

**Created by PCVs Sari Long
Chris Miller
and Steve Lynch**

Unit 1, Lesson 1

- 1. Practice this dialogue**—Have two students come to the front of the class and rehearse the dialogue. Write it up on the chalkboard. Have students suggest changes to the dialogue by rubbing out certain words and changing them individually. For example, a student may suggest to rub out “Awaza” and write in “Germany” or “Australia” or “the moon.” The goal is for them to change the entire dialogue into something totally different, word by word.
- 2. Learn the poem**—Write the poem up on the board and have the students read it together. Rub out two words and have students individually read the poem as if the words were still there. Continue to rub out two words at a time, until there are no words left. Have students recite the poem for the class individually.
- 3. Answer the following questions**—Make up Find Someone Who questions for the board. For example, write on the board, “Find someone who... 1. spent their summer in Balkan velayat. 2. played football this summer. 3. ate watermelon yesterday. etc. Have students copy these sentences into their notebooks and then mingle around to find classmates who had done each thing. Only one student may respond on each answer. Have the class report back on interesting summer activities. You may need to explain the vocabulary in the questions, and it may be helpful to write up mingling questions on the board (Did you spend your summer in Balkan velayat? Did you play football this summer? etc.).
- 4. Speak about the topic “My Summer Holidays”**—If students are able to speak about this without difficulty or much prompting, have students practice individually in front of the class, making sure to practice and use all the verb tenses they know. If they are not comfortable with this topic, tell about your own summer holidays, having the students collectively shrug their shoulders every time you say either “summer” or “I went.”
- 5. Translate into English**—Once translated, have students change the verb tenses to present and future. Have them incorporate these sentences into a skit.
- 6. Read and translate the text**—Tell the class to close their books. Divide the class into five groups. Have the sentences from the exercise broken down into individual words on slips of paper. Give each group two scrambled sentences. Each group should unscramble each sentence, and put the words in the correct order. Then, one person from each group should read their sentences aloud. Each representative should then work to figure out the order of all the sentences together, writing the final paragraph on the board.
- 7. Adjectives**—Generate three lists on the board of adjectives and their superlatives (ex. Good—better—best, long—longer—longest). Have students write these down if they don’t already know them. Then play Grammar Tennis. Divide the class into teams. Bring one student from each team to the front of the class to sit in two chairs facing each other. The first student must say a strong superlative (e.g. longest). The other student must respond with the correct superlative (longer) and then the first student must then say the base adjective (long). If the students miss any of the words, the other team gets a point. If both students get all the words, both teams get a point. Then switch students.

Unit 1, Lesson 2

- 1. Name the dates**—Give each student a slip of paper that has either one of the dates given in the book, another date you think of that isn’t listed (i.e. your birthday, the next text date) or the corresponding event. You need an even number of students for this activity. The students must then mingle to find the person who has their match. For example, if my paper says “January 1,” I need to find the student (by asking in English!) whose paper says “New Year’s Day.” You can also use this part of the class to discuss English (American or British) holidays, if you know about them.
- 2. A talk between two classmates**—Assign each sentence to one student, written on a big piece of paper. Have the students with sentences stand in front of the class and have the class direct them into the proper order (with their books closed, of course!). Then have two students act out the complete dialogue for the class, changing the words to make sense.

- 3. Text**—Write up new vocabulary and have students use each word in a new, original sentence. Read the story aloud again and have students shrug their shoulders every time they hear a new vocabulary word. If time, take easier words from the text, teach those as vocabulary words, and do the same activity.

Unit 1, Lesson 3

- 1. Learn and explain**—Use the memorize and erase method (from Unit 1, Lesson 1, Exercise 2) to learn the poem by heart. Explain unknown vocabulary words by drawing pictures to show what they mean. Explain, mime, or draw in English until the students say the correct translation in Turkmen.
- 2. Answer the following questions**—Test their knowledge by asking them the questions. If they don't understand what you're asking, spend time reviewing key question words: who, what, when, where, how, why. Now do Create-A-Friend on the blackboard once they've mastered these questions. The students must decide, when you ask, if their new "friend" should be a boy or a girl, what their name should be, if they have long or short hair, etc. Have individual students come to the board once a body part or feature has been decided (e.g. "She will have long hair!") and draw that part of the body. Ask questions about the "friend's" family to decide if he/she has brothers or sisters, where he/she lives, etc.
- 3. Read and translate. Learn the puzzles**—Read and explain any new vocabulary to the students. Play I Spy with different classroom objects. Think of something that is in the classroom. The students should take turns asking questions about what it is you're thinking about, trying to figure out what it is. For example, "Is it blue?" or "Is it small?" They should only ask questions that have "yes" or "no" answers to them. Continue having the students ask you questions until one student raises his/her hand and guesses what you are thinking of. If a student guesses correctly what it is, he/she then comes to the front of the class and thinks of something to be guessed by the class.
- 4. Make adjectives and write words in pairs**—Re-explain nouns, verbs, and adjectives as parts of speech. Teach the vocabulary and write up words on the board. Have students make negatives in the next column, with Turkmen translations too. Then erase one of each pair, and have students come to write them up on the board again. Try playing "Fortunately/Unfortunately" with these words. The game begins with one person saying something fortunate, like "Fortunately, the weather was pleasant." Then the next person must say, "Unfortunately, I was in an uncomfortable place." You can continue back and forth, using words from the exercise and others as well.
- 5. Prophet Muhammet's thoughts on education**—Play "Ball of Opinion." Have students stand in a circle. Stand in the center of the circle. Pretend that you disagree with the Prophet's statement, saying that no one needs education. Keep talking until one student disagrees, taking your spot in the center of the circle, says why you are wrong, and states a new opinion. She must talk until another student disagrees with her, takes her spot and says a new opinion.
- 6. Translate into English**—Once translated, write each phrase on a slip of paper. Have two students start a dialogue, each with one of the phrases in their pocket. They shouldn't read these phrases before the dialogue begins! When someone says, "Read!", one student must use their phrase in the dialogue as smoothly as possible.
- 7. Make up a dialogue**—Play Mad Libs using the dialogue. Write a small passage, e.g. this dialogue from the book, that is interesting for the students on the blackboard. Then you take out certain words (usually nouns, verbs, or adjectives), and you ask the class (without reading any of the story!) to provide you with any noun, verb, or adjective that they choose. You write the students' suggestions into the blanks in the story, then you read the story aloud for the class. It's usually very funny because the words they've provided don't match the story you wrote at all. Take out certain key words from the dialogue.

Unit 1, Lesson 4

- 1. Learn the poem**—Read the poem together as a class. Then discuss other seasons, and introduce new vocabulary about seasons. Have students write little poems like the one in the book about spring, winter, and summer.
- 2. Read the following sentences**—Have students change words in each sentence to make a different meaning. For example, 1. December is a winter month. January is a winter month too. Take these sentences as an opportunity to teach “too, either, neither/nor.” They are difficult grammatically, but using more examples and less explanation is helpful. Use drawings to emphasize each sentence’s meaning.
- 3. Answer the following questions**—Have the students ask each other the questions. Prepare a questionnaire for each student about student’s preferences for seasons. It might look like this:
_____ likes snow in winter.
_____ does not like summer.

Students must ask each other questions in English, walking around the room, and other students must answer “yes” or “no.” If a student answers “yes,” they write their name in the blank on the questionnaire. Each student must have different students in each blank.

- 4. Describe your first day at school**—Put up a list of new adjectives on the board that might describing how one feels at school Draw faces next to the words to indicate their meaning. Have students guess the translations. Then, put students in pairs and have them draw a comic strip about their first day at school, without too many words. Then let each pair present their cartoons. Here’s an example
- 5. Make up your own dialogue**—Put students in groups of four and tell them that each student is a different season, and they are to put on a tiny play showing different activities and weather for each season. Have them present to the class. Dialogue does not have to be complex, just covering your recently taught adjectives and season vocabulary.
- 6. Modal verbs: must, mustn’t**—Have students read the rules with must and mustn’t. Have students generate more sentences based on rules at home. Explain linking words (and, but, or) and try to get students to write (in their notebooks) one sentences using two sentences in the book. Share with the class. If time, have students act out the rules (or breaking them) as one student acts as a strict teacher telling them what they must and mustn’t do.
- 7. Fill in the blanks where necessary using too, either, neither, nor**—Divide the class into teams and see which team can come up with the correct answer first. For extra points, they may create their own sentences.

Unit 1, Lesson 5

- 1. Poem. A minute for a joke**—Ignore the poem, but use this opportunity to teach “more than, less than” vocabulary. Do a small skit with the students where one student has more of something (ex. apples) one student has more of something else (ex. books).
- 2. Discuss**—Ask students the third question (“What subjects are you interested in?”) and have them tell you why they like them. Write answers on the board. Then ask the best way to study these subjects. Let them think about it, then write up their answers on the board, too. Ask why these subjects are important for their future. Put up one list of professions (with students offering suggestions) and one list of school subjects. Have students draw lines on the board between what subject is most important for each profession. (ex. anatomy—doctor, English—interpreter, botany—farmer)
- 3. Read a funny story**—First write up vocabulary words and explain them. Then read the story and tell the kids every time they hear one of the vocabulary words they just learned to clap their hands. Read the story twice. Then have the students close their books. Ask questions about the text (ex. What were the boys’ names? How old were they? Why was the teacher angry? Why

did Fred cry?). Have two students pretend they are Fred and John and attempt to write their names as quickly as possible so students can see why Fred thought the punishment was unfair.

- 4. Fill in the blanks (somebody, anybody, nobody, something)**—Various answers are correct here, so have students write their ideas in blanks on the board. Then tell the student that “somebody” took all your cookies, but “nobody” saw who did it. Then write up the words to “Who Stole the Cookies from the Cookie Jar?” Ask questions when you are finished to make sure they understand “somebody, nobody, etc.”

All: Who stole the cookie from the cookie jar?

All: Maral stole the cookie from the cookie jar!!

Maral: Who, me?

All: Yes, you!

Maral: Not me!

All: Then who?

All: Batyr stole the cookie from the cookie jar!

Batyr: Who, me?...

- 5. Answer the questions**—Ask number 1 and number 3, then only ask to name vowels for number 4. Play the “Alphabet Hand Slap” game, making sure the vowels people are distinguished differently than the consonants (different colors letters). The game is played where each student picks one letter for him or herself. No other student may have that letter. The students stand in a circle with their hands to their sides, palms up. They must put one hand on top of the student’s hand next to him or her, and one hand below the student’s hand who is his or her the other side. Then one student slaps the hand of the student next to them, saying the alphabet letters with each slap. If a student’s hand is slapped while the alphabet letter that he chose is called, he is out. If he pulls away, he remains in the game. It should go quickly! If you make two groups, people will be eliminated faster.

Unit 1, Lesson 6

- 1. Learn the poem**—Read the poem. Have the students say which words rhyme in the poem. Generate a list on the blackboard of all the words they can think of that rhyme. Introduce “Down by the Bay” song and give examples of verses. Have each student write one verse each, then sing the song with each student singing his or her verse.

Down by the Bay

Teacher: Down by the bay!

Class: Down by the bay!

Teacher: Where the watermelons grow!

Class: Where the watermelons grow!

Teacher: Back to my home!

Class: Back to my home!

Teacher: I dare not go!

Class: I dare not go!

Teacher: For if I do!

Class: For if I do!

Teacher: My mother will say!

Class: My mother will say!

Teacher (or student reading his or her verse): Did you ever see a fly wearing a tie? (or, “Did you ever see a goat eating a boat?” “Did you ever see a llama wearing pajamas?” “Did you ever see a fox sitting in a box?” etc.)

All: Down by the bay!

(repeat, with different rhyming verses).

2. **Noun suffixes –ion and -tion**—Have students guess the correct endings, then correct and translate into Turkmen. This would be a good opportunity to review the parts of speech. Explain the exercise changes verbs into nouns. First, write up a chart on the blackboard with noun, verb, adjective, and article as categories. Divide the class into two teams. One student from each team is given a word and they must write it under the correct category. If they put it in the correct category, their team gets one point.
3. **Complete the sentences. Say what they are going to do**—Have students write their answers, helping each other (you may help, too). Then, with notebooks in hand, students stand in a circle in the classroom, with one student standing in the middle. You then ask, “What will the teacher do as the lesson begins?” The student in the center reads their answer and the rest of the students must echo the verb phrase loudly (“Is going to teach!”). If the student in the center says the phrase incorrectly, the circle may say the correct answer. The student in the center moves into the circle and one new student goes into the center. You ask the second question from the exercise, “What are the pupils going to do as the lesson begins?” and the student must answer, with the circle again shouting the echo of their answer.
4. **Make up your own sentences with “to be going to”**—Have students write some sentences in their notebooks, then have them play Telephone with one of their sentences. Start by whispering a sentence to one student in the class. That student must then whisper their sentence to their deskmate, who must then whisper to the next student. Keep continuing by having students whisper to the person next to them. The students should only say the sentence one time to the next student—they cannot repeat it! The last student to hear the message must say the sentence out loud for the class, which usually is very different from the original sentence whispered.
5. **Read with your teacher**—Read the words aloud as a class. Write up letter combinations on the board, such as –ph, –ch, –sh, –ion, –the, –ough, –z, and –ate. Then practice pronunciation as a class. Have students think of words that contain these letter combinations.
6. **Read and translate the following sentences with new words and expressions**—Try to get the students to tell you what part of speech each new word is. Ask yes/no questions about the new words, like “Are you getting an education at school? Do you have an examination today?” etc.
7. **Complete the following sentences**—Write the sentences up on the board and have students draw lines to the correct words to complete them. Have them underline the verbs in each sentence. Ask if students agree or disagree with each statement, and explain why.

Unit 1, Lesson 7

1. **Name the dates**—Divide the class into two teams. One student from each team should come to the board. You then read a year, and the first team to write it correctly wins a point.
2. **Listen to the story**—Explain the word “aloud.” Then ask the students why they think the story is funny. Make sure to also explain any new vocabulary.
3. **Translate into English**—Divide the class into five small teams (or have them work in partners, if your class is small). Give each team a sentence to translate. Once translated, have them come up with two other sentences in English that go along with the sentence they just translated. Each group will then read their sentences to the class.
4. **Read and translate the text**—Have class read the text to themselves, noting any new words they do not understand. Then you read the text aloud. Have the students close their books, and divide the class into two teams. Play “Jeopardy” with the questions, where you say the answer and the class must provide the correct question. Each correct questions wins a point for the team.

Unit 2, Lesson 1

1. **Answer the following questions**—Play “Find Someone Who...” or have the class make up their own survey about music, and as homework, they must ask their family members about their musical preferences. To play “Find Someone Who..”, you must write up a list of statements with blanks for names, for example:

_____ likes to eat egg borek.

_____ has more than 6 siblings.

Each student must then go around in the class to find classmates who can answer each question. One student can put their name on another student's paper only one time.

- 2. Read and translate**—Read the text twice to the students. On the second reading, have them clap their hands every time you say the word “music”. Help translate any words they don't understand. Read with an expressive face and voice. Then ask students to sing a traditional Turkmen song.
- 3. Read the dialogue and speak about Mylly Tachmyradov**—Have students work with a partner and practice the dialogue out loud together. Answer any translation questions. Then have two volunteers pretend to do a televised interview. One person is the interviewer, asking the questions, and the other is Mylly Tachmyradov. This student must first change all the tenses in the answers to the first person (ex. “I was born in 1886...”).
- 4. Name the favorite bagshis and dutarists. What do you know about them?**—Try to bring in a cassette recorder to listen to dutar music. Discuss any bagshis that the students are familiar with.

