

Beginning English Curriculum Grades 5-10

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The content used in this curriculum is based almost entirely on the first half of Side by Side Book One that every Turkmenistan Peace Corps volunteer receives during training. The games, classroom activities, and structure of the lesson plans are ways to introduce the Side by Side material into lessons.

I used this exact curriculum with great success in my English clubs for students in grades five and up. Several of my club students, mostly from grades seven and up, went from not knowing the word 'hello' to being able to read children's literature books and preparing for the FLEX test. One even passed the test less than two years after beginning to study English! However, I attempted to use this curriculum in my school's everyday lessons, where, unlike club, there are 25 or more students, many of who didn't seem too interested in English. While games like 'Simon Says' and 'Charades' got them interested, for the most part the curriculum failed there. This curriculum thus might work in lessons at school if you have a particularly hard-working form, but it is specifically designed for a club setting, where children come every day because they're interested. These kids are curious, they listen, and they do their homework. This curriculum can give them the tools to start expressing themselves entirely in English.

Again, these are only my ideas of how to use Side by Side effectively; please feel free to follow along with Side by Side and include your own ideas for content and lesson planning. I would love any additions/improvements to this curriculum, as well as a continuation of it into the second half of Side by Side book one, and even onward into books two, three and four. There's no reason why Peace Corps volunteers should have to refigure out everything that past volunteers have learned. It would be nice if Turkmenistan's PCV's could build off of the experience that other volunteers have had and really begin to offer professional and effective advice to the English teachers of Turkmenistan. Every school can be a place where children have at least the opportunity to learn English if they want to. I hope this curriculum can be a start to making this happen.

Good luck!

Chapter One: The Basics

Week 1: Introductions, Alphabet

First Lesson: Introductions, alphabet, class rules

Motivation: Introductions

- Using the words 'hello', 'good morning', and 'my name is ____', greet every child in the class.
- Translate the words a couple of times as you greet them. Children should try to repeat all the words...It's okay if they don't.

Presentation: Class rules, the alphabet, introductions

- Children need four notebooks, a pen, and their grade book for every class.
 - o The four notebooks they need are: two homework notebooks, a class work (text) notebook, and a vocabulary notebook.
 - o Tell the children they must bring every one of these notebooks to every class or they will receive a two.
 - o Tell the children there will usually be homework, and they must do it or they will receive a two.
- Explain class rules (*synp düzgünleri*). Feel free to speak in Turkmen, or have your counterpart translate. Children should sit, be quiet, and listen. They should raise their hands if they want to say something.
 - o Tell them if they follow these rules, do their homework, they will get fives and be able to speak English.
 - o If you have your own rules, explain them here.
- Teach the alphabet: use the alphabet song.
 - o Write the song in five lines on the chalkboard like this:

The Alphabet

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn Oo Pp
Qq Rr Ss
Tt Uu Vv
Ww Xx Yy Zz.

- Sing the song, line-by-line. Point to the letters when you sing the song.

Practice: The alphabet

- Sing the alphabet song again. Point to the letters as you sing the song.
- Children should try to sing along with you. If they make mistakes, it's okay.
- Sing the song three to four times.
- Children should write the alphabet in their text notebooks.

Application: Class rules, introductions

- Repeat the class rules. Children should repeat the class rules themselves.
- Repeat the phrases: good morning, hello, my name is _____. Teach these, or wait until next lesson if there is no time.

Homework: Buy notebooks and bring all of them to class tomorrow.

Second Lesson: Alphabet, introductions, review of the class rules

Motivation: Alphabet, introductions

- Greet every child with the words: hello, good morning, and my name is _____.
- Write the alphabet on the board like last class. Sing the alphabet song three times.

Presentation: Introductions, alphabet

- Teach: What is your name? Hello, Good morning (*Erteñiz haýyrlý bolsun; irdenki salam*), good afternoon (*oýlanky salam*), good evening (*agşamky salam*).
 - o Use pictures (of a sun rising, a sun at midday, and a sun setting) to explain the different times of day greetings. You may draw this on the chalkboard or create your own visual aids.
 - o Tell children that English can be difficult to spell and that they must memorize the spoken (*aýdylyşy*) as well as the written (*ýazylyşy*) forms of words. (*Iňlisçe kyn! Sözleriň ýazylyşlary bilen aýdylyşlary ýatlamaly!*)
 - o Explain to children that 'My name is _____', is the answer to the question 'What is your name?'
 - Ask every child what his or her name is.

Practice: The alphabet

- Write the alphabet on the board like yesterday's class.
 - o Have the children write the entire alphabet in their notebooks.
 - o Have them write the first line in their notebooks five times.
 - o Have them repeat the first line out loud with you.

Application: The alphabet, introductions

- Using alphabet cards (pieces of paper with a letter written on them) repeat the first line of the song. Show the children the cards and have them say what letter it is.
 - o You can also have students take the cards from you and order them.
- Repeat the words: hello, good morning, good afternoon, good evening, what is your name? my name is _____.

Homework: Students must write the entire alphabet in their notebooks. They should also write the words hello, and draw three pictures, a sun rising, a sun at midday, and a sun setting, with the appropriate form of the word 'hello' next to it.

Third Lesson: Alphabet, introductions, review class rules

Motivation: Introductions

- Greet every student. Use the words: hello, good morning, what is your name?

Presentation: The alphabet, introductions, class rules

- Teach the words: How are you? I am good, I am bad.
 - o Grade the children on the class rules.
 - o Do they have their notebooks? Pens? Give them fives if they do, twos if they don't
- Sing the alphabet song. Write the letters on the chalkboard.

Practice: The alphabet

- Write the alphabet on the chalkboard like in the first lesson.
 - o Make children point out the letters you say from the first line on the chalkboard.
 - o Children should write the alphabet in their notebooks.
 - o Have children write the second line of the alphabet in their notebooks five times.
 - o Have them repeat the second line out loud with you.

Application: The alphabet, introductions

- Using alphabet cards, repeat the alphabet
- Repeat introduction words with students.

Homework: Students must write the alphabet in their notebooks. Students should write five words in English in their notebooks. It doesn't matter what words they write so long as they're in English.

Week 2: Alphabet and Numbers

Fourth Lesson: Alphabet and Numbers

Motivation: The alphabet and introductions

- Greet every child. Use: hello, good morning, how are you? What is your name? Good afternoon and good evening.
- Sing the alphabet song.

Presentation: Numbers and alphabet

- Teach zero-10.
 - o Write the numbers and their spellings fully on the boards. Repeat the numbers with the children.
- Sing the alphabet song two or three times.
 - o When you sing the song point to the letters.
 - o Have two or three students sing the songs themselves.
 - o Have other students repeat the first two lines.

Practice: Alphabet

- Have students write entire alphabet in their text notebooks.
- Have students write the last three lines of the alphabet five times.
- Have students repeat the last three lines out loud.

Application: Alphabet and numbers

- Play the game 'Chalkboard Races'.
 - o Make two teams. Have a student from each team come to the blackboard.
 - o Tell them to write a certain number of letters: two As, three B's, nine D's, for example.
 - The student who writes the correct amount of letters the fastest wins a point for their team.
- If there's time remaining, use alphabet cards to review the alphabet.

Homework: Students should: write the alphabet; draw three pictures: morning, afternoon and evening; write how to say hello at these three times; write a certain amount of letters (aaaaa, for example) then write five or the right number (six, eight, etc.) next to it (just like in chalkboard races). It's okay if they only do a couple of these.

Fifth Lesson: Finish the alphabet, repeat numbers

Motivation: Introductions, alphabet, numbers

- Greet every child. Use words from previous lessons.
- Play 'Chalkboard Races' like the last lesson.

Presentation: Repetition: numbers and letters

- Do a chain drill with students on numbers and the alphabet.
 - o Start with a student at the front of the class and have them say 'zero'. The student sitting next to them must then say 'one'. The next student must say 'two'. Continue down the line until they reach ten. Then start again from zero. Go until every student has said one number.
 - o Do the same thing with letters (the first student must say A, the next student, B, etc.)
- Repeat previously taught words. Ask students for the translations of the words: good morning, hello, what is your name? My name is ____, good afternoon, good evening, how are you? I am good, I am bad, and numbers zero-10. Write them all on the chalkboard.
 - o Have students copy every word into their text notebooks.

Practice: Alphabet

- Play hangman with previously taught words.

Application: Previously taught words, repetition.

- Write up words on board with letters missing.

- For example: G _ _ d m _ _ n _ _ _ . Students should guess the word and fill in the blanks (good morning).

Homework: Copy all vocabulary words from their vocabulary notebooks into their text notebooks. Tell them there is a test tomorrow.

Sixth Lesson: Test on alphabet and numbers

Motivation: Introductions, alphabet, numbers

- Check homework. Give fives to those who did their work completely.
- Review. Do some of these activities:
 - Play 'Hangman' with previously taught words.
 - Play 'Chalkboard Races'.
 - Sing the alphabet song.
 - Do chain drills.
 - Greet every student. Use previously taught words.

Presentation: Test

- Have students write out the alphabet.
- Have students write a number of letters (five g's, for example).
- Have students write five words in their notebooks.
 - You may say the words they must write in English, or they can choose the words themselves.

Practice: Have fun!

- Play 'Hangman' with remaining time.
 - Teach the word 'good night' (*gijäñiz rahat bolsun*) and 'goodbye' (*sag bol*) by using them in the game 'Hangman'

Application: Keep playing!

- Finish playing 'Hangman'.
- Repeat alphabet with alphabet cards.

Homework: No homework.

Chapter Two: More basics

Week 3: Introductions and Commands

Seventh Lesson: Numbers, letters, and introductions

Motivation: Numbers and letters

- Sing the alphabet song
- Play 'Chalkboard Races'.
- Give back their tests. Put the marks that they received in the grade book.
 - Congratulate students on finishing the alphabet and numbers.

Presentation: Introductions

- Greet every child.
- Use previously taught sentences: hello, good morning, good afternoon, how are you?
- Write the previously taught sentences on the board:
 - Good morning, good afternoon, good evening, how are you?
What is your name? → my name is ____.
 - How are you? → I am good/ bad.
- Write new sentences on the board:
 - What is your telephone number? → My telephone number is 8-1-0-1-3-0-3-4-4-2-1-7-8-0.
 - Where are you from? → I am from America/Turkmenistan.
 - Translate them and practice them with students. If they don't have a telephone number tell them to make one up.
 - Teach two new words too, if you didn't teach them last lesson: Good bye and good night.

Practice: Introductions

- Make dialogues with the students.
 - o Ask one or two of them the questions while they're seated. Try to have a dialogue like this:
 - o Write this dialogue on the board as an example.

You: Hello
Student: Hello
You: What is your name?
Student: My name is Myrat. What is your name?
You: My name is Shohrat. How are you?
Student: I am good. How are you?
You: I am good. Where are you from?
Student: I am from Turkmenistan. Where are you from?
You: I am from America. What is your telephone number?
Student: My telephone number is 2-1-3-1-5. What is your telephone number?
You: My telephone number is 2-1-5-1-8. Goodbye.
Student: Goodbye.

- o Have some students come up to the blackboard.
 - Have students that are sitting ask them questions. Students at the blackboard should answer the questions.
 - Students can be famous people if they want: Gurbanguly, DJ Begga, etc.

Application: Introductions

- Have students make their own dialogues with the student sitting next to them.
 - o Have them read their dialogues in front of the class.

Homework: Students must create another dialogue like the one in class with anyone they want, such as: George Bush, Michael Jackson, their mother, it doesn't matter.

Eighth Lesson: Introductions

Motivation: Introductions

- Greet every student.
 - o Use the new words: What is your telephone number? Where are you from?
 - o Have students ask each other these questions.
 - o Have students read their dialogues.

Presentation: Introductions

- Write previously taught sentences on the board (Good morning, where are you from? etc. Students should write these down).
- Teach three new sentences:
 - o How old are you? → I am ____ years old.
 - o What is your last name (surname)? → My last name is _____.
 - o How do you spell that? → R-O-B-B-I-E. (This question is a little tricky to translate, but make sure they understand it's something like this: *şol nädip harplanýar?* → R-O-B-B-I-E or *Harplap ber* → R-O-B-B-I-E).

Practice: Introductions

- Play 'Chalkboard Races' with previously taught words and the question: How do you spell?
 - o Ask children how do you spell 'eight'? How do you spell 'good morning'? The student who writes the word the fastest (and correctly) wins a point for their team.
- Make dialogues with the students.
 - o Ask several students the new questions.
 - o Have students come to the blackboard.

- Have students ask them questions.

Application: Introductions

- Students should make a dialogue with the student sitting next to them
 - o If students finish, have them read in front of class.

Homework: Students should finish their dialogues. If they didn't read today, they should read their dialogues tomorrow.

Ninth Lesson: Introductions review, commands

Motivation: Introductions

- Have students read their homework.
- Greet students with previously taught words.
- Play 'Chalkboard Races' with previously taught words and the question: How do you spell?

Presentation: Commands and an important sentence

- Teach students the sentence 'How do you say'? (*Näme aýdylýar? Iñlisçe näme bolýar?*)
 - o Tell them it can be used to ask the translation for anything. Then proceed to ask them questions, for example: How do you say 'sekiz'? How do you say 'erteñiz haýyrly bolsun'? How do you say 'salam'? How do you say goodbye? Do this until they understand this sentence.
- Teach commands (*buýruklar*):
 - o Stand up (*ýeriňden tur*), sit down (*otur*), be good (*akylly bol*), be quiet (*ýuwaş bol*), raise your hand (*eliňi galdyr*), open your notebook (*depderiňi aç*), close your notebook (*depderiňi ýap*).
 - o Write these words and their translations. Students should write the words too.

Practice: Commands

- Review the commands by asking students 'How do you say command'? (stand up, sit down, etc.)
- Show children every command's action

Application: Commands

- Play 'Simon Says'.
 - o Tell children the commands.
 - o If you say 'Simon Says' and the command, they must do the command.
 - o If you don't say 'Simon Says', then they must not do anything.
 - o Students who do the command when you don't say 'Simon Says' are out.

Homework: Ask five translations, using the sentence 'How do you say?'

- Example: How do you say 'çemçe'?
- The teacher should provide the translation when they grade the student's notebooks.

Week 4: Adjectives of mood, review

Tenth Lesson: Adjectives of mood.

Motivation: Commands and introductions

- Greet every child. Use all previously taught words: What is your name? What is your last name? Where are you from? How are you? Good morning, etc.
- Play 'Simon Says' with commands.

Presentation: Adjectives of mood

- Write the sentence 'How are you?' on the chalkboard, and the two answers you previously taught before: 'I am good' and 'I am bad'.
- Write more adjectives students can use to describe their moods:

- o excellent/great/perfect (*iň gowy*), very good (*örän gowy*), good (*gowy*), alright/fine (*boljak*), OK/so-so (*bolýar*), not bad (*erbet däl*), not good (*gowy däl*), bad (*erbet*), very bad (*örän erbet*), terrible/horrible (*has erbet, elhenç*).
- o Students should copy this into their notebooks.

Practice: Adjectives of mood

- Go over the words' pronunciation and spelling (use the sentences 'How do you say?' and 'How do you spell?').
- Act out the words and have the students guess what words you are trying to show

Application: Adjectives of mood

- Play 'Charades'.
 - o Write out all the adjectives on sheets of paper before class.
 - o Split the class into two teams.
 - o Have a student from one team take an adjective and act it out.
 - o Students from the team should make sentences from the student's actions (for example: I am terrible, I am excellent, etc.).
 - o If students say the right adjective, give their team a point. If they are wrong, have the other team answer. The team that answers right wins a point.
 - o Have the other team do the same thing. Play to ten points, or to the end of class.

Homework: Have students draw five pictures of today's adjectives in their notebooks. Beside the pictures, have them write sentences (I am not good, I am great, etc.).

Eleventh Lesson: Review

Motivation: Introductions, adjectives of mood.

- Greet every child. Use all previously taught words: What is your name? What is your last name? Where are you from? How are you? Good morning, etc.
- Play 'Charades' or 'Chalkboard Races' with the adjectives of mood from last class.

Presentation: Review

- Have students write questions from the last two weeks on the board (for example: 'What is your name? What is your last name? Where are you from? How are you?' etc.)
- Students should write answers to these questions on the board.
 - o Students should know many questions and answers.

Practice: Review/dialogues

- Students should work alone or in pairs and make a dialogue from the words on the board. (It doesn't have to be long.)
- Students should read the dialogues at their desk or in front of the class.

Application: Review

- With remaining time, play 'Simon Says', 'Hangman', 'Charades', 'Chalkboard Races'...it doesn't matter.

Homework: Study for the test. Write some dialogues.

Twelfth lesson: Test

Motivation: Introductions, adjectives of mood.

- Greet every child. Use all previously taught words: 'How are you? What is your last name?' etc.
- Play 'Chalkboard Races' with some of the adjectives of mood.

- Write up adjectives of mood on the chalkboard with some letters missing.
For example: e_ce__ent (excellent), _err__e (terrible). Have the students fill in the missing letters in their notebooks.

Presentation: Test

- Pass out students' test notebooks.
- Have them answer these questions (write them on the board):
 1. What is your name?
 2. What is your last name?
 3. How do you spell that? (last name)
 4. Where are you from?
 5. What is your telephone number?
 6. How old are you?
 7. How are you?
 8. How are you? (after getting a good grade (*sapakda gowy bahany alanyňdan soň*)...excellent, very good, etc.)
 9. How are you? (after taking a bad grade (*sapakda erbet bahany alanyňdan soň*)...terrible, very bad, etc.)
 10. How do you say *sekiz*.

Practice: Games

- Take back students' test notebooks.
- Play 'Hangman' with easy words you want your students to learn: rest; thank you; teacher, etc.

Application: Games.

- Play more games: 'Charades', 'Hangman', 'Chalkboard Races', others. It doesn't matter, have fun.

Homework: No homework! Rest.

Chapter Three: The 'To Be' Foundation

Week 5: Classroom objects and the verb 'to be'

Thirteenth Lesson: Classroom objects and the verb 'to be'

Motivation: Commands and introductions

- Greet every child in class. Use all previously taught material (Good morning, What is your name? How are you? Adjectives of mood).
- Play 'Simon Says'.
- Give back tests. Record grades in notebook. Congratulate students on learning introductory material.

Presentation: Classroom objects

- Explain to class that you will now start learning simple sentences
- This will start with vocabulary. Write the following words and their translations on the board for the children to copy.
 - o Pen (*ruçka*), pencil (*galam*), book (*kitap*), notebook (*depder*), map (*karta*), chalkboard (*hek tagtasy* (just *tagta* is okay)), wall (*diwar*), clock (*sagat*), table (*stol*), chair (*oturgyç*), ruler (*çyzgyç*), desk (*parta*), window (*penjire*).
- Repeat these words with the kids until they can repeat them back to you.
 - o Use 'Ball Toss'.
 - Bring a small ball to class or make one yourself by crumpling up a piece of notebook paper.
 - Say one of the new words in Turkmen and then toss the ball to a student who should translate the word into English. After they answer they must toss the ball back to you. Continue until you have reviewed all words.

Practice: Classroom objects

- Have the children take out their text notebook. Ask them, "How do you say *ol ruçka?*" Write the answer: 'It is a pen.'
- Continue onto "How do you say *ol galam?*", "How do you say *ol kitap?*" until children catch on and provide the translation on their own.
- Translate all the words into sentences this way.
 - o Children should write all the sentences down in their notebooks.

Application: Classroom objects

- Play 'Around the World' with the new words.
 - o Have one child stand up next to another seated student. Give them both the same word to translate (How do you say '*ruçka?*').
 - o The student to translate the word the fastest continues to the next student. The slower student remains seated.
 - o Use the words or sentences (How do you say '*ol stol?*')
 - Point to the board if the children need help with answers.

Homework: Students should draw five of today's words in their notebooks. Next to the pictures they should write a sentence explaining what the picture is ('It is a pencil', for example).

Fourteenth Lesson: Classroom objects and the verb 'to be'.

Motivation: Classroom objects

- Greet every child.
- Play 'Around the World' with yesterday's words and grammar.

Presentation: Classroom objects and the verb 'to be'

- Ask children if they remember how to say '*ol ruçka, ol parta?*'
- Then introduce the new grammar. Write the sentence '*ruçka nirede?*' and its translation (Where is the pen?)
 - o Explain to children that *nirede?* means 'where?'
- Put the pen on top of something (a book, a chair, for example). Then answer the question: 'The pen is on the book', 'The pen is on the chair', and their translations '*Ruçka kitabyň üstünde?*', '*Ruçka oturgyjyň üstünde?*'
 - o Explain to children that the word 'on' in English is the suffix *da/de* (*üstünde*) in Turkmen.

Practice: Classroom objects and the verb 'to be'

- Continue with the same questions and answers:
 - o Where is the pencil? The pencil is on the notebook.
 - o Where is the chair? The chair is on the desk.
 - Provide the translations if the children need it.
- Continue with these questions and answers until the chalkboard is filled up or until your children are bored (but make sure they've understood).
 - o Make sure to include the questions: 'Where is the chalkboard?' and 'Where is the clock?' and their answers: 'The chalkboard is on the wall' (*Hek tagtasy diwaryň ýüzünde*) 'The clock is on the wall' (*Sagat diwaryň ýüzünde*).

Application: Classroom objects and the verb 'to be'

- Play 'Around the World'.
 - o With smarter children ask them whole questions (How do you say *ol ruçka?* How do you say *kitap stolda?*).
 - o With slower children ask simple translations (How do you say *kitap?*).

Homework: Students have to draw five pictures of classroom objects on top of each other (for example, a chair on top of a desk). They must then write the corresponding sentence next to the picture (The chair is on the desk).

Fifteenth lesson: Review and household words

Motivation: Classroom objects and review

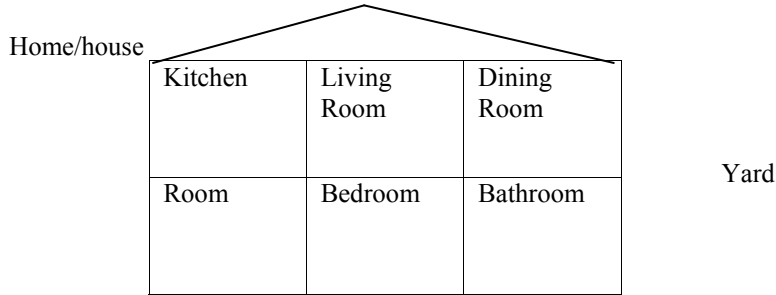
- Greet all children
- Play 'Around the World' with this week's/all previously taught words.

Presentation: Review and teach new words

- Ask a child to come up and read their homework in front of the class.
 - o Use the student's examples to re-explain this week's grammar (the verb 'to be' and the suffix *da/de (üstünde/yüzünde)*).
- Provide a couple more examples from around the classroom that use this grammar. (Where is the clock? The clock is on the wall, for example).
- If students understand, begin teaching new words.
 - o Write the words: house (*jaý*), home (*öý*), living room (*myhman jaý*), dining room (*nahar iýilýän jaý*), kitchen (*aşhana*), bedroom (*yatylyan jaý*), bathroom (*hammam*), room (*otag*), and yard (*howly*).
 - o Repeat these words until children can say them themselves.
 - Use 'Ball Toss'

Practice: Household words

- Draw a house on the board with six rooms (a big rectangle with six divisions and a roof). Write house/home over the drawing. Children should copy this into their notebooks.
 - o In each of the divisions write one of the new words (in one space write 'living room', in another write 'kitchen', etc.)



- Point to the rooms and ask children 'What is it?' Write the answers: 'It is a house', 'It is a home', 'It is a living room', etc. on the board.
 - o Children should copy the sentences into their notebooks.

Application: Review

- Play 'Around the World' with new and old words and grammar.

Homework: Children should draw their own houses and write their own sentences similar to the ones they did in class.

Week 6: The verb 'to be', short form, and the preposition 'in'.

Sixteenth Lesson: Household words, subjects, the verb 'to be' and the preposition 'in'

Motivation: Review

- Play 'Simon Says' with previously taught commands.
- Play 'Around the World' with previously taught words and grammar.

Presentation: Household words, subjects, the verb 'to be' and the preposition 'in'

- Draw a house on the board like last week's, but this time fill the rooms and yard with pronouns:



- Children should write down the words I (*men*), you (*sen*), he (*ol oglan*), she (*ol gyz*), we (*biz*), you guys (*siz*), they (*olar*) into their vocabulary notebooks.
 - o Explain to the children that for the Turkmen subject 'ol' there are three variations, one for girls, she (*ol gyz*), one for boys, he (*ol oglan*), one for inanimate objects, it (*ol jansyz zat*). ('Ol' sözüne iňlis dilinde üç sany söz diýip aýdylýar (aýtmaly), bir gyzlara, bir oglanlara, bir jansyz zatlara).
 - o Explain to the children too that often all these subjects need the helper verb 'to be'...remind them they already know this (I am excellent/bad, etc.). (*Sözlemiň eýelerine köplenç 'to be' işligi gerek*).
- Ask children 'how do you say *nirede?*' (Where?). They should know this from last class.
 - o Then tell the children '*Men nirede?*' (Where am I?). Write this in English first, then Turkmen.
 - o Then, pointing to the house on the board, answer the question: '*Men aşhanada*' (I am in the kitchen.) Write both the Turkmen and English. Explain to the students that 'am' is the 'to be' variation for the subject 'I' and that the suffix *da/de (içinde)* translates into 'in' in English.
 - o Continue onto '*Sen nirede?*' (Where are you?) and its answer '*Sen myňman jaýda*' (You are in the living room). Keep asking questions and answering like this all the way to 'they'. Keep explaining the verb 'to be' and *da/de (içinde)* suffix to the children. This will be a lot, so give students fives if they write everything.
 - Remember that they don't have to get this right away. You are going to repeat this A LOT.

Practice: Repetition

- Repeat the sentences and answers with the students. Ask them to read and translate the sentences.

Application: Repetition

- Play 'Around the World' with the new words and grammar
 - o Point to the board for help if it's needed.

Homework: Students should draw their own house and make their own sentences like the ones they created in class. If they copy from their notebooks it's okay.

Seventeenth Lesson: The verb 'to be', short form

Review/motivation: Introductions

- Greet every child with previously taught words (How are you? What is your name? How old are you? etc.)
- Ask them some translations (How do you say '*Men nirede?*' '*Sen myňman jaýda*', etc.)
 - o If some children answer well, give them fives.

Presentation: The verb 'to be', short form

- Re-explain the verb 'to be'. Tell them it is related to the verb '*bolmak*' in Turkmen, but that in English it is used differently from the verb '*bolmak*'. (To be *işligi bolmak işligine degişli, ýöne ütgeşik ulanylýar (meňzeş däli)*).
- o Review the forms of the verb 'to be': I am, you are...they are.
- o Explain to the children that with the verb 'to be' in the affirmative (positive) form, there is a short form that is often used. (To be *işliginiň gysga formasy bar, we ol köplenç barlyk formasynda ulanylýar (diýip aýtmaly)*).

- o Present the short form:

I am → I'm
 You are → You're
 He is → He's
 She is → She's
 It is → It's
 We are → We're
 You guys are → You guys are
 They are → They're

- o While you're writing up the short form, ask the children how do you say, 'men', 'sen', and to be 'işligi'?
- Repeat the two forms with 'Ball Toss' and chain drills.

Practice: The verb 'to be', short form

- Draw a house on the chalkboard like yesterday's lesson, with a different pronoun in the different rooms of the house.
- Tell the children that you will repeat yesterday's sentences, but this time with the short form. Tell them they must thus write a lot again, but if they write down everything they will get fives. (*Hemme sözlem ýazsalar başlik alarlar*).
 - o Write out the sentences like last class. This time use the short form.
 - o Ask children for the translations before you write (for example, how do you say 'Men nirede'? How do you say 'Men ýatylyan jaýda?' (*gysga formasyny aýdyň!!!*)).

Application: Repeat

- Play 'Around the World' with the new grammar (the short form of the verb 'to be') and previously taught things (how do you say 'myhman jaý', 'sekiz', 'familiýa', for example).

Homework: Students should draw a house, put pronouns in each of the rooms, and then write out sentences in the short form (I'm in the kitchen, You're in the living room, etc.).

Eighteenth lesson: The verb 'to be', short form, a text

Motivation: The verb 'to be', short form

- Play the game 'Memory' with students.
 - o One student starts by saying 'I'm in the kitchen' (or whatever room they want).
 - o The next student must say that student's location (He's/She's in the kitchen) and then say where they are (I'm in the living room, for example).
 - o The next student must say the first two students' locations, and his/her own. Continue like this until students can't remember who is where.

Presentation: Text

- Write this text on the board:

The students in my English class

The students in my English class are very interesting. Maksat is Turkmen. He's from Ashgabat. Jeren is Uzbek. She's from Tashkent. Myrat and Jemile are American. They're from Washington D.C.
 Dowlet is English. He's from London. Gozel is Tajik. She's from Dushanbe. My friend and I are Russian. We're from Moscow.
 Yes, the students in my English class are very interesting.
 We're from many different countries, and we're friends.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate.

Students should write the new words into their vocabulary notebooks.

- o New words: students = *okuwçylar*; interesting = *gyzykly*, English = *Iñlis*, Russian = *Rus*, very = *yaman*, *örän*, many = *köp*, *kän*, different = *üýtgeşik*, countries = *yurtlar*, friends = *dostlar*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.

Application: Review/homework.

- If there is time left, play 'Simon Says', or 'Around the World'.
- Or you can give students their homework and tell them to start working on it. If they have questions they should ask.

Homework: Student should rewrite the text with their classmates' names in it.

Week 7: City words, review of the verb 'to be', and the preposition 'at'

Nineteenth Lesson: The verb 'to be' and city places

Motivation: Review

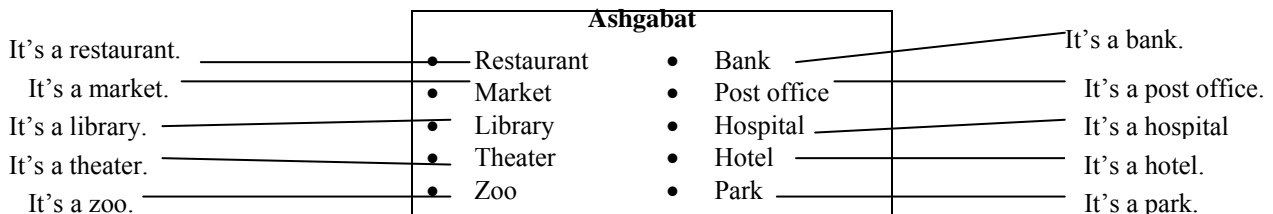
- Play 'Simon Says'.
- Play the game 'Speaking Silently'.
 - o Split the class into two teams.
 - o Silently mouth a word you've previously taught to the students (good morning, living room, house, it doesn't matter).
 - o Students should tell you what word it is. They can look at their vocabulary notebooks if they need help.
 - o If they say the right word, give them a point. If they are wrong, ask the other team.

Presentation: New words, city places

- Tell students to open their vocabulary notebooks and write down the new words
 - o New words: restaurant = *restoran*, bank = *bank*, market = *bazar*, library = *kitaphana*, park = *park*, *seyilgäh*, theater = *teatr*, post office = *poçta*, zoo = *haýwanat bagy*, hospital = *hassahana*, hotel = *myhmanhana*.
 - o Repeat these new words with the students. You can always use 'Ball Toss'.

Practice: Practicing the new words

- Draw a map up on the chalkboard like this:



- Make sentences from the new words by drawing a line from the word and asking them, 'What is it?' (Ask them how do you say 'What is it?' (*O/ näme?*)).
- Remind students of the short form of the verb 'to be', and of the three forms of the Turkmen pronoun 'o/' (he, she, and it) when you are writing 'it's'.

Application: Review

- Play a game called 'Don't Be Slow'.

- Each child in the class has to choose their own words from the previously taught words (kitchen, dining room, post office, it doesn't matter). No student should pick the same word. Write each of their words up on the board.
- After you have finished writing all their words on the board, start the game by calling out one of the children's words. That student has five seconds to stand up and say someone else's word. The child whose word is called has five seconds to say another child's word (the teacher should be counting).
- The game continues like this until a student doesn't say a word in time. When this happens, that child is eliminated.
- When a child is eliminated, erase his or her word from the board and continue playing. Give the children who last the longest fives.

Homework: Students should draw their own map and make their own sentences.

Twentieth Lesson: City words, the verb 'to be', and the preposition 'at'

Motivation: Review of words

- Play 'Speaking Silently' or 'Don't Be Slow'.

Presentation: Text.

- Write this text on the board:

All the students in my English class are absent today

All the students (pupils) in my English class are absent today. Kakajan is absent. He's at the hospital. Jeren is absent. She's at the market. Shohrat and Chary are absent. They're at the park. And our English teacher is absent. He's at home.
What a shame! Everybody in my English class is absent today.

- When you write the text do it one sentence at a time. Read the sentence out loud to your students and write the new words with their translations too.
- Explain to the children that the preposition 'at' is like the preposition 'in', but is used with city places (at sözi in sözi (da/de içinde) ýaly, emma ol säheriň ýerlerine degişli).
- The new words are: all = *hemme, ähli*, students (pupils) = *okuwçylar*, class = *synp, klas*, absent = *okuwda ýok*, today = *şü gün*, at = *da/de goşulmasy*, home = *öý*, what a shame! = *wah-heý*, everybody = *her kim*
- After you finish reading a sentence and writing the new words, have your students translate the sentence.

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.

Application: Homework/games

- If there is time, you can have students start working on their homework.
- You can also play a game with them, whatever you want ('Simon Says', 'Speaking Silently', 'Around the World', 'Chalkboard Races', 'Hangman', it doesn't matter).

Homework: Children should rewrite the text putting in the names of their own classmates and friends.

Twenty-first Lesson: Sentence writing

Motivation: Review of homework

- Have a student come to the front of the class and read their homework
- Students should listen to the student reading and translate the sentences. Give those who do so fives.

Presentation: Review

- Draw a map up on the board like during the nineteenth lesson. Next to the city locations write in sentence subjects and pronouns.

Ashgabat		
• Restaurant I	• Bank Maral	
• Market You	• Post office We	
• Library Aman	• Hospital They	
• Theater She	• Park You guys	
• Zoo Kakajan and Myrat	• Hotel Maral and Jeren	

- Write sentences like those from the sixteenth lesson. Ask children how do you say '*Men nirede?*' (Where am I?). They should know this from previous lessons.
- Ask them how to answer this question '*Men restoranda*' (I'm at the restaurant.). Remind them that for city places, the word 'at' is often used instead of 'in'.
- Keep going until you've written all the sentences. (How do you say '*Sen nirede?*' How do you say '*Sen bazarda?*' etc.). Don't write translations if the students don't need them.

Practice: Repeat

- Repeat some of the sentences from the board with the students (ask them: 'Where am I?' 'Where are you guys?' 'Where are Maral and Jeren?' How do you say '*Kakajan we Myrat nirede?*' How do you say '*Aman kitaphanada?*', etc.

Application: Review with games

- Play 'Around the World' with previously taught grammar and words (How do you say '*kitap?*' '*Maral nirede?*' '*Meň ýagdaýym gowy?*' '*Sen bazarda?*' '*O'lyz nirede?*', etc.).

Homework: Students should draw their own map and write their own questions and answers.

Week 8: Test and the present continuous tense

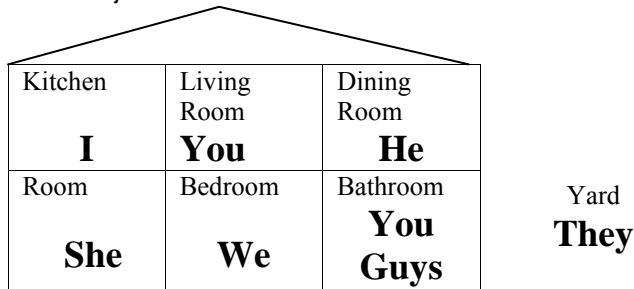
Twenty-second Lesson: Review of prepositions and the verb 'to be'

Motivation: Review

- Play 'Speaking Silently' with previously taught words

Presentation: Review

- Draw a house (like lesson sixteen) and a map (like lesson twenty-one) with pronouns and subjects.



Ashgabat

<ul style="list-style-type: none"> • Restaurant I • Market You • Library Aman • Theater She • Zoo Kakajan and Myrat 	<ul style="list-style-type: none"> • Bank Maral • Post office We • Hospital They • Park You guys • Hotel Maral and Jeren
---	--

- Write questions and answers up on the board
 - o Review the verb 'to be', short answer and sentence structure of questions and answers.
 - o Review the proper usage of prepositions (I am **in** the kitchen, You are **at** the market).
 - o You don't have to write every sentence. Just pick and choose.

Practice: Review

- Play the game 'Tic-Tac-Toe'.
 - o Draw a tic-tac-toe board on the chalkboard with sentence subjects and the term's vocabulary words, for example:

I Theater	Aman Library	We Post office
You Living room	You guys Bedroom	They Kitchen
It Table	Pen Chair	Chalkboard Wall

- o Divide the class into two teams. Make one team the letter 'X', one team the letter 'O'.
 - One student from one of the teams must make a sentence from the word (I am at the theater, for example). Students may write or say the sentence, it doesn't matter.
 - If the student says the sentence right, put their team's letter in the square of the sentence they made, for example:

I X Theater	Aman Library	We Post office
You Living room	You guys Bedroom	They Kitchen
It Table	Pen Chair	Chalkboard Wall

- Continue until one team has made a row of three correct sentences.

I X Theater	Aman X Library	We X Post office
You Living room	You guys Bedroom O	They Kitchen X

It Table	Pen Chair O	Chalkboard Wall
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- If no team makes a row, but all possible sentences are said, the team with the most correct sentences wins.

I Theater O	Aman Library X	We Post office X
You living room	You guys Bedroom X	They Kitchen O
It Table	Pen Chair O	Chalkboard Wall

X has five sentences
O has four sentences
X wins!

Application: Review

- Continue to play 'Tic-Tac-Toe' in written or spoken form, it doesn't matter.

Homework: Children should draw a house or a map with pronouns in it, and write out questions and answers (like lessons seventeen or twenty-one).

Twenty-third Lesson: Review and test

Motivation: Review

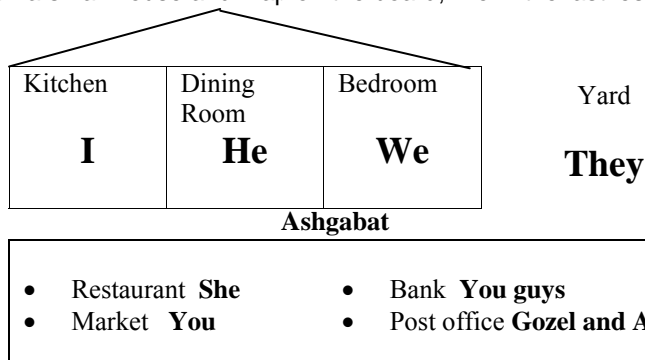
- Play 'Tic-Tac-Toe' like yesterday's lesson.

Presentation: Test or more review

- If students understand, have them take a test.
 - o If they don't understand, repeat the grammar and words with games ('Don't Be Slow', 'Around the World', 'Chalkboard Races' to repeat new words, 'Tic-Tac-Toe', 'Memory' to repeat grammar). Then give them the test from this lesson during the next lesson.

Test:

- Draw a small house and map on the board, like in the last lesson:



- Also, place a pen on a chair and a book on a table.
- Ask the following questions:
 1. What is your name?
 2. How are you?
 3. Where am I?
 4. Where is he?
 5. Where are we?
 6. Where are they?
 7. Where is she?
 8. Where are you?
 9. Where are you guys?
 10. Where are Gozel and Aman?

11. Where is the pen?
12. Where is the book?
13. Where is the chalkboard?
14. How do you say 'bazar'?
15. How do you spell 'Haýwanat bagy'?

Practice: Games

- Play 'Hangman', 'Chalkboard Races', 'Tic-Tac-Toe', 'Memory', 'Speaking Silently', 'Hangman', it doesn't matter.
- Congratulate students on working well.

Application: Games

- Keep playing.

Homework: None!

Chapter four: Speaking!

Twenty-fourth Lesson: The present continuous tense

Motivation: Review of grammar and vocabulary

- If your students didn't take the test yesterday, give them the test today.
- If your students took the test today, give them back their tests. Go over common mistakes (maybe they all spelled 'zoo' wrong, or didn't remember how to say 'ýüzünde'. Record the grades in the journal.
- Play 'Tic-Tac-Toe'. Make sure to correct mistakes you saw on the test (preposition usage, proper 'to be' usage, etc.)

Presentation: The present continuous tense.

- Teach these six verbs: *çmek* = to drink, *ýmek* = to eat, *okamak* = to read, *oýnamak* = to play, *ýatmak* = to sleep, *gitmek* = to go.
- Before conjugating these verbs, review the verb 'to be' again.
 - o Use 'Ball Toss'. Ask students to say the right form for the verb 'to be' (say 'men' or 'I' and toss the ball to the student; they should say 'I am' or 'I'm').
 - o Write all forms of the verb on the board, like so:

I am
You are
He is
She is
It is
We are
You guys are
They are

- Explain to children the present continuous tense (*dowamly häzirki zaman*):
 - o Tell them that the present continuous tense is a very useful tense to make simple sentences in English
 - o Tell them that this tense always uses the verb 'to be' as a helper verb (*kömekçi işlik*) and so they should always say first the sentence subject (*sözlemiň eýesi*) and then the verb 'to be'.
 - o Tell them that in English, like in Turkmen, to use a verb first you must remove the 'to' from it (*mak/mek* in Turkmen).
 - o Then, instead of adding different suffixes (*goşulmalar*) to each subject, only add the suffix -ing.
 - o Tell them the letters ING are very important and that they must always put it on the end of the verb. Have them repeat the letter I-N-G a couple of times.
- Write some example sentences on the board. Ask them how do you say 'Men içýýärim?' Write the answer, 'I am drinking', on the board. Do this with every subject and every verb. Remind them that they must say first the sentence subject, second the helper verb 'to be', and third the main verb (*esasy işlik*) with the suffix -ing, to be correct.
 - o When you've finished the chalkboard should look something like this:

I am drinking → <i>Men içýärin</i>
You are eating → <i>Sen iýýärsiň</i>
He is reading → <i>Ol (oglan) okaýar</i>
She is playing → <i>Ol (gyz) oýnaýar</i>
It is sleeping → <i>Ol (jansyz zat) ýatýar</i>
We are going → <i>Biz gidýäris</i>
You guys are eating → <i>Siz iýýärsiňiz</i>
They are playing → <i>Olar oýnaýarlar</i>

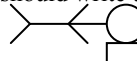
Practice: Translations

- Act out the verbs (if it's 'iýmek', for example, pretend to eat something).
 - o Tell the children to create a sentence from your action using a sentence subject you tell them (*sözlemiň eýesi men* (the sentence subject is I), for example).
 - o Repeat this until they are translating relatively well.

Application: Charades

- Play the game 'Charades'.
 - o Divide the class into two teams.
 - o Have one student from one of the teams act out one of today's verbs silently for his/her team. Tell the team they have to create a sentence from a sentence subject you give them (*Men, Sen*, etc.).
- If the team can make the sentence (I am sleeping, for example) give the team a point. If they can't make the sentence, ask the other team.
- Play this game until class ends.

Homework: Children should draw eight pictures, one for each subject. They should write the related sentence next to the picture. (if they draw poorly, it's okay). For example:



You are sleeping.

Week 9: The present continuous tense, question and answer form, new words.

Twenty-fifth Lesson: The present continuous tense, question and answer form.

Motivation: Review

- Play 'Charades' with yesterday's verbs
 - Play to five or ten points.

Presentation: The present continuous tense, question form.

- Present the verb 'to do' (*etmek*).
 - o Conjugate the verb I am doing (*men edýärin*), and write it on the board.
 - o Tell the students that in English, to make a question, you have to move the verb 'to be' in front of the subject (to be *işligi sözlemiň öňüne geçmeli (geçmeli)*).
 - o I am doing. → Am I doing?.
 - o remind children too that in English, question words (*sorag sözleri*) always come at the beginning of the sentence (*sözlemiň başynda gelýar*: How are you? What is your name?)
 - Thus "What am I doing?" (*men näme edýärin?*).
 - Write this sentence on the chalkboard and answer the question using a verb you've previously taught (Mime something to the students (eat something) and have them answer: I am eating).
 - o Continue presenting the question form:
 - Ask the students how do you say, "you are doing" (*sen edýärsiň*)
 - Change it to question form: you are doing → are you doing? (*sen edýärsiňmi?*).
 - Ask how do you say *Sen näme edýärsiň?* → What are you doing?
 - Answer the question with an action. Have the children answer for you.
 - o Do this all the way to the subject "they."

