That would be great!

### Practical Activities

1. Read the dialogues aloud in pairs and then dramatize
2. Write the verbs in the past indefinite tense.

to do – did

to spend –

to work –

to have –

to know –

to get –

to go –

to find –

to drink –

to sell –

to be –

to wear –

to think –

to find –

to see –

to rent –

to build –

to pack –

**3. Tick (✓) the correct sentence.**

1.    ✓ Where did you spend your summer?  
      Where do you spent your summer?
2.    They have so many energy.  
      They have so much energy.
3.    I was happy to spend time in Issyk Kul.  
      I were happy to spend time in Issyk Kul.
4.    Does you find a summer job?  
      Did you find a summer job?
6.    I am packed things in boxes.  
      I packed things in boxes.
7.    I helped my brothers build a house.  
      I helping brothers to build a house.

**4. Make up your own dialogues about your summer vacations. Describe where you went and what you did.**



**5. Write a short summary of your summer vacation (use verbs in the past indefinite tense)**



## UNIT II: KYRGYZSTAN IS MY HOMELAND

**Pre-reading: Answer the following questions**

1. What is the official name of Kyrgyzstan?
2. Do you know the anthem of Kyrgyzstan?
3. What does the Kyrgyz flag symbolize?

**Read and translate the text into Kyrgyz.**

### KYRGYZSTAN

Kyrgyzstan is an independent country in Central Asia. Its official name is the Kyrgyz Republic. Kyrgyzstan was one of the 15 union republics of the Union of Soviet Socialist Republics (USSR). Kyrgyzstan's territory is 198,500 square kilometres, bordering China to the east, Tajikistan to the south, Uzbekistan to the west and Kazakhstan to the north.



This is a flag of the Kyrgyz Republic. The Kyrgyz Flag is red. The 40 flames represent the forty clans of the Republic. The center depicts the cross beams at the top of a yurt.



This is the state emblem of the Kyrgyz Republic. On it, you can see the top of the Ala-Too mountains, Lake Issyk Kul, and a field surrounded with wheat and cotton.

Kyrgyzstan is a multinational state; more than 90 nationalities and ethnic groups live in the country. The Kyrgyz, one of the most ancient people of Central Asia, constitute around 65 percent of the country's population. Two-thirds of its population of five million live in rural and mountainous areas. The capital of Kyrgyzstan is Bishkek, which has a population of around one million people. Prior to the establishment of the USSR, the city was named Pishpek. The Soviets named it Frunze after the Bolshevik revolutionary Mikhail Frunze (1885-1925), who fought to establish Soviet rule in Central Asia. Kyrgyzstan consists of seven oblasts: Batken, Chui, Issyk-Kul, Naryn, Osh, Jalal-Abad, and Talas.

Kyrgyzstan has a rich history. Kyrgyzstan played an important role in regional trade because of its geographical location on the Great Silk Road. From the 2nd century BCE till the end of the Middle Ages or the Medieval era, the region was an important center of culture and commerce.

### **Vocabulary**

1. flame –жалын
2. represent- көрсөтүү
3. clan-уруу
4. to depict-тартуу, сүрөттөп көрсөтүү
5. beam-шоола, нур
6. location-жайгашуу
7. BCE (Before Common Era) -биздин заманга чейин
8. medieval age-орто кылым
9. multinational-көп улуттуу
10. constitute-түзүү

### **Practical Activities**

1. Write a poem about your homeland.
2. Discuss the flag and the state emblem of the Kyrgyz Republic with your partner.
3. Write a short essay about your country.

## UNIT III: TRAVELLING

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### Pre-reading

1. Do you like travelling? If yes, do you like travelling by plane, train or car?
2. What kind of places do you like to visit most (busy cities, villages, lakes or other places)?
3. What interesting cities or places have you visited? Describe those places.

**Read and translate the text into Kyrgyz.**

### TRAVELLING

Kyrgyzstan is a country of rich history and natural beauty. It has abundant wild nature, beautiful landscapes, animals, birds and plants. Any tourist who visits our republic is surrounded by celestial mountains called the Ala-Too. One can spend months exploring mountain villages or visiting tourist zones like Sary-Chelek, Arslanbab, Abshyr-Ata and others. The best season to travel in Kyrgyzstan is summer when it is possible to admire mountains and to rest at Lake Issyk-Kul, the most popular tourist destination. Autumn is a good season to visit the Ferghana Valley. Autumn is harvest time, when the markets are full of fruit and vegetables.



Lake Issyk Kul is the second highest lake in the world. It is located in the north-eastern part of Kyrgyzstan. It is also the second largest saline lake after the Caspian Sea. Comfortable modern buses run every hour

between Bishkek and Karakol. It is a popular destination for tourists in the summer time. Balykchy is the first place you reach

if you are driving from Bishkek. Many families prefer to rent rooms or flats in Cholpon-Ata. Some of these rooms are cheaper than sanatoriums. There is also an archaeological museum in Cholpon-Ata.

Osh is the second capital of Kyrgyzstan and it is situated in the southern part of the country. To travel to Osh from Bishkek, you can take plane, a taxi or a minibus. If you want to reach Osh faster, you can go by plane. If you are not in a hurry and have your own car, you can drive to every town on the way and stay for a night in a hotel. Along the Bishkek-Osh road, you pass such towns as Toktogul, Kara-Kul, Tash-Komur, Kochkor-Ata, Jalal-Abad and Uzgen. This is truly one of the world's most beautiful road trips.

Osh has a population of around 250,000. In October 2000, the people of Osh celebrated the town's 3000-year anniversary. In ancient and medieval times, Osh town was an important trade centre on the Great Silk Road. The beautiful mountain of Sulaiman Too is one of the main attractions of Osh. It is located in the centre of the town and one can view the whole town and neighbouring villages from the top.

### **Vocabulary**

1. country of mountains - тоолордун өлкөсү
2. to play an important role – маанилүү роль ойноо
3. worth seeing – көрүүгө арзыйт
4. wild nature - адамдын буту баспаган жаратылыш
5. landscape- жер көрүнүшү
6. to admire - суктануу
7. to stay for a night – түнөө
8. to look like - окшош болуу
9. to take a taxi - такси жалдоо

### **Practical Activities**

1. Think about places you visited and write 4-5 sentences about the places which impressed you most during your travels.

2. Describe what you saw during the trip. Where are these places located? What did you like most, and why?
3. Exchange opinions with your partner about travelling. Discuss the different ways people travel.
4. Imagine you are talking to a person from another country. He or she wants to know about *boz-uy* (yurts). Describe *boz-uy*.

## UNIT IV: KYRGYZ MEALS

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### Pre-reading

1. What kind of Kyrgyz dishes do you know?
2. What is a Kyrgyz *dastorkon* decorated with?
3. Do you like tea?
4. Do you know how *beshbarmak* is prepared?

Read and translate the text into Kyrgyz.

### KYRGYZ MEALS



Like other peoples of the world, Kyrgyz people have their own favorite meals such as *beshbarmak*, *kesme*, *dymdama*, *kuurdak*, *manty*, *plov* and *samsa*. Hospitality is an important custom for Kyrgyz people. If you are an important guest invited to a celebration or party (*tois*), the host may slaughter a sheep in your honor. When you enter the room, you will see a table or a *dastorkon* (special cloth laid on the floor) decorated with different dishes, including sweets, fruit and salads.

A meal normally begins when the host breaks bread into pieces and invites the guests to eat. Bread is considered very sacred in Central Asia. Children are always reminded not to throw bread on the ground or place it on the *dastorkon* upside down.

Hot tea is served immediately. Tea is considered a drink of hospitality. Your host will usually ask whether you prefer black tea or green tea. In spring and summer, you may be offered

*kymyz*, the Kyrgyz national drink. It is prepared from fermented mare's milk, and is mostly available in mountainous areas.

Mutton soup or *kesme* is then served. *Kesme* is a noodle soup with small bits of meat, potato and vegetables. In order to make *kesme*, first prepare all the necessary items: meat, onion, potato, tomato, sweet pepper, carrot, garlic and other vegetables. Then heat oil and fry the meat until brown, and add all the vegetables. Once they are cooked, add water and boil. For the noodles, you need one kilo of flour, 2-3 eggs and salt.

Then *kuurdak* (fried meat) is served. Sometimes, *dymdama* (steamed meat and vegetables) is served instead of *kuurdak*. *Dymdama* is cooked with potato, cabbage, tomato, onions, sweet pepper, garlic and other vegetables. All these ingredients are braised slowly over a small fire.

Another Kyrgyz traditional dish is *beshbarmak* (meat and noodles) requires a lot of meat. It tastes delicious if the noodle dough is cut into small pieces and boiled in salt water. When the noodles are cooked, remove them from the salt water and wash them in cold water. Then mix them with the small pieces of meat. Add onion to the original broth, where the meat was boiled.

*Plov* or savory rice, usually comes at the end. It is especially popular in the south of the country.

### Vocabulary

1. dough - камыр
2. to be exceptional - өзгөчө (таттуу) болуу
3. hospitality - меймандостук
4. decorated with - жасалгаланган
5. to begin with - менен баштоо
6. to be prepared with - менен даярдалат
7. to be braised - дымдоо
8. to taste delicious - абдан даамдуу
9. to cut into small pieces - майдалап кесүү
10. to be rich in - бир нерсеге бай болуу
11. to slaughter (sheep, chicken)- сойуу (кой, тоок)

## Practical Activities

### 1. Read and complete with the present simple or future simple form of the verb in brackets.

- a. When you enter the room you (to see) \_\_\_\_\_ a table or a *dastorkon* decorated with different dishes.
- b. A Kyrgyz meal (to begin) \_\_\_\_\_ when the host breaks bread into pieces.
- c. *Beshbarmak* (to require) \_\_\_\_\_ a lot of meat and it is not very difficult to prepare.
- d. It (to taste) \_\_\_\_\_ delicious if the noodle dough is cut into small pieces and boiled in the salt water.

### 2. Imagine you are going to prepare a dish for your guest. Describe the food you will cook.

### 3. Are these sentences true (T) or false (F)?

- a. Tea is considered a drink of hospitality.
- b. *Beshbarmak* requires a lot of potatoes.
- c. In winter you may be offered *kymyz*.
- d. One of the most common dishes of the Kyrgyz is *kesme*.
- e. *Kesme* is a rice soup.

### 5. Put together these beginnings and endings of sentences.

- |                      |   |  |
|----------------------|---|--|
| 1. Hospitality is a  | A | a national drink   |
| 2. <i>Beshbarmak</i> | B | custom of Kyrgyz people                                      |
| 3. <i>Kymyz</i> is   | C | a noodle soup with small bits of meat, potato and vegetables |
| 4. <i>Kuurdak</i> is | E | fried meat   |
| 5. <i>Kesme</i> is   | F | requires a lot of meat                                       |



## UNIT V: SPORTS IN OUR LIVES

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### Pre-reading

1. What sports do you like to play?
2. Can you play table tennis?
3. What winter sports do you know?

**Read and translate the text into Kyrgyz.**

### SPORTS IN OUR LIVES

Sports provide entertainment for people throughout the world. Sports are organized athletic activities played individually or in teams. In summer and in winter children and grown-ups participate in their favorite sports. Today, almost every town or village in Kyrgyzstan has its stadium. Most sports can be played by men and women, boys and girls. Many people participate in sports as amateurs for personal enjoyment, the love of competition or as a healthy form of exercise.

Many people also like watch sports on television. Millions of sport fans follow their favorite teams and athletes by listening to play-by-play accounts of games on the radio or watching competitions on television.

There are many different sports, including: baseball, basketball, billiards, football, handball, polo, rugby, table tennis, tennis, volleyball and others. Football is one of the most popular spectator sports. Examples of ice and snow sports include biathlon, hockey, ice-skating, skiing and others. Water sports are boating, fishing, rowing, swimming, water-polo, water skiing, and synchronized swimming. Badminton, bicycle racing, boxing, gymnastic, running, track and field, wrestling, hunting and horse-racing are also popular sports.

## Vocabulary

1. an amateur – сүйүүчү
2. enjoyment – ырахат
3. competition – мелдеш, жарыш
4. to provide entertainment – шаттыкты, көңүл ачууну жаратуу
5. sports fan – спорттук күйөрман
6. accounts of games – оюндун эсеби
7. boating – кайык жарышы
8. rowing – кайыкта калак шилтеп жарышуу
9. track and field – велосипед жарышы
10. wrestling – күрөш
11. hunting – мергенчилик
12. horse racing – ат чабыш (жорго салдырыш)

## Practical activities

1. Choose the correct ending to match the following definitions. Translate them into Kyrgyz.

- |                 |   |
|-----------------|---|
| 1. wrestling    | A) a sport played on ice  |
| 2. boxing       | B) an indoor sport played on a table by two or four players   |
| 3. table tennis | C) a sport in which two people try to make each other fall to the ground  |
| 4. hockey       | D) a game played between two teams who kick a ball around a field to score goals                                |
| 5. football     | E) a sport in which two men (or women) wearing large leather gloves punch each other according to special rules |

2. Put the verbs in brackets into the correct form:

- My favorite sports ... (to be) tennis and swimming.
- I ... (to buy) new boxing gloves yesterday.
- What ... (to be) your favorite sport game?
- I ... (to be) not good at sports when I was young.
- We ... (to see) horse racing at the stadium last week.

ОШ МАНИФЕСТТИНИ НИВЕРИТИВИ  
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**3. Make these affirmative sentences negative:**

- The boys played hockey very well.
- We went to the stadium to play tennis.
- Village boys like to play horseback games.
- I ran very quickly to catch the bus.
- I saw kick-boxing on TV last night.

**Read and translate the text in Kyrgyz.**

### **The Olympic Games**

The Olympic Games have a very long history. The ancient Greeks organized running events every four years to honor the God Zeus. The Olympic Games began in 776 BCE and took place nearly 1,200 years, at Olympia, in ancient Greece. The Olympic Games included many different sports, among them running, boxing and wrestling. All the cities in Greece sent their best athletes to the city of Olympia to compete in the games. Thousands of people from all over Greece came to see the games.

In 1896, the International Olympic Committee was established. It is the central policy-making body of the international Olympic movement. All nations which take part in the Olympic Games are represented on the Committee. The Committee decides where the next Olympic Games will take place. Every four years, they ask a city to be the host: one city for the winter Olympics and one for the summer Olympic Games. Nearly 150 countries are represented on the International Olympic Committee. The Olympic motto is "Faster, Higher, Stronger." The Olympic symbol is five interlocking circles colored blue, yellow, black, red and green on a white background, representing the five continents. At least one of these colors appears in the international flag of every country.

## Vocabulary

- 1) ancient – байыркы
- 2) central policy-making – борбордук мийзам чыгаруучу
- 3) represent – өкүл болуу
- 4) interlocking circles – бири бирине жармашкан тегерекчелер

### 1. Use the vocabulary words to complete the sentences below.

- 1) In 1896, the International Olympic Committee was ... .
- 2) It is the central ... body of the Olympic movement.
- 3) All ... which take part in the Olympic Games are represented in this Committee.
- 4) The Committee decides where the next Olympic Games will ... .
- 5) The Olympic ... is “Faster, Higher, Stronger”.

### 2. Ask “yes/no” or “wh” questions to these sentences:

- 1) The ancient Greeks organized running events every four years to honor the God Zeus.
- 2) The International Olympic Committee was established in 1896.
- 3) All the cities in Greece sent their best athletes to the city of Olympia to compete in the games.
- 4) The Olympic motto is “Faster, Higher, Stronger”.

### 3. Work in pairs. Make up short dialogues using the following word combinations. You may begin your dialogue with the questions:

Can you play (swim) ...? Do you like to ...? Do you want to ...?  
(to play table tennis well, to swim well, to go to the swimming pool, to see horseback games, to watch sport games on TV).

**Read and translate the text into Kyrgyz.**

### **The Beijing 2008 Olympic Games**

The 2008 Summer Olympics, officially known as the Games of the XXIX Olympiad, were a major international sporting event that took place in Beijing, China from August 8 to August 24, 2008. A total of 11,028 athletes from 204 countries competed in 302 events in 28 sports. China became the 22<sup>nd</sup> nation to host the Olympic Games and the 18th to host the Summer Olympic Games. It was the third time that the Summer Olympic Games were held in Asia, after Tokyo, Japan in 1964 and Seoul, South Korea in 1988.

On the fifth day of the 2008 Olympic Games, a Kyrgyz athlete, Ruslan Tumenbaev, won a bronze medal in the Greco-Roman style wrestling competition. The next day, another Kyrgyz athlete, Kanatbek Begaliev won another medal for Kyrgyzstan. He won the silver medal in his event. The path to victory for our athletes had been very difficult and thorny. There are no weak opponents at the Olympic Games, each athlete is a master of the highest standards. Both Kanatbek and Ruslan were awarded *Dank* medals by the Kyrgyz Government for their outstanding achievements.

### **Vocabulary**

1. to host – кабыл алуу, өткөзүү
2. bronze (silver) medal – коло (күмүш) медаль
3. thorny – катаал
4. outstanding achievements – эң жогорку жетишкендиктер

## Practical Activities

1. Ask 5 questions about the text.
2. Ask “yes/no” or “wh” questions to these sentences:
  - The 2008 Summer Olympics took place in Beijing, China from August 8 to August 24, 2008.
  - It was the third time that the Summer Olympic Games were held in Asia.
  - A Kyrgyz athlete, Ruslan Tumenbaev, won a bronze medal in the Greco-Roman style wrestling competition.
  - Kanatbek Begaliev won silver medal.

**Read and translate the text into Kyrgyz.**

### *Ulak-Tartysh*

*Ulak-Tartysh* (or *Kok-boru*) is a traditional popular sport played on horseback in Kyrgyzstan. The goal of the game is to grab the carcass of a headless goat or calf and then get it clear of the other players and pitch it across a goal line or into a target circle. Skilled riders grab the carcass from the ground while riding a horse at full gallop.

Competition is typically fierce, and players use a lot of force to stop each other from scoring. Riders usually wear heavy clothing to protect themselves against other players' whips and boots. Games can last for several hours, and the winning team or sometimes a particular player, receives a prize as a reward for their win.

*Ulak-Tartysh* is often compared to polo. Both games are played between teams on horseback, both involve propelling an object towards a goal, and both get fairly rough. However, polo is

played with a ball, while *Ulak-Tartysh* is played with a dead animal. Polo matches are played for fixed time periods of about an hour; traditional *Ulak-Tartysh* may continue for hours, but in its more regulated tournament version also has a limited match time.

People enjoy watching the game. Serious *Ulak-Tartysh* players (called *ulakchy*) train intensively for years. Playing well also requires specially-trained horses that know to stop when a rider is thrown and to gallop forcefully when their rider gets hold of the carcass.

### - Vocabulary

1. fixed time period – чектүү убакыт
2. intensively – катуу
3. heavy clothing – калың кийим
4. fairly rough – копол
5. skilled horse-riders – шыктуу чабандестер
6. full gallop – катуу ылдамдыкта ат чабуу
7. to grab – көтөрүп алуу
8. carcass – жаныбар денеси
9. headless – башсыз (башы жок дене)
10. to pitch – таштоо
11. fierce – айыгышкан

## UNIT VI: LITERATURE

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### Pre-reading

1. What kind of books do you like to read?
2. Who is your favorite author or poet?
3. What English or American authors do you know?

**Read and translate the text into Kyrgyz. Ask questions about the text.**

### Literature

I am fond of reading. Usually, I borrow books from the library, but I also have a lot of them at home. I like to read detective stories, historical novels and books about the history of our country. Literature means a lot to me. I believe it helps to form your character, to broaden your worldview, and helps you understand life better. I know many Kyrgyz writers such as Chyngyz Aitmatov, Joomart Bokonbayev, Tologon Kasymbekov and Jusup Turusbekov. They wrote wonderful books and novels.

My favorite English writers are William Shakespeare, who wrote "Othello," "Romeo and Juliet," "Twelfth Night" and other brilliant pieces of literature; Charles Dickens who wrote "Little Dorrit," "Oliver Twist," and "David Copperfield." William Somerset Maugham is one of the best known English writers. His literary career began with his novel "Theatre." The novel impresses the reader with its delicate language. As a master of the English language, Maugham widely used idioms in his novels to describe his characters, their inner worlds and their attitudes to love and life.