Unit 2, Lesson 2

- 1. Read with your teacher**—Have students try to think of other words with similar sounds. Brainstorm these words on the board. Also introduce the concept of rhymes and have students generate lists of rhymes with the target sounds from the textbook. Teach “Down by the Bay” (from Unit 1, Lesson 6, Exercise 1) to encourage students to use these rhymes in a meaningful context.
- 2. Make up word combinations**—Play a grouping game. Give students each a slip of paper and have them form groups based on similar categories. For example, you could make each student partner with only one other student in the class to make a compound word (“tea” and “spoon,” or “butter” and “fly). For more advanced groupings, try groups of more than two students, like “flag,” “grass,” and “kiwi” for “things that are green.” You can make many such categories, and the students may actually invent categories of their own based on the words on their slips of paper, which is also good practice for them. It may be difficult to enforce English-only speaking in this environment, but the more the students understand they are not to speak Turkmen or Russian, the more beneficial the exercise will be.
- 3. Read and translate the text**—After doing the textbook activity, use the opportunity to teach adjectives relating to music and how it makes one feel (i.e. happy, sad, proud; fast, slow, emotional). Then have students make a collage of musical instruments with their own adjectives about how Turkmen music makes them feel. Simple words and pictures will suffice, as the focus of this activity is not on creating complete sentences.

Unit 3, Lesson 1

- 1. Read**—Write up each word and its Turkmen translation. Try to have students make sentences from the words. Make sure they note which words are nouns, verbs, or adjectives. Write up some nouns from this exercise on a column, then have students say some adjectives that go along with each noun (for example, “a fast horse”). Then have students suggest new combinations of nouns and adjectives (e.g. “a fast friend”). See how many the students can make, even if they are silly and don't make sense.
- 2. Translate**—Once students understand these words, divide them into teams and play Charades with these new words as well as any other words they may have recently learned.
- 3. Complete the sentences (adding your own thoughts)**—Have students complete the sentences with their own thoughts. Then do a drill where you read your own answers to these questions and they respond in the opposite. For example, you might say, “I like sports because they are good for your health.” One student would respond, “I don't like sports because they are good for your health.” And so on, etc. You may also say sentences that are not in the exercise, and

that the students will find funny if they say the opposite. For example, you could say, “I eat butterflies.” They say, “I don’t eat butterflies.”

- 4. Complete the sentences using words from the column**—Write up the sentences and words on the board and have students match the words with the sentences. Show flashcards of different foods and ask which foods are good for health and which are not. Or show flashcards of healthy/unhealthy behavior (i.e. a student washing their hands, a student not washing their hands) and ask the students which are which.

Unit 3, Lesson 2

- 1. Learn and remember**—Read two times with students, then divide the class into four groups. Give each group a scrambled proverb to put right again, with their books closed, of course! Have each group read their sentences aloud, and allow other groups to correct any misarranged proverbs.
- 2. Magtymguly is about health and people**—Put up a list of health adjectives and have the class contribute more. Beside each word, have a student draw a representation on the board. For example, you could write up “strong,” “healthy,” “clean,” “active,” “nutritious,” “lazy,” “ill,” “weak,” “dirty,” “diseased,” etc. and for “strong,” a student would draw a picture of a person with big muscles, holding up a cow.
- 3. Translate**—Translate the texts with the students help. In addition, use this opportunity to teach more bad health vocabulary (like “broken bones,” “stomachache,” “headache,” etc.). Then have one student act as a doctor and other students must act as patients with different illnesses. The “patients” must take a slip of paper from you with a different illness written on it (that you’ve just learned together as a class). The sick students must not say their disease out loud, but instead try to describe what is wrong with them to the doctor. The doctor must then guess the illness, and offer advice on how to make the patient feel better. Try switching doctors and patients.
- 4. Read and translate the text**—Ask students what other things they must do to stay healthy. Ask about dental health as well. Make flashcards that show healthy and unhealthy behaviors (or use ones you’ve made for previous exercises), and have students say which is which. (i.e.. One picture could be of a student eating tons of candy and one could be of a student eating an apple.)
- 5. Answer the questions**—Have students answer either orally or in their notebooks and read aloud to the class.

Unit 4, Lesson 1

- 1. Read and translate**—Use flashcards to reinforce certain words for visual learners. Ask students to form singular and plural forms of the words (e.g. carrot—carrots, cabbage—cabbages).
- 2. Read the dialogue**—Have two students act out the dialogue once the class understands the words and sentences. Then have students tell you what they normally eat for breakfast, lunch and dinner. Write the three categories on the board and fill in their responses. Do tallies by responses said more than once.
- 3. Grammar**—Divide the class into six groups (or have them work in pairs if your class is small) and give each group a word. Ask each group to draw three pictures of something or someone that can represent each word (e.g. beautiful) as well as the other two degrees of comparison (e.g. more and most). For example, have students draw three women (or horses or carpets), with one being beautiful, one being more beautiful, and the last being the most beautiful.
- 4. Read and translate**— Explain “fresh,” “long time,” “smell,” and any other difficult words. Then have on student read while you act out the part of the man and one student is the fishmonger. Ask questions: 1. Was the fishmonger angry at the man for smelling his fish? 2. Was the fish fresh? 3. Do you think the man bough the fish? 4. Why did the man say he was talking to the fish instead of smelling it? Then have students draw out the story on the board in three different pictures.

Unit 4, Lesson 2

- 1. Learn the poem**—Explain any unknown words. Then write up the following list: child, true, speak, he, mannerly. Then have students come up with the *opposites* of these words (adult, false, be silent/quite, she, rudely). Rewrite the poem on the board with these opposite words. Read aloud and discuss as a class.
- 2. Answer the questions**—Ask what good manners are in each student’s home. Ask what their parents do or say if they are naughty. Discuss with the class. Have the class then draw two pictures, one of good children at dinner, and one of bad children.
- 3. Name the whole duties of children. Use the following words and word combinations in your own sentences**—After the students have formed sentences, ask the class to vote on the importance of each duty. After they are ranked, ask the students to add the following determiners to the sentences (First, second, third, fourth, finally.)
- 4. Find the general words**— Write up many different categories on the board (e.g. character, people, animals, vegetables, fruits). Divide the class into two teams. Have one person from one team come to the board. Say a word, and the student must write it in the correct category for their team to get a point. You may also include parts of speech as categories, in which case a student could earn two points for his or her team in one try if they write one word correctly into two categories. For example, you could give the word “watermelon,” which they could then write in the “fruit” category, but also the “noun” category.
- 5. Name the adverbs with the verbs**—After correctly matching the adverbs to the verbs, divide the class into two teams. Ask one person of the first team to come up to the front. Whisper one adverb and verb to the student, and have them silently act it out for the class (e.g. running slowly, walking quickly). The first team to correctly identify the action gets a point. Continue with a player from the opposite team coming to act out a verb/adverb combination, and the team with the most points wins. Try adding new adverbs and verbs into this game to increase the fun.
- 6. Read and translate the text**—Read the text aloud with the students. Then have individual students change the sentences to either be *negative* (i.e. “A bus *did not* stop near the shop), or *future tense* (i.e. A bus *will stop* near the shop).
- 7. Answer the questions**—1. Why didn’t the man want to leave his car? 2. What are some adjectives that would describe the man and boy? 3. Why do you think the boy ate the cake himself? 4. If you were the boy, what would you have done? 5. If you were the man, what would you have done?

Unit 4, Lesson 3

- 1. Read and understand**—Teach the students about alliteration. Alliteration is a sentence where the first letter of most of the words in a sentence are the same. For example, “Allie the alligator ate apples in Ashgabat, although Allie ached for an apricot.” Ask students to write their own sentences, including their name, using alliteration (e.x. Maral met a man moving melons in the middle of Mary.).
- 2. Put questions to the underlined words**—Write each sentence on a piece of paper and then cut it up into individual words. Ask students to take one piece of paper. Ask questions about the parts of speech (e.g. who has a noun? adjective? verb? infinitive? preposition? article?). Have all of the people with verbs read them aloud, all of the nouns, etc. Then ask students to form new sentences with the words they have.
- 3. Read and translate the following word combinations with the “of” phrase**—Ask the students if they can think of other word combinations for a cup, a plate, a box, a glass, etc. Practice *like* and *dislike* using comparative words “more” or “less” between the examples they think of. For example, “I like a cup of tea more than a bottle of water.”
- 4. Read the dialogue**—After reading the dialogue through as a class, explain any new words. Then ask a few pairs of students to act out the dialogue for the class.

5. **Translate into English**—Divide the class into two teams. Let one team keep their books open. One person from that team must draw something from the exercise (e.g. uç kilo alma) on the board. The other team must say it correctly in English within 30 seconds. Then have the teams switch roles. You whisper to the previously guessing team a quantity and a bazaar item in Turkmen. They then draw this on the board and the other team must guess it in English within 30 seconds.
6. **Read and translate the text**—After completing the exercise, explain any new or difficult words for the students. Discuss with the students other adjectives in the story, which are antonyms (e.g. short, tall, low high). Ask the students to divide into teams and see which one can come up with the most pairs of adjectives. It may help also to prompt the students with one adjective and see which team can name its antonym the fastest.

Unit 5, Lesson 1

1. **Learn the poem**—After reading the poem as a class, have the students dividing up into three or four groups. Ask them to create their own country. What do the people look like? What is the name of the country? What does their flag look like? What do they grow or sell? etc. Have groups then make a short presentation telling the others about their new country.
2. **Read the words**—Create a word search for these words. With their books closed, ask students to speak and group the words into categories with similar sounds.
3. **Read and translate the sentences**—Create games of Hangman to help students practice their letters and new vocabulary. Have different students come up with the Hangman words themselves after you lead the game for a while. First choose a word that the students must guess and write the hangman structure on the board. For example, if your word is “carrot,” draw this on the board:

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_____
I       I
         I
         I
         I
         I
_____

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Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

Unit 5, Lesson 2

1. **Read and translate**—Try drawing out a map showing a city. Ask questions to help students practice these cardinal directions. For example, “Where is the bank?” “It is to the east of the post office.” “What buildings are in the northern part of town?” Also, try teaching combinations such as northeastern, southeastern, etc.
2. **Learn the poem**—Divide the class into two teams. In Round One, have one member of each team race to the board and write a word that is something which is “pretty.” Have a new

member of each team come to the board whenever a student completes a correct word or does not know one to also draw something that is pretty. Once both teams cannot generate a new word, Round Two begins with students drawing things that are “sweet” in the same racing way as Round One.

- 3. Form the words with the prefix “re”**—Explain what the prefix “re” means and do the exercise in the textbook, adding “do,” “read,” and “think” to take the place of “walt” and “mount,” which do not make sense. Then mime the new words and have the students say what you are doing. For example, pretend to write, erase it, then write again to show “rewrite.” Have students try to think of other “re” words that are not combination words (like “remember” and “research”). Also try to get the students to brainstorm any *suffixes* they may know in English (-ing, -ed, -tion).
- 4. Match the words and form the word combinations**—Do not do this exercise.
- 5. Make up a dialogue on the theme**—Have two students read the dialogue. Then ask for students’ ideas about the historical people mentioned in the dialogue. What do they know about Jellaletdin? What was he known for? Have the students mime these people then have the other students guess who they’re miming. Teach the words “history,” “knowledge,” “interesting,” and “outlook.”

Unit 5, Lesson 3

- 1. Read and give synonyms to the words**—Do a word match on the board with the students. Have students make their own crossword puzzles in class using these and other new words. For the clues, have students either draw pictures, give synonym words, or the Turkmen translation. Have students exchange the puzzles as homework.
- 2. Translate into English**—Play Around the World. Choose one of your students to start the game as a traveler. Have the traveler begin by standing next to one of the other students who is sitting. Show a picture to these students and the first student to correctly say what the picture is wins. If the traveler student wins, he/she moves to the next student’s desk; if the non-traveler wins, he/she becomes the new traveler and the old traveler sits in their desk. The traveler’s goal is to move around the classroom and back to their original seat.
- 3. Read and translate the text**—Make a small skit for this text. First, explain any unknown words to the class. Then, give jobs to different students. One student should be the narrator, one group of students are farmers, one group is hunters, and one group is the caravan traders. Have students draw the ruins of cities and castles, as well as farmland and rivers for the farmers and fishers. Then act out the skit with the narrator reading the text and the groups acting out their parts. You can also practice food and animal words by giving farmers certain crops and the fishers/hunters certain animals to catch.

Unit 5, Lesson 4

- 1. Learn the poem**—Have the class read the poem together a couple of times out loud. Then, write up different adverbs on the board (e.g. slowly, quickly, romantically, crazily, happily, sadly, cautiously, lazily). Have the class then read the poem in different ways according to the adverbs. For example, the class might read the poem very slowly, or while “crying” (sadly). Perhaps practice previously learned poems in the same manner.
- 2. Fill in the missing letters**—Have students work in groups of three to make a crossword puzzle, leaving the missing letters blank. Have each group exchange puzzles with another group to solve them.
- 3. Read and translate**—Write up sentences that have one word missing (one of the words in the list) and have students put them in the correct place. Practice pronunciation with troublesome letter combinations (-ph, -th, -ion, -ch, -sh, v, w, etc.). Then have students imagine a fictional party they’re going to have. Have them make a fake invitation for their classmates to attend. Give them markers, paper, etc. and let them add their own unique decorations. Display the completed invitations in the classroom.

4. **Read and remember**—Have each student or group of students make a map of their town. Be sure to include places like the post office, telephone station, etc. Then have one student tell another student how to get to his or her house from the school using the directions (to the north of, etc.). Alternatively, you can move the desks and chairs in the classroom to one side of the room and make a small obstacle course using either cardinal or everyday directions. If you desire, give a small treat, like a pen or candy, for those students that successfully complete the course.
5. **Translate into English**—Make five groups in the class and have each group translate one set of words. Then have them say a few sentences in English with the translated words.
6. **Speak on the topics**—Divide the class into three groups and have them each write sentences about one topic. Then have each group read its sentences to the class. They may also draw pictures to go along with their sentences. Display the pictures and sentences in the classroom.

Unit 5, Lesson 5

1. **Answer the questions**—Do not do this exercise, as there is no accompanying text.
2. **Read and remember**—Do a drill activity where you say either a positive or negative statement using “would” or “I’d” and call on individual students to negate or affirm your statements. For example, if you say, “I’d walk round the world to visit people,” the student would respond, “I wouldn’t walk around the world to visit people.” And so on for all of the exercises in the book and any other sentences you care to practice.
3. **Fill in the blanks**—Make a crossword with the numbered sentences as clues and the words in the exercise as answers. The first person to fill the puzzle correctly wins.
4. **Read and translate**—Avoid this passage other than to read aloud, as it is probably too difficult for 5th form students. You might want to take some words from the text and have a vocabulary lesson with them.

Unit 5, Lesson 6

1. **Read with your teacher***—Have the students practice saying and reading the words. Then have them close their books. Divide the class into two groups and have a mini spelling bee. One individual from each team has a chance to spell a word you give correctly. If they spell it incorrectly, the other team has a chance to try with the same word. Use words from earlier pronunciation exercises as well to lengthen the spelling bee.
2. ***Read and translate the sentences with new words**—Write up the words and either you or the students must write up the Turkmen translations. Do this exercise before your spelling bee and include these words in that activity.
3. **Translate into English**—Have four groups translate these sentences. Then have the class write a short story together, using all of the groups’ sentences. Teach “Once upon a time” and “The End” vocabulary also. Allow many questions, and help them create an interesting story with interesting characters. This may take a couple of class periods to finish, but the end product will be wonderful for the class, and the process of writing is good English practice.

Unit 5, Lesson 7

1. **Read with your teacher**—Read aloud to the class. Then, write up most of the words on the board, excluding urge, gradual, value, sake, reason, culture, inherent, and own. Then assign each student one of the remaining words. It’s okay if more than one student is assigned the same word. Have them draw a picture representing the word. Then have each student show his or her picture to the class and have the class guess which word it is. You may also include words from previous lessons as a chance to review, if you wish.
2. **Answer the questions**—Do not do this exercise, as there is no accompanying text.
3. **Learn the dialogue**—Have two students read the dialogue out loud. Then have students work in pairs to write a new, true dialogue about themselves and their towns/places of birth, families, or likes and dislikes. Have each pair read their dialogue to the class.