- Don't write Turkmen if the children understand. Just keep writing the questions (What is she doing? What is he doing?) and the answers (he is reading, she's playing, etc.).
 - Tell the children they will have to write a lot, so if they write everything they will get a five.

Practice: Repetition

- Repeat the sentences from the board.
 - Have the children read a question and answer and translate.

Application: Charades

- Play 'Charades'.
 - Before they say the answer, have them ask a question.
 - For example, if the subject is 'you' have them say: what are you doing? then answer: you are eating.

Homework: Translate and answer these five questions: What are you doing? What is David doing? What is Nurgul doing? What is Kakajan doing? What are Hojamyrat and Bayram doing? Students can answer however they want.

Twenty-sixth Lesson: The present continuous tense

Motivation: Review

- Have the students read and translate their homework, or play 'Charades' (with questions and answers).

Presentation: New verbs

- Teach these eleven new verbs:
 - To cook (*bişirmek*), to study ((*sapakda*) *okamak*), to teach (*okatmak*), to swim (*ýüzmek*), to plant (*ekmek*), to sing (*aýdym aýtmak*), to watch T.V. (*telewizor seretmek*), to listen to music (*aýdym diňlemek*), to play volleyball (*woleýbol oýnamak*), to play cards (*kartlar oýnamak*), to play the dutar (*dutary çalmak*).

Practice: Making sentences

- Write out questions and answers in the present continuous tense like last class.
 - Ask the students how do you say *Men näme edýärim?* (What am I doing?). Write the question on the board, then act out a new verb from today's lesson and have the students answer (for example, I am cooking (*men bişirýärim*)).
 - Go all the way to the subject 'they'. Tell the students like last class that they must write a lot, but if they write everything they will get a five. Don't write the translations (the children should know and should translate for you).

Application: Review

- Play charades with the new verbs.

Homework: Have students draw 10 pictures and write 10 sentences with the new verbs.

Twenty-seventh Lesson: The present continuous tense, a text, new words

Motivation: Review

- Play 'tic-tac-toe'.
 - This time, instead of writing rooms of the house and city places, write in verbs.
- For example:

I To eat	Aman and Myrat To drink	We To cook
You To play volleyball	You guys To play the dutar	They To swim

**Gyzylgul and
Jeren
To study**

**Chary
To teach**

**Gulshirin
To study**

- Divide the class into two teams. Make one team the letter 'x', one team the letter 'o'.
- Students should then say sentences (I am eating) or write them on the chalkboard (You guys are playing the dutar).
 - o If a team makes a correct sentence give them an 'x' or an 'o' (their team's letter). Go until one team makes three in a row or until all the sentences have been made (see lesson twenty-two).

Presentation: Text.

- Write this text on the board:

<p style="text-align: center;">In the park</p> <p>The Jones family is in the park today. The sun is shining, and the birds are singing. It's a beautiful day!</p> <p>Mr. Jones is reading the newspaper. Mrs. Jones is listening to the radio. Sally and Patty Jones are studying. And Tommy Jones is playing the dutar.</p> <p>The Jones family is very happy today. It's a beautiful day, and they're in the park.</p>

- When you write the text, do it one sentence at a time. Read the sentence out loud to your students and write the new words with their translations too.
- The new words are: sun = *gün (asmandaky)*, to shine = *parlamak ýa-da şöhle saçmak*, birds = *guşlar*, to sing = *aydym aýtmak ýa-da saýramak*, day = *gün (hepdäki)*, Mr. (Mister) = *jenap*, Mrs. (Misses) = *Hanym*, newspaper = *gazet*, radio = *radio*.
 - o Explain to the children that with verbs like to shine, where there is an "e" at the end, the "e" is removed when they add -ing.
- After you finish reading a sentence and writing its new words, have your students translate the sentences.

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text.

Application: Review/homework.

- If there is time left play 'Around the world' or 'Charades'.
- Or you can give students their homework and tell them to start working on it. If they have questions they should ask.

Homework: Student should rewrite the text with different names and different verbs. For example: The Kakabayev family is in the park today. Mr. Kakabayev is singing. Mrs. Kakabayeva is reading, etc.

Week 10: The present continuous tense, texts, new words, and review.

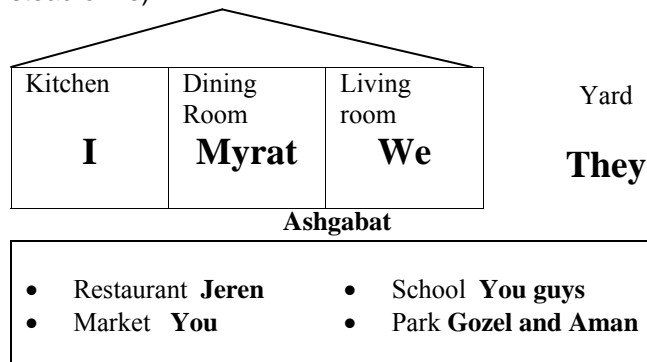
Twenty-eighth Lesson: Review and new words

Motivation: Review

- Play 'Simon Says' with verbs ('Simon says eat', 'Simon says drink', 'Simon says sleep', etc.)
 - o Teach quickly that if you drop 'to' from the verb, it's a command. (*Iňlisçe, 'to' sözi bolmasa, onda buýruk bolýar. TÜRMEŇÇE ýaly (mak/mek goşulmasy bolmasa buýruk bolýar, 'iç', 'ýý', 'ýat').*)
 - o Teach these two important commands: *Maňa seretiň* (look at me) and *Meni diňle* (listen to me).
 - Use the new words: Simon says 'listen to me', etc.

Presentation: Review of the present continuous tense, the verb 'to be' and new words.

- Draw a small house and a small map with pronouns in the room and city locations (like in the twenty-third lesson test). For this lesson you can put someone's name in place of the pronouns he and she (Jeren instead of she, Myrat instead of he).



- Ask the children questions from the house and map and have them answer. For example, start by saying 'how do you say *Men niredede*'? Have them translate and write the translation in English on the board. Then have them give you an answer in English.
- Then ask them 'how do you say *Men näme edýärin*'? Have them translate and write the translation in English on the board. Then have them give you an answer in English (I'm cooking breakfast (ertirlik nahary)).
 - o Keep going until you've written every sentence (for example: Where is Myrat? Myrat is in the dining room. What is Myrat doing? He's eating lunch (*gunortanlyk nahary*)).
 - As you review the grammar, teach these new words too: breakfast, lunch, dinner (*agşamlyk nahary*), soccer (*futbol*), tea (*çay*).
 - Work these into the sentences (for example: where are Gozel and Aman? They're at the park. What are they doing? They are playing soccer. Where are you guys? You guys are at school (*mekdep*). What are you guys doing? You guys are drinking tea.)
 - Review the old words also. (For example: Where are we? We're in the living room. What are we doing? We are playing cards).
- Remind students of both short forms (for example: I'm) and normal form (I am).
- Remind them also that for rooms of the house the preposition "in" is used (*öýüň jaýlara "in" sözi degişli*) and that for city places, bigger places, the word "at" is used (*şäheriň ýerlere, ulurak ýerlere "at" sözi degişli*).
- Tell the students they will have to write a lot, but that if they write everything they will get a five.

Practice: Repeat

- Review the sentences. Have children read and translate the sentences.

Application: Review

- Play the game 'Grammar Tennis'.
 - o Divide the class into two teams.
 - o Put two chairs facing each other in front of the class.
 - o Have one student from each team come to the front of the class and sit in the chairs.
 - o A student from one of the chairs (left, right, it doesn't matter) must ask a question (What am I doing? What are you doing? etc. Write an

example question on the board if your students need help, or point to the sentences you've already written.).

- The other student must answer the question (I am reading, you are eating, etc. Again, write an example sentence if they need help).
 - Have the students ask and answer three to four questions, then change the students with others from the class.
 - Give points to questions and answers that are right. Don't give points to grammatically wrong questions and answers. The team with the most points wins.
 - If you don't have time for grammar tennis, play it at the beginning of next lesson.

Homework: Students should draw their own map and house and make their own questions and answers. Like in class, they should write questions and answers from every sentence subject (so 16 questions and 16 answers, 18 each if you use the subject it).

Twenty-ninth Lesson: The present continuous tense, a text, new words

Motivation: Review

- Play 'Tic-tac-toe'. Write in verbs in the boxes like lesson twenty-seven.
 - After playing once in answer form (*barlyk forma*) change to the question form (*sorag forma*).
 - Erase the verbs and have students make questions from the subjects.

For example:

I	Aman and Myrat	We
You	You guys	They
Gyzylgul and Jeren	Chary	Gulshirin

- Have students make questions with the verb 'to do' (What am I doing? What are Gyzylgul and Jeren doing?). They can write the questions on the chalkboard or say them out loud.
 - If they make a correct question, give them an 'x' or 'o' (according to their team). The first team to make three in a row wins.

Presentation: Text.

- Write this text on the board:

At home in the yard

The Rahymow family is at home in the yard today. The sun is shining, and the birds are singing. It's a beautiful day!

Mr. Rahymow is planting flowers. Mrs. Rahymow is drinking lemonade and reading a book. Mahriban and Nurana are playing with the dog. And Maksat Rahymow is sleeping.

The Rahymow family is very happy today. It's a beautiful day, and they're at home in the yard.

- When you write the text, do it one sentence at a time. Read the sentence out loud to your students and write the new words with their translations too.
- The new words are: At home in the yard = *howludaky öýde*, flowers = *güller*, lemonade = *limonad*, with = *bilen* dog = *it ýa-da gäjük*.
- After you finish reading a sentence and writing its new words, have your students translate the sentences.

Practice: Repeat the text

- Repeat the new words from the text with the students.

- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translated into Turkmen. Students should only read one sentence at a time, not the entire text.

Application: Review/homework.

- If there is time left, play 'Around the World', 'Charades', 'Grammar Tennis', etc.
- Or you can give students their homework and tell them to start working on it.

Homework: Student should rewrite the text with different names and different verbs. For example: The Orazow family is at home in the yard today. Mr. Orazow is playing cards. Mrs. Orazowa is singing, etc.

Thirtieth Lesson: Review

Motivation: Review

- Have students read their texts in front of the class. Have their classmates translate the text. Give students who participate fives.
- Or play 'Simon Says' with verbs.

Presentation: More review

- Tell students that tomorrow there will be a test so they must review today and study tonight at their homes.
- Play 'Charades'.
- After you play 'Charades' play 'Around the World'. Drill students on both answer form and question form.

Practice: More review

- Play 'Tic-tac-toe' (like last lesson).
 - o Play one game in question form, one in answer form

Application: More review

- Play 'Grammar Tennis'.
 - o Write up example sentences on the board for student to read from if they need help.
 - o If they don't need help, don't write anything.

Homework: Tell students they must review for tomorrow's test. They should memorize the vocabulary and grammar. Have children draw a house and a map. They should then make questions and answers from the pictures (like lesson twenty-eight).

Week 11: Test on the present continuous tense, possessive adjectives.

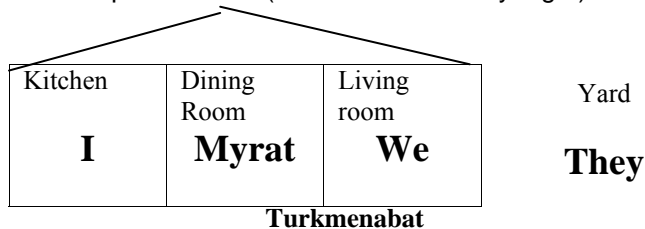
Thirty-first Lesson: Review and test

Motivation: Review

- Play 'Grammar Tennis' or 'Tic-tac-toe' or 'Simon Says' with verbs.
 - o If you play 'Grammar Tennis', write up some example sentences for your students if they need help.

Presentation: Test

- There are 20 questions and answers on this test, so be sure there is at least 30 minutes left in class when you start the test.
- Draw a small map and house (like in lesson twenty-eight).



- | | |
|---|--|
| <ul style="list-style-type: none"> • Restaurant Jeren | <ul style="list-style-type: none"> • School You guys • Park Gozel and Aman |
|---|--|

- Write out the questions with blanks. Tell children they have to fill everything in (*yazman yerleri doldurmalı*).

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Where _____ I? 2. I _____ kitchen. 3. What am _____ doing? 4. I _____. 5. _____ Myrat? 6. _____ in the dining room. 7. _____ is he _____? 8. He _____ television. 9. _____ are in the yard. 10. They are _____ soccer. 11. _____ Jeren? 12. She _____ restaurant. 13. What _____ she _____? 14. She _____ dinner. 15. _____ you guys? 16. You guys _____ school. 17. _____ are you guys _____? 18. You guys _____ English. 19. Gozel and Aman _____ park. 20. They are _____ flowers. | <p>Answer key</p> <ol style="list-style-type: none"> 1. am 2. am in the 3. I 4. am cooking (eating, drinking, it doesn't matter) 5. Where is 6. He is 7. What doing 8. is watching 9. They 10. playing 11. Where is 12. is in the 13. is doing 14. is eating 15. Where are 16. are in the 17. What doing 18. are studying 19. are in the 20. planting |
|---|--|

- Children may be confused by this test. Just tell them to think...what do people do in school? What do people do at restaurants? Do people eat soccer or play soccer? They should be able to fill in everything with the right verbs.

Practice: Have fun

- Play 'Charades', 'Around the World', or other games.

Application: More games.

- Keep playing.

Homework: No homework. Congratulate students on finishing the test and studying well.

Chapter five: Speaking With Details

Thirty-second Lesson: Possessive adjectives

Motivation: Give back tests, review

- Give back tests. Congratulate students if they did well. Go over common mistakes (like problems with the verb 'to be', spelling errors, etc.)
- Play a game to focus on these mistakes...maybe play 'Around the world' and focus on the different forms of the verb 'to be'. Or play 'Tic-tac-toe' and have them write the answers on the board so they have to spell correctly.

Presentation: Possessive adjectives

- Teach possessive adjectives.
 - o Ask children how do you say *men* (I)?
 - Write the answer on the board and then tell children how to say *meniň* (my).
 - o Continue to write the sentence subjects on the board. Ask children how to say (*sen* (you) *ol gyz* (she), etc.).

- o Write the corresponding possessive adjectives next to the sentence subjects. Like this:
- Write the corresponding possessive adjectives next to the sentence subjects. Like this:

I	→	my (<i>meniň</i>)
You	→	your (<i>seniň</i>)
He	→	his (<i>ol oglanyň</i>)
She	→	her (<i>ol gyzyň</i>)
It	→	its (<i>ol jansyzyň</i>)
We	→	our (<i>biziň</i>)
You guys	→	your guys' (<i>siziň</i>)
They	→	their (<i>their</i>)

- o Explain to your students some difficult things about possessive adjectives:
 - First: 'Your' is pronounced the same as 'you're', but their spellings and meanings are different (your *sözüniň bilen* you're *sözüniň aýdylşylary meňzeş ýöne olaryň ýazylşylary üýtgeşik*).
 - Second: *onuň* is never he's she's, but his and her. (*Onuň sözi hiç wagt he's she's ýazylmaýar, aýdylmaýar, hemişe his, her ýazylýar, aýdylýar*).
 - Third: there's an apostrophe on your guys'. Your guys' *sözünde otur bar*.
 - Fourth: like your/you're, the word 'their' is pronounced the same as 'they're', but it has a different spelling and meaning. They're *sözüniň bilen* Their *sözüniň aýdylşylary meňzeş ýöne olaryň ýazylşylary üýtgeşik*).
 - Tell your students they must memorize these differences

Practice: Review possessive adjectives

- Use ball toss to review possessive adjectives.
- Teach children that in English there are no suffixes with possessive adjectives. Thus, *meniň depderim* is simply my notebook, *seniň galamyň* is simply your pencil.
- Play 'Around the World'.
 - o Ask them how to say possessive adjectives (how do you say *meniň?*, *seniň?* etc.). Also, ask them how do you say longer sentences: *ol gyzyň jaýy*, *biziň mugallymymyz*, etc.)

Application: Write sentences.

- Have eight children come to the chalkboard and draw a picture of a word they know in English (for example, a house, a flower, a dog, etc.)
 - o Tell the children to copy these drawings into their notebooks.
 - o Then under each picture create a sentence using a different possessive adjective (for example, my house, your flower, his dog, etc.).
 - o Have the children copy the sentences into their text notebook (tell them they can write the translations if they need them).

Homework: Like in class, students should draw eight pictures then write eight sentences under the pictures, one from each possessive adjective.

Thirty-third Lesson: Possessive adjectives in sentences

Motivation: Review possessive adjectives

- Have children show off their pictures and have the other students translate the sentences from the students' pictures.

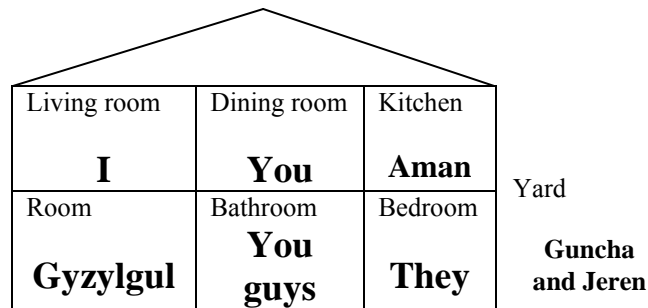
- Or just play 'Around the World' like last class. Have students translate small sentences with possessive adjectives (how do you say *biziň mugallymymyz?*)

Presentation: Possessive adjectives in sentences

- Ask the children how to say each possessive adjective (my, your, his, her, etc.).
 - o Write every possessive adjective on the board.
- Explain to children that possessive adjectives are used in English sentences to provide extra details, just like in Turkmen.
 - o Explain to children that these words are commonly used as the word *öz* in Turkmen (Possessive adjectives *türmen dilinde öz sözi ýaly diýip ulanylýar*).
 - o For example, *Men öz çayymy içýärim* is I am drinking my tea.
 - Ask the students if they can say *Sen öz kitabyňy okaýarsyň* (You are reading your book).

Practice: Possessive adjectives in sentences and review of the verb 'to be'

- Draw a house on the board, like in previous lessons, and fill the house with different pronouns or people:



- Tell children that they're going to have to write a lot in this lesson and for the following two lessons, but, like previously, if they write a lot they will get fives.
 - o Then start making sentences like in previous lessons, but this time with possessive adjectives.
 - Ask students where am I? and how do you say *men näme edýärim?* Write down the questions and answers: I am in the living room; I am eating my dinner (*men öz agşamlyk naharymy içýärim*).
 - Go through the house until you have answered where everybody is and what they are doing. Keep using possessive adjectives (the word *öz*) in your answers.

Application: Grammar and games.

- If you have time, go back and change the possessive adjectives in the sentences you've written on the board, then ask children to translate the sentences. Try to make the sentences funny:
 - I am eating your dinner (*Men seniň agşamlyk naharyňy içýärim*), You are drinking my tea (*Sen meniň çayymy içýärsiň*).
- If you don't have time, have the children start their homework.

Homework: Children should draw their own house and write their own sentences, like in class.

Week 12: Possessive adjectives, 'to be' short answer, new verbs

Thirty-fourth lesson: the verb 'to be', short answer

Motivation: Review

- Play 'Simon Says' with the new words (Simon says 'feed your cat' (ask them to translate that if they don't understand) Simon says 'brush your teeth' Simon says 'eat your dinner', etc.)
- Play one round of 'Around the World'.

- Ask the children how to say sentences with possessive adjectives (*men öz çäýymy içýärin, sen öz kitabyňy okaýarsyň*, for example. If they're really smart, ask them more difficult translations: *Biz olaryň palowyny iýýäris*. If they need help, write some example sentences on the board for them, and tell them to open their notebooks and look at the sentences from last class).

Presentation: 'To be' short answer, possessive adjective review

- Teach the children the word busy (*işli*).
 - o Have children try to guess how to say the sentence *Sen işlimi?* (Are you busy? They should know that the verb 'to be' is moved to the front of the sentence).
 - o If they get it, write it on the board. If they don't, write it for them. Then tell them that to answer this question they can use just the verb 'to be', and nothing more (to be *işligili soraglara ýöne to be işligi bilen jogap berilip bolýar*).
 - Are you busy? → Yes, I am. (*Sen işlimi? → Hawa, işli*).
 - o Then have students try to guess why you are busy (tell them to ask questions).
 - For example: are you studying English? Are you cooking dinner?
 - o You can keep saying no, no, and have them ask you more questions until you finally say, yes, I am.
 - Write this on the board too: are you studying English? (or whatever sentence you decide to go with) → Yes, I am.

Practice: The verb 'to be', short answer and possessive adjectives

- Keep writing questions that need short answers. Ask students to translate from Turkmen and ask you questions in English.
 - o For example:
 - How do you say *Men işlimi?* (Am I busy? (write this on the board)).
 - Ask students to answer this using short answer (*gysga jogap aýdyp jogap beriň*). Am I busy? → Yes, you are.
 - o Have students ask you a question using a verb: Am I eating dinner? Am I reading a book?
 - Tell them to use possessive adjectives: Am I eating my dinner? Am I reading my book?
 - Tell them to answer the question using short answers: Am I eating my dinner? → Yes, you are.
 - o Keep writing these sentences until you have written for all subjects:
 - How do you say *Ol oglan işlimi?* (Is he busy?)
 - Short answer: Is he busy? → yes, he is.
 - o Have them ask a question using a verb: Is he cooking his dinner? Is playing volleyball?
 - Short answer: Is he cooking his dinner? → Yes, he is.
- Tell children that like last lesson they will have to write a lot, but if they write a lot they will get fives. Give those who answer questions and participate a lot two fives.

Application: Repetition

- Play 'Grammar Tennis' with the children using short answer.
 - o If they can't think of questions, point to the board and have them read some. Remember to tell them they can ask whatever they want. Just so long as the English is right it doesn't matter what they ask.
 - o If they don't use short answer correctly when they answer, point at the board and show them the proper short answer form.
 - Eventually erase the board and have them play from memory if they are getting good.

Homework: Tell them their classmates are busy. They should write about two or three of them like they did in class (Is Ayjeren busy? Yes, she is. Is she studying English? Yes she is. Are Aman and Kerim busy? Yes, they are. Are they eating their breakfast? Yes, they are). Give them an example sentence to start from if they are confused.

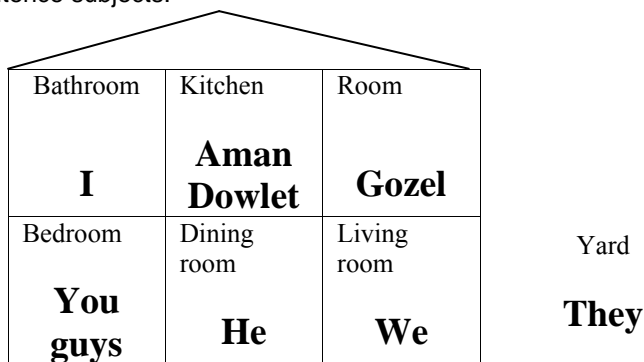
Thirty-fifth Lesson: Short answer, possessive adjectives.

Motivation: Short answer

- Have one or two students read their homework to the class to remind everybody about short answer
 - o Write the students' sentences on the board as example if your students need some help remembering.
- Then play 'Grammar Tennis' like last class for five or ten minutes. Remember: only short answer. Encourage students asking questions to use possessive adjectives (Is he eating his dinner?).

Presentation: New verbs, review of this week's grammar

- present six new verbs and some new words:
 - o to brush = *yuummak (dişe degişli)*; *çotkalamak*; teeth = *dişler*; to clean = *arassalamak*; to feed = *naharlamak*; cat = *pişik*; to fix = *bejermek*; *oñarmak*; car = *maşyn*; to paint = *reñklemek*; to wash = *yuummak*; homework = *öý işi*.
- Draw a house on the board. Like in previous classes, fill the areas up with names and sentence subjects:



- Tell children to ask questions about the subject I. Give them a chance to ask the questions on their own. If they need help getting started, give them the questions (Where am I? Am I busy? What am I doing?).
 - o Answer the questions with previously taught materials and the new verbs: (Where am I? → I am in the bathroom. Am I busy? Yes, I am. What am I doing? I am brushing my teeth.)

Practice: Possessive adjectives and short answer.

- Keep writing. Try to use all of the new words and new grammar. Tell children that like the two last lessons, they will have to write a lot, but that if they write everything they will get fives.
 - o Examples: Where are Aman and Dowlet? They are in the kitchen. Are they busy? Yes, they are. What are they doing? They are washing their windows.
 - o When you use up all the new words, combine old verbs with new words:
 - Where are we? We are in the living room. Are we busy? Yes, we are. What are we doing? We are doing our homework.

Application: Repetition.

- If you still have time after writing everything play a game.
 - o You can play 'Grammar Tennis' to review short answer.
 - o Or play 'Charades' with the new verbs (I am brushing my teeth, you are washing your windows).

Homework: Children should draw their own house and make as many questions and answers as possible. Tell them to try to use possessive adjectives and the new verbs.

Lesson Thirty-six: Possessive adjectives, new verbs.

Motivation: New verbs review

- Play 'Simon Says' with new and old verbs and possessive adjectives.
- Play 'Charades' with the new verbs. Really practice with every verb and every subject (and possessive adjectives) so they remember.

Presentation: Text.

- Write this text on the board:

A busy day

Everybody in Ashgabat is very busy today. Mr. Orazow is cleaning his bedroom. Mrs. Kakabayyewa is painting her bathroom. Atachary Kulyyew is feeding his cat. Mr. and Mrs. Saparow are washing their clothes. Mrs. Annageldiyewa is doing her exercises. And Gozel and Myrat Aydogdyew are fixing their car.
I'm busy, too. I'm washing my windows...and, of course, I'm watching all my neighbors. It's a very busy day in Ashgabat.

- Write the text slowly. Read the text to your students and have them translate the sentence into Turkmen before you write the next sentence.
- If there is a new word in the sentence, write it and its translation down on a side board, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks as they're writing the text.
 - New words: clothes = *egin-eşik*, exercises = *maşklar*, too = *hem*, of course = *elbetde*, neighbors = *goňşylar*

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text. Make sure as many students get a chance to read as possible.

Application: Repeat the text

- Do an activity called Mad Libs,
 - o Keep the text on the board, but erase certain words from it.
 - For example, from the first sentence erase the word Ashgabat, and have the students write in another city or place
 - Everybody in **Garagum** is very busy today.
 - o Keep doing this...hopefully things will get funny.
 - Mr. Orazow is cleaning his **yard**.
 - Mrs. Kakabayyewa is painting her **dog**.
 - Atachary Kulyyew is **washing** his cat.

Homework: Students should rewrite the text with their own classmates' or family members' names in it.

Week 13: Review, test, adjectives

Thirty-seventh Lesson: Review, the verb 'to be', short answer and possessive adjectives

Motivation: Review

- Play 'Don't be Slow' with last week's new words.

Presentation: Review

- Have one or two students read their homework and have the other students translate the text. Give them fives for reading and translating.

Practice: Review

- Play 'Around the World' with possessive adjectives and last week's new verbs:
 - o To brush our teeth; to clean his room; to feed her cat; to fix my car; to paint their wall; to wash your windows.

- Use old verbs too: to read my book; to eat your dinner; to drink her tea; to read his book; to cook our dinner; to do your guys' homework; to play their dutar.
- When students can answer relatively well in the answer form, have them translate questions too (*sen öz öý işiňi edýarsıňmi?*)

Application: Review

- After a couple of rounds of 'Around the World', play 'Grammar Tennis'.
 - Write some questions and short answers (Are you doing your homework? → Yes, I am) on the board if children need some examples.
 - Keep playing until lesson finishes...if you have a lot of time left, play something else, like charades, or chalkboard races with possessive adjectives and new words.

Homework: tell children there will be a dictation tomorrow and that they should study their old texts.

Thirty-eighth Lesson: Test

Motivation: Review

- Like last class, play 'Around the World' with possessive adjectives and new verbs

Presentation: Dictation

- Have children open their notebooks. They should copy the following text as you read it. Read slowly and carefully, and repeat often until students say they are ready to move on.
 - Write the words 'period' (*nokat*), 'new paragraph' (*ak setirden*), and 'Are you guys ready?' (*Siz taýýnmy?*) on the chalkboard and use them to help guide the dictation.
 - They should know how to spell every word so don't help them too much. Tell them they should have studied (*sen okamaly ekeniň*) if they complain.

(The text's name is) **A busy day.**

Everybody in Turkmenabat is very busy today. Mr. Berdimuhammedow is brushing his teeth. Mrs. Orazowa is painting her house. Mergen Hudaýberdiyew is feeding his dog. Mr. and Mrs. Kakabayew are washing their car. Mrs. Annageldiyewa is doing her exercises. And Maksat and Guljan Saparow are cleaning their bedrooms. I'm busy too. I'm fixing my car...and, of course, I'm watching all my friends. It's a very busy day in Turkmenabat.

Practice: Have fun

- Play some games...charades, tic tac toe, it doesn't matter

Application: More fun

- Play more: don't be slow, hangman, memory, etc.

Homework: None!

Chapter six: Descriptions

Thirty-ninth lesson: Adjectives

Motivation: Finish up possessive adjectives.

- Give back tests.
 - Go over common mistakes students may have made (maybe they all spelled teeth, exercises or other words wrong).
 - Play 'Chalkboard Races' with these words.
 - Or play 'Around the World' with sentences from the text.

Presentation: Adjectives

- Present the following adjectives: tall (*uzyn (boý)*); short (*gysga (boý)*); young (*ýaş*); old (*garry*); fat (*semiz*); thin (*hor*); skinny (*hor*); new (*täze*); old (*köne*); married (*öýlenen; durmuşa çykan*); single (*öýlenmedik; durmuşa çykmadyk*); handsome (*owadan, oglanlar üçin*); pretty (*owadan, gyzlar üçin*); beautiful (*owadan, hemmeler üçin*); ugly (*betnyşan*).
 - o Repeat the word's pronunciations with the children, then play 'Ball Toss'.

Practice: Review

- After you have repeated the words many times with the students, tell them that these adjectives all use the verb 'to be' when spoken (*ähli sypat 'to be' işligine degişli*)
 - o Act out an adjective and then write this adjective with a sentence subject.
 - o For example, pretend to be fat: walk around asking the students what adjective you are acting out until one of them says 'fat'. Then ask them 'how do you say *Men semiz?*' If they don't get it, tell them the answer (I'm fat), and then write this on the board.
 - o Keep going until you have written a sentence for every subject (You're skinny, he's...all the way to they). After you have finished, keep acting out the rest of the adjectives and having students tell you what they are.
 - o You can act out every adjective, just be creative (clutch an imaginary cane and hobble around like an old man, point to a where a wedding band should be, or throw the non-existent wedding band away).
 - Have students make sentences with the adjectives you act out. Continue acting until you have acted out every adjective.

Application: Charades

- Play 'Charades'. Have the children act out the adjectives and make sentences on their own.
 - o Divide the class into two teams.
 - o Have one student from one team come in front of the class and act out an adjective you show or whisper to them. Their team has to make a sentence from that adjective (you can tell them the sentence subject too to make sure they say every form of the verb 'to be').
 - o Keep playing until class is finished.

Homework: Have students draw a picture of people with today's adjectives. They should draw eight pictures and write eight sentences, one for each sentence subject (I-they).

Week 14: Adjectives and 'to be' short answer review

Fortieth lesson: Adjectives

Motivation: Review of adjectives

- Play 'Charades'.
 - o If you want, you can write out the adjectives on slips of paper before class. Or you can point out adjectives from the book.
 - Tell students the sentence subject so they have to make many different sentences (*sözlemiň eýesi men, sen, ş.m.* the sentence's subject is I, you, etc.).
 - Also, have them try to make some questions. (*sözlemiň eýesi men, sorag forma*).

Presentation: Adjectives

- Teach more adjectives:
 - o Large (*uly (giň)*); big (*uly*); small (*kiçi (dar)*); little (*kiçi*); noisy (*gaty sesli*); quiet (*ýuwaş*); expensive (*gymmat*); cheap (*arzan*); easy (*aňsat*); difficult (*kyn*); rich (*baý*); poor (*garyp*); smart (*akylyly*); stupid (*samsyk*).

- Like last lesson, repeat the words with the children many times, then play 'Ball Toss'.
- After you have finished repeating the new words, erase the chalkboard, and write up a sentence using the new word "or" and two adjectives that are opposites. Start with the subject I, for example, Am I married or single?
- Translate the word 'or' (*ýa-da*).
 - The children should understand, but be sure to remind them why this is a question and not an answer (to be *işligi öñünden gelyar*).
 - Have them answer with the appropriate adjective (You are married or you are single). Again, the children shouldn't need the translations for this. Keep reminding them of the meanings of words by asking them 'how do you say married', or 'how do you say single', and listening for the correct translations.

Practice: More sentences

- Continue with questions from the subject 'you' all the way to 'they'. Use a student or students from the class for the subjects 'you' and 'they' (are you (Myrat, your student) married or single? Are they (Gyzylgul and Guncha, your students) noisy or quiet?) .
 - Also, teach students possessives when you do he, she, and it: (for example, Is Kerim's house big or small? Is David teacher's bag old or new?). Give them the translations for this (*Kerimiň jaýy, David mugallymyň sumkasy*). Don't spend too much time, however, as you will repeat this grammar many times and they will figure it out eventually.

Application: Conversations

- Play 'Around the World' with the new grammar and words (How do you say *Kerimiň jaýy?*; How do you say *Kerimiň jaýy uly?*; How do you say *Kerimiň jaýy ulumy ýa-da kiçi?* How do you say *ol gyz owadan?* How do you say *ol oglan samsykmy?* etc.)

Homework: Have children write questions and answers about their classmates (Is Kerim tall or short? He is short). Tell them they should write five or ten questions and answers.

Forty-first Lesson: Adjectives review

Motivation: Charades

- Play 'Charades' with adjectives. Act out yesterday's adjectives for students (remember, every adjective has a corresponding action, difficult → scratch head, easy → calmly fill out a notebook).
 - After they have figured out the adjective, give them a sentence subject and have them make a sentence. Remember to also have them make questions.
 - After they know the actions have them act the adjectives out themselves.

Presentation: Describing people

- teach children a very important sentence: tell me about _____ (_____ *barada gürrüň ber*).
 - Translate the word "about" especially as it will come up a lot.
- After they understand the translation, ask them about some people from your school.
 - For example: Tell me about your English teacher/Russian teacher/director.
 - They can (or you can help them and) start by saying, for example, He is Shohrat
 - Then have them say as much as they can: Shohrat is tall. He's skinny. He's poor, etc.

Practice: Repetition.

- Keep asking them to tell you about people, but throw back in yesterday's grammar of opposites, the word or, and possessive cases.
 - o For example: Tell me about Turkmenistan's president. Is he fat or thin? Is he rich or poor? Is he married or single? Tell me about Maysa's dog. Is it big or little?
 - o Don't be afraid to throw in a new word or two, you can always translate it for them and then have them make sentences...Tell me about Eziz's mother (*ejes*). Is she pretty or ugly?
- Continue until either you or the students are tired of writing sentences.

Application: Dialogues

- Create a little dialogue with students together on the board. Start it something like this:

Eziz: Hello Maral. How are you?
Maral: I am good. How are you?
Eziz: I am excellent. Maral, tell me about your English teacher.
Maral: She is Annagozel. She is beautiful. She is tall. She is good. Eziz, tell me about Turkmenistan's president.
Eziz: He's Gurbanguly. He's tall, he's good, He's ...Good bye.
Maral: Okay, goodbye.

- Tell students to create their own dialogues with the student sitting next to them. Encourage them to use questions with the word or.

Homework: They should finish their dialogue, or, if they have finished, they should write another.

Forty-second Lesson: 'To be' short answer review

Motivation: Repetition

- Play 'Simon Says' with the adjective and old verbs (Simon says 'be fat', Simon says 'be married', Simon says 'feed your cat' etc.). Have children act out all the actions like in charades.

Presentation: 'To be' short answer review.

- Start writing up questions similar to yesterday's lesson. Take examples from class (Tell me about Aman (or another boy student's name); Tell me about Gyzygul (Or another girl student's name); Tell me about Gozel and Shirin, etc. Also think of introducing new words: Tell me about your classmates (*synpdaşlar*)).
 - o However, this time, instead of writing Is Aman fat or thin? Is Gyzygul married or single, etc. write one-adjective sentences: Are Gozel and Shirin young? Are your classmates smart?
 - o **Write only questions that need positive answers, not negative answers** (so if you're writing about your students, ask are you young? are you single? are you smart...all answers they can write, yes, I am, yes, she is, etc.)
 - o Answer these questions with the short form of the verb to be (**remember, only use answer form, don't do negative form yet**).

Practice: Review

- Continue to write sentences that you can write positive short answers with: (Is David teacher skinny? Yes, he is. Is Kakajan director fat? Yes, he is. Are we smart? Yes, we are.
 - o Continue until every subject has been covered (Yes, I am. Yes, you/we/you guys/they, are. Yes, he/she/it is.

Application: Repetition.

- Play a new game called 'Question Game'.
 - o Before class, cut out people's pictures from magazines and newspapers (the pictures don't have to be good, they can be pictures of diplomats from Turkmen newspaper).
 - o Break the class into teams.
 - Show one of the teams a picture and tell them they should try to ask the other team as many questions as they can. For example, Are they married or single? (if the picture has two or more people) Are they good or bad? Are they ugly or handsome? Is he fat? (If the person has one boy in it) Is she beautiful? (If the picture has one girl in it) What are they doing? Are they busy? Is he cooking? Is she reading? Etc.
 - Tell them it doesn't matter what they ask, just that the questions have to be grammatically correct:
 - o The other team should answer the questions, either with short answer, or a full sentence.
 - o Let teams ask questions until they can't ask anymore. Then switch to the other team.
 - Keep score of how many questions are asked. The team that asks the most questions wins.
 - (This game gets a little silly as people ask dumb questions like: Is she playing volleyball? when the person is clearly sitting, and then the other team says yes, she is. But, remember, it doesn't matter...they're speaking in English in grammatically correct sentences...rejoice).
 - (if they aren't speaking well, write some examples on the chalkboard. They should be able to...you guys have repeated this stuff many, many times).

Homework: Students should draw five pictures of people, then write five sentences about each of them.

Week 15: Adjectives, weather and 'to be' short form, negative

Forty-third Lesson: 'To be' short answer, negative form

Motivation: Review

- Play 'Question Game' again.
 - o Either use the same pictures as last class, or bring in more.
 - o Remember, encourage them to ask as many questions as they can, no matter how stupid they are (Is she busy? etc.).

Presentation: 'To be' short answer, negative form

- Write up a 'tell me' statement about someone everybody knows. For example: Tell me about Turkmenistan's president.
 - o Ask a question that is obviously wrong: Is he poor?
 - o Some students might answer 'yes, he is'; correct them, and tell them the correct answer: 'no, he is not (isn't).'
 - Translate the word not (*däl*), and tell them that this is the way negative form is created in English (*Ýokluk forma* 'not' *sözi peýdalanyp aýdylyýar (aýtmaly)*). Tell them there is a short form (contraction) they can use too (isn't).
 - Continue asking questions that need negative form: Is Turkmenistan's president single? Is Turkmenistan's president ugly? (They can say the positive form too still, but stress negative form).

Practice: 'To be' short answer, negative form.

- Continue writing questions. Try to work in every sentence subject so children have to write every form of the verb 'to be' in short form, negative. Use contractions too.
 - o (Am I Married? → No, you are not (aren't). Are you stupid? → No, I am not. Is she (a noisy student) quiet? → No, she is not (isn't). Is he (a tall student) short? → No, he is not (isn't). Is English difficult? (they'll all say no) → No, it is not (isn't). Are we ugly? → No, you guys are not (aren't). Are you guys old? → No, we are not (aren't). Are they (students) married? → No, they are not (aren't)).
 - o Ask more questions about inanimate objects (Are notebooks expensive? → No, they aren't. Is Russian easy? No, it isn't).

Application: Practice

- Play 'Question Game' again with students. This time tell them to be honest (*dogruçyl boluñ; ýalan svzlemãñ*) with their answers.
 - o Listen as they ask questions and answer. If they need help with negative form, point to the board as an example.
 - o Encourage them to ask whatever they want, but make sure they are honest in their answers, using positive short answer and negative short answer.

Homework: Have children draw five people. Have them ask a question about each person (or more questions if they want) and then answer in negative form.

Forty-fourth Lesson: Review

Motivation: 'To be' short answer review

- Play 'Question Game' with students.
 - o Show the pictures and tell them to ask questions. The other team should answer. Tell them to not lie. You can teach them the word 'maybe' (*mümkin*) if they want to say an answer they don't know (maybe, she isn't).
 - o Encourage short answer and write it up on the board to remind students how to say it.

Presentation: 'To be' short answer review

- Write up 'to be' short answer, negative and positive form. Write contractions.

<u>'To be' short answer</u>	<u>'To be' short answer, negative</u>
Yes, I am.	No, I am not.
Yes, you are.	No, you aren't.
Yes, she is.	No, she isn't.
Yes, he is.	No, he isn't.
Yes, it is.	No, it isn't.
Yes, we are.	No, we aren't.
Yes, you guys are.	No, you guys aren't.
Yes, they are.	No, they aren't.

- Play 'ball toss' with short answer. Push contractions.
- Like last class, write up some questions that are obviously negative: Are you guys married? Are you guys stupid? Is your English teacher ugly?
 - o Have them answer with 'to be' short answer negative. Push contractions.
- Then ask some questions that obviously are correct: Are you guys smart? Are you guys single? Is your English teacher handsome?
 - o Have them answer with 'to be' short answer. Tell them there are no contractions with 'to be' short answer. ('yes, she's' is incorrect).

- Then ask a mix of questions that they have to answer positively and negatively. Mix verbs into the questions? (Are they playing volleyball? → not they aren't; Are you studying English? → Yes, I am; Are they listening to their teacher? → Yes, they are.)

Practice: Review

- Play 'Question Game' again. Make sure they understand everything. If they don't, keep reviewing with the sentences and grammar from the blackboard.

Application: Review

- Play 'Grammar Tennis'. Tell children they can ask whatever they want. They can look at the board too if they're hurting.
 - o Eventually erase the chalkboard and see if they can continue.

Homework: Have them answer these five questions: 1. Are the students in your English class smart? Is your English teacher tall or short? Are you married? Are you bad? Is Turkmenistan's president handsome or ugly?

Forty-fifth lesson: 'Weather' and 'to be' short answer

Motivation: Review

- Ask students the questions from their homework. Listen to their answers. See if they know the difference between short answer and normal answers ('Are you short' → 'Yes, I am' vs. 'Are you short or tall?' → 'I'm short' or 'I'm tall').
- Play some grammar tennis.

Presentation: Weather

- Present new words: The weather (*howa*); sunny (*güneşli*); cloudy (*bulutly*); hot (*yssy*); warm (*maýýl*); cool (*salkyn*); cold (*sowuk*); windy (*ýelli*; *şemally*); to rain (*ýagys ýagmak*); to snow (*gar ýagmak*)
 - o Repeat the words with the children many times, then play 'Ball Toss'.

Practice: Repetition

- Teach students the sentence 'How's the weather?'.
 - o Explain to them the contraction 'how's' (how is).
 - o Then have them answer: It's sunny; It's hot; It's not cold; It's not cloudy. Make sure to mix in positive and negative forms.
 - Tell children that to answer questions about the weather the best way is to use the words 'it's' (*howa sözi it sözüne degişli*).
 - Teach them also that 'to rain' and 'to snow' are verbs and thus need the 'ing' suffix (it isn't raining; it isn't snowing).
 - o Next ask children more direct questions: 'How's the weather? Is it raining? → No, it isn't. Is it cold? → No, it isn't. Is it sunny? Yes, it is.

Application: Practicing sentences

- Play 'Charades'.
 - Have children act out or draw the new weather words. Make them say sentences in negative and positive form.

Homework: Have children draw eight pictures of the weather and write sentences next to them. They can also write the negative forms too.