I have also read books by many American writers such as Jack London, Mark Twain and Ernest Hemingway.



## Vocabulary

1. to broaden – кеңейтүү
2. worldview – дүйнөгө болгон көз караш
3. literary career – адабий карьера
4. to impress – таң калтыруу
5. delicacy – кылдаттык, кооздук
6. idioms – идиома (өтмө маанидеги сөз айкалыш)
7. inner world – жан дүйнө
8. attitude – мамиле, көз караш

## Practical activities

1. Write 10 questions about the text

2. Choose the correct ending to match the following definitions.  
Translate them into Kyrgyz.

- |               |   |
|---------------|---|
| 1) author     | a) a story in which the characters and events are usually imaginary |
| 2) poet       | b) a realistic written story with a plot and characters             |
| 3) fairy tale | c) someone who writes books   |
| 4) novel      | d) someone who writes poems   |

3. Talk about your favorite writer's life and literary activities.  
Include descriptions about his childhood, studies and books.

Read and translate the text into Kyrgyz.

### Toktogul Satylganov

Toktogul Satylganov was born in the late autumn of 1864 in the village of Kushchu-Suu in the Ketmen-Tobo valley that is now Toktogul district. He was the most famous of the Kyrgyz *akyns* (improvising poets) and singers. His father was a peasant,

and his mother Burma was famous composer and performer of laments. She also knew a lot of popular songs and fairy tales. Toktogul began to compose verses when he was 12 years old. A master *komuz* player by the age of twelve, Toktogul made a name for himself as an *akyn* just six years later. His early songs were of lyrical character such as Nasylkan, Alymkan, Bakty Kyz and others. He composed melodies as "Chong Kerbez," "Kyz Kerbez," "Toguz Kairyk," and "Chaikama".

Toktogul's songs included pointed criticisms of local rich people and earned him a dozen years of imprisonment and exile. In 1898, he was exiled to Siberia for his song "Besh Kaman" or Five Hogs. His years in exile were the most difficult in his life. He was nostalgic for his motherland. In exile, he composed songs and melodies such as: "Will that day come when I return safe?" "When shall I come back to my people?" and "The prisoner's song." His fame reached a high point in the Soviet era when he was known throughout Kyrgyzstan simply as "Toktogul." Even after the fall of the Soviet Union, Toktogul's songs remain popular among Kyrgyz performers. His status as a Kyrgyz cultural hero can be measured by the fact that both the village and the district where he was born are now named after him. A statue of him greets you when you walk into the Kyrgyz national music centre, the Philharmonic Theatre, in Bishkek. He was a master of *aitysh* (improvised poem competition) and also played folk eposes. Toktogul's advice to his disciples was "Serve eternal truth, *akyn!*"

### Vocabulary

1. performer of laments – кошокчу
2. komuz player – комузчу
3. peasant – дыйкан
4. pointed criticism – учкул сын
5. exile – сүргүн
6. nostalgia – носталгия, катуу сагынуу
7. eternal truth – түбөлүк чындык

## Practical activities

1. Work in pairs or small groups. Circle the correct answer: a, b or c.

- Toktogul's mother Burma \_\_\_\_\_ famous performer of *koshoks* (laments).  
a) is; b) are; c) was.
- She \_\_\_\_\_ a lot of popular songs and fairy tales.  
a) will know; b) knew; c) was known.
- He \_\_\_\_\_ composing verses when he was 12 years old.  
a) begins; b) beginning; c) began.
- He \_\_\_\_\_ nostalgia for his motherland  
a) felt; b) feeling; c) feels.
- In exile, he \_\_\_\_\_ many songs and melodies.  
a) was composing; b) composed; c) was composed.

2. Put the verbs in brackets into the right tense and then translate the sentence into Kyrgyz

L. Tolstoy \_\_\_\_\_ (to begin) to write when he was twenty-four years old. He \_\_\_\_\_ (to write) his first work "Tales of Sevastopol" during the Crimean War. The moral idea of the novel \_\_\_\_\_ (to be) Russia's victory over Napoleon. "War and Peace" \_\_\_\_\_ (to become) an artistic and historic epic. In this novel, the writer \_\_\_\_\_ (to show) the national life of Russia.

3. Write a brief essay about your favorite writer or poet using the following expressions:

An outstanding novelist (poet); at an early age; literary career began; to be written in the first person (in the name of); to use idioms; to be published.

**Read and translate the text into Kyrgyz.**

### **Alykul Osmonov**

My favorite poet is a well-known Kyrgyz poet Alykul Osmonov. From his pen have come many wonderful poetry collections. He began to write poetry in the 1930s. His poems glorify his native land and also talk about love. His popular poem "Mahabat" (Love) was published in 1945. Many of his poems have become Kyrgyz classics such as "Thirty years," "Motherland," "My spring," "My star" and "Issyk-Kul."

Although Osmonov died at the age of 35 in 1950, he had made titanic labor in translating world classics. A poet, dramatist and collector of oral folklore, Osmonov was also one of the first and most talented Kyrgyz translators of world literature. He acquainted the Kyrgyz reader with the treasures of world classics translating Rustaveli, Shakespeare and Pushkin from Russian into Kyrgyz. Osmonov's translation of the world famous Georgian classic by Shota Rustaveli "The Knight in the Panther Skin" proved his talent as a translator and Kyrgyz readers read his translation with great interest.

Representatives of the Osmonov school include Suyunbai Eraliev, Ramis Ryskulov, Jolon Mamytov, Anatai Omurkanov and Akbar Ryskulov. In 1985, on the 70<sup>th</sup> anniversary of his birth, Kyrgyzstan established the Alykul Osmonov Literary Prize which is awarded annually to the poets who best continue his tradition of poetry and translation.

### **Vocabulary**

1. poetry collections – поэзия жыйнактары
2. to appear – жарык көрүү
3. knight – баатыр
4. panther skin – кабылан териси (жолборс териси)
5. in spite of – карабастан
6. treasure – кенч
7. representative – өкүл
8. award – сыйлык
9. worthily carry on – татыктуу улантуу

## Practical activities

### 1. Write five questions about the text

### 2. Match the sentences

- |                                    |   |
|------------------------------------|---|
| 1. Kyrgyz readers read this        | a) was published in 1945.               |
| 2. He acquainted the Kyrgyz reader | b) Rustaveli, Pushkin                   |
| 3. His poetry was published        | c) translation with great interest      |
| 4. He had translated the works of  | d) in the 1930s                         |
| 5. His popular poem "Love"         | e) with the treasures of world classics |

### 3. Talk about your favorite writer or poet. You may use the following key-words:

an outstanding writer; short novels; to be written in the name of; the main characters; the main idea; to show the national true life; to be screened; to be published many times.

**Read, translate into Kyrgyz and memorize this poem by Alykul Osmonov**

### Native Tongue

To learn a language –  
You learn from love, from love.  
My mother, loving the language, thus taught me.  
Incomparable and easy, my tongue,  
In one short year what did I learn, let's see:  
Well, "papa", "mama",  
"Cat" and "dog", of course,  
And "bread", and "meat", and papa's favorite "horse".  
Respect your tongue,  
And love it pure soul.  
My father, too, with love taught me our tongue:  
To boldly speak, and know our language whole,

He taught me when I still was very young.  
Like him, my native language I respect,  
And in this tongue I write, and speak, and sing.  
Though other tongues I love, as one would expect,  
My native tongue I love more than anything.

*Alykul Osmonov, October 17, 1948.*  
(Translated by Walter May, August 23, 1995).

### Vocabulary

1. incomparable – теңдеши жок
2. pure soul – таза, чын жүрөктөн
3. boldly – кайраттуу, чечкиндүү

## UNIT VII: CHYNGYZ AITMATOV AND HIS WORK

### **Pre-reading**

1. What do you know about Chyngyz Aitmatov?
2. When and where was he born?
3. What books did he write?
4. What films have you seen based on Chyngyz Aitmatov's works?
5. Have you read Chyngyz Aitmatov's story "Jamila"?

**Read, translate into Kyrgyz, and ask the questions about the text.**



**Chyngyz Aitmatov**

Chyngyz Aitmatov was born in December 12, 1928 in the village of Sheker in the Kyrgyz Republic. He is the best known figure in Kyrgyzstan literature. In his early childhood, Chyngyz Aitmatov wandered as a nomad with his family. In 1937, his father was charged as a "bourgeois national" in Moscow. He was arrested and executed in 1938. The future author studied at a Soviet school in Sheker and worked from an early age. At fourteen he was an assistant to the Secretary at the Village Soviet. He also worked as a tax collector, an engineer's assistant and other positions.

In 1946, Aitmatov began studying at the Kyrgyz Agricultural Institute in Frunze (now Bishkek), but later switched to literary studies at the Maxim Gorky Literature Institute in Moscow, where he lived from 1956 to 1958. For the next eight years, he worked for *Pravda* newspaper. His first work published in Kyrgyz was "Ak Jaan" (White Rain, 1954), and his well-known story "Jamila" was published in 1958. "Jamila" is his most famous work. Louis Aragon described the novelette as the world's most beautiful love story, even more beautiful than Rudyard Kipling's *World's Most Beautiful Love Story*.

Aitmatov's first novel, *The Day Lasts More than a Hundred Years* was published in 1980, followed by his next significant novel, *The Scaffold* in 1988. *The Day Lasts More than a Hundred Years* and other writings were translated into several languages. Aitmatov's other critically acclaimed works include the short novels "*Farewell, Gulsary!*" and "*The White Ship.*"

Almost all of Chyngyz Aitmatov's short novels were screened. I have seen many films based on his books including "The First Teacher," "Red Apple," "The White Steamer" and "Mother's Field." Aitmatov's art was glorified by admirers. Even critics of Aitmatov could not deny the high quality of his novels.

Chyngyz Aitmatov died on June 10, 2008. He was buried in Ata Beyit cemetery, where his father was most likely buried, in Chong-Tash village of Chuy oblast, Kyrgyzstan.

### Vocabulary

1. executed – жазаланган
2. bourgeois national – буржуазиялык улутчул
3. tax collector – салык чогултуучу
4. to be screened – кино болуп чыгарылуу
5. glorified – даңазаланган
6. most likely – божомол менен



**Read, translate into Kyrgyz, and ask questions about the text.**

## **JAMILA**

“Jamila” was published in the eighth issue of the “Novyi Mir” magazine in 1958 and started its triumphant journey across the continent. The author, who was hardly known to anybody, became famous. The story is not long, and at first read seems rather simple.

But behind that seeming simplicity, there lies a complex composition, with deep penetration into the inner world of its characters and remarkable expressiveness and lyricism. The story is narrated by Seit, the younger brother of the husband of the main character Jamila. Jamila's husband does not love Jamila; he married her only to console his wounded pride. His letters from the front were cold, indifferent, repetitive and he only mentioned Jamila only at the end of each letter. This is a passage from “Jamila”:

“... Then Jamila met Daniyar and great love flared up in their hearts. Daniyar charmed Jamila with his wonderful song; his song touched her to the quick, charmed Seit, who was struck by the passion with which the singer gave vent to his feelings, poured out himself.

Daniyar's song had opened my eyes to this great world of earthly beauty and suffering. Where had he learned all this? Who had he heard it from? I felt that only a person who had longed for his native land for many years and who had suffered for this love could sing it so. His song made me want to lie down and embrace the earth, as a son, in gratitude that felt like something new awakening inside of me, something I had no words for, something irresistible, a compulsion to express myself - yes, to express myself, not only to see and sense the world myself, but to make others see my vision, my thoughts and emotions, to tell people of the beauties of our earth as exaltedly as Daniyar could do....

(And then Seit goes on) "He was a man who was deeply in love. He was in love - I felt - not only with a certain person. It was some other kind of love - love of life, of the earth. He kept that love in himself, in his music, he lived his love. An indifferent

person could never have sung like that no matter what voice he might have possessed".

Jamila went away with Daniyar, her dream came true.

### Vocabulary

1. a triumphant journey - триумфалдык саякат, жүрүш
2. hardly known to anybody - анчалык эле белгилүү эмес
3. deep penetration - терең кирүү
4. to console wounded pride - жараланган намысын сактоо
5. to touch to the quick - жан дүйнөсүн ээлеп алуу
6. love flared up in the hearts – жүрөктөрүндө сүйүү жалындады
7. to charm – өзүнө тартуу, имерүү
8. to be struck by the passion - кумарлантуу
9. to pour out – куйулуу
10. in gratitude - ыраазы болгондой
11. to awake inside - ички сезимин ойготуу
12. irresistible – майтарылгыс
13. compulsion – өзүн мажбурлоо
14. no matter what - эмне болсо да
15. a dream come true - кыялы же ой максаты ишке ашуу

### Practical Activities

1. Answer the questions:
  - What would you do if you were Jamila?
  - What would you do if you were Daniyar?
  - What would you do if you were Seit?
  - What might happen if the action from the story took place today?
  - How would you end the story if you were the author?
2. Choose the paragraph you like best from the text "Jamila" and retell it.
3. Have you seen films based on Chyngyz Aitmatov's stories? If so, which ones? Write 4-5 sentences about a film you have seen based on his stories.

## UNIT VIII: THE EARTH IS OUR HOME

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### Pre-reading

1. What ecological problems do we face today and why?
2. What must we do to save our planet?
3. Why do people cut down trees?

**Read, translate, and ask questions about the text.**

### The Earth is Our Home

The Sun is just one star among millions. It looks huge to us, and shines far more brightly than anything else in the sky; but this is only because it is our closest star. Some stars shine many times brighter, but are so far away they do not look so bright. The sun gives us light and warmth, so many people have worshiped it. The Moon is thought of as similar to the Sun, but not as bright. While the Sun is a huge burning mass of gas, the Moon is small and cold. It gives off no light of its own, but simply reflects the light from the Sun. It looks as large as the Sun because it is closer to the Earth.

The Earth is our home. It is a planet that orbits around the Sun. We must take care of it and save it for future generations. The question now is whether the planet will exist in the future or not. We have a shortage of fresh water, the air is polluted, and many other ecological issues could lead our planet to a global catastrophe. The disappearance of plants, lakes and animals will lead to the disappearance of humanity too. Human beings have wrestled with many questions. How is it possible to live a long and healthy life? What is the secret of long healthy lives? Three things seem to be very important: fresh air, fresh water and fresh food. But today, the ecological situation in many parts of the world leaves much to be desired. We must stop the disappearance of wild life. It is important to get the right balance between land and atmosphere. It is important to save the rare animals, plants, lakes and seas for future generations. Many scientists, public and political figures are working to protect nature.

Over 50 years ago, the Aral Sea was a bright blue sea with a lot of fish. The Central Asian rivers Amudarya and Syrdarya supplied it with water. During Soviet times, the rivers were diverted to cotton plantations and the level of the sea dropped 15 meters and the shores receded by 80 kilometers. The Aral continues to shrink and may completely disappear. The disaster in the Aral endangered the health and lives of nearly three million people living by the sea. What can be done to correct the situation? This question was discussed at a press conference in Alma-Ata organized in 1987 by the Committee to save the Aral Sea and Lake Balkhash. The Committee consisted of scientists, writers, government officials and public figures.

### Vocabulary

1. take care of – кам көрүү, кароо
2. pollution – булгоо, кирдетүү
3. lead – алып келүү (бир нерсеге)
4. disappearance – жоголуу
5. to be desired – жакшы деп айтууга болбойт
6. rare – сейрек
7. public and political figures – коомдук жана саясий ишмерлер (инсандар)
8. protect – коргоо, сактоо
9. bright blue sea – көкмөк деңиз
10. to supply – камсыз кылуу
11. to divert – буруу (багытын)
12. shrinking – кичирейүүдө
13. dangerous – коркунучтуу

### Practical activities

1. Write 10 questions about the text
2. Put the verbs in brackets into the right tense and translate them into Kyrgyz.
  - Water \_\_\_\_\_ (to be) very important for life in Earth.
  - In the north of Europe the climate \_\_\_\_\_ (to have) become milder and warmer.
  - Modern manufacturing plants and factories \_\_\_\_\_ (to send) a lot of smoke into air.
  - The problem now \_\_\_\_\_ (to be) to protect life on Earth, to save our planet for people.
3. Find all the adjectives in the text and give their comparative and superlative degrees.
4. Write a short summary of the text.

**Read, translate into Kyrgyz and memorize this poem of Alykul Osmonov**

#### What is the Earth?

What is the Earth?

The Earth is just grey clay.

But if she grows apple-orchards, barley, corn,

If waters flow, birds sing and cattle play,

The man can rest, and bless the day he's born.

If crops don't fail, but flourish every year,

Earth really earns and justifies her name.

But if these don't grow –

Only graves appear,

Then what respect does she earn, why none, but shame!

*Alykul Osmonov, November 4, 1946*

## Vocabulary

1. clay – чопо
2. orchards – жемиш багы
3. barley – арпа
4. flow – агуу, төгүлүү
5. cattle – бодо мал
6. bless – бата берүү
7. flourish – гүлдөө
8. earn – иштеп табуу
9. justify – актоо, кечирүү
10. grave – мүрзө, бейит

## UNIT IX: ENGLISH-SPEAKING COUNTRIES: THE UNITED KINGDOM

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### Pre-reading

1. What English-speaking countries do you know about?
2. Name the capitals of these English-speaking countries.
3. What do you know about United Kingdom?



**Read and translate the text into Kyrgyz.**

### The United Kingdom

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consists of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 244,000 square kilometres. The United Kingdom consists of four parts: England, Wales, Scotland and Northern Ireland. England, Wales and Scotland occupy the territory of Great Britain. Northern Ireland is situated in the northern part of Ireland. The population is over 55 million, and about 80% of the population is urban. The capital of the country is London.

The British Isles are separated from European continent by

the North Sea and the English Channel. The western coast of Great Britain is bordered by the Atlantic Ocean and the Irish Sea. The British Isles are geographically diverse. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands. There are many rivers in Great Britain, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles. The weather in the United Kingdom is very changeable. A fine morning can change into a wet afternoon and evening. The English people say: "Other countries have a climate; in England we have weather." The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. Thus, the weather is a favourite conversational topic in the United Kingdom. After people greet each other they start talking the weather. The most unpleasant aspect of English weather is fog and smog. This is extremely bad in big cities especially London. The fog spreads everywhere so cars move along slowly and people cannot see each other. Accidents are frequent in the fog. The best place in the world then is at home by the big fire. Summer months are rather cold and there can be a lot of rainy days.

The United Kingdom is a highly developed industrial country. It is known as one of the world's largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding.

The United Kingdom is a country with old cultural traditions and customs. Its most famous educational centres are Oxford and Cambridge universities, which are considered to be the intellectual centres of Europe. The education is not free, it is very expensive.

The United Kingdom's system of governance is a monarchy and the Queen is the head of state. But in practice it is ruled by the elected government led by the Prime Minister. The British Parliament consists of two chambers: the House of Lords and the



House of Commons. There are three main political parties in Great Britain: Labour, Conservative and the Liberal Democrats.

### Vocabulary

1. surface – үстү жагы (бет жагы)
2. changeable – өзгөрүүчү
3. fog – туман
4. smog – туман түтүн аралаш
5. unpleasant – жагымсыз
6. to be run over – машина алдында калуу
7. producer – чыгаруучу (иштеп чыгаруучу)
8. steel – болот
9. shipbuilding – кеме куруучу

### Practical Activities

1. **Write 10 questions about the text**
2. **Indicate whether these statements are True (T) or False (F)**
  - The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles.
  - The United Kingdom consists of three parts: England, Scotland and Northern Ireland.
  - Northern Ireland is situated in the southern part of Ireland.
  - About 80% of the population of the United Kingdom is rural.
  - There are a lot of rivers in Great Britain, but they are not very long.
3. **Talk about interesting facts about the United Kingdom**
4. **Imagine you have visited the United Kingdom recently. Talk about your trip and some of the places you visited.**

## UNIT X: ENGLISH-SPEAKING COUNTRIES:

### UNITED STATES OF AMERICA

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#### Pre-reading

1. What do you know about the United States of America (USA)?
2. What is the capital of the USA?
3. How many states are there in the USA?



#### Read and translate the text

##### The USA

The USA consists of 50 states. The USA is bordered in the north by Canada, in the east by the Atlantic Ocean, in the south by Mexico and the Gulf of Mexico and in the west by the Pacific Ocean. The size of the USA is 9 629 047 sq km.