- 4. Read and translate the text**—Work with the students to read and understand the text. Draw or show a map to illustrate the caravans' routes. Have students draw and cut out little caravans. Blindfold each student and spin them three times in front of the map. Let them put their caravan on the map and tape it there. Talk about where each students' caravan is on the map and how far it must continue to go on the Silk Road to reach its destination in the Arabian countries. If they can only describe in Turkmen, give them the English translations.

Unit 6, Lesson 1

- 1. Read with your teacher**—Write up four categories on the board: noun, verb, adjective, and adverb. Describe the meaning of each word in the exercise and see if students can write each word into the correct category on the board. Practice plurals using both the words in the noun category, as well as using flashcards representing simple plural and singular nouns. Have class say out loud what the cards are (“One pencil. Five pencils.”).
- 2. Read and translate**—Again practice plurals with these words noting the difference between “Turkman” and “Turkmen.” Divide the class into two teams and play Charades, making sure the students correctly guess the plural and singular forms of the words.
- 3. Make up adverbs**—Practice the adverbs with verbs they already know by acting the adverbs out. Teach new, fun adverbs as well to make it more interesting. Try teaching quietly, loudly, crazily, happily, sadly, hungrily, painfully or lazily. Then play a game where you have one student leave the classroom. The class decides on an adverb (for example, “slowly”). The student then comes back into the classroom and tells another student to do something (“Close the door!” for example). The student then must do it using the adverb the class chose. The student who told them what to do must guess what adverb the class chose.
- 4. Read and translate the sentences**—Have students figure out each word's part of speech (noun, verb, etc.). Explain the words to the students. Divide students into four groups and have each group write a dialogue that uses all the words. Each group must read their dialogues aloud, and everyone must vote for the most interesting one of the four.
- 5. Put the sentences into passive voice**—Have students say which word is the verb in each sentence. Then have students guess which is the direct object. Visually rearrange the sentences on the board a couple of times so the students can learn how to change a sentence from active to passive. Pass out scrambled sentences to groups of three students to arrange correctly. Groups should exchange sentences after you check if they've rearranged them correctly.

Unit 6, Lesson 2

- 1. Read with your teacher**—Explain any unknown words. Have the class read the poem together, then have them read it with each student reading only one word each. Next, have the students say which words in the poem are verbs. Have students mime the verbs.
- 2. Give the proper definition to the following words**—Do a word match on the board with the words from the exercise. Then, write up the new words from the exercise on one column. Have the class tell you a word that each word makes them think of (for example, “cat” could make students think of “black”). Write each word and its association on the board. Then erase the original words and have the class try to remember what they were, just using the associations they thought of.
- 3. Translate into English**—Practice different grammar with each sentence. In #1, practice dates. Divide the class into two teams. On the back of each side of the blackboard, have each student write out in English the dates you say in Turkmen. For example, you say, “6-njy oktyabrda 1948-nji yylda,” and the students write “October sixth, nineteen forty-eight.” For #2, practice writing big numbers in the same manner. You say, for example, “2,589,” and the two students from different teams race to write it correctly first on their boards. For #3, practice past tenses of all the verbs the students have studied, drill-fashion.
- 4. Read and translate the text**—Have students write out all the verbs they can from the text as you read it out loud. Make a list on the board and have students change the verbs from either

past or present to present or past. Read the text again out loud and have students shrug their shoulders whenever they hear you say a verb.

- 5. Answer the following questions**—In groups of four, have students write two more questions different than those in the exercise. Have groups exchange their questions, then read and answer all groups' (and exercises') questions aloud.

Unit 7, Lesson 1

- 1. Learn the poem**—Have students name all the adjectives in the poem. Write these on the board. Have the students think of their own antonyms to these adjectives and write these next to the adjectives on the board.

Grammar section—Do a drill in which you ask students various questions (such as in the exercise) and each student must answer in the negative form, individually. Then have students ask you their own questions and you must respond in the negative.

- 6. Read and compare**—Write the sentences on the board and have students underline the past passive phrases on the board. Explain any new phrases.

Unit 7, Lesson 2

- 1. Read with your teacher**—Have the first student begin with “natural.” The second student, sitting next to the first student, must say a word that begins with the last letter of the word the previous student said (in this case, “l”). The third student must now say a word that begins with the last letter of whatever word the second student said, and so on. If the students ever become stuck, they may move on to the next word from the exercise (“tradition”).
- 2. Read and translate**—Translate words into Turkmen and discuss. Then have students put words in alphabetical order. Play Alphabet Hand Slap in two groups. The game is played where each student picks one letter for him or herself. No other student may have that letter. The students stand in a circle with their hands to their sides, palms up. They must put one hand on top of the student's hand next to him or her, and one hand below the student's hand who is his or her the other side. Then one student slaps the hand of the student next to them, saying the alphabet letters with each slap. If a student's hand is slapped while the alphabet letter that he chose is called, he is out. If he pulls away, he remains in the game. It should go quickly! If you make two groups, people will be eliminated faster.
- 3. Match the words in the columns**—Change the word match to synonyms (i.e. real, wealthy, primary, new, federal, financial, free/sovereign).

Unit 7, Lesson 3

- 1. Read and remember**—Do the word-erase exercise on the board to help the class memorize the quote.

- 2. Fill in the necessary letters**—Have students close their books. Divide the class into groups of four. Give each group three scrambled words (each letter separate). Have them reassemble the words, and the first group to reassemble their words fastest wins.

- 3. Use the necessary words from the column**—Read the sentences aloud and have the class chorus together the correct word. Make sure they write all new words in their vocabulary notebooks. Then, write up the same sentences from the book on the board, but make sure that each sentence you write has at least one mistake in it. Have the class try to find the mistakes and correct them. Use these sentences, or write your own:

He love her very much. (He loves her very much)

They maked a cake for their mother. (They made a cake for their mother)

Wich one you prefer? (Which one do you prefer?)

I not know were to go. (I do not know where to go)

This one is gooder than that one. (This one is better than that one)

Where is the girl go? (Where did the girl go?)
Why you look at me like that? (Why do you look at me like that?)
You must to tell my! (You must tell me!)
The flowers was in the garden. (The flowers were in the garden)
Yesterday I am very ill. (Yesterday I was very ill)

- 4. Read and translate the text**—Read the text, then explain the meaning for students to understand. Have students write about the next ten years. Write up sentence heads on the board, like “In ten years, I will be _____ years old.” “In ten years, I will be living _____.” “In the year 2015, I will _____.” Have students write completed sentences with your sentence heads, and have them read their sentences aloud.
- 5. Answer the questions on the text**—Write your own questions for this text, such as: 1. How many years are in a decade? 2. What is the reform of the economy of Turkmenistan based on? 3. What is Turkmenistan rich in? 4. What does a decade of prosperity do to the people of Turkmenistan? 5. What is the main slogan of our state?

Unit 8, Lesson 1

- 1. Read with your teacher**—Read aloud together. Divide the class into four groups and give them ten minutes to come up with as many words that rhyme with any of the words in the poem as they can. The team with the most words wins.
- 2. Answer the questions on the text**—Since there is no accompanying text, use this opportunity to ask the students questions about themselves.
- 3. Put the words in correct forms**—Answer the questions on the board with the class. Then play Mad Libs with a story you’ve prepared. Write the story you’ve prepared on the blackboard. Then you take out certain words (usually nouns, verbs, or adjectives), and you ask the class (without reading any of the story!) to provide you with any noun, verb, or adjective that they choose. You write the students’ suggestions into the blanks in the story, then you read the story aloud for the class. It’s usually very funny because the words they’ve provided don’t match the story you wrote at all.
- 4. Read and translate the sentences with the new words**—Do two separate activities with this exercise. First, have students write five things they’d like to do in the next ten years. Practice using “I would like to…” grammar forms. Then have students write five things about one person they respect. Use “I respect [my grandfather] because…” grammar forms. These activities practice “would like” future tense and descriptive phrases about people.

Unit 8, Lesson 2

- 1. Read with your teacher**—Read together or have each student read just one word in turns. Close all the books, and divide the class into two teams. Give each team pieces of paper with all these words on them and have the teams put the words in the proper sound groups. Compare answers, and allow students to correct each other.
- 2. Read and translate**—Have students identify the verbs in each sentence. Then have each student individually do a “Turkmenistan” acrostic. They must use the letters in “Turkmenistan” as parts of other words that describe the country. Have students use markers to make beautiful signs in the classroom. For example,

TURKMENISTAN
E
U
T
R
A
L

3. **Translate into English**—Divide the class into five groups. Give them strips of paper with the words from one sentence on them in English. Have them put the words in order. Tell them to explain to you how the Turkmen translations differ from the English (i.e. the Turkmen variant puts the verbs last).
4. **Read and translate the text**—Divide the class into four groups. Give them slips of paper with sentences from one paragraph. Have them put the sentences in correct order (without their books open, of course!). Then have one student from each group go to the other groups to figure out the correct order of the paragraphs. The last paragraph or sentence you should write on the board.
5. **Answer the questions**—Have two teams compete to answer the questions correctly. The team with the most correct answers wins.

Unit 9, Lesson 1

1. **Learn the poem**—Teach directions (cardinal: north, south, east, west; everyday: left, right, behind, etc.). Have students practice directions, then have them draw maps of their town. Draw a simple map on the board with a few landmarks for guidance. One student should come to the board and another student should give directions to their house from the school with the student at the board tracing the route in chalk.
2. **Answer the questions**—Set up a Jeopardy-style game with two teams and a Jeopardy board on the board. Students must give answers in the form of a question. You should have perhaps 5 categories (like Rukhnama, Turkmen history, etc.) with different point values for each “answer,” with get higher depending on the difficulty. For example, if a student selects “Rukhnama for 100 points,” the answer you would read would be: “Saparmyrat Turkmenbashy wrote this book.” And the student, for 100 points, must say, “Who wrote the book Rukhnama?” A 600 point question (the highest point value) would be much more difficult, but make sure that the answers you say model the correct grammar you want them to learn.
3. **Read and translate. Learn the new words.**—Play the game back to the class. Sit in front of the class facing the blackboard. Have one student from the first team write, in a full sentence, the answer to one of the questions on the board. If the sentence is grammatically correct, give a thumbs-up and nod your head, but don’t say a word. If it is not correct, put a thumbs down, and have the other team try to fix the first person’s mistake. Once the sentence is correct, have the team who wrote it get one point.
4. **Translate into English and use them in your own sentences**—Have students write the translations on a piece of paper torn from their notebooks. Have one student come to the board (with the map you drew of Turkmenistan still there). Blindfold the student and tell the class they must help the student put his word in the correct place on the map. Do this until all the words are on the map.

Unit 9, Lesson 2

1. **Recite the poem “World weather”**—Write up parts of the poem on the board and have individual students try to read the whole thing through correctly, filling in the missing parts as they read.
2. **Speak on the weather in different parts of the world**—Write different countries on slips of paper and have students pick one randomly. Give them a minute to think, then have them say three to four sentences on that country’s weather.
3. **Read with your teacher**—Read aloud as a class, explain the meanings of the words, divide the class into two teams and play Charades with the new words. Divide the class into two teams. Have one student from one team come to the front of the room. Whisper a word to that student. Without speaking, that student must act out that word. The team that guesses correctly wins a point.
4. **Fill in the necessary words**—Work together as a class to complete the exercise.

5. **Answer the questions**—Play Around the World. Choose one of your students to start the game as a traveler. Have the traveler begin by standing next to one of the other students who is sitting. Show a picture to these students and the first student to correctly say what the picture is wins. If the traveler student wins, he/she moves to the next student’s desk; if the non-traveler wins, he/she becomes the new traveler and the old traveler sits in their desk. The traveler’s goal is to move around the classroom and back to their original seat. When you play this time, give one sentence (ex. “Maksat’s dog is black.”) and the first student to raise their hand and correctly say the answer (“His dog is black.”), using the possessive pronoun in the sentence, advances to challenge the next student in a face-off. In the face-off, only one of the two students competing can raise their hands to answer the question. Whoever answers first and correctly advances to challenge another student.
6. **Read and translate the text**—Have students make graphs of the different temperatures and river lengths. Present and discuss.

Unit 10, Lesson 1

1. **Read the poem, then learn it by heart**—Have the class read the poem aloud a few times, then have them read it to themselves. Write up the poem on the board with many of the words missing and have them tell you where to put the missing words. Then have the class draw a picture representing the owl, eagle, or dove and the qualities they represent.
2. **Learn the new words**—Give as many examples and illustrations as you can in English to help the class guess its Turkmen translation. Have the class give as many new sentences with the words as possible. Write up eight sentences on the board, leaving blanks where one of the new words might go. Have the class work together to fill in the correct word in each of the blanks.
3. **Translate into English the following word combinations and make sentences with them**—Do the exercise as a class, then have each student randomly pick two numbers between 1 and 10. Those two numbers correspond to the word combination numbers (including the unnumbered words that follow). The students must then make a sentence in English using the words from both the numbers they randomly selected. Have each student read their sentences aloud for the class.
4. **Name these places of interest in Ashgabat. Say what you can say about them**—Have two different students write and perform a dialogue for each place of interest in the book. One student should play the part of a foreigner and the other student should play someone from Ashgabat. Model possible dialogue ideas and grammar on the board.

Unit 10, Lesson 2

1. **Answer the questions**—Have students make a multiple choice survey of these questions, as well as other questions about their own towns or velayats, and ask them to quiz their families and friends at home. They should speak to at least five different people and record their answers on their surveys in English. In class the next day, look at all of the surveys and show the most common answers to the questions.
2. **Translate into Turkmen**—Have students change these sentences into questions (in English) and then have students pair up so one student asks the questions and one student answers in complete sentences.
3. **Read the dialogue**—Divide the class into pairs. Give each line of the dialogue as a scrambled sentence to every pair. The pairs must put the sentences in correct order, then they must work with other pairs to put the whole dialogue in the correct order. Write up the final dialogue on the board.
4. **Read and translate the text**—Before you read the passage aloud, write the following on the board and tell the students to write it too: “Capital: Etraps: Population: Founded: President: New architectural structures:” as a list. Read it through out loud yourself slowly. Then read

again a little faster. The students must fill in your chart in their notebooks as you read the passage. Then talk about Ashgabat as a class.

Unit 10, Lesson 3

- 1. Read with your teacher**—Read aloud together. Then pair students up and give each pair two of the words from the left column and have them write as many rhymes as they can. Sing “Down by the Bay” with the new rhymes

Down by the Bay

Teacher: Down by the bay!

Class: Down by the bay!

Teacher: Where the watermelons grow!

Class: Where the watermelons grow!

Teacher: Back to my home!

Class: Back to my home!

Teacher: I dare not go!

Class: I dare not go!

Teacher: For if I do!

Class: For if I do!

Teacher: My mother will say!

Class: My mother will say!

Teacher (or student reading his or her verse): Did you ever see a fly wearing a tie? (or, “Did you ever see a goat eating a boat?” “Did you ever see a llama wearing pajamas?” “Did you ever see a fox sitting in a box?” etc.)

All: Down by the bay!

(repeat, with different rhyming verses).

- 2. Translate the following word combinations and use them in your own sentences**—Make new sentences with each phrase and have the students make a logical paragraph out of the six sentences. Read aloud.
- 3. Translate into English**—Make four groups. Have each group translate one sentence from the exercise. Then have each group explain what they think about each statement and *why* they think so. If their language is good enough, have the groups debate each other as to why one phrase is true or false, good or bad. Assign each group a position to defend.
- 4. Name the important towns and cities of the Great Silk Road**—discuss each town then have students speak about the towns in their own velayat. Ask questions like, “why is your town a good town? How could your town be better? If you were the hakim, what would you change in this town?” Make your students think and use their language skills!
- 5. Speak on the themes**—Have each student write three sentences for each phrase in the exercise. Have one student read his or her phrase for (a), then have the next student practice responding using such phrases as “Yes, I agree with Aman. Turkmenistan’s culture is ancient and interesting. I also think...[reads his/her own sentence here].” You will have to introduce such phrases and explain them before you begin the exercise. Have students think of their own conversational words with which to preface their own sentence. Do this for all the themes, (a), (b), and (c).