Week 16: To be short answer, negative form, review, and dictation

Forty-sixth Lesson: 'To be' short answer, negative form

Motivation: Weather review

- Ask students 'How's the weather?'
 - o Tell them to be honest. If they need some help, or if you're just searching for some negative answers, ask them 'Is it raining?' or 'Is it cold?'
- Play 'Charades' with weather vocabulary.
 - o Make students use both negative and positive forms.

- o Also, change the subjects so it's more than just about the weather: I am cold (*Men üşeyän*); We are hot (*Biz yssylaýas*), etc.

Presentation: Dialogue

- Write this dialogue on the board:

The weather is terrible here!

Maral: Hi, Gozel. This is Enejan. I'm calling from Turkmenbashy.
Gozel: From Turkmenbashy? What are you doing in Turkmenbashy?
Maral: I'm on vacation.
Gozel: How's the weather in Turkmenbashy? Is it sunny?
Maral: No, it isn't. It's raining.
Gozel: Is it hot?
Maral: No, it isn't. It's cold.
Gozel: Are you having a good time?
Maral: No, I'm not. I'm having a terrible time. The weather is terrible here!
Gozel: I'm sorry to hear that.

- o Write the dialogue slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
- o New words: To call = *jaň etmek*; vacation = *dynç alyş; kanikul*; To have a good time = *wagtyny gowy gecirmek*; To have a terrible time = *wagtyny elhenç (gaty erbet) geçirmek*; I'm sorry to hear that = *eşidenime gynanyaryn; wah-wahey*.
 - Repeat the word 'vacation' especially well, as Turkmen seem to have trouble with it. Tell Turkmen also that Americans use the verb 'To have a good/okay/terrible time' to express how they are at a certain place (school, a party, etc.)
 - Also, remind them of some grammar that they may have forgotten: from is *dan/den*, from Turkmenistan? is a question made with intonation (From Turkmenbashy *soragi äheñden (basymdan/sesden) gelýär*).

Practice: Repeat the dialogue

- Repeat the new words from the dialogue with the students.
 - o After repeating the new words, repeat the dialogue. This time have two students read the dialogue themselves, first in English, then translate into Turkmen. Have many students read the dialogue.

Application: Re-writing, homework.

- Have students re-write the text with the student sitting next to them. They should change the name of the people they're talking to, the place they're calling from, and the weather conditions there.
- Change the text once for them as an example if they are having trouble getting started.
 - o Have them read in front of the class if they have finished.

Homework: Finish their texts. If they already have finished, they may write another one, or copy the one they wrote in class into their homework notebooks.

Forty-seventh lesson: Review

Motivation: Last lesson's dialogue

- Have some students read their dialogues to the class with another student.
 - o Make those not reading translate their dialogues.
 - o Give those who read and translate fives.

Presentation: Review

- Play 'Charades'.
 - o Use every verb that you have taught (to eat, to drink, to go, to cook, to read, to study, to teach, to sing, to sleep, to swim, to plant, to watch T.V., to listen to music, to play cards, to play football, to play the dutar, to brush my teeth, to clean your room, to feed his cat, to fix her car, to paint our house, to do your guys' exercises, to wash their clothes, to rain, to snow, to have a good time, to call.)
 - o Also use adjectives: tall, short, young, old, fat, thin, skinny, new, married, single, handsome, pretty, beautiful, ugly, large, big, small, little, noisy, quiet, expensive, cheap, easy, difficult, rich, poor, smart, stupid.
 - o Make them make sentences from every sentence subject (I-they; Gyzylgul; Aman; Shohrat and Chary; Guncha and Jeren).
 - o Make them make sentences in both positive and negative forms.

Practice: Review

- Play 'Around the World'.
 - o Make children translate everything you have taught these past two quarters:
 - Have the slower children translate words and simple sentences: pen, living room, *seýilgäh*, to eat, *ýatmak*, to clean, busy, *meniň depderim*, her table, I am short, you're married, *ol oglan garyp*, *olar samsyk, iňlisçe kyn*, vacation, *ýagyş ýagýar*, etc.
 - Ask the more advanced students more difficult questions: The pen is on the table; *Men myhman jaýda*; *Biz teatrdä*; They are at the market; I'm eating breakfast; She's sleeping; He's cooking; *Biz aýdym diňleýäris*; *Olar gidýärler*; *Men öz dişlerimi ýuwyýan*; She's feeding her cat; He's cleaning his room; *Siz öz öý işiňizi edenizok*, They aren't reading, *Siz işlimi?*; *Okuwçylar meniň Iňlis dili sapagynda ýuwaş*; I am not ugly; She's not short; We're beautiful; *Ýagyş ýagýar*; *Gar ýaganok*, etc.
 - Write sentences out for students if they are having trouble remembering.
 - Remember, ask them for translations by say, 'How do you say _____?'

Application: Review

- Play 'Grammar Tennis'.
 - o Have them work on short answer, and simple conversation (make them tell the truth and use the vocabulary they should have learned).

Homework: Review for dictation tomorrow. Like in previous lessons they should draw a house, with six rooms, put a person in each room, ask where they are and what they're doing, and answer the questions.

Forty-eighth Lesson: Dictation

Motivation: Review

- Play 'Around the World' like in last class to do a last-minute review.

Presentation: Dictation

- Have children open their notebooks. They should copy the following text as you read it. Read slowly and carefully, and repeat often until students say they are ready to move on.
 - o Ask the children How do you say period? (*nokat*), and Are you guys ready? (*Siz taýýnmy?*). They should know these words from the previous dictation. Use the words to help guide the dictation.

- They should know how to spell every word so don't help them too much. Tell them they should have studied (*sen okamaly ekeniň*) if they complain.

The students in my English class

Hello. How are you guys? My name is Meret, and today I am telling you guys about the students in my English class. Myrat isn't Turkmen. He isn't short and thin. Maysa is Uzbek. She's tall and smart. My English teacher isn't American. He's married and handsome. He isn't rich. Yhlas and Dowlet are English. They're noisy. Enejan and Gulshen are Tajik. They aren't quiet. My friend and I are old. We aren't young. The students in my english class are very interesting. We aren't friends.

- Have students answer the following five questions too. Tell them they must be honest. For questions two and three they should write five sentences.
 1. How's the weather today?
 2. Tell me about the students in your English class.
 3. Tell me about your English teacher.
 4. Where are you? (I am at the school, or other (in Ashgabat, Mary, etc.)).
 5. What are you doing? (I am studying, I'm listening to teacher, etc.).

Practice: Have fun

- Congratulate students on finishing the test and reward them by playing whatever game they want: 'Charades', 'Simon Says', 'Hangman', it doesn't matter.

Application: More games.

- Keep playing.

Homework: None. Rest.

Chapter seven: Family

Week 17: General review, family vocabulary, questions.

Forty-ninth Lesson: Present continuous tense review, new words

Motivation: Adjective review

- Play 'Charades' with adjectives and with weather words.
 - Make students create both positive and negative sentences (I am not tall, she is not married, it is raining.) etc.

Presentation: Text

- Write this text on the board:

Dear mother,
 I'm writing from our hotel in Turkmenbashy. Maysa and I are on vacation with our children. We're happy, but we're having problems. The weather isn't very good. In fact, it's cold and cloudy. Right now, I'm looking outside and it's raining.
 The children aren't very happy. In fact, they're bored and they're having a terrible time. Right now, they're sitting on the bed, playing tic-tac-toe and watching TV.
 The restaurants in Turkmenbashy are expensive. All the hotels are beautiful and new. But our hotel is ugly and it's very, very old.
 So, mother, we're having problems, but we're on vacation, and we're happy.
 Love, Maksat

- Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- If there is a new word in a sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
- New words: dear = *mähriban, eziz*; mother = *eje*; with = *bilen* children = *çağalar*; to have problems = *adama kyn düşmek; kösenmek*; in fact = *dogrydan*; right now = *häzir; şu wagt*; outside = *daşarda, daşary*; to be bored = *içi gysmak*; love = *söýgi*
 - Repeat the word 'with' because it is especially important. Have them translate some examples: with my mother, with my teacher, with my friends, etc.
 - If your class is advanced enough, repeat the expression 'to have problems' because it is a useful sentence. Translate some sentences for your students (I am having problems with English (*İňlisçe maňa kyn düşýär*). Jeren is having problems with Russian (*Rusçe Jerene kyn düşýär*). I am having problems (*Men kösenýaryn*).
 - If your class is a little slow (as mine is) don't worry, just translate the sentence once when you read the text; if students want to remember it, they will.
 - Don't forget to remind your students of some grammar that they may have forgotten: the verb 'to be', the suffix 'ing', adjectives, etc.

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - After repeating the new words, repeat the text. This time have a student read one sentence, first in English, then translated into Turkmen. Make sure one student doesn't read the entire text, but that many students get a chance to read and translate.

Application: Re-writing, homework, or mad libs.

- Have students re-write the text. They should change the name of the person they're writing to, the place they're writing from, the weather conditions there, etc.
- Change the text once for them as an example if they are having trouble getting started, or if there is any time left over in lesson.
 - Play 'Mad Libs' if your class is advanced enough (again, some classes are not ready for this yet, which is fine. If they're not advanced enough, just have students re-write the text). Erase some words from each sentence in the text and have students replace them with other words.
 - I'm writing from our **restaurant** in **Turkmenabat**. **Jessica** and **Nicolai** are on vacation with the **dog**. **They're tall**, but **they're drinking tea**. etc.
 - Have students translate the text after you've changed it. Remember, sentences don't have to (and shouldn't) make sense. They just have to be grammatically correct.

Homework: Finish re-writing their text. Also, if your class is advanced enough ask them to answer this question: What are you having problems with?

Fiftieth Lesson: Review, Family vocabulary

Motivation: Last lesson's text, 'Charades'.

- Have some students read their re-written texts.
 - Make those not reading translate.
 - Give those who read and translate fives.

- Play 'Charades' with adjectives and verbs.
 - o Make students make sentences in negative and positive forms. (I'm not tall. She's drinking tea, etc.).

Presentation: Family vocabulary.

- Teach these words: family = *maşgala*; mother = *eje*; father = *kaka*; parents = *ene-atar*; grandmother = *ene, mama*; grandfather = *ata, baba*; grandparents = *garry ene-atar*; sister = *gyz dogan*; brother = *oglan dogan*; aunt = *daýza*; uncle = *daýy*.
 - o Repeat these words until children know them pretty well.
 - o Play 'Ball Toss' once until they can repeat the words pretty well.

Practice: Family vocabulary review.

- Play 'Around the World' with the new vocabulary. Work in old grammar with the new words:
 - o For example, how do you say *meniň ejem, ol gyzyň kakasy; olaryň gyz dogany; meniň maşgalam uly; seniň oglan doganyň samsyk; Biziň maşgalamyz kiçi*, etc.

Application: Making sentences

- Write up a sentence like this on the chalkboard: 'Tell me about your mother'.
 - o Then have a student tell you about his or her mother. Write up some of the sentences on the chalkboard (My mother is Ayjema. She is pretty. She is short and fat, etc.)
 - o Write up a few more sentences like this (tell me about your grandmother, tell me about Shohrat's father).
 - After you have done a couple of these, write down a sentence for everyone to respond to: Tell me about Myrat's (a student from the class everyone knows) sister, for example.
 - Have them write down their answers in their notebooks. When they finish they may read in front of the class. Have students translate some of the sentences.

Homework: Tell the children they must answer these statements: tell me about your mother, your father, your sister, your brother, your uncles, your aunts, your grandmother, and your grandfather.

Fifty-first lesson: Questions

Motivation: Review

- Play 'Around the World' with last lesson's words.
 - o Ask them 'how do you say *meniň ejem owadan; ol gyzyň kakasy akyly; olaryň gyz dogany kelte; meniň maşgalam uly däl; Eziziň oglan dogany samsyk; biziň maşgalamyz kiçi däl*, etc.

Presentation: Question review

- Show children the first picture from page 46 of Side by Side. These same pictures should be attached to this curriculum in appendix A.
 - o Tell student to ask questions. Translate 'ask questions' if they don't know it (*sorag edin*).
 - Students will probably (hopefully) start asking the questions you guys reviewed previously (What is she doing? Is she busy? etc.)
 - Answer these questions out loud, but eventually ask these four questions yourself and write them on the board: Who is she? (*Ol gyz kim?*); What is her name? (*Ol gyzyň ady näme?*) Where is she? What is she doing? (Hopefully students will know these themselves)

- Only write the translations to questions students don't understand. Have students write the word 'who' ('kim') in their vocabulary notebooks.
- Answer the questions with the pictures from appendix A. If there are new words, write them on the chalkboard and have the children write them into their vocabulary notebooks. The new words for the first picture are: bicycle = *welosiped*; *tigr*; to ride = *çapmak*; to ride a bicycle = *welosiped sürmek*). Be sure to explain that in English we say ride a bicycle (*welosiped çapmak*) and not drive a bicycle (*welosiped sürmek*).
- By the time your done, the chalkboard should look something like this:

<p>Who is she? (<i>Ol gyz kim?</i>).</p> <p>She is my mother (they can give other answers (she is my sister, she is my aunt, etc.) but make sure this is the final answer).</p> <p>What is her name? (<i>Onuň (gyzyň) ady näme?</i>)</p> <p>Her name is Emily (Her name is Maysa, Enejan, etc.)</p> <p>Where is she?</p> <p>She's at the park (again, they can give other answers: She's in the yard, she's in Ashgabat, etc. but make sure this is the final answer).</p> <p>What is she doing?</p> <p>She's riding her bicycle. (She is playing, she is having a good time is also okay, but make sure this is the final answer).</p>	<p>Who = <i>Kim</i></p> <p>Bicycle = <i>tigr</i>; <i>welosiped</i></p> <p>To ride = <i>çapmak</i></p> <p>To drive = <i>sürmek</i></p>
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- After students have finished writing, point to the second picture. Tell children that the questions change because there are two people. Erase the sentences from the previous picture, and have the students ask the questions again, this time for the new picture. They may have trouble with plural form, so help them if they need it. Eventually write these questions and answers on the chalkboard. 'Who are they? → They are my parents. What are their names? → Their names are Myrat and Maysa. Where are they? They're in the dining room. What are they doing? They are having dinner' (*Agşamlyk naharyny edinmek*).
- Encourage children to respond with their own answers, but make sure to write up the answers written under the pictures. This way, students can practice their English but still learn some useful new words.
- Tell students that if there is an 'e' at the end of a verb, it is removed when you add the suffix 'ing' (*Işligiň iň soňky harpy 'e' harpy bolsa, onda 'ing' goşulanda (goşaňda) 'e' harpy aýyrylýar (aýyrmaly)*). Ride → riding. Have → having.
- Do the same thing (ask four questions and answer them) for the next two pictures. Make sure they write the new words in their vocabulary notebooks: son = *ogul*; beach = *plýaž*; daughter = *gyz*; in front of = *öňünde*.
- Practice 'in front of' with a few example sentences: We are in front of the chalkboard; We are in front of Gurbanguly's picture, etc.

Practice: Review

- Repeat some of the sentences. Show the children the pictures again and have them ask questions and answer again. Or just have them repeat and translate the sentences when you write them on the board.

Application: Review

- If there is no time left, give them their homework. If there is time, play 'Grammar Tennis'.
 - o Show children the pictures you reviewed today. Have them ask questions and answers.
 - o Make sure they don't make common mistakes (If it's a boy, they must say: 'Who is he?', 'What is his name? **not** 'Who is she? What is her name?' etc. Also, they must say whose mother, son it is (it must be 'she is my mother', **not**, 'she is mother', 'He is Dowlet's son' **not**, 'he is son')).
 - o Encourage them to try to use the new words, but if they use any previously reviewed grammar and vocabulary correctly consider it a success.

Homework: They should draw three pictures, one a boy, one a girl, and one of two people. They should then ask the four questions from class (Who is he/she-are they? What is his/her-are their names? Where is he/she-are they? What is he/she-are they doing?). They should answer these questions.

Week 18: Questions, new words

Fifty-second Lesson: Questions, new words

Motivation: Review new words

- o Play 'Around the World' with yesterday's new words and grammar. Really focus on repeating questions and answers, and also on the preposition 'in front of'.
 - To do this, ask questions like: 'How do you say *Ol oylan kim? Ol gyz näme edýar? Olaryň atlary näme?*
 - Follow up these translations by asking the next students for the answers to the questions, like this: 'How do you say *Ol oylan meniň oylan doganym. Ol gyz welosiped sürýär. Olaryň atlary Maýsa we Aman.*
 - To review the words 'in front of', just keep repeating. Eventually they should get it. For example: 'How do you say *men partaň öňünde; ol gyz tagtaň öňünde; biz okuwçylaryň öňünde.*
 - Write an example if they don't get it at first, but then just repeat, repeat, repeat. Remind them that it's a preposition, just like at, in, on, and it's used the same way (*Men partaň üstünde* I'm on the desk → *Men partaň öňünde* I'm in front of the desk).

Presentation: Questions.

- Continue asking questions from the pictures in Side by Side (appendix A).
 - o Like yesterday, encourage students to ask any questions they want, but only write the answer to the four important questions (1. who is he/she/are they? 2. What is his/her/are their names? 3. Where is he/she are they? 4. What is he/she are they doing?).
 - o Finish four more pictures today. Next to the sentences write the new words so students can write them in their vocabulary notebooks.
 - New words: wife = *aýal, gyz ýol daşy*; husband = *adam, oylan ýol daşy, är*; sofa = *diwan*; to bake = *duhowkada bişirmek; ýapmak*; cake = *tort*; to cry = *aglamak*; wedding = *durmuş toýy*.

Practice: Review

- Repeat some of the sentences. Show the children the pictures again and have them ask questions and answer again.

Application: Review

- Play 'Grammar Tennis'.
 - o Show children the pictures you reviewed yesterday and today. Have them ask questions and answers.
 - o Make sure they don't make common mistakes ('What is his name?' **not** 'What is he's name?', 'What is her name' **not** 'What is she's name', etc.
 - o Encourage them to try to use the new words, but if they use any previously reviewed grammar and vocabulary correctly consider it a success.
 - o Also, allow the student sitting in the question chair to ask whatever he wants about the picture. But if he or she gets stuck, point to the board and the questions that you just covered.

Homework: Have children either draw more pictures or tape a family picture into their notebooks. They should then ask the four questions from class (Who is he/she-are they? What is his/her-are their names? Where is he/she-are they? What is he/she-are they doing?) and answer them. Tell them also to write whatever else they want (my sister is smart, my brother is stupid, etc.).

Fifty-third lesson: text, new words

Motivation: Review

- Play 'Grammar Tennis' like at the end of last lesson. Show children the pictures that you've covered in class and have them ask questions and answer.
 - o Remember to encourage them to ask any questions they remember, but remind them especially of the four important questions you've been reviewing the last two lessons (Who? Where? Names? What action?).

Presentation: Text

- Write this text on the board:

Arthur is very angry

It's late at night. Arthur is sitting on his bed, and he's looking at his clock. His neighbors are making a lot of noise, and Arthur is very angry.

The people in apartment two are dancing. The man in apartment three is vacuuming his carpets. The woman in apartment four is playing the drums. The teenagers in apartment five are listening to loud music. The dog in apartment six is barking. And the people in apartment seven are having a big argument.

It's very late, and Arthur is tired and angry. What a terrible night!

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, first write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - There are many new words in this text. Really make sure students understand the translations as it relates to grammar, and focus especially on some of the more important words, like 'late', 'angry', 'a lot of', 'people', 'apartment', 'to dance', etc. Don't spend too much time on less important words like 'teenager', 'to bark', 'to have an argument'. If students want to remember it, they will.
- o New words: angry = *gaharly*; late = *giç*; night = *gije*; it's late at night = *ol gijäñ ýary*; a lot of = *köp*; to make noise = *goh etmek, gohlamak*;

people = *adamlar*; apartment = *kwartira*; the people in apartment two = *ikinji kwartiradaky adamlar*; to dance = *tans etmek*; man = *erkek adam*; to vacuum = *sormak*; carpet = *haly*; woman = *ayal adam*; drum = *deprek*; teenager = *yetginjek*; loud = noisy, *gaty sesli*; to bark = *üýrmek*; to have an argument = *soguşmak*; tired = *yadow*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text.

Application: Changing the text

- If there is time left in class, have the students change the text from positive form to negative form and have them translate the changed sentences. (for example: It isn't late at night (*ol gijäň ýary däl*). Arthur isn't sitting on his bed, and he isn't looking at his clock, etc.).
- If there isn't time, give this activity to students as homework.

Homework: Change the text to negative form (see above). If student have already done this in class, tell them to change the text. Tell them they can write in either positive or negative form when they change the text, it doesn't matter. (example: It's not late at night. Maksat isn't sitting on his bed. He's sitting on his sofa. His friends are making a lot of noise and he's very angry, etc.)

Fifty-fourth lesson: Questions, new words.

Motivation: Review new words

- o Play 'Don't be Slow' with the new words from yesterday's text. If there are too many students for the amount of new words from the text, have them make a small sentence from the new words to serve as their word in the game. (For example, one student can be 'a lot of' and another student can be 'a lot of students' or 'a lot of teachers'.

Presentation: Questions.

- Ask four more questions from the pictures in Side by Side (appendix A).
 - o Like in previous lessons, encourage students to ask any questions they want, but only write answers to the four important questions (1. who is he/she/are they? 2. What is his/her/are their names? 3. Where is he/she are they? 4. What is he/she are they doing?).
 - o Next to the sentences write the new words so students can write them in their vocabulary notebooks.
 - New words: to stand = *durmak*; to skateboard = *tigrli tagtada typmak* (or you can just say to skate = *typmak*); cousin = *doganoglan*, *ýegen* (*daýyň we dayzaň çagalary*); niece = *gyz ýegençisi* (*doganyň gyzy*); to act = *sahnada çykyş etmek*; nephew = *oglan ýegençisi* (*doganyň ogly*); to sit = *oturmak*.

Practice: Review

- Repeat some of the sentences. Show the children the pictures again and have them ask questions and answer again.

Application: Review

- Play 'Grammar Tennis'.
 - o Show children the pictures you reviewed today. Have them ask questions and answers.
 - o Or show them your family pictures and have them ask questions and answer.
 - Encourage the children to answer however they want, just so long as it's in correct English (For example: She is Jessica teacher's mother (even if the picture is of Jessica's sister, aunt, etc.)

- Make sure they don't make the common mistakes talked about previously in the above lessons.
- Encourage them to try to use the new words, but if they use any previously reviewed grammar and vocabulary correctly consider it a success.

Homework: Have children tape in a family picture into their notebooks, even if they did it before in a previous lesson. They should then ask the four questions from class (Who is he/she-are they? What is his/her-are their names? Where is he/she-are they? What is he/she-are they doing?) and answer them. Tell them also to write whatever else they want (my sister is smart, my brother is stupid, etc.).

Week 19: Questions, new words

Fifty-fifth Lesson: Questions, new words, text.

Motivation: Review homework, 'Question Game'

- Have a few of the children show off their family pictures (they should have taped a family picture into their notebooks for homework last lesson). Have students ask them questions about family picture, and have the student answer the questions. It's okay if student read from their notebook when answering, but have them show the class the picture of their family when they're reading.
 - If you think some students don't understand, have other students translate. Give students who read or translate fives.
- Or, you can just play 'Question Game' with the students.
 - Collect all the students' notebooks and pick a notebook at random. Show a team the picture and have them ask questions about the picture. The student whose picture you're showing should answer the team's questions.
 - If this gets too complicated, just show off your own family pictures and have students ask questions and answer from those.

Presentation: Questions.

- Finish asking the questions from the pictures in Side by Side (appendix A).
 - Encourage students to ask any questions they want, but only write the answers to the four important questions (1. who is he/she/ are they? 2. What is his/her/ are their names? 3. Where is he/she are they? 4. What is he/she are they doing?).
 - Next to the sentences write the new words so students can write them in their vocabulary notebooks.
 - New words: a game on his computer (*öz komputerindäki oýuny*); birthday party (*ýaş toý*).
 - Remind them of the word apartment (*kwartira*) as they might have forgotten.

Practice: Review and a new text.

- Repeat some of the sentences from today's questions. Show the children the pictures again and have them ask questions and answer again.
- After you're done repeating the sentences, write the following text on the board. Show the picture from Side by Side (page 48, appendix A) when you write the text.

My favorite picture

This is a picture of my sister and me. My sister's name is Amanda. We're in the park. Amanda is feeding the birds, and I'm sitting on a bench and listening to music.

- Read the text slowly and translate the new words as you read it. After you've read a sentence and translated any new words that may be in it, have your students translate the sentence.
 - The new words in the text are: favorite = *iň gowy görýäň*; this = *bu*; picture = *surat*; me = *menden*; this is a picture of my sister and me = *Bu surat meň gyz doganym we menden*; bench = *skameýka, giň daşardaky oturgyç*.
- After you've read all the sentences once, repeat the new words again. Then have your students re-read the text one at a time, first in English, then translate into Turkmen. Show them the picture while they're reading.

Application: Their own texts

- Give students their homework notebooks back and have them write a text about their family picture similar to the one you just wrote from Side by Side.

Homework: Have them finish their texts. If they finish in class, tell them to put another picture in their notebook and write another text.

Fifty-sixth Lesson: Half a text, and the word 'favorite'

Motivation: Questions review

- Play 'Grammar Tennis' or 'Question Game'.
 - Show children either the pictures from Side by Side (appendix A) or your own family photos.
 - Have them ask anything they want, but, again, try to emphasize the four important questions you have been covering for the past couple of weeks.
 - Have them answer however they want to, but make sure they give the right gender and number (for example, don't let them say 'They are my uncles' when it's a picture of a girl.).

Practice: Text

- Write this text on the board:

Tom's Wedding Day

Today is a very special day. It's my wedding day, and all my family and friends are here. Everybody is having a wonderful time. My wife, Jane, is standing in front of our fireplace. She's wearing a beautiful white wedding dress. Uncle Harry is taking her photograph, and Aunt Emma is crying. She's very happy. The band is playing my favorite popular music. My mother is dancing with Jane's father, and Jane's mother is dancing with my father.

- Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
 - If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - New words: here = *bärde, şu ýerde*; wonderful = *ajaýyp*; fireplace = *ot ýakylýan yeri*; white = *ak*; dress = *köýnek*; to take a photograph = *surata düşürmek*; band = *saz topary*; favorite = *iň gowy görýän*; popular = *meşhur*.
 - Remind students of words that were introduced in previous lessons that should be repeated (wedding, special, to have a good time, etc.).

Practice: Repeat the text

- Repeat the new words from the text with the students.

- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text.

Application: The word 'favorite'

- Repeat the word 'favorite' and tell students that it is a very useful word.
 - o Ask them: 'who is your favorite teacher?'; 'who is your favorite classmate?'; 'who is your favorite friend?'; 'what is your favorite lesson?'; 'What is your favorite food?' and others.
 - o Translate some words if students need it (classmate = *synpdaş*; lesson = *sapak*; food = *nahar*. They should be able to follow along with the grammar and understand the questions after they practice on the first couple of questions.
 - Be sure they answer with the verb 'to be' (My favorite teacher **is** Rahman; My favorite lessons **are** English and Ruhnama).

Homework: Tell children to keep answering the questions with the word 'favorite' that they didn't answer in class. Give them more things to write about if they finish in class (favorite president, favorite football player (*futbol oýnajy*), singer (*aydymçy*), etc.)

Fifty-seventh Lesson: Finish the text and dialogues with the word 'favorite'

Motivation: Dialogues with the word 'favorite'

- Write a dialogue similar to this one on the board:

<p>Maksat: Hello Myrat: Hi. How are you, Maksat? Maksat: I'm fine. How are you? Myrat: I'm fine. Maksat, who's your favorite teacher? Maksat: My favorite teacher is Rahman teacher. Who's your favorite teacher? Myrat: My favorite teacher is Maral teacher. Maksat: Okay, good bye Myrat: See you (<i>görüşýänçak</i>)</p>
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- o You can change the words to whatever you want (favorite singer, friend, classmate, etc. Just remember to translate the word if you haven't covered it in class).
- Have students make a dialogue similar to the one on the board with the student sitting next to them. Have them read their dialogue when they are finished. This shouldn't take too long...tell them to keep their dialogues short, like the example.

Presentation: Text

- Finish the text. Start by having children read the first half of the text that you wrote last lesson. One student at a time should read one sentence of the text out loud to the class (they can read from their notebooks). After the student has finished reading the other students should translate the sentence into Turkmen.
 - o Once you've made it to the end of last lesson's text, continue with the rest.
- Write the rest on the board:

My sister and Jane's brother are standing in the yard and eating wedding cake. Our grandparents are sitting in the dining room and talking about their old friends.

Everybody is having a good time. People are singing, dancing, and laughing, and our families are getting to know each other. It's a very special day.

- Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
 - o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - o New words: grandparents = *garry ene-atalar*; to laugh = *gülmek*; to get to know = *tanyşmak*; each other = *birek-birek*.
 - o Remind students of words that were introduced in previous lessons that should be repeated (cake, to have a good time, about, etc.).

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text.

Application: Working with the text

- Ask your students, in English, the following questions about the text:
 1. What are Tom's sister and Jane's brother doing?
 2. Where are they?
 3. What's Tom's mother doing?
 4. What are their grandparent's doing?
 5. Where are they?
 6. What is everybody doing?
 - o Write the questions on the board if your children are having trouble understanding. Tell them to look at their notebooks and find the answers. Tell them to answer in English.
- Or play 'Mad Libs' with the text on the board: (My **uncle** and **teacher** are **sitting** in the **bathroom** eating **manty**, etc.)
 - o You can change whatever you want, but ask your children for suggestions. Don't forget: they know a lot of words.
 - o Have them translate after you finish changing a sentence.
- Start the homework...

Homework: Change the text... students should continue to 'Mad Lib' the text, or just change the names and places of the text so they can repeat the new words and grammar.

Week 20: Review, test, and new things

Fifty-eighth Lesson: Review.

Motivation: Review new words

- Play 'Don't be Slow' with the new words from this chapter:

family = *maşgala*; mother = *eje*; father = *kaka*; parents = *ene-atalar*; grandmother = *ene, mama*; grandfather = *ata, baba*; grandparents = *garry ene-atalar*; sister = *gyz dogan*; brother = *oglan dogan*; aunt = *daýza*; uncle = *daýy*; bicycle = *welosiped*; tigr; to ride = *çapmak*; to ride a bicycle = *welosiped sürmek*; son = *ogul*; beach = *phýaž*; daughter = *gyz*; in front of = *öňünde*; wife = *aýal, gyz ýol daşy*; husband = *adam, oglan ýol daşy, är*; sofa = *diwan*; to bake = *duhowkada bişirme, ýapmak*; cake = *tort*; to cry = *aglamak*; wedding = *durmuş toýy*; angry = *gaharly*; late = *giç*; night = *gije*; it's late at night = *ol gijän ýary*; a lot of = *köp*; to make noise = *goh etmek, gohlamak*; people = *adamlar*; apartment = *kwartira*; the people in apartment two = *ikinji kwartiradaky adamlar*; to vaccum = *sormak*; carpet = *haly*; woman = *aýal adam*; drum = *deprek*; teenager = *ýetginjek*; loud = noisy = *gaty sesli*; to bark = *iýrmek*; to have an argument = *soguşmak*; tired = *ýadow*; to stand = *durmak*; to skateboard = *tigrli tagtada typmak (or you can just say to skate = typmak)*; cousin = *doganoglan, ýegen (daýyň we dayzaň çagalary)*; niece = *gyz ýegençisi (doganyň gzyzy)*; to act = *sahnada çykýş etmek*; nephew = *oglan ýegençisi (doganyň ogly)*; to sit = *oturmak*; favorite = *iň gowy görýän*; this = *bu*; picture = *surat*; me =

menden; this is a picture of my sister and me = *Bu surat meň gyz doganym we menden*; bench = *skameýka, giň daşardaky oturgyç*; here = *bärde, şu ýerde*; wonderful = *ajaýyp*; fireplace = *ot ýakylýan yeri*; white = *ak*; dress = *köýnek*; to take a photograph = *surata düşürmek*; band = *saz topary*; popular = *meşhur*; grandparents = *garry ene-atalar*; to laugh = *gülmek*; to get to know = *tanyşmak*; each other = *birek-birek*.

- There are many new words, so make sure students choose words only from this chapter and not others.
- If you don't have a lot of students in your lesson/club, have each student pick two or even three words.

Presentation: Questions

- Play 'Question Game' with your students.
 - Show them pictures from Side by Side (appendix A) or your own family photo album. Have one team ask questions. You can either answer them yourself, or have the other team answer.

Practice: More questions.

- Keep the same teams and play 'Grammar Tennis'.
 - Have two students, one from each team, come to the front of the class and face each other. Show one student a picture, either from Side by Side (appendix A) or from your own photo album, and have the student ask questions about the picture. The other student should answer the questions.
 - Make sure each pair of students only answers four or so questions so everyone gets a chance to participate.

Application: Dialogues.

- Have children pair up with the person sitting next to them. Tell them to rip a piece of paper out of one of their notebooks.
 - They should then draw a picture similar to the one's they have been shown in class for the past eight lessons (The picture could be, for example, of a person riding a bicycle, or two people arguing, someone skateboarding, etc. Tell them to look in their vocabulary notebooks for ideas).
 - Tell them to draw the best they can. It doesn't matter if the picture doesn't look perfect.
 - They should then come up with a dialogue to match the picture. The dialogues should match the dialogues you have been writing in class (for example, if the picture is of two people baking a cake, then the dialogue should be like this: Who are they? They're my aunts. What are their names? Their names are Tach and Gyzylgul. Where are they? They're in the yard. What are they doing? They're baking bread, etc.).
 - Have students present their finished pictures and dialogues to the class.

Homework: Students should study for the test tomorrow. They can do whatever they want: write more dialogues, review new words, write texts, re-write texts, etc. Tell the children they should study the spellings' of words (*sözleriň ýazyşlary*) especially well.

Fifty-ninth Lesson: Test.

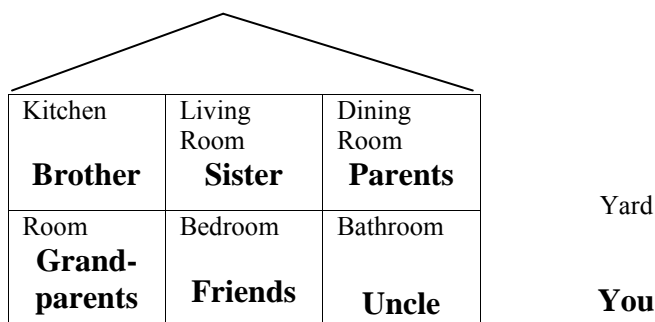
Motivation: Review new words

- Play 'Don't be Slow' with the new words from this chapter.
 - Remember: there are many new words, so make sure students choose words only from this chapter.
 - If you don't have a lot of students in your lesson/club, have each student pick two or even three words.

Presentation: Test

- Draw a house on the board similar to previous lessons. This time, put 'Myrat's birthday party' above the house and write the names of family members into the house. For example:

Myrat's birthday party



- If your students are advanced, tell them to write a text about Myrat's birthday party. Where is everybody? What are their names? What are they doing? Tell them to try to remember the texts and use the new words.
- If your students are a little slow, give them questions to answer:
 1. What is Myrat's brother's name?
 2. Where is he?
 3. What is he doing?
 4. Where is Myrat's sister?
 5. What is her name?
 6. What is she doing?
 7. Where are Myrat's parents?
 8. What are their names?
 9. What are they doing?
 10. Where are Myrat's grandparents?
 11. What are their names?
 12. What are they doing?
 13. Where are Myrat's friends?
 14. What are their names?
 15. What are they doing?
 16. Where is Myrat's uncle?
 17. What is his name?
 18. What is he doing?
 19. Where are you?
 20. What are you doing?
 21. Where is Myrat?
 22. What is he doing?
- No matter if you give the questions, or if you have your students answer on their own, tell them to write whatever they want. There's no right answer, only right grammar (Myrat's uncle's name might be Maksat, it might be Chary, but **his name is** something. He might be eating cake, he might be taking Myrat's picture, but **he is doing** something, etc.)

Practice: Games

- Play anything you want: 'Charades', 'Grammar Tennis', 'Don't Be Slow', 'Speaking Silently', it doesn't matter.

Application: More games

- Just keep playing. Congratulate students on learning if they're speaking well.

Homework: None. Rest.

Chapter Eight: The Town

Sixtieth Lesson: New things and the verb 'there is'

Motivation: Give back tests, review

- Give back tests. Congratulate students if they did well. Go over common mistakes (like problems with the verb 'to be', possessive adjectives, spelling errors, etc.)
- Play a game to focus on these mistakes...maybe play 'Hangman' and focus on the spelling of certain words. Or play 'Question Game' or 'Grammar Tennis' again to review the grammar one last time.
 - o If there aren't too many mistakes, play a game just for fun: 'Hangman', 'Chalkboard Races', 'Memory', it doesn't matter.

Presentation: Places in the city

- Present these new words to the class: city = *şäher*; town = *şäherçe*; village = *oba*; bakery = *nan bişirilýän ýer*; barbershop = *dellekhana*; saç oňarylýan yer; store = *dükan*; shop = *dükan*; book store = *kitap dükany*; drug store = *dermanhana*; taxi station = *awtostansiýa*; *taksi müňdürilýän ýer*; bus station = *awtobus müňdürilýän ýer*.
- Repeat these words with the kids until they can repeat them back to you.
 - o Use 'Ball Toss'.
 - o Stress to your students two important words: 'store', which is added to the end of many words (book store, drug store, etc.) and 'station', which is also added to the end of many words (bus station, taxi station, etc.).
- Teach the verb 'there is' (*bar işligi*) to your students. For now, only teach the simple, singular form of the verb.
 - o Give the students some simple examples (There is a bakery = *Nan bişirilýän ýer bar*; There is a store = *Dükan bar*).
 - o After a couple of examples, students should start to see the pattern.
 - Tell them, like in with the 'present continuous tense', the verb usually comes at the beginning of the sentence, not the end (*bar işligi sözlemiň başynda gelýar, soňunda gelenok. Tümençe we Iňlisçe tapawutlanýar*).
 - Tell them also that 'a article' (*a artikl*) means something is singular. If there is only one thing, then before the word there must be 'a article' (*Söz ýekeje bolsa, onda oň öňünde 'a artikl' ýazmaly*).

Practice: Making sentences

- Have your children continue to make simple sentences with the verb 'there is'
 - o Remind your students that they already know many words about things in the city (school, restaurant, post office, park, bank, etc.)
 - o They should therefore be able to make a lot of sentences (There is a school, there is a bank, there is a park, etc).
 - Keep making sentences until you run out of words or until the children get bored. Remember: have them tell you the sentences. You can even have them write on the board themselves.

Application: Talking about your town

- After making many simple sentences with the verb 'there is', tell children to start making sentences about the place where they live.
 - o Ask them what is there in your city (for example, what is there in Tejen? (you can ask this in Turkmen for the time being so they understand (*Tejende näme bar?*))).
 - o See if they can't make the sentence themselves. If they can't, give them an example to translate (How do you say *Tejende mekdep bar?* (there is a school in Tejen))
 - o Keep making sentences like these. Remember, for now, keep things simple!
 - There is a store in Tejen. There is a restaurant in Tejen, etc.

- You can also ask other questions that you've already taught, for example: Is the store good or bad? Is the school big or small? Etc.

Homework: Students should keep making sentences about their town. They should tell you what there is where they live. Tell them to write everything they can (There is a park in Tejen. It is big and beautiful, etc.)

Week 21: The verb 'there is', positive, negative, and short form

Sixty-first Lesson: The verb 'there is', question form, and prepositions

Motivation: Review

- Play 'Around the World' with the new words and grammar.
 - Ask your best students more difficult questions: How do you say *Tejende mekdep bar?* How do you say *Aşgabatda uly seýilgäh bar?*
 - Ask your less advanced students simple translations from yesterday's new words: how do you say *nan bişirilýän ýer?* How do you say *dellekhana?*

Presentation: 'There is' question form and prepositions

- Draw a map of your town with words that you went over before:

What is there in Tejen? In Tejen, there is a store. In Tejen, there is a bank. Et cetera. New words Ýanynda = next to	Store <input type="checkbox"/>	School <input type="checkbox"/>	Park <input type="checkbox"/>	Is there a school in Tejen? <i>Tejende mekdep barmy?</i> Yes, there is. <i>Hawa, bar.</i> Where is it? It is next to the park and bank. <i>Ol seýilgähiň we bankyň ýanynda.</i>
	Bank <input type="checkbox"/>	Bus station <input type="checkbox"/>	Bakery <input type="checkbox"/>	

- After you've drawn the map on the chalkboard ask the children 'What is there in Tejen?'
 - Write the question in English (see left-hand chalkboard). Children should be able to translate it. Ask them for the translation, and only translate it if you think students need it.
 - Have students give general answers to this question.
- After you've finished writing some of the simple sentences on the chalkboard, start asking more complex questions.
 - Explain to students that, like with the present continuous tense, to ask a question with the verb 'there is' the word 'is' must be moved to the front (*Iňlis dilinde, sorag etjek bolsaň, 'to be' işligini ('is' sözüni) 'there' sözünyň öňüne göçürmeli*).
 - Translate the first question and answer if students need help.
 - They should understand after the first couple of sentences.
 - If they understand don't write the translation.
 - Also, teach four new prepositions: next to = *ýanynda*; close to = *ýakynynda*; near = *golaýynda*; beside = *gapdalynda*.
 - The translations of prepositions are sometimes difficult for Turkmen, as it is very different from the English formation.

- Remind students that these four new words are just like the prepositions (on, in, at, in front of) they learned before, and that they act the same.
 - It is on the table → It is next to the table.

Practice: More sentences

- Keep asking children about Tejen (or wherever you live) and having them answer the questions. Teach the three remaining prepositions.
 - o Erase the right side of the chalkboard if you don't have any space so you can keep writing the sentences:

What is there in Tejen? In Tejen, there is a store. In Tejen, there is a bank. Et cetera. New words Ýanynda = next to Gapdalynda = beside Golaýynda = near Ýakynynda = close to	Tejen			Is there a park in Tejen? Yes, there is. Where is it? It is beside the school.
	Store <input type="checkbox"/>	School <input type="checkbox"/>	Park <input type="checkbox"/>	
	Bank <input type="checkbox"/>	Bus station <input type="checkbox"/>	Bakery <input type="checkbox"/>	Is there a bakery in Tejen? Yes, there is. Where is it? It is near the bus station.

- o Give children fives if they're good and they write everything.

Application: Practicing

- Erase the sentences (but keep the map) on the board and have children play 'Grammar Tennis'.
 - o Have one side ask questions about Tejen (or whatever town you're writing about), and have the other side answer with the verb 'there is' and the new prepositions.
 - o Allow students to answer questions fully (Is there a bakery in Tejen? → Yes, in Tejen, there is a bakery), but encourage them to use short form answers (Is there a bakery in Tejen? → Yes, there is.)
 - o Also, encourage them to use old grammar with the new. For example: Is there a school in Tejen? → Yes, there is. Is it good or bad? Is it big or small? What is its name? What is its number?

Homework: Children should draw their own map and write their own questions and answers using the new prepositions and the verb 'there is'. Tell them they don't have to make the map exactly like they did in class, but they can put whatever buildings (a post office, a zoo, it doesn't matter) they want into it.

Sixty-second Lesson: New words and negative form

Motivation: Review

- Have one or two students show their maps to the class.
 - o Have other students ask them questions about their map. The student should answer the questions
- Or just play either 'Around the World' or 'Grammar Tennis' to review new words and grammar.

Presentation: New words and the verb 'there is' negative form.

- Teach these new words: airport = *aeroport*; uçar meýdança; cafeteria = *naharhana*; church = *ybadathana*; club = *klub*; department store = *has uly dükan*, *uniwermag*; fire station = *ot sondyrýan bölümi*; gas station = *ýangyç guýulýan yer*; mosque = *metjit*; movie theater = *kino teatry*; train station = *wokzal*; video store = *wideo dükany*

- Feel free to teach anymore words here that you want, especially if some of the above words don't seem terribly useful to you (for example, instead of teaching 'video store', you can teach 'mayor's office' (*häkimlik*), etc.
- Mosque and church are really hard words for Turkmen. Be sure to repeat them a lot of times.
 - Repeat the words until children can say them on their own pretty well.
 - Use 'Ball Toss'.
- Teach 'there is not' (*ýok işligi*).
 - Ask the children what there is in their town, and have them give you some answers like previous lessons.
 - Then ask them 'what isn't there in their town?' (*Tejende (ýaşaýan ýeriňizde) näme ýok?*).
 - Give them a few answers: In Tejen there is not a department store. In Tejen there isn't an airport.
 - Make sure to teach that 'is not' and 'isn't' are the same word and have the same meaning (short form).