There are many different landscapes within the USA. The highest mountain is the McKinley or Denali (6194 m). The deepest point of the USA is Death Valley in California (86 m below sea level). The agricultural economy is the largest in the world and almost everything can be grown in the USA, with the exception of some tropical plants. The longest river is the river system of the Mississippi and Missouri Rivers with a length of 6240 km. The climate in the USA ranges from Mediterranean in California to Arctic in Alaska. Nearly 290 million people live in

the USA. The official language is English.

The USA is a federal republic with a president. The constitution has existed since 1789. The president is the head of state and the head of government. There are two important parties, the Democratic Party and the Republican Party. The capital of the USA is Washington D.C. It is in the District of Columbia.

### **The USA's Past**

Native Americans have lived in the area that is now the USA for thousands of years. In 1492, Christopher Columbus went to America. In 1607, the English settled in Jamestown, Virginia. The USA was settled mostly by England. The growth of the English colonies was not good for the Native Americans, many of whom died of disease and lost their lands. By 1733, there were 13 colonies which became the first original states. In 1775, at Lexington and Concord, the Revolutionary War started because the colonists believed that they were not being treated fairly as Englishmen. George Washington helped lead the colonists against the English during the Revolutionary War. The colonists won and on July 4, 1776, representatives from 13 colonies created the United States Declaration of Independence.

After the Revolution, the United States set about becoming a new nation. It created a constitution in 1787. The new nation faced many problems, such as slavery. During the 1800s, the United States gained much more land and began to become industrialized. From 1861 to 1865, the United States had a war called the American Civil War between the North and South over states' rights and slavery and what kind of country the United States would become. After the North won the war, all the states that had left returned to the United States. The country went through a time called Reconstruction, which meant putting the country back together.

In the early 20th century, the United States became a world power. It was also one of the largest economies in the world. The United States fought in World War I and World War II. After World War II, the United States entered a time called the Cold War during which the country spent heavily on defense. In the 1990s, the Cold War ended.

### **The Cities of the USA**

The biggest city is New York City in the state of New York. In 2000 New York City had 8 million inhabitants. New York is divided in five districts or boroughs: Manhattan, Queens, Brooklyn, the Bronx and Staten Island.

Los Angeles is one of the largest cities in the USA. It is the centre of the entertainment industry. The population of Los Angeles is increasing steadily because of the arrival of immigrants from Latin America and Asia. The population is almost 4 million people.

Chicago in the state of Illinois is the third biggest city in the USA. Chicago has the second biggest airport in the USA and the whole world (after Atlanta). Around 3 million people live in Chicago. In Chicago are many ethnic groups: 20% of the population are Black and 10% came from Latin America. There are also many people of German descent. Chicago is a big traffic and industry centre in the USA.

### **Vocabulary**

1. sea level – дениз деңгээли
2. steadily – бир калыпта

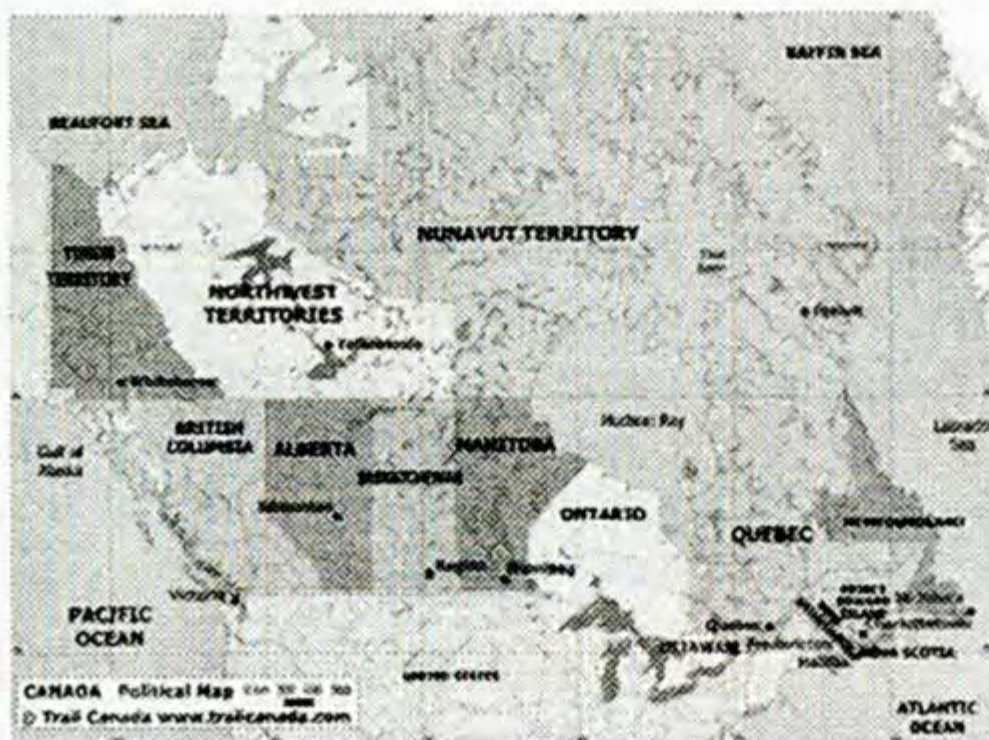
### **Practical Activities**

1. Write 10 questions about the text
2. Imagine you have travelled to the USA. Talk about facts you find interesting about the USA Describe an interesting fact you learned there.
3. Write a brief essay about the USA.

## UNIT XI: ENGLISH-SPEAKING COUNTRIES: CANADA

### Pre-reading

1. What do you know about Canada?
2. What is the capital of Canada?



### Read and translate the text

#### Location

Canada is a country in the northern part of North America, bordered by the United States of America to the South and the West (Alaska). Canada is the second largest country in the world in land area, after Russia. It has the longest coastline of any country in the world, covering the Pacific, Arctic and Atlantic Oceans. About 34 million people live in Canada's ten provinces and three territories. Canada has six time zones. It extends from the west coast, across the prairies and central Canada, to the Atlantic provinces. In the north there are three territories, stretching between Alaska and Greenland. Four of the five Great Lakes (Superior, Huron, Erie, and Ontario) are shared between Canada and the United States (Lake Michigan is in the USA), and they make up 16% of the Earth's fresh water.

## **Canada's past**

Native people lived in what is now Canada for thousands of years before the first Europeans arrived. They are known as the First Nations and the Inuit people. The Vikings were the first Europeans known to land in Canada, in what is now Newfoundland. They did not stay there long, however. In the early 16th century, Europeans started exploring Canada's eastern coast, beginning with John Cabot from England in 1497, and Jacques Cartier from France in 1534. Alexander Mackenzie later reached the Pacific coast over land, where captains James Cook and George Vancouver went by sea. Parts of Canada were settled by France, and parts by England and Scotland. In 1605, Port Royal was built in Acadia (today Nova Scotia) by the French, led by Samuel de Champlain, and in 1608 he started settling Quebec. The British took control of the French areas after a battle on the Plains of Abraham near Quebec City in 1759.

Today, about 25% of Canadians speak French as their first language. Although most French Canadians live in the province of Quebec, there are French-speaking communities and people all across Canada, and many people can speak both French and English. 40% of the people in the province of New Brunswick and 20% of those in Manitoba have a strong French background, as do some people in Ontario, along its border with Quebec.

Ottawa is the capital of Canada. The head of government is a prime minister and each province and territory has a premier to lead its government.

## **Climate**

Many people from other parts of the world think of Canada as a very cold and snowy place. While it is true that most of Canada's land is very far north (almost to the North Pole), most Canadians live in the southern parts, where the weather is much milder. About 75% of the people live within 100 miles (160 km) of the U.S. border, most of which is often covered with snow about 6 months of the year. In some cities, the temperature can get very cold in the winter; however, most of Canada gets quite hot in the summer, often over 30 degrees Celsius. Warm air systems moving in from the Pacific Ocean bring more rain than snow to the coast. Colder temperatures further inland do result in snow.

Canadians are known to play winter sports such as ice hockey, skiing and snowboarding, and also enjoy many summer sports and games.

### **Natural resources**

Canada has many natural resources. Its abundance of fish has been used for centuries for food and money. Hydroelectric power (electricity by water) is abundant because of Canada's many rivers. Forests of the west are used for wood. Besides these renewable resources, Canada has oil deposits.

### **Vocabulary**

1. a prairie – жаан аз жааган тегиз талаалар (прерия)
2. fresh water – тузу аз болгон жана ичсе боло турган таза суу.
3. bordered – чектешет
4. native – жергиликтүү
5. vikings – Викингдер (Түндүк элдер – азыркы Скандинавия)
6. abundance – көптүгү
7. oil deposits – мунай зат депозити

### **Practical Activities**

1. Write 10 questions about the text.
2. Talk about interesting facts about Canada.
3. Imagine you have travelled to Canada. Describe an interesting fact you learned there.
4. Write a brief essay about Canada.

## UNIT XII: ENGLISH-SPEAKING COUNTRIES: AUSTRALIA

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### Pre-reading

1. What do you know about Australia?
2. What is the capital of Australia?

### Read and translate the text

#### Location



Australia is big - 7,686,848 square kilometers – and is the biggest island in the world. Only five countries are larger than Australia. The population of Australia is close to 22 million people. Western Australia is eleven times as big as Great Britain. The journey from Perth in the west to Sydney in the east takes about five hours by plane.

#### Australia's past

The first people in Australia were the Aborigines, who came more than 40,000 years ago. Much later, Dutch sailors came - William Jansz in 1606, and Abel Tasman in 1642. In 1770, the British sailor Captain James Cook landed on the east coast, and claimed Australia for Britain. Of course, nobody asked the Aborigines about this.

Britain soon began to send convicts to the new country. In May 1787, eleven ships left England for Australia, carrying 772 convicts. They reached Port Jackson - now Sydney - in January 1788. Life was very difficult, and the convicts had to work very hard, building roads and buildings and cultivating farms.

In 1851, gold was found in New South Wales and Victoria. Thousands of people went looking for gold - first Australians,



then people from North America, Britain, New Zealand and China. Within 10 years, the population had grown from 400,000 to 1,200,000. With the gold came new roads, railways and growing cities.

On January 1, 1901, the six Australian states became one country. Britain was still very important to Australia. Many people left Britain for a new life in Australia, but they called Britain 'home'. But after 1945, people from other European countries, like Italy, Greece, Germany and Holland, began coming to Australia. Since 1945, more than three million people have moved there, and recently people from Asian countries like Vietnam and Cambodia have moved there too.

### **Australian Cities**

In each of Australia's six states, there is a large city located near a river and the sea. Sixty per cent of all Australians live in these six cities - and many others live near them. In fact, most people live only a few kilometers from the sea. Sydney is the oldest and biggest city, with 4.34 million people. It is a busy, modern city and its high-rise buildings are the center for much of Australian business. It is also an international city where you can eat food from all over the world, or just visit some beautiful beaches.

When they think of Sydney, many people think of the Sydney Opera House. The roof of this extraordinary building looks like sails on the Sydney Harbor. It was built to showcase music, theater and dance. Near the Opera House is one of the longest bridges in the world - the Sydney Harbor Bridge. Melbourne, the second biggest city, was the capital of Australia from 1901 to 1927. It has wide streets, some lovely old buildings and large parks. Melbourne's theaters and pubs are famous. It is also an important place for sport.

### **The Aborigines**

When British people came to Australia in 1788, they gave the name 'Aborigine' (which actually means 'earliest inhabitant of an area') to the people they found there. The 300,000 Aborigines who lived in Australia at that time belonged to over three hundred different groups, each with its own land and language. Like nomads, they travelled during the year to find food and water,

eating plants and fruits and hunting animals and fish. They did not own many things, and their only buildings were houses made from branches and leaves. This way of life did not damage or destroy the land where they lived.

### **Sheep, cattle, minerals and wheat**

Australia is a rich country, and life there is good. Sheep, cattle, minerals, wheat, fruit and wine are some of the important products Australia produces. Sheep have been important since the earliest days. Most Australian sheep are Spanish merinos, which were first brought there in 1797. Merinos are strong animals and thrive in warm dry places. Now 20% of the world's sheep live in Australia, mainly in New South Wales and Victoria, and 25% of the world's wool comes from there. Cattle are found mostly in the drier parts of the north and center, and cattle stations cover one-quarter of Australia. The meat from Australian cattle is sold all over the world.

Gold made Australia rich in the nineteenth century. Since then, oil, silver and other minerals from the Northern Territory, New South Wales and Western Australia have made millions of dollars for Australia.

### **Vocabulary**

1. convicts- сүргүнгө айдалгандар
2. branches- дарак бутактары
3. drier- кургагыраак

### **Practical Activities**

1. **Write 10 questions about the text**
2. **Choose the correct tense form and rewrite the sentences:**
  - When the British people (to come) to Australia in 1788, they (to give) the name 'Aborigine' to the people they (to find) there.
  - They (eat) plants and fruits and (to catch) animals and

fish.

- Their only buildings (to be) houses (to make) from branches and leaves.
- Australia (to be) a rich country.
- Most Australian sheep (to be) Spanish merinos, which (to be) first (to bring) there in 1797.

**3. Put the verbs in brackets in the past simple tense.**

1. Britain soon \_\_\_\_\_ (to begin) to send convicts to the new country.
2. In 1851, gold was \_\_\_\_\_ (to find) in New South Wales and Victoria.
3. Melbourne, the second biggest city, \_\_\_\_\_ (to be) the capital of Australia from 1901 to 1927.
4. When the British \_\_\_\_\_ (to come) to Australia in 1788, they \_\_\_\_\_ (to give) the name "Aborigine" to the people they \_\_\_\_\_ (to find) there.
5. Gold \_\_\_\_\_ (to make) Australia rich in the nineteenth century.

**4. Work in pairs or small groups, circle the correct answer: a, b or c.**

- The first people in Australia \_\_\_\_\_ the Aborigines.  
a) is                      b) were                      c) was
- In 1851, gold \_\_\_\_\_ in New South Wales and Victoria.  
a) is finding      b) were found      c) was found
- On January 1901, the six Australian states \_\_\_\_\_ one country.  
a) to become      b) became              c) becomes
- Many people \_\_\_\_\_ Britain for a new life in Australia.  
a) leaves              b) leaving              c) left

- It is also an international city where you can \_\_\_\_\_ food from all over the world.

a) eat                      b) was eating      c) eats

**5. Talk about the interesting facts about Australia**

**6. Imagine you have travelled to Australia. Say exactly where you went, when you visited this place, what this place is famous for, what you admired and why. Describe an interesting fact you learned there.**

## UNIT XIII: ENGLISH-SPEAKING COUNTRIES: NEW ZEALAND

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### Pre-reading

- 1) What do you know about New Zealand?
- 2) What kind of country do you think it is?

### Read and translate the text

#### Location



New Zealand is long way from everywhere – three hours by plane from Australia, and about twenty-six hours by plane from London. It is a country of islands; the North Island and the South Island are the main ones, and there are many smaller ones.

New Zealand is a long narrow country; nowhere is more than 125 kilometers from the sea. It is a little larger than Great Britain, but has just 4.3 million people. It is an exciting and surprising land with mountains, forests, lakes, deserts and rivers. There are places where hot water and steam erupt out of the ground.

#### The Past

The first Maori people landed there about thousand years ago, and the first British people came to live there around 1840. The

Maori came to New Zealand from islands in the Pacific Ocean to the country they called Aotearoa – the land of long white cloud. At first they lived on both islands, but later they lived mainly on the coasts and rivers of the North Island.

In 1642, the Dutch sailor Abel Tasman visited New Zealand and gave it its name - Zealand or 'Sea land'. Captain James Cook visited the islands four times between 1769 and 1777, sailed all the way round them and created the first map of the country. In 1840, some British and some Maori people met and agreed that New Zealand now belonged to Britain.

The Maori have lived in New Zealand for over a thousand years. When Captain Cook and his men landed here, they found tall, strong people with brown skin and black hair. The Maori of those times lived in wooden houses and had wooden boats, and they often cut beautiful shapes into the wood they worked with. They caught birds and fish, and grew sweet potatoes for food. They were also excellent singers and dancers. At that time the Maori population was between 100,000 and 150,000.

### **Agriculture**

With warm temperatures and a lot of rain, New Zealand is a great place for farms of all kinds. There are sixty-six million sheep and nine million cows; in other words, for every person living in New Zealand there are twenty sheep and three cows. That's why New Zealand sells more meat and more butter than any other country, as well as a lot of wool. Sheep and cows are found on farms on both Islands; the oldest farms began in the middle of the nineteenth century. A lot of fruit is grown too – apples, for example, and more recently kiwi fruit. Thirty years ago few people knew of kiwi fruit except New Zealanders; now they are sent all over the world from farms on the North Island. In the center of the North Island, there are large forests. Wood and paper from these trees are used in New Zealand and sold to other countries too.

### **Climate and Maori people**

The weather is warm and the cities are not crowded, and people spend a lot of time outside. Although there are flats in cities, most people like to live in a house of their own with a garden. Families

spend hours in their gardens, growing flowers and vegetables, having meals, and swimming. Playing (and watching) sports is a very important part of life in New Zealand. Water sports are especially popular. Almost everyone learns to swim. Surfing and sailing are also popular.

You can find English and Maori or Aboriginal things together, and this often seems funny or surprising to visitors. English is the main language, although Maori is an official language too.

*Adapted from Christine Lindop. Oxford University Press.*

### Vocabulary

1. surprising – таң калтырган, укмуштуудай
2. deserts- чөлдөр
3. coast- деңиз жээги
4. wooden- жыгачтан жасалган
5. shape- сөлөкөт, караан
6. surf- серфинг, сууда сүзүү

### Practical Activities

#### 1. Answer the following questions

- a. What can you say about the geographical position of New Zealand?
- b. What does 'New Zealand' mean?
- c. What can you say about agriculture in New Zealand?
- d. How many official languages are there in New Zealand?

#### 2. Work in pairs or small groups, circle the correct answer: a, b or c.

- New Zealand is a country of \_\_\_\_\_.  
a) streets    b) islands    c) houses
  
- ii) It is a \_\_\_\_\_ narrow country.  
a) long    b) large    c) big

• iii) New Zealand has just \_\_\_\_\_ million people.

- a) 20            b) 7.5            c) 4.3

• iv) The first Maori people \_\_\_\_\_ there about thousand years ago.

- a) lands            b) is landing            c) landed

• Captain James Cook visited the island \_\_\_\_\_ times between 1769 and 1777.

- a) ten            b) eight            c) four

**3. Write a brief essay on the similarities and differences between Kyrgyzstan and New Zealand (or Australia).**



## UNIT XIV: THE EPIC MANAS. PART ONE

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### **Pre-reading**

1. What do you know about epic Manas?
2. How was the epic "Manas" preserved?
3. Who are the main characters of the epic?
4. What is the central idea of the epic?

### **Read and translate the text into Kyrgyz.**

### **THE EPIC MANAS**

Every nation has its rich history and original culture which contributes to the world's treasure of human values. The heroic epic "Manas" belongs to the Kyrgyz people. Everything the people learned and created was preserved in this oral artistic form. The Russian academician V.V. Radlov, having visited the Kyrgyz, in 1860s, said, "Manas is a unique literary monument in the culture of the Kyrgyz people, its originality embodies the freedom-loving spirit of the Kyrgyz, and their long hard struggle against foreign invaders. This struggle for existence is reflected in the heroic spirit, the patriotic idea of this epic tale".

The outstanding scientist-orientalist Chokhan Valikhanov, stated that the epic "Manas" is an encyclopedic collection of all Kyrgyz people ...". One recording of the orally transmitted poem, with close to half a million lines, is twenty times longer than Homer's *Odyssey* and *Iliad* combined, and about twice as long as the *Mahabharata*. The epic tells the story of Manas, his descendants and his followers. A central idea of the epic is patriotism, an appeal to uniting the people in the struggle against foreign invaders. The epic "Manas" represents in a poetic form, the long history of the political struggle of the Kyrgyz people, the economy, customs, traditions, ties with other groups and essential information about the Kyrgyz themselves.