Unit 11, Lesson 1

- 1. Read with your teacher**—Read aloud, then use the opportunity to teach about “either/or”, and “neither/nor”. Set up a bazaar skit to have students practice the new grammar. For example, one friend says to another, “What will you buy?” The other student answers, “I want either apples or oranges.” The first student responds, “But the bazaar has neither apples nor oranges today!” “Really? I will buy tomatoes then.” Model the dialogues, then have students create their own phrases and act out dialogues for the class.

2. **Remember children’s rules**—Set up three charts on the board. #1: Children Must/Children Mustn’t; #2: Adults Must/Adults Mustn’t; #3: Students Must/Students Mustn’t. Have students say ideas to fill in the charts. Some ideas may fit into two of the columns in the chart. For example, students must listen well, and so must children.
3. **Translate into English**—Do the exercise with the class, then practice plural and singular nouns, either with flashcards or by a fill-in-the-blank exercise on the board.
4. **Read and translate the text**—Have class write the rules their families have. Then ask questions (drill-fashion) to individual students such as, “What time do you go to bed? What time do your little brothers/sisters go to bed? How old will you be when you finish school? How long is your summer vacation?” Also try questions like, “Who goes to bed earlier, British children or Turkmen children?” have students write superlative sentences related to the text (ex. “Turkmen children go to bed later than British children).

Unit 11, Lesson 2

1. **Poem**—Read aloud. Ask students what other things they *can* do and things they *can’t* do. Make them silly questions so they know how to respond. For example, “Can you eat 10 watermelons in one hour? Can you fly? Can you kiss a camel? Can you help your mother? Can you catch a cloud?”
2. **Make up adjectives**—Have students write the correct adjectives on the board. Do a drill where students say, “A French person is from France. They eat French food and listen to French music.” Do this for many countries. You say the country, and then the students must individually respond in the model above. For example, you say, “Turkey.” One student will say, “A Turkish person is from Turkey. They eat Turkish food and listen to Turkish music.” Continue with many countries and nationalities.
3. **Read and translate the text**—Read and explain the text. Have students ask questions if they do not understand. Then have the students draw the scene described in the text, using speech bubbles showing the woman and the waiter’s conversation.
4. **Use the new words and expressions in your own sentences**—Divide the class into three groups. Each group must write a dialogue using any three words on the list, then act it out for the class. You also may write a small restaurant skit using all the words that involve a few students. They can then act it out.
5. **Make up a monologue according to the story, “You cannot eat it!”**—Have students write their feelings about the story. Was a good story? Was it funny? What do they think of tourists who can’t speak the local language? They should write approximately eight coherent sentences that are connected thoughts, not disparate ideas.
6. **Answer the questions on the text**—Have students answer the questions individually in class, out loud.

Unit 11, Lesson 3

1. **Read with your teacher**—Ask students to give you the Turkmen translations of “change, much, language and angles). Then have them give a sentence using the word. Have other students change Russian to the country, Russia, and give two sentences as examples, using both the country and the nationality.
2. **Read the sentences and put them in interrogative forms**—Diagram a few examples of how to change a declarative sentence to an interrogative sentence, then have students do the exercise. Write up four different interrogative sentences and have students change them to the declarative.
3. **Give three forms of the verbs**—Write up three categories on the board (present simple, simple past, and present progressive). Say a verb form of one of the words and have a student write it in the correct category. Or have students write the three forms in their notebooks on their own and volunteer to write them in the right category.

4. **Text**—Read the text slowly, and every time you say one of the new words from the previous exercise, the students must shrug their shoulders. Read it again out loud at a normal pace and do the same thing.
5. **Answer the questions**—Divide the class into two teams and make the questions into a competition. Read the questions out loud, and the first team to raise their hand and get the answer correct gets one point. Throw in other questions from previous lessons for review and to make it more difficult. Students get double points for correcting the other team’s mistakes.

Unit 11, Lesson 4

1. **Learn the poem**—Draw the poem’s meaning on the board to explain it. Draw four roads going in different directions, draw a ship with big sails, draw sailors. Have students practice saying it aloud, and have them practice their directions (north, south, east, and west). Do a picture dictation to practice directions (ex. Draw a man to the north, a cat to the east, a house to the west, etc.)
2. **Read and translate with your teacher**—Give clear examples of each word in a sentence and have the students guess the translation. (ex. “The population of Ashgabat is about half a million people.” “Dashoguz is situated to the north of the Karakum desert and to the south of Uzbekistan.”)
3. **Translate the following word combinations and make sentences with them**—Write sentence heads on the board, like “The city of London has...” “In England’s capital, there are...” Then give five groups the phrases as scrambled phrases. The groups must put them in the correct order and match them with a sentence heard from the board. Closed books, of course!
4. **Put the given words in proper order to make sentences**—Make four groups and have each group unscramble the sentence, then switch with another group.

Unit 11, Lesson 5

1. **Read the geographical names**—Try to find pictures of these places of interest for your students as you’re reading them out loud.
2. **Read and translate the sentences**—Teach conjunctions such as “and, but, though.” Have students make new sentences comparing London to Ashgabat. For example, #1. “London has a population over 8 million and Ashgabat has a population of half a million.” Then employ superlatives you taught previously to say the sentence differently, for example, “London is bigger.”
3. **Make up word combinations**—After students have formed many combinations, divide the class into two or three groups. Ask the students to create lists of words that would fit into each combination (i.e. needful things=water, food, clothes...; Famous Cities=Ashgabat, New York, London). Once each group has created their lists, have the students create sentences to practice lists and conjunctions. For example, you could ask, “Name some needful things.” A possible answer could be, “Water, food, and clothes are needful things.” Try these questions for all combinations.
4. **Read and translate the text**—After explaining any new or difficult words, ask the students to choose a city within Turkmenistan. Compare and contrast these cities. (ex. “What does London produce that Turkmenistan does not? What are famous sites in Ashgabat?”) Make sure students are using full and complete sentences. For homework, assign students to write sentences about their favorite city.

Unit 11, Lesson 6

1. **Read with your teacher**—Ask students to come up with rhyming words to this list. These words should all be additional examples of similar sounds. Create two sets of these words on pieces of paper and divide the class into two teams. With their books closed, ask students to group these words into their correct sound categories. The first team to correctly group their words wins.

- 2. Read and translate**—Ask students to form new sentences including one, two, or even all of the new words. With books closed, play three games of hangman using the new words. First choose a word that the students must guess and write the hangman structure on the board. For example, if your word is “carrot,” draw this on the board:

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_____
I       I
        I
        I
        I
_____I
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Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

- 3. Read and translate the following sentences**—Ask students to underline the verbs, nouns, adjectives, and pronouns in each sentence. Write each word from a sentence on a card and scramble the words. Have student create new sentences based on these words. Again have them point out the parts of speech. See how long or short they can make one sentence. Ask them what part of speech a sentence must have to be complete. Ask what the other parts of speech do for the sentence (i.e. a verb shows action, an adjective describes).
- 4. Read the text**—After reading and explaining new words, have the students either act out the text in a play or have them draw different pictures to explain each section of the text.

Unit 11, Lesson 7

- 1. Read**—Ask students to form new rhyming words to the ones already in the book. Then play Charades with these new words. Play as a class or in teams.
- 2. Read and translate the following word combinations and make up sentences with them**—Have students create a *new* story from the sentences they have made.
- 3. Translate into English**—Have the students work with their deskmate to translate the sentences. Then practice possessive pronouns by playing Around the World. The game is played where each student picks one letter for him or herself. No other student may have that letter. The students stand in a circle with their hands to their sides, palms up. They must put one hand on top of the student’s hand next to him or her, and one hand below the student’s hand who is his or her the other side. Then one student slaps the hand of the student next to them, saying the alphabet letters with each slap. If a student’s hand is slapped while the alphabet letter that he chose is called, he is out. If he pulls away, he remains in the game. It should go quickly! If you make two groups, people will be eliminated faster.
- 4. Read and translate the text “A Good Lesson”**—Rewrite (or have the students rewrite) the text into a play. Perhaps you can add characters (some of the other servants or fine guests) and give them speaking lines in your new play, then act it out as a class. Show examples of what a play looks like so the students can get the written format correct.
- 5. Answer the following questions**—Divide the class into two teams and give each team three questions from the exercise. Have them write complete answers to their questions. Then have each team read their questions and answers aloud. If the other team finds a grammatical mistake in the other team’s answers and is able to correct it, they get a point. Use question #7 as a tie-breaker question for both teams to try to answer grammatically correct.

Unit 11, Lesson 8

- 1. Read with your teacher**—Have students list other places, cities, states or countries from around the world or in Turkmenistan. Have students practice the preposition “in” when describing these places. For example, “Ashgabat is in the Ahal velayat. The Ahal velayat is in Turkmenistan. Turkmenistan is in Central Asia.”
- 2. Read and translate**—Divide the students into groups and have them write five new sentences describing either Turkmenistan’s geography or businesses, or another country’s. Likewise, students could create their own country and describe it. The most creative group wins. Questions for the new country could be: Where is the country located? Does it have cities? What does it produce? Etc.
- 3. Make up negative sentences**—Ask each pair of deskmates to form the future and negative future tenses for each sentence. The first pair to finish each sentence must run to the board and write it down. A correct answer receives one point, and the pair with the most points wins!
- 4. Read the text**—Have students each draw part of the text, (i.e. What does the Castle of Glasgow look like?). Perhaps have them draw the ancient buildings of Edinburgh. “What stories do they have to tell? What do the stores sell, etc.” After drawing, have them describe their scenes to the class in the simple past tense.

Unit 11, Lesson 9

- 1. Read the poem**—Have two volunteers come to the front and act out the poem as other student volunteer to read one line each.
- 2. Read and remember**—Do not do this exercise.
- 3. Fill in the necessary participles**—Have deskmates work together to write what they believe are the correct six sentences. Once complete, pass each pair’s work to a different pair to be corrected. Award bonus points for any new correct sentence written that uses past participles.
- 4. Read the text**—Read the text aloud, paying special attention to the “th” sound. Then have students break into four groups. Assign each of them the name of a fictitious country. Tell them to choose an emblem and write sentences explaining why it’s a good emblem for the country. Then talk about Turkmenistan’s emblems.

Unit 11, Lesson 10

- 1. Read the poem and then learn it**—Have students write any unfamiliar words, then you explain these words to the class. Teach nature vocabulary from the poem, then do an 8-box pictation. Have students draw eight boxes in their notebooks and number them. You tell the class different things to write in each box. For example, “In box 1, draw a forest with mountains and a sun in the sky.” Do this for all eight boxes, then ask questions like, “What box has a rabbit, a river, and a moon?”
- 2. Learn the words**—Do this exercise before the pictation exercise in Exercise #1.
- 3. Translate into English**—Translate these sentences by giving them as scrambled sentences (in English) to groups of students. Have them exchange sentences with other groups once completed.
- 4. Answer the following questions**—Ask the questions out loud. Have the whole class say the question word, then its Turkmen translation. For example, you read #1 out loud. The whole class shouts, “Who!” then “Kim!” Then have each student write out the answers in their notebooks.

Unit 11, Lesson 11

- 1. Recite the poem by R. Burns**—One student should say one line of the poem, then another student should say the next line, and so on.
- 2. Read with your teacher**—Read aloud together. Then have everyone close their books. Give each student a word (use all the words from this exercise plus other recent exercises). Students must then get up and mingle to find the other students in the class whose words sound alike. For

example, four student might receive the words “much, touch, such, Dutch.” They would form one group after finding each other, while other groups would form based on different sounds.

- 3. Complete the sentences**—Have students practice making up their own endings and beginnings to the sentences. Give quite a few examples, and encourage students to make silly answers, as well as probable ones. For example, “Every building has 2,500 windows,” or “Scandinavian countries are to the north of England,” “She won’t eat a thistle,” etc. Give much clapping to the students with the most creative answers.
- 4. Make up a dialogue**—Have two students read the dialogue. Then, with books closed, give two groups a scrambled dialogue. The first group to correctly reassemble the dialogue wins.
- 5. Read the text**—Read the text aloud. Stop after every sentence and ask a question about that sentence. Then read the text straight through again and have students answer questions in the following exercise/homework.

Unit 12, Lesson 1

- 1. Read the poem**—Read the poem aloud and explain new words. Have the class think of actions to do with the poem. For example, “In the heart of a seed,” the students could hold their hands together to look like a seed. For “Buried deep, so deep,” the class could pretend to be digging deep into the earth. Read the poem again and do the actions together.
- 2. Read with your teacher**—Play the grouping game (from Unit 11, Lesson 11, Exercise 2), this time with new rules. Give each student a word (for example, “grass”) that belongs to some category (for example, “things that are green”) but don’t tell them what this category is. Allow the students to mingle to figure out the correct groups. There should be maybe three or four students in each group. The “things that are green group” could include students that had the words “grass,” “flag,” “leaves,” and “frog”. They may invent altogether new groupings, which is fine too. Use words from this exercise.
- 3. Remember the new words**—Give as many examples as you can to help students guess the Turkmen translations of these new words.

Unit 12, Lesson 2

- 1. Read and translate the text**—Read the text through one time, then read it again slowly, stopping after every paragraph to ask questions (like those in the homework exercise). Then play a game like a TV game show. Make four teams, and the first team to slap their desks gets to answer the question. If they’re correct, they get a point. If it’s grammatically incorrect, another team may answer correctly to take two points.

Unit 12, Lesson 3

- 1. Read with your teacher**—Find a map of the U.S. and point out the words on the map. Have students discuss Turkmenistan’s monuments, capital, and independence.
- 2. Remember the new words**—Explain the new words, then have students write their own sentences with the new words. They then pick one sentence from the eight that they wrote and rip it from their notebooks. Collect all the sentences, and divide the class into four groups. Give each group the same number of sentences and have them practice connecting words and place words, such as “first, then, all of a sudden, but,” etc., to write a story with their sentences. They may write new sentences to make their story better or more coherent.
- 3. Read with your teacher**—One student reads the first word, “lunch.” The next student must say a word the begins with the letter “h”. The third student reads the second word in the exercise, “touch,” and the next student must say a different word that begins with “h” and so on.
- 4. Give the meaning of the following words**—Play Taboo. Divide the class into two teams. One student from one team comes to the front of the class. Whisper one word to him or her (or have him/her reach into a bag with many words written on small pieces of paper), and he/she must then describe the word without gestures or saying the word itself. Their team must guess the word to get a point.

5. **Give the plural of the following words**—Say various words and have students chorus the correct plural form. Write up the “unusual” ones (like the ones in the exercise ending in “-ves”). Practice with flashcards if you can.
6. **Find and name the common word**—Play Pictionary. Divide the class into two teams. Write all the words on slips of paper and have one student from one team pick out a word. That student has one minute to draw as many words as possible for his team to guess. If he doesn’t know one of the words, he may skip it and take a new one. Then switch with a student from the other team.
7. **Read and translate the text**—Read the text together with the class and explain any unknown words. Then have the class each draw a cartoon representing the different parts of the story. For example,

Unit 12, Lesson 4

1. **Text. A minute for a joke**—Teach adjectives “slow, fast, big, small, good, bad.” Ask questions about the text using these adjectives to help explain the joke.
2. **Read and translate the text**—Read the text together as a class. Then, have students in pairs rewrite the text (keeping the same grammar/sentence structures) to write about Ashgabat or their own local city. By changing only a few key words, the meaning of the text can change.
3. **Answer the following questions**—Write another set of questions that parallel these questions, only write them about Ashgabat. Play a game with two teams. The first team to slap their desks gets to answer your questions. They must listen carefully to know whether you asked them about the capital of the USA or Turkmenistan.

Unit 12, Lesson 5

1. **Recite the poem**—Teach the poem by the rub out method. Have three different students recite the whole poem, each saying a different stanza. First write the poem that the class should memorize on the blackboard and have the class read it out loud. Then erase two words. Have the class read it again. Erase a few more words, and then have individuals read it out loud. Continue until you have erased the entire poem and they know the whole poem by heart.
2. **Read and translate the sentences**—Have students work in pairs and have each pair translate one sentence. Come together and have each pair write up their translations on the board.
3. **Read about Henry Wadsworth Longfellow**—Read the text together and explain any new words. Then have the class write questions that are unusual and funny. For example, “If Henry Wadsworth Longfellow had never died, how old would he be now?”