Practice: Mapping

- Draw a map of the place where you live, like last lesson. Make this map a little bigger. Put street names on it to.

<p>What is there is Tejen? In Tejen there is a school.. Where is it? It is next to the post office and store.</p>	Tejen			<p>It is on Seidi Street. Ol Seidi Köçesinde ýerleşýär.</p>
	Store <input type="checkbox"/>		School <input type="checkbox"/>	Post Office <input type="checkbox"/>
	KEMINE	STREET		
<p>Is there a hospital in Tejen? Yes, there is. Where is it? It is near the bus station.</p>	Park <input type="checkbox"/>		Hospital <input type="checkbox"/>	Club <input type="checkbox"/>
	SEIDI	S T R E E T	STREET	
<p>Is there a bank in Tejen? Yes, there is. Where is it? (right side)</p>	Bank <input type="checkbox"/>		Bus station <input type="checkbox"/>	Bakery <input type="checkbox"/>
				<p>What isn't there in Tejen? There isn't an airport. Is there a zoo in Tejen? No, there isn't.</p>

- Ask students what is there in Tejen (or wherever you drew a map of).
 - Have them respond with positive answers. After they've finished giving you answers, ask them to tell you where everything is (look at the left-hand side of the chalkboard above as an example).
 - Teach them that the preposition 'on' is used for street locations. Provide them with an example sentence of how to use this, and then encourage them to continue to use this form of direction giving (see the right-hand chalkboard as an example).
 - Near the end, ask 'What isn't there in Tejen'. Ask the kids for the translation. They should be able to figure it out, but, if they don't know it, write it on the board.
 - Encourage them to use negative, short answer (no, there isn't). Give them examples on the board (bottom right), and then keep asking them questions about things that aren't on the board (department store, drug store, train station, etc) so they can repeat.

Application: Repeating on their own.

- Erase the chalkboard, but keep the map. Play 'Grammar Tennis' with your children.
 - o Have children respond in both negative and positive forms. Encourage them to use short answer.
 - o Also, encourage them to use old grammar with the new. For example: Is there a mosque in Tejen? → Yes, there is. Is it big or small? Is it beautiful or ugly? What is its name? Where is it?

Homework: Children should draw another map of Tejen (or wherever they want, their own town, Ashgabat, etc.). They should ask questions about what is in the town, but this time they should answer in both positive and negative forms. For things that are in the town, they should ask where it is and give answers (next to, beside, on, etc.)

Sixty-third Lesson: Repeating

Motivation: Old grammar and words

- Quickly draw up a map on the board, like in previous lesson. Make it simple with only a couple of roads and six or so buildings. Give the streets names and also name the town (Tejen, or whatever).
 - o Play 'Around the World' with the children. Use 'is there' questions and have them respond in short form, both positive and negative. You can also ask for locations (Where is the bank? → It's on Seidi Street, or it's next to the park, etc.). Or just ask for simple translations of this chapter's words (police station, bakery, barber shop, etc.)

Presentation: Review and practice

- Play a new game called 'There Is, Battleship'.
 - o Split the class into two teams. Give each team five minutes to make a map with 10 buildings or places in it. Tell the kids **NOT** to show their map to the other team.
 - o The map should be like the ones you've been drawing in class the last couple of lessons. Tell them to make every building or place a different one (there shouldn't be two schools, or two parks, for example. Just one park and one school).
 - Make sure they **DON'T** show their map to the other team.
 - o After they have finished making their map, collect each team's map. Determine which team should go first, and have one student from that team ask the other team about what there is on their map (for example, 'Is there a police station in your town?').
 - Students might have trouble with the phrase 'in your town' or 'in your village', 'in your city'. Write it up on the board so they can repeat it during the game.
 - o Students from the other team should answer using negative short form, or positive short form (whatever the case may be).
 - Remind students of short form ('yes, there is' or 'no, there isn't').
 - o If the student asking the question gets a positive response (yes, there is), write the full answer on the board (In team A's city, there is a police station, for example).
 - Have the same student ask another question about what's on the other team's map.
 - o If the student asking the question gets a negative response (no, there isn't), have the other team ask the questions. Follow the same rules for this team (positive response → write it on the board, ask another question; negative response → other team's turn).
 - Have different students ask questions each turn.
 - o Play the game until one team finds out all the things on the other team's map. The team that does this first wins.

Practice: Keep playing

- Play 'There Is, Battleship' again. Keep playing until the end of class if your children really like the game.

- o Break the class or club up into pairs to play on their own if you have a particularly well-behaved class. If you don't, keep playing as a class, but make sure everyone gets a chance to ask a question.

Application: Review

- If your students don't like the game, play 'Grammar Tennis' with a map you draw up on the board.

Homework: 'What is there in your room?' Tell children to answer this question in as many sentences as they can.

Week 22: The verb 'there are' ('there is' plural), review

Sixty-fourth Lesson: 'There are' (plural form)

Motivation: Homework review

- Have some students read their homework about what there is in their rooms.
 - o Have students translate these sentences.
 - o Also, have students ask more questions from the students who present, for example: 'Is there a table in your room?' Write this sentence on the chalkboard and translate it (*Otagynda oturgyç barmy?*), but only if they need the help.
 - If they don't need help, have them ask questions on their own.
 - Encourage students to answer in short form (positive or negative).

Presentation: 'There are'

- Draw a map on the chalkboard similar to the ones that you drew in lessons sixty-one and sixty-two.
- This time, instead of drawing just one of every building, draw two or more of different buildings (see map for example). Don't make every building plural. Leave some singular.

What is there in Tejen? In Tejen, there is a hospital. There is a bank. There is a post office in Tejen. There are schools in Tejen. There are restaurants in Tejen. There are stores in Tejen. There is a bakery in Tejen. There are parks in Tejen.	Hospital <input type="checkbox"/>	Tejen Stores <input type="checkbox"/> <input type="checkbox"/>	Post Office <input type="checkbox"/>	Important (möhüm, zerur) words Birlik = singular Köplük = plural Are there schools in Tejen? Yes, there are. Are there parks in Tejen? Yes, there are. Is there a post office in Tejen? Yes, there is. Are there hospitals in Tejen? Yes, there is.
	Park <input type="checkbox"/>	Schools <input type="checkbox"/> <input type="checkbox"/>	Park <input type="checkbox"/>	
	Bank <input type="checkbox"/>	Restaurants <input type="checkbox"/> <input type="checkbox"/>	Bakery <input type="checkbox"/>	

- Like in previous lessons, first ask the question 'What is there in Tejen?' (Tejen is just my example, you can make your city anyone you want). Have students answer like before (see left-hand chalkboard above).
 - o Eventually students will want to say about the restaurants, schools, and other plural nouns.
 - o Before you teach this grammar, teach these two words: singular = *birlik*; plural = *köplük*.
 - o After writing these two words on the board, tell students that if a noun is plural, then the verb 'there is' must change to 'there are'. (*Bar işligiñ doldurgyjy köplük sany bolsa, onda bar işligi 'there is'-den 'there are'-e çalyşylýar (çalyşmaly).*)

- Provide a few examples and have them tell you the rest (see left-hand chalkboard above).

Practice: Mapping, short answer, and question form

- Ask questions and give answers about what there is in Tejen (or whatever town you made; see the right-hand chalkboard above).
 - o First, explain to children that when you ask a question with the word 'what', the verb 'there is' is almost always singular. ('What' *sözüni peýdalanyp sorasaňyz*, 'bar' *işliginiň birlik sanynyň görnüşi* 'is there' *diýip aýdylýar (aýtmaly)*).
 - o However, if you ask questions without using the word 'what', then you can use either singular or plural ('what' *sözüni peýdalanyp soramasaňyz*, 'bar' *işliginiň birlik sanynyň ýa-da köplük sanynyň görnüşi diýip aýdylýar (aýtmaly)*).
 - Explain to children that question form for 'there are' is just like 'there is', the verb 'to be' must be moved to the front ('There are' *işligi bilen sorag etjek bolsaň, onda*, 'there is' *işlik ýaly*, 'to be' *işligini öňüne geçmeli (geçirmeli)*).
 - o After explaining all this, ask students 'how do you say *Tejende mekdepler barmy?*'
 - Use this as an example to form other questions (see the right-hand side of the chalkboard).
 - Keep asking questions like this until you fill up the chalkboard and finish the map. Ask questions with 'there is' and 'there are' to show children that both are okay (again, see right-hand chalkboard above as an example).
 - Make sure to show that in the answer if it's singular you have to say 'there is'; if it's plural you have to say 'there are'.

Application: Grammar Tennis

- If you have time, erase the sentences (keep some if your children need some help) and play 'Grammar Tennis'.
 - o Encourage children to use both singular (is there? → there is) and plural (are there? → there are)...you can write this on the chalkboard if your students need help.
 - If they make mistakes between plural and singular, be sure to shout at them the right form (say either 'singular', or 'plural' and have them figure which verb (there is or there are) needs to be used). Point to the board to some examples if they need help.
 - o Again, encourage them to use old grammar with the new. For example: Are there stores in Tejen? → Yes, there are. Are they good or bad? Are they big or small? Where are they?

Homework: Have students draw a map like in class. Use singular and plural forms.

Sixty-fifth Lesson: Short answer review, and negative form

Motivation: Singular vs. Plural

- Have students play a special singular/plural form of 'Grammar Tennis'.
 - o Break the class into two teams, but this time make one team the 'singular' team, the other team the 'plural team'.
 - Bring two students up. Have the first student say a sentence in singular form with the verb 'there is' (There is a park in Ashgabat, for example). The second student must then change this sentence to plural form (There are parks in Ashgabat).
 - Have students say four or so sentences, before other students come and play. Give them points for every correct sentence.

Presentation: Short answer and negative form

- Draw up a map like last lesson, with singular and plural buildings and places.
 - o This time include street names.

Is there a hospital in Tejen? Yes, there is. Where is it? It's on Apple Street.	A P P L E	Tejen Stores [] []	B A N A N A S T R E E T	Post Office []	Important words Birlik = singular Köplük = plural Arasynda = between <i>What isn't there in Tejen?</i> There isn't an airport. There aren't barber shops. Are there gas stations in Tejen? No, there aren't. Are there police stations in Tejen? No, there aren't.
Are there parks in Tejen? Yes, there are. Where are they? They're near the bank and bakery.	KEMINE	STREET Schools [] []	Park []		
Are there schools in Tejen? Yes, there are. Where are they? They're between the parks.	SEIDI	STREET Restaurants [] []	Bakery []		
Are there banks in Tejen? Yes, there are. Where are they? They're between the parks.	BANK	[]			

- Start by focusing on short answer and the difference between singular and plural.
 - o Asking students a simple question in singular form (see above, left-hand chalkboard).
 - Remind students of directional prepositions (ask 'where is it?' and respond with: on, next to, near, close to, etc.).
 - Teach the preposition *arasynda* (between) this lesson.
 - o Continue onto plural form.
 - Remind students that if the noun is plural it should be 'where are they?'
 - o Stress short form while you're doing all this. Keep asking more examples...it's okay if you don't write all of them down. Make sure students understand and try to get them talking.
- After students understand this, move onto negative form. First, ask students what there isn't in Tejen (or whatever town you've chosen, see above, right-hand chalkboard).
 - o Have students answer in full form at first.
 - o Then ask them questions that need short-form, negative answers (again, see above).

Practice: More questions.

- Keep asking students questions that need short answer, both positive and negative forms.
 - o If the answer is positive, make students tell you where exactly things are (next to, beside, on, between, etc.). Erase the chalkboard and write more if there isn't enough space.

Application: Grammar Tennis

- Like last lessons, erase the sentences and have students play 'Grammar Tennis' (keep some sentences on the board if you're students are having trouble).
 - o Encourage them to use short answer, positive and negative/singular and plural.
 - o Also, encourage them to ask questions about location and use directional prepositions (Where is it? → It's next to the park. Where are they? They're on Seidi Street. Etc.

- o Again, encourage them to use old grammar with the new. For example: Are there police stations in Tejen? → Yes, there are. Are they big or small? Et cetera.

Homework: Have students play singular/plural, positive/negative 'Grammar Tennis' in their notebooks (There is a park in Tejen → There isn't a park in Tejen. There are schools in Tejen → There aren't schools in Tejen.)

Sixty-sixth Lesson: Consolidate everything

Motivation: There is/There are and prepositions.

- Draw a quick map on the board, like last lesson.
 - o Play 'Around the World' using the map as an example.
 - o Ask them questions like 'Is there a park in the village'; 'Are there schools in the village'; 'Where is the park'; 'Where are the schools'; 'How do you say gapdalynda'; 'How do you say dellekhana?'
 - Play for ten or fifteen minutes. Really focus on the difference between singular and plural, be it in the verb 'there is' or 'there are', or when asking for directions (Where is the school? Where are the stores, etc.)
 - If students make mistakes, correct them and help them get the right answer.
 - If they keep making mistakes, stop the game and explain the problem, then start again.

Presentation: Mapping

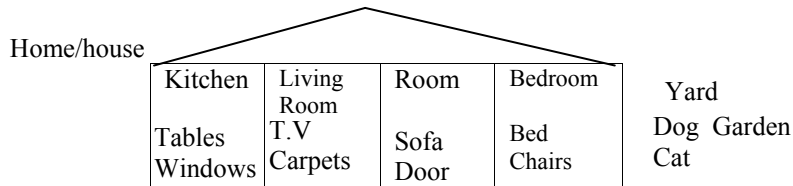
- Draw a map of your own town. Ask children the name of streets and what's there (schools, parks, barber shops, stores, department stores, etc.)
 - o Repeat questions and answers from last lesson (make sure students understand the grammar: What is there in Tejen? (or wherever). Is there a park? Are there schools?)
 - o Do this as quick as you can as it should be review. Just make sure they understand so you can move onto this class's activities.

Practice: Consolidating 'there is' and 'there are'

- Play 'There Is, Battleship', only this time make it 'There Is, There Are, Battleship'.
 - o Like last time, split the class up into two teams, only this time, tell students to make ten building locations; half should be singular, the other half plural. (There should be five singular locations like this: a school, a park, etc. and five plural locations like this: barbershops, police stations, etc.).
 - Remind students not to show their map to the other teams.
 - o Give the students five minutes to finish their maps. Once they finish, collect their maps and have them ask questions like before.
 - This time make them ask both singular and plural...Is there a barbershop? Are there parks?
 - Encourage short answer (Yes, there is/no, there isn't; Yes, there are/no, there aren't).
 - o Play until one team guesses all of the other teams map locations.

Application: More games

- Keep playing 'There Is, There Are, Battleship'.
 - o Change it up if you want to and if your children seem more advanced.
 - Make the map into a house and have students draw or label things inside the house that the other team has to guess. Make some things singular, some things plural. For example:



- This exercise might be a little difficult as there are many words to choose from (books, notebooks, pencils, windows, chairs etc.). Maybe you could make a list of possible things to put into a house, then have children choose from that.
 - Or teach more words (fridge (*holodinik*), stove (*gaz plita*), tap (*krant*), etc.) if your kids are getting bored.
- You can also play this game with a school...have children fill in a school with different kinds of classrooms. You can teach different subjects this way.

English Room	Russian room	Physics Room	Biology Room
Turkmen Room	Geometry room	Algebra Room	Math Room
Ruhnama Room	Geography room	Literature Room	History Room

- Don't feel bad if you don't do these new words and games yet. You can always play/teach them later (especially if you have an extra lesson or time to fill).
 - o The important thing is to keep repeating question, answer, and negative forms of 'there is/there are' and their short forms. So just play 'There Is, There Are Battleship' in whatever form you can.

Homework: Have students draw a map and tell you what there is in their perfect town. Tell them to write whatever they want. Give the some examples in class to get them started: In my perfect town, there are good schools. There are big houses, and big stores. There is a beautiful park, etc.

Week 23: Repeating 'there is' and 'there are' and the word, 'How many'

Sixty-seventh Lesson: How many?

Motivation: Find the error

- Write these sentences on the board:
 1. There are a movie theater in Ashgabat.
 2. There is parks in Ashgabat.
 3. Today course yes?
 4. There is a course today?
 5. Today course no.
- Have students work on these sentences in their notebooks. Give them five minutes to correct all the mistakes.
 - o Correct mistakes with students on the chalkboard, then go over each problem. Questions three and four are questions I hear all the time. Make sure students are aware of question form and the difference between Russian, Turkmen, and English.

- Play 'Memory' with 'there is' and 'there are'.
 - o Have one student start the game with a simple sentence (There is a barber shop in Bairamaly, for example).
 - o The next student must repeat that sentence and say their own (There are parks in Ashgabat). The next student must say the first two sentences, and one of their own. (See lesson eighteen for full description)
 - Continue like this until students start forgetting.

Presentation: 'How many'

- Translate the word 'how many' for students (näçe).
 - o Explain to your students that the word 'how many' is a question word, and that it is always plural ('How many' sorag sözi bolýar. Ol hemişe köplük san bolýar).
 - o Remind students that questions words always start at the beginning of questions (How are you? Where is he? What is he doing? etc.)
- Then start asking your students questions:
 - o How many students are there in your school?
 - Translate the question with students if they need it. If they don't need it, just listen to their answers. Keep asking questions)
 - o How many teachers are there in your school?
 - o How many directors are there at your school? (This answer should be singular: 'there is one director').
 - o How many rooms are there in your school?
- Write these questions, and students' answers to them, on the board.
 - o Remember to remind students that if the answer is singular it should be 'there is' (there is one director at our school), and if the answer is plural it should be 'there are' (there are 527 students at our school).
 - o Tell students to use the word 'maybe' if they want to guess (There are maybe 28 rooms in our school).

Practice: More questions

- Keep asking your students questions they should know. Write up the questions on the board and their answers:
 - o How many villayets (states) are there in Turkmenistan?
 - o How many cities are there in Turkmenistan?
 - o How many villages are there in Turkmenistan?
 - o How many people are there in Turkmenistan?
 - You might want to remind your students about the word 'many' (köp) during this lesson.
- Have them ask you questions about America using 'How many'. Write these on the board as they ask them, then answer the questions.

Application: Practice

- Play a new game called 'How Many'. This game is really simple.
 - o Split the class into two teams. Ask one team a question with the work 'how many'. If they answer with the right answer and, most importantly, the right grammar, give them a point. If they're wrong, ask the other team.
 - Make your own questions, but here are some examples:
 1. How many stars (ýy/dyz) are there on the Turkmenistan flag?
 2. How many stars are there on the American flag?
 3. How many chairs are there in our classroom?
 4. How many students are there in our classroom?
 5. How many desks are there in our room?
 6. How many rivers (derýa) are there in Turkmenistan?
 7. How many boys (oglan) are there in our class room?

8. How many girls are there in our class room?
 9. How many Myrats are there in 7b?
 10. How many Gyzylguls are there in 7a?
- The team who answers the most questions correctly is the winner. If the game looks like it's going to be a tie, ask a question that they have to guess for: how many pens are there in my pocket (*jügi*).
 - o Remind them of the word 'maybe' (*belki, mümkin*) so they can guess well.

Homework: Children should answer these questions: How many carpets are there in your house? How many Russian teachers are there at your school? How many English teachers are there at your school? How many televisions are there at your home? How many Americans are there in your village?

Sixty-eighth Lesson: 'How many' review, and a text

Motivation: 'How many' review

- Play the game 'How Many' again. Ask more questions that they can answer by looking around them:
 - o How many windows are there in our classroom?
 - o How many tables are there in our classroom?
 - o How many people are there in our class?
 - o How many students are there in 8a?
 - o How many people are there in front of me?
 - o How many cars are there in front of the school?
 - o How many schools are there in our district (*etrap*)?
 - Also, try to ask them questions that get them to use the word 'maybe'. For example, How many parks are there in Ashgabat? There are maybe ten. How many people are there in Gurbanguly's family? There are maybe seven.

Presentation: Text

- Write this text on the board:

The new shopping mall

Everybody in Mary is talking about the city's new shopping mall. The mall is outside the city, next to the Mary airport. There are more than one hundred stores in the mall.

There are two big department stores. There are many clothing stores for men, women, and children. There's a book store, and there's a video store. There are two drug stores, and there are four restaurants. There's even a large movie theater.

Almost all the people in Mary are happy about their city's new shopping mall. But some people aren't happy. The owners of small stores are very upset. They're upset because many people aren't shopping at their stores. They're shopping at the new mall.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
- o New words: shopping mall = *sowda merkezi*; mall = *sowda merkezi*; outside = *daşary; daşynda*; more than = *köpräk*; many = *köp, kan*; clothing = *egin-eşik*; men = *erkek adamlar*; women = *aýal adamlar*; children = *çagalar*; for = *üçin*; even = *iň bärkisi, hem*; almost = *dien ýaly*; Almost all the people = *hemme adamlar dien ýaly*; owner = *eýesi*; the owners of the small stores = *kiçi dükanlaryň eýeleri*; upset = angry, *gaharly*; because = *sebäbi*; to shop = *sowda etmek; bazarlamak*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - o Repeat some words especially well as they are particularly important:
 - outside (*daşary; daşynda*) → I am going outside (*men daşaryk gidýärim*);
 - For (*üçin*). When you're reviewing this word, ask children how to say 'okuwçylar üçin; mugallymlar üçin'.
 - If you have an advanced class tell them that 'for' is very useful when saying thank you: 'thanks for coming' (*geleniň üçin sag bol*); 'thanks for cooking' (*bişireniň üçin sag bol*)'. Have your students think of more examples ('thanks for teaching' is always a good one).
 - It's also good for this very important expression: For example (*Mysal üçin; Meselem üçin*).
 - Explain especially that 'men', 'women', and 'children' are irregular (*nädogry*) because they don't have an 's' on the end of them even though they are plural.
 - Don't forget the word 'many'. Drill students on how to say 'there are many stores, drugstores, hospitals, schools, etc.'.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.

Application: Activities

- If there is time left, do some different activities:
 - o Repeat some of the more useful new words (owner, for, outside, many, etc.). Play 'Around the World' to help keep kids interested and get them to review everything.
 - o Or, 'Mad Lib' the text. Have children help you make the new text, and translate the new sentences: Everybody in **Ashgabat** is talking about the city's new **hotel**, for example.

Homework: Children should change the text. What kinds of stores are there in the new mall? They can decide and write it in their new text.

Sixty-ninth Lesson: New words

Motivation: Review

- Play a special form of 'Grammar Tennis': answer-question.
 - o Have two students come up and sit in chairs facing each other.
 - o Have the first student say a sentence with the verb 'there is' or 'there are'. There is a drug store in Mary, for example.
 - The other student should then make that sentence into a question (Is there a drug store in Mary?)
 - o The first student should then say another sentence (There are seven boys in my English class).
 - The other student should then make the question: Are there seven boys in my English class?
 - o Have each pair of students make four or so sentences, then have another pair come up. The team that makes the least amount of mistakes wins.

Presentation: New words

- Draw a house. Inside the new house, put in a bunch of new words for the children to copy into their vocabulary notebooks. Feel free to add in your own words here (check out the picture dictionary, or just ask your kids what there should be).

<p>Kitchen Stove (<i>gaz plita</i>) Refrigerator/fridge (<i>holodnik; sowadajy</i>)</p>	<p>Living Room Armchair (<i>kürsi</i>) Mice (<i>syçanlar</i>)</p>	<p>Bedroom Cockroaches (<i>tarakanlar</i>) Closet (<i>geým skafy</i>)</p>	<p>Yard Satellite dish (<i>tarelka (anten)</i>) Patio (<i>tapçan</i>)</p>
<p>Dining room Mat (<i>düşek</i>) Cabinet (<i>şkaf</i>)</p>	<p>Bathroom Toothbrush (<i>diş çotka</i>) Water (<i>suw</i>)</p>	<p>Room Bucket (<i>bedre</i>) Broom (<i>sübse</i>)</p>	

- Repeat the new words with the children. Have them repeat and translate the words, but also ask them how to say certain sentences (How do you say *aşhanada gaz plita bar?* or How do you say *myhman jaýda syçanlar ýok*).
 - o Keep repeating the words until students can say them comfortably on their own. Use 'Ball Toss'.

Practice: Making sentences

- Ask children what's in their home (What is there in your home?). Repeat the grammar 'in your home' as some time Turkmen have a tough time putting the possessive adjectives in the right place.
 - o Start with a room, and have children tell you 'In my kitchen there is a stove.' or 'In my kitchen there are two fridges.'
 - o Keep going. Have students make sentences for other rooms. Encourage them to use singular, plural, and negative forms: In my living room there are many armchairs. In my living room there aren't mice.
 - Include the word 'many' so children don't forget about it.

Application: Dialogues

- Write the following dialogue on the board:

Myrat: Hello Maksat! Welcome to my home (*öýüme hoş geldiň*). How are you?
Maksat: I'm good. How are you?
Myrat: I'm excellent.
Maksat: What is there in your home, Myrat?
Myrat: In my kitchen, there is a stove and a fridge....

- o Repeat the text with the children, and then tell them to work with the student sitting next to them to finish the dialogue.
 - Tell them to tell you what's in Myrat's living room, bathroom, bedroom, etc. Encourage them use plural, singular, and negative forms.
- Have students read their finished dialogues.

Homework: Students should finish dialogues, or write dialogues about their own houses.

Week 24: Finishing 'there is', 'there are', and new words.

Seventieth Lesson: Review and a text

Motivation: Review

- Play 'Grammar Tennis'.
 - o Encourage students to use the words 'there is' and 'there are', but also encourage them to use the previous grammar as well. For example: Are there schools in Mary? Are they good or bad? Are they big or small? Are their students handsome or ugly, etc.

- Write some example like this on the board if they're having trouble asking their own questions.

Presentation: Text

- Write this text on the board:

Jennifer's apartment building

Jennifer's apartment building is in the center of town. Jennifer is very happy there because the building is in a very convenient place. Next to her building, there's a bank, a post office, and a restaurant. Beside the building, there's a drug store and a library. In front of the building, there are two markets. There's a lot of noise near Jennifer's apartment building. There are a lot of cars on the street, and there are a lot of people on the street all day and all night. However, Jennifer isn't very upset about the noise in her neighborhood. Her building is in the center of town. It's a very busy place, but it's a convenient place.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
- o New words: building = *bina* (apartment building (*kwartira binasy*)); center = *merkez*; *orta*; convenient = *oňayly*, *amatly*; noise = *goh*; all = *uzak*; all day = *uzakly gün*; however = *her niçik*, *emma*; neighborhood = *ýaşayan ýer* place = *ýer*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - o Repeat the especially difficult words:
 - The difference between 'noisy' (*sesli*, an adjective) and 'noise' (*goh*; a noun). The difference between 'all' (*hemme*) and 'all' (*uzak*).
 - The word 'neighborhood' is a great word, but a little difficult to explain. Try to explain by naming neighborhoods in your town (even the smallest village has neighborhood names). Then ask children: 'Where is your house? In what neighborhood?'
 - Remind students of important words that you have reviewed before, but that they may have forgotten (a lot of, apartment, car, night, town, about, etc.)
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.

Application: Activities

- 'Mad Lib' the text. For example: Jennifer's **house** is in the center of town. Jennifer is very **sad** there because the **house** is in a very **stupid** place. Et cetera.
 - o Have students suggest the words that you change, and have them translate the sentences.
- Or, ask them these questions about the text. You can have them write their answers in their notebooks, or have them raise their hands and answer out loud. Write the questions on the board if children are having trouble understanding.
 1. Where is Jennifer's apartment building?
 2. What's is there next to her apartment building?
 3. Is there a post office near her building?

4. Why is there a lot of noise near Jennifer's apartment building?
5. Why is Jennifer there, in her neighborhood?

Homework: Have students re-write the text. Tell them to try to be funny, like in 'Mad Libs'. Or, have them write about their own neighborhood. Is it convenient? Why? What is there in their neighborhoods?

Seventy-first Lesson: Review

Motivation: Review

- Play 'Jeopardy'.
 - o Write the down the following categories on the board:

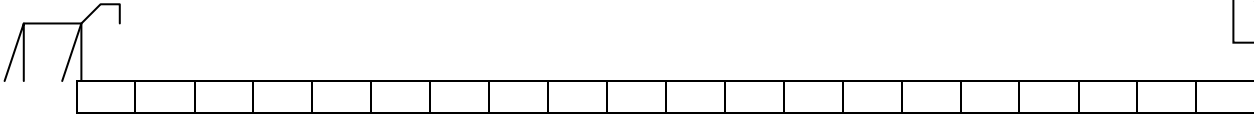
<u>Turkmenistan</u>	<u>America</u>	<u>Family</u>
100	100	100
200	200	200
300	300	300
<u>Presidents</u>	<u>Geography</u>	<u>Our Class</u>
100	100	100
200	200	200
300	300	300

- Here are some good questions to practice this chapter's grammar. Feel free to make your own questions though:
 - o Turkmenistan:
 - 100: How many people are there in Turkmenistan?
 - 200: How many big cities are there in Turkmenistan?
 - 300: What are their names (of the big cities)?
 - o America:
 - 100: How many states are there in America?
 - 200: Are there big cities in America?
 - 300: What are their names (the big cities' names)
 - o Family:
 - 100: How many people are there in your family? (answers will vary on this question depending on who answers)
 - 200: What is your father's name?
 - 300: Are there more than 10 people in your family?
 - o Presidents:
 - 100: How many presidents are there in Turkmenistan?
 - 200: How many presidents are there in America?
 - 300: Who is the president of America?
 - o Geography:
 - 100: How many states (villayets) are there in Turkmenistan?
 - 200: How many rivers (derýa) are there in Turkmenistan?
 - 300: How many countries are there in Central Asia (Orta Aziýa).
 - Write the new words on the board when you ask the questions so the children will understand.
 - o Our class:
 - 100: How many students are there in our class?
 - 200: How many boys (*oglanlar*) are there in our class?
 - 300: How many girls are there in our class?
- Break the class up into two or three teams. Have one team pick a category (presidents, geography, it doesn't matter) and a question (100, 200, 300).
 - o Ask the question. The team to first raise their hand and answer the question wins the points.

- Keep score. The team that wins the most points is the winner.

Presentation: Review

- Play a new game called 'Horse Race'.
 - o Draw two horses on the board (they don't have to be good, make them 'stick' horses if you can't draw). Under each horse, draw a road with 20 spaces under it.
 - For example:



- o Break the class into two teams (if you want to make more teams you can, but you have to have one horse for each team).
 - Determine what team will go first, then ask that team one of the following questions (you can always ask your own questions, I just provided some examples):
 1. How many students are there in your class?
 - If a team answers the question correctly, have the student who answered come to front of the class. Behind your back (the student shouldn't see), put up one finger and two fingers. The student should pick one of your hands.
 - If the student chooses the hand with two fingers, move his or her team's horse forward two spaces. If the student chooses the hand with one finger, move the horse forward one space.
 - o Continue playing like this after every right answer. If they answer wrong, ask the other team.
 - o Try not to translate...they should know all of this!
2. How many presidents are there in Turkmenistan?
 3. What is the president's name?
 4. How many English teachers are there at our school?
 5. What are their names?
 6. Are they good or bad?
 7. What are you guys doing?
 8. Are there Uzbek teachers in our school?
 9. Is there a post office in our town?
 10. Where is the post office?
 11. Are there stores in our town?
 12. Are they good or bad?
 13. Are they big or small?
 14. Where are they?
 15. How many states (villayets) are there in Turkmenistan?
 16. What are their names?
 17. What state (villayet) is good?
 18. What state (villayet) is bad?
 19. Who is your English teacher?
 20. Is he (or she) handsome or ugly?
 21. Is he (or she) rich or poor?
 22. What is there in your classroom?
 23. Are there tables and chairs in your classroom?
 24. How many tables are there in your classroom?
 25. How many chairs are there in your classroom?
 26. Are there dogs in your classroom?

27. Are there cockroaches in your classroom?
28. Are there cockroaches in your home?
29. What is there in your home?
30. What is there in your kitchen?
31. Is there a satellite dish in your yard?
32. How many mice are there in your home?
33. How many cats are there at your home?
34. Is there a refrigerator in your kitchen?
35. How many cities are there in Turkmenistan?
36. How many towns are there in our state (villayet)?
37. How many villages are there in our state (villayet)?
38. Are there rivers in our state (villayet)?
39. What's its name?
40. Is it big or small?

- Play until one team's horse goes the twenty spaces to the finish line.

Practice: More activities

- If your children are having any problems with the lesson content ('there is', 'there are', 'short answer') explain things here.
- If they're doing pretty well, keep playing games. Play 'How Many' or another game of 'Horse Race'.
- Or, if there's only a little bit of time left, go straight to 'Grammar Tennis' (see next part of lesson, application).

Application: More games

- If there's time, play 'Grammar Tennis'.
 - o Encourage students to ask all sorts of questions, like in the 'Horse Race' game.

Homework: Review. Write a text: Tell me about your family. How many people are there in your family? Who is your mother? Your father?

Seventy-second Lesson: Test

Motivation: Review

- Play a game to review everything. Play 'Horse Race' or 'Grammar Tennis' or 'How Many'.

Presentation: Test

- Write these questions on the board and have your children answer them. Again, they should know everything, so don't let them use their notebooks and don't give them any translations (some questions don't need answers).
 1. Is there an airport in Tejen? (or wherever you live?) Where is it?
 2. Is there a fire station in Tejen? Where is it?
 3. Are there barbershops in Tejen? Where are they?
 4. Are there department stores in Tejen? Where are they?
 5. How many schools are there in Tejen? Are they big or small?
 6. How many states (villayets) are there in Turkmenistan? What is your favorite?
 7. How many people are there in your family? What are their names?
 8. What is there in your house?

Practice: Relax

- Let students finish their tests, then play any game they (or you) want: 'Hangman', 'Don't Be Slow', 'Horse Race', 'Chalkboard Races', it doesn't matter.

Application: Relax

- Keep playing.

Homework: None. Congratulate students on finishing 'there is' and 'there are'.

Chapter Nine: English only

Week 25: Clothes!! Colors!! Singular/plural

Seventy-third Lesson: Clothes!!

Motivation: Finishing 'There is' and 'There are'

- Give back tests to students, and congratulate them if they did well.
 - o Play a game to work on mistakes (maybe play 'Horse Race' with a list of questions about common mistakes that your students made).
 - o Or just play a game to review: 'Grammar Tennis', 'There Is, There Are, Battleship', 'How Many', etc.

Presentation: Clothes

- Present these new words: clothes = *egin-eşikler*; dress shirt = *oglan köýnegi*; coat = *kurtga*; dress = *gyz köýnegi*; skirt = *ýubka*; suit = *kostýum*; tie = *galstuk*; belt = *kemer*; pants = *jalbar*, *balak*; jeans = *jinsy*; shoes = *köwüşler*; socks = *joraplar*; to wear = *geýmek*.
 - o Review these words until students can say them on their own.
 - o Explain to children that shoes and socks are plural here, because people usually wear two shoes and two socks.
 - Use 'Ball Toss'
 - Ask students 'how do you say *men jalbar geýýärim*? (I am wearing pants); 'how do you say *sen köýnek geýýärsiň*? (You are wearing a dress).

Practice: Making sentences

- Ask students what they are wearing. Hopefully some of them will be able to raise their hands and tell you simple sentences: I am wearing shoes, I am wearing pants, etc.
 - o Write their sentences on the board. Give them an example to start out if they are having trouble remembering.
- After a while ask some students: 'Are you wearing socks?' 'Are you wearing shoes?' 'Are you wearing pants?' 'Are you wearing a skirt?'
 - o Have them review short answer, positive and negative with these questions.
 - o After they answer in short answer, ask them what they are wearing and have them say a sentence in full form.
 - Make sure to stress plural and singular...If it's singular you need 'a' article. If it's plural you need an 's' on the end of the word.

Application: Students making sentences

- Bring up a student volunteer from the class. Ask the class what that student is wearing.
 - o They should answer, for example, Maksat is wearing a dress shirt. He's wearing a suit, etc.
 - o Ask them questions so they can respond in short answer (for example, Is Maksat wearing a skirt? Is he wearing pants?).
- Keep bringing up students so the class can practice clothing words and speaking.
 - o Bring up girls, boys, and pairs of students. Bring yourself up to serve as an example too so they can practice different sentence subjects (Is he, Is she, Are they, Are you).
- If there's still time left in class, have children start their homework. Or, play 'Around the World' with the new words and grammar.

Homework: Students should draw pictures of their family and friends. Who are they? What are these people wearing?

Seventy-fourth Lesson: Clothes!!

Motivation: Review last lesson

- Bring up students from class and have students tell you what they're wearing.

Presentation: More clothes!! Singular and plural

- Present these new words: shirt = *futbolka*; jacket = *palto, kurtga*; blouse = *kofta*; hat = *papak, şlyapa*; undershirt = *maýka*; boots = *ädikler*; gloves = *ellikler*; sweater = *switir, jempir*; watch = *el sagady*; glasses = *äýnek*; purse = *gyz sumkasy, gyz gapjygy*.
 - o Repeat these words until children can repeat them fairly well.
 - o Again, ask students 'how do you say *Men äýnek geýýärim (dakýaryn); sen switir geýýärsiň*'. Use other examples too from the new words.
- Divide the chalkboard up into two sections. On top of one section write 'singular' and the other section write 'plural' (they should know these words from previous lessons).
 - o Write several of the new words in the singular section of the chalkboard in singular form (see below).
 - o Draw arrows over to the plural section of the chalkboard and write the words in plural form.
 - Start out with easy, normal singular and plural words. Then get into irregular forms (see example chalkboard below).

<u>Singular</u>	<u>Plural</u>
A shirt -----→	Shirts
A coat -----→	Coats
A hat -----→	Hats
A belt -----→	Belts
A jacket -----→	Jackets
A dress -----→	Dresses (IZ)
A watch -----→	Watches (IZ)
A blouse -----→	Blouses (IZ)
	Clothes (NO IZ)

- Explain to children that there are two plural forms in English. If the word ends in a 'non-s sound', then the plural form is a simple 's' (shirt → shirts). If the word ends with a 's-sound' (s, sh, ch, z), the plural form is 'es' [IZ] (Dress → Dresses).
 - o *Iňlisçe köplük sanynyň iki sany formasy bar. Eger-de sözüň iň soňky sesi 's ses' bolmasa, onda, plural (köplük) bolanda, adaty 's' sesi çykýar (shirt → shirts [no iz]). Emma, sözüň iň soňky sesi 's ses' bolsa, onda üýgeşik 'iz' sesi çykýar (Dress → Dresses [IZ]).*

Practice: 's' versus 'iz' practice

- Give students more examples of words that end with a 'IZ' sound (dresses, watches, blouses, glasses)
 - o Explain to them why the word clothes, doesn't make an 'IZ' sound (because there is no 's-sound' at the end of the word clothes; *clothes sözüniň iň soňky sesi 's-sesi' däl*). Give more examples of these kinds of words (words that end with 'es' but do not make an 'IZ' sound...gloves, ties, shoes, etc.)
- Play 'Ball Toss' with the clothing vocabulary.
 - o Say a word in singular form (tie, shoe, dress, it doesn't matter).

- o Student should catch the ball, say the plural form of the word, and throw the ball back to you.
 - Listen carefully for 's' and 'IZ' sounds.

Application: Dialogues

- Write the following dialogues on the board:

<p>Customer: Excuse me, I'm looking for a shirt. Salesperson: Shirts are over there. Customer: Thanks</p> <p>Customer: Excuse me, I'm looking for a dress. Salesperson: Dresses are over there. Customer: Thanks</p>	<p style="text-align: center;">New Words</p> <p>Customer = <i>alyjy</i> Excuse me = <i>meni</i> <i>bagyşla</i> To look for = <i>gözlemek</i> Salesperson = <i>satyjy</i> Over there = <i>aňyrda</i></p>
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- Write the dialogues slowly. Read the dialogue out loud as you're writing them. Before translating the sentence, write the sentence's new words on the right side of the chalkboard.
 - o After translating the dialogues, have two students from the class read. One student should be the customer, the other the salesperson.
 - Have students stress the difference between singular nouns (a shirt) and plural nouns (shirts).
 - o Repeat the new words, and write the second dialogue. Have two more students read the dialogue.
 - Again, students should stress the singular/plural difference.
- Students should write more dialogues using clothes and other store-related objects (notebooks, pens, pencils).
 - o Tell them to watch for the difference between singular and plural nouns and plural nouns that end with the [IZ]-form.

Homework: Children should write several dialogues like the ones from class.

Seventy-fifth Lesson: Colors!! Singular/plural review

Motivation: Singular/plural review

- Write the following 8 words on the board: shirt, belt, shoe, dress, glove, sweater, watch, blouse.
 - o Tell children to change these words from singular form into plural form in their notebooks. Then, divide the chalkboard into two sections: [S] and [IZ].

[S]	[IZ]
Shirts Shoes	Dresses

- Have children come up to the chalkboard and write a word in the proper category.
 - o Words with an [IZ] sound (dresses, blouses, watches) should go under the [IZ]. The other words should go under the [S].
 - Try this activity again if children really like it, or if they need help with it again.

Presentation: Colors!!

- Present the following colors: colors = *reňkler*; red = *gyzyl*; orange = *mämişi*; yellow = *sary*; green = *ýaşyl*; blue = *gök*; purple = *mawy*, *beneşew*; black =

gara; silver = *kümüş*; pink = *gülüne*; gray = *çal*; white = *ak*; gold = *altyn*, *gyzyl*; brown = *goňur*, *mele*.

- Some colors are difficult for Turkmen as they often mix up green and blue, and don't seem to even know about the colors orange, purple, and pink.
 - Have them show you each color as you repeat it with them (look around...almost every color should be in the classroom).
- Repeat the colors until they can say them pretty well on their own.
 - Review clothes as you review the colors. Ask them 'how do you say *gyzyl köýnek?*' or 'how do you say *gara jalbar?*'
 - Use 'Ball Toss'.
 - If you want, teach the words *açyk* (light) and *goýy* (dark). This can help them describe things better (I am wearing a light blue dress (*men açyk gök köýnek geýýärim*, etc.) Include this in your game of 'Ball Toss'.

Practice: Dialogues

- Write the following dialogue on the board:

Salesperson: May I help you? (*kömekleşmek mümkinmi?*)
Customer: Yes, please. (*Haýyş; pahjalsta*). I'm looking for a jacket.
Salesperson: Here's a nice jacket (*Ine; bärde = here; gelşikli = nice*).
Customer: But this is a purple jacket! (*bu, şu = this*).
Salesperson: That's okay. Purple jackets are very popular this year. (*meşhur; moda = popular*).

- Write the dialogue slowly for the students and translate all new words. After you have translated the new words, have them translate each sentence before you write the next one.
 - After you finish, repeat all the new words. Change up the examples for students so they have to think about the meanings of the new words: 'How do you say *ine gelşikli papak*' or 'How do you say *bu köýnek moda*.'
- After you have repeated the words, have two students from class read the dialogue. They don't have to translate if they don't want to.
 - After they finish have another pair of students read the dialogue. This time, have them change the dialogue as they read it. Help them, if they need it, by erasing the words from the dialogues that can be changed. For example:

Salesperson: May I help you? (*kömekleşmek mümkinmi?*)
Customer: Yes, please. (*Haýyş; pahjalsta*). I'm looking for _____.
Salesperson: Here's a nice _____ (*Ine; bärde = here; gelşikli = nice*).
Customer: But this is a _____ !
(*bu, şu = this*).
Salesperson: That's okay (*Şol bolýar*). _____
_____ are very popular this year. (*meşhur; moda = popular*).

Application: Dialogues on their own

- Have students make their own dialogues with the students sitting next to them.
 - o Tell them to use whatever article of clothing or color they want.
- Students who finish should read their dialogues in front of the class.

Homework: Students should finish their dialogues. Also, have them tell you what they are wearing, what their mother and father are wearing, and what colors all these clothes are.

Week 26: Irregular singulars, this, that, and other new words

Seventy-sixth Lesson: Irregular singulars and plurals

Motivation: Clothes and colors!!

- Have a student come to the front of the class.
 - o Students should tell you what the student is wearing, and what color his or her clothes are.
 - Listen closely for singular/plural.
 - Bring up boys, girls, and groups of students so students have to use every form of the verb 'to be' and the present continuous tense.