According to accepted tradition, the main hero Manas has most of the best human qualities, which are appropriate for a protagonist of the people's heroic epic. He is a fearless hero, an

unsurpassed athlete and a generous and fair person.

The epic describes Manas' might as equal to that of one thousand warrior-athletes. When he got angry, "from his eyes, a flame flew hissing, from his mouth, smoke came in thick clouds". However, the best qualities of Manas which are described in the epic and draw one's attention, are not his physical strength and terrifying appearance, but his humanity and the unique combination of many positive qualities. His generosity and justice are especially notable. His generosity helps him to unite broken tribes, to join the people and to motivate them for the struggle against inner as well as foreign enemies. In the epic, there are detailed descriptions of Manas' horse, his armor, and his weapons, which match his own enormous physical strength and athletic constitution and reinforce his unique qualities.

### Vocabulary

1. to contribute to - салым кошуу
2. treasure - казына
3. values - баалуулуктар, сапаттар
4. to belong to - таандык болуу
5. to be preserved in - сакталып калуу
6. to embody - ишке ашыруу, көрсөтүү, далилдөө
7. invaders - баскынчылар
8. to be reflected in - чагылдыруу
9. according to - боюнча алып караганда
10. an unsurpassed athlete - аябай балбан
11. warrior- жоокер
12. to appreciate – баалоо
13. to draw one's attention – бирөөнүн көңүлүн буруу
14. generosity - берешендик, акылдуулук, айкөлдүк
15. justice – акыйкаттык
16. unique qualities - өзгөчө сапаттар

## Practical Activities

1. What have you learned about the character of Manas from the epic and what qualities do you think made Manas a favorite hero?

2. Choose the correct tense and rewrite the sentences:

- a. A small fragment of Manas (was written / wrote) down for the first time by Chokan Valikhanov, an outstanding scientist-orientalist.
- b. In the 1860s, V.V. Radlov, the famous Russian scientist (was writing / wrote) down a brief variant of the epic.

3. Match the parts of the following sentences.

1) The Kyrgyz people belong

A) its rich history.

2) Every nation has

B) long as the Mahabharata.

3) Manas is an encyclopedic

C) to the oldest people of Central Asia

4) The central idea is

D) the struggle against invaders

5) Manas is about twice as

E) collection of all Kyrgyz people

4. Do you like reading books about brave, strong-willed people? Explain your choice of books you like to read.

## UNIT XV: THE EPIC MANAS. PART TWO

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### Pre-reading

- 1) What do you know about Kanykei?
- 2) What is her role in the epic Manas?

**Read and translate the text into Kyrgyz.**

### KANYKEI

Kanykei is the beloved wife, closest adviser, and true assistant of the epic hero Manas. She possesses all the necessary qualities: she is clever, wise, kind and a nimble-fingered woman.

Even though in those historical times which the epic describes, the man was the master and a girl had no right to inherit her father's property, in "Manas," women occupy a notable place in society. Kanykei's image is an affirmation of this position. Kanykei is the only person in the epic whose status is equal to Manas and sometimes even higher. Among all her strong qualities, her mind is especially emphasized. Her wisdom is seen in her expressed opinions and she wisely solves extremely difficult situations. Even enemies such as Kongurbai and Joloi say only good things about Kanykei, and are envious of Manas for having such a helpful wife. No one is comparable to Kanykei in foresight and wisdom. Even Bakai and Koshoi often listen to Kanykei's opinion. For example, she gave an accurate estimation of the enemy's forces and might before a great march.

As a nimble - fingered woman, Kanykei sews all of Manas's suits of armor. Before a great march, Kanykei makes presents for each of Manas's forty *choros* (soldiers or knights), before they leave to fight a long and challenging campaign against strong and cunning enemies. The presents included various types of armour, clothes for different seasons and holidays, remedies and ammunition.

In the epic, much attention is paid to Kanykei's mental qualities: her humanism, sense of justice, courteousness, hospitality, generosity, and care of others. Kanykei's image is that of an ideal woman. With this image, people become connected with their moral ideals, which surpassed social reality.

### **Vocabulary**

1. to possess - ээ болуу
2. wise – акылман, көрөгөч
3. a nimble fingered woman - чебер, уз аял
4. an affirmation - бекемдөө, тактоо, далилдөө
5. to emphasize - жогору билгилөө
6. estimations - өлчөм
7. foresight - алдын ала көрө билүү
8. concede - дал келүү, макул келүү (ойлогон ою)
9. evaluation - баалоо
10. a great march - чоң жортуул, чоң казат
11. remedies - дары-дармектер
12. ammunition - курал жабдыктар
13. courteousness - сылыктык, жөнөкөйлүк
14. generosity – марттык, айкөлдүк

### **Practical Activities**

1. What kind of a woman was Kanykei? Find and write out the sentences which describe Kanykei. Find all the adjectives in the text and give their comparative and superlative degrees.
2. Choose a sentence in the text “Kanykei” that you like best and retell it in your own words.
3. Write a description of a famous woman of our time that you respect and have your partner guess who you are writing about.

## UNIT XVI: THE EPIC MANAS. PART THREE

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### Pre-reading

- 1) Do you know that Manas was translated into other languages?
- 2) Why do people translate epic tales into other languages?
- 3) Do you know Manas is popular in China too?

### Read and translate the text into Kyrgyz

#### ENGLISH VERSION OF MANAS

In 1995, to celebrate the 1000th jubilee of the epic tale Manas, the Kyrgyz Department of the International Center "Traditional Cultures and Milieu of Inhabitants" prepared a grand issue of the epic in English. The translation of this great story was prepared by the well-known translator Walter May who took two years to skillfully complete this difficult task.

Prior to this, Walter May had already translated five major epics of different peoples of the world and a total of more than two hundred major works into English. In 1991, Oxford University awarded him the title "Man of the Year."

The translation of Manas received high marks from Professor Andrew Wingate, President of the University of Native Peoples of the USA, and was also highly appreciated by Professor Alexander Vatschenko, the leading scientific worker at the Institute of World Literature and a specialist on the folklore and art of North American Indians.

It is noteworthy that in his work, Walter May tried as much as possible to preserve the folkloric uniqueness of the work based upon its organic fusion of sound and meaning. Readers all over the world who are interested in the historical culture of different peoples can acquire a two-volume edition of the epic Manas in the English language.

*Adapted from Lira Sabyrova*

**Read and translate the text into Kyrgyz.**

### **MANAS IN CHINA**

In the People's Republic of China, there are over 140 thousand Kyrgyz. In 1962, the union "Manas" was organized. Under the aegis of this union, about 70 narrators illustrated their knowledge of the epic and over one thousand lines were recorded. The authors ranged in age from 7 to 70.

The head of this union is Turdu. From the collection of Jusup Mamai, the famous collector of the epic, 110 thousand lines were translated into Chinese. Since 1978, 228 thousand lines of the epic were collected and became the basis for different editions. Since 1984, eight volumes of the epic have been published. The research has involved scientists representing five different nations who aim to spread knowledge about Manas and revive the manuscripts which had been lost during the "cultural revolution" in China. Among the Chinese Kyrgyz, there are families in which there are seven generations of *manaschys* or guardians and reciters of the epic. Among them, there are both narrators and collectors of the epic. Today the most well-known narrators are: Jusup Mamai, Makelek Omurbai, Abyl Jumaturdu, Toktobubu Yman, Mambet Tolomush, Mambet Osmon, Mambet Tokto, Saken Omur, Turar and Abdykadyr Toktor.

Jusup Mamai, an outstanding narrator *-manaschy*, was born in 1918 in Xinjiang-Uigur Autonomous Region, in the Chinese People's Republic. Balbai, his elder brother, who died in jail during the Chinese "cultural revolution", was a well educated person who met with many *manaschys* of his time. His goal was to collect and publish the oral epic in book form, but he was not given the time to do this. Jusup Mamai is a unique narrator-*manaschy*. While his predecessors mainly improvised and performed for broad masses of listeners, Jusup Mamai has written down his version of the epic. He has published nine volumes of the epic and his work is still far from complete. He lives in Urumqi and is a member of the Chinese Writer's Union.

*Adapted from Pamirbek Kazybayev*

## Vocabulary

1. grandiose -албан
2. fusion-аралашы, айкалышы
3. collector- чогултуучу
4. to revive - кайра жаратуу
5. manuscript-кол жазма
6. cultural revolution-маданий революция (Кытайдагы 1966-1976-жылдардагы баш-аламандыктар)
7. under the aegis - коргоосу астында
8. predecessors - өткөн мезгилдеги улуу манасчылар
9. a volume - том

## Practical Activities

### 1) Use the information in the texts to complete the sentences below.

- a. The translation of the epic Manas into English was prepared by....
- b. In 1991, Oxford University awarded him the title ...
- c. W. May tried as much as possible to preserve the ...
- d. The head of this Union (in China) is ...
- e. Since 1978, 228 thousand lines of the epic were collected and became the basis ...

### 2) Choose the correct prepositions

- a. Under the aegis *to / of* this union, about 70 narrators demonstrated their knowledge of the epic.
- b. Among the authors of various variants of the epos there were talented people ranging in age *from / off* 7 to 70.
- c. Since 1984, light volumes *at / of* the epic have been published.
- d. Their aim is to spread the manuscripts which had been lost *about / during* the "cultural revolution."
- e. Among the Chinese Kyrgyz, there are families *in / to* which there are seven generations of *manaschys*.



## THE OUTSTANDING NARRATORS OF THE EPIC

### SAGYMBAI OROZBAK UULU



The great narrator - *manaschy* Sagymbai Orozbek uulu (1867-1930) was born and brought up in an environment where music and the art of narration were highly valued. His father was a trumpeter for the famous Ormon Khan. His elder brother, Alisher, was a well-known singer, storyteller and *manaschy*.

Sagymbai met with almost all the well-known *manaschys* of his time and studied the art of narration under the great *manaschy* Tynybek. Sagymbai was the first *manaschy* whose version of the epic Manas became the basis for a book version, and various editions of Manas have been compiled using versions by Sagymbai Orozbek Uulu. He also created songs, *dastans* (heroic poems) and folk legends.

### YBYRAI ABDYRAKHMAN UULU



Ybyrai Abdyrakhman  
Uulu

Ybyrai (1883-1967) was an outstanding folklore expert and collector of the Manas epic. He started learning the Arabic script at the age of seven from clergymen, and then continued his training in a Tatar school where he took the opportunity to learn about folklore.

Later, he met nearly all the outstanding *manaschys* of his time. He listened to their different versions and began recording their improvisations in written form. This was the first serious effort to record the epic in writing after the

famous short research records of Kazakh scientist and traveler Chokhan Valikhanov and the Russian scientist and historian, Vasiliy Radlov. Ybyrai Abdyrakhman Uulu completely recorded the first volume of Manas according to the version of Sagymbai Orozbek Uulu. This later was published many times.

### MOLDOBASAN MUSULMANKUL UULU



One of the last representatives of outstanding *manaschys* improvisers, Moldobasan (1883-1961) had a wide range of talents: he also performed traditional melodies and songs. Listeners and experts note the uniqueness of this narrator-*manaschy* particularly in the melodiousness of his epic performance.

The constellation of brilliant *manaschy*, who, although illiterate, managed to keep in their souls and minds and easily improvise millions of lines finds its last star in Moldobasan, who recorded over 203,000 lines of the epic. In the early Marias book publications of the forties, when the epic was first being published, Moldobasan Musulmankulov's version was used alongside the versions of other *manaschys*.

### SAYAKBAI KARALA UULU

The great narrator-*manaschy* of the twentieth century (1894-1971) was born to a poor family. In 1916, he took part in the people's insurrection against Russian tsarist rule. After the October Revolution, he fought as a Red Army soldier against the *basmachys* (enemies). He revealed his gift of narration when he was eight years old due to the direct influence of his grandmother, who was a great connoisseur of oral folklore.



Later his narrative vocation became his permanent trade. Sayakbai met the outstanding *manaschys* of his time, Chojuke and Akylbek, who blessed him and predicted that he would be the very person through whom the skill of narration would enter a new era. All three volumes of Sayakbai's version of Manas have

been recorded and published many times as a book. A great number of legends, tales, dastans and memories are also part of his rich creative legacy.

### SEIDENE APA

Among those who narrate the epic Manas, there are few women. They do not perform the epic the same way men do, but those who listen to their performances are greatly satisfied.

Among these women, the most well-known narrator is Seidene Moldoke - Kyzy, who tells the second part of the epic, called Semetei, after Manas's son. Seidene apa performs this section with great expressiveness.



In public, Seidene apa received the second name Semeteichi (narrator of the epic Semetei). She is very proud of this name, because it testifies that her talented performance has been accepted by the people.

Her variant was written down and tape recorded for the Academy of Sciences. Semeteichi apa is from the same region as the well known poet Toktogul, who was born in Ketmen-Tube, in the village Kotormo.

*Kyrgyzstan Chronicle November 8 1994. #45*

### Vocabulary

- 1) to narrate (Manas) - айтуу (Манас)
- 2) bring up in an environment - ушундай чөйрөдө өсүү
- 3) a trumpeter - сурнайчы
- 4) an outstanding folklore expert - эл чыгармачылыгы боюнча белгилуу эксперт, адис
- 5) a clergyman - молдо
- 6) improvisation - төкмө айтыш
- 7) the epic came to life - эпос кайра жаралды
- 8) an issue - басылма
- 9) to award a title - наамга татыктуу болуу
- 10) to receive high marks - жогорку бааны алуу

- 11) the leading scientific worker - алдыңкы илимий ишмер
- 12) it is noteworthy - белгилеп кеткенге арзыйт
- 13) editions - басылып чыгарылышы
- 14) due to the direct influence - тикеден-тике таасири астында
- 15) a permanent trade - туруктуу кесип
- 16) to bless(ed) - бата берүү
- 17) to predict -алдын ала айтуу (жоруу)
- 18) to perform - аткаруу
- 19) with great expressiveness - аябай чоң берилүү менен
- 20) to tape record - магнитофон лентасына түшүрүү

### Practical Activities

#### 1. Select the correct answer.

1. The great narrator-manaschy Sagymbai Orozbek uulu was born in...  
 a) 1867            b) 1870            c) 1901            d) 1915.
2. His father was a ... for the famous Ormon Khan.  
 a) friend            b) teacher            c) trumpeter            d) singer
3. Orozbek studied the art of narration under the great... Tynybek  
 a) writer            b) poet            c) manaschy            d) teacher
4. Ybyrai was an outstanding folklore expert and collector of the Manas....  
 a) novel            b) story            c) tale            d) epic
5. He met nearly all the ... *manaschys* of his time.  
 a) outstanding            b) new            c) young            d) modern
6. Moldobasan Musulmankulov's version was ... alongside the versions of other *manaschys*.  
 a) used    b) written            c) translated            d) published.
7. Moldobasan performed ... melodies and songs  
 a) modern            b) traditional            c) old            d) folk.

8. Sayakbai Karala uulu revealed his gift of narration when he was ... years old due to the direct influence of his grandmother.

- a) 19                      b) 8                      c) 10                      d) 12.

9. Seidene Apa tells the second part of the epic, called ... who was Manas's son.

- a) Kurmanbek   b) Semetei                      c) Seitek                      d) Toshtuk.

**2. Find a short text of Manas and translate it into English.**

**3. Perform Manas in English.**

**4. Write an essay about Manas's role in Kyrgyz life.**

## UNIT XVIII: PAINTERS AND PAINTING

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### PAINTING

#### Pre-reading

1. Have you ever visited a museum?
2. Can you name any famous Kyrgyz or foreign painters?
3. What kind of paintings do you know?

**Read and translate the text into Kyrgyz.**

#### KYRGYZ PAINTERS

Great Kyrgyz painters such as G.Aitiev, S.Akylbekov and S.Chuikov have glorified Kyrgyz nature, hospitality and intelligence in their work. They devoted their talent to the life of the Kyrgyz people. Their paintings, "The First Snow," "Morning in the Mountains" and "Autumn in the South of Kyrgyzstan" portray the fresh air and crystal-clear waters of mountain streams. These painters have made great contributions to Kyrgyz art. Their work is closely connected with the general development of the culture of our republic. Young painters like Davletov K., Aldeyev U., Saliyev E., Sooronbayev S., Temirov B. and Sadykov U have been educated at the Moscow Surikov Art Academy and the Saint-Petersburg Repin Art Academy, one of the best art schools in the world. Kyrgyz Galleries are responsible for promoting the love and the feelings of Kyrgyz Public Art to the Kyrgyz people. Gallery-M is the most famous art gallery in Kyrgyzstan, and the gallery takes part in international fairs. Turkish, German, Canadian, American, Japanese, French and Italian collectors have all bought paintings of Kyrgyz painters from the Gallery-M.

*Jyldyz Akmatkulova*

## Vocabulary

1. stream -булак
2. to make a great contribution - чоң салым кошуу
3. to be closely connected with - тыгыз байланышта болуу
4. a fair – көргөзмө
5. to display – көргөзүү
6. to promote - жаратуу, пайда кылуу

## Practical activities

1. Ask five questions about the text
2. Find the sentences that give the following information: a) about Kyrgyz painters and their paintings, b) the main ideas of Kyrgyz paintings, c) about the Gallery-M.

## Read and translate the text into Kyrgyz

### TRETYAKOV ART GALLERY

One of the famous art museums of Moscow is the Tretyakov Art Gallery. It is housed in a two-story, dark-red brick building on Lavrushinsky Street. The central part of the building was designed at the beginning of the century by the painter Vasnetsov. The museum was founded in 1856 by Pavel Mikhailovich Tretyakov. He had collected art for 40 years and had a rich collection of Russian paintings, including Russian work of the 18th and the 19th centuries. He established a gallery of portraits of outstanding Russian scientists, writers and artists by such famous Russian painters as Vasily Perov, Nikolai Ghe, Ivan Kramskoy and Ilya Repin. Today, the gallery has 1,000 paintings and drawings and the collection reflects the history of Russian art. One can see paintings of Rublev, portraits by Repin, Tropinin and Brullov, Russian landscapes by Shishkin, Savrasov and Levitan, genre pictures by Fedotov, Pukirev and Repin, and historical canvases by Surikov, among other masterpieces.

## Vocabulary

1. reflect - чагылдыруу
2. to admire - суктануу
3. canvas - полотно

## Practical Activities

**1. Write five questions about the text.**

**2. Put the verb in the right form.**

- a. They \_\_\_\_\_ (to devote) their talent to the life of the Kyrgyz people.
- b. These painters \_\_\_\_\_ (to make) a great contribution to Kyrgyz art.
- c. The museum \_\_\_\_\_ (to be found) in 1856 by P.M. Tretyakov.
- d. The art history of Kyrgyzstan \_\_\_\_\_ (to pass) through two unequal periods.
- e. He \_\_\_\_\_ (to have) a rich collection of Russian paintings.

**3. Find all the irregular verbs in the text and give their four forms.**

**4. Write a short summary of the text.**

**5. Talk about one of the museums that you have visited. Use the following key-words and phrases:**

Kyrgyz painting, sculpture, graphic arts, landscape and still life painting, to be closely associated with the real life of the people, the theme is based on everyday life, the picture is simple and natural, the landscapes with human figures and paintings of nature.

**6. Learn the following key-expressions to use in describing the pictures.**

outstanding, still-life painter, prominent landscape painter, to be talented, genre painter, great portrait painter, and famous painter



of seascapes; in the foreground; in the background; in the distance; to the right / left of the picture; in the middle ground.

- 7. Imagine that you are a guide at a gallery in Bishkek. Describe some pictures to the visitors using the following key-expressions:**

an outstanding landscape, portrait, painter; to be based on everyday life, to portray somebody or something with great depth; to be simple and natural, in the foreground (background) of the picture, to be a keen student of human nature.

**Read, translate into Kyrgyz and retell the text.**

### **MURILLO AND SEBASTIAN**

Murillo was a great painter in Spain. He painted beautiful pictures and had many students. One day he came to his studio and found a very beautiful picture there. He asked his students who had painted the picture but nobody answered. He asked his slave Sebastian if he had seen somebody in the studio the night before. The slave did not answer. When night came and everybody went away, Sebastian began to paint. He did not think of the time. Suddenly he heard a noise behind him. When he turned round he saw Murillo and his students watching him quietly.

"Sebastian", cried Murillo, "you are a great painter. How did you learn to paint?"