Unit 12, Lesson 6

1. **Read with your teacher**—After reading and explaining the words, have students choose one set of words. Then ask them to create a sentence using both words in the same sentence. The silliest sentence that is grammatically correct wins.
2. **Read and translate**—Once students understand the translations, have the student pick one new phrase to draw on the board. The other students must guess which one it is.
3. **Text**—Read the text together with the class, explain new words, and practice them. Then draw a map on the board showing what Columbus *thought* his route was, then draw another map showing his *actual* route (America, not India).
4. **Answer the following questions**—Write up the answers in scrambled order on the board as incomplete sentences (e.g. “They sailed for _____ months.”) and have students match the correct answer with the questions, then complete the questions correctly.

Unit 12, Lesson 7

1. **Read the geographical names**—Get a U.S. map and put numbers by the geographical names from the exercise and have students find each place and put the correct name with the numbers.

2. **Remember the new words**—Have students first put the words in alphabetical order. Then have them say new sentences with these words.
3. **Read and translate the text**—Get out the U.S. map again and allow student to each choose a different state. They must then write and tell about that state’s particular location. For example, “Minnesota is bordered by Canada to the north, Iowa to the south, Wisconsin to the east, and both North and South Dakota to the west.” If more resources are available (such as encyclopedias, atlases, etc.), have students write more information about the state they chose.

Unit 12, Lesson 8

1. **Read with your teacher**—Give each student one word from each sound group and have them write a sentence or two using all the words. They should then join up with their deskmate and make one sentence from both of their sentences.
2. **Read and translate the sentences with the new words**—Read together as a class and explain new words, giving translations as appropriate. Then practice “can” questions, targeting students’ abilities. For example, “Can you eat a whole cake by yourself?” “Can you see the school?” etc. Ask these drill-fashion to model the grammar. Then have students write their own questions using new words and “can.”
3. **Read and remember**—Practice making sentences with the examples, then practice making sentences using “very” to mean the same thing (e.g. “She has a very good idea,” etc.)
4. **Read and remember**—Explain the grammar rules, then practice students asking and answering questions using “enough.” For example, “Do you have enough money?” “Yes, I have enough,” etc.
5. **Read and translate the following sentences**—Have students change the sentences to interrogative forms. Have pairs make three line dialogues beginning with the interrogative, answering positively, then a concluding statement. For example, a pair could speak like this for #1: “Are you old enough to dance?” “Yes, I am old enough to dance.” “Good, let’s dance!” They should read these exchanges for the class out loud.

Unit 12, Lesson 9

1. **Read with your teacher**—Teach alliteration. Then have four groups make alliterative sentences with one target sound (e.g. “Quick Quincy ask quite a quirky question for a quarter.”) Read for the class.
2. **Read, translate, and make up sentences with the following words and word combinations**—In groups of four, students should write a dialogue incorporating all of the elements of the exercise, with four parts, then present it to the class.
3. **Translate and give sentences with them**—Practice talking and writing about hopes. Using the grammar model, “I hope that...”, students should speak to their deskmates about something they hope for in the next lesson, their next birthday, etc. Then each student tells the class about one hope their partner has. For example, one student could say, “She hopes that next week there will be warm weather.”
4. **Read and translate the text**—Have students listen to you read the story once. Then on the second reading, students should clap their hands once every time you say “school,” raise their hands when you say “five dollars,” and stick out their tongues every time you say, “I”.

Unit 12, Lesson 10

1. **Fill in the necessary prepositions and translate the following sentences**—Write up the sentences on the board and have volunteers fill in the correct preposition. Have other students write other sentences on the board that use the same prepositions.
2. **Read and translate the text**—Have students in groups of three read the text and write questions about it. Have all groups give you their questions, then play a game where each team that signals they know an answer to a questions you read and answers it correctly gets a point.

Unit 13, Lesson 1

- 1. Poem**—Have students in four groups figure out how many: 1. seconds in a hour, 2. minutes in a day, 3. hours in a week, and 4. hours in a month. Have students report back to the class. This might be a good opportunity to teach math terms in English (e.g. add, subtract, multiply, divide, sum, divisor, answer).
- 2. Add the time and tell about your day**—Have each student write their own answers down in their notebooks, then find a partner. Each student tells the other their answers. A tells B, B tells A. Then students switch and find a new partner. They then tell their *old* partner's routine from memory to their new partner. So A tells C, for example, "B gets up at 7:00. She eats breakfast...", etc. Switch partners one more time, so A talks to D and tells B's routine again. Then, once the class is finished, D stands up and tells the class B's routine. B can correct D, as the routine will definitely get scrambled from teller to teller!
- 3. Translate into English**—Give four groups two sets of scrambled sentences (one in Turkmen, one in English). They should not be the same sentences. The groups must then find the groups with the corresponding sentences in Turkmen and English. Once all groups find their matches, they can read their sentences out loud and tell the English translation, if necessary.
- 4. Tell what you do at that time**—Have students pick an animal silently and don't tell each other. Then they must write what that animal does at the different times of the day. Have each student read their sentences aloud, and the other students must guess what animal it is.
- 5. Fill in the articles where necessary**—Explain the uses of "a, the," and "an." Write the sentences up on the board and have volunteers fill them in.
- 6. Say what it is**—Don't do this exercise.
- 7. Find the general word**—On big pieces of paper, write categories like fruit, days, seasons, etc. and put in different parts of the room. Then give each student about four pieces of paper with half a word written on it. The students must first find the second half of their word with another student and together they must find the correct category for their words. For example, one student might have the word piece, "Win," another might have "ter," and together they would put their pieces of paper in the "seasons" category. Remember, the hardest part of this exercise is to make sure students are speaking English when looking for their word partners and not just to show their word parts to each other.

Unit 13, Lesson 2

- 1. We make sentences with it when we speak about time, weather, or seasons**—Do an oral drill where you say either an interrogative or declarative sentence about time, weather, or seasons, and each student must answer with "it". For example, you say, "What season is it?" Student: "It is spring." Or "It is spring." Student: "Is it spring?" Go quickly and help model good grammar.
- 2. Read. It is time**—Have students write questions for each of the phrases, then read aloud for the class with a partner.
- 3. Adjectives**—Play Box Draw. Have students draw 8 boxes in their notebooks, filling up a whole page and have them write the numbers in each box. Then, you say a picture to draw in each box using the new adjectives. For example, you say, "In box number 1, draw a rainy day, with clouds and people with umbrellas. In box number 2, draw a sunny day with children playing outside," etc. Then once students are finished, quiz them about which boxes show which adjectives.
- 4. Translate into English**—Have students make flashcards with each Turkmen phrase (only pictures, no words). Then have them quiz their partner by showing the flashcard and the partner must say it in English.
- 5. General question**—Play Teapot. You think of a verb in English, but don't say it. The students must ask you questions to discover what the verb is. The questions might look like this: "Do girls teapot?" "Am I teapotting right now?" "Can dogs teapot?" You only answer yes or no, and

give hints if they need help discovering the answer. If you like, play again and have a student think of a verb, and he or she will answer all of the class's questions.

6. See above.

7. Learn the word combinations and use in your sentences with the verb "to be"—Have students write a dialogue with their partner. One student acts as a mother/father telling their child not to do something and the child must respond beginning with, "But Mother, I must [word combination from exercise here, be in] because it's [excuse, raining outside]."

8. Ask your friend to use the above phrases in your dialogue—With the same partners as in the above exercise, change roles and ask the same questions from the word combinations relating to the previous exercise, like this: "Are you in?" "Yes, Mother, but I'm wet." Etc.

9. Make up disjunctive questions—Play Snap with question tags after going over the basic rules for question tags. To play Snap, you need to make cards. One set of cards will just have sentences like, "It's raining outside," and the other set will have the tags for these sentences like, "Isn't it?" You'll need to make 48 cards, 24 sentence cards with 24 tags. Two students from two different teams will come to the front of the class where you have your cards laid out. They will take turns flipping over cards (one flipping sentence cards, one flipping tags), and if there is a correct match, the first student to say, "Snap!" gets to take the cards from the pile. Then switch students.

Unit 13, Lesson 3

1. Answer the questions—Have students make a survey with these questions. For each question, have them offer four answers (ex. #1. a. before 6, b. 6:30-7, c. 7:30-8, d. after 8). Then have students, as homework, ask their friends and family the questions. The next day, tabulate the results and have students write sentences about the survey's findings.

2. Use the present continuous tense. Look at the time and say what you are doing—Make flashcards (or have one student draw them) that show different activities (getting up, eating breakfast, etc). Tape them to the board and have students say what time they usually do those activities (in full sentences, using the present continuous tense). Use the flashcards later to review and practice the present continuous tense.

3. Translate into Turkmen—After translating, play a fun time-word game with the students. Divide into two or three groups and ask the students to listen carefully and take notes if they like. As a teacher, create a story involving time or have each group create their own and ask one another. Example: Uzuk wakes up at 6:05 a.m. Her lessons begin at 8:00 a.m. For 20 minutes, Uzuk milks the cow. Then she eats breakfast for 34 minutes. Then Uzuk gets dressed for school, which takes 18 minutes. After she is dressed, Uzuk reads for 38 minutes. After reading, she walks to school, which takes 14 minutes.

-Did Uzuk arrive in time for school?

-Is Uzuk late for lessons?

Have students answer these questions by practicing new vocabulary.

4. Read the dialogue and make up your own dialogue—After reading and explaining any new words, have two students act out the dialogue for the class. Then ask two new students to read the dialogue in the past tense. Have two more students read it in the future tense. Use this opportunity to teach how verbs typically change between tenses.

Unit 13, Lesson 4

1. Answer the following questions—After students have answered the questions, practice using "always, usually, sometimes, never." Write each of these four adjectives on a piece of paper and place them in different places in the room. Then read the students statements and have them move to the sign that is correct for their lives. For example, you could say, "Wake up at 6 a.m." After students have moved to the appropriate adjective place, ask one or two from each group to give the complete sentence to describe their habits. (i.e. "I always wake up at 6 a.m.") Silly statements can be fun to make such as "Fly to school," "run like a lion," etc.

2. **Describe your working day. Describe your day off**—Before having students describe their days, have them draw a picture of what they will describe. After their pictures are complete, have them give them to you and then mix them up. Place all of them along the blackboard or on the first row of desks. Finally, have each student or a few students describe their day and have the class guess which picture they’re describing.
3. **Read with your teacher**—After describing unknown words, play Don’t Be Slow. Give each student a vocabulary word and tell them to remember it. Write all the words you gave the students on the board. You begin playing with one student speaking a sentence using one of the words on the board. The student whose word was used in the sentence must then immediately speak a sentence using a different word from the board. Whoever hesitates or is too slow in realizing their word was used is out. If they use the word of someone who is out then they also are out.
4. **Grammar remember**—After explaining the example, divide the class into two groups. Give a sentence in the past or future tense and have the groups form the opposite sentence. For example, if you say a sentence in the past tense, the first group to read the correct answer in the future tense and act it out receives one point.
5. **Read and translate the sentences**—Have students describe their dreams and goals by using “if” and “when.” Ask students what profession they would like to have. Then have them form a sentence. For example, “If I were a doctor, I would help people.” OR “When I am a doctor, I will help people.” Other questions could be, “If you won 10,000,000 manat, what would you buy?” etc.
6. **Put the following sentences in the right tense**—After reading these sentences, play Telephone with new sentences the students create using “if” and “when.” Start by whispering a sentence to one student in the class. That student must then whisper their sentence to their deskmate, who must then whisper to the next student. Keep continuing by having students whisper to the person next to them. The students should only say the sentence one time to the next student—they cannot repeat it! The last student to hear the message must say the sentence out loud for the class, which usually is very different from the original sentence whispered. Explain why the new sentence formed after the sentence reaches the end of the line may or may not be grammatically correct.

Unit 13, Lesson 5

1. **Read with your teacher**—Explain the new words, then write each word on a piece of paper. Pass the papers out face down to groups of students. Count to three and then have students flip their papers over. The first group to match the correct word sounds together and shout out their match (ie. “Dense-fence!”) wins. Repeat until the sounds are clear. Extra points for groups that come up with additional words with the same sounds.
2. **Insert the letters**—Take these words, along with the new vocabulary from Exercise 1, to play Hangman. Divide the class into teams or have the student who guessed the word first be the one to write the new mystery word for the class to guess. First choose a word that the students must guess and write the hangman structure on the board. For example, if your word is “carrot,” draw this on the board:

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_____
I       I
        I
        I
        I
_____I
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Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

- 3. Learn the grammar**—Help students learn this grammar by having three students come to the front of the class. Give one a nametag/paper that says: “Mother.” Have that student say, “I want a cup of milk.” Point to the example in the book, and explain first person speech. Then have the other two students act out reported speech. Have one student say to the other, “Mother said that she wanted a cup of milk.” And the other student may respond, “Really? I’ll get it for her.” Do this for the other example, then have students come up with their own actions for the other two sentences in the exercise.
- 4. Put sentences in reported speech**—Have students write their answers in their notebooks, then have different students act out the scenarios as described above. Then have students write their own sentences and read aloud.
- 5. Read a story about a boy**—Read story aloud and help students understand any unknown words. Then have different students draw different scenes from the story: 1. The hunter in the woods, 2. First seeing the boy on skis, 3. A bird’s eye view of the village, the forest, the school, 4. Taking books back to his village in the evening. Post these pictures in the room as a storyboard.

Unit 14, Lesson 1

- 1. Read the words**—Make four groups. Have each groups take one line of words and have them make as many new words as possible by either changing or adding just one letter from each word. The group with the most words wins. For example, “mean” could change to “bean” or “meal.”
- 2. Answer the questions**—Have student answer the questions in their notebooks and write one more of their own. They may then read their own questions aloud and the class may answer.
- 3. Make up questions**—Play full-scale Jeopardy with these examples and with other information you may want to review. Set up a “Jeopardy”-style game with two teams and a Jeopardy board on the board. Students must give answers in the form of a question. You should have perhaps 5 categories (like Rukhnama, Turkmen history, etc.) with different point values for each “answer,” with get higher depending on the difficulty. For example, if a student selects “Rukhnama for 100 points,” the answer you would read would be: “Saparmyrat Turkmenbashy wrote this book.” And the student, for 100 points, must say, “Who wrote the book Rukhnama?” A 600 point question (the highest point value) would be much more difficult, but make sure that the answers you say model the correct grammar you want them to learn.
- 4. Fill in the blanks using the word in the column**—Make a crossword with the sentences serving as clues.

Unit 14, Lesson 2

- 1. Read with your teacher**—Drill random students by saying an English word from the exercise and having one student stand up and give the Turkmen translation. Have another student give that word in a new sentence.
- 2. Put letters in to form words**—Write up the words on the board and have students fill in the letters. Then write up just the missing letters (p, e, l, u, a, o u) and have students (in teams of four) write as many words as they can that begin or end with one of the letters.
- 3. Form verbs from these nouns and adjectives**—Don’t do this exercise.
- 4. Match the words**—Have each student choose one word from the exercise and make an acrostic with it. They must use the letters in their word (“Turkmenistan” is our example) as parts of

other words that describe the word. Have students use markers to make beautiful signs in the classroom. For example,

TURKMENISTAN

E
U
T
R
A
L

- 5. Read and translate the text**—Using the homework questions, work with students to answer them by doing sort of a word find. For example, the first question asks when the Permanent Neutrality of Turkmenistan was adopted. Have students find the word “adopted” in the text and then have them guess what the question is asking them. Have them answer it based on their deductions.