Presentation: Irregular singulars and plurals.

- Teach students these irregular singulars (*nädogry birlik san*): a pair of pants (*jalbar*); a pair of glasses (*äýnek*); a pair of jeans (*jinsy*).
 - o Tell students that these are irregular because they end with an 's' and because English is difficult when it comes to the difference between singular and plural (*Bular sözler nädogry sebäbi olaryň iň soňky harpy 's' harpy bolýar*. English singular and plural are stupid! English is difficult!)
- Teach these singulars as well: pair (*jübüt*); a pair of shoes (*köwüşniň jübüdi*); a pair of boots (*ädikiň jübüdi*); a pair of socks (*forabyň jübüdi*); a pair of gloves (*ellikiň jübüdi*); a pair of earrings (*gulakhalkaň jübüdi*).
 - o Tell students that these words are singular because they often come in a pair (*Bular sözler birlik san sebäbi olar köplenç aýratyn jübütde gelýär*).
- Repeat these words with students until they can say them on their own pretty well.
 - o Use 'Ball Toss'.

Practice: Review

- Split the chalkboard into a 'singular' and 'plural' sides like you did in lesson 74. Write down singulars with the verb 'to be', then draw an arrow over to the plural section and write the words in plural form, again with words written out with the verb 'to be' (see below).
 - o Have students come up with their own examples after you give them the first few.
 - o Throw in colors too.

<u>Singular</u>	<u>Plural</u>
It is a pair of shoes ----->	They are shoes
It is a pair of gloves ----->	They are gloves
It is a pair of glasses ----->	They are glasses
It is a pair of gold earrings ----->	They are golden earrings
It is a pair of grey pants ----->	They are grey pants
It is a pair of striped (<i>çyzykly</i>) socks ----->	They are striped socks

- Have a student come up in front of the class. Have students tell you what they're wearing. Encourage them to use the new words (He's wearing a black pair of pants. She's wearing a pair of socks. They're wearing black shoes, etc.)

- Tell them they can say either the singular form or the plural form (He is wearing a pair of pants –or– he is wearing pants), but encourage them to use ‘a pair of’. (*Birliđi, köplüđi aýtsañyz, tapawudy ýok, ýöne ‘a pair of’ aýdyp görüň!*)
- Bring up a couple of students until everyone starts getting the hang of it.

Application: Dialogues

- Write a dialogue similar to last lesson’s dialogue. Use the new words:

Salesperson: Can I help you? (*Saña kömekleşýinmi?*)
Customer: Yes, please. I’m looking for a pair of shoes.
Salesperson: Here’s a nice pair of shoes.
Customer: But these are pink shoes (*bular, şular = these*).
Salesperson: That’s okay. Pink shoes are very popular this year.

- Write the dialogue slowly for the students and translate the new words.
 - After you finish, have two students read the dialogue. Then change the dialogue with students and have two other students read the new dialogue. They don’t have to translate if they don’t need to.
 - After they finish have another pair of students read the dialogue. This time, have them change the dialogue as they read it. Help them, if they need it, by erasing the words from the dialogue so that they can change it themselves. For example:

Salesperson: Can I help you? (*Saña kömekleşýinmi?*)
Customer: Yes, please. I’m looking for a pair of _____.
Salesperson: Here’s a nice pair of _____.
Customer: But these are _____.
 (*bular, şular = these*).
Salesperson: That’s okay. _____ are very popular this year.

- Students should make their own dialogues. Encourage them to use words that need the words ‘a pair of’ (shoes, socks, glasses, etc.).
 - Have students read their dialogues after they finish.

Homework: Have students finish their dialogues. Have them answer these two questions: What are your classmates (*synpdaşlar*) wearing today? What’s your favorite (*iň gowy görýän*) color? Write these questions on the board in English and see if they understand without translations.

Seventy-seventh Lesson: Text and new words

Motivation: Review

- Have students read their dialogues from the last two classes.
- Or, have a student come up in front of the class and have everyone tell you what the student is wearing.
- Or, play another game to review this chapter’s grammar and new words (‘Grammar Tennis’, ‘Around the World’, ‘Memory’, ‘Don’t be Slow’, etc.).

Presentation: Text

- Write this text on the board:

Nothing to Wear

Fred is upset this morning. He's looking for something to wear to work, but there's nothing in his closet. He's late.

He's looking for a clean shirt, but all his shirts are dirty. He's looking for a pair of shoes, but all his shoes are at his mother's house. He's looking for a pair of pants, but all his pants are ripped. And he's looking for a pair of socks, but all his socks are on the clothesline, and it's raining.

Fred is having a difficult time this morning. He's getting dressed for work, but his closet is empty, and there's nothing to wear.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - Remind students of important words you've gone over once or twice before as you're reading the text (to look for, upset, to have a good time → to have a difficult time, closet, etc.).
- o New words: nothing to wear = *geýmäne hiç zat ýok*; something = *bir zat*; work = *iş*; he's looking for something to wear to work = *işe geýmäge bir zat gözleýär*; clean = *arassa*, dirty = *hapa*, ripped = *ýyrtyk*; clothesline = *eşik ýüpi*; to get dressed = *geýinmek*; empty = *boş (inçinde hiç zat ýok)*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - o Have students use the new words in different situations so they remember them better ('how do you say *arassa haly*? How do you say *hapa kostýum*, etc.).
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.

Application: Finish the text

- Ask students the following questions:
 1. Is Fred's closet empty or upset?
 2. Is Fred at work or at home?
 3. Are Fred's shirts dirty or clean?
 4. Is Fred looking for a pair of pants or a pair of jackets?
 5. Is the weather good or bad?
 6. Is Fred upset because he's getting dressed or because there's nothing to wear?
- Or, 'Mad Lib' the text: Fred is **fat** this morning. He's looking for something to **eat**, but there's nothing in his **kitchen**.
 - o Have students suggest words to change (erase a word and ask them for an adjective (*sypat*), noun (*at*), or verb (*işlik*)) then have them translate the new text.
- Or, start the homework. Children should tell you what there is in their closets.
 - o To get them started you can draw a closet on the chalkboard. Draw a pair of shoes, some pants, a dress shirt, etc. in the closet, then write some example sentences: In my closet there is a pair of shoes. In my closet there are pants, etc.

Homework: Children should tell you what there is in their closets. Give them a few examples to remind them of the verbs 'there is, there are' (In my closet there is a pair of shoes. In my closet there are pants).

Note for teachers: For next class you'll need a bag of clothes. In the bag, try to have all the clothing words that you have taught thus far: dress shirt, coat, dress, skirt, suit, tie, belt, pants, jeans, shoes, socks, shirt, jacket, blouse, hat, undershirt, boots, gloves, sweater, watch, glasses, purse, earrings.

Seventy-eighth Lesson: This/that

Motivation: Review

- Ask students 'What is there in your closet?'
 - o Have several students answer. They can read from their notebooks if they want to.
 - o Have students translate whatever is read.
- Or, play 'Around the World' to review the new words.
- Or, play 'Don't be Slow' to review the new words.
- Or, play 'Grammar Tennis' to review new words and grammar.
- Or, have a student come up in front of the class and have everyone tell you what the student is wearing.

Presentation: This/that

- Bring in a big bag of clothes to lesson today. In the bag, try to have all the clothing words that you have taught thus far: dress shirt, coat, dress, skirt, suit, tie, belt, pants, jeans, shoes, socks, shirt, jacket, blouse, hat, undershirt, boots, gloves, sweater, watch, glasses, purse, earrings.
 - o Teach some more words that you can include in your bag of clothes: necklace (*monjuk*); bracelet (*bilezik*); ring (*yüzek*); wallet (*oglan gapjygy*).
 - You can always have students give you certain things (a hat, a ring) if you didn't bring it in.
 - o Take an article of clothing out of the bag. As you take it out, ask students 'What is this?' (*'Bu nâme?*'). Students should answer: (What is this?) → 'This is a pair of pants' (or whatever you take out of the bag). Have everything be singular for now.
 - Write up an example (What is this → This is a pair of pants) so students know how to answer.
 - o Keep taking all the clothes out the bag one-by-one. Have children tell you what everything is.
- After you have taken everything out of the bag, teach these two new words: this (*bu, şu*), and that (*şol*).
 - o Tell students that these words are very important.
 - o Then pick up one article of clothing (for example, a dress shirt) and say 'this is a dress shirt'.
 - Throw the dress shirt (or whatever you picked up) across the room. Then say 'that is a dress shirt'.
 - o Repeat the process with another article clothing. It doesn't matter what.
 - After a couple of times, start asking students 'What is this?' before you throw the clothes and have them answer. Then, after you throw the clothes, ask students 'What is that?' (pointing to the clothes you've thrown) and have them answer.
 - Do this until you have picked up and thrown every article of clothing.
 - Remember, everything should be singular (this is a pair of pants, that is a pair of pants, this is a pair of socks, that is a pair of socks, etc.)

Practice: Repetition

- Have students go, one-by-one, to the pile of clothes you threw across the room.

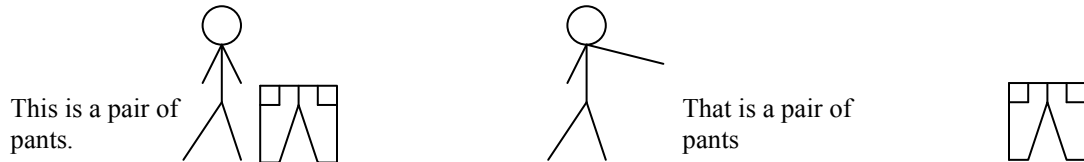
- Have them pick up one article of clothing (it doesn't matter what), and tell you what it is (this is a hat, for example).
- Then have them throw the clothes back to you (you should be standing at the bag of clothes, across the room).
 - Hold the article of clothing they threw to you and have the student say a sentence using the word 'that' (that is a hat, for example).
 - Do this until all the clothes are back in the bag.

Application: Repetition

- Have students repeat the whole process again. This time have them pick up an article of clothing out of the bag, tell you what it is (this is a pair of pants, for example), then throw it across the room and tell you what it is (that is a pair of pants).
 - Have them tell you colors too (this is a black pair of pants...that is a black pair of pants).
 - Ask them 'What is this?' when the clothes are in their hand, and 'What is that?' after they've thrown the clothes. Have other students from the class ask these questions too.
 - Do it with other objects from around the classroom too (a notebook, a desk, a chair, a pen, a pencil, a ruler, etc.)
 - Have them do this until all the clothes (and everything else) are across the room. Then have them, one-by-one, repeat the process, putting the clothes back in the bag.
 - Do this even if students are getting bored. These words are really important. Tell them they have to repeat them.

Homework: Students should draw clothes next to a person and tell you what it is (this is a pair of pants). They should then draw clothes far away from the person and tell you what it is (that is a pair of pants). **Note for teachers:** bring bag of clothes again to tomorrow's class.

Homework example:



Week 27: These, those, and only English

Seventy-ninth Lesson: These, Those

Motivation: Clothes toss

- Have a student come up to the front of the class. Have students tell you what the student is wearing. Encourage them to use 'a pair of' where needed.
- Take out your bag of clothes. Like last lesson, have students take an article of clothing out of the bag and tell you what it is (This is a hat, for example). Then have them throw the article of clothing to the other side of the room and tell you what it is (That is a hat).
 - Remember, only singular form. Encourage the use of 'a pair of' and colors (This is a pair of black pants...that is a pair of black pants).
- After students have finished emptying the bag of clothes, have them throw the clothes back in the bag. They should go to the pile of clothes, take one article of clothing, tell you what it is (This is a pair of glasses), then throw it to you at the bag and tell you what it is (That is a pair of glasses).
 - Do this until everything is back in the bag.

- Use other classroom objects as well (this is a red pen...that is a red pen, etc.)

Presentation: These, those

- Teach the word 'these' (*şular, bular*), and the word 'those' (*şollar*).
 - Tell children that these words are used for plural words. ('These' *bilen* 'those' *sözleri köplük formasy bolýar*).
- Take out your bag of clothes and remove all articles of clothing, one-by-one. As you take out each piece of clothing, tell students what you have in your hand.
 - If it's plural say 'These are shoes' (or whatever they may be) and put them in one pile.
 - If it's singular say 'This is a dress shirt' (or whatever it may be) and put it in another pile.
- After you have finished putting clothes that are singular in one pile and clothes that are plural in another, go to your "plural" pile of clothes.
 - Pick one article of clothing up and say 'These are socks' (for example). After you've said this, throw them to the other side of the room and say 'those are socks'.
 - Encourage students to ask 'What are these?' when you pick up an article of clothing, and then 'What are those?' are you've thrown the clothes to the other end of the room.
 - Continue picking up clothes from the plural pile one-by-one until all the "plural" clothes are finished.

Practice: These, those review

- Have a student go over to the pile of thrown clothes and pick one article of clothing. The student should say, in plural form, what they are (These are pants, for example).
 - They should then throw the clothes back to you at the bag. Hold up the thrown article of clothing so the student can tell you what they are (Those are pants, for example).
 - Another student should then come up and repeat the same process. Have students come up one-by-one until all the "plural" clothes are back in the bag.
- Put the other "singular" clothes back in the bag too.
 - Have students come to the bag and pick out an article of clothing.
 - If it is singular they should tell you what it is using the word 'this' (This is a dress shirt, for example).
 - They should then throw the article of clothing across the room and tell you what it is using the word 'that' (That is a dress shirt, for example).
 - If the article of clothing is plural, the student should tell you what it is using the word 'these' (These are gloves, for example).
 - They should then throw the article of clothing across the room and tell you what it is using the word 'those' (Those are gloves, for example).
 - Encourage students to ask 'What is that?' 'What are those?' when students pick up clothes from the bag.
 - Encourage them to use colors too (These are pink gloves, for example).
 - After they have thrown all the clothes across the room, have the go pick up the clothes one-by-one, and throw them back into the bag (they should say the appropriate sentences as they do this).

- Again, encourage students to ask questions (What is that? What are those?), and to use colors.

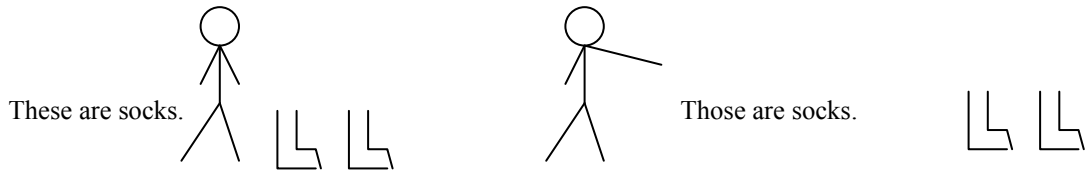
Application: Review this/that/these/those

- Play a game to review your four new words (this, that, these, those).
 - o Maybe play 'Grammar Tennis', with one chair being singular (this is a pencil) and the other chair being plural (those are pencils). Or one chair could be close (*yakından*) (This is a dress shirt) and the other could be far (*daşdan*) (That is a dress shirts).
- Or play another game to review: 'Memory', 'Around the World', 'Don't be Slow (with every word having 'this', 'that', 'these', 'those' before it).

Homework: Like last lesson, students should draw clothes next to a person and tell you what it is. Tell them to try to make their sentences plural (These are socks). They should then draw the clothes far away from the person and tell you what it is (Those are socks). Encourage students to use colors in their sentences.

Note for teachers: bring bag of clothes class tomorrow.

Homework example:



Eightieth Lesson: Dialogues

Motivation: Clothes toss

- Take out the bag of clothes. Have students come up to the bag one-by-one and take out an article of clothing.
 - o They should tell you what the article of clothing is using 'this' if it's singular, 'these' if it's plural.
 - o They should then throw the clothes across the room and tell you what the article of clothing is, using 'that' if the article of clothing is singular, 'those' if the article of clothing is plural.
 - Encourage them to use colors and 'a pair of'.
 - o Have them repeat the process in reverse (putting the clothes back in the bag) while using the word 'this', 'that', 'these', and 'those'.

Presentation: Dialogues

- Write the following dialogues on the board:

<p>Kerim: Excuse me. I think that's my shirt. Shanazar: No, I don't think so. I think this is my shirt. Kerim: Oh, you're right. I made a mistake.</p> <p>Gyzylgul: Excuse me. I think those are my gloves. Maral: No, I don't think so. I think these are my gloves. Gyzylgul: Oh, You're right. I made a mistake.</p>	<p>New Words</p> <p>To think = <i>pikirlenmek;</i> <i>öýtmek</i> I think = <i>Men pikirlenýärim</i> <i>Men öýdýärim</i> I don't think = <i>Men pikirlenamok; öýdämok</i> So = <i>şeyle</i> Right = <i>dogry</i> I made a mistake = <i>ýalňyş etdim</i></p>
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- Write the dialogues slowly. Read the dialogue out loud as you're writing it. Before translating a sentence, write the sentence's new words on the right side of the chalkboard.
 - o After translating the dialogues, have two students from the class read the first dialogue.

- Have students come to the front of the class and grab the appropriate article of clothing before starting to read the dialogue. That way they can better understand the difference between 'this' and 'that'.
 - **Note:** Some students might have trouble with the translation of the verb 'to think'. Even after two years of living in this country I still have trouble with it myself. Have children translate it this way at first (*şol meniň futbolkam diýip pikirlenýärim* (I think that's my shirt)). If they still don't understand it, tell them it also translates like this (*şol meniň futbolkam, bolaymasa*). They should be able to understand after that.
 - Have two other students read the second dialogue, too. Have them grab the gloves, or whatever article of clothing you used in your dialogue, before they start reading so they can see the difference between 'these' and 'those'.

Practice: More dialogues.

- Have students change the dialogue and read it again, this time with other articles of clothing from the bag or other objects from around the classroom (Excuse me, I think that is my pen, etc.)
 - Erase certain words from the dialogue to help students change it more easily:

<p>Kerim: Excuse me. I think that's _____.</p> <p>Shanazar: No, I don't think so. I think this is my _____.</p> <p>Kerim: Oh, you're right. I made a mistake.</p> <p>Gyzylgul: Excuse me. I think those are my _____.</p> <p>Maral: No, I don't think so. I think these are my _____.</p> <p>Gyzylgul: Oh, You're right. I made a mistake.</p>	<p style="text-align: center;">New Words</p> <p>To think = <i>pikirlenmek</i> I think = <i>Men pikirlenýärim</i> I don't think = <i>Men pikirlenamok</i> So = <i>şeýle</i> Right = <i>dogry</i> I made a mistake = <i>ýalňys etdim</i></p>
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- Have students grab whatever it is they use in their dialogue (pen, jacket, pants, etc.) and display it when they read their dialogue to the class.
 - Student should read their dialogues to the class after they finish them.

Application: Compliments

- After students finish their dialogues, if there is still time, teach them how to compliment each other's clothes.
 - Write these two sentences on the board:
 - That's a very nice hat. (nice = *geşikli*)
 - Those are very nice pants.
 - Have students translate these sentences. Then stand in front of the class and have them compliment your clothes.
 - Or, have another student come up and make the other students compliment their clothes.
 - Make students (and yourself) say 'thank you' after each compliment.

Homework: Students should make more dialogues like the ones in class.

Note: Bring the bag of clothes to class tomorrow again.

Eighty-first Lesson: More dialogues, English only

Motivation: Review dialogues

- Have two students come up to the front of the class. Have one student take an article of clothing out of the clothes bag. Tell the students to create a dialogue with that article of clothing.
 - o Write up some examples of previous dialogues you've done if students are having trouble remembering (**Dialogue number one:** That's a nice dress. *Thank you.* **Dialogue number two:** Excuse me, I think that is my dress. *I don't think so. I think this is my dress.* Oh, you're right. I made a mistake. **Dialogue number three:** I'm looking for a dress. *Dresses are over there.* Thank you very much).
 - Encourage them to use 'this', 'that', 'these', and 'those' as much as possible.
- Or just play clothes toss with the clothes in the bag (have a student take one article of clothing out of the bag, tell you what it is (This is a dress), then throw it across the room and tell you what it is (that is a dress).
 - o If the article of clothing is plural (pants) it should be 'These are pants' and 'those are pants'
- Or, if you taught this last lesson, have a student come up to the front of the class. Students should compliment the students' clothes (**Dialogue number one**) or just tell you what the student is wearing.
 - o If you didn't teach this dialogue (**dialogue one**) yesterday, teach it now.

Presentation: More dialogues!!

Presentation: Dialogues

- Write the following dialogues on the board:

<p>Enesh: Is this your umbrella? Shanazar: No, it isn't. Enesh: Are you sure? Shanazar: Yes, I am. That umbrella is brown, and my umbrella is black.</p> <p>Leila: Are these your boots? Aygul: No, they aren't. Leila: Are you sure? Aygul: Yes. Those boots are dirty, and my boots are clean.</p>	<p style="text-align: center;">New Words</p> <p>umbrella = <i>saýawan;</i> <i>zontik</i> Are you sure? = <i>Çynyňmy?; Gözüňe</i> <i>ýetýärmi?</i></p>
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- Write the dialogues slowly. Read the dialogues out loud as you're writing them. Before translating the sentence, write the sentence's new words on the right side of the chalkboard.
 - o After translating the dialogues, have two students from the class read.
 - Remind students of the difference between 'this', 'that', 'these', and 'those'.
 - Also, remind them of 'to be' short answer.

Practice: Repeating the dialogues

- Have students make up dialogues on their own with clothes from the bag of clothes you've brought to class, as well as other classroom objects.
 - o Once children have finished writing their dialogues, have them read in front of the class.
 - Tell them to use a visual aid for whatever dialogue they created (If they wrote about a shirt, have them grab a shirt out of the bag before they read their dialogue; If they wrote about shoes, have them grab the shoes out of the bag, etc).

Application: English only

- Tell students that from now on you will only speak in English, and that they should also try to do the same. This may seem difficult, but it may actually end up being easier than speaking Turkmen (depending on how much you like Turkmen). Also, it is essential to get your students speaking on their own (see appendix B for more on this).
 - o The rest of this lesson and all of next lesson will be written entirely in a way that a student in your club who has studied up to this point would understand. I encourage you to speak like this until you reach other grammar and words and can start speaking more normally.
 - If they don't understand, you can always translate important words for them by writing them on the board, and then continuing with words that you know they know.
 - Encourage them: tell them they know these things!!
- Play a game with your students: (The rest of this lesson outline (and next lesson) will be written in beginner's English)
 - o Play with the bag of clothes. A student is coming in front of the class and is taking (*almak* = to take, write this on the board if students do not know it) clothes from the bag. The student is saying 'this is a shirt', then is throwing (*zyňmak* = to throw, write this up or just do the action and your students will understand) the clothes and saying 'that is a shirt.'
 - o Or, a student is coming in front of the class and we are telling everybody 'what is he or she wearing?'
 - o Or, a student is coming in front of the class and we are saying 'that is a nice hat'; 'that is a nice pair of pants', et cetera (*şoňa meňzeş*).
 - o Or we are playing 'Around the World', we are playing 'Don't be Slow' et cetera.

Homework: You guys are making more dialogue, like (*yaly*, write this on the board if the student do not know it) those from class.

Note: You (the teacher) are bringing (*getirmek*) the bag of clothes to lesson (*sapak*) tomorrow.

Week 28: Finishing the chapter and review

Eighty-second Lesson: Text

Motivation: a new game (remember, this lesson will be written entirely in the language that a student would understand...sorry if it's long-winded, but your lessons from here on out have to be)

- You guys (students) are playing a new game today. Its name is 'Flyswatter' (*siňek öldürylýän*, write this on the board so students know what it means).
 - o You guys (students) are telling me clothes in English. Tell me clothes. I am writing them on the chalkboard (student tell you clothes in English).
 - Write all clothes on the board in English. Look at the book to see all the words. Tell students: "look at your guys' new word notebooks."
 - o Finish (*gutar*) writing all the words on the chalkboard.
- There are two teams. Write the two team's names on the chalkboard.
 - o One student is coming from one team, one student is coming from team number two. They are standing in front of the chalkboard. They are looking at the chalkboard.
 - o You (the teacher) are saying a clothes word in Turkmen. The two students are looking for the word and touching (*degmek*) the word. The first (*birinji*) student to touch is the winner (*yeňiji*).
 - o We are playing to 10.

Presentation: A text

- We are writing a text.
 - o Students: open your text notebooks and write the text.

Holiday Shopping

Mrs. Miller is doing her holiday shopping. She's looking for gifts for her family, but she's having a lot of trouble.

She's looking for a brown umbrella for her son, but all the umbrellas are black. She's looking for a gray raincoat for her daughter, but all the raincoats are yellow. She's looking for a cotton sweater for her husband, but all the sweaters are wool.

She's looking for an inexpensive bracelet for her sister, but all the bracelets are expensive. She's looking for a leather purse for her mother, but all the purses are vinyl. And she's looking for a polka dot tie for her father, but all the ties are striped.

Poor Mrs. Miller is very frustrated. She's looking for special gifts for all the special people in her family, but she's having a lot of trouble.

- Write the text slowly (*haýalrakdan*).
 - o Translate (*terjime et*) every new word for the students
 - The new words are: holiday = *baýramçylyk*; shopping = *söwda*; gift = present, *sowgat*; to have trouble = *kösenmek*, to have problems; raincoat = *plaş (ýagyş kurtgasy)*; cotton = *pagta*; wool = *ýüň*; inexpensive = cheap (*nägymmat*); leather = *koža, deri*; vinyl = *sintetika*; polka dot = *nokatly* (show something polka dot); poor = *wah*; *gynançly*; poor Mrs. Miller = *wah hanym Miller*; frustrated = *katagatlandyrylmadyk, nägile*.
 - o After (*soň*) you translate the new word in a sentence (*sözlem*), students are translating the sentence into Turkmen.
 - After students translate one sentence write the next (*indiki*) sentence. Write the new words, then students are translating the sentence.
 - Not one student is translating the sentences. One student is translating one sentence. Another (*ýene başga*) student is translating another sentence.
 - Finish the text. Students are translating all the text like this.

Practice: Repeat the text

- Repeat the text with students.
 - o First you are repeating the new words. After, you are saying the words in Turkmen, they are saying the words in English.
 - They are translating old, but difficult words also (striped = *çyzykly*; bracelet = *bilezik*; purse = *gyz gapjygy, sumkasy*; special = *aýratyn*).
- After you are repeating the new words, students are reading the text. First they are reading one sentence in English, then they are saying it in Turkmen.
 - o One student is reading one sentence, then another student is reading another.
 - o Translate all the text.

Application: Change (*çalyşmak*) the text

- You are playing 'Mad Libs' with the students. They are changing words in the text, and they are translating the new sentences (for example: Mrs. Miller is doing her **new year** shopping. She's looking for **dogs and cats** for her family, and she is **having a good time**).

- Or, you guys are writing difficult sentences with the difficult new words.
 - o For example: I am having trouble with Russian. I am having trouble with my new words. I am frustrated with English. I am frustrated with my English teacher, etc.

Homework: Student are changing the text. They are writing their friends' and family's names in the text, and they are changing the sentences (what is Mrs. Miller looking for?) Or, they are writing difficult sentences about their lives (*durmuş*) (like in the **Application** section of the lesson (My sister is having trouble with Russian, etc.))

Note: you (teacher) are taking the bag of clothes to school next lesson.

Note 2: Lesson finished and, hopefully, you only spoke in English. This isn't necessarily the best English, and lesson is definitely a lot longer than before, but still it is only in English (except for some translated words here and there). Really encourage students to do the same as you do. Tell them to ask you "how do you say _____" if they don't know a word, but then translate these words for them on the chalkboard so they can either write it down themselves, or at least ask their question in English understand you while at lesson. Really try not to respond to students who speak in Turkmen. Tell them "You guys are studying English...please, speak in English. After lesson we are speaking Turkmen, etc." (see Appendix b for more help).

Eighty-third Lesson: Review

Motivation: Review of introductory material

- Tell your students that there will be a very big test and that you will review for the next three lessons (remember, tell them this in English: "there is a big test. We are reviewing.")
 - o Play 'Around the World' to start the review process. During this game review the introductory sentences that you taught in lessons 1-12.
 - Here's the material you should review:

Hello, good morning, good afternoon, good evening, my name is _____, what is your name? How are you? I am good, I am bad, zero-10, good night, goodbye, What is your telephone number? My telephone number is 8-1-0-1-3-0-3-4-4-2-1-7-8-0, Where are you from? I am from America/Turkmenistan, How old are you? I am _____ years old, What is your last name (surname)? My last name is _____, How do you spell, How do you say, stand up, sit down, be good, be quiet, raise your hand, open your notebook, close your notebook, excellent/great/perfect, very good, good, alright/fine, OK/so-so, not bad, not good, bad, very bad, terrible/horrible.

- If lesson is really dragging with these easy words you can always change it up (How do you say *olaryň atlary näme?* How do you say *Myradyň depderini açsana?*)

Presentation: Review of the verb 'to be'

- Play 'Tic Tac Toe' to review the verb 'to be'. You can put in whatever subject and accompanying description (location, verb) in the grid.
 - o For example:

I Theater	Aman To drink	We To dance
You To brush teeth	You guys Bedroom	They Park
It Table	Pen Chair	Chalkboard Wall

- o Make sure students use the correct form of the verb 'to be' and that they use the right prepositions where needed (in, at, on).

Practice: Review of verbs, adjectives, and question, answer, and negative forms

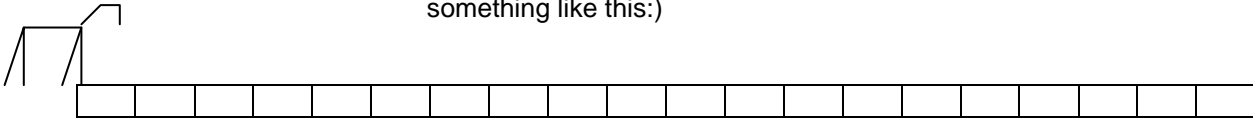
- Play 'Simon Says' review all the verbs you've gone over thus far. There are many:

to drink; to eat; to read; to play; to sleep; to go; to do; to cook; to study; to teach; to swim; to plant; to sing; to watch T.V.; to listen to music; to play volleyball; to play cards; to play the dutar; to brush; to clean; to feed; to fix; to paint; to wash; to call; to have a good time; to have a terrible time; to dance; to ride = *çapmak*; to ride a bicycle; to bake; to cry; to make noise; to dance; to vaccum; to bark; to have an argument; to stand; to skateboard; to skate; to sit; to take a photograph; to laugh; to look for; to help; to get dressed; to think; to make a mistake; to wear.

- Throw in the adjectives too:

Loud; noisy; busy tall; short; young; old; fat; thin; skinny; new; old; married; single; handsome; pretty; beautiful; ugly; large; big; small; little; noisy; quiet; expensive; cheap; easy; difficult; rich; poor; smart; stupid; bored; angry; tired; upset; angry; frustrated.

- After you have reminded students about adjectives and verbs with 'Simon Says', play 'Horse Race'.
 - o Split the class into two teams, then set up two "race tracks" (looking something like this:)



- o Ask students translations of sentences using the above verbs and adjectives.
 - In your translations, stress 'question form', 'negative form', and 'answer form'.
 - Maybe start with 'answer form' (How do you say *Men semiz, Gyzygüliň kakasy akyly, biz ertitlik naharyny iýýäris, olar tans edýärler*, etc.)
 - Then go onto 'question form' (How do you say *Men Kartlar oýnaýanmy? Sen samsykmy? Ol oglan uzynmy? Biziň maşgalamyz gowumy? Siz öz dişleriňizi ýuwýaňyzmy?*, etc)
 - Then go onto negative form (How do you say *Men öz diwarymy reňklamok, sen meň gyz doganym bilen tanyşaňok, ol gyz kelte дәl, ol oglanyň ejesi kelte; biz gaharly дәl, olar betnyşan дәl.*
 - If a player answers correctly have them choose a number from behind your back (put the numbers one and two behind your back with your hands).
 - Advance the horse however many spaces they choose, then ask the next team.
 - If a team gets a translation wrong, ask the other team.

Application: More review!

- Play 'Grammar Tennis' with the students. Have one chair be questions, one chair be answers.
 - o Tell students to ask their own questions, like the ones you asked during 'Horse Race'. The student sitting in the answer chair should answer the questions (in positive or negative form, it doesn't matter). Encourage short answer, but don't worry if they don't use it. You'll review that, and more, tomorrow.

Homework: Tell students to draw a house and a map of a city. Tell them they should put people at the different locations and tell you: where everyone is, what everyone is doing, and what everyone looks like (basically they should write sentences like the ones you wrote in class: Aman is in the kitchen; he is cooking dinner; he's fat, etc.)

Eighty-fourth Lesson: Review

Motivation: Review of weather vocabulary

- Play a quick game of 'Pictionary' with your students.
 - o Divide the class up into two teams. Show a student from one team one of the following adjectives and verbs about the weather:
sunny; cloudy; hot; warm; cool; cold; windy; to rain; to snow
 - o Have the student explain the word without speaking. The student can draw on the chalkboard or act out the word, but they can not speak. Students from his team should use the word in a sentence (It is sunny, it is raining, for example).

- The first team to five points wins.

Presentation: Review of 'to be' short answer.

- Write 'to be' short answer on the board so students can review. Do it slowly, starting with positive form. Ask them questions that you know they have to answer in the positive form (Am I a teacher? Am I a boy (or a girl)? Am I wearing shoes? Etc.)
 - o Continue asking questions this way (blatantly asking for positive form, until you have covered short answer, positive form in every subject). Ask a student: Are you studying English? Ask somebody about a tall girl: Is she tall? Ask somebody about a boy named Atash: Is he Atash?
 - Keep going like this until you make it to 'they'.

	<u>Positive</u>
Am I a teacher? →	Yes, you are.
Are you studying? →	Yes, I am.
Is Gozel tall? →	Yes, she is.
Is he Atash? →	Yes, he is.
Is it working? →	Yes, it is.
Are we beautiful? →	Yes, you guys are.
Are you guys doing your guys' homework? →	Yes, we are.
Are they dancing? →	Yes, they are

- After you finish with these questions, start in on negative form. This time ask questions that will obviously get a negative answer. Use this to teach short answer, negative form all the way to the subject 'they'. Keep the 'positive form' answers that you just wrote on the board if everything will fit.

	<u>Positive</u>		<u>Negative</u>
Am I a teacher? →	Yes, you are.	Am I a pupil? →	No, you are not (aren't).
Are you studying? →	Yes, I am.	Are you stupid? →	No, I am not.
Is Gozel tall? →	Yes, she is.	Is Enesh sleeping? →	No, she is not (isn't)
Is he Atash? →	Yes, he is.	Is Maksat ugly? →	No, he isn't
Is it working? →	Yes, it is.	Is it red? →	No, it isn't
Are we beautiful? →	Yes, you guys are.	Are we drinking tea? →	No, you guys aren't
Are you guys doing your guys' homework? →	Yes, we are.	Are you guys dancing? →	No, we aren't.
Are they dancing? →	Yes, they are	Are they married? →	No, they aren't

- As you're writing all these examples up on the board, think of other questions to get them to repeat negative form, and eventually mix positive and negative form short answers (For example, for 'I' start by asking 'Am I a pupil?' (No, you aren't), then ask another questions (Am I a director → No, you aren't), and another question (Am I a president? → No, you aren't) until you finally ask the question for positive form (Am I a teacher? → Yes, you are.)
 - o Repeat this process for all the subjects (Are you ugly? → No, I am not. Are you married? → No, I am not. Are you baking a cake? → No I am not. Are you studying English → Yes, I am.

Practice: A game and review

- Play 'Grammar Tennis' with the short answer grammar.
 - o Have one chair be a question chair, and have the other student answer all the students questions in short answer, either positive or negative.

Application: Another game and more review

- Play 'Horse Race', or another game ('Around the World', 'Charades', 'Tic-Tac-Toe', 'Grammar Tennis') where you can review the present continuous tense (positive, negative and question forms).
 - o Have students translate sentences directly (*Men çayı içyärin; ol gyz öz pişigini naharlanok; Olar öýlenenmi?* Etc.).
 - o Also, have them give answers in positive and negative short answer (Are you guys playing a game? → Yes, we are/Am I crying? → no, you aren't).

Homework: Tell students to write 14 questions; students should answer seven of the questions in positive short answer, seven in negative short answer (28 sentences total with questions and answers). Also, have them write 30 more sentences (independent of the ones they just wrote); have them write ten questions, ten sentences in positive form, and ten sentences in negative form (30 sentences total).

Week 29: Review and massive test

Eighty-fifth Lesson: More review

Motivation: Review city and household objects

- Play a game ('Around the World', 'Don't Be Slow', 'Memory') to remind students of places around town and things in and around the house.

City; town; village; bakery; barbershop; store; shop; book store; drug store; taxi station; bus station; airport; cafeteria; church; club; department store; fire station; gas station; mosque; movie theater; train station; video store; fridge; stove; tap; shopping mall; mall; pen; pencil; book; notebook; map; chalkboard; wall; clock; table; chair; ruler; desk; window; house; home; living room; dining room; kitchen; bedroom; bathroom; room; yard; restaurant; bank; market; library; park; theater; post office; zoo; hospital; hotel.

Presentation: There is/there are

- Ask students what there is in the classroom.
 - o Write their answers on the chalkboard.
 - Stress singular and plural (there is a chalkboard. There are desks).
 - Write down only five or six examples on the chalkboard, but encourage more students to answer (you don't have to write all their answers).
- Ask students what there is in their town.
 - o Write these sentences on the chalkboard too.
 - You can also have students write their own sentences on the chalkboard, but make sure you correct any mistakes.

Practice: 'There is/There are' short answer

- Find a free place on the chalkboard (if there isn't one, erase a small spot) and write up two quick examples of positive and negative short answer with 'there is/there are'.
 - o For example:
 - Is there a chalkboard in our classroom? → Yes, there is – or – No, there isn't.
 - Are there stores in our town? → Yes, there are – or – No, there aren't.
- After you have written these examples, have students play 'Grammar Tennis' with the verbs 'there is/there are' and short answer.

Application: More 'There is/There are' short answer

- Play 'There is/There are Battleship'. Or keep playing 'Grammar Tennis'.

Homework: Tell students that you have finished reviewing and that tomorrow the huge test will start. Tell them to review the verbs 'there is/there are' in their notebooks by answering some of these questions: What is there in your home? How many televisions are there? What is there in your school? How many classrooms are there? What is there in your town? How many post offices are there?

Eighty-sixth Lesson: Massive test, day one.

Motivation: Review clothes

- Bring up one student to the front of the class. Have students compliment his or her clothes, or just tell you what the student is wearing.
 - o Bring up more students (boys, girls, it doesn't matter).
 - o After you've done this a few times, start the test.

Note: This test finishes a larger theme of introductory grammar, vocabulary, and the present continuous tense. I made it into a large, two-day test to check my students' understanding, but also I made it this big to show them that they know a lot already. You can feel free to make it shorter (or longer) as you see fit.

Presentation: Test

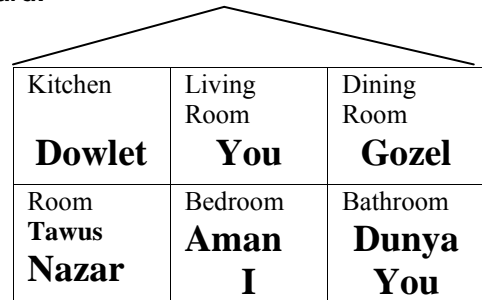
- Write the following questions on the board. It won't all fit, so you'll have to erase questions after students have finished writing them to write the new ones.
- Tell children to answer the questions and to not copy, talk, or open any other notebooks besides the one they're writing in.
 - o Tell students this test will probably take more than one day so they should relax because they have lots of time.
 - 1. What's your name?
 - 2. How old are you?
 - 3. How are you?
 - 4. Where are you?
 - 5. Who is the president of Turkmenistan?
 - 6. Who is your father?
 - 7. Who is your mother?

Put a pen and some notebooks somewhere in the classroom. Point them out to students so they know how to answer questions 8 and 9.

- 8. Where is the pen?
- 9. Where are the notebooks?

Draw a house like this one on the board:

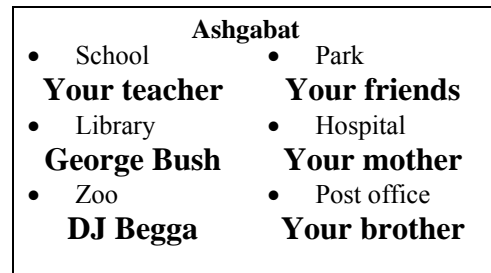
- 10. Where is Dowlet?
- 11. What is he doing?
- 12. Where are you?
- 13. What are you doing?
- 14. Where is Gozel?
- 15. What is she doing?
- 16. Where are Tawus and Nazar?
- 17. What are they doing?
- 18. Where are Aman and I?
- 19. What are we doing?
- 20. Where are you and Dunya?
- 21. What are you guys doing?
- 22. Where is Mergen?
- 23. What is he doing?



Mergen

Draw a map up on the chalkboard like this:

- 24. Where is your teacher?
- 25. What is he (or she) doing?
- 26. Where are your friends?
- 27. What are they doing?
- 28. Where is George Bush?
- 29. What is he doing?
- 30. Where is your mother?
- 31. What is she doing?
- 32. Where is DJ Begga?
- 33. What is he doing?



34. Where is your brother?
35. What is he doing?
36. Is our school's director fat or thin?
37. Is your English teacher smart or stupid?
38. Is our classroom new or old?
39. Is DJ Begga married or single?
40. Is Mr. Bush pretty or ugly?
41. Are cars in Turkmenistan expensive or cheap?
42. Is Gurbanguly Berdimuhammedow handsome?
43. Is Ashgabat big?
44. Are you guys noisy?
45. Is English easy?
46. Is Dima Bilan rich?
47. How's the weather today?
48. Is it raining?
49. Is it sunny?
50. Is it cloudy?
51. How's the weather in winter (*gyş*)?
52. Is it hot?
53. How's the weather in Spring (*ýaz*)?
54. How's the weather in summer (*tomus*)?
55. Is it cold?
56. How's the weather in fall (autumn/*güýz*)?

Point to Gurbanguly Berdimuhamedov's picture (his picture should be in the classroom)

57. Who is he?
58. What is his name?
59. Where is he?
60. What is he doing?
61. Is there a barbershop in (write your town's name here)?
62. Where is it?
63. How many schools are there in your town?
64. Is there a post office in your town?
65. Where is it?
66. Is there a movie theater in your town?
67. Where is it?
68. Are there malls in your town?
69. Where are they?
70. How many desks are there in the classroom?
71. What is (a student from your class) wearing?
72. What color are her clothes?
73. What is your English teacher wearing?
74. What color are his clothes?
75. Is the test easy or difficult?

Practice: Test

- Make sure students understand all of the questions on the test.
 - o Try to write as many questions as you can this class, but keep an eye on the clock.

Application: Test

- Have students answer as many questions on the test as they can. When the bell rings, collect their notebooks. Don't grade them unless they have finished.

Homework: None.

Eighty-seventh Lesson: Massive test, day two.

Motivation: Test

- Give students back their notebooks.

- Ask them if they have any questions.
- Find out what question they finished on last class, then start writing up questions again.

Presentation: Test

- Write the rest of the test.
- Tell students they have to finish today.

Practice: Fun

- After students have finished their test, congratulate them.
- Then play whatever game you want ('Horse Race', 'Around the World', 'Don't Be Slow', etc.).
 - Sometimes, with free time, I like to do an activity called 'How Do You Say'. I just let students ask me any translation they want and I try my best to translate it (make them say 'how do you say' first). Sometimes this can be difficult, but don't forget, you guys have your dictionaries. If that fails, you can always teach them the expression 'I don't know'.
 - If students are having a tough time coming up with things to ask, give them some fun translations to get them going.
 - For example: *tapawut yok* = it doesn't matter; *zyýany yok* = no problem; *keypine* = just for fun; *lakam* = nickname; *porsy şol (gowy däl şol)* = that stinks; *gapylmak, agyzy ýummak* = to shut up; *sürsene, yok bol, gumuňi çek* = get out of here.
 - You can also teach them some more difficult grammar that they can use with the things they have already learned.
 - For example: thanks for coming = *geleniň üçin sag bol*; thanks for teaching = *okadanyň üçin sag bol*; keep studying = *okaber*; keep coming to course = *kursa geliber*.
 - This should get them going and asking questions on their own.

Application: Keep playing

- Keep translating or playing.