"I took my lessons from you, master", the slave answered,

"From me? I have never given you lessons," said Murillo.

"But you gave lessons to your students, and I heard them," answered the slave.

"You have become a master, Sebastian," said Murillo.

"What do you want?"

"Give me my freedom," replied the slave.

"Your brush shows that you have talent," said Murillo, "your wish shows that you have a heart. You are no longer my slave. You are my son. Happy Murillo! I have not only painted! I have made a painter!"

## Vocabulary

- 1) to be found - негизделген болуу
- 2) a painting, a drawing – сүрөт, картина

## Practical Activities

### 1. Answer the questions:

- a. Where does the action happen?
- b. Who are the characters?
- c. What happens in the story?
- d. Find the main idea in each paragraph.
- e. Why did you like or dislike this story. Give your reasons.

### 2. Match the sentences

- |                          |                                  |
|--------------------------|----------------------------------|
| 1. Once he came          | A) who had painted that picture. |
| 2. When the night came   | B) a noise behind him.           |
| 3. Murillo was a         | C) replied the slave.            |
| 4. Suddenly he heard     | D) to his studio.                |
| 5. Give me my freedom    | E) Sebastian began to paint.     |
| 6. He asked his students | F) great painter in Spain.       |
| 7. You are no longer     | G) my slave.                     |

### 3. Dramatize the conversation between Sebastian and Murillo.

unhappy and ill. She was unhappy about her husband, Charles, and his old girlfriend, Camilla Parker-Bowles. Charles often talked to Camilla on the telephone, and sometimes he visited her. Diana was angry about this, and she was unhappy, too. She did not have many friends in Buckingham Palace. And because she was unhappy, she began to be ill.

Diana's illness is called bulimia. She liked to eat a lot. But after eating, she was usually ill. She was often hungry, and she wanted to eat. But then she was nearly always ill, so she did not get fat. She was unhappy and afraid, too. She needed love and help. But Charles didn't understand her. He was angry and unhappy about her bulimia, and he didn't know how to help. But, very often, he went to see Camilla.

### **Divorce**

Diana and Charles's second son, Harry, was born on September 15, 1984. By this time, Diana was tired of Charles because he didn't understand her. And she was angry, too, because of his girlfriend, Camilla. "There are three people in this marriage" she once said. "And that's no good."

Diana stayed with Charles for eight more years, because of their children. They worked a lot, but they did different things. In 1992, they visited India. One day Charles went to meet some important people. Diana didn't go with him; she visited a famous Indian monument, the Taj Mahal. The Taj Mahal is a monument built by an Emperor in honor of the woman he loved. Husbands and wives often go there because they are in love. Diana went there alone, without her husband. Hundreds of photographers took pictures of her, alone in front of the Taj Mahal.

All the newspapers and the magazines talked about Diana and Charles. "They are unhappy," they said. "He doesn't love her, and she doesn't love him." Some of the reporters liked Charles, and some liked Diana. And everyday, the photographers followed them. Newspapers always asked questions like "Has Diana got a boyfriend?" "Does Charles love Camilla?" Diana was popular with the media and the people, but by 1989, it was clear that Princess Diana and Prince Charles were unhappy. In December, 1992, they separated and in August 1996, they were officially divorced.

On the morning of August 31, 1997, in Paris, Diana died after a car accident. After her death, many world leaders complimented Princess Diana for the help she gave to the English National Ballet and many other charitable organizations that helped sick people, refugees and children. Tens of thousands of fans went to London to leave flowers at Buckingham and Kensington Palaces.

*Adapted from Microsoft Encyclopedia, 2002.*

### **Vocabulary**

1. to divorce – ажырашуу
2. to put on a train - поездге салып коюу
3. to move to – көчүп кетүү
4. to talk to - бирөө менен баарлашуу
5. for a long time - узак убакытка
6. to announce engagement - баш кошууну жарыялоо
7. it does not matter - эч нерсе эмес
8. by this time - ушул убакыт ичинде
9. to be tired of something - бир нерседен чарчоо
10. a temple – храм
11. to be popular with the media - прессада белгилүү болуу
12. to separate - башка-башка жашоо
13. a car accident - автомобиль кырсыгы
14. to compliment - алкоо (мактоо айтуу)
15. a charitable organization – мээримдүүлүк уюму
16. the sick people - оорулуу адамдар
17. refugee - качкындар

## ADDITIONAL READING

### MARK TWAIN AND AN EXTRACT FROM HIS WORK

Read and translate the text into Kyrgyz.

#### MARK TWAIN (1835-1910)

Mark Twain is a famous American writer. His real name was Samuel Langhorne Clemens and "Mark Twain" was his pen-name. Samuel Clemens was born in a small town on the Missouri River in the USA. As a boy, Clemens had many friends at school and when he became a writer, he described them in his stories. When Samuel was twelve, his father died and the boy began to work and learned the profession of printer. Samuel always wanted to be a sailor and when he was twenty, he found work on a river boat. After some time he left the boat and went to live in California. There, he began to write short stories under the name of Mark Twain. He sent them to newspapers. The readers liked his stories. The many professions that he knew helped him to describe life and people. In 1876, he published his best novel, "The Adventures of Tom Sawyer", which boys and girls in many countries know and like very much. The profession of writer did not bring much money to Mark Twain. He had to write articles for newspapers. He also traveled from place to place and read his short stories aloud to audiences.

#### Vocabulary

1. a pen-name - лакап-ат
2. an article - макала

# THE ADVENTURES OF TOM SAWYER

## Part I

When their mother died, Tom Sawyer and his younger brother Sid went to live in the house of their Aunt Polly. Aunt Polly was a kind woman and loved the boys very much. "Tom!" cried Aunt Polly. No answer.

"Tom!"

Still no answer.

"Where can that boy be? Tom!"

Aunt Polly put her eye-glasses on her nose and looked over them at the room. She never looked through the eye-glasses because she had them only for show; they did not help her to see better, but she liked them. Aunt Polly thought for a few minutes and then said, "If I catch you, Tom, I'll ..." She did not finish her words and looked under the bed. But... no Tom... only the cat ran out. Aunt Polly went to the open door, looked out into the garden and cried again, "Tom!"

Then she turned quickly, saw Tom and caught him by his arms.

"What? In the cupboard again?"

"No, Aunt Polly."

"No? Look at your mouth. Look at your hands. What is that on them?"

"I don't know, Aunt."

"But I know. It's jam. I've told you so many times: don't touch that jam in the cupboard. Give me that stick."

The stick was in Aunt Polly's hand and ready to fall on Tom's back when she heard: Look behind you, Aunt!

Aunt Polly turned quickly and looked down. Tom ran into the garden and jumped over the fence. His aunt stood and looked at the fence for some time and then she laughed.

"What a boy!" she thought. "Why can't I learn? He has played that trick on me before. But I can't beat him. He is my dear sister's boy."



The next morning Aunt Polly told Tom that he must go to the river to bathe after school. She sewed up his shirt at the neck so that he could not take it off. But Tom did not go to school that day. He had a good time on the river. At supper Aunt Polly

asked the boy about his school day. She said, "Tom, it was very warm in school, wasn't it?"

"No ...well...not very."

"Come and show me your shirt!"

She looked at the shirt and saw that the thread was still there and the shirt was still sewed up at the neck.

"I thought you went to the river to swim, Tom, but I was wrong. You can go and play now," she said. But Sid looked at Tom's shirt too and said, "Aunt Polly, I thought you sewed up his shirt this morning with a white thread, but, look it is black!"

"Tom, what's this?" cried Aunt Polly. "I sewed up your shirt with a white thread! Tom!"

But Tom did not wait. He ran out of the room and cried, "Sid, I'll beat you for that." Tom came home very late. When Aunt Polly saw him, she said, "It's Saturday tomorrow- a holiday. But no holiday for you, my boy. You will work."

### Vocabulary

1. to look over - өйдө кароо
2. to look through - бир нерсе аркылуу кароо (көз айнек)
3. to look under - бир нерсенин астын кароо (кровать)
4. to look out - сыртты кароо
5. to catch by arms - колунан кармап алуу
6. to play a trick - алдап ойноо
7. to sew up - тигүү
8. to have a good time - убакытты жакшы өткөрүү

## Part II

Saturday. A beautiful warm morning. All the world was fresh and happy. People were ready to sing and to cheer.

"No school. But I must work," thought Tom when he came out into the street with a bucket of whitewash and a brush. He had to whitewash a fence which was very long and high. "How terrible



life is," Tom said. He put the brush into the bucket. He passed it along the top of the fence. He did it again. Then he sat down on a box and thought: "The boys will come soon. They will laugh at me when they see that I'm working." He put his hands into his pockets and took out the things he had there - toys, little stones and other things.

"I have very little to pay the boys if I ask them to help me," Tom said to himself. Suddenly he had an idea. He took the brush and began to work again. Soon Ben Rogers came up. He ate an apple and looked at Tom. Tom did not stop working. Then Ben said, "Tom! What are you doing?" Tom did not answer but looked at the fence with interest.

"Hello, Tom!" said Ben "you are working aren't you?" Tom turned to Ben.

"Oh, it's you, Ben! I didn't see you."

"I'm going to the river, don't you want to go too? But you have to work, I see."

"Work? What do you call work?"

"Why, isn't this work?" "You may call this work. All I know is, Tom Sawyer likes it."

"You say you like it, Tom?"

"Why not? Does a boy whitewash a fence everyday?"

That showed the thing in a new light. Ben stopped to eat his apple and looked with great interest at Tom. Then he said:



"Say, Tom, let me whitewash a little."

"Oh, no, Ben. Aunt Polly asked me to do it very well. The fence is on the street, you know. There isn't a boy in a thousand that can do it well."

"Oh, please, Tom, let me try. I'll give you my apple." At last Tom gave Ben the brush. Ben began to work and Tom sat down under a tree, ate the apple and thought how to make other boys work for him. Soon more boys came up and laugh at Tom. But when they saw how Ben worked, they all wanted to whitewash too. Billy Fisher gave Tom a kite. Johnny Miller gave Tom a dead cat.

When the middle of the afternoon came, Tom was very rich. He had a good time with the boys and now he was happy because the work was over. He went home and thought that life was not so terrible after all.

### Vocabulary

1. to cheer up – көңүлүн көтөрүү (сооротуу)
2. terrible life - начар (оор) турмуш
3. to laugh at somebody – бирөөгө күлүү
4. came up - жакындап келүү
5. to whitewash a fence - дубалды актоо
6. to show something in a new light - бир нерсени жаңыча кылып көрсөтүү
7. to look with great interest - өтө кызыгуу менен кароо

## ТЕМАТИКАЛЫК ПЛАН

I -чeypek 18 caar

Unit	Contents	Hrs	Class activities
<b>1</b>	<b>Summer Holidays and Back at School</b>		
	Dialogues	2	Pair-work and dialogues Past, Present and Future Simple tenses Practical activity Read and act out the dialogues Types of questions in past simple. Regular and irregular verbs
	Essay about summer holidays	2	Pupils ask and answer questions in past simple tense Writing activity
<b>2</b>	<b>Kyrgyzstan is my homeland</b>		
	Kyrgyzstan is my homeland	2	Vocabulary notes Doing exercises Read and translate the text Constructions <i>there is</i> and <i>there are</i> Reading and writing activities
	Micro texts about the Kyrgyz flag and State Emblem. Simple present tense.	2	Grammar activities Pupils work in pairs Ask and answer questions
<b>3</b>	<b>Travelling</b>		
	Text on travelling	4	Grammar activities Present Perfect Reading and writing activities
<b>4</b>	<b>Kyrgyz Meals</b>		
	Text about Kyrgyz meals	4	Present Simple Passive Revision of Future Simple Reading activities Grammar exercises Writing activities
	Revision	2	

**II – чейрек 18 саат**

<b>5</b>	<b>Sports in our lives</b>		
	Texts: Olympic Games, the Beijing Olympics and Ulak-Tartysh	4	Reading and translation Asking and answering questions Writing
<b>6</b>	<b>Literature</b>		
	Texts: Literature, Toktogul and Alykul Osmonov	4	Reading and translation Asking questions Answering questions Retelling text Writing activity
<b>7</b>	<b>Chyngyz Aitmatov and his work</b>		
	Aitmatov's biography Jamila	4	Read and translate the text. Discussion. Retelling
<b>8</b>	<b>The Earth is our home</b>		
	Text: The Earth is our home	2	Work in small groups. Questions and answers.
	Poem : What is the Earth	2	Read and translate the poem. Learn by heart the poem
	Revision	2	

**III - чейрек 20 саат**

<b>9</b>	<b>English-speaking countries: The United Kingdom</b>		
		4	Reading and translation Practical activities Asking and answering questions Retelling the text
<b>10</b>	<b>English-speaking countries: The United States of America</b>		

		4	Reading and translation Practical activities Asking and answering questions Retelling the text
11	<b>English-speaking countries: Canada</b>		
		3	Work on vocabulary Translation Practical activities Asking and answering questions Retelling the text
12	<b>English-speaking countries: Australia</b>		
		4	Reading and translation Practical activities Asking and answering questions Retelling the text
13	<b>English-speaking countries: New Zealand</b>		
		3	Reading and translation Practical activities Asking and answering questions Retelling the text
	<b>Revision</b>	2	

**IV чейрек 18 саат**

14	<b>Epic Manas: Part One</b>		
	Text: the Epic Manas	2	Reading and translation Asking and answering questions Grammar exercises Revision. Participle II and its functions
15	<b>Epic Manas: Part Two</b>		
	Text: Kanykei	2	Pre-reading and practical activities. Discussion. Work on the text. Ask and answer questions

<b>16</b>	<b>Epic Manas: Part Three</b>		
	English version of Manas	2	Pre-reading and practical activities. Discussion. Work on the vocabulary Retelling.
	Manas in China	2	Pre-reading and practical activities. Discussion. Retelling
<b>17</b>	<b>Epic Manas: Part Four</b>		
	Outstanding narrators of the epic	2	Pre-reading and practical activities. Discussion. Work on the vocabulary Questions in the past simple tense
<b>18</b>	<b>Painters and Painting</b>		
	Kyrgyz Painters	2	Vocabulary Translation
	Tretyakov Art gallery	1	Pre and post-reading activities Grammar exercises. Describe pictures using the vocabulary of the text.
	Murillo and Sebastian.	1	Reading activities. Act dialogue. Retell the text Modal verbs and their equivalents
	Revision		
	Diana, Princess of Wales	2	
	Mark Twain's "The Adventures of Tom Sawyer"	2	
	Revision		
	<b>Total</b>	<b>74-76 hours</b>	

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4. Mayhew, B., Plunkett, R., & Richmond, S. (2000). *Central Asia*. Melbourne: Lonely Planet Publications.
5. Kyrgyzstan Chronicle newspaper. November 8, 1994. №45.
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### The Article (Артикль)

Аныкталбаган артикль “a” (an) бул “one” (бир) сөзүндөй эле мааниге ээ. Ал саналуучу зат атоочтор менен гана колдонулат:

1. Жекелик түрдө: *A teacher should be competent;*
2. Кыймыл-аракеттин бир жолу жасалышын билдирген туруктуу сөз айкаштарында: *to be a success, to have a rest, to have a good time;*
3. Зат атоочтун алдында турган сыпаттоочу аныктооч менен: *It was a moonless night;*
4. Илептүү сүйлөмдөрдө, *what* жана *such* тан кийин: *What a cute child! It is such a lovely morning!*

Аныкталган артикль *the* болсо *that* (тиги же ал) сөзүндөй эле мааниге ээ. Ал төмөндөгүдөй учурларда жекелик түрдө да, көптүк түрдө да колдонулат.

1. Эгер кырдаалга жана контекстке жараша сөз белгилүү бир адам же буюм жөнүндө болсо: *The day is fine* (кырдаал). *We have a new secretary. The girl is smart* (контекст).
2. Эгер сөз буга чейин кезиккен болсо: *He has a new car, the car is grey.*
3. Эгер зат атоочтун иреттик сан атооч (M: Read the first text) же *only, main, central, same, right/wrong, left/right, next, last, final* сөздөрү менен туюнтулган чектегич аныктоочу бар болсо: *She is the only child in the family. Keep to the right side of the street.*
4. Күчөткүч даражадагы сын атоочтордун алдында: *This is the best film I have ever seen. Health is the most important thing for me.*
5. Эгер зат атооч өзүнчө бирден бир нерсени же көрүнүштү билдирсе: *The moon moves round the Earth.*

6. Эгер зат атооч орун бышыктооч катары колдонулса: *in the street, at the theatre, at the office, at the library, on the balcony, in the garden, on the train.*
7. Эгер зат атооч адамдардын, жаныбарлардын, ойлоп табуулардын, терминдердин, жанрлардын бүтүндөй бир түрүн билдирсе: *The computer was invented in America. Agatha Christie is the Queen of the detective story.*
8. Зат атооч катары колдонулган сын атоочтордун, атоочтуктардын, этиштердин алдында: *The old often criticize the young. The Chinese invented fine china.*
9. *to be on the safe side* (“балээге жолобой”), *in the long run* (“акыр аягында”), *in the light of something* (“бир нерсенин жарыгында”) сыяктуу бир катар сөз айкалыштарында.
10. Эгер мамлекеттердин аталышында жалпы ат колдонуган болсо: *the Russian Federation, the Irish Republic*, же алар көптүк түрдө колдонулган болсо: *the Netherlands, the United Arab Emirates.*
11. Кээ бир аймактардын, облустардын, шаарлардын аталыштары менен: *the Crimea, the Caucasus, the Far East, the Riviera etc.*
12. Деңиздердин, океандардын, кысыктардын, каналдардын, көлдөрдүн, шаркыратмалардын, жарым аралдардын аталыштары менен: *the Atlantic Ocean, the Mediterranean Sea, the English Channel, the River Thames, the Niagara Falls.*
13. Тоо кыркаларынын, аралдар топторунун аталыштары менен: *the Urals, the British Isles.*
14. Чөлдөрдүн аталыштары менен: *the Gobi, the Sahara Desert.*
15. Эгер үй-бүлөнүн баардык мүчөлөрү жөнүндө сөз болсо: *the Abakirovs live in Tynystanov street.*

### **The Noun (Зат атоочтордун көптүк түрү)**

Зат атоочтордун көптүк түрү “s” мүчөсүн кошуу жолу менен түзүлөт: a table – tables.



Англис тилинде унгуусундагы үндүүсүн өзгөртүү жолу менен көптүк түрү түзүлө турган зат атоочтор бар: a man – men, a foot – feet.

Айрым зат атоочтордун жекелик жана көптүк түрдөгү формалары дал келишет: *one deer – two deer; one fish – two fish; one sheep – two sheep; one means – two means; one series – two series.*

Англис тилине башка тилдерден өздөштүрүлгөн кээ бир зат атоочтордун көптүк түрүн эстеп калуу керек: *criterion – criteria; phenomenon – phenomena; formula – formulae/formulas; datum – data* (алар ошондой эле жекелик түр катары колдонулушу да мүмкүн).

Татаал зат атоочтордун көптүк түрүнүн түзүлүшүнө көңүл буруңуз: *a grown-up – grown-ups; a mother-in-law – mothers-in-law; a woman-driver – women-drivers.*

Айрым зат атоочтордун көптүк түрү болбойт: *news, information, knowledge.* Мисалы: *Bad news travels fast.*

### The Adjective (Сын атооч)

Сын атоочтордун салыштырма даражалары. Англис тилинде үч салыштырма даражасы бар: негизги (positive), салыштырма (comparative) жана күчөтмө (superlative).

Англис тилинде сын атоочтордун даражалар боюнча өзгөрүшүнүн жөнөкөй жана курама деген эки формасы бар. Жөнөкөй формасы *-er* жана *-est* суффикстеринин жардамы менен түзүлөт.