Unit 15, Lesson 1

- 1. Learn the poem**—Have students draw the poem (i.e. maybe two drawings of children indoors with rain out the window, one of children playing outside in the sun). Then have students write four sentences about what they like to do when it is rainy or sunny outside.
- 2. Make up sentences using the following words and word combinations**—After students have created new sentences from the word combinations, encourage the class to come up with a list of sentences of things students should (or must) or mustn’t do. Then divide the class and play Charades with the new sentences.
- 3. Translate into English**—Divide the class into two groups and have each sentence written on the board. Begin with the first group and see if they know the translation for the first word of sentence #1. If they do, they receive a point. If not, the question goes to the second group. After the first word is translated, start again with the second word with the second group. After translating, continue the exercise by asking where each word should be placed in a correct English sentence (i.e. The first word in the sentence, the last word, etc.). Take the chance to explain how Turkmen word order of adjectives, nouns, and verbs differs from English.
- 4. Make up a dialogue**—After having two volunteers act out the first dialogue, have the class create another dialogue for a discussion “later” that day, talking about how the parade went, what they saw, what they liked about it, and if they said an oath and saluted the flag.
- 5. Grammar**—Practice saying the words in the exercise together. Practice your TPR verbs and have the class do it with you. Then make it into a “Simon Says”-type game. You say, for example, “Let’s run!” Everyone then runs in place. If you say simply, “Jump!”, the student who jump are out because you didn’t say “let’s” first.

Unit 15, Lesson 2

- 1. Read and translate. Make up your own sentences with “Let’s”**—Have students get into pairs and give each pair one of the sentences from the exercise. Have them write a dialogue (about 10 lines long) about the topic. Have them read in front of the class.
- 2. Describe the picture (of your school)**—Divide the class into four groups. Put up eight or more interesting pictures of different people (from newspapers, magazines, etc.) on the board. Have each group secretly select one of the photos and write a description of it. Each group will read their descriptions to the rest of the class, and they must guess which picture they’re describing.
- 3. We say**—Don’t do this exercise.
- 4. Fill in the blanks with the pronouns many, much, few, little**—Have students do the exercise individually in their notebooks. Then have each student write two of their own sentences with many, much, few, or little. Teach superlative adjectives (good, better, best, for example), then play Grammar Tennis. Divide the class into teams. Bring one student from each team to the

front of the class to sit in two chairs facing each other. The first student must say a strong superlative (e.g. longest). The other student must respond with the correct superlative (longer) and then the first student must then say the base adjective (long). If the students miss any of the words, the other team gets a point. If both students get all the words, both teams get a point. Then switch students.

5. **Answer the following questions**—Divide students into pairs and give each pair one question. Then have them answer the question (in a full sentence) and write three more questions of the same type.
6. **Read and learn. And give Turkmen equivalents to the following proverbs. Why do we say so?**—Have students, in partners, take one proverb, translate it, and explain or draw it. Then have each pair present their proverb to the class.
7. **Noun + suffix-y = adjective**—Make three columns on the board (noun, adjective, adverb). Make two teams and say one word and have a student from one team put it into the correct column. For an extra point, the team can use it correctly in a sentence.
8. **What a sunny day it is!**—Do a drill where you give a sentence like those in the exercise and the student must respond with a “Let’s” sentence. For example, you say, “What happy children they are!” and the class might respond, “Let’s go play with them!” And so on.
9. **Translate into English**—Do the same exercise as number 8.

Unit 15, Lesson 3

1. **Learn the poem**—Go over unknown words. Do the verbs together (toss, turn, shout, eat, play, sing, help). Write up the adjectives and have students say the antonyms. Then have the students work together to draw a picture of the poem on the board, the students saying where on the board each thing is, how big it is, etc.
2. **Answer the questions**—Have students draw their answers in their notebooks, then explain one of them to the class.
3. **Read and translate the sentences**—Have students identify the verbs in each sentence then mime them together.
4. **Translate into English**—Have students, in pairs, draw one sentence. Have the rest of the class say, in English, the sentence that should accompany it.
5. **Read and learn the proverbs**—Do the “write and erase” method to memorize the proverbs.

Unit 15, Lesson 4

1. **Read the poem and translate it**—Read the poem with the students aloud two times. Then divide the class into four groups.
2. **Learn the words and try to use them**—After explaining the words, have students draw pictures about an orchard. Have them write short stories, either individually or in groups, using all of the new words.
3. **Answer the questions**—Have the students use the stories and pictures that they wrote in Exercise 2 to answer the questions.
4. **Write some sentences about harvesting time using the words from the poem. Describe the work in the orchard**—After having written stories in the previous exercises, have students either act them out in play-format, giving each student or group different lines. Or have a student or group mime a certain sentence and see if the class can guess the right one.
5. **Make up a dialogue “In the orchard.” Use the vocabulary**—After students have read and shared their own dialogues (perhaps read them out loud with a partner) create another longer dialogue. Each word goes on one piece of paper, or each sentence goes on one piece of paper. Then mix the papers up and see if students can place them in the correct order, or even in a new order.
6. **Remember**—Simply explain that for plural nouns use ones. For singular nouns, use one. Say a list of plural and singular nouns out loud. Have students answer back the correct word (either “one” or “ones”). Then they must link it to a physical action. For example, if you say, “Apple!”

and the class says, “One!” they must stand up. If the next word you say is, “Cats!”, the class must say, “Ones!” and sit down. Alternate between singular and plural.

Unit 15, Lesson 5

- 1. Poem**—Do not do this exercise.
- 2. Answer the questions**—After students have answered the questions, ask them additional questions such as “What do trees give us?” Answers may be fruit, shade, beauty, a home for birds, oxygen, etc. Then ask, “How do trees die?” Answer can be pollution, being cut down, fires, etc. Have students draw a picture of their town with trees and then draw a picture of their town without trees. Ask, “Which is better? Why?”
- 3. Make up sentences**—After students have formed new sentences, have them put them in the correct order in terms of digging, planting, watering, picking, etc. Students can draw a short cartoon strip showing these actions. Also the words “first, second, third, and finally” can be used to preface each sentence.
- 4. Proverb**—Do not do this exercise.
- 5. A minute for a joke**—After reading the joke, ask students to name some different types of weather and the necessary clothing for each type. For example, “Rain, umbrella, rain jacket. Snow, heavy coat, hat, etc.” Then try to have them write their own jokes about weather and the necessary clothes.
- 6. Make up sentences**—Play Continue the Story with the class. As the teacher, begin by saying different first sentences, such as “It was very hot,” or “It was raining.” Then ask the first students to continue the story by saying just one sentence that follows the one you said. Continue through all the students until the story seems complete. Make sure that each additional sentence the students give matches with the rest of the story. Encourage creativity, but make sure that the students continue the story logically.

Unit 15, Lesson 6

- 1. Read with your teacher**—After explaining any unknown words, give each student a word and then put them into groups of two or three. Whichever group can write the most correct sentences using all their given words will win. Give extra points if the groups can make a short story with their sentences.
- 2. A minute for a joke**—After explaining the joke, ask the students why the fish needs water. Why do people need water? Answers may include: to live in (for the fish), to drink, to swim in, to cook with, so that trees/crops can grow, etc. Ask what happens if the water is bad from pollution or from using too much of it? Why should we save our water and keep it clean? Have students draw a clean, beautiful ocean, lake, or river and then have them draw pollution in it. Ask them which is better and why?
- 3. Find the general word**—After completing the exercise, divide into two teams. Either the teacher or each group of students (or both!) should write three words that are connected and then a general word for each of the three words. Take turns going back and forth between groups. List the three words and if the group gets the general word by guessing correctly, they earn a point. Continue until each group’s lists are finished or your own is finished.
- 4. Translate into Turkmen**—Divide the class into two or three teams. Give them all the same word and have them write as many variations on the root word as they can, adding other words as necessary. Once five minutes is up, have each group read their words. If two groups, or all three groups, have the same word, they must cross it off their lists. Give points for correct answers (or variations) that no other group has. Example words may include: build, run, read, grow, etc. Variations, for example, could be (for build): building, built, builds, buildings, build up, built-in.
- 5. Answer the questions**—Take the chance to teach the class that in American history, cotton was a big crop in southern states. Slaves or sharecroppers had to grow and pick it for little or no money, and they didn’t even receive an education. Though the slaves were predominantly from

Africa, they still were able to learn English. Then, have students name and draw their favorite crop or food that comes from trees or plants. Have them write a short story that answers some of the same questions that #5 asks, but about their own favorite crop or food instead of cotton.

- 6. Read and translate the text**—Have students, either individually or in groups, draw a short storyboard or cartoon frames, showing the different stages of cotton (i.e. planting, seeing the plant blossom, leaving school to pick the cotton, seeing the cotton be processed into material or rope, etc., then finally using the product in our homes). Once drawings are complete, have students write a short sentence about each step of the cotton process. Then present the pictures and stories for the class.

Unit 15, Lesson 7

- 1. Learn the poem**—Use the rub-out method to teach the poem. Then give each student one word of the poem. Whoever gets the word “autumn” must start by shouting the word and standing up out of their chair. The next person must shout “is” and so on through the students. See how fast they can say the poem in this way.
- 2. Answer the following questions**—After answering the questions as a class, tell the students to pretend that it is autumn and that you are all in a field. Then play What Did I Do? with the class. Silently do actions that go along with the fall. Do them in a sequence. Do actions that would be normal (i.e. picking cotton) and also unusual actions such as dancing, jumping, etc. Then, have students tell you what you did, in the order that you did them. For example, “First you came in the door. Then you picked cotton. Then you ate an apple, and finally you read a book.” Have students take turns completing the actions.
- 3. Read and translate the text**—Divide the class into two teams. Have one person from each team come to the front of the room and read a single sentence from the passage. The first student to change the sentence to the future tense earns their team a point. Points may also be given for sentences in the past tense as well.
- 4. Answer the following questions**—Divide the class into two teams. Sit with your back facing the class, looking at the blackboard. One person from one team must come to the blackboard and write the answer to one of the questions in a full sentence. If the sentence is grammatically correct, you must give a thumbs up and nod your head. That team gets one point. If it’s not correct, shake your head and give a thumbs down. The other team then has a chance to correct the sentence for a point. Make sure you stay silent, and don’t say anything to help the students. Let them figure it out.
- 5. Say these sentences in English**—Have students work in pairs to translate a sentence. Have them write it up on the board and then read it out loud. If the class has corrections, let them help each other. If it’s correct, clap loudly for the pair.
- 6. Give the Turkmen equivalents to these proverbs and learn them**—Have the class discuss the Turkmen equivalents of these proverbs and have them explain *why* these are important proverbs. Then play Pictionary where students draw out the proverbs on the blackboard and the class tries to guess which proverb it is.

Unit 16, Lesson 1

- 1. The time. What is the time?**—Practice telling different times by drawing a clock on the board and quizzing the students. Teach “It’s 4:30,” “It’s 15 minutes to 6,” “It’s a quarter past 2,” etc. Be sure to teach a.m./p.m. also. Then divide the class into two teams. Have one student from each team come to the board. Say a time and the first person to draw a correct clock gets a point for their team. Mix it up and practice numbers by saying a large number instead of a time, and the students must write that number instead of a clock (e.g. 4,782). For a more active class, after the two students have written the clocks on the board, you can ask either team, “What do you do at 4:30 p.m. every day?” If they can answer in a full sentence correctly, they get a point.

2. **My clock is fast/slow/right/wrong**—Practice saying these phrases aloud. Ask individual students, “Is your watch fast?” They must negate your question and say, “No, it is slow.” Do these drills a few times so all of the students get a chance to practice.
3. **A poem**—Say aloud as a class. Practice TPR verbs and adverbs, building off “quickly” in the poem. For example, you read, “Tick the clock says, tick, tock, What you do, do...slowly!” Then the class must do something slowly. Change the adverbs to practice.
4. **Work with the clock. Tell the time**—Do an oral drill that practices time and “usually, sometimes, always, and never.” Call on a student and say, “Maral, eat dinner.” She can say, for example, “I always eat dinner after 5 o’clock.” Try with many activities and encourage good adjective and time practice.
5. **Work with the picture**—Have students work in pairs to construct identities and a small dialogue about the boys in the picture. Encourage information about age, where they live, their names, etc. Make it as long or as short an activity as you like.
6. **Proverbs**—Explain individual words from the proverbs until the students understand them and have students draw a picture of each proverb and explain to you why it is important or true.
7. **Read and compare**—Play Grammar Tennis with Verb 1, Verb 2, and Verb 3. Divide the class into teams. Bring one student from each team to the front of the class to sit in two chairs facing each other. The first student must say a strong superlative (e.g. longest). The other student must respond with the correct superlative (longer) and then the first student must then say the base adjective (long). If the students miss any of the words, the other team gets a point. If both students get all the words, both teams get a point. Then switch students.
8. **Make up disjunctive questions**—Play Snap. To play Snap, you need to make cards. One set of cards will just have sentences like, “It’s raining outside,” and the other set will have the tags for these sentences like, “Isn’t it?” You’ll need to make 48 cards, 24 sentence cards with 24 tags. Two students from two different teams will come to the front of the class where you have your cards laid out. They will take turns flipping over cards (one flipping sentence cards, one flipping tags), and if there is a correct match, the first student to say, “Snap!” gets to take the cards from the pile. Then switch students.
9. **Write about what you have done yesterday**—Write up a schedule on the board as well as some grammar models for how to talk about your day. For example, you could write, “At 9 o’clock I woke up. Then at 10 o’clock I went to a friend’s house,” etc. Have students write about a whole day, then have a few students read what they wrote.
10. **Find the general word**—Have students try to find the general words in pairs then tell you what they are. Then, ask questions that make students use the other words in the exercise. For example, “What has 60 minutes in it?” “An hour.” “What am I doing now?” “You are dancing.” “What must you open to get into a house?” “A door.” Etc. Or write up sentence heads that make the students use other new words to finish. For example, write, “An _____ has 60 _____.” [hour/minutes, minutes/seconds], etc.

Unit 16, Lesson 2

1. **Learn the English rhyme**—Make three teams and give them 15 minutes to think of as many words that rhyme with “year” and “white” as they can.
2. **Grammar: Learn and remember**—This grammar is incorrect. Do not do this exercise.
3. **Read and translate**—Explain that “ought” is synonymous with “should” and American English typically uses “should” more. These uses are only for future tenses, unless a sentence is “should have” or “ought to have.” Have students each write a list of the things they should do this week. Include homework, chores, etc. Have them read their lists out loud.
4. **Translate into English**—Teach the verbs that the students don’t know in English and have them use each new verb in sentences in the past, present, and future tenses.
5. **Read the text**—Practice making and addressing envelopes in your class to teach each other. Discuss how Turkmenistan’s addresses are different than the ones in the text. Then have the students write letters to either real or imagined pen friends for an upcoming holiday.

Unit 16, Lesson 3

- 1. Read the poem and then learn it**—Divide the class into three or four groups and have them write about their imaginary country. Have them answer the following questions: What do people in your country eat? Where do they work? What do people like to do for fun? Describe your peoples' personalities. Once each group has shared, ask them all together whether if people disagree, they can still be friends? Even if people come from different places, can they work together for peace and friendship?
- 2. Choose and read the words**—Have students list the different parts of speech (noun, adjective, verb, pronoun, etc.). Write this list on the board along with a list of the new words. Then have the class go down the list to connect the words with its correct part of speech.
- 3. Read the text**—Have students make New Year's cards to be sent to relatives or friends that live far away, or to friends in another country. Have them write about what they do for New Year's.
- 4. Translate into Turkmen**—Have students write a toast for a family or friend's birthday, or for New Year's. Use recently learned vocabulary.
- 5. Translate into English**—Have the students label all of the words that are adjectives. Have students write the synonyms and antonyms for those words. Write a new toast using the antonyms, for fun.