Note: This is the last lesson before you start the present tense and a completely different grammatical set. If you only have a couple of lessons before summer vacation, maybe consider stalling a couple lessons...review, teach some new things based on the grammar and words you've already taught, play games, teach easy grammar (do you have a _____). If you still have a long time before vacation, keep teaching.

Homework: none.

Chapter 10: No 'to be', no 'ing'

Week 30: Countries, nationalities and the present tense

Eighty-eighth Lesson: Nationalities and beginning the present tense

Motivation: Finish the last chapter

- Give back tests.
 - Congratulate students on finishing their tests and learning so many things.
 - Play a game to focus on things that they have had trouble with.
 - Maybe play 'How Many' and focus on this question word and 'there is/there are'. Or play 'There Is/There Are Battleship' if students had problems with 'there is/there are'; play 'Grammar Tennis' to review 'to be' short answer; play 'Don't

Be Slow' or 'Around the World' to review certain words and grammar.

Presentation: Nationalities and countries.

- Teach the following new words to the students: country = *ýurt*; nationality = *millet*; language = *dil*; Russia = *Orsýet, Rossiýa*; Russian = *Rus, Ors, Rus dili*; Germany = *Germaniýa*; German = *Nemes, Nemes dili*; England = *Angliýa*; English = *Iňlis, Iňlis dili*; American = *Amerikan*; America = *Amerika*; Turkmenistan = *Türkmenistan*; Turkmen = *Türkmen, Türkmen dili*.
 - o Review these words until students can say them pretty well by themselves. Really stress the difference between a country name and a nationality/language (You can't say 'I'm Germany' for example).
 - o Also, tell students that, in English, languages and nationalities are the same...you shouldn't say 'I am speaking Turkmen language' for example, you should only say, 'I am speaking Turkmen'. (*Iňlis ilinde diller we milletler bir sözünden gelýär. Mysal üçin, 'Men Türmen dilini gepleýärin' diýip aýtmaly däl, 'Men Turkmen gepleýärin aýdyp ýetýär*).
 - Use 'Ball Toss' if you want.
- After you review the words, play a new game called 'Right Hand, Left Hand'. Write the words 'right' (*sag*) and 'left' (*çep*) on the board. Then, under one word, let's say 'right', write the word 'nationality'. Under the word 'left', write the other word 'country'.
 - Tell students that you (the teacher) will say countries and nationalities. If you say a country they should raise their left hand. If you say a nationality, they should raise their right hand. If they make a mistake, they're out.

Practice: New grammar, the present tense

- After students understand the new words and the difference between nationalities and countries, write the following dialogue on the board:

The Present Tense (Häzirki zaman)

Teacher: What's your name?

Student: My name is Boris.

Teacher: Where do you live? (*Sen nirede ýaşayaň?*)

Student: I live in Russia. (*Men Orsýetde ýaşayan.*)

Teacher: What language do you speak? (*Sen haýsy dil gepleýäň?*)

Student: I speak Russian. (*Men Ors dilini gepleýän*)

Teacher: What do you do everyday? (*Günde sen näme edýäň?*).

Student: I eat Russian food. (*Men Ors nahar iýýän*)

I sing Russian songs. (*Men Ors aýdym aýdýan*)

I watch Russian T.V. shows. (*Men Ors serial seredýän*).

- Write each sentence slowly. Make sure they write all the new words (the present tense = *häzirki zaman*, everyday = *günde*, food = *nahar*, *iýmit*, song = *aýdym*, T.V. show = *teleserial* (for example: *Buffy, Mukhtar, Commissar Rex*)).
- When you get to the first sentence with the present tense, tell student that today you will learn a new tense called 'the present tense'. Tell them that this tense is used for things that you do everyday but that you aren't doing right now. Tell them that there is a difference between the present tense and the present continuous tense, but that you will learn the difference later. (*Iňlisçe iki sany häzirki zaman bar. "The present tense" günde edilýän zatlara degişli. "The present tense" bilen "the present continuous tense"- ñ (dowamly häzirki*

zaman, ýanky öwrenen gramatikamyz) arasynda tapawut bar, yöne şol tapawut soňrak öwrenersiňiz).

- Read the dialogue with one of your students. Then have two students read the dialogue together.
 - Remember to tell them 'no -ing', 'no to be'.
- After students have read, change the dialogue. For example:

The Present Tense (Häzirki zaman)

Teacher: What's your name?

Student: My name is Chris.

Teacher: Where do you live? (*Sen nirede ýaşaýaň?*)

Student: I live in America. (*Men Amerikada ýaşaýan.*)

Teacher: What language do you speak? (*Sen haýsy dil gepleýäň?*)

Student: I speak English. (*Men Iňlis dilini gepleýän.*)

Teacher: What do you do everyday? (*Günde sen näme edýaň?*).

Student: I eat American food (*Men Amerikan nahar iýýän*)

I sing American songs (*Men Amerikan aýdym aýdýan*)

I watch American T.V. shows (*Men Amerikan serial seredýän*).

- Have two students read this new dialogue.

Application: Dialogues.

- Have students make their own dialogue with the nationalities and countries that they know.
 - Erase certain words from the dialogue so they have an example:

The Present Tense (Häzirki zaman)

Teacher: What's your name?

Student: My name is Chris.

Teacher: Where do you live?

Student: I live in _____.

Teacher: What language do you speak? (*Sen haýsy dili gepleýäň?*)

Student: I speak _____.

Teacher: What do you do everyday? (*Günde sen näme edýaň?*).

Student: I eat _____ food.

I sing _____ songs

I watch _____ T.V. shows.

- Have students read their dialogues when they finish.
- If you have remaining time, have students play 'Grammar Tennis' with the new grammar. Remind them 'no to be', 'no -ing'. Point to the board a lot to remind them.

Homework: Students should write more dialogues like the one you guys wrote in class.

Eighty-ninth Lesson: Present tense explanation

Motivation: Reviewing last lesson

- Have a few students read their homework in front of the class.
 - The other students in the class should try to translate the sentences the student reads.
 - Give fives to the students who read and translate.
- Play the game 'Right Hand, Left Hand', like last lesson.

Presentation: Explanation of the present tense

- Write the following sentence on the board: Where do you live?
 - Ask them what the word 'where' means. They should all know.

- Then tell them that the word 'do' is a helper verb (*kömekçi işlik*). In the present tense, if you want to make a question, you have to put the helped verb 'to do' in front of the subject of the sentence (*Häzirki zamanda, sorag etjek bolsaňyz, "to do" kömekçi işligini sözlemiň eýesinden öň aýtmaly*).
 - Tell them this is very similar to the present continuous tense, where you have to bring the verb 'to be' in front of the subject (*Häzirki zamanyň soraglary dowamly häzirki zamanyň soraglaryna azyjyk meňzeýär, sebäbi dowamly häzirki zamanda 'to be' işligini (kömekçi işligi) eýesiniň öňünde aýtmaly*).
- Write some examples to show the difference between questions and answers:
 - **Answer:** You live in Turkmenistan. **Question:** Do you live in Turkmenistan?
 - Have them translate this sentence. Help them if they need it. Then ask more:
 - **Answer:** You live in America. **Question:** Do you live in America?
 - **Answer:** You listen to English music. **Question:** Do you listen to English music?
 - **Answer:** You watch Russian T.V. shows. **Question:** Do you watch Russian T.V. shows?
- After you have done all these examples and students understand pretty well, make more example with the subject 'I', 'We', 'You guys', and 'They'.
 - **Answer:** I sing German songs. **Question:** Do I sing German songs?
 - Have them translate. Make sure they understand. Help them if they don't. Make more examples:
 - **Answer:** I eat German food. **Question:** Do I eat German food?
 - **Answer:** We listen to Turkmen music. **Question:** Do we listen to Turkmen music?
 - **Answer:** You guys speak German. **Question:** Do you guys speak German.
 - **Answer:** They listen to Russian music. **Question:** Do they listen to Russian music.
- After you've explained all the way to 'they', start asking your students some of the questions and have them answer in full form.
 - Don't worry if they don't answer too well, or if they keep speaking in the present continuous tense. They'll start to understand after you review a lot. Just keep telling them 'no -ing' and 'no to be'.

Practice: Dialogues

- Write the following dialogue on the board. Translate the sentences with students.

The Present Tense (Häzirki zaman)

Teacher: What are your parents' names?

Student: Their names are Shohrat and Jemile.

Teacher: Where do they live? (*Olar niredede ýaşaýarlar?*)

Student: They live in Russia. (*Olar Orsýetde ýaşaýarlar.*)

Teacher: What language do they speak? (*Olar haýsy dil gepleýärler?*)

Student: They speak Russian. (*Olar Ors dilini gepleýärler*)

Teacher: What do they do everyday? (*Günde olar näme edýärler?*).

Student: They eat Russian food. (*Olar Ors nahar iýýärler*)

They sing Russian songs. (*Olar Ors aýdym aýdýarlar*)

They watch Russian T.V. shows. (*Olar Ors serial seredýärler*).

- After you've had a couple of students read this dialogue on their own (hopefully they changed it a little too (Russia → Turkmenistan; Russian → Turkmen, etc.)) change the sentence subjects, like this:

The Present Tense (Häzirki zaman)

Teacher: What are your guys' names?

Student: Our names are Rahman and Semshat.

Teacher: Where do you guys live? (*Siz nirede ýaşayaňyz?*)

Student: We live in Turkmenistan. (*Biz Türkmenistanda ýaşaýas.*)

Teacher: What language do you guys speak? (*Siz haýsy dil gepleýäňiz?*)

Student: We speak Turkmen. (*Biz Türkmen dilini gepleýäs*)

Teacher: What do you guys do everyday? (*Günde siz näme edýäňiz?*).

Student: We eat Turkmen food. (*Biz Türkmen nahar iýýäs*)

We sing Turkmen songs. (*Biz Türkmen aýdym aýdýas*)

We watch Turkmen T.V. shows. (*Biz Türkmen serial seredýäs*).

- See if they can provide the translations on their own. Have a couple students read this dialogue on their own.
 - o Encourage them to change the details of the dialogue to other nationalities and countries (Turkmenistan → America; Turkmen → American, etc.).

Application: Dialogues

- Erase certain words out of the dialogues so the children can make their own. Encourage them to use different nationalities, countries, and sentence subjects.

The Present Tense (Häzirki zaman)

Teacher: What are _____ name(s)?

Student: _____ name(s) are _____.

Teacher: Where do _____ live?

Student: _____ live in _____.

Teacher: What language do _____ speak?

Student: _____ speak _____.

Teacher: What do _____ do everyday?

Student: _____ eat Turkmen food.

_____ sing Turkmen songs.

_____ watch Turkmen T.V. shows.

- Have students read their dialogues if they finish.
- If there is time left, have them play 'Grammar Tennis'.

Homework: Have students finish their dialogues. They should also write more dialogues, one from each sentence subject (I, you, we, you guys, they (not he, she, and it).

Ninetieth Lesson: More nationalities, he, she, it

Motivation: Review

- Have one or two students read their dialogues in front of the class.
 - o Have students translate each sentence of the dialogue. Give fives to the students who read and translate.
- Play a game of 'Right Hand, Left Hand' with the nationalities and countries you previously taught.

Presentation: Nationalities, countries, and he, she, it

- Teach the following nationalities and countries (you can always teach whichever nationalities and countries you and your students want): China = *Hitaý*; Chinese = *Hitaý dili*; Japan = *Yaponiya*; Japanese = *Yapon, Yapon dili*; Spain = *Span*; Spanish = *Span dili*; France = *Fransiya*; French = *Fransuz, Fransuz dili*; Arabic = *Arab*; Azerbaijan = *Azerbayjan*; Azeri = *Azerbayajan dili*.
 - o Have student repeat the words until they can say them pretty well on their own. Use 'Ball Toss'.
 - o Be sure to delineate the difference between nationalities, languages, and countries. Have them translate sentences like *Men Fransiýada ýaşayan*; *Men Fransuz nahar iýýän*; *Men Fransuz dilini gepleýän* (make sure they don't say French language, just French).
 - Play a game of 'Right Hand, Left Hand' with all the nationalities and countries you've covered.
- After you've reviewed the nationalities and countries write out a dialogue similar to the ones you've written in the previous two lessons (you can use whatever sentence subject you want). Use a new nationality and country.

The Present Tense (Häzirki zaman)

Teacher: What is your name?

Student: My name is George.

Teacher: Where do you live? (*Sen nirede ýaşayaň?*)

Student: I live in France. (*Men Fransiýada ýaşayan.*)

Teacher: What language do you speak? (*Sen haýsy dil gepleýäň?*)

Student: I speak French. (*Men Fransuz dilini gepleýän*)

Teacher: What do you do everyday? (*Günde sen näme edýäň?*)

Student: I eat French food. (*Men Fransuz nahar iýýän*)

I sing French songs. (*Men Fransuz aýdym aýdýan*)

I watch French T.V. shows. (*Men Fransuz serial seredýän*).

- Have students try to translate the sentences themselves. Don't write down the translations if students don't need them.
- After you've written and read the dialogue with a couple of students change the dialogue's subject to either a 'he' or 'she' subject:

The Present Tense (Häzirki zaman)

Teacher: What is her name?

Student: Her name is Hurma.

Teacher: Where does she live? (*Ol (gyz) nirede ýaşayar?*)

Student: She lives in France. (*Ol (gyz) Fransiýada ýaşayar.*)

Teacher: What language does she speak? (*Ol (gyz) haýsy dil gepleýär?*)

Student: She speaks French. (*Ol (gyz) Fransuz dilini gepleýär*)

Teacher: What does she do everyday? (*Günde ol (gyz) näme edýär?*).

Student: She eats French food. (*Ol (gyz) Fransuz nahar iýýär*)

She sings French songs. (*Ol (gyz) Fransuz aýdym aýdýar*)

She watches French T.V. shows. (*Ol (gyz) Fransuz serial*)

- Explain to your students that the subjects 'he', 'she', and 'it' have special rules that separate them from the other subjects ('He', 'she', 'it' *sözlemiň*)

eýeleri aýratyn aýdylýar, beýleki eýelerinden ('I', 'you', 'we', 'you guys', 'they') tapawutlanýar).

The Present Tense (Häzirki zaman)

Teacher: What is her name?

Student: Her name is Hurma.

Teacher: Where does she live? (*OI (gyz) nirede ýaşaýar?*)

Student: She lives in France. (*OI (gyz) Fransiýada ýaşaýar.*)

Teacher: What language does she speak? (*OI (gyz) haýsy dil gepleýär?*)

Student: She speaks French. (*OI (gyz) Fransuz dilini gepleýär*)

Teacher: What does she do everyday? (*Günde ol (gyz) näme edýär?*).

Student: She eats French food. (*OI (gyz) Fransuz nahar iýýär*)

She sings French songs. (*OI (gyz) Fransuz aýdym aýdýar*)

She watches French T.V. shows. (*OI (gyz) Fransuz serial*)

- Explain that you have to add a 's' to verbs if the subject is 'he', 'she', or 'it'. If it is a question, the 's' is added onto the helper verb 'do'. If it is an answer, then the 's' is added onto to main verb (*esasy işlik*). ('He', 'she', 'it' *sözlemiň eýeleriniň işliklerine 's' harpy diýip goşmaly. Sorag bolsa, onda 's' harpy helper verb (kömekçi işlige) goşmaly. Jogap bolsa, onda 's' harpy main verb (esasy işlige goşmaly)*).
- o Have a few students read and translate the above dialogue.

Practice: Dialogues

- o After they have read and translated the dialogues, change the dialogue:

The Present Tense (Häzirki zaman)

Teacher: What is his name?

Student: His name is Myrat.

Teacher: Where does he live? (*OI (oglan) nirede ýaşaýar?*)

Student: He lives in France. (*OI (oglan) Fransiýada ýaşaýar.*)

Teacher: What language does he speak? (*OI (oglan) haýsy dil gepleýär?*)

Student: He speaks French. (*OI (oglan) Fransuz dilini gepleýär*)

Teacher: What does he do everyday? (*Günde ol (oglan) näme edýär?*).

Student: He eats French food. (*OI (oglan) Fransuz nahar iýýär*)

He sings French songs. (*OI (oglan) Fransuz aýdym aýdýar*)

He watches French T.V. shows. (*OI (oglan) Fransuz serial seredýär*).

- Remind them of the extra 's' letter for 'he', and 'she', then have a couple of students read the dialogue.
 - o Stress their pronunciation of the letter 's'.
- After they've read the dialogues, erase certain words from the dialogue so they can write their own dialogues. Tell them to write with a 'he' or 'she' subject.

The Present Tense (Häzirki zaman)

Teacher: What is _____ name?

Student: _____ name is _____.

Teacher: Where does _____ live?

Student: _____ lives in _____.

Teacher: What language does _____ speak? (*ol (oglan) haýsy dil gepleýär?*)

Student: _____ speaks _____.

Teacher: What does _____ do everyday? (*Günde ol (oglan) näme edýär?*).

Student: _____ eats _____ food.

_____ sings _____ songs.

_____ watches _____ T.V. shows.

- Have students read their dialogues after they have finished.

Application: Dialogues and practice

- Have students keep making dialogues
- Or, play 'Grammar Tennis' with 'he' and 'she'. You can bring up a student to serve as an example (bring up a girl or boy and have students talk about them, like in the dialogue) or you can point to the classroom picture of Gurbanguly, or have students talk about other famous people (DJ Begga, Dima Bilan, George Bush, etc.)

Homework: Have students write more dialogues like in class.

Week 31: Review of the present tense, new words and verbs

Ninety-first Lesson: Review of the present tense

Motivation: Review dialogues and vocabulary

- Have a few students read their dialogues in front of the class.
 - o Students should try and translate the dialogues. Give five's to students who translate and read.
- Play a game of 'Right Hand, Left Hand'.

Presentation: Review of the present tense.

- Write the following examples on the board piece by piece. Ask students to help give you examples or translate the examples (Ask them 'how do you say *Men ýaşayan?*', 'give me an example for the subject you (*sen eýesi*)', 'how do you say *Men ýaşayanmy?*' Etc.)

The Present Tense

The Present Tense (answer)

I live
You speak
She sings
He eats
It works (*işleýär*)
We watch
You guys dance
They have trouble

The Present Tense (questions)

Do I live?
Do you Speak?
Does she sing?
Does he eat?
Does it work?
Do we watch?
Do you guys dance?
Do they have trouble?

- Erase the examples, and write others with different verbs (for example, erase 'I live' and ask your students 'how do you say *Men iýýän*'; erase 'do I live?' and ask your students 'how do you say *Men iýýänmi?*').

- o Keep changing the sentences so your students start to see the pattern. Only erase and write up one example from each subject, but keep asking your students for more examples from the same sentence subject before moving onto the next one. This way everyone can get a chance to answer and repeat a lot.
 - Keep reminding them, 'no -ing' and 'no to be'.
- After you've made it all the way to the subject 'they' again, write up the generic form of the present tense.

The Present Tense	
<u>The Present Tense (answer)</u>	<u>The Present Tense (questions)</u>
I verb	Do I verb?
You verb	Do you verb?
She verb+s	Does she verb?
He verb+s	Does he verb?
It verb+s	Does verb+s
We verb	Do we verb?
You guys verb	Do you guys verb?
They verb	Do they verb?

Practice: Repeating

- Play a game of 'Around the World' with some of the examples that you just wrote on the board. If your kids are getting pretty good, change up the examples with different verbs (How do you say *Olar oýnaýarlarmy?*, etc.)

Application: Repeating on their own

- Have students write a dialogue like they wrote last week. Tell them to write about whoever they want, but make sure they use the right grammar ('s' for he, she, and it).
 - o You can write an example if your students need help.
 - Students should read the dialogue after they finish writing it.
- Have students play 'Grammar Tennis'.
 - o If your students are really good, have them ask questions on their own.
 - o Most likely, your students will need some help. You can confine them to one subject (only ask questions from the subject 'I' (Do I), or 'you' (Do you?), etc.). Or you can write up an example, and have them work off of that, changing the verb (For example: write the sentences Do you play basketball? → Yes, I play basketball, then have them continue (Do you read books → Yes, I read books. Do you drink tea? etc.)
 - Don't worry about short answer or negative form just yet. Make students answer in full, positive form for now.
 - Remember, keep saying 'no -ing, no to be'.

Homework: Student should either write more dialogues, or, if you think they have a good grasp on the material, they should play 'Grammar Tennis' in their notebooks (Have them write dialogues, but like 'Grammar Tennis'...for example: **Myrat:** Do you eat dograma?

Maksat: Yes, I eat dograma. **Myrat:** Do you drink green tea? **Maksat:** Yes, I drink green tea. **Myrat:** Do you eat Turkmen food? **Maksat:** Yes, I eat Turkmen food...etc.

Ninety-second Lesson: Vocabulary and the present tense

Motivation: Talking in the present tense

- Write up an example of the entire present tense on the chalkboard similar to last lesson.

The Present Tense

The Present Tense (answer)

I live
 You speak
 She sings
 He eats
 It works (*işleýär*)
 We watch
 You guys dance
 They have trouble

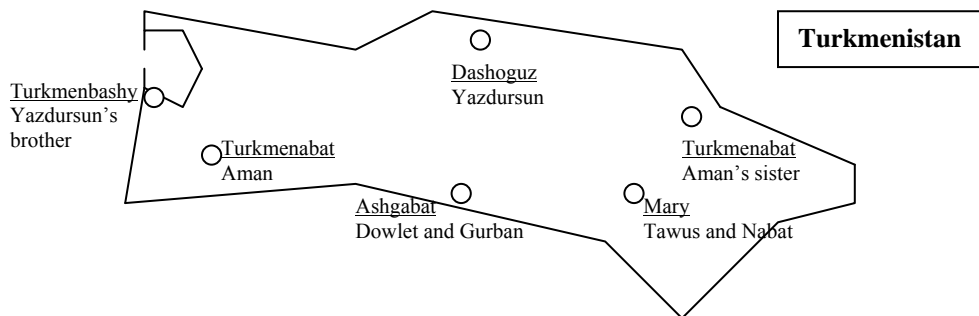
The Present Tense (questions)

Do I live?
 Do I Speak?
 Does she sing?
 Does he eat?
 Does it work?
 Do we watch?
 Do you guys dance?
 Do they have trouble?

- Have students provide you with most of the examples. Just give them a couple to get them started.
- Play 'Grammar Tennis'.
 - Encourage them to ask questions from different subjects and with different verbs.
 - Keep them answering in positive, full form. Remind them: 'no -ing, no to be'.

Presentation: Review of present tense and some new words.

- Draw a map of Turkmenistan on the board like so (or better if you can):



- Write the cities of Turkmenistan into map, and put different people at the different locations.
- Start writing different sentences about the people on the map:
 - Yazdursun's brother lives in Turkmenbashi; His name is Sapa. He works in a factory.
 - Ask students why there is an 's' on the end of the verbs of these sentences.
- Keep writing sentences similar to the ones above:
 - Aman lives in Turkmenabat. He plays the violin.
 - Dowlet and Gurban live in Ashgabat. They work at a market. They sell cars.
 - Ask students why there is no 's' on the verbs in plural form.
 - Teach some new words this lesson: factory = *zawot*; *fabrik*; violin = *skripka*; to work = *işlemek*; to sell = *satmak*; office = *edara*.
 - Include some more in your lesson, or review old words (Tawus and Nabat work in a bank, etc.)

Practice: Repeating

- After you've written all the sentences erase the chalkboard.
 - Write up questions about the different people from the map.

- Start in Turkmenbashi: What is Yazdursun's brother's name? Where does he live? What does he do? (to do (work) = *bolup işlemek*)
 - While you're writing the questions, ask students 'why did I write 'does' in the question'? 'Why is it 'does' and not 'do'?'
 - Have students answer these questions from the sentences you wrote in the previous section.
 - Make sure they say 's' when they should and that they don't say 's' where they shouldn't.
- Continue asking questions like these: Where does Aman live? What does he do? Where do Dowlet and Gurban live? What do they do? Etc.
 - Students should answer these questions. You can write their answers or just listen to them.
 - Be sure to correct their grammatical mistakes (no 's' – or – where is the 's'?)
 - Keep asking them grammatical questions as you're doing all this: 'Why did I write 'do' before the words Dowlet and Gurban?' 'Why is it not 'does'?'
- Write questions for all the people on the map.

Application: Dialogues

- Have students write dialogues about the people on the map. They should work with the student next to them.
 - Each student should ask questions about one person, with the other student answering.
 - After the student finishes asking his or her questions, the other student should then ask questions about another person on the map. The other person should answer.

Homework: Students should draw their own map (It doesn't have to be in Turkmenistan; they learned a lot of nationalities and country names...). They should ask questions about the people from their map, and answer, like in class.

Ninety-third Lesson: A text and some difficult Turkmen grammar

Motivation: Review homework

- Have a few students read their homework in front of the class.
 - Students should try and translate the questions and answers. Ask them 'why is it 'does' and not 'do'? Why is there an 's' at the end of the verb?' etc.
 - Give five's to students who translate and read.
- Or, play a game of 'Right Hand, Left Hand' to review nationalities and country names.

Presentation: A text

- Note:** This is a long text with some difficult grammar. It might need two lessons...
- Write this text on the board:

Mr. and Mrs. DiCarlo

Mr. and Mrs. DiCarlo live in an old Italian neighborhood in New York City. They speak a little English, but usually they speak Italian.

They read the Italian newspaper. They listen to Italian radio programs. They shop at the Italian store next to their apartment building. And every day they visit their friends and neighbors and talk about life in Italy.

Mr. and Mrs. DiCarlo are upset about their son, Joe. He lives in a small town outside the city. He speaks a little Italian, but usually he speaks English. He reads American newspapers. He listens to American radio programs. He shops at big American shopping malls. And, when he visits his friends and neighbors, he always speaks English.

In fact, Joe speaks Italian only when he calls his parents on the telephone, or when he visits them every weekend.

Mr. and Mrs. DiCarlo are sad because their son speaks so little Italian. They think he's forgetting his language, his culture, and his country.

- Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- If there is a new word in the sentence, first write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - New words: Italian = *Italiýan*; a little = *azyjyk*; usually = *köplenc*; *adatça*; radio program = *radiýo programma*; to visit = *myhmançylyga barmak*; life = *durmuş*; *ýaşayyş*; Italy = *Italiýe*; weekend = *hepdäň soňy*, *hepdäň ahry* (*Altynjy gün*, *we dynç gün*); sad = *gaýgyly*; because = *sebäbi*; to forget = *ýatdan çykmak*; culture = *medinýet*;
 - Remind students of some old, but difficult words: neighborhood = *ýaşayan ýer* (try to explain by naming neighborhoods in your town); to shop = *sowda etmek*; upset = *angry*; about = *barada*; in fact = *dogrydan*; to call = *jaň etmek*; because = *sebäbi*; so = *seýle*.
 - Be sure to remind them of grammar too: Why isn't there an 's' on the verbs about Mr. and Mrs. DiCarlo? Why is there an 's' on verbs about Joe?
- I underlined some difficult grammar in the text. In Turkmen, this form of relative clause is a separate grammar set. In English, the word 'when' is used (as a helper word) and then the present tense.
 - When you're explaining this to your students, give them a few examples so they can translate the text, and then review this later...tell them 'don't forget! This is important'.
 - Examples: When I go to Mary; When I speak English; When we study; When Gurbanguly eats; etc.
- *Türkmen dilinde* 'When I go to Mary' *we seýle sözlemler aýratyn aýdylýar. Inlis dilinde aňsatrak bolýar: ýöne* 'when' *sözi* (helper word (*Haçan-da*)) *diýip*, the present tense (*hâzirki zaman*) *áýtmany*.
 - *Haçan-da şuny okuwçylaryňa düşündirende, olara birnäçe meslem beriň, sapakiň teksti terjime eder ýaly. Şuny soňrak gaýtalaryň...Şol wagta çenli okuwçylara 'ýatdan çykmasyň, gerekdir' diýip aýt.*

- *Mysallar: Haçan-da Men Mara gidemde; Haçan-da Iňlis dilini geplämde; Haçan-da biz okamyzda; Haçan-da Gurbanguly iýende; ş.m.*

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, and the new grammar, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text.

Application: The new grammar.

- Ask the students some questions to cement the new grammar. (If you keep bringing it up over the next few weeks, and highlight it when you speak (we use this grammatical form a lot) you're students will master it.)
 - o What do you do when you go to Mary?
 - Translate this first sentence for your students. Break it into separate parts: 'when you go to Mary' → *Haçan-da sen Mara gideňde*; what do you do? → *Sen näme edýäň?*
 - Have them answer using the present tense and the relative clause: When I go to Mary (*Haçan-da Men Mara gidemde...*) I go to the market. I shop. I eat at restaurants, etc.
 - o Make sure to tell your students 'no -ing, no to be'.
 - o What do you do when you see your friends?
 - *Haçan-da öz dostlaryňy göreňde, sen näme edýäň?*
 - o Keep asking more sentences like this: What do you do when you go to Ashgabat? What do you eat when you eat breakfast? What do you eat when you go to a wedding? What do you do when you are happy? (*Haçan-da sen bagtly bolaňda, näme edýäň*).

Homework: Student should write the text with their own classmates'/family's names in it. They should also answer the questions from the Application section of this lesson.

Week 32: Present tense, short answer

Ninety-fourth Lesson: Review of present tense

Motivation: Review of grammar

- Write up the following examples on the chalkboard for students to translate:
 1. When I go to Mary (*Haçan-da men Mara gidemde*)
When do I go to Mary? (*Men haçan Mara gidýän?*)
 - Go over the difference between the two sentences. Then write two more:
 2. When she eats (*Haçan-da ol gyz iýende*)
When does she eat? (*Ol gyz haçan iýýär?*)
 3. When we study (*Haçan-da biz okamyzda*)
When do we study? (*Biz haçan okaýas?*)
- After you've reviewed the difference pretty well, tell students to open their text notebooks and answer this question: What do you do when you go to a birthday party?
 - o Help translate this question if your students need help. Like last lesson, break it into parts...(When you go to a birthday party → *Sen haçan-da yaş toýa gideňde; What do you do? sen näme edýäň?*).
 - Have a few students answer the question. Give them fives if they do.

- Then ask one more question: What do you do when you are happy (When you are happy → *Sen haçan-da bagtly bolañda*; What do you do?)
 - Give five's to those who answer.

Presentation: The present tense

- Write the following text on the board:

Stanley's International Restaurant

Stanley's international restaurant is a very special place. Every day Stanley cooks a different kind of food. On Monday he cooks Italian food. On Tuesday he cooks Spanish food. On Wednesday he cooks Chinese food. On Thursday he cooks Turkmen food. On Friday he cooks Japanese food. On Saturday he cooks French food. On Sunday he cooks American food.

- Write the text slowly. Read it in English to your students. If there are new words, translate them, then have students translate the sentence into Turkmen.
 - New words: international = *halkara*; different kind = *dürli, üýtgeşik görnüş*; a different kind of food = *naharyň üýtgeşik görnüşü (dürli nahar)*; Monday = *birinji gün*; Tuesday = *ikinji gün*; Wednesday = *üçünji gün*; Thursday = *dördünji gün*; Friday = *bäşinji gün*; Saturday = *altynjy gün*; Sunday = *dynç gün*
 - Remind your students of an old, but difficult word: special = *aýratyn*.
 - Also, while you're writing the text, ask students why there is an 's' at the end of every verb.
- After you review the new words, have students read the text (don't spend a lot of time reviewing the new words, you will repeat them a lot). Students should read a sentence of the text, first in English, then translate into Turkmen. Make sure students read only one sentence at a time.

Practice: Reviewing questions and answers

- Teach students a new question word: what kind of? (*nähili?*; *haýsy görnüş?*)
 - Tell them that this word, like all other question words (what, how, who, when, etc.) always comes at the beginning of a sentence (How are you? What are you doing? Where do you live? Etc.)
- Start asking questions about the text: What kind of food does Stanley cook on Monday?
 - Translate the question if your students have problems with it (*Birinji gün Stanley nähili nahar bişirýär?* Just let your students answer the questions (don't translate) if they understand easily.
 - Ask students why you wrote 'does' and not 'do'.
 - When they answer the question about Stanley make sure they add an 's' to the verb 'cooks'.
- Ask more questions about the kind of food Stanley cooks: What kind of food does Stanley cook on Tuesday? What kind of food does Stanley cook on Wednesday? Etc. Have students start asking the questions themselves if they can.
 - Keep correcting your students' answers: 'where is the 's'?' 'No -ing no to be'.
 - Ask questions all the way to 'Sunday'.

Application: Reviewing old grammar with the new text

- Ask students: When you eat at Stanley's international restaurant on Monday what kind of food do you eat?

- Hopefully they will understand this. If they don't, break it up so they can translate it themselves.
 - When you eat at Stanley's international restaurant on Monday (*Birinji gün haçan-da Stanleyñ halkara restoranynda iýeñde*)
 - What kind of food do you eat? (*Sen nähili nahar iýýäñ?*).
 - Ask them why is it 'do' and not 'does'?
- After they answer, change the question to Tuesday (When you eat at Stanley's international restaurant on Tuesday what do you eat?
 - Listen to their answers, then write up questions for Wednesday, Thursday, Friday, Saturday and Sunday.
 - Have students write down their answers.
 - Have them keep writing like this until the end of class.
 - If students finish have them read in front of the class. Give them five's if they do this.
 - This is the last time this grammar will be reviewed specifically. Point it out when you speak to your students (it's a useful tense) and they should catch on.
 - If there is extra time, play a game of 'Around the World' where you ask 'What kind of food does Stanley cook on Monday? Tuesday, etc.

Homework: Students should finish writing answers to the questions from the Application section of this lesson. If they finished in lesson, tell them to write it all again.

Ninety-fifth Lesson: Present tense short answer

Motivation: Stanley's international restaurant

- Review the food cooked at Stanley's international restaurant by playing a game of 'Around the World'.
 - Only ask questions to remind students of yesterday's new words and the kinds of food Stanley cooks (What kind of food does Stanley cook on Tuesday? Thursday? Friday? Etc.).
 - Remember to correct their answers if they have mistakes (Where is the 's'? No -ing. No to be).
 - Also, review short answer (Does Stanley cook Italian food on Monday? → yes, he does. Etc.)

Presentation: Short answer: positive and negative

- Write the following question on the board: Does Stanley cook Italian food on Monday?
 - Translate the question with your students if they need the help. If they don't, leave it in English.
- Answer the question with short answer:
 - Does Stanley cook Italian food on Monday? → Yes, he does.
 - Remind students that this is similar to short answer with 'to be' (Is he busy? → yes, he is).
 - Again, ask why you wrote 'does' and not 'do' (keep asking this until it's just a reflex for them to explain present tense grammar.)
- Keep asking questions that need short answer, positive form: Does Stanley cook American food on Sunday? → Yes, he does. Does Stanley cook Chinese food on Wednesday? → Yes, he does. Etc.
 - Have them answer in short answer. Write everything on the board so they can see.
 - After you finish writing every day of the week, repeat the questions with your students and have them answer on their own, without writing.

- Once students have a pretty good hand on things, start asking questions that need negative form:
 - o Does Stanley cook American food on Friday? → No, he does not (doesn't). He doesn't cook American food on Sunday.
 - Because you haven't covered negative form yet, write both the short answer variant, and the full answer.
 - Again, ask why it's 'does' and not 'do'.
 - Remind students that this is similar to short answer with 'to be' (Is he busy? → no, he isn't).
- Keep asking questions that need negative form, short answer, and have students answer in both short and full answer.
 - o Does Stanley cook Japanese food on Saturday? → No he doesn't. He doesn't cook Japanese food on Sunday. Does he cook Chinese food on Monday? No he doesn't. He doesn't cook...etc.

Practice: Repetition

- After you have covered both positive and negative short answers, ask the students questions that require them both. Don't have them write anything, just have them answer the questions.
 - o Does Stanley cook Italian food on Monday? Does Stanley cook American food on Wednesday? Does Stanley cook Japanese food on Tuesday? Etc.
 - You can always play 'Question Game' if you need some motivation for your students (divide the class into two teams. Ask one team a question. If they get it right, give them a point. If they're wrong, ask the other team).
 - o If your students are getting good, ask them more open-ended questions: What kind of food does Stanley cook on Tuesday? What kind of food does he cook on Saturday? When does he cook American food? Etc.

Application: Repetition on their own

- Keep playing 'Question Game' but have students ask the questions themselves (have one team ask the question, the other answer).
- Or, you can play 'Grammar Tennis' with one student asking questions, the other answering in short answer (or full answer if need be).

Homework: Students should play 'Grammar Tennis' in their notebooks with questions and answers like the ones from lesson today. (They should make dialogues with one person asking questions, the other answering in short answer (**Maksat:** Does Stanley cook American food on Sunday? **Myrat:** Yes, he does. **Maksat:** Does Stanley cook American food on Friday? **Myrat:** No, he doesn't. He doesn't cook American food on Friday. Etc.))

Ninety-sixth Lesson: More short answer

Motivation: Yesterday's short answer review

- Play 'Question Game' with your students. Have them practice both full answer and short answer (give them two points if they give both, only one if they only give one).
 - o Right some examples on the board if need be.
 - o Again, remind them 'no to be, no -ing' and correct their mistakes in the present tense (where is the 's'?; not 'do' but 'does').
- Or have students play 'Grammar Tennis'. Encourage them to use short answer and full answer.

Presentation: The rest of short answer

- Write some dialogues on the board like so:

Kerim: Do you go to Stanley's international restaurant on Wednesday?
Tawus: Yes, I do.
Kerim: Why?
Tawus: Because I like Chinese food.

- Translate the words because (*sebäbi*) and to like (*halamak*).
 - o Remind students of yesterday's short answer (Does Stanley cook Chinese food on Wednesday? → Yes, he does). Ask them why it's 'do' in this dialogue and not 'does'.
 - Remind them of 'to be' short answer too and how it changes (Is he busy? → Yes, he is. Are you busy? → Yes, I am.)
 - o Have a few students read the dialogue, then change it.

Kerim: Do you go to Stanley's international restaurant on Sunday?
Tawus: Yes, I do.
Kerim: Why?
Tawus: Because I like American food.

- Have more students read this dialogue. Hopefully by now they've understood the concept. If not, keep explaining it (only in English, but Turkmen if you have to).
 - o If your students have understood, erase certain words so they can make their own dialogues.

Kerim: Do you go to Stanley's international restaurant on _____?
Tawus: Yes, I do.
Kerim: Why?
Tawus: Because I like _____ food.

- o Have students read their dialogue when they're finished.
- After your students have read their dialogues, write the following dialogue on the board:

Kerim: Do you go to Stanley's international restaurant on Monday?
Tawus: No, I do not (don't)
Kerim: Why?
Tawus: Because I don't like Italian food.

- Explain to children that the answer 'No, I don't' is negative, short answer. Ask them why it's not 'does not'.
 - o Remind them that 'to be' short answer changes too: (Is she married? → No, she isn't. Are you single? → No I am not).
- Have them translate the last sentence of the dialogue. Help them if they need it (*Sebäbi Men Italiýan naharyny halamak*).
- Have a few students read the dialogue, then change the dialogue:

Kerim: Do you go to Stanley's international restaurant on Friday?
Tawus: No, I don't
Kerim: Why?
Tawus: Because I don't like Japanese food.

- Have a few students read this dialogue too. If your students understand, erase parts of the dialogue and have them make one on their own:

<p>Kerim: Do you go to Stanley's international restaurant on _____?</p> <p>Tawus: No, I don't.</p> <p>Kerim: Why?</p> <p>Tawus: Because I don't like _____ food.</p>
--

- Have students read their dialogues to the class.

Practice: Repetition

- Play 'Question Game' with your students. Divide the class into two teams and ask one team questions in the present tense like from the dialogue (Do you go to Stanley's International on Monday? Why? Tuesday? Why? Friday? Why? Etc.)
 - o The other team should answer in short answer, then in long answer (No, I don't. Because I don't like _____ food; Yes, I do. Because I like _____ food.)

Application: Repetition on their own

- Keep playing 'Question Game', but have students ask the questions themselves
- Or play 'Grammar Tennis'. Have two students come to the front of the class. One student should ask questions (Do you go to Stanley's international restaurant on Monday?) the other should answer (Yes, I do...no I don't). The student who asks questions should then follow up with 'Why?' and the answer student should respond accordingly.

Homework: Students should tell you what day they go to Stanley's restaurant, what day their family (mother, father, sister, brother, uncle, etc.) go, what day their classmates go, etc. and why.

Week 33: Present tense presentation and some new words

Ninety-seventh Lesson: Negative form and review of the present tense

Motivation: Negative commands

- Play 'Simon Says' with your students, but this time throw in negative commands. Translate some of them before you start playing so your students know what you're talking about (Don't listen = *diñleme* (they should cover their ears); Don't be noisy = *gaty sesli bolma* (they should cover their mouths (be quiet)).
 - o When you play, mix in the negative commands with the positive ones (for example: Simon says stand up. Simon says raise your hand. Simon say don't raise your hand. Simon says don't stand. Simon says don't sit, etc.)

Presentation: Review of the present tense

- Write the following dialogue on the board:

<p>Mergen: What kind of food do you like?</p> <p>Enesh: I like Russian food.</p> <p>Mergen: When do you do to Stanley's international restaurant?</p> <p>Enesh: I don't go there.</p> <p>Mergen: Why?</p> <p>Enesh: Because Stanley doesn't cook Russian food.</p>
--

- Translate the word 'there' (*ol ýerde*) and remind students of the word because (*sebäbi*).

- While you're writing each sentence of the dialogue, ask students why you're using particular words and how they relate to the grammar of the present tense (for the first sentence, for example, ask why you say the word 'do' in the question. For the second sentence, ask why there is no 's' on the verb. For the last sentence, ask why it is 'doesn't' and not 'don't', etc.)
- After you write and read a sentence, have your students translate. Make sure they get the subject/verb agreement right.
 - After you have written and read the entire dialogue, and your students have translated everything, have a couple of pairs of students read the dialogue fully.

Practice: Changing and repeating the dialogues

- After a while, change the dialogue:

Mergen: What kind of food do you like?
Enesh: I like German food.
Mergen: When do you go to Stanley's international restaurant?
Enesh: I don't go there.
Mergen: Why?
Enesh: Because Stanley doesn't cook German food.

- Have a few students read the dialogue, then erase the words, like so, so they can make their own:

Mergen: What kind of food do you like?
Enesh: I like _____ food.
Mergen: When do you go to Stanley's international restaurant?
Enesh: I don't go there.
Mergen: Why?
Enesh: Because Stanley doesn't cook _____ food.

- Remember to have students choose kinds of food that Stanley doesn't cook (Azeri, Uzbek, Kazak, English, etc.)

Application: Present tense practice

- Play 'Grammar Tennis' with your children.
 - Divide the class into two teams and have a student from each team come to the front of the room, one to ask questions, the other to answer.
 - Have them ask questions about Stanley's international restaurant at first if they're having trouble getting started. Provide them some examples too if they need it (What kind of food do you like? When do you go to Stanley's International Restaurant? Do you go on Tuesday? Why? Etc.)
 - Have them ask more difficult questions on their own if they can (Where do you live? What language do you speak? Etc.)
 - Have new players come up after four questions or so.
 - Remember to correct their mistakes (do vs. does; he, she, it → s at the end of the verb; no -ing, no 'to be' etc.)
- You can always play different games too if 'Grammar Tennis' is getting boring (play 'Horse Race' or 'Around the World' for straight up translations, play 'Question Game' for more interactive conversation.

Homework: Have students answer these questions: What kind of food do you like? When do you go to Stanley international restaurant? When do you not go to Stanley's international restaurant? When you go to restaurants in your neighborhood, what kind of

food do you eat? When your mother goes to restaurants in your neighborhood, what kind of food does she eat? Etc.

Ninety-eighth Lesson: Review of present tense short answer and a text

Motivation: Short answer he/she/it review

- Play one more game of 'Simon Says' with negative commands to review.
- Then tell student to open their text notebooks to the page about Stanley's international restaurant
 - o Start asking them questions about the kind of food Stanley cooks (Does Stanley cook Italian food on Monday? → yes, he does. Does Stanley cook Chinese food on Thursday? → No, he doesn't. Does Stanley cook...etc.)
 - o Once they have this down pretty well, start asking other questions (Does Gurbanguly live in Tejen? → no he doesn't. Does he live in Ashgabat? → yes, he does. Does our school director speak English? → No, he doesn't. etc.)
 - o If your students are doing pretty well, have them ask each other questions in a game of 'Question Game' or 'Grammar Tennis'.