<i>young</i>	<i>younger</i>	<i>youngest</i>
жаш	жашыраак	эң жаш
(негизги)	(салыштырма)	(күчөтмө)

Курама формасы көп муундуу сын атоочтордун салыштырма даражаларын түзүү үчүн колдонулат. Курама формасы *more* жана *(the) most* сөздөрүн сын атоочтун негизги формасына жалгоо жолу менен түзүлөт:

<i>comfortable</i>	<i>more comfortable</i>	<i>the most</i>
	<i>comfortable</i>	
ыңгайлуу (негизги)	ыңгайлуураак (салыштырма)	эң ыңгайлуу (күчөтмө)

Салыштырма даражалары ар башка уңгулардан түзүлө турган сын атоочтордун жана тактоочтордун тобу бар. Алардын формаларын жаттап алуу керек:

<i>good, well</i>	<i>better</i>	<i>(the) best</i>
<i>bad, badly</i>	<i>worse</i>	<i>(the) worst</i>
<i>many, much</i>	<i>more</i>	<i>(the) most</i>
<i>little, few</i>	<i>less</i>	<i>(the) least</i>

Көңүл буруңуз!

*Out of two boys Nick is the taller* (Эки баланын ичинен Ник эң бойлуу) сыяктуу салыштырма түрмөктөрдө сын атооч салыштырма даражада **the** артикли менен колдонулат.

Төмөнкү учурларда “the” колдонулбайт.

*at least* – болбоду дегенде

*most of all* – баарынан көбүрөөк

*worst of all* – баарынан жаман

*best of all* – баарынан жакшы (*What film do you like best of all?*  
– Сизге кайсы фильм баарынан көбүрөөк жагат?)

*as ... as* – ... кандай болсо, ошондой эле

*not so ... as* – сыяктуу ... эмес, ...дай эмес (болбойт)

*This book is as interesting as that book.* – Бул китеп тиги китептей эле кызыктуу.

*The days in winter are not so long as in summer.* – Кышында күн жайындагыдай узун болбойт.

*much better* – алда канча жакшы

*much more comfortable* – алда канча ыңгайлуу

*the more ... the more* – канчалык көп ... , ошончолук көп

*the more ... the less* – канчалык көп ... , ошончолук аз

*The more we study, the more we know* – биз канчалык көп окусак, ошончолук көптү билебиз.

### The Adverb (Тактооч)

Сүйлөмдө тактооч бышыктоочтун милдетин аткарат. Түзүлүшүнө жараша тактоочтор төмөндөгүчө бөлүнөт:

- жөнөкөй: *often, now, much, here, there*
- туунду (-ly суффиксинин жардамы менен түзүлөт): *easy – easily; soft – softly*
- татаал: *everywhere, somehow, sometimes*
- курама: *at last, at first, at best, by and large*

Айрым учурларда тактоочтун формасы сын атоочтун формасы менен дал келет. Мындай сөздөргө төмөндөгүлөр кирет:

- *Hard, fast, late, early, low.*
- *He usually drives fast – Ал адатта ылдам жүрөт.*
- *Japanese trains are very fast – Жапон поезддери абдан ылдам.*

Тийиштүү сын атоочтордон мааниси боюнча айырмаланган төмөндөгү тактоочтордун маанисин эстеп калуу зарыл:

*nearly, hardly, lately:*

- *It's nearly time for supper – Дээрлик кечки тамактануу убактысы болуп калды.*
- *I can hardly move my hand – Мен колумду араңдан зорго кыймылдаттып калдым*
- *I haven't seen her lately – Акыркы мезгилде мен аны көргөн жокмун.*

*badly* тактоочу жаман жаңа абдан деген эки мааниге ээ:

- *Mary sings badly – Мэри жаман ырдайт.*
- *I need you badly – Сиз мага абдан керексиз.*

*to feel, to look, to seem, to taste, to sound, to become*  
этиштеринен кийин тактоочтун ордуна көп учурларда сын

атооч колдонулат:

- *Do you feel comfortable?* – Сизге ыңгайлуубу?
- *The name sounds familiar to me* – Бул ысым мага тааныш.

*today, tomorrow, yesterday* мезгил тактоочтору сүйлөмдүн башына же аягына коюлат:

- *I bought this book yesterday.*
- *Yesterday I bought this book.*

*recently* (жакында), *lately* (кийинки мезгилде), *before* (мурда) тактоочтору сүйлөмдүн аягына гана келет:

- *I have never seen this book before* – Мен бул китепти мурун эч качан көргөн эмесмин.

Көп кайталанууну билдирген *usually, often, never, seldom, always* тактоочтору этиштин тийиштүү формасынын алдында колдонулат:

- *He always gets up at seven o'clock.*

Көп кайталанууну билдирген жана белгисиз чактагы тактоочтор *to be* этишинин тийиштүү формасынан кийин анын жанында эле, колдонулат:

- *She is often late for classes.*

Тактоочтордун салыштырма даражалары сын атоочтордуку сыяктуу эле эрежелер боюнча түзүлөт.

### **Perfect Tenses (Перфект чактары)**

Perfect тобундагы чактар *учур, өткөн жана келер* чактардагы аягына жеткирилүүчү кыймыл-аракеттерди билдирет.

#### **Perfect simple**

Ырастагыч форма	Таңгыч форма	Суроолуу форма
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<p><b>Учур чак (Present)</b></p> <p><i>She has asked</i> <i>He has asked</i> <i>It has asked</i></p> <p><i>I have asked</i> <i>We have asked</i> <i>You have asked</i> <i>They have asked</i></p>	<p><i>She hasn't asked</i> <i>He hasn't asked</i> <i>It hasn't asked</i></p> <p><i>I haven't asked</i> <i>We haven't asked</i></p> <p><i>You haven't asked</i> <i>They haven't asked</i></p>	<p><i>Has she asked?</i> <i>Has he asked?</i> <i>Has it asked?</i></p> <p><i>Have I asked?</i> <i>Have we asked?</i> <i>Have you asked?</i> <i>Have they asked?</i></p>
<p><b>Өткөн чак (Past)</b></p> <p><i>I</i> <i>She</i> <i>He</i> <i>It had asked</i> <i>We</i> <i>You</i> <i>They</i></p>	<p><i>I</i> <i>She</i> <i>He</i> <i>It had not asked</i> <i>We</i> <i>You</i> <i>They</i></p>	<p><i>I</i> <i>she</i> <i>he</i> <i>Had it had asked?</i> <i>we</i> <i>you</i> <i>they</i></p>
<p><b>Келер чак (Future)</b></p> <p><i>I</i> <i>She</i> <i>He</i> <i>It will have asked</i> <i>We</i> <i>You</i> <i>They</i></p>	<p><i>I</i> <i>She</i> <i>He</i> <i>It will not have asked</i> <i>We</i> <i>You</i> <i>They</i></p>	<p><i>I</i> <i>she</i> <i>he</i> <i>Will it have asked?</i> <i>we</i> <i>you</i> <i>they</i></p>

**Perfect Continuous**

<b>Ырастагыч форма</b>	<b>Таңгыч форма</b>	<b>Суроолуу форма</b>
<p><i>She</i> <i>He has been asking</i> <i>It</i></p> <p><i>I</i> <i>We</i> <i>You have been asking</i> <i>They</i></p>	<p><i>She</i> <i>He hasn't been asking</i> <i>It</i></p> <p><i>I</i> <i>We</i> <i>You haven't been asking</i> <i>They</i></p>	<p><i>she</i> <i>Has he been asking</i> <i>it</i></p> <p><i>Have I been asking?</i> <i>Have we been asking?</i> <i>Have you been asking?</i> <i>Have they been asking?</i></p>
<p><i>I</i> <i>She</i> <i>He</i></p>	<p><i>I</i> <i>She</i> <i>He</i></p>	<p><i>I</i> <i>She</i> <i>He</i></p>

<i>It had been asking</i> We You They	<i>It hadn't been asking</i> We You They	<i>Had it been asking</i> We You They
<i>I</i> <i>She</i> <i>He</i> <i>It will have been asking</i> We You They	<i>I</i> <i>She</i> <i>He</i> <i>It will not have been asking</i> We You They	<i>I</i> <i>she</i> <i>he</i> <i>Will it have been asking</i> we you they

### The Passive Voice (Туюк залог)

Туюк залог тийиштүү формадагы to be жардамчы этишинин жана негизги этиштин II тактоочунун жардамы менен түзүлөт:

To be + негизги этиштин  
participle II си

	is	every year
	was	yesterday
	must be	discussed now
This article can be	written	at once
may be		at any time today
will be		tomorrow

*Passive Voice* түрүндөгү сүйлөмдөрдө кыймыл-аракетти жасаган курал, аспап же адам көрсөтүлбөшү мүмкүн. Эгер кыймыл-аракетти ким (эмне) жасагандыгын анык көрсөтүү керек болсо, анда тийиштүү зат атоочтор же ат атоочтор **by** предлогу менен (кыймыл-аракеттин субъектин көрсөтүү үчүн) же **with** предлогу менен (кыймыл-аракетти жасоодо колдонулган куралды, аспапты көрсөтүү үчүн) колдонулат. *My letter is written with a pen.* – Менин катым калемсап менен жазылган.

*The letter was signed by our director. – Катка биздин директор кол койгон.*

### Modal Verbs (Модалдык этиштер)

*Can, must, may* модалдык этиштери

Модалдык этиштер	Мааниси	Мисалдар
Must  Must not=mustn't	Парз, милдеттенме, зарылдык, буйрук  Тыюу (абдан катуу)	We must study hard. I must buy some milk You must come home at once  You mustn't smoke here.
Can Cannot=can't Could Could not=couldn't	жөндөмдүүлүк же колдон келүү уруксат берүү тыюу	We can speak English. You can come at any time. Can I have a cup of coffee? You can't cross the street here.
May  May not =mayn't	уруксат берүү өтүнүч тыюу	You may take this book. May I open the window? You may not take books away from the reading room.

### Модалдык этиштердин сүйлөмдөгү колдонулушунун өзгөчөлүктөрү.

1. Модалдык этиштер жак жана түр боюнча өзгөрбөйт.

*I*  
*She*  
*He*  
*It*  
*We*  
*You*

} *can, may, must*

2. Модалдык этиштерден кийин инфинитив *to* бөлүкчөсүз эле колдонулат. *They can swim very well.*

3. Сүйлөмдүн суроолуу формасы модалдык этиштин жардамы менен тузулат. *They can play tennis – Can they play tennis?*
4. *Can, must* жана *may* модалдык этиштеринин келер чак формасы жок, ал эми *must* модалдык этиши учур чакта гана колдонулат. *Can* өткөн чакта *could*, ал эми *may* болсо *might* болот.

### Модалдык этиштердин тангыч формасы

*Must (must not, mustn't)* жана *may (may not, mayn't)* модалдык этиштеринин тангыч формасына көңүл буру керек. Бул формалар катуу тыюу салууну билдирет (которгондо – мумкун эмес, тийиш эмес). Бул маанини жумшартуу керек болгондо же зарылдык жана милдеттүүлүк мааниси жок болсо *needn't* – керек эмес деген форма колдонулат.

- *Must we go to the bank at once?*
- *No, you needn't. You can go there tomorrow.*

### Модалдык этиштердин эквиваленттери (алмаштыргычтары)

*Can, may, must* модалдык этиштеринин ордуна төмөндөгү сөздөрдү колдонууга болот:

*Can – to be able to* (бир нерсени жасай ала турган абалда болуу, жасай алуу)

*May – to be allowed to, to be permitted to* (бир нерсени аткарууга уруксаты бар болуу)

*Must – to have to* (бир нерсени аткарууга аргасыз болуу) жана *to be to* (бир нерсени алдын ала белгиленген план боюнча аткаруу)

Модалдык этиштердин алмаштыргычтары бардык чактарда модалдуулук<sup>1</sup> маанисин туюнтуу үчүн колдонулат:

Present: *I can read/I am able to read*

Past: *I could read/I was able to read*

Future: *I (shall/will) be able to read*

*Must – to have to* модалдык этишинин алмаштыргычына

<sup>1</sup> Модалдуулук – сүйлөөчүнүн кайсы бир иш-аракетке мамилеси.



Alex says | that he will have finished his work by 5 o'clock.

Alex said | that he would have finished his work by 5 o'clock.

## Vocabulary (Лексика)

Сөздүн курамы

Сөздөр негизги, туунду жана татаал болуп бөлүнөт.

Негизги сөздөрдүн аффикстери болбойт: *drive, read, move*.

Туунду сөздөр аффикстердин – суффикстердин жана префикстердин сөз уңгусуна жалганышы аркылуу түзүлөт: *driver, movement, unpleasant*.

Татаал сөздөр эки же андан көп сөздөн турат: *bluebell, greenhouse, flowerbed*. Мында башкы сөзү дайыма кийиу тураарын эске сактоо керек: *potflower* – бөлмө гүлү; *flowerpot* – гүл өстүрүүчү карапа.

Сөз жасоочу суффикстер:

Зат атоочтордун түзүлүшүндө колдонулуучу суффикстер	- ing - er - ment - ness - ist - ance	feeling player government darkness guitarist guidance
Сын атоочтордун түзүлүшүндө колдонулуучу суффикстер	- y - able - ful - less - ish - ly - en - som	snowy comfortable playful painless bookish lonely wooden handsome
Тактоочтордун түзүлүшүндө колдонулуучу суффикстер	- ly	firmly
Этиштердин түзүлүшүндө колдонулуучу суффикстер	- ize - en - ate - ify	naturalize widen stimulate identify

Жаңы сөздөр бир сөз түркүмүнөн экинчи сөз түркүмүнө өткөрүү жолу менен түзүлүшү мүмкүн. Мында алардын ички структурасы өзгөрүүсүз бойдон калат (конверсия):  
*house* (үй) – *to house* (жайгаштыруу)  
*nurse* (эже, няня) – *to nurse* (багуу, кароо)

Омоним – айтылышы окшош, бирок мааниси жагынан айырмаланган сөз:

*write* (жазуу) – *right* (оң)

*A sailor went to sea to see what he could see. But all he could see was sea, sea, sea...*

Бул жерде *sea* – деңиз, ал эми *see* – “көрүү” этиши.

Бирден ашык мааниси бар сөздөр көп маанилүү болуп саналат.

*The camp was situated at the foot of the mountain.*

*The girl hurt her foot.*

Биринчисинде *foot* – “этеги”, ал эми экинчисинде – “таман”.

Синоним – мааниси жагынан жакын сөз:

*to go* – *to walk*, *to look* – *to stare*, *beautiful* – *handsome*

*Nelly looked surprised.* – *Nelly looked astonished.*

*surprised* жана *astonished* сөздөрү – ар кайсы деңгээлдеги таң калууну билдирген синонимдер.

Антоним – мааниси жагынан карама-каршы сөз:

*hot* – *cold*, *happiness* – *sorrow*, *to reject* – *to accept*, *up* – *down*

*Love will save the world. Hatred will ruin it.*

*love* жана *hatred* сөздөрү – антонимдер, анткени алар мааниси боюнча карама-каршы.

### **The Gerund (Герундий)**

Герундий – бул этиштин жана зат атоочтун милдеттерин айкалыштырып аткаруучу этиштин жаксыз формасы. Герундий этиштин негизине – *ing* мүчөсүң жалгоо жолу менен түзүлөт: *to write* – *writing*.

Герундийдин төмөндөгүдөй формалары бар:

Active	Passive	
seeing writing	being seen being written	жөнөкөй формалары: бирдей убактуулук же келер чак
having seen having written	having been seen having been written	перфект формалары: мурда болуу

1. *Peter likes studying foreign languages.* – Петяга чет тилдерин үйрөнүү жагат.
2. *Little John likes being read fairy tales.* – Жомок окуп берүү кичинекей Джонго жагат.
3. *I don't remember having seen such a picture.* – Мындай сүрөттү көргөнүм эсимде жок.
4. *I remember having been informed of the conference.* – Мага конференция тууралуу айтканы эсимде.

Герундий предлогдордон кийин колдонулушу мүмкүн:

*Igor is fond of playing chess.*

*The children insisted on visiting the History museum after the dinner.*

Соңунан улай герундий гана колдонула турган этиштердин жана предикативдик (баяндоочтук) сөз айкаштарынын белгилүү тобу бар:

to appreciate to forgive to keep (on) to enjoy to finish	to prevent cannot help cannot resist to excuse to deny	to mind (таңгыч жана суроолуу сүйлөмдөрдө) to avoid to refrain (from) to be capable of
--	--	---

*Martin couldn't have been smiling.* – Мартин жылмайбай кое алган жок.

*Mary has finished typing a business letter.* – Мэри ишкер катты бастырып бүттү.

Төмөндөгү этиштерден кийин герундий да, инфинитив да колдонулушу мүмкүн:

*to like, to love, to prefer, to hate, to intend, to forget, to continue, to start, to begin.*

*I prefer reading books in the evening. – I prefer to read books in the evening.*

### The Participle (Атоочтук)

Атоочтук – этиш жана сын атооч милдетин аткаруучу этиштин жаксыз формасы. Англис тилинде атоочтуктун эки түрү – I атоочтук (учур чактагы атоочтук) жана II атоочтук (өткөн чактагы атоочтук) бар.

I атоочтук этиштин негизине – *ing* суффиксин жалгоо аркылуу түзүлөт:

(to) go+ing= going  
(to) read+ing=reading

to go - going  
to read – reading

Сүйлөмдө I атоочтук төмөндөгүдөй милдеттерди аткарат:

1) аныктооч:

*I like to look at playing children. – Мен ойноп жаткан балдарды карап турууну жакшы көрөм.*

2) аныктоочу атоочтук түрмөктүн бөлүгү:

*The girl reading a book is my sister. – Кимен окуп жаткан кыз – менин эжем.*

3) Continuous тобундагы чактардагы баяндоочтун бөлүгү:

*Alex is watching TV now.*

II атоочтук страдательный залогдогу атоочтук болуп саналат, ага кыргыз тилиндеги – ылган, - лган формалары туура келет, (окулган, ачылган).

Туура этиштерден II атоочтук этиштин негизине – *ed* суффиксин кошуу жолу менен түзүлөт. Ал этиштин Past Indefinite формасына дал келет:

Infinitive	Past Indefinite	Participle II
to ask	asked	asked

Туура эмес этиштердин II атоочтуктарынын формаларын жаттап алуу зарыл.

Сүйлөмдөрдө II атоочтук аныктоочтун милдетин аткарат:  
*People admired the picture painted by a famous artist.*

II атоочтук Perfect тобуна кирген чактардагы баяндоочтун бөлүгү катары колдонулушу мүмкүн: *Alina has just finished her report on biology.*

### Conjunctions (Байламталар)

Байламталар сөздөрдү, сөз тирмектерин, сүйлөмдөрдү байланыштырып турат.

#### Coordinating Conjunctions (Тең байланыштуу байламталар)

and – жана

but – бирок

so – ошондуктан, ошентип, андыктан

or – же

yet – бирок, ошентсе да

*The kids came late and baked a cake.*

*I went to the stadium but the game was cancelled*

#### Subordinating Conjunctions (Багындыруучу байламталар)

after	before	so	Till	where
although	for	so that	unless	whereas
as	if	than	until	wherever
as if	once	that	when	whether
because	Since	though	whenever	while

*Father came home after the work was done.*

*We were happy once the ice-cream was served.*

*I cannot go until she comes.*

#### Adverbial Conjunctions

accordingly	furthermore	Likewise	so
besides	hence	moreover	still
consequently	however	nevertheless	therefore
			thus

*The bread was left open; consequently it went stale.*

*My dog doesn't like peanuts; however, he loves peanut butter.*

*I think, therefore I am.*

### Complex Object (Татаал толуктооч)

Татаал толуктооч – англис тилиндеги уникалдуу (өзгөчө) көрүнүш. Ал төмөндөгүдөй үч учурда колдонулат:

- 1) Сезимдик кабылдоону билдирген этиштерден кийин

Этиш	Объект жөндөмөсүндөгү зат атооч же ат атооч	to бөлүкчөсү жок инфинитив; I атоочтук
see	Ann	do
hear	me	doing
watch	him	
feel	her	
smell	it	
	us	
	you	
	them	

*I saw Ann cross the street.* – Мен Аннанын көчөдөн кандай өткөндүгүн көрдүм.

*I saw her cross the street.* – Мен анын көчөдөн кандай өткөндүгүн көрдүм.

*I saw her crossing the street.* – Мен анын көчөдөн кандай өткөндүгүн көрдүм.