Unit 16, Lesson 4

- 1. Poem**—Have students chorus all the verbs as you read the poem. Then read the poem together. Then have students mime all the verbs together.
- 2. Read and translate**—Write up the words and either explain them in English or mime them until the students say the correct Turkmen translation. Write these translations up on the board. Then play a quick game of Charades between two teams.
- 3. Translate. Give the Turkmen variant**—Have students tell you the different ways time can move, in English, such as: flies, rolls, goes by, slip, zip, etc.
- 4. Tell the class what measuring you use at school and at home**—Have students write four sentences using new words from exercise #2. Then have them read aloud.
- 5. Read with your teacher**—Explain in English and mime until students can give the Turkmen translation. Have each student either draw or mime one word for the class.
- 6. Read and remember the new words**-- Write up a short text on the board with words missing. All words from the exercise are the ones missing. Have the class write out, individually and silently, the words that are missing in their notebooks. Then have students vote for which word should go in each blank. Tally the votes, then write the correct words in the blanks.
- 7. Read the dialogue**—Have students act out the dialogue. Then have students write an alternate dialogue where they must buy an envelope, a stamp, or anything else that varies from the original text. Take turns being the postal worker or customer.

Unit 16, Lesson 5

- 1. Sing the traditional Christmas song**—Have students sing the song together, and make sure to explain the words. Have one student draw a one-horse open sleigh on the board.
- 2. Read and translate**—Read together and translate. Have students make a Christmas card for someone in English, whether it be a pen pal, a classmate, or a family member.

Unit 16, Lesson 6

- 1. Read and make sentences with them**—Have students work in groups of three to make a dialogue using all the words from the exercise. Have each group perform their dialogue for the class.
- 2. Poem**—Make five groups (if your class is large) or have students work in partners. Give each group a line from the poem and a sheet of blank paper. Have the students draw their poem's line

on the paper, and write it at the top. Only the 1st-3rd and 5th and 6th lines should be assigned. The completed pictures should be then posted in the classroom in order. The un-drawn lines from the poem should be written out on plain paper.

- 3.**
- 4. Make up some sentences, using new words about the work at the post office**—Practice the grammar structure, “if I were a postal worker, I would _____.” Have students think about what post office workers do. Make a brainstorm on the board, and have them write four sentences about what they would do if they were postal workers.
- 5. Is there a post office near your house? Describe the post-office**—Have students speak out loud about the post office. Ask questions to each student. “Is it big? What is the postal worker’s name? Do you like the post office? What do you send from there? What can you buy there?”
- 6. Do you go to the post office near your house? What do you do there?**—Practice the grammar structure, “At the post office, I _____.” “You must _____ at the post office.” Describe the things one does at the post office.
- 7. Fill in the post card**—Have students bring in either a photograph or a real post card to write. They can give it to a friend in class or actually mail it from the post office.
- 8. Read**—Read the story out loud slowly to the class, with the students’ books closed. Have the students write down as many verbs as they hear. Then have students read aloud together, finding verbs they missed.
- 9. Read with your teacher**—Have the students say where in previous exercises each word appeared. New words should be explained and/or drawn.
- 10. Make up sentences. Use the following words and word-combinations**—Have students write a short story with these words, perhaps *not* taking place at a post office to make the story more creative.

Unit 16, Lesson 7

- 1. Learn the poem by heart**—Read a few times together, then have the class close their books. Have students give you the words to the poem as you write it up on the board.
- 2. Translate into Turkmen**—First, in English, have students say sentences explaining *why* each of the statements may or may not be true. For example, #1: “Because they miss you.” #2. “Because it’s a bad place.” Etc. Then translate into Turkmen.
- 3. Dialogue**—Have students read the dialogue out loud, two students together. Then try changing destinations and prices to make the dialogue different.
- 4. Read and translate the text**—Read, translate, and discuss the text. Then have students design their own postage stamps and explain what they drew.

Unit 17, Lesson 1

- 1. Learn the poem**—Explain any new words from the poem and read aloud with the class. Read it out loud alone, and stop to let the class chorus the last word of each line.
- 2. Read with your teacher**—Divide the class into four groups and have each group find as many words as they know that have the same sounds as any words in the target group.
- 3. Learn these word combinations**—Try to have the students give one sentence for each new word in the past tense.
- 4. Read and translate the text**—Read the text one time slowly out loud and have students raise their hands quickly and put them down again every time they hear one of the new words/phrases from the previous exercise. Then have students write as many verbs from the text as possible.

Unit 17, Lesson 2

- 1. Read the words**—Play the Last Letter game. Begin by saying one of the words from the exercise. The student closest to you must now say a word that begins with the last letter of the

word you just said. Continue through all the students. You can make it more challenging by restricting the words students can say to just certain parts of speech, just verbs, for example.

- 2. Read and translate the sentences**—After explaining the words, see if the students can make one long, correct sentence with all of the words from the exercise. Try to let them figure out if the additions they make to a sentence are correct or not.
- 3. Make up alternative questions**—Have students write the answers in their notebooks, then ask them alternative questions about their lives (e.g. “Do you live in the city or in the village? Did you do your homework or watch TV last night?”)
- 4. Use prepositions where necessary (in, with, of, for, on, over)**—Make a chart on the board showing how Turkmen and English prepositions are different. Have students give other example sentences in English using these prepositions.

Unit 17, Lesson 3

- 1. Read the words**—Have students work in pairs. Have each pair write a sentence that uses all the words from one number of the exercise. For example, “A friend with a good memory was a member of several clubs.” Explain or translate new words first.
- 2. Read and translate the sentences**—Read and explain the words. Then assign each student one word. Have each student think of other words along with their assigned word to form categories. For example, “Hero, enemy, friend, foe,” [types of relationships] or “army, military, soldiers, war” [military things].
- 3. Read and remember**—Have students write sentences using the adjectives and nouns. Or you can write sentences on the board with words missing (either nouns or adjectives). Have students say which should go where. For example:
”That table is _____.” [put an adjective here]
“The _____ of that table is 2 meters.” [put a noun here]

Unit 17, Lesson 4

- 1. Learn the poem**—Learn the poem through the rub-out method, then ask students to figure out the rhyme scheme (AA, BB, CC, DD). Then try to write a new poem using the same rhyme scheme as a class. Have each pair or row of students add a new line to it.
- 2. Match the words. Make up word combinations**—After matching the words (which there are several combinations) have students try to make sentences using the words they matched. Also, have students generate a list of synonyms to the adjectives present to help explain the more difficult ones.
- 3. Translate into Turkmen**—Have students translate and then have them draw pictures showing the events described. See if the class can generate a story about one or two of the best pictures. Use the method whereby one student begins the story and the next student adds the next sentence in the story.
- 4. Read and translate the text**—Read the story through one time and then take the opportunity to have fun with parts of speech. Assign a fun action to each part (i.e jump for a verb, spin around for a noun, clap your hands for an adjective). Re-read the story now and have the students listen closely for what action they must do. After reading the second time, explain any words the class had difficulty categorizing.

Unit 18, Lesson 1

- 1. Learn the poem**— Read the poem together aloud two times. Then have the students close their books. Write the poem on the board with some of the words missing and have students tell you which words go where.
- 2. Learn the dialogue and make up your own dialogues**—Have two students act out the dialogue, giving them specific roles (like mother and son, grandfather and granddaughter, etc.). Then have students in the class suggest different things for the pair to buy.

3. **Read and translate**—Underline some words in the story that can be changed (such as “mother,” “usually,” “yesterday,” “brother,” “suit,” “100,000 manat”) and have students replace these words with other words (such as “sister,” “sometimes,” “last week,” “uncle,” “coat,” “50 dollars”). Now read the story again with the new words the students have suggested. Try to have each student suggest one change.
4. **Say what you have for breakfast, dinner, and supper**—Play Exchanging Routines. Have each student write out what they usually eat in one day. Then have each student find a partner. Each person tells their partner what they wrote down, but their partner shouldn’t write down what they say. They should listen carefully. Now change partners. This time, each student must tell their new partner about their previous partner. For example, in the first round, Aman tells Maral what he usually eats in one day and Maral tells him. Then they find new partners and Aman tells Gulshat what *Maral* eats in one day, and Maral tells Maya what *Aman* eats in one day. Switch partners one more time so that Aman tells Serdar what Maral eats in one day. After everyone is finished, they must reports what they heard. So Serdar will tell the class what Maral eats in one day. It’s a funny exercise because it usually always gets mixed up from the original.
5. **Translate into English and make up sentences with them**—Explain the words and show actions for each. Then divide the class into teams and play Charades with these and other verbs.
6. **Tell the class what you usually buy from the shop and from the market**—Write up two columns on the board with the titles “Market” and “Shop.” Have students whisper to their neighbor what they buy in each place. The neighbor must then stand and say, for example, “Maral buys butter from the shop and apples from the market.” Then have Maral tell what her partner buys in each place. Have all students speak.
7. **Name fruits and vegetables**—Make flashcards with many foods and then quiz the class. Then play Hangman with the different foods. First choose a word that the students must guess and write the hangman structure on the board. For example, if your word is “carrot,” draw this on the board:

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_____
I       I
        I
        I
        I
_____
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Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

Unit 18, Lesson 2

1. **Can you make tea yourself? Read and translate the poem**—Read the poem aloud together and explain any new words. Then act out the words together as you read it one more time. Have them write the new vocabulary in their notebooks.
2. **Name the things which we need for making tea**—Write up a list of maybe 15 different items on the board and have students say what things you need or don’t need for making tea.
3. **Say how you prepare your tea**—Teach ordering words, like “first, then, after that, and finally.” Put up sentence patterns on the board so students can write four sentences describing how to make tea.

4. **Fill in the gaps with the necessary adjectives from the column**—Do the activity as a class on the board, then play Grammar Tennis with superlatives. Divide the class into teams. Bring one student from each team to the front of the class to sit in two chairs facing each other. The first student must say a strong superlative (e.g. longest). The other student must respond with the correct superlative (longer) and then the first student must then say the base adjective (long). If the students miss any of the words, the other team gets a point. If both students get all the words, both teams get a point. Then switch students.
5. **Put the words in the correct order to make sentences**—Give each pair of students scrambled sentences. Once they have assembled them correctly, ask each pair to tell you the noun and verb in each sentence.
6. **Translate into English**—Have each pair of students work together to translate the sentences. Then have them rip up the sentences to make scrambled sentences. Exchange with another pair of students.

Unit 18, Lesson 3

1. **Learn the poem**—Read aloud with the class and point out the pronouns (his, him, they). Make sure the class understands to whom these pronouns are referring. Then have each student try to write their own short poem about themselves, only two lines long, beginning like the “Jim” poem. For example, “There was a girl whose name was Gulnar; she wanted to drive a car.” Keep them short and simple.
2. **Read with your teacher**—Read together to practice the sounds out loud. Then have students try to put two words together, like, “warm water” or “box of cherries.”
3. **Read and translate the sentences**—Have students work in pairs to translate the words into Turkmen. Then have them write a short dialogue (four-six lines) to perform for the class.
4. **Write where you can buy these things**—Write up the grammar model on board: “I can buy _____ at the _____.” Have students use different pronouns (she, he, they, we) to tell where they can buy things. Then quiz them by saying a food product and the class must chorus the correct place to buy it.
5. **Write the same in English**—Have the class write the English words individually, then play Hangman with these words. First choose a word that the students must guess and write the hangman structure on the board. For example, if your word is “carrot,” draw this on the board:

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_____
I      I
      I
      I
      I
_____
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Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

Unit 18, Lesson 4

1. **Learn the poem**—Sing the song and do the actions. When you say “short,” bend your knees like you’re short. For “stout,” put your hands in front of your belly like you’re fat. For “handle,” put your left hand on your hip, with your elbow out, and keep it there. For “spout,” put your

_____		_____
I		I
		I
		I
_____		I

Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

Unit 18, Lesson 7

- 1. Learn the rhyme**—Play Pictionary with the food words. Divide the class into two teams. Have one student from one team come to the blackboard. Give that student a word, and without speaking, that student must draw the word on the board. The first team to guess the word correctly gets a point. The teams take turns drawing pictures for their team and guessing what the word is.
- 2. Answer the questions**—Explain the questions in English and have students answer in full sentences.
- 3. Complete the sentences using a word from the column. Use the right words**—Write the incomplete sentences on the board and write a few more of your own. Have students come to write the correct words in the blanks. Read the sentences with the class, doing the actions as you read the sentences.
- 4. Name the things which we need for sald, soup, palow, porridge, cake**—Have students shout as many kinds of basic food as possible and write them up on the board. Then write “salad” with free space underneath it. Ask what things are needed to make salad. Write these down, then continue in the same way for the other foods the exercise asks about. Try to have students answer in full sentences.
- 5. Read the dialogue**—Have two students act out the dialogue for the class. Then have the class suggest changes to the dialogue (e.g. dress instead of tie, 200,000 manat instead of 5,000 manat). Have two different students act out this new dialogue. Perhaps give adverbs or how the students should act out the dialogue (e.g. slowly, quickly, sadly) to change it up.

Unit 19, Lesson 1

- 1. Learn the poem**—Read aloud with the class a couple of times, making sure they understand the words. Take them outside for a quick game of Red Light, Green Light. Have all the students line up about 10 meters away from you. When you call, “Green light!” the students must run towards you. When you call, “Red light!” they must stop. If they move before you call “Green light!” again, they have to go back to the starting line. The first student to reach you gets to take your place.
- 2. Answer the questions**—Play Around the World after the students have had a chance to silently think over their answers to this activity in the book. Choose one of your students to start the game as a traveler. Have the traveler begin by standing next to one of the other students who is sitting. Show a picture to these students and the first student to correctly say what the picture is wins. If the traveler student wins, he/she moves to the next student’s desk; if the non-traveler

wins, he/she becomes the new traveler and the old traveler sits in their desk. The traveler's goal is to move around the classroom and back to their original seat.

- 3. Be attentive in the streets**—Have students take one page of their notebooks and draw out each rule, showing bad behavior with an Ø over it.
- 4. Find a general word for each sentence**—Have students tell you the general words and write them up on the board as categories. Close books, and divide the class into two teams. Have one student from one team come up to the board. Say one of the words from the exercise and they must write it in the correct category to get a point for their team.
- 5. Fill in proper words using words from the column**—Have students work quietly and individually in their notebooks on these questions, then have volunteers read the answers.

Unit 19, Lesson 2

- 1. Poem**—Read together aloud. Point out where south, east, west and north are in the classroom (put up signs if you want), and read the poem again. While you read, have students point to the direction as you say it. Ask what weather they think will come tomorrow if the poem is indeed true.
- 2. Read with your teacher**—Get one student to say a sentence using one of the words. Have another student try to add one of the other words correctly into that same sentence. Continue until all the words are in one correct sentence.
- 3. Find the Turkmen equivalent**—Have students say the Turkmen proverb, alternating between English and Turkmen.
- 4. Read and remember**—Add a few more countries to the list as well as nationalities (Turkey, Puerto Rico, Mexico, Canada, etc.) and play Grammar Tennis. Divide the class into two teams. Put two chairs in front of the classroom. One student from each team should come and sit in the chairs. The first student should say any country (for example, “France”) The second student must say the language in that country in its second form (“French”). If both students are correct in saying the words, each team gets a point. If any student is wrong, the other team gets a point.
- 5. Read with your teacher**—Have each student make up a sentence using two new words from the exercise.
- 6. Read with your teacher**—Go through each word and explain it. As students are writing the words in their notebooks, select maybe ten words and use them to write ten *incorrect* sentences on the board. Have students correct your mistakes, and explain why they are correcting them.

Unit 19, Lesson 3

- 1. Learn the poem**—Assign each student either a 1, 2, or a 3. All students who are 1s must draw a picture representing the first stanza of the poem, the 2s must draw the second stanza, and the 3s must draw the third stanza. Have students vote on the three best pictures and put them up in the classroom.
- 2. Write the three forms of the verb**—Play Grammar Tennis with verb forms. Divide the class into two teams. Put two chairs in front of the classroom. One student from each team should come and sit in the chairs. The first student should say any verb in its first form (for example, “eat.”) The second student must say that verb in its second form (“ate”). Then the first student must say the verb's third form (“eaten”). If both students are correct in saying all the verbs, each team gets a point. If any student is wrong, the other team gets a point.
- 3. Make up sentences**—Have students write two different versions of each sentence in their notebooks, then read aloud for the class.
- 4. Read and translate the text**—Divide the class into four groups. Have each group read and explain one paragraph. Once they understand their part, have them read their own paragraph out loud. Ask questions of each group when they finish to check their comprehension.