Presentation: A text

- Write this text on the board:

Busy people

Jeff is a very athletic person. He does a different kind of exercise or sport every day. On Monday he runs. On Tuesday he plays tennis. On Wednesday he jogs. On Thursday he swims. On Friday he does yoga. On Saturday he plays basketball. And on Sunday he rides his bike.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, first write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - New words: athletic = *sportsmen*; to run = *ylgamak*; tennis = *tenis*; to jog = *ýuwaşrakdan daş ylgamak*; To do yoga = *iyoga etmek (kindiski çokunmak*; show them what it looks like).
 - Remind students of some difficult words: person = *adam* people = *adamlar*; exercise = *maşk*;
 - Be sure to remind them of grammar too: Why is there an 's' at the end of the verbs?

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text.
- Once they have finished reading and translating the text, ask them some questions about Jeff to review short answer (Does Jeff play tennis on Monday? → no he doesn't. Does Jeff ride his bike on Sunday? → Yes, he does. Etc.)

Application: Conversations

- Have students play 'Question Game' or 'Grammar Tennis' so they can practice the present tense and short answer.
 - o Have them ask each other questions about Jeff and Stanley. If they're getting really good, have them ask other questions too (Does Shohrat teacher teach Russian? Yes, he does. Does Gurbanguly live in Russia? No, he doesn't, etc.

- Be sure to correct their mistakes (no to be; no -ing; 'does' not 'do')

Homework: What kind of sports do you like? What kind of sport do you play every week? Students should answer this question truthfully if they're athletic...they should lie if they are not. Tell them to write a lot, like the text (I'm very athletic. I play a different kind of sport everyday. On Monday, I swim. On Tuesday I...etc.)

Ninety-ninth Lesson: Review of present tense short answer and two texts

Motivation: Short answers about the text

- Play 'Grammar Tennis' or 'Question Game' with the class, similar to last class.
 - o Focus on short answer (Does Stanley cook American food on Sunday? → yes, he does. Does Jeff run on Sunday? → no, he doesn't.
 - o Keep correcting their mistakes.

Presentation: two texts

- Write this text on the board:

Busy people

Julie is a very busy student. She does a different activity everyday. On Monday she sings in the choir. On Tuesday she plays in the orchestra. On Wednesday she writes for the school newspaper. On Thursday she plays volleyball. On Friday she baby-sits for her neighbors. On Saturday she works at the mall. And on Sunday she visits her grandparents.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, first write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - New words: activity = *çäre; iş*; choir = *áydym áýdýan grupba* (on Altyn Asyr, not a band (*saz topary*) they don't play instruments, they only sing); orchestra = *Orkestra*; To baby-sit = *başga adamyň çagasyna seretmek*.
 - Like last lesson, ask them why there is an 's' at the end of each verb.

Practice: Repeat the text

- Repeat the new words from the text with the students.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text.
- After you've read the text, write up this other one:

Busy people

Mr. and Mrs. Baker are very active people. They do something different every day of the week. On Monday they go to a museum. On Tuesday they see a play. On Wednesday they go to a concert. On Thursday they take a karate lesson. On Friday they go dancing. On Saturday they see a movie. On Sunday they play cards with their friends.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, first write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.

- New words: active = *isjeň*; a play = *teatrdaky oýun*; To take a lesson = *sapaga gatnamak*; karate = *karate (tae kwon do)*.
- Ask them why there isn't an 's' at the end of each verb.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Students should only read one sentence at a time, not the entire text.
 - o Again, ask them why there is no 's' at the end of every verb.

Application: Review of short answer, all subjects

- Ask students questions about the text that require short answer (Does Julie write for the school newspaper on Wednesday? → Yes, she does. Does she baby-sit for her neighbors on Monday? → No, she doesn't. Do Mr. and Mrs. Baker play cards with their friends on Sunday? → Yes, they do. Do they go to a museum on Wednesday? → No, they don't.
 - o Really stress the difference between 'does' and 'do' short answer. (Write the above examples on the board if you have to). After they start to get used to it, start asking them questions about themselves (Do you guys study English? → yes, we do. Do you guys study French? → No, we don't. etc. Does Myrat (a student in your class) live in Ashgabat? → No, he doesn't. Does he live in Bairamali? → Yes, he does.
- Have students play 'Grammar Tennis' or 'Question Game' with short answer. Have them make their questions from the texts at first. Once they start getting good, have them make their own questions.

Homework: Students should tell you about busy people they know. Have them tell you what they do...if they don't know busy people, tell them to lie.

Week 34: Review of present tense and dictation

One Hundredth Lesson: Review of the present tense

Motivation: Review short answer

- Ask students questions about the texts you've been reviewing for the past few weeks (Stanley, and busy people).
 - o Focus especially on the difference between questions about Stanley, Julie, and Jeff (third person singular: Does Julie play in the orchestra on Tuesday → Yes, she does; Does Stanley cook Chinese food on Monday? → No, he doesn't), and the questions about Mr. and Mrs. Baker (Do Mr. and Mrs. Baker go to a museum on Monday → Yes, they do. Do Mr. and Mrs. Baker play cards with their friends on Wednesday? → No, they don't).
 - Keep correcting their mistakes (do vs. does/don't vs. doesn't).
 - Start asking them questions about themselves and their classmates if they understand well (Does Myrat play soccer → Yes, he does/no he doesn't. Do you guys speak English? → Yes, we do, etc.
 - o Have students play a game of 'Grammar Tennis' for five minutes. Make them ask only questions that need short answer.

Presentation: Review of the present tense

- Write the present tense structure on the board with examples:

<u>Question</u>	<u>Answer</u>	<u>Negative (Ýokluk)</u>
Do I speak English?	I live in Turkmenistan.	I don't live in America.
Do you eat German food?	You listen to Italian music.	You don't listen to Italian music.
Does Stanley cook Russian food?	He rides his bicycle.	He doesn't eat English food.
Does your mother swim?	She swims.	She doesn't swim.
Does it work?	It works.	It doesn't work.
Do we study English?	We do our homework.	We don't do our homework.
Do you guys do your homework?	You guys listen to me.	You guys don't listen to me.
Do they listen to American music?	They work.	They don't work.

- You can use these sentences as your examples or, better yet, have your students come up with their own with you. If you write up the first couple of sentences (I, you, he), they should be able to finish with the rest of the sentences. Encourage them to come up with examples for you to write.
 - o As your writing up the examples, ask them questions about the grammar (why am I writing 'do'? Why am I writing 'does'? Why am I writing 'live' with no 's'? Why am I writing 'rides' with an 's'? etc.).
- After you and your students finish writing all the examples, erase the sentences and write in a generic template for the present tense:

<u>Question</u>	<u>Answer</u>	<u>Negative</u>
Do I verb?	I verb.	I don't verb.
Do you verb?	You verb.	You don't verb.
Does he verb?	He verb + s.	He doesn't verb.
Does she verb?	She verb + s.	She doesn't verb.
Does it verb?	It verb + s.	It doesn't verb.
Do we verb?	We verb.	We don't verb.
Do you guys verb?	You guys verb.	You guys don't verb.
Do they verb?	They verb.	They don't verb.

- Keep the present tense template on the board and play a game of 'Horse Race' or 'Around the World' to review.
 - o Ask your students questions so they have to focus on the peculiarities (do vs. does, etc.) of the present tense. For example, How do you say *Men Türkmenistanda ýasaýan?* How do you say *Ol gyz Amerikada ýaşaýar?*
 - Try to use the new words from this chapter's lessons. Some more examples for translation:

Questions

Sen welosiped sürýäňmi?
Ol gyz ýuwaşrakdan daş ylgaýarmy?
Siz ýoga edýäňizmi?
Ol oglan basketbol oýnaýarmy?
Olar (Başga adamyň) çagalara seretýärlermi?
Ol (jaňsyz zat) işleýärmí?
Men söwda merkezinde işleýänmi?
Biz öz dostlarymyza myhmançylyga barýasmy?

Positive answers

Sen teartrda oýuny görýäň.
Ol gyz welosiped sürýär.
Siz kart oýnaýaňyz
Ol oglan müzeýe gidýär.
Olar Ýapon aýdym diňleýär.
Ol (jaňsyz zat) ýatýar.
Men aňsamlyk naharyny bişirýän.
Biz aýdym aýdýas.

Negative answers

Sen öz maşynyňy bejerenok.
Ol gyz ertirlik naharyny iýenok.
Siz dutary çalaňyzok.
Ol oglan iňlisçe okanok.
Olar Hitay nahar iýenoklar.
Ol (jaňsyz zat) işlänok.
Men suraty düşüremok.
Biz oýnamzok.

- Of course, come up with your own examples if you want. Also, try to throw some short answers into the mix... Does Stanley cook American food on Sunday? → Yes, he does. Does he cook American food on Tuesday? → No, he doesn't. Do you guys do your homework? → Yes, we do. Do you guys speak Spanish? → No, we don't.
 - o Remember to correct their grammar errors: no 'to be', no 'ing', he/she/it → 's', etc.

Application: More games

- Keep playing 'Horse Race', 'Around the World'.
 - o If you have time, play 'Grammar Tennis', 'Tic-Tac-Toe' or any other game to review the present tense grammar.

Homework: Tell students there is a test tomorrow. They should study... If you want to give them homework, tell them to play 'Grammar Tennis' in their notebooks, or write texts about busy people they know.

Lesson 101: Dictation on the present tense

Motivation: One last review

- Today you'll give your students a dictation. Play 'Chalkboard Races' to review the spelling of new words and grammar:
 - o Divide the class into two teams and have one student from each of the teams come to the chalkboard. Ask them 'how do you spell _____' something relating to the present tense grammar and the new words of this chapter.
 - Present tense grammar vocabulary: Do, Does, Don't, Doesn't, he/she/it verbs (verbs that end in 's' when conjugated).
 - New words: country; nationality; language; Russia; Russian; Germany; German; England; English; American; America; Turkmenistan; Turkmen; the present tense; everyday; food; song; T.V. show; China; Chinese; Japan; Japanese; Spain; Spanish; France; French; Arabic; Azerbaijan; Azeri; factory; violin; to work; to sell; office; Italian; a little; usually; radio program; to visit; life; Italy; weekend; sad; because; to forget; culture; neighborhood; to shop; upset; angry; about; in fact; to call; because; so; international; different kind of: Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday; athletic; to run; tennis; to jog; To do yoga; activity; choir; orchestra; To baby-sit; active; a play; To take a lesson; karate.
 - o The student to write the word fastest – and correctly – wins.
 - o Try to focus on words that will be on the dictation (below).

Presentation: Dictation and test (maybe)

- Have children open their notebooks. They should copy the following text as you read it. Read slowly and carefully, and repeat often until students say they are ready to move on.
 - o Remind students of the words 'period' (*nokat*), 'new paragraph' (*ak setirden*), and 'Are you guys ready?' (*Siz taýynmy?*). Use these words to guide the dictation.
 - o They should know how to spell every word so don't help them too much. Tell them they should have studied (*Please, you are studying at home*) if they complain.

(Explain and translate this if your students don't know what it is).

Active people

My friends are very busy people. My friend Boris is Russian. He lives in Turkmenabat, and works in an office. He cooks a different kind of dinner every day. For example, on Sunday he cooks Spanish food, but on Monday he cooks Italian food.

My friend Jenny is American. She lives in Balkanabat and she is a Peace Corps volunteer. She works with students every day. She and her students do a different kind of activity everyday. For example, on Sunday they play Tic-Tac-Toe. On Monday they play Around the World.

My friends Shemshat and Chary live in Ashgabat. They sing in a choir and play the violin on Altyn Asyr. They also sell Turkmen carpets.

Yes, my friends are very busy. But when I visit my friends, we talk, dance, laugh, and have a good time. They are my favorite friends.

- Teach the words 'for example' (*mysal için*).
- This dialogue is pretty big, so if you want, end everything there. If you have some time and your students are doing pretty well, have them answer these questions:
 1. What kind of food do you eat at home?
 2. What kind of music do you listen to?
 3. What kind of food does your mother like?
 4. What kind of music does your brother listen to?
 5. What do you do when you visit your relatives (*garyndaşlar*)?

Practice: Have fun

- Congratulate students on finishing.
- Play games: 'Hangman', 'Don't be Slow', 'Horse Race', it doesn't matter.

Application: More games.

- Keep playing.

Homework: None. Rest.

Chapter 11: Cementing the present tense

Week 35: More present tense

Lesson 103: Present tense repetition with texts

Motivation: Review of tests

- Give students back their tests. Congratulate them if they did well.
 - o Play a game or do an activity to review mistakes that they may have made on the tests
 - For example, if they made mistakes on the words 'a different kind of' then have them make a lists of different kinds of things. Break the class into groups and have one present on different kinds of meals; the next could present on different kinds of drinks (*içgi*); the next could present on different kinds of clothes, etc.
 - If they had problems with spelling, you can always play a game of 'Chalkboard Races'.
 - If they had problems with the grammar of the present tense (they kept forgetting the 's' for the subjects 'he, she, and it') then play a game of 'Around the World' emphasizing that.

Presentation: Text

- Write this text on the board:

A very outgoing person

Alice is a very outgoing person. She spends a lot of time with her friends. She goes to parties, she goes to movies, and she goes to concerts. She's very popular.

She also likes sports very much. She plays basketball, she plays baseball, and she plays volleyball. She's very athletic.

Alice doesn't stay home alone very often. She doesn't read many books, she doesn't watch T.V., and she doesn't listen to music. She's very active.

As you can see, Alice is a very outgoing person.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.

- Remind students of important words you've gone over once or twice before as you're reading the text (popular, athletic, active, person (vs. people), etc.).
- Also, don't forget to stress the present tense when you're reading (ask them why they say 's' at the end of verbs). Have them explain the answer in English (we say 's' because it is 'he, she, it').
- New words: outgoing = *alçak*; to spend = *sowmak*; to spend time = *wagt geçirmek*; alone = *ýeke (özi)*; often = *ýygy-ýygydan*; as you can see = *görüşň ýaly*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - Have students use the new words in different situations so they remember them better ('how do you say *Men ýeke (özüm)*? How do you say *Ol oglan alçak*? How do you say *ol oglan öz dostlary bilen köp wagt geçiryär*, etc.).
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.
 - Make sure to drill in the principles of the present tense in the text (ask, why is there an 's' at the end of the verb?)

Application: Writing the opposite/homework

- After you've finished repeating the text, erase it and start writing a new text on the board.

A very shy person

Sheldon is a very shy person. He doesn't spend a lot of time with his friends. He doesn't go to parties, he doesn't...

- Translate the word shy (*utanjaň*), and have students read and translate the sentences. Then have them continue the text. Tell them they can base it off of the "Alice is an outgoing person" text (negating it), or they can write their own sentences about Sheldon.
 - Ask them why the word 'doesn't' and not 'don't' is used (always drill them on the present tense and have them explain, in English)
 - Have them write a few sentences on the chalkboard with you about Sheldon. Then tell them to do the rest as their homework.

Homework: Finish the text about Sheldon. Does he go to movies and concerts? Does he watch T.V.?

Lesson 104: Vocabulary, the present tense and the verb 'to like'.

Motivation: Homework review

- Have a few students read their homework about Sheldon.
 - Have students translate what the student wrote.
 - Give the people who participate fives.
- Play a game to motivate your students if they aren't too energized. Maybe play 'Don't Be Slow' or 'Around the World' with new words from yesterday's texts and the words from previous weeks. Or play 'Simon Says' quickly with the new sports and negative commands (Simon says play baseball; Simon say don't play baseball, etc.).

Presentation: Vocabulary

- Ask children "what kind of movies do you like?"
 - They should be able to translate this sentence but help them out if they need it.
 - See if they can answer (they might give some answers on their own like: "I like the 'Kevin' movie").

- After a while, give them some vocabulary to work with. Ask them if they like comedies (*Komediýa*), cartoons (*karikatura, mültik*), scary movies (*gorkunç kinolar*), or sad movies (*gaýgyly kinolar*).
 - Also, ask them if they like Indian movies (*Hindi kinolar*), American movies, Russian movies, Turkish movies, etc.
 - Tell them that if you like something generally, it should be plural (I like cartoons).
 - Then ask them “Who’s your favorite movie star (*kino ýyldyz*)?”
 - They should be able to name some people (they should know many Indian movie stars) but if they need some help Turkmen generally know famous actors like Bruce Lee, Jackie Chan, etc.
- Then ask them “What kind of books do you like?”
 - Again, they should be able to translate this question too.
 - They also should be able to answer...I like the Ruhnama; I like Gurbanpesow’s books, etc.
 - Give them some vocabulary to work with: novels (*Roman*), poetry (*şahyryk*), short stories (*gysga wakalar*), fiction (*çeper eser*), non-fiction (*ylmy edebiýat*), biographies (*terjimehal, biografia*).
 - Then ask them “Who is your favorite author?” (*awtor, ýazyjy*).
 - There are many Turkmen authors (Magtymguly, Gurbanpesow, Turkmenbashy). Try to get them to tell you who their favorite author and book is.
- Finally ask them “What kind of sports do you like?”
 - Tell them about American football, soccer, baseball, golf, hockey, tennis, and whatever else you want to.
 - Then ask them “Who’s your favorite athlete?” (*sportsman*). They should know some European soccer athletes.

Practice: Conversations

- After you’ve asked students these questions and gone over the new words, have them group into pairs. They should ask each other the six questions (movies? Favorite movie star? Books? Favorite author? Sports? Favorite athlete?) from above.
 - You can write the questions on the board so students know what to ask.
- They should speak in English and write down the answers of the person they’re talking to.
 - As they’re speaking, listen to make sure they’re speaking correctly (I like, **not** I likes; What kind of movies do you like? **Not** What kind of movies does you like?). Correct their mistakes.
- After they’ve asked all the questions they should tell their partner’s answers to the class.

Application: Conversations

- Have everyone speak about what their partners like.

Homework: Tell students to answer the questions from class, only this time about themselves. If they’re really doing well, tell them to also answer all these questions: What kind of movies do you hate? (*ýigrenmek*). What kind of books do you hate? What kind of sports do you hate?

Lesson 105: The present tense, text

Motivation: New vocabulary review

- Play “Don’t Be Slow” with the new words from yesterday.

Comedies (*Komediýa*); cartoons (*karikatura, mültik*); Indian movies (*Hindi kino*); movie star (*kino ýyldyz*); novels (*Roman*); poetry (*şahyrlyk*); short stories (*gysga wakalar*); fiction (*çeper eser*); non-fiction (*ylmy edebiyat*); biographies (*terjimehal, biografia*); author (*awtor, ýazyjy*); athlete (*sportsman*).

Presentation: Text

- Tell your students that you are going to write a very big text and that it is going to take two lessons.
- Write this text on the board:

Every weekend is important to the Garcia family

Every weekend is important to the Garcia family. During the week they don't spend very much time together, but they spend a lot of time together on the weekend.

Mr. Garcia works at the post office during the week, but he doesn't work there on the weekend. Mrs. Garcia works at the bank during the week, but she doesn't work there on the weekend. Jennifer and Jonathan Garcia go to school during the week, but they don't go to school on the weekend. And the Garcia's dog, Max, stays home alone during the week, but he doesn't stay home alone on the weekend.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - Remind students of important words you've gone over once or twice before as you're reading the text (important (*möhüm, zerur*), to spend time, alone, every, there, etc.).
 - Make sure to stress the differences of the present tense when you're reading this text (ask them why they say 's' at the end of verbs with Mr. and Mrs. Garcia, but why they don't say 's' at the end of verb with Jonathan and Jennifer Garcia.)
 - Have them explain the answer in English (we say 's' because it is 'he, she, it'. We don't say 's' because there are two people (Jonathan **and** Jennifer).
- o New words: weekend = *hepdäň soňy, hepdäň ahry*; during = *dowamynda*; during the week = *hepdäň dowamynda*; together = *bile*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - o Have students use the new words in different situations so they remember them better ('how do you say *sapagyň dowamynda*? How do you say *Biz bile wagt geçirýäs?*)
 - Also, explain to Turkmen why the word 'weekend' is so important for Americans (we have two days off, it's a beautiful thing).
 - o After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.
 - o Make sure to drill in the principles of the present tense in the text (ask, why is there an 's' at the end of the verb? Or why isn't there an 's' at the end of the verb?)

Application: Negating the text

- Go through the text and change all the sentences to negative form.

- Every weekend **isn't** important to the Garcia family. During the week they spend very much time together, but they **don't** spend a lot of time together on the weekend. Mr. Garcia **doesn't** work...etc.
 - Drill them on the present tense...why is it 'don't' and not 'doesn't'? Why is it 'doesn't' and not 'don't'? Why is it 'doesn't work' and not 'doesn't works'?'
 - Have them answer in English. Make sure they understand this well.
- If you still have time, have them start their homework.

Homework: Students should answer these questions. What does your family do during the week? What don't they do? What kind of a person are you? Are you shy or outgoing? What about your parents? Your brothers and sisters? What do they do?

Week 36: Finishing the present tense

Lesson 106: The present tense, text

Motivation: Conversation practice

- Play "Grammar Tennis" with students.
 - If they're having trouble thinking of questions to ask, tell them to ask questions from the text and new vocabulary (what kind of person are you? What do you do during the week? Who is your favorite author? What does your mother do during the week?)
 - Make sure to check their conversations for mistakes (do they need an 's'? "My favorite author is" **not** my favorite author does...etc.)
 - Have them play a lot because you're going to write another text today and they need to keep practicing speaking.

Presentation: Text

- Finish the Garcia family text.
 - Have your students read you the text from yesterday and translate it.
- When they reach the end of yesterday's text, write this text on the board:

Every weekend is important to the Garcia family

On Saturday and Sunday the Garcias spend time together. On Saturday morning they clean the house together. On Saturday afternoon they work in the garden together. And on Sunday evening they watch videos together. On Sunday morning they go to church together. On Sunday afternoon they have a big dinner together. And on Sunday evening they play their musical instruments together.

As you can see, every week is special to the Garcias. It's their only time together as a family.

- Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - Remind students of important words you've gone over once or twice before as you're reading the text (Saturday, Sunday, morning, afternoon, evening, church, to have dinner, etc.).
 - Make sure to review the present tense when you're reading this text (ask them why they don't say 's' at the end of the verbs).
 - Have them explain the answer in English (we don't say 's' because it is 'they').

- New words: garden = *mellek*; musical instruments = *saz gurallary*; only = *ýekeje*, (*diňe*); as = *ýaly*, *hökmünde*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - Have students use the new words in different situations so they remember them better ('how do you say *Men öz mellegime barýan?* How do you say *Ol oglan köp saz gurallary çalyar?* How do you say *Men mugallym hökmünde işleýän* (I work as a teacher)).
 - After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.
 - Make sure to keep drilling the principles of the present tense (why isn't there an 's' at the end of the verbs?)

Application: Answering questions

- Ask your students these questions and have them answer you in short answer.
 1. Does Mr. Garcia work at the post office?
 2. Do Jennifer and Jonathan go to school during the week?
 3. Does Mrs. Garcia work at the post office?
 4. Do Mr. and Mrs. Garcia spend much time together during the week?
 5. Does Jennifer watch videos on Saturday evening?
 6. Do Jennifer and her brother clean the house on Saturday morning?
 7. Does Mr. Garcia work in the garden on Saturday evening?
 - As they're answering the questions review the present tense. Ask them why they're using certain words (why is it yes, he **does**, and not yes, he **do**? Why is it no, they **don't** and no, they **doesn't**?)

Homework: Have students answer some questions from the text: What does Mr. Garcia do during the week? What do the Garcias do on Saturday morning? Etc. Also, have them answer questions about themselves: What do you do during the week? What do you do on the weekend? What does your family do during the week? What do they do during the weekend?

Lesson 107: Vocabulary and review

Motivation: Homework review

- Have one or two students read their homework about the Garcia text.
 - Have students translate what the students wrote.
 - Give those who participate fives.
- Play a quick game of "Around the World" or "Grammar Tennis" if your students aren't terribly interested in the homework activity.

Presentation: Vocabulary

- Continue teaching the verb "to like" with new vocabulary words.
 - Ask students "what kind of TV shows do you like?"
 - They should be able to answer somewhat from last week's lesson (I like Russian TV shows)
 - Remind them of these words (cartoons, comedies, etc.)
 - Remind them too, that if you like something generally, it's usually plural (I like Americans).
 - Teach them some new words to work with: news programs (*täzelikler*, *Watan*); dramas (*Durmuş baradaky*, not comedies), game shows (*polchudes*).
 - Ask them what's their favorite T.V. show.
 - Finally, ask students what kind of music they like.
 - Again, they should be able to answer to some extent (I like American music. I like Turkmen music, etc.).

- Teach them some new words too: popular music (*tāze* (*meşhur*) *aydym* (50 cent, *Shakira*); folk music (*halk aydym*); classical music (*ýakymly aydym*, music with violins), rock music (*rok aydym*), jazz (*jaz*).
 - If you have a computer or disc of these genres, play them so students can understand the differences. This is the easiest way to translate this vocabulary.
- Ask them what kind of music is their favorite.

Practice: Conversations

- Like lesson 104, make students have conversations together.
 - This time, tell them to make dialogues together that they will read in front of the class.
For example:

Dowlet: Hello, how are you? Are you an American?
Aman: Yes, I am. Do you speak English?
Dowlet: Yes, I do. Please, tell me, what kind of movies do you like?
Aman: I like comedies and cartoons. What kind of movies do you like?
Dowlet: I like...etc.

- Write this on the board if your students are having trouble starting or need an example to go off of.
- Have them read their dialogues after they finish writing them.

Application: Review

- Tell your students that there will be a test next lesson about the present tense.
 - Have them play a game to review.
 - They could play “Grammar Tennis” to review questions form and short answer (Do you like American food? → Yes, I do. No, I don’t. Does you grandmother watch Russian TV shows? → Yes, she does. No, she doesn’t.
 - Or you could play “Horse Race” with them to review the present tense.

Homework: They should review for tomorrow’s test. Tell them to play “Grammar Tennis” in their notebooks, like in lesson today. For example: **Aman:** Do you go to Stanley’s international restaurant? **Dowlet:** Yes, I do. **Aman:** Does your mother go to Stanley’s international restaurant? **Dowlet:** No, she doesn’t. Etc.

Lesson 108: Review and test

Motivation: Review

- Play a game of “Grammar Tennis” to review questions and answers with students.
 - Really focus on students’ use of the verb “do” for questions and how they answer as this will be the main part of the test
 - Make sure they use the right form of “do” or “does” for their questions
 - And make sure they speak appropriately in their answers too (I does my homework, for example, is no good).

Presentation: Test

- Write the following questions on the board, like so:

Write the right form of the verb “to do”. Then answer the questions.

1. _____ Mr. Garcia work on the weekend?
2. _____ Jennifer and Jonathan go to school during the week?
3. When _____ they watch videos?
4. Where _____ Mrs. Garcia work?
5. _____ you speak Spanish?
6. What _____ Mr. Garcia do during the week?

- Have your students fill in the blanks, then answer the questions.
 - o They should be able to answer the questions as you just wrote the text yesterday. Give them hints though if they're having trouble remembering.
 - Remember, the important thing is that they know the grammar, not the details about the Garcia family.
- After they've done that, erase the board and have them fill in the blanks for the negative form of these sentences below:

Write the right word: "don't" or "doesn't"

1. Mr. and Mrs. Garcia _____ work on the weekend.
2. Jennifer _____ work at the bank.
3. We _____ watch videos during the week.
4. My son _____ play a musical instrument.
5. My sister and I _____ eat at Stanley's Restaurant.
6. Our dog _____ like out neighbor's dog.

- Remind them that all these sentences are negative, so all they have to do is write in "don't" or "doesn't".

Practice: Fun!!

- Play any game you want. "Around the World", "Horse Race", "Grammar Tennis", "Don't be Slow", it doesn't matter.

Application: More fun!!

- Keep playing.

Homework: none.

Chapter 12: Expanding the present tense

Week 37: Conditionals and a 'Gazette' text

Lesson 109: Conditionals

Motivation: Reviewing tests

- Give students back their tests.
 - o Play a game or do an activity that focuses on mistakes they may have made:
 - If they couldn't figure out the difference between 'do' and 'does' or 'don't' and 'doesn't', play a game of 'Around the World' where you stress the difference between the two (How do you say *Sen nāme edýāñ?* How do you say *O! oglan nāme edýār?* Etc.)
 - Or, if your students did pretty well, just play a game of 'Grammar Tennis' to improve their conversation.
 - o You can also play a new game with your students called 'Pass the Paper'.
 - Have students rip out a piece of notebook paper and write their names on the top of the paper. Everyone should then pass the paper to the student sitting to their left.
 - Students should then write a question on the paper they received. After they finish writing their questions, they should again pass the paper to the left.
 - Keep having students pass and write questions until the papers make it all the way back to their original starting point.
 - Students should then have ten or twelve questions to answer (depending on how many students there are in your class).

- Include yourself in the paper passing process so you can see how your students are writing, correct mistakes, and so students can ask you questions.
- Students can read and answer the questions during class, or they can answer them for homework.

Presentation: Conditionals

- Tell your students that this week you're going to study conditional form (*Şert formasy*). Tell them conditional form in English is very easy. All you need is the present tense and the word if (*eger-de*).
 - Write some examples on the board that demonstrate the conditional form well.
 - If I see my teacher, I say 'hello'. (*Eger-de men öz mugallymymy görsem, (onda) men 'salam' adýan.*)
 - If we go to Mary, we go to the market because everything is cheap there. (*Eger-de biz Mara gitsek, (onda) biz bazara gidýas sebäbi aňyrda hemme zat arzan.*)
 - Remind students that the rules of the present tense apply (if the subject is 'he', 'she', or 'it', then you write an 's' with the verb (*Eger-de eýesi 'ol gyz', 'ol oglan', ýa-da 'ol jansyz zat' bolsa, onda işlik bilen 's' ýazýar.*)).
 - If he comes to course, everyone talks and makes a lot of noise. (*Eger-de ol oglan kursa gelse, (onda) her kim köp gürleýär we köp goh edýär.*)
 - If a computer is new, it works well. (*Komputer täze bolsa, (onda) ol oňat işleýär.*)
 - Have students try to come up with one example on their own. Tell them to write the example in their notebook, and then have some students read their sentences as examples to the class. Have the other students translate or just listen.
 - Help them if they're having trouble. Don't worry if they don't get this right away. You'll repeat it a lot, so they'll understand eventually.

Practice: Using conditionals.

- Ask students how do you say *Maňa girmek mümkinmi?* They should know this sentence from their English classes: May I come in?
 - Have them translate the sentence then ask them "How do you say *Eger-de men girsem bolýarmy?*"
 - This may be difficult for them at first, but help them. Start off by writing 'Is it okay' (*bolýarmy*) on the chalkboard.
 - Then translate *Eger-de men girsem* (If I come in) with them.
 - Then put the sentences together: Is it okay if I come in?
 - Keep translating other examples. Start with *Mümkinmi*, then change it to *Bolýarmy?*
 - May I go? (*Maňa gitmek mümkinmi?*) → Is it okay if I go? (*Eger-de men gitsem bolýarmy?*)
 - May I answer? (*Maňa jogap bermek mümkinmi?*) → Is it okay if I answer? (*Eger-de men jogap bersem bolýarmy?*)
 - May we see? (*Bize görmek mümkinmi?*). → Is it okay if we see? (*Eger-de biz görsek bolýarmy?*)
 - If there's still time, start on 'he', 'she', 'it', and negatives.
 - May she talk with you? (*Ol gyza seň bilen gürlemek mümkinmi?*) → Is it okay if she speaks with you? (*Eger-de ol gyz seň bilen gürlese bolýarmy?*)

- May he come? (*Ol oglana gelmek mümkinmi?* → Is it okay if he comes? (*Ol oglan gelse bolýarmy?*)
- Is it okay if he doesn't come? (*Eger-de ol oglan gelmese bolýarmy?*)
- Is it okay if we don't write? (*Biz ýazmasak bolýarmy?*)

Application: Their own examples/homework

- Have students make their own examples with the forms “May I (you, he, she, etc.)” and “Is it okay if I (you, he, she, etc.)”.
 - o Point to the chalkboard and the examples that you wrote if they need help.
 - o Remind them: if the subject is ‘he’, ‘she’, or ‘it’, then you write an ‘s’ with the verb.

Homework: If you played ‘Pass the Paper’ at the beginning of this lesson, have students answer questions from their paper. Also, have students ask you questions with the forms “May I (you, he, she, etc.)” and “Is it okay if I (you, he, she, etc.)”.

Lesson 110: More conditionals

Motivation: Review of conditionals

- Play a game of ‘Around the World’ with conditional and requesting permission questions.
 - o Use examples from yesterday’s lesson, and make up some new ones (How do you say *Maňa içmek mümkinmi?* How do you say *Eger-de men içsem bolýarmy?* How do you say *Bize ýatmak mümkinmi?* How do you say *Eger-de biz ýatsak bolýarmy?*).
 - Try to use easy verbs and sentences at first.
 - o Throw in some negatives, ‘he’, ‘she’, and ‘it’, and complicated sentences if your students are doing well
 - How do you say *Eger-de men aýdym aýtmasam bolýarmy?*
How do you say *Ol gyza telewizor seretmek mümkinmi?*
How do you say *Eger-de ol gyz telewizora seretse bolýarmy?* How do you say *Eger-de biz bärde seň bilen otursak bolýarmy?* Etc.

Presentation: Cementing conditionals.

- Play a game of ‘Pass the Paper’ (look at last lesson (lesson 109, motivation) for the explanation).
 - o This time, after they have ripped out their piece of paper and passed it, tell them they can only ask questions of the ‘Is it okay if I (you, he, she, etc.)’ format.
 - Give them some examples to go on if they can’t think of anything (Is it okay if I come to your house? Is it okay if Gurbanguly comes to our house? Is it okay if we listen to DJ Begga? Is it okay if our teacher sleeps? Etc.).
 - Give them time to think of questions to ask. Make sure to help them too if they need help as the new game and grammar can be difficult.
 - Tell students to write simple questions; don’t translate difficult questions or verbs that they don’t know...make sure they use English that they know.
 - The teacher should play too so he or she can check how students are writing and correct any mistakes.
 - o After your students have finished and the papers have made it all the way around the classroom, have students read their questions and answer the questions.
 - It might be difficult for them to answer as the short answer uses the verb ‘to be’. Give them a couple of examples and

they should understand (Is it okay if our teacher sleeps? → Yes, it is. Is it okay if I come to your house? → No, it isn't.)

- Have many students read and answer.

Practice: More games to work on conditionals

- Play a game of 'Don't be Slow'. This time, instead of having students choose any vocabulary word they want, have them choose a verb (to drink, to eat, to laugh, etc.)
 - o After every student has chosen a verb explain to them that for this game of 'Don't be Slow' they have to do more than just say someone else's word. If their word is said, they must choose someone else word and make a questions out of it.
 - For example, if their word is drink and it is said, they must find someone else's word (eat, for example) and say "May I (you, he, she, etc) eat?" Or "Is it okay if I (you, he, she, etc.) eat(s)?"
 - The students with the word 'eat' must then find another word (sleep, for example) and do the same (May we (you guys, they, etc) sleep? Or "Is it okay if we (you guys, they, etc.) sleep?)
 - Keep playing this game until the question form is burned into your students' brains. Repeat it if you have to.
 - Encourage them to use other subjects besides 'I'.

Application: More games to work on conditionals

- Play 'Grammar Tennis'. This time too focus on the questions that you've been reviewing the last two lessons.
 - o Remind students how to give short answer to the questions (Is it okay if I sleep? → yes, it is. Is it okay if she sleeps? → No, it isn't. Or May I sleep? → Yes, you may. May she sleep? → No, she may not.)
 - o Have students ask questions like these for four questions, then they can ask whatever they want.
 - Play this game until the end of class.
 - Have a lot of students participate

Homework: Students should answer questions from the game of 'Pass the Paper' that you played in class. Also, have students play 'Grammar Tennis' in their notebooks. They should ask questions with the grammar structures you've been working on for the last two lessons, then answer them with short answer.

Lesson 111: Finishing conditionals and a 'Gazette' text

Motivation: Review of conditionals

- Play a game of 'Grammar Tennis' like at the end of last lesson. Stress the grammar forms that you have been working on the last two lessons.
 - o If you're getting bored with 'Grammar Tennis', you can always play any of the other games to review ('Around the World', 'Don't be Slow', 'Pass the Paper', 'Tic-Tac-Toe', etc.).

Presentation: 'Gazette' text

- Write this text on the board:
Note: This text is part of a larger 'Gazette' series from Side by Side that are just for fun, but also relate somewhat to the grammar you cover. See Appendix C for the 'Gazettes'...these are activities that you can incorporate into your lessons very easily.

Languages: Millions speak Chinese. Only hundreds speak Bahinemo

There are more than 20,000 languages in the world. Some of these languages are very common. For example, millions of people speak Chinese, Spanish, English, Arabic, Portuguese, and Japanese. On the other hand, some languages are very rare. For example, only 500 people in Papua, New Guinea speak the language Bahinemo.

Languages grow and change. They borrow words from other languages. For example, in the English language, the word *café* comes from French, *ketchup* is from Chinese, and *sofa* is from Arabic.

- Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - Remind students of important words you've gone over once or twice before as you're reading the text (Chinese, Spanish, language, for example, etc.).
 - Make sure to review the present tense when you're reading this text (ask them why they don't say 's' at the end of the verbs or why they do say 's' at the end of the verbs).
 - Have them explain the answer in English (we don't say 's' because it is 'they'. If it is 'they', then we don't say 's').
- New words: more than = *köpräk*; twenty thousand = *yigrimi müň*; world = *dünýä*; some = *kä*; some of these = *bulardan käbir*; common = *umumy*; millions = *millionlar*; Portuguese = *Portugese*; on the other hand = *tersine*; rare = *del, az peýdalanýan*; grow = *ösmek*; to borrow = *wagtlaýyn ulanmak (almak)*.

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - Have students use the new words in different situations so they remember them better ('how do you say *bäşden köpräk*? How do you say *altydan köpräk*? How do you say *Türkmenistanda dograma umumy*? How do you say *Türkmenistanda pizza del (az peýdalanýan)*? How do you say *meň gyz doganym ösýär*?)
 - Make a special point about the word 'borrow', as we use it a lot for borrowing library books and other things:
 - How do you say *men şu kitap wagtlaýyn alsam bolýarmy?*
 - After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.
 - Make sure to keep drilling the principles of the present tense (why isn't there an 's' at the end of the verbs? Or, why is there an 's'? Make them answer in English.)

Application: Talking about Turkmen/conditionals

- Ask your students if Turkmen borrow words from other languages.
 - They should be able to come up with some borrowed words from Russian (*kartoşka, wilka, galstuk*)
- After you've done this, write a conditional sentence on the board: If you live in Turkmenistan, then you speak a little Russian because Turkmen borrows from Russian a lot.

- Tell your students about how English borrows from other languages too: (French) *Bon appetit* (enjoy your meal; *ıçdãñiz açyk bolsun*); sofa, bazaar, caravan (Arabic) etc.
 - o Then say: If you live in America, then you speak a little French, and Arabic because English borrows from these languages a lot.
- Keep going like this with other languages: In Russian, for example, they use a lot of English words (computer, international, etc.).
- Tell your kids that this is the last time that you will cover conditionals in lesson, but that it's okay because you will use them a lot when you teach at lesson. So: If you come to lesson, you listen to conditionals and you learn.
- If you have any time left, play a game of 'Around the World'.
 - o Stress all conditional forms (positive (*Eger-de siz meni diñleseñiz, biz gowy okaýas*), negative (*Eger-de siz meni diñlemeseñiz, biz gowy okamyzok*), and question (*Eger-de biz iýsek bolýarmy?*))

Homework: Have students think of words in Turkmen that were borrowed from other languages (*Jempir, stol, jynsy, komputer, pizza, kerwen, bazar, etc.*). Tell them to write conditional sentences based on these words (If you speak Turkmen then you speak a little English because Turkmen borrows words from English (Jeans → *jynsy*, etc.).

Week 38: Expressions of time and frequency, phonetics, and object pronouns

Lesson 112: Frequent actions

Motivation: Conditionals

- Like at the end of last lesson, play a game of 'Around the World' to review conditionals.
 - o Stress all conditional forms (positive (*Eger-de siz meni diñleseñiz, biz gowy okaýas*), negative (*Eger-de siz meni diñlemeseñiz, biz gowy okamyzok*), and question (*Eger-de biz iýsek bolýarmy?*))

Presentation: Words of frequency

- Teach the following vocabulary words to your students: always = *hemişe, elmydama*; usually = *köplenç, adaţça*; almost always = *elmydama diýen ýaly* (usually); sometimes = *käwagt*; rarely = *seýrek*; almost never = *hiç haçan diýen ýaly* (rarely); never = *hiç haçan*; every = *her*; every day = *her gün, günde*.
 - o Review these words with your students a couple of times, and then start making sentences with them.
 - Does Kakajan teacher usually eat lunch at home? No, he almost never (rarely) eats lunch at home. He usually eats lunch at school, in the cafeteria.
 - Do you guys usually watch the news after dinner? No, we usually don't watch the news after dinner. We almost always watch Indian movies.
 - o With these examples explain to your student that the present tense is used for things that you do always, never, sometimes, etc. not for things that you are doing right now (*häzir*).
 - Explain this in English if you can: (We say the present tense if there is 'always', 'never', 'sometimes'. Not if it is 'right now'). Keep asking them, 'how do you say 'if'?'
 - Use Turkmen if your students don't understand or if you want to make sure they understand well (but really try to just use English): (*Häzirki zaman hemişe, hiç haçan, günde edilýän we edilmeýän hereketlere degişli; şu wagt edilýän hereketlere degişli däl*).

Practice: More examples of frequency

- Keep writing more examples for your students to answer.

- o Does Gozel read the magazine *Gunesh* sometimes? No, she doesn't read the magazine *Gunesh*. She always reads the magazine *Zaman*.
- o Do Turkmen usually wash their cars on Sunday? No, they don't. They usually wash their cars everyday.
- o Does your girlfriend (*söýgüli* (*gyz*)) usually jog in the evening? No, she doesn't. She usually jogs in the afternoon.
- o Does your neighbor's dog usually bark during the night? No, it doesn't. It usually barks during the day.
- Keep making examples with your students. Try to write examples of people that they know and can answer for (For example, if you have a noisy student (Dowlet, for example) you can ask "Does Dowlet make a lot of noise?". Your students can then answer "Yes, he does. He always makes a lot of noise").

Application: Working on their own

- Have students make one example, like the ones above, on their own. Tell them they have to use the new vocabulary in their examples.
 - o They should read it to the class as an example. Have other students translate or just listen.
- If there is time, have students start making a dialogue with another student. They should use the new vocabulary words in their dialogue.
 - o Give them an example if they're having trouble getting started.

Merdan: Hello.

Serdar: Hi. How are you?

Merdan: I'm okay, how are you?

Serdar: I'm great. Where do you usually eat lunch?

Merdan: I usually eat lunch at home. But sometimes I eat lunch at school in the cafeteria if I'm busy. What do you do after lunch usually?

Serdar: I always do my homework. Sometimes I sleep...etc.

- Tell them to keep writing like this. If they finish, have them read their dialogues to the class. Have other students translate or just listen.
- Or play 'Grammar Tennis' with the new vocabulary words. Point to the chalkboard for examples if your students are having trouble getting started. (Does Kakajan teacher usually eat lunch at school? No, he usually eats lunch at home. Etc.)

Homework: Students should either play 'Grammar Tennis' in their notebooks or finish writing their dialogues. If they finished their dialogues in class, tell them to write another one.

Lesson 113: The word 'never' and phonetics

Motivation: Repeating frequency vocabulary

- Play 'Around the World' to review yesterday's vocabulary (How do you say *men adatça gara çay içýän*. How do you say *Ol gyz adatça ýaşyl (gök) çay içýär*. How do you say *olar hemişe öýlän ýatýarlarmy?* How do you say *Siz her öýlän telewizora seretiňzok*).
- Or play another game, maybe 'Don't be Slow' to review vocabulary. Or 'Pass the Paper' or 'Horse Race' to review question/answer construction with yesterday's vocabulary.