Эсиңизде сактаңыз: эгер биз фактыны эмес, процессти көбүрөөк эске алсак, анда I атоочтукту колдонобуз:

- 2) *let* (уруксат, мүмкүндүк берүү) жана *make* (мажбурлоо) этиштеринен кийин:

Этиш	Объект жөндөмөсүндөгү зат атооч же ат атооч	to бөлүкчөсү жок инфинитив
let	Ann	do
make	me	
	him	
	her	
	it	
	us	
	you	
	them	

*Mother made me sit down to my homework.* – Амам мени сабакка даярдануу үчүн отурууга мажбурлады.

*Don't let him do it. – Анын ал ишти жасашына жол бербей.*

3) Төмөндөгү этиштерден кийин:

Этиш	Объект жөндөмөсүндөгү зат атооч же ат атооч	инфинитив
want wish expect believe like would like	children me him her it us you them	to do

*I want my children to be happy. – Мен балдарымдын бактылуу болушун каалайм.*

*I expect you to come in time. – Өз убагында келесиң деп үмүттөнөм.*

### The pronoun (Ат атоочтор)

#### Жактама ат атоочтор

Субъект ат атооч	Объект ат атооч	Таандык ат атооч	Таандык ат атоочтун абсолюттук формасы	Өздүк ат атооч
I you he she it we you they	Me you him her it us you them	my your his her its our your their	mine yours his hers its ours yours theirs	myself yourself himself herself itself ourselv es yoursel ves themsel ves

Объект ат атоочтор толуктоочтор катары (*I saw them at the meeting*), ошондой эле татаал толуктоочу бар сүйлөмдөрдө да (*Pete wants me to help him*) колдонулат.

Таандык ат атоочтордон кийин зат атоочтордун колдонулушу талап кылынат: *Our teacher is young.*

Таандык ат атоочтордун абсолюттук формасы зат атоочсуз колдонулат. Ал зат атоочтун маанисин да билдирет: *My room is small, yours is large.*

Өздүк ат атоочтор этиштио жанында толуктооч катары гана колдонулат. Алар сүйлөмдүн ээсине тиешелүү болот: *The child is old enough to dress himself.*



## IRREGULAR VERBS (ТУУРА ЭМЕС ЭТИШТЕР)

Infinitive	Past Indefinite	Past Participle	Meaning
Be	was / were	been	Болу
Beat	beat	beaten	Уруу
Become	became	become	Болу
Begin	began	begun	Баштоо
Bend	bent	Bent	Ийилүү
Blow	blew	blown	(ооз менен) үйлөө
Break	broke	broken	бузуу, сындыруу
Bring	brought	brought	алып келүү
Build	built	built	Куруу
Burn	burnt	burnt	Күйгүзүү
Buy	bought	bought	сатып алуу
Catch	caught	caught	Кармоо
Choose	chose	chosen	Тандоо
Come	came	come	Келүү
Cut	cut	cut	Кесүү
Dig	dug	dug	Казуу
Do	did	done	Жасоо
Draw	drew	drawn	сүрөт тартуу
Dream	dreamt	dreamt	Эңсөө, самоо
Drink	drank	drunk	Ичүү
Drive	drove	driven	Айдоо
Eat	ate	eaten	же
Fall	fell	fallen	жыгылуу
Feed	fed	fed	Багуу
Feel	felt	felt	Сезүү
Light	fought	fought	кармашуу
Find	Found	found	Табу

fly	flew	flown	учуу
forget	forgot	forgotten	унутуу
get	got	got	алуу
give	gave	given	берүү
go	went	gone	баруу
grow	grew	grown	өсүү
hang	hung	hung	илүү
have	had	had	бар болуу
hear	heard	heard	угуу
hide	hid	hidden	бекитүү
hit	hit	hit	урунуу
hold	held	held	кармоо
hurt	hurt	hurt	оорутуу
keep	kept	kept	сактоо
know	knew	known	билүү
lay	laid	laid	жабуу
lead	led	led	алып баруу
learn	learnt	learnt	үйрөнүү
leave	left	left	калтыруу
lie	lay	lain	жатуу
lose	lost	lost	жоготуу
make	made	made	жасоо
meet	met	met	жолугуу
overco	overcame	overcome	женип чыгуу
me	paid	paid	төлөө
pay	put	put	коюу
put	read	read	окуу
read	rode	ridden	ат минүү
ride	rang	rung	шыңгыроо
ring	rose	risen	көтөрүлүү
rise	ran	run	чуркоо
run			
say	said	said	айтуу
see	saw	seen	көрүү
set	set	set	тургузуу
sew	sewed	sewn	тигүү
shake	shook	shaken	силкүү
shine	shone	shone	жаркыроо
shoot	shot	shot	атуу
show	showed	shown	көрсөтүү
sing	sang	sung	ырдоо
sit	sat	sat	отуруу

sleep	slept	slept	уктоо
speak	spoke	spoken	сүйлөө
spend	spent	spent	өткөрүү
stand	stood	stood	туруу
steal	stole	stolen	уурдоо
stick	stuck	stuck	жармаштыруу
sweep	swept	swept	шыпыруу
swim	swam	swum	сууда сүзүү
take	took	taken	алуу
teach	taught	taught	окутуу
tear	tore	torn	үзүү
tell	told	told	айтуу
think	thought	thought	ойлонуу
throw	threw	thrown	ыргытуу
underst	understood	understood	түшүнүү
and	upset	upset	оодаруу
upset	woke	woken	ойгонуу
wake	wore	worn	кийим кийүү
wear	wrote	written	жазуу
write			

## СӨЗ ДҮК

### A

Abundant	мол, жайнаган
Accept (v)	кабыл алуу
Accident	кырсык, окуя
According to	ылайык
Account	эсеп
Accurate	так, туура, таамай
Acquaint (v)	тааныштыруу
Acquire (v)	алуу, ээ болуу
Across	аркылуу, аркы бетинде
Activity	ишкердик
Add (v)	кошуу, кошумчалоо
Addition	кошум (ча)
Admire (v)	суктануу
Adviser	кеңешчи
Aesthetic	эстетикалык
Again	кайра баштан, кайрадан
Against	каршы
Aggravating	тажаткан, кыжырдаткан
Agree (v)	макул болуу
Aim	максат, ниет
Air	аба
Alike	окшош
Almost	жакын, дээрлик
Alone	жалгыз, жеке өзү
Alongside	жанаша, жанында
Already	эбак, эчак
Also	дагы, анын үстүнө
Although	карабастан
Amateur	сүйүүчү, өз алдынча үйрөнгөн киши
Ammunition	курал жарактар
Among	ортосунда, арасында
Ancient	байыркы, илгерки
Angry	ачуулуу
Animal	жаныбар
Anniversary	жылдык, бир нерсени белгилөө
Announce (v)	жарыялоо, кабарлоо
Anxiously	бушайман болгон, тынчы кеткен
Apparently	кыязы
Appearance	сырткы көрүнүш

Appreciate (v)	баалоо
Approach (v)	жакындоо, жакындап келүү
Area	аянт, чөйрө
Arm	кол
Armor	курал жарак, шайман
Artist	сүрөтчү, артист
Artistic	көркөм
Assistant	жардамчы
Athlete	атлет, балбан
Attention	көңүл, назар
Attitude	мамиле, көз караш
Attraction	өзүнө тартуу, жагымдуулук
Author	автор, жазуучу
Available	колдо бар, жарактуу
Award (v)	сыйлык ыйгаруу, сыйлоо

## **В**

Back	артка, кайра артка
Based upon	негизинде
Basis	негиз, түп, баштапкы
Bathe	сууга түшүү, киринүү
Beauty	кооздук, сулуулук
Because	анткени, себеби
Before	алдында, чейин
Begin (v)	баштоо
Behind	артында, аркасында
Belong	тийиштүү, караштуу болуу
Beloved	сүйгөнү, ашыгы
Besides	башка, сырткары
Between	ортосунда, аралыгында
Bleed (v)	каноо, кансыроо
Bless (v)	бата берүү, багын ачуу
Blossom (v)	гүлдөө, гүл ачуу
Boat	кайык, кеме
Boil	кайноо
Border	чектеш болуу, чектешүү
Boring	кызыксыз, тажатмалуу
Boyfriend	жактырган жигити
Braided	өрүлгөн чач
Branch	бутак, өзөндүн айрыгы
Bread	нан

Bridge	көпүрө
Bright	ачык, көңүлдүү
Bring (v)	алып келүү
Brush (v)	щетка менен тазалоо
Bucket	чака, челек
Building	имарат, үй
Burn (v)	күйгүзүү
Burning	ысык, куйкалаган
Burst out (v)	жулунуп кирүү, каткырып күлүү
Business	коммерциялык иш аркет
Butter	май

## C

Call (v)	атоо, ат коюу, чакыруу
Camp	лагерь
Campaign	компания (бир ишти ишке ашыруу үчүн көрүлгөн чара)
Canvas	кездеме, канвас
Care	камкордук
Career	ийгилик, карьера
Carrot	сабиз
Carry out (v)	аткаруу, орундоо
Catch (v)	кармоо, кармап алуу
Cattle	мүйүздүү мал
Celebrate (v)	майрамдоо
Celebration	майрам, азем
Celestial	асман тиреген
Center	борбор
Central	борбордук
Century	жүз жыл, кылым
Certain	белгилүү, ишенимдүү
Character	инсан, каарман
Characteristic	мүнөздүү өзгөчөлүк
Characterize (v)	мүнөздөө
Charitable	ырайымдуу, боорукер, кайрымдуу
Charm (v)	өзүнө тартуу
Cheap	арзан
Cheek	бет, жаак
Cheer (v)	көңүлүн көтөрүү, кайрат берүү
Clear	тунук, ачык, таза

Clergyman	дин кызматчысы
Close (v)	жабуу
Close (adv)	жакын
Clothing	кийим
Coast	деңиз жээги
Collect (v)	чогултуу, жыйноо
Collection	жыйнак
Collector	жыйноочу
Combination	кошуу, бириктирүү
Combine (v)	айкалыштыруу, бирге кошуу
Come (v)	келүү
Commerce	соода
Common	жалпы, коомдук
Compare (v)	салыштыруу
Competition	мелдеш, жарыш, конкурс
Compile (v)	чогултуу, жыйноо
Complain (v)	нааразычылык билдирүү, нааразылануу
Complete (v)	толук жыйнагы, аяктоо бүтүрүү
Complex	татаал, курамдардан турган
Component	курамындагы бөлүк
Composition	сочинение, дил баян, чыгарма
Compulsion	мажбурлук
Concern (v)	кабатыр болуу, тынчсыздануу
Condemn (v)	айыптоо, өкүм кылуу
Condense (v)	коюулантуу (газдын суюктукка же катуу затка айлануусу)
Condition	абал, шарт, жагдай
Connect	байланыштыруу, бириктирүү
Consider (v)	эске алуу, эсептөө, деп ойлоо
Consist (- of) (v)	туруу (бир нерседен), түзүлүү
Console (v)	сооротуу, жубатуу
Constellation	топ жылдыз
Constitute (v)	дайындоо, бекитүү
Contribute (v)	салым кошуу
Contribution	жардам, кол кабыш, салым
Convention	талаш-тартыш, мелдеш
Conversation	сүйлөөшүү, кеп
Convict	сүргүнчү
Cook (n)	ашпозчу
Cook (v)	тамак даярдоо, бышыруу
Corn	жүгөрү
Cotton	пахта

Courteousness	сылыктык, адептүүлүк
Cover	каптоо, калкалоо, кучагына алуу
Crack	жылчык, тешик, жарака
Create	жаратуу, чыгаруу
Creation	дүйнөнүн жаралышы, жаратуу
Crowded	жык толгон
Crust	кыртыш, жер
Culture	маданият
Cunning	куу, амалкөй, шамдагай
Cupboard	шкаф
Curl up (v)	түйүлүү, буралуу, тоголоктошуу
Custom	салт, адат
Cut (v)	кесүү, кыркуу

## D

Daily	күн сайын, күнүгө
Damage (v)	бузулуу
Damage (n)	чыгаша, зыян
Danger	коркунуч
Dangerous	коркунучтуу
Darling	кымбаттуу, сүйүктүү
Death	өлүм
Deep	терең, кочкул (түс жөнүндө)
Definition	аныктама, тактык
Department	бөлүм
Depict (v)	тартуу, сүрөттөп көрсөтүү
Depth	тереңдик, түпкүр
Descendant	тукум, урпак
Describe (v)	сүрөттөө
Description (n)	сүрөттөө
Desert	чөл
Desire	каалоо
Destiny	тагдыр
Destroy (v)	жок кылуу, талкалоо, кыйратуу
Destruction	талкалоо, кыйратуу, жок кылуу
Different	башка, бөлөк
Difficult	кыйын, оор, татаал
Disappear (v)	жок болуу, жоголуу
Disappearance (n)	жоголуу
Disaster	кырсык, оор күн, жамандык
Dish	табак, идиш-аяк, тамак-аш



Divorce	ажырашуу (нике жөнүндө)
Dough	камыр
Dramatist	драматург
Dream (n)	түш, кыял, тилек
Dream (v)	түш көрүү, кыялдануу
Dress (n)	кийим, көйнөк
Dress (v)	кийүү, кийинүү
Drink (n)	суусундук, ичимдик
Drink (v)	ичүү
Drive (v)	башкаруу, айдоо (автомобилди)
Drop (n)	тамчы
Drop (v)	тамчылоо
Drunken	масс, кызуу
Dry	кургак
During	убагында, ичинде

## Е

Each	ар бир
Each other	бири-бирин
Early	эрте
Earth	жер, жер шары, кургак жер
East-coast	чыгыш жээк
Eat (v)	тамак ичүү, тамактануу
Economy	экономика, үнөм, үнөмдүүлүк
Edition	басма
Educated	билимдүү
Effort	күч, аракет, тырышуу
Egg	жумуртка
Embody	ишке ашыруу (ойду), билдирүү
Embrace	кучактоо, кучакташуу
Emotion	эмоция
Emphasize (v)	басым жасоо, баса белгилөө, өзгөчө манай
берүү	
Encyclopedic	энциклопедиялык
Enemy	душман, касташ жоо
Energy	энергия, кубат, күч
Engagement (кудалашуу)	үй-бүлө куруу үчүн макулдашуу
Enjoy (v)	жакшы көрүү, ыракаттануу
Enjoyment	ыракат, жыргал
Enormous	чоң, зор

Enough	жетишерлик, жетиштүү
Enrich (v)	байытуу, семиртүү (жерди)
Enter (v)	кирүү
Entertainment	көңүл ачуу, шаттык
Enumerate (v)	атап саноо
Envious	көрө албас, ич күйдү, ичи тар
Environment	айлана чөйрө
Epic	эпикалык поэма, эпос
Equal	тең, бирдей
Erupt (v)	атырылып чыгуу (вулкан жөнүндө)
Especially	айрыкча
Essential	керектүү, зарыл, негизги маанилүү
Establish (v)	негиздөө, түзүү, бекемдөө
Esteem	сыйлоо, урматтоо
Ethnic	этникалык, улуттук
Evaluation	баа
Even	ал түгүл, ал турсун, жадагалса
Event	окуя
Everyone	ар бир адам
Everything	баары, бардык нерсе
Exactly	дал ушундай, туура
Excellent	мыкты, сонун
Exciting	сезимди ойгото турган
Exist (v)	чыгуу
Existence	бар болуу, жашоо тиричилик
Express (v)	айтуу, билдирүү (ойду)
Eye	көз

<b>F</b>	
Fair	ак ниеттүү, абийирдүү
Fall down	жыгылуу, кулоо
Famous	белгилүү
Fault	жаңылыштык, ката, күнөө, айып
Feel (v)	сезүү
Feeling	сезим, ички сезим
Fence	тосмо
Fermented	ачыган, ачытылган
Few	бир аз, аз сандагы
Fight (n)	уруш, мушташ, күрөш
Fight (v)	урушуу, мушташуу

Figure	элес, адамдын сыркы келбети
Find (v)	табуу
Find out (v)	билүү, билип калу, бетин ачуу
Fire	от, өрт
Flare (v)	от чыгуу
Flock	бир тал тыбыт, жүндүн тарандысы
Folklore	фольклор
Folkloric	фольклордук
Folk-tale	жомок
Follow (v)	ээрчип жүрүү, жолун жолдоо
Follower	жолун жолдоочу, ээрчип жүрүүчү
Fool	келесоо, макоо, акмак
Force	күч
Foreign	чет элдик, чоочун, башка, бөлөк
Foresight	этияттык, алды-артын ойлоочулук
Freedom	эркиндик
Frequently	тез-тез болуп турган, көп ирет
Fresh	жаңы, таза
Fruit	жер-жемиш
Fry (v)	кууруу
Fry (n)	куурдак
Fun	тамаша, оюн-тамаша
Funny	кызык, күлкүлүү
Fusion	эритүү, эритилген масса

## G

Gallery	галерея (сүрөт көргөзмөсү үчүн имарат)
Garlic	сарымсак
Generally	адатта, негизинен, жалпысынан алганда
Generation	муун
Generous	март, берешен, кең пейил
Geographical	географиялык
Give (v)	берүү
Glad	кубанычтуу, ырааза болуу
Glorify (v)	даңктоо
Glove	кол кап, мээлей
Goal	максат
Gold	алтын
Graceful	көрктүү, келбеттүү
Grandiose	зор, эбегейсиз чоң
Graphic art	графикалык искусство

Gratitude	ыраазычылык
Great	улуу, чоң
Greedily	сарандуу
Green	жашыл
Ground	жер кыртышы
Grow (v)	өсүү, көбөйүү
Grown-up	чоң киши
Guest	конок, мейман

## Н

Happen (v)	болуу, болуп өтүү
Happiness	бакыт
Happy	бактылуу
Harvest	түшүм жыйноо, оруу-жыюу
Health	ден соолук
Hear (v)	угуу, кулак салуу
Heart	жүрөк
Heat	ысык, үп
Heavy	оор салмактуу, эпсиз
Helpful	пайдалуу
Heroic	баатырдык
High	бийик
Historical	тарыхый, тарыхка тиешелүү
History	тарых
Hold (v)	кармоо, батыруу
Homeless	үйсүз
Honor	намыс
Honorable	чынчыл, ардактуу
Hospitality	меймандостук
Host	ээси (үйдүн, мейманкананын)
Hour	саат
How	кантип, кандайча
Hug (v)	кучактоо
Human	адамдык
Humanity	адамзат, адам баласы
Husband	күйөө, кожоюн

## И

Idea	ой, ниет, максат
Ideal	идеалдуу, эң жакшы

If	эгерде
Illiterate	сабатсыз
Illness	оору
Illustrate (v)	иллюстрациялоо
Image	айкел, түшүрүлгөн сүрөт, көркөм образ
Importance	манилүүлүк, орчундуулук
Important	орчундуу, манилүү, олуттуу
Impress (v)	белги салуу, из калтыруу
Improviser	импровизациялоо (даярсыздык)
Include (v)	өз ичине камтуу
Independent	көз каранды эмес
Indifferent	көңүл кош, кайдыгер
Individually	жекече, өзгөчө
Indoor –games	үйдө ойнолуучу оюндар
Influence (n)	таасир
Influence (v)	таасир тийгизүү
Information	билдирүү, маалымат
Inherit (v)	мураска алуу
Inside	ички бет, ич (бир нерсенин)
International	эл аралык
Invite (v)	чакыруу
Involve (v)	тартуу, катыштыруу, кийлигиштирүү
Irresistible	кайтарылгыс, жеңилгис
Island	арал
Item	пункт, параграф

<b>J</b>	
Jam	варенье, джем
Job	иш, кызмат
Join (v)	бириктирүү, кошуу
Joint	бириккен жер
Jointly	биргелешип, бирге
Journey	жүрүш, саякат
Jowl	жаак, жаак сөөгү
Joy	кубаныч, сүйүнүч, ыракат
Joyful	кубанычтуу
Judge (n)	судья, калыс
Judge (v)	калыстык кылуу
Judicial	соттук, мыйзамга ылайык
Jump (v)	секирүү, секирип өтүү
Just	так эле, дал өзү, так ошондой