Presentation: The word 'never' and phonetics ('s' vs. 'iz')

- Review the word 'never' (*hiç haçan*) with your students.
 - o Tell them that in English the word 'never' is the negative form and that the verb should be in positive form when you use the word never. (If you say the word 'never' in a sentence, the verb (*işlik*) is positive (*barlyk*), not negative (*ýöklük*).
- Give them some example to show them what you mean:
 - o I never speak Russian (*Men hiç haçan Orsçe geplämok*)

- You guys never listen (*Siz hiç haçan diňlänezok*).
- We never eat dograma (*Biz hiç haçan dograma iýmizok*) etc.
- Then use some sentences from yesterday to practice the word 'never' and to work on phonetics.
 - Does your father usually watch Indian movies after dinner? No, he never watches (IZ) Indian movies. He always watches (IZ) game shows after dinner.
 - Explain to them that, like with clothes, if there is a 'ch' or a 'sh' at the end of the verb (*işligiň soňunda*), then you say (IZ) and not (S)
 - Like when you taught clothes, show them why you have to do this...try to say watches with only an 'S' and not an 'IZ'. It's impossible to denote the last sound.
 - Continue with more examples: Does your brother always use the computer? (*Komputer ulanmak (oýnamak)*). No, he never uses (IZ) the computer. My sister always uses (IZ) the computer.
 - Try to make some other examples with your students. Use verbs that end in -ch, -sh, -s, or other sounds -c (dance), -x (fix). Stress the word 'never' and the difference of how it's used in Turkmen and English: my sister never dances. Our father never fixes our TV, etc.
 - Again, explain the grammar in English (If we say the word 'never', we always say the verb positive, not negative. If there is a -ch, -sh, -x, -s, or -c at the end of the verb, then we say (IZ) when it is 'he', 'she', 'it'.
 - Speak slowly and they should understand this explanation. If they don't understand, write it on the chalkboard, and go through it piece by piece. Keep asking, 'how do you say 'if''?
 - Try not to speak Turkmen. They have to start thinking and understanding in English.

Practice: Phonetics

- Write the following verbs on the board: To wash, to eat, to write, to laugh, to fix, to brush, to watch, to drink, to dance, to like.
 - Split the board up like this:

To wash, to eat, to write, to watch, to drink, to dance, <div style="text-align: center;">[S]</div> He eats	to laugh, to fix, to brush, to dance, to like. <div style="text-align: center;">[IZ]</div> He washes
--	---

- Start writing verbs into the appropriate column (like above).
 - Have your students finish writing the rest of the verbs into the appropriate categories. Have them write all the verbs first in their notebooks, then, when everyone is finished, have them come to the board and write the verbs in the correct place:

To wash, to eat, to write, to watch, to drink, [S] eats writes laughs drinks likes	to laugh, to fix, to brush, to dance, to like. [Z] washes fixes brushes watches dances
--	--

- Re-explain anything that your students may not have understood.
 - o Stress the fact that it is the end sound of the verb that is important, not the fact that there is an 'es' (writeses, for example).

Application: Dialogues and 'Grammar Tennis'

- Like last lesson, have students write a small dialogue with another student from the class. This time tell them to use the word 'never' a lot.
 - o Help the with an example if they need it:

Merdan: Hello.
Serdar: Hi. How are you?
Merdan: I'm okay, how are you?
Serdar: I'm great. Do you usually watch Russian movies?
Merdan: No. I never watch Russian movies. I hate Russian movies. But my sister watches Russian movies. What do you do in the evening?
Serdar: I never watch T.V. I always do my homework, and listen to music, etc.

- Have students read their dialogues in front of the class. Other students can translate the dialogue or just listen.
- Or have the students do their dialogues for homework and play 'Grammar Tennis'.
 - o Have students ask questions...tell them to try to respond with the word 'never'.

Homework: Students should finish their dialogues. They should also answer these questions about themselves and their families: What do you always do? What does your sister (mother, brother, father, etc.) always do? What do you never do? What does your father (mother, brother, sister, etc.) never do? What do you sometimes do? What does your mother (father, sister, brother, etc.) sometimes do?

Lesson 114: Object pronouns and the words 'how often'

Motivation: Conversations

- Have students read their dialogues to the class.
 - o Students should listen and try to translate. Give those who participate fives.
- Play 'Grammar Tennis'.
 - o Have students ask the questions that you asked for last lesson's homework: What do you always do? What does your father (mother, sister, brother, etc.) always do? What do you never do? Etc.

Presentation: Object pronouns and 'how often'

- Teach the following object pronouns to your students: me = *maña, meni; men* (if you say it by itself) *ayratyn aýtsañ*) you = *sen, saña, seni*; her = *ol gyzyň, oña (gyza), ony (gyzy) ol gyz* (if you say it by itself); him = *oña (ogłana), ony (ogłany), ol ogłan* (if you say it by itself); it = *ol jansyz zat, oña (jansyz zata), ony (jansyz zaty)*; us = *bize, bizi. biz* (if you say it by itself); you guys = *siz, size, sizi*; them = *olara, olary, olar* (if you say it by itself).
 - o Repeat these words with students.
 - After you've repeated each word a couple of times, have them say the appropriate object pronoun after you say a

subject pronoun (for example, you say 'I', they say 'me'; you say 'we', they say 'us'.)

- Play 'Ball Toss' if you want.
- Explain (in English) to them some peculiarities of object pronouns:
 - In Turkmen there are two different object pronouns (*maňa*, *meni*)
 - Tell them that *meni* is 'me' and that *maňa* is sometimes 'me' and sometimes 'to me'.
 - For example, 'give me your homework', and 'say to me the answer'.
 - They must memorize the difference, and they will if they do their homework.
 - 'You', 'it', 'you guys' don't change. The subject pronoun and object pronoun are the same.
 - The object pronoun for 'she' (her) is the same as its possessive adjective.
 - All object pronouns are also subject pronouns if you say them by themselves (If you only say 'I', 'you', 'he' etc. alone in a sentence, then you say 'me', 'you', 'him'. For example, 'Who is answering the question?' → 'Him, teacher.'; 'Who drinks black tea?' → 'Us.'; *Kim? Menmi?* (Who, me?).

Practice: Example sentences

- Teach students the words 'how often?' (*näçe wagtdan?*)
 - Then start asking them questions: How often do you come to English course?
 - Remind them of the word every (*her*) and have them answer: I come every Tuesday, Wednesday, Thursday, etc.
 - Then start asking questions that require object pronouns:
 - How often does you father wash his car? → He washes it every day.
 - How often do you feed your animals? → I feed them every morning.
 - Translate some sentences if your students don't understand right away (*Ol oglan ony her gün ýuwyar; Men olary her irden naharlaýan*).
 - Ask some more questions that stress the differences between object pronouns in Turkmen and English:
 - How often do your grandparents call you? → They call me (not 'to me') every weekend.
 - How often do you visit your grandparents? I visit them (not 'to them') every month.
 - How often do you say 'hello' to your friends? I say 'hello' to them (not 'them') when I see them.

Application: Games

- Play a game to stress the new grammar:
 - Play 'Grammar Tennis' and force children to use object pronouns.
 - Or play a game of 'Pass the Paper' to stress questions/answer construction as well as object pronouns (make them write questions that require object pronouns in the answer).
 - Play a game of 'Around the World' and focus on object pronouns (How do you say *meni*? How do you say *men olara jaň edýän*.)
 - Play a game of 'Horse Race' and have students translate sentences or simply tell you object pronouns (like in 'Around the World').

Homework: Have students answer these questions: How often do you see your friends? How often do your friends say hello to you? How often do your parents cook manty? How

often do you eat American food? How often do you help your father? What do you do? How often do you help your mother? What do you do? Tell them they have to use object pronouns in their answers.

Week 39: Vocabulary, review, and new grammar

Lesson 115: Vocabulary and review

Motivation: Object pronouns

- Have students play a special game of 'Pass the Paper'.
 - o Tell them to rip out a sheet of notebook paper, write their names on it and pass it to their left. This time, instead of asking questions, they must answer questions that you give them. Tell them to use object pronouns (me, you, her, him, etc.)

Questions:

1. How often do you help your mother? (example: I always help her)
2. When do you eat Italian food?
3. When do you see your friends?
4. When do you see me, your English teacher?
5. How often do you play the dutar?
6. When do you talk to Gurbanguly?
7. When do you talk to our school's director?
8. When do you listen to Dima Bilan?
9. How often do you listen to folk music?
10. Do you like American food?
 - etc. Feel free to write your own questions, but try to stress object pronouns.
 - Keep asking questions until the paper has gotten back to its original owner.

Presentation: Vocabulary and review

- Keep asking your students questions that require object pronouns.
 - o How often do you use a computer?
 - o How often does your boyfriend (*sóygüli (oglan)*) see you?
 - o How often do you think about your friends?
 - Really stress object pronouns in your answers, and make sure your students understand their use and meanings.

Practice: Review of everyday activities

- Teach these everyday activity verbs: to wake up = *oýanmak*; to get up = *turmak*; to take a shower = *suwa düşmek*; to brush your teeth = *dışıñi ýuwmak (çotkalamak)*; to brush your hair = *saçyñy daramak*; to get dressed = *geýinmek*; to go to bed = *ýatmak (uklamak)*
 - o Repeat these words with your students. Ask them how they say certain sentences (How do you say *men günde suwa düşýän?* Etc.)
 - Remind them that, if you do something everyday, it is the present tense.
 - o After you've reviewed the new verbs, have them tell you what other things they do everyday (have breakfast, lunch, dinner; go to school; go to work; to do their homework; to do their exercises, etc.)
- Have them make a dialogue with the student sitting next to them:
 - o Write this one on the board if they're having trouble getting started.

Gulshat: Hello Yana! What's new? (*Näme täzelik?*)
Yana: Nothing (*Hiç zat yok*). How are you?
Gulshat: Not bad. Tell me, what do you do everyday?
Yana: Everyday, I wake up. I take a shower, I brush my hair, eat breakfast, get dressed and go to school. I take many fives at school. Then, I come home, eat lunch...etc. What do you do everyday?
Gulshat: I get up and brush my teeth. Then I have breakfast and go to school...etc.
Yana: Thanks for telling me. Goodbye!
Gulshat: Goodbye.

- Have them read their dialogues. The other students can translate or just listen. Ask them questions about the dialogues that have been read to make sure they're listening.

Application: Speaking!

- Have students play 'Grammar Tennis'. Have them ask whatever they want, but if they're having trouble, give them these four examples to work with: What do you do everyday? What do you do in the morning? What do you do in the afternoon? What do you do in the evening?
- Or just ask them 'what's new?' and have them answer in English.

Homework: Students should answer these questions: What do you do every morning? What do you do every afternoon? What do you do every evening? When do you sleep? What do you do on the weekend? Is it different from during the week?

Lesson 116: Text, new grammar (negative 'when' clauses)

Motivation: Speaking!

- Have students read their homework to the class.
 - o Other students can translate, or just listen (ask them, do you guys understand?)
 - Or just ask them questions about what students read in front of the class and make them answer in English.
 - o Or play 'Grammar Tennis' like at the end of last class
 - o Or play 'Pass the Paper' and have them answer the questions.
 - o Or, simply ask them, 'what's new?', and have them tell you what's going on in their lives (school, family, work, sports, country, etc.)

Presentation: Text and new grammar

- Tell your students that you are going to write a very big text and that it is going to take two lessons.
- Write this text on the board:

Close friends

My husband and I are very lucky people. A lot of our close friends live in our city, and they're all interesting people.
 Our friend Greta is an actress. We see her when she isn't making a movie in Hollywood. When we get together with her, she always tells us about here life in Hollywood as a movie star. Greta is a very close friend. We like her very much.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence (or just ask them if them if they understand the text. You can also ask them questions about the sentence after you're done reading it to see if they understand (What kind of people are my husband and I? Where do a lot of our close friends live? Etc.).
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate.

Students should write the new words into their vocabulary notebooks.

- Remind students of important words you've gone over once or twice before as you're reading the text (a lot, person vs. people, movie star, together, to tell us, life, as, etc.).
- Stress object pronouns when they come up.
- New words: close friend = *ýakyn (has gowy) dost*; lucky = *maňlaýly, bagtly*; actress = *aktrisa*; to make a movie = *kino düşürmek*; to get together = *bile bolmak, duşuşmak*.
- I underlined new grammar in the text. When you get to this portion of the text, stop, and explain it.
 - This grammar is very similar to the grammar that you covered in lesson 93 with 'when' clauses. It's just negative.
 - Remind students of the grammar (When she is making a movie (*Ol gyz haçan-da kino düşürende...*) and then tell them it is the negation (*Ýokluk formasy*).
 - 'When she isn't making movies' (*ol gyz haçan-da kino düşürmände (ol gyzyň kino düşürmeýän wagty)*).
 - Turkmen should be able to understand this after the example. Just make sure they can translate the text, and then continue...you'll do more examples later.
 - Remind them of the old grammar too when you come to it in the text (When we get together (*Haçan-da biz bile bolamyzda; Haçan-da biz duşuşamyzda*)).

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - Have students use the new words in different situations so they remember them better ('how do you say *Ol gyz meniň ýakyn (has gowy) dostum?* How do you say *Biz maňlaýly?* How do you say *Olar maňlaýly däl?* Who is your favorite actress? How do you say *Biz kino düşürýäris?* Etc.)
 - After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.
 - Make sure to help them with the new grammar (negative 'when' clauses) and to review the old grammar ('when' clauses, like from lesson 93).

Application: Examples with the new grammar.

- After you've finished with the text, start asking your children some questions.
 - For example: What does your teacher do when you don't do your homework?
 - Say the sentence slowly and write it on the board. Ask if they understand. If they don't, go through the sentence slowly, piece by piece; you can translate if you have to, but try not to (What does your teacher do? (*Mugallym näme edýär*) When you don't do your homework (*öý işiňi etmände (öý işiňi etmeýän wagtyňda)*)).
 - Have them answer: My teacher gives me twos. My teacher yells (*gygyrmak*) at me. Etc.
 - Ask other questions and have them answer:
 1. What does your father eat when your mother doesn't cook?
 2. What do you do when you don't go to school (on Sunday, ill)?
 3. What does your family do when it isn't busy?

4. What do your parents do when you don't take fives?
 5. What do you do when you don't go to English course?...etc.
- Like with the first questions you asked, make sure your students understand. If they don't, go through it piece by piece. It's so close to the grammar you went over on lesson 93 that it shouldn't take them too long to catch on.
 - Have them answer the questions out loud. Come up with your own examples.

Homework: Students should answer the questions from class in their notebooks: What does your father eat when your mother doesn't cook? What do you do when you don't go to school (on Sunday)? What does your family do when it isn't busy? What do your parents do when you don't take fives? What do you do when you don't go to English course? Keep giving them questions if you want: What do you do when you don't spend time with your friends? Etc.

Lesson 117: Text, review of new grammar (negative 'when' clauses)

Motivation: Speaking!

- Have students read their homework to the class.
 - Other students can translate, or just listen (ask them, do you guys understand? And ask them questions about students' answers (what does Myrat do when he doesn't come to school? Etc.))
 - Or play 'Grammar Tennis'. Make them ask questions like the ones from homework. If they repeat the same questions that's okay, just so long as they repeat and understand the grammar.
 - Or, just ask them, 'what's new?' or the questions from last class' homework and have random students answer.

Presentation: Text and new grammar

- Have your students read the text from yesterday from the beginning. One student should read one sentence, then either translate it or have another student translate it.
 - Have them read all of yesterday's text.
- Then continue the text:

Close friends

Our friend Dan is a scientist. We see him when he isn't busy in his laboratory. When we get together he always tells us about his new experiments. Dan is a very close friend. We like him very much.

Our friends Bob and Carol are famous television news reporters. We see them when they aren't travelling around the world. When we get together with them, they always tell us about their conversations with presidents and prime ministers. Bob and Carol are very close friends. We like them very much

Unfortunately, we don't see Greta, Dan, Bob, or Carol very often. In fact, we rarely see them because they're usually so busy. But we think about them all the time.

- Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - Like yesterday, remind students of important words you've gone over once or twice before as you're reading the text (around, busy, world, often, to get together, etc.).
 - Stress object pronouns when they come up.
 - Remind them of yesterday's and lesson 93's grammar.

- New words: scientist = *alym*; laboratory = *laboratoriýa*, *tejribe geçirilýän yer*; experiment = *tejribe*; famous = *belli* (popular); news reporter = *habarçy*; travel = *syýahat etmek*; conversation = *gürrüňi*; unfortunately = *gynansak-da*; fortunately = *begensek-de*; all the time = *hemme wagt*.
- Underline the new grammar in the text and make sure they understand it.
 - Make sure to also review other grammar too: Ask them why there is an 's' at the end of verbs about Dan (he always tells us...), but there is not a 's' at the end of verbs about Bob and Carols (They always tell us...)
 - Also (if you have time) stress the difference between adjectives (busy...it needs the verb 'to be') and the present tense (these are verbs, not adjectives (busy) that demonstrate everyday actions...thus it's 'When is isn't busy' and not 'when he doesn't busy').

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - The words of today's lesson text are really helpful. Be sure to review them well with students and explain how they're used. Have students use the new words in different situations so they remember them better ('how do you say *Meniň ejem alym?* How do you say *Ol laboratoriyada işleýär?* How do you say *Jackie Chan bellimi?* What famous people do you know? What are their names? What news reporters do you know? How do you say *Biz Uzbekistana syýahat edýäs?* How do you say *men ol oglanyň gürrüňlerini halaýan?* How do you say *gynansak-da (wah) ol oglan meni halanok?* How do you say *begensek-de (şükür) men seni halaýan?* How do you say *Men sen barada hemme wagt pikirlenýän?* Etc.)
 - After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen. Each student should only read one sentence at a time, not the entire text.
 - Make sure they review this week's new grammar (negative 'when' clauses) and also the old grammar as well ('when' clauses, like from lesson 93, 'to be' vs. verbs, the present tense ('s' or no 's')).

Application: 'Grammar Tennis' or other activities

- Have students review the new words and grammar together with a special form of 'Grammar Tennis'.
 - Tell one student to start the game with a positive sentence with the word 'fortunately', for example: Fortunately when my mother cooks dinner, we eat good Turkmen food.
 - The next student must then say a negative sentence with the word 'unfortunately': Unfortunately when my mother doesn't cook, we eat Anakom (instant soup, eggs).
 - You can make sentences more simple too:
Fortunately my mother cooks well. Unfortunately, I can't cook.
 - Tell them to continue making examples like this: Fortunately when you come to course, you teach us → Unfortunately when you don't come, we fight each other like monkeys; Fortunately when my sister helps at home, I rest (*dynç almak*). → Unfortunately when my sister doesn't help at home, I work; Fortunately when my brother is at home we play soccer. → Unfortunately, when my brother isn't at home we don't play.

- This can be a little tedious, but encourage them to try and come up with new examples and to use the new words. 'Fortunately' and 'unfortunately' are very useful for conversations.
- Or, play 'Pass the Paper' stressing the same grammar and vocabulary. Tell them to rip out a piece of paper, put their names on top of the paper and pass it to their left. Then start asking them questions that they must answer with 'fortunately' and 'unfortunately'.
 - For example, Do you like American food? → Fortunately, I do (I like American food) or Unfortunately I don't (I don't like American food).
 - Keep asking questions like that: Do you like it when your mother cooks manty? Fortunately I do, or, unfortunately, I don't. Do you jog? → Fortunately I do, or, unfortunately, I don't. Do you like it when your family doesn't cook dograma? Etc.
- Or play other games/activities: Play 'Horse Race' or make some dialogues, or play 'Around the World'.

Homework: Have students change the text from positive to negative: Give them some examples to help. Our friend Dan isn't a scientist. We don't see him when he is busy in his laboratory, etc.

Week 40: Review, test, and the verb 'to have'

Lesson 118: Conditionals and 'when' clauses review

Motivation: Conditionals review

- Have students play a game to review conditionals.
 - Start out the game by writing the beginning of a conditional sentence on the chalkboard, for example: If I go to bed early...
 - Have students try to finish the sentence (then I wake up early; then I don't watch T.V. Then my mother is happy. Then my mother is angry because I don't wash the dishes, etc.)
 - Provide these answers if students have a difficult time coming up with their own.
 - Write up another conditional: If I run a lot...
 - Have students answer: then I'm tired. Then I sleep well. Then I drink water. Then I go home fast (*çalt*).
 - Write up some more conditionals. Use different subjects, and throw in some negatives:
 - If she plays Frisbee...
 - If he doesn't play volleyball....
 - If my mother cooks manty...
 - If we don't watch a movie tonight...
 - If they yell at me...
 - Have students finish the conditionals.
 - Eventually have them start making their own conditionals.
 - Have a student come up to the chalkboard and write down his or her own start to a conditional. Then have students finish the conditional.
 - Have another student come and write a start to a conditional and repeat the process.

Presentation: More review (object pronouns)

- Have students play 'Grammar Tennis' with object pronouns (you can warm them up with 'Ball Toss' first to remind them of the different object pronouns (see lesson 114)).
 - A student should come to one of the chairs and say a subject pronoun (I, you, he, she, etc.)

- The other student at the second chair must then say the object pronouns (Me, you, him, her, etc.)
- Keep score and see who wins.

Practice: Putting it all together (object pronouns and 'when' clauses)

- Play a similar game to the one you played in the 'motivation' section of this lesson, only this time, use 'when' clauses and object pronouns.
 - o Write something like this on the chalkboard: When I see him...(make sure the sentence is both a 'when' clause and has an object pronoun (him)).
 - Have students finish the sentence: He yells at me; I laugh; he runs; I take his money, etc.
 - o Continue the review with similar sentences. Again, use negatives, and different subjects. Here are some examples: When you don't see me; when he eats it; when she yells at him; when we fight them; when you guys don't listen to me; when they don't smile at us...
 - Feel free to make your own sentences.
 - Again, remember to include object pronouns in your example sentences.
 - Ideally students should start to come up with their own sentences. Make sure they do so after you've given them a couple examples, and have them finish all the sentences.

Application: Finish the review

- Keep playing the "game", but try and focus on negative 'when' clauses:
 - o When you don't teach us...(answers: We are happy! we aren't happy; we work at home; we watch T.V. we get twos in English class.
 - o Keep going with more negative 'when' clauses and conditionals: When she doesn't listen to me; when my friends don't say 'hello' to me; if my teacher doesn't give us fives...
 - Have them come up to the board and write their own examples.
- If you have spare time with the class, play a game of 'Pass the Paper' with conditionals, 'when' clauses (positive and negative), and object pronouns.
 - o Have student rip out a piece of paper from their notebook, and write their names on the top of the piece of paper.
 - o Give the class a grammatical format they have to create. For example: "when' clause, subject I'.
 - o Students must then create a 'when' clause sentence with the subject I (When I eat manty, I'm happy; When I don't see you, I cry. etc.). Give them these examples if they are having trouble getting started.
 - After they finish the sentence, they should pass their paper to the student sitting next to them (they will receive a paper from the other student sitting next to them for the next example (See lesson 109 for original description of game)).
 - o Keep going. Give students different sentences to create (conditional, you, negative; object pronoun, we; When clause, they, negative, etc.)
 - Continue playing until time runs out, or until students have received their original papers after it has made its way all around the class.

Homework: Students should write ten conditionals (five positive, five negative); ten 'when' clauses (five positive, five negative). Students should try to use different subjects in their sentences. They should also write all object pronouns (I → me; you → you, he → etc.). Tell them there will be a small test tomorrow so they should review.

Lesson 119: Test

Motivation: Final review

- Have students play a game of 'Pass the Paper' similar to the end of last class.
- Or play 'Grammar Tennis' with object pronouns. You can also throw in possessive pronouns, if you want.
- Or have students create 'when' clauses and conditionals on the board like last lesson.
- Or just ask them 'What's new?' If you feel they are ready for the test.

Presentation: Test

Write the following sentences on the board. Students should fill in blanks.

1. Greta is a famous actress. _____ lives in Hollywood. ____ movies are very popular. When she walks on the street, people always say 'hello' to _____.
 2. Dan is always busy. _____ works in _____ laboratory every day. Dan's friends rarely see _____. When they see _____, he usually talks about _____ experiments. Everybody likes _____ very much.
 3. Bob and Carol are television news reporters. _____ friends don't see _____ very much because _____ travel around the world all the time.
 4. What do you do when you get together with your friends? (Three sentences)
 5. If you take a two, what does your father say? (one sentence).
 6. If your classmates take twos, what do they do? (Write five sentences...tell me about five or more of your friends).
- The first three questions of this test may be tough for students, but tell them to think (is it he, him, or his? Remind them, how do you say *ol oĝlan?* *Ol oĝlanyň?* *Ol oĝlany?*)

Practice: Finish test

- Give students 15 to 20 minutes to finish their test. Hopefully they'll finish more quickly.
 - o Once they're finished, take their notebooks, then have one student at a time come up to the board and fill in the answers, one at a time.
 - Make sure they understand all the answers; have them translate if need be.
 - When they get to questions 4-6, have many students say their answers out loud.

Application: Play games

- Play 'Don't be Slow' with vocabulary words.
- Play 'Grammar Tennis'.
- Play 'Horse Race', 'Around the World', 'Hangman', 'Chalkboard Races', 'Pass the Paper'.

Homework: none

Lesson 120: The verb 'to have'

Motivation: Review tests

- Give students back their tests.
 - o Review any mistakes they may have made.
 - Ask them questions about the test (Is it hard or easy? Do you guys make mistakes? What mistake do you guys make? What words are difficult to remember?)
 - Review for a little any mistake they may have made, but unless they didn't understand anything, move on. You will review a lot of this material (object pronouns, 'when' clauses, conditionals) just by communicating in English with your students.

- Congratulate them on finishing their tests. Tell them they know a lot!
- If there is some time, ask your students 'What's new?'
 - You can start doing this every lesson. It's a good way to discover new words, and to get your students using their English and thinking in English. Remember: no Turkmen...only how do you say (word)? and then continued English.
 - You can also tell them what's new with you. Just listening to English that they understand will help them with their English.

Presentation: The verb 'to have'

- Tell students that they are going to learn one verb today, the verb 'to have'
 - Tell them the verb 'to have' is a special verb because it is irregular. (Ask them, 'How do you say 'irregular'?' (*nädogry*)).
 - Write out the verb 'to have' on the board like so:

To Have	
I have	We have
You have	You guys
She <u>has</u>	have
He <u>has</u>	They have
It has	

- Explain to your students that the verb 'to have' is just like the verbs 'there is/there are', it's just possessive (*eýelik*).
 - For example: There are five people in my family.
 - Here there is no possessive. There is no *eýelik*.
 - However: I have a brother. I have a mother and sister.
 - In these sentences there are possessives.
 - Tell them they will understand this difference well when they practice using it in English (When you use it in English a lot, you understand. It's not difficult).

Practice: Text

- Write this text on the board:

Very different

My brother and I look very different. I have brown eyes and he has blue eyes. We both have brown hair, but I have short, curly hair and he has long straight hair. I'm tall and thin. He's short and heavy. As you can see, I don't look like my brother. We look very different.

- Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence.
- If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - Remind students of important words you've gone over once or twice before as you're reading the text (different, hair, etc.).
 - Also, don't forget to stress the difference between the regular writing of 'to have' (I have) and its irregular form (he has...write he haves and see if anyone catches the mistake. When they do, ask them why it's has, and not haves (answer: because it's irregular!)).

- New words: to look = *görünmek*; to look different = *üýtgeşik görünmek* (*meňzemek däl; keşp meňzeş däl*); eye = *göz*; curly = *küdür*; long = *uzyn* (not tall); straight = *göni*; heavy = *agyr* (*çişkräk*)
- Repeat the new words from the text with the students.
 - Have students use the new words in different sentences and with the new grammar too. Ask them: Do you have black eyes, or blue eyes? Does your mother have curly hair or straight hair? Do you look like your mother, or your father?
 - Explain quickly to class the verb 'to look like' = *yaly görünmek*. Don't spend a lot of time translating this. Just ask students in the class, 'Who do you look like?' 'Do you look like your father, your mother, your sister, your brother?' They should understand through context and make the proper translation.
 - Have them respond by saying, 'I look like my mother,' etc.
 - Write this on the board to make it clear, if need be.
 - You can continue with this verb by asking, 'Who does your brother look like?' or 'Who does your classmate Aygul look like?' They should be able to catch on.
 - Tell students this is an important verb, and they should remember it.
- After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen (They don't have to translate if they understand well). Each student should only read one sentence at a time, not the entire text.
 - Make sure they explain to you why it's 'has' and not 'haves'.

Application: 'To have' negative, and review

- Quickly review the present tense, and another tricky point about the verb 'to have', by making the text negative with your students.
 - Focus especially on how to write the negation of the verb 'to have' (I don't have brown eyes, and he doesn't have blue eyes (not, he doesn't has blue eyes.)).
 - Have your students try to guess the negations of 'to have'.
 - Explain to them how easy the verb 'to have' is in its negative form.
 - If you don't have time to do this in class, assign it for homework, or do it at the beginning of next lesson.
- Finish the class by asking student obvious questions about themselves using the verb 'to have'. For example: Do you have a car? Does your father have a tractor? Do you have some money? What color eyes does your mother have? How many brothers do you have? How many relatives do you have? Do you have a dog? Etc.

Homework: If you didn't have time in class to change the text to negative form, students should do this for homework. Students should also answer the following questions: Who do you look like in your family? What color eyes and hair do you have? What color hair does your mother have? Do you have a cat at home? Do you have 50 manat for me? (you can come up with your own questions too, but try and use the verb 'to have' and get them to use the word 'has' in their answers.

Week 41: The verb 'to have', final test on present tense

Lesson 121: Finishing the verb 'to have'

Motivation: Review of 'to have'

- Review the verb 'to have' by playing the game "Ball Toss" quickly with students.

- Say a subject, then toss them the ball, and they should say the proper form of the verb 'to have'.
 - I → have; she → has
- Do negative conjugations too:
 - I → don't have; she → doesn't have.
- As soon as they're doing this pretty well, start throwing the ball and asking questions with the verb 'to have' and words they understand
 - Examples: Do you have a mother? Does your friend have a notebook? Does your family have a T.V.? Do your friends have bicycles? Do you have a grandfather? Does Gurbanguly have a wife? Etc.

Presentation: The verb 'to have' and some new words

- Continue – and finish the verb 'to have' – by presenting it one more time with some new words.
- Write the following sentences on the board and have your students answer:
 - Does your mother have blond (*sary (saçly)*) hair? What color hair does she have?
 - Do you and your husband have a dog? What kind of animals do you and your husband have?
 - Does your baby boy (*oglan bäbek*) have blue eyes? What color eyes does he have?
 - Do Mr. and Mrs. Saparow have an old antenna? Do they have a satellite dish?
 - Does your grandmother have a motorcycle? Does she have a car? What does she drive?
 - Do you have quiet neighbors, or noisy neighbors?
 - Does your son have curly hair or straight hair?
- Have them answer all these questions. If the question doesn't apply to them (if they don't have a grandmother, son, husband, etc.), tell them to answer as such (I don't have a grandmother/son/husband; I don't know Mr. and Mrs. Saparow). Eventually have them answer, even if the question doesn't apply to them (My grandmother doesn't have a motorcycle, she doesn't drive, etc).
 - Feel free to come up with your own examples.

Practice: Practicing with the verb 'to have'

- Have students play 'Grammar Tennis' with the verb 'to have'.
 - Like in the previous questions, have them ask and answer random questions. They should ask whatever they want, but they must use the verb 'to have'.
 - Make sure they understand 'to have' in question form (they should say, 'Does she has a brother? Etc).

Application: Conversation helpers

- Have students continue to play 'Grammar Tennis' with the verb 'to have'. But tell the students that ask the questions to respond to answers that are given to them with this response: 'oh, really? That's interesting.' (for example: **student 1:** Do you have a car? **Student 2:** Yes, I do. **Student 1:** Oh, really? That's interesting.)
 - They should be able to translate that on their own. Tell them that, in English, sentences like this one are important. If you say them, people will think you like their conversations, and they will keep talking to you. They should try to use it in their English conversations.
 - Tell them, if they don't think something is interesting, just for fun while in class, they can say, 'oh? Unfortunately, that's not interesting.' But they should only do this in class.
- If you have any extra time, have students tell you what's new, or tell students some news that you've heard.

Homework: Have students play 'Grammar Tennis' in their notebooks with the verb 'to have'. Tell them to use the sentence, 'oh really? That's interesting.' After sentences that are particularly interesting (or, 'unfortunately that's not interesting', if sentences are not particularly interesting.).

Lesson 122: Text with the verb 'to have', conversations

Motivation: Practicing conversations

- Have students pair up and make conversations.
 - o Tell them their conversations should follow this format:

Myrat: Hey Aman. Tell me about your brother.
Aman: He's a teacher. He lives in Baku, and he teaches Algebra.
Myrat: Oh, really? That's interesting.

- Tell them they should make two dialogues like that, one with one student asking a 'tell me about your _____' sentence, the other dialogue with the other student asking the 'tell me about your _____' sentence. (This way each pair of students gets practice asking questions and answering).
 - o They should always end the dialogue with 'oh really? That's interesting'.
 - Tell them these sentences ('tell me about', and 'oh really? That's interesting.') are important in the English language.

Presentation: Text

- Write the following text on the board.

Very different

My sister and I are very different. I'm a teacher. She's a journalist. I live in Miami. She lives in London. I have a large house in the village. She has a small apartment in the city.

I'm married. She's single. I play golf. She plays tennis. I play the piano. She doesn't play a musical instrument. On the weekend, I usually watch videos and rarely go out. She never watches videos and always goes to parties.

As you can see, we're very different. But we're sisters...and we're friends.

- o Write the text slowly. Read the text to your students and have them translate the sentence before you write the next sentence (They don't need to translate if they understand. Simply ask them if they understand, and if you think they do, move on with no translation).
- o If there is a new word in the sentence, write it and its translation down, then read the sentence and ask students to translate. Students should write the new words into their vocabulary notebooks.
 - Remind students of important words you've gone over once or twice before as you're reading the text (different, musical instrument, weekend, video, etc.).
 - Really focus on the difference between how nouns and adjectives are used (with the verb 'to be') and how verbs are used (with conjugations).
 - For example: I'm married. She's a journalist. ('To be' is used for nouns (*at*) and adjectives (*sypat*)).
 - I play golf. She plays tennis (no 'to be' as there are no nouns or adjectives).

- As you read the text, continue to ask them why there is/or isn't 'to be' in certain sentences.
- New words: journalist = *žurnalist*; piano = *pianina*; to go out = *daş çykmak* (*toýlara, dostlaryň ýanyna, barmak*).

Practice: Repeat the text

- Repeat the new words from the text with the students.
 - Have students use the new words in different situations so they remember them better ('Who writes a lot for newspapers? What musical instruments do you know? Do you like to go out? Where do you like to go out? What time do you like to go out?').
 - After repeating the new words, repeat the text. This time have students read the text themselves, first in English, then translate into Turkmen.
 - Only translate if necessary. If your students understand without translations, don't translate, but ask questions (Why is there 'to be'? Why isn't there 'to be'? What does a journalist do? Are there any famous journalists in Turkmenistan? Etc.).
 - Each student should only read one sentence at a time, not the entire text.
 - Make sure to keep asking why there is 'to be' or why there isn't 'to be'.

Application: Finishing 'to have' and review new words

- Write the following words on the board:

Long hair	Blond hair
Short hair	Black hair
Straight hair	Brown hair
Curly hair	Blue eyes
Brown eyes	Black eyes

- Ask them to think of one person, or many people who possess these qualities. They should write down a list in their notebooks, and then come up to the front of the class and tell everyone who has what quality (for example, Myrat has short hair. Aygul has long hair. I have curly hair, etc.).
 - They can always say, 'no one has blue eyes' if they don't know any one with a specific quality.
 - If there is no time to do this exercise in class, assign it for homework.

Homework: Have all students (even ones who read today in front of the class) write the people they know who possess the qualities you reviewed during the 'application' portion of this lesson. Also, tell students to compare (*deňişdirmek*) themselves to a friend, a classmate, or a person in their family. They should tell you how they are different, or similar to that person.

Lesson 123: Final review and test

Motivation: Review

- Play charades with the adjectives from the 'application' portion of yesterday's lesson.
 - Tell students they can point to objects from around the class to help.
 - Have the team answering make a sentence out of each adjective with the verb 'to have' (She has brown hair, for example).
- Only play for five minutes so you can move onto one final review before today's test.
 - Play 'Grammar Tennis' with your students to review the present tense.

- Keep playing, or talking, or doing homework.

Homework: Have students tell you about their close friends. What are their names? Where do they live? What do they do? What do they do when you get together with them?

Keep teaching: Use side-by-side, starting from page 107, to continue teaching your students. Teach: emotions, the difference between the present tense and the present continuous tense, the modal verb 'to can', the future tense, etc. Remember, go slowly, speak only in English, and start using more difficult grammar only after you've covered it. Remind them of grammar and words you've covered, scold them if they don't remember it, and don't forget: only English. Also, don't forget all the games and activities contained within this curriculum that can make class and club more fun and can spur conversation.

If you started an English club right when you got to your permanent site, and taught your club four times a week, you should have finished this curriculum in 31 weeks. You still have over 70 weeks of teaching to go. And things will be so much easier from here on out because you can speak in English and your students can begin to watch English movies, read English books, and learn grammar and vocabulary on their own. Start clubs, like Frisbee club, cooking club, where they have to use their English, and before the end of your service you may have some students who are ready to study in America and abroad. At the very least you'll have students who can communicate with you in English only.

Appendix A:

My Favorite Photographs

- A. Who is he?
- B. He's my father.
- A. What's his name?
- B. His name is Paul.
- A. Where is he?
- B. He's in Paris.
- A. What's he doing?
- B. He's standing in front of the Eiffel Tower.

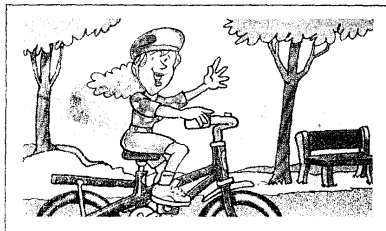


Using these questions, talk about the following photographs.

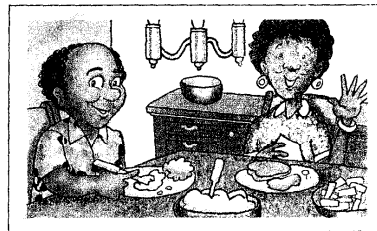
Who is he?
What's his name?
Where is he?
What's he doing?

Who is she?
What's her name?
Where is she?
What's she doing?

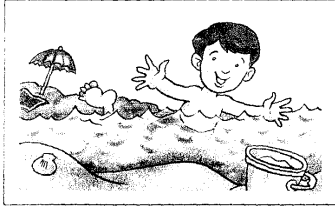
Who are they?
What are their names?
Where are they?
What are they doing?



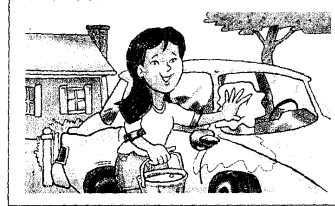
1. *my mother
in the park
riding her bicycle*



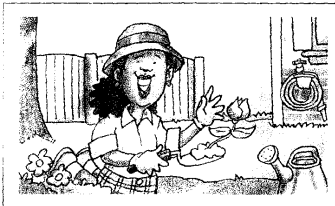
2. *my parents
in the dining room
having dinner*



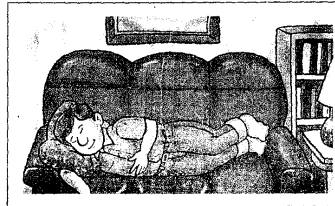
3. *my son
at the beach
swimming*



4. *my daughter
in front of our house
washing her car*



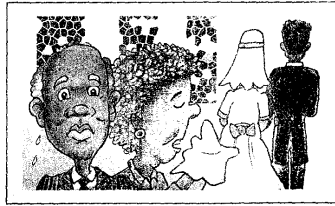
5. *my wife
in the yard
planting flowers*



6. *my husband
in our living room
sleeping on the sofa*



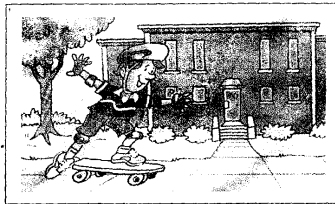
7. *my sister and brother
in the kitchen
baking a cake*



8. *my grandmother and grandfather
at my wedding
crying*



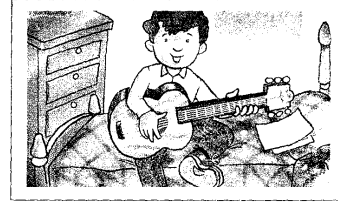
9. *my aunt and uncle
in Washington, D.C.
standing in front of the White House*



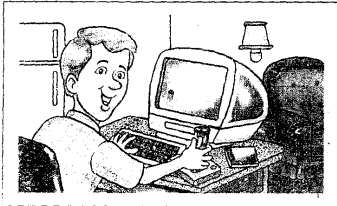
10. *my cousin
in front of his apartment building
skateboarding*



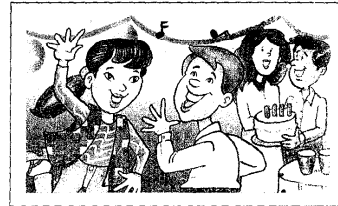
11. *my niece
at school
acting in a play*



12. *my nephew
in his bedroom
sitting on his bed and playing the guitar*



13. *my friend
in his apartment
playing a game on his computer*



14. *my friends
at my birthday party
singing and dancing*

ON YOUR OWN *Your Favorite Photographs*



This is a photograph of my sister and me. My sister's name is Amanda. We're in the park. Amanda is feeding the birds, and I'm sitting on a bench and listening to music.

Bring in your favorite photographs to class. Talk about them with other students. Ask the other students about *their* favorite photographs.

Appendix B:

The importance of speaking only in English

- There really aren't too many places where Turkmen can go speak English. That's why, once you've reached a certain point in your lessons, it is extremely important to only speak in English when you teach, and to only respond to your students when they express themselves in English.
 - o This may seem tricky to do, but if you have taught students essential vocabulary and one grammatical tense, they should be able to express themselves almost entirely in English (see lesson 82 as an example).
 - Here are some tips to make this happen:
 1. Teach the words 'before', 'after', 'next', and 'last'. These words are essential to delineate between past and future time structures, as well as to give needed details to simple sentences.
 - For example, students who only know the present continuous tense can express themselves in the past and the future by saying:
 - Before I am studying history, and my history teacher is telling me there is a big test tomorrow. After our history lesson we are going to the cafeteria with my friends and talking about the test.
 - This also works for next and last:
 - Next Wednesday I am going to Ashgabat, and I am coming back to Tejen next month. My brother is going last month, and he is coming back today.
 - This can also be used for teaching:
 - Before, we are studying family words. Let's review. Tell me family words!!
 - After we are studying family words we are studying 'there is/there are' and we are studying clothes.
 - Last month we are studying easy things: pen, pencil, living room, etc. Now we are saying difficult things. And next month, February, we are doing really difficult things, like the present tense and nationalities.
 - This can seem tedious and annoying, but keep speaking like this until your student can understand more difficult tenses and vocabulary. It really helps students review and think in English, which allows them to apply your lesson into a conversational context.
 2. Ask students 'how do you say _____?' if you're going to use a word you think they may not know.
 - This phrases the question from an English-speaking point of few.
 - If they don't know, translate it by writing it on the board in English and Turkmen. Tell students to write it in their vocabulary notebooks because you'll use this word in English from now on.
 3. Make students speak in English. If they don't know a word, tell them to ask you 'How do you say _____?'
 - This may be difficult for students at first, but really encourage them to do this. Tell them 'Come on, we are studying English. Speak English!!'
 4. Take any form of English you can get, then correct it in your answer so they can hear the right form (for example: Are we study today? → Yes, we are studying today).
 - If it's a student who should not make a mistake like this, scold them, but in English: Are we study today? → 'Come on, where is – ING. Are we studying today? Yes, we are.'

5. Use body language, sounds, facial expressions, anything to get your point across without breaking the 'English only' rule.

Don't forget:

- While it's very important to keep speaking in English like this, don't forget that this should only be used for things the students know, or can easily translate. Speak in Turkmen or Russian if you're doing new grammar or vocabulary. After you've finished covering it, start speaking back in English.
- Make sure to use newly covered material and replace the old English you used to use: For example, in lesson 80 your students should say, 'I am living in Turkmenistan'. After lesson 88 your students should say 'I live in Turkmenistan'. Again, if they say it wrong, scold them, correct them, or both.