Justice акыйкат сот, акыйкаттык, адилеттик,  
калыстык

## **K**

Keen учтуу, курч, курч (көз караш)  
Keep (v) кармоо, сактоо (мыйзамды, эрежени)  
Key ачкыч  
Keyhole кулпунун тешиги  
Key-note музыкалык ачкычтын негизги нотасы  
Kid улак, кичине бала  
Kill (v) өлтүрүү  
Kin уруу, үй-бүлөө, туугандар  
Kind түр, түркүм, боорукер, жароокер, сылык  
Kindly боорукер, ак ниеттүү, кичи пейилдүү  
Kindness жакшылык, кайрымдуулук  
Kiss (v) өбүү  
Kitten мый, мышыктын баласы  
Knee тизе  
Kneel (v) тизелеп туруу  
Knife бычак  
Knight рыцарь  
Knock такылдатуу  
Know (v) билүү  
Knowledge билим  
Known белгилүү

## **L**

Lamb козу  
Land (n) жер  
Land (v) жерге конуу  
Landscape пейзаж, ландшафт, (бир жердин көрүнүшү)  
Language тил  
Layer катмар, кабат  
Lead (v) жетелөө, ээрчитүү, жол көрсөтүү  
Leading башкы жетекчи, алдыңкы  
Learn (v) окуу, үйрөнүү, таануу, билүү  
Leave (v) кетүү, таштап кетүү  
Legacy мурас, мүлк  
Legend уламыш, легенда

Legendary	легендарлуу
Let (v)	уруксат кылуу, мүмкүнчүлүк берүү
Letter	кат
Level	деңгээл, бийиктик
Lie (v)	жатуу
Life	өмүр, тиричилик, турмуш, жашоо
Light	жарык
Lightning	чагылган
Line	сызык, чек ара сызыгы
Listen (v)	угуу
Listener	угуучу
Literature	адабият
Locate (v)	жайлашуу, орундаштыруу
Lonely	жалгыз
Look for (v)	кароо, издөө
Look like	окшош болуу
Lots of	көп, бир топ
Loudly	катуу (үн жөнүндө), чуулгандуу
Love (v)	сүйүү
Love (n)	сүйүү, махабат
Lyricism	лирикалык
<b>M</b>	
Madly	жинди немедей
Main	негизги, башкы
Mainly	негизинен, көбүнчө
Major	чоң, негизги күчтөр
Make (v)	жасоо, жасап чыгаруу, даярдоо
Manage (v)	башкаруу, колунан келүү
March	Март айы, жүрүшкө чыгуу
Mare	бээ
Mark	белги, баа (билимге, жүрүм-турумга берилген)
Marriage	нике, үйлөнүү-тоюу
Marry (v)	үйлөнүү, турмушка чыгуу, нике кыюу
Master (n)	ээ, мугалим
Master (v)	ээ болуу
Masterly	чебер, такшалган
Matter	иш, суроо (as a matter of fact – чынында)
Meaning	маани берилген, манилүү

Measure (n)	өлчөм, ченем
Measure (v)	өлчөө, ченөө
Meat	эт
Medieval	орто кылымдагы
Meet (v)	жолугуу, кезигүү, тосуу
Melodiousness	угумдуулук, кулака жагымдуулук
Melody	мелодия, күү
Memory	эс, эскерүү, эскерме
Mental	акыл, акыл өзгөчөлүгү
Mention (v)	айтып өтүү, эскерип өтүү
Middle	орточо, ортосу (middle-aged орто жаштагы)
Might	күч, кудурет
Milk	сүт
Mind	эс, ой пикир
Minibus	микро автобус
Mix	аралаштыруу
Modesty	токтоолук, оор басырыктуулук
Molten	эриген, эритилген
Money	акча, байлык
Monument	эстелик
Moral	моралдуу, адептүү
Most	эң, басымдуу бөлүгү
Mother-in-law	кайын эне
Motivate (v)	козгоо, түрткү болуу
Mountainous	тоолуу
Mouth	ооз, жылчык
Move (v)	жылдыруу, жылуу, көчүү
Multinational	көп улуттуу
Museum	музей
Mutton	койдун эти

## N

Named	аталган
Narrate (v)	айтып берүү
Narration	аңгеме, баяндама
Narrator	айтуучу, айтып берүүчү
Narrow	кууш, энсиз, тар
Nation	улут, эл, калк
National	улуттук
Native	өз ата мекендик



Natural	табигый, чыныгы, тубаса
Nature	жаратылыш, табият
Near	жакын жерде, жанында
Necessary	зарыл, керектүү
Neck	моюн
Need	муктаждык
Never	эч качан
Next	кийинки, жакынкы
Nice	жагымдуу, сүйкүмдүү
Night	түн
Nimble-fingered	уз, чебер
Nobody	эч ким
Noodle	кесме
Normally	кадимкидей, адаттагыдай
North	түндүк
Nose	мурун
Notable	көрүнүктүү, белгилүү
Noteworthy	көңүл бурууга татырлык
Notice	жарыя, билдирүү
Novel	роман
Novelist	романист (жазуучу)

## O

Occupy (v)	ээлөө, басып алуу
Ocean	океан
Official	расмий, кызмат
Often	тез-тез, бат-бат
Once	бир жолу
Onion	пияз
Opinion	пикир
Opportunity	мүмкүнчүлүк
Oral	оозеки
Order	тартип, катар тизилиш
Organize (v)	уюштуруу
Orientalist	чыгыш азиялык (изилдөөчү)
Original	баштапкы, оригиналдуу
Originality	анык, чын
Other	башка, бөлүк
Outside	сырт жагы, сырткы
Outstanding	көрүнүктүү

<b>P</b>	
Pack	пачка, таңгак, түйүн
Painter	сүрөтчү, живописчи
Painting	живопись, картина, сүрөт
Participate (v)	катышуу, бөлүшүү
Particularly	өзгөчө, айрыкча, абдан
Pass (n)	өтө турган жер
Pass (v)	ашуу, кесип өтүүү
Passion	өтө кумардануу, сүйүү, бериллүү
Passionate	кумардуу, өтө ысык (сүйүү, кыял)
Patriotic	патриоттук, атуулдук
Pauper	жарды, кембагал
Pay	акы, төлөм, эмгек акы
Penetration	баамчылдык, көрөгөчтүк
People	эл, улут
Pepper	мурч, калемпир
Percent	пайыз, процент
Perform (v)	аткаруу, орундатуу
Performance	орундоо, аткарылыш
Permanent	туруктуу, өзгөрбөс
Permit (v)	уруксат берүү
Person	адам, жеке киши
Physical	физикалык
Piece	бөлүк, бир сындырым
Plane	тегиздик, самолет
Plant	өсүмдүк, отургузуу
Pleasant	жагымдуу, жакшынакай
Please (v)	каалоо, бирөөгө жага турган иш
кылуу	
Plunge	батыруу, малуу, чөгүү
Pocket	чөнтөк
Poetic	поэзиялык
Poetry	поэзия
Political	саясий
Pollute (v)	булгоо
Pollution	булганыч, кирдетүү
Popular	белгилүү, популярдуу
Population	калк, отурукташтыруу, жайгаштыруу
Position	ээлеген жери, турган жайы, абал
Possess	ээлөө, ээ болуу
Possible	мүмкүн болуучу, мүмкүн болгон

Potato	картошка
Pour out	куюу, төгүү, төгүлүү
Predecessor	кийинкиге жол көрсөтүп кеткен киши
Predict	болочок ишти билип, алдын ала айтуу
Prefer	жактыруу, жогору баалоо
Prepare	даярдоо, камдоо
Preserve	сактоо
Pretend	амалдануу, анткорлонуу
Pretty	жакшынакай, татынакай
Pride	сыймык
Printer	басмакананын кызматкери
Promote	көтөрүү, жылдыруу, наамын
жогорулатуу	
Proof	далил, сыноо, сынак
Property	мүлк (man of property - бай, колунда
бар)	
Protagonist	баш каарман, башкы ролду ойноочу
Protect	сактоо, калкалоо
Protection	коргоо, кайтаруу
Proverb	макал-ылакап
Provide	камдап алуу, камсыз кылуу
Psychology	психология
Public	эл, калк, жалпы элдик
Publish	жарыкка чыгаруу, басып чыгаруу

## Q

Quality	сапат, жакшы сапат
Quarter	төрттөн бир, чейрек, квартал
Question	суроо, көйгөйлүү маселе
Quick	тез, ылдам, бат

## R

Raise	көтөрүү, тургузуу
Range	катар, тизме, аралык
Rather	бир аз, бир топ (~ than - андан көрө)
Ready	даяр
Real	чыныгы, анык
Realize	көз алдына келтирүү, элестетүү
Really	чын эле, чынында
Reason	себеп, далил, негиз

Receive	алуу (кат, акча), кабыл алуу
Recent	жакынкы болгон, жакындагы
Recently	кечээ жакында
Recognize	таануу, билүү
Record	жазып алуу, түбөлүккө калтыруу
Reflect	чагылтуу, чагылдыруу
Region	область, район
Relative	тууган
Remarkable	сонун, эң жакшы, мыкты
Remedy	дары, чара, ыкма (бир нерсеге каршы)
Rent (n)	ижара акысы
Rent (v)	ижарага алуу
Reply (v)	жооп, жооп берүү
Represent	көрсөтүү, сүрөттөө
Representative	өкүл
Require	талап кылуу
Research	илимий изилдөө
Respect	сый, урмат, урматтоо
Responsibility	жоопкерчилик
Responsible	жоопкерчиликтүү
Rest	дем, эс алуу
Result	тыянак, жыйынтык, результат
Return	кайтуу, кайра кайрылып келүү
Reveal	таап алуу, бетин ачуу (сырдын)
Rice	күрүч
Rich	бай, мол, баалуу
Ride (rode) менен)	жүрүш, сейил (атчан же велосипед)
Right	оң, акыйкат, адилеттүү, туура
Rise	көтөрүлүү, өйдө болуу
Road	жол
Rock	аска, зоо
Rotten	чириген, бузулган, айныган
Round	тегерек, айлана
Rule	эреже, тартип, сызгыч
Run (ran)	чуркоо, тез тароо
Rural	айылдык, элеттик

## S

Sail	парус, саякат, жел кайык
Sailor	морьяк, матрос

Satellite	сателлит, жасалма спутник
Save	куткаруу, сактап калуу
Scene	окуя болгон жер, көрүнүш
Science	илим
Scientific	илимий
Scientist	окумуштуу
Script	кол (жазма), басма тамга
Sculpture	скульптор
Section	бөлүк, кесим, секция
Seem	өңдөнүү, сыяктануу
Separate	айрым, бөлөк, өзүнчө
Serious	олуттуу, манилүү
Serve	кызмат кылуу
Sew (sewn)	тигүү, жамоо
Shape	форма, сөлөкөт, караан
Share	бөлүшүү
Sheep	кой
Shine	жаркыроо, жалтырак
Ship	кеме
Shirt	эркек көйнөк
Shoulder	ийин, далы
Shrink (shrank)	кыскаруу, кичирейүү
Silence	жымжырттык
Silk	жибек
Similar	окшош
Simple	жөнөкөй
Situation	жай, жагдай, абал
Skill	чеберчилик, эптүүлүк
Skillfully	чебер, шыктуу
Skin	тери, кабык
Sky	асман
Slaughter	союу (малды), кан төгүү
Slave	кул
Slow	акырын, жай
Small	кичинекей, майда
Smell	жыт сезүү, жыт билүү, жыттануу
Smooth	тегиз, жылмакай
Solve	чечүү (маселени)
Somebody	кимдир бирөө
Something	бир нерсе
Soon	жакында, эрте
Soul	жан, жүрөк

Soup	шорпо
South	түштүк
Spectator	көрүүчү, көзөмөлдөөчү
Spend (spent)	сарп кылуу, коротуу, өткөрүү (убакытты)
Spirit	жан, көңүл, кайрат
Sport-fan	спорттук күйөрман, ышкыбоз
Square	төрт чарчы, төрт бурчтук
Star	жылдыз
Start	жөнөө, баштоо
State	мамлекет, штат
State v.	белгилеп айтуу
Station	орун, жай, станция
Stay	туруу, болуу, калуу, токтоо
Steam	буу
Straight	түз, тике, ак ниет
Straw	саман
Stream	агын суу, дарыя, булак
Strength	күч, бекемдик
Stretch	чоюу, созулуу
Strict	катуу (талап), так
Strike (struck)	согуу, соку берүү
Strong	күчтүү, дени сак
Struggle	күрөш, күрөшүү
Suddenly	капыстан, күтүүсүз
Suffer	жапа чегүү, азап тартуу
Supply	кам, запас, камсыз кылуу
Support	колдоо, таяныч, жөлөк болуу
Surprising	таң калуу, укмуштай
Surround	курчоо, тегеректөө
Sweetness	жагымдуулук, сүйкүмдүүлүк
Swim (swam)	сууда сүзүү
Swimming-pool	бассейн (үстү ачык)
<b>T</b>	
Take (took)	алуу
Tear (tore)	жаш (көздүн), айруу, жыртуу
Terrible	коркунучтуу
Terrifying	коркунучтуу, үрөй учурган
Testify	күбөлөндүрүү, далилдеп берүү (сотто)
Theme	тема

Through	аркылуу, айынан
Thunder	күн күркүрөк, күркүрөө
Tight	тыгыз, нык, жакын жайгашкан
Together	бирге
Tomato	помидор
Tomorrow	эртең
Top	үстүндө, үстүнкү бөлүк
Tradition	каада-салт, үрп-адат
Traditional	улуттук
Training	үйрөнүү, окуу, үйрөтүү
Translation	котормо
Translator	котормочу
Travel	саякаттоо,
Treasure	байлык, кенч
Trench	эңкейиш
Triangle	үч бурчтук
Trip	экскурсия, саякат
Triumphant	жеңиштүү
Trouble	жаман окуя, кырсык
True	туура, анык
Try	сыноо, сынап көрүү, аракет
Turn	айландыруу, тегеретүү, айлануу
Twice	эки жолу
Twin	эгиз
Type	түр, түркүм, үлгү

## U

Uncle	таяке, байке (атанын эркек бир тууганы)
Understand	түшүнүү
Unhappy	бактысыз
Union	союз
Unique	уникалдуу, кайталангыс
Uniqueness	уникалдуу
Unite	бириктирүү, кошуу
Unsurpassed	ашып түшкүс
Until	чейин, дейре
Upside down	астын-үстүн, көмкөрөсүнөн
Use	пайдалануу, колдонуу
Usually	адатта

**V**

Value	балуулук, нарк
Vegetable	жашылча
Version	котормо, версия
Village	айыл, кыштак
Vision	көздүн көрүүсү, алдын ала билүү
Visit	келип кетүү, мейман болуу
Vocation	кесип, шык, жөндөм, иш
Voice	үн, добуш
Volume	том

**W**

Wait	күтүү
Walk	жөө басуу, сейил, сейилдөө
Want	каалоо, жетишсиздик
Warm	жылуу, жылытуу
Warmth	жылуулук
Warrior-athlete	жоокер, аскер
Watch	кароолчу, сакчы, көз салуу
Water	суу, сугаруу
Wealthy	бай
Well-being	аман-эсендик, тынчылык
Well-known	белгилүү, таанымал
Wheat	буудай
While	кезде, карабастан
Whisper	шыбыр, шыбыроо
White	ак
Whitewash	актоо (дубалды)
Whole	бүт, бүтүн
Wide	кең, эндүү, жазы
Widely-known	кеңири таанымал
Wine	вино
Wisdom	акылмандуулук, акылмандык
Wish	каалоо, тилек
With	менен, чогу, бирге
Without	сыз, бир нерсесиз
Wonder	укмуш, керемет, ажайып
Wood	токой, жыгач
Wooden	жыгачтан жасалган
World	дүйнө, аалам



Worship	динге кызмат кылуу, сыйынуу
Wounded	жараланган
Wrestle	күрөш, күрөшүү
Wrong	туура эмес

## X

Xerox	ксерокс (кагаздын көчүрмөсүн жасоочу аппарат)
Xerox copy	көчүрмө (ксерокстан чыгарылган)
x-rays (pl.)	Рентген нурлары

## Y

Yard	короо
Year	жыл (~ by ~ жыл сайын, ар жылы)
Yesterday	кечээ
Young	жаш

## Z

Zeal	умтулуу, тырышкандык
Zealous	тырышчаак, аракетчил
Zero	нөл
Zodiac	зодиак
Zoologist	зоолог
Zoology	зоология

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ENGLISH

Жалпы билим берүүчү орто мектептердин  
9-класстары үчүн окуу китеби

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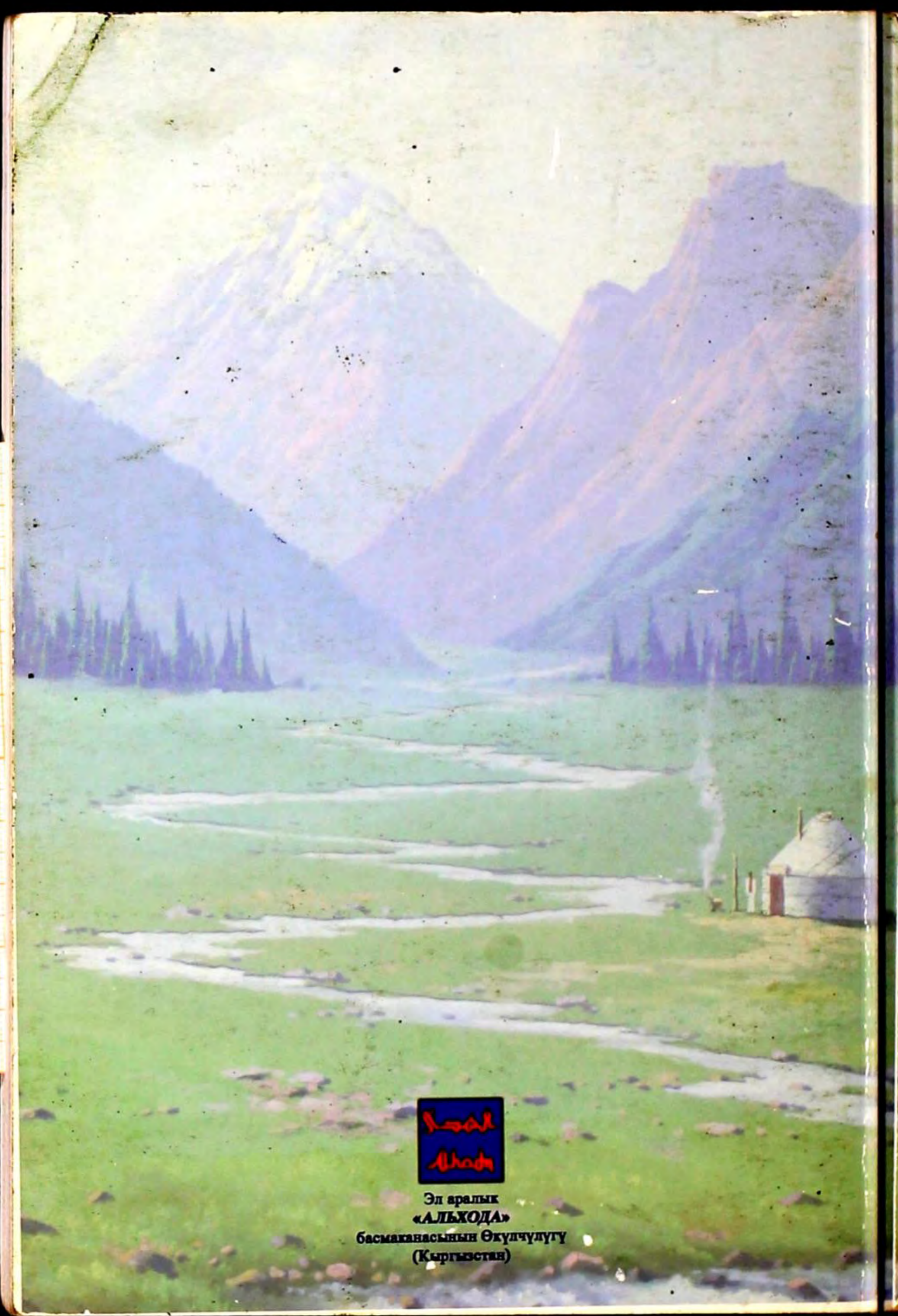
Нускасы 500 даана.

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Бишкек шаары



Эл аралык «АЛЬХОДА»  
басмаканасынын Өкүлчүлүгү  
(Кыргызстан)



Эл аралык  
«АЛБУКА»  
басмаканасынын Өкүлчүлүгү  
(Кыргызстан)