Unit 19, Lesson 4

- 1. Read the poem**—Draw out the poem on the board so students can “see” what’s happening as they read it aloud.
- 2. Translate into English**—Have students work in pairs to translate one sentence each. Then have each pair write their translations on the board. See if the rest of the class agrees on their work.
- 3. Fill in the blanks with the necessary words**—Have the class chorus out loud the correct words and have them find the same sentences from the text in the previous lesson.
- 4. Read the text “Mark Twain in France”**—Have one student read the first sentence. Once finished, ask the class, “Where was Mark Twain going?” They should answer, then have a second student read the second sentence. Ask another question, like “When did he get tired?” Continue on through the text like this, asking questions after each sentence, focusing on the main question words like who, what, when, etc.
- 5. Answer the questions on the text**—Ask the class and have volunteers answer you out loud. Have another volunteer write the student’s answer on the board. The class should decide if the answers are correct.

Unit 19, Lesson 5

- 1. A minute for a joke**—Explain unknown words and read the story with the class. Ask simple questions like, “Was the plane big or small?” etc.
- 2. Find the general word**—Play the category game. Have students tell you the general words and write them up on the board as categories. Close books, and divide the class into two teams. Have one student from one team come up to the board. Say one of the words from the exercise and they must write it in the correct category to get a point for their team.
- 3. Grammar**—Write up three categories on the board: V1, V2, and V3. Have students tell you as many forms of as many verbs as they can.
- 4. Translate into Turkmen**—First have students make sentences in English with these words and then translate them.
- 5. Translate into English**—Make four groups. Each group should translate one line of words and draw their pictures. Read for the class.
- 6. Write the sentences in the correct form of participles**—Work together as a class to decide which verb forms are correct. Try to get students to change each sentence so it can take the other verb form too.
- 7. Read the dialogue**—Have two students read the dialogue. Then get two different students to read, but give them adverbs (e.g. angrily, slowly, happily) to show how they should read the dialogue.

Unit 19, Lesson 6

- 1. Read the poem**—Make three groups and have each group read and understand one stanza of the poem. Then they should draw their parts and share with the class.
- 2. Make up a dialogue**—Have students work in pairs. Each pair must choose a destination (market, post office, etc.) and then make a dialogue about looking for directions to their destination. Each pair should act out their dialogue for the class.
- 3. Look at the compass**—Don’t do this activity.
- 4. Use the prepositions correctly**—Talk about your town. Draw a quick map of your town on the board (with a legend) and have your students make sentences with cardinal directions. Use the grammar form, “The _____ is to the (north, south, east, west) of the _____.”
- 5. Describe the map of Turkmenistan**—Do the same activity as in #4, using bordering countries as well to describe locations.
- 6. Read and translate**—Have students work in pairs on one of the sentences. Have them write *why* that thing is important, and draw it out with the English sentence below it.

Unit 20, Lesson 1

- 1. Read the proverb, then learn it by heart**—Have students read the proverb aloud slowly, as a class, then teach the verbs. Read the proverb yourself, and why you say, “fool,” half the class should act like fools, and the other half should act like they’re shunning them. Do the same roles and actions for the rest of the proverb.
- 2. Read and translate word-building**—Play Snap with compound words. To play Snap, you need to make cards. One set of cards will have one word like, “king,” and the other set will have a word to make a compound out of the first set, so like “dom.” You’ll need to make 48 cards, 24 sentence cards with 24 tags. Two students from two different teams will come to the front of the class where you have your cards laid out. They will take turns flipping over cards (one flipping first part of the compound word cards, one flipping the last part of the compound word cards), and if there is a correct match, the first student to say, “Snap!” gets to take the cards from the pile. Then switch students.
- 3. Read and translate the sentences**—Read and explain the new vocabulary words. Have students make up new sentences with them. Have students guess if the words are nouns, adjectives, or verbs.
- 4. Make up reported speech**—Have students write the reported speech sentences then read them aloud. Then divide the class into two teams. Have each team write five sentences like in the exercise. Once both teams are finished, have them exchange their sentences. They must now rewrite the other group’s sentences into reported speech. The first team to complete the sentences successfully wins.
- 5. Fill in the blanks**—Write the sentences up on the board and have volunteers come to write in the correct words in the blanks. Once all the sentences are complete, erase words from each sentence and have students say new words that should be there. For example, in #1 erase “S.A. Niyazov.” The students might then say a new word, like “my brother,” or “our teacher” as substitutes. Write these new words in the blanks.
- 6. Translate into Turkmen**—Translate, then play Last Letter with words from this lesson. Have the first student begin with “power.” The second student, sitting next to the first student, must say a word that begins with the last letter of the word the previous student said (in this case, “r”). The third student must now say a word that begins with the last letter of whatever word the second student said, and so on.
- 7. Read with your teacher**—Read aloud together. First, read them 1. slowly, then 2. quickly, then 3. angrily, then 4. happily, then 5. quietly. Practice adverbs!
- 8. Fill in the necessary letters**—Make students, in pairs, create their own crossword puzzles, which they should exchange with another pair for homework.
- 9. Translate into English**—Write these three sentences’ translations on the board with mistakes in them. Have students find and correct the mistakes.
- 10. Read and translate the text**—Read aloud together and explain any new words. Then draw a timeline on the blackboard from February 19, 1940 until the present. Have students say what he was doing or what was happening in Turkmenistan at specific points on the timeline. You may ask, for example, “What happened on October 6, 1948?” The class will say, “President Saparmyrat Turkmenbaski the Great’s mother and brothers died in an earthquake in Ashgabat.” Write this event on your timeline.

Unit 20, Lesson 2

- 1. Read with your teacher**—Have students speak the words and then say a correct sentence using any two words from the exercise. If time, have pairs write dialogues using words from the exercise.
- 2. Make up adjectives on the model**—Have each pair of students use one word and make an adjective from it, then write two sentences showing how they are different. Example: “We have a strong and united nation. Our national foods are palow and dograma.”

3. **Read and remember**—Explain the different types of material (books, notes, etc.) showing different examples. Ask students to show their books on the English language, their notes on English, etc. Have students practice saying the words in the exercise. Offer other examples, like an “article on Turkmen dresses” (from *Gurbansoltan* magazine, for example).
4. **Remember and complete the sentences**—Here practice simple past and simple future tenses. Offer examples from your life, write up models on the board, and then have students tell their desk mates their own lives. Then have each desk mate tell the class two interesting things about their desk mate. For example, “Maral says that at the age of five, she learned how to read.” Or “Begench says that at the age of 26, he will marry.” Etc. Practice both past and future statements.
5. **Translate into English**—Have students work alone to translate the sentences, and have volunteers read them aloud. Then write up three scrambled sentences on the board for students to unscramble.
6. **Read and translate**—Divide the class into two teams. Write all the words on the board. Give examples for each verb until students guess the correct translation. Whichever team says the right Turkmen variant gets a point. They get an extra point if they can use it correctly in a sentence.
7. **Make up sentences with the above word-combinations**—See the game from the previous exercise.
8. **Read and translate the text**— Have one student read the first sentence. Once finished, ask the class, “Who was Saparmurat Niyazov’s mother?” They should answer, then have a second student read the second sentence. Ask another question, like “Where did she move?” Continue on through the text like this, asking questions after each sentence, focusing on the main question words like who, what, when, etc.

Unit 21, Lesson 1

1. **There is a calendar on the wall**—After reading and discussing unknown words, have students close their books and then write the following puzzles on the board (in a mixed up order). Have students fill in the correct words and see if the class can create new puzzles like this:
T A 100 Y I A C → There are a 100 years in a century.
T A 12 M I A Y → There are 12 months in a year.
2. **Say how many days there are in every month. Use a calendar**--Have students create their own monthly calendar for all 12 months or for just one month depending on how much class time you have available. Each day, have students write a note in the daily square about one thing they did that day. Use this as a tool to practice past and future tenses (i.e. “What did you do yesterday?”) Have students practice past and past continuous tense with each question.
3. **Say what it is**—Ask for possible solutions to the riddle (i.e. your mind, time, a day). Have students form complete sentences regarding those solutions and have them explain why they chose a specific answer.
4. **Read with your teacher**—Create a crossword using these new words and divide the class into two groups. Alternate giving clues between the two teams. For each word the team correctly guesses, ask them what other words in the puzzle have the same sound as the word they just guessed. Give one point for each correct word guessed and one point for each sound correctly matched. As soon as one team has matched the correct sound, or gives an incorrect word pair, it becomes the other team’s turn.
5. **Read and translate the sentences**—After explaining unknown words, have students generate lists that could go along with each verb. Ask questions to prompt them. (“What can you keep? What are your duties at home? Who should you respect?”) Form new sentences out of the lists.

Unit 21, Lesson 2

- 1. Learn the poem and tell what you think of the girl**—Explain what the girl is saying if students have trouble following this poem. Then play a game of Yes/No about the girl and her mom.
- 2. Answer the following questions**—Have students compose a letter to their parents, grandparents, etc. thanking them and promising to help others in times of need. Have them write examples of what they can do around the house and why they love their families.
- 3. Translate the sentences**—Have students list the pronouns in each sentence and have them fill in the correct noun to which they are referring. Write the sentences on the board and then erase each correctly identified pronoun. Then fill these blanks in with potentially correct nouns or proper nouns.
- 4. Translate into English**—After translating, teach the song “Respect” by Aretha Franklin. Discuss the song’s meaning and unknown words.

What you want
Baby, I got it
What you need
cause you know I got it
All I'm askin'
Is for a little respect when you get home (just a little bit)
Hey baby (just a little bit)
when you get home(just a little bit)
mister (just a little bit)

I ain't gonna do you wrong while you're gone
Ain't gonna do you wrong 'cause I don't wanna
All I'm askin'
Is for a little respect when you come home (just a little bit)
Baby (just a little bit)
when you get home (just a little bit)
Yeah (just a little bit)

I'm about to give you all of my money
And all I'm asking in return, honey
Is to give me my propers
When you get home

Your kisses are sweeter than honey
And guess what?
So is my money
All I want you to do for me
Is give it to me when you get home
Yeah baby
Whip it to me
When you get home, now

R-E-S-P-E-C-T
Find out what it means to me
R-E-S-P-E-C-T
Take care TCP

Oh (sock it to me, sock it to me,
sock it to me, sock it to me)
A little respect (sock it to me, sock it to me,
sock it to me, sock it to me)
Whoa, babe (just a little bit)
A little respect (just a little bit)
I get tired (just a little bit)
Keep on tryin' (just a little bit)
You're runnin' out of fool (just a little bit)

And I ain't lyin' (just a little bit)
(re, re, re, re) When you come home
(re, re, re ,re) 'spect
Or you might walk in (respect, just a little bit)
And find out I'm gone (just a little bit)
I got to have (just a little bit)
A little respect (just a little bit)

- 5. Read and translate the text**—After reading the text, play 20 questions with the class choosing your dearest place, person, and thing. If the student guesses another person, place or thing, they get a turn to choose their own dearest person, place, or thing.
- 6. Answer the following questions**—Have students draw a picture of their dearest person along with writing adjectives that describe that person. Then have students present their work to their dearest person.

Unit 21, Lesson 3

- 1. Sing a song for your mother**—Sing the song, then cut out pictures or have students bring their own pictures of their mother. Then play Person to Person. Put a number of photos with a person on each at the front of the classroom, and write numbers on each of the photos. Divide the class into groups so there is one group for each photo. Secretly tell the group which photo is theirs and have them write a description of the person on the photo. Have one student from each group read their descriptions, and the other groups must guess which photo they are talking about.
- 2. Make a dialogue**—Have two students act out the dialogue in the present, past, and future tenses.
- 3. Remember and use in your answer**—Have students list situations in which these different phrases may be appropriate (i.e. birthdays, weddings, a baby being born, New Years). Then have students in groups of two or three students create short dialogues from these scenarios and then act them out for the class.
- 4. Give the English equivalents to the following words and expressions**—Have students write the answers from the exercise in their notebooks and then teach students different verses from the Black Eyed Peas' "Where is the Love?"

What's wrong with the world, mama
People livin' like they ain't got no mamas
I think the whole world addicted to the drama
Only attracted to things that'll bring you trauma
Overseas, yeah, we try to stop terrorism
But we still got terrorists here livin'
In the USA, the big CIA
The Bloods and The Crips and the KKK
But if you only have love for your own race
Then you only leave space to discriminate
And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah
Madness is what you demonstrate
And that's exactly how anger works and operates
Man, you gotta have love just to set it straight
Take control of your mind and meditate
Let your soul gravitate to the love, y'all, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek

Father, Father, Father help us
Send some guidance from above

'Cause people got me, got me questionin'
Where is the love (Love)

It just ain't the same, always unchanged
New days are strange, is the world insane
If love and peace is so strong
Why are there pieces of love that don't belong
Nations droppin' bombs
Chemical gasses fillin' lungs of little ones
With ongoin' sufferin' as the youth die young
So ask yourself is the lovin' really gone
So I could ask myself really what is goin' wrong
In this world that we livin' in people keep on givin' in
Makin' wrong decisions, only visions of them dividends
Not respectin' each other, deny thy brother
A war is goin' on but the reason's undercover
The truth is kept secret, it's swept under the rug
If you never know truth then you never know love
Where's the love, y'all, come on (I don't know)
Where's the truth, y'all, come on (I don't know)
Where's the love, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)

I feel the weight of the world on my shoulder
As I'm gettin' older, y'all, people gets colder
Most of us only care about money makin'
Selfishness got us followin' our wrong direction
Wrong information always shown by the media
Negative images is the main criteria
Infecting the young minds faster than bacteria
Kids wanna act like what they see in the cinema
Yo', whatever happened to the values of humanity
Whatever happened to the fairness in equality
Instead in spreading love we spreading animosity
Lack of understanding, leading lives away from unity
That's the reason why sometimes I'm feelin' under
That's the reason why sometimes I'm feelin' down
There's no wonder why sometimes I'm feelin' under
Gotta keep my faith alive till love is found

Now ask yourself
Where is the love?

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)

Unit 21, Lesson 4

- 1. Learn the poem**—Learn the poem through the rub-out method. Then have each student recite a line of poetry. Have the entire class cheer “My mother!” when it appears in the poem.
- 2. Speak about your mother, grandmother, or sister**—Play Building Sentences with the class while discussing great women from their families. Speak a sentence, like, “I have two sisters.” The next student must remember what you said, state it, and add to it. For example, “The teacher has two sisters. My mother’s name is Gulshat.” Have the whole class do this, but the last person who speaks must remember what everyone else said. The students can write down what other people said as well to help them remember.
- 3. Complete the sentences**—Add a #6 stating: “My brother’s duty is...” Stress that boys must work and help as hard as girls do. Then play Charades, acting out different duties you do around the house. Call one or two students up to the front and whisper an action to them (i.e. sweep the floor, feed the chickens). Divide into teams. The first team to correctly identify the action by saying a complete sentence with the correct personal pronoun gets a point.
- 4. Speak about your (your brother’s, your sister’s) duties at school and at home**—Have students draw pictures of a few of their tasks at school and at home. Have them write what each task is and then practice making lists by forming sentences from all the tasks. For example, “I make tea, study, feed the animals, and wash the clothes.”
- 5. Fill in the gaps using possessive pronouns**—Ask students to close their books. Write the possessive pronouns in a list on the right side of the blackboard, then either scramble sentences #1-6 or write them incorrectly on the board. Have students both correct the sentences and then also draw a line between the corrected sentence and the necessary possessive pronoun.
- 6. Today is a busy day for my sister. She has to do many things herself. This is her list**—Ask the following questions to the class: “Is the sister’s list long? Why must she do all of the work? Should her brother help her with these chores? Why or why not? Why is important for brothers and sister to both work hard? Is it fair if only the sister works? Why or why not?” Discuss as a class, or assign these questions as essay topics for further debate.

Unit 22, Lesson 1

- 1. Read the poem**—Read together and explain any new words. Then have different students draw pictures of the games, toys, cars, balls, and Teddy Bear mentioned in the poem. Then have one student pretend to be Bobby while the class acts as the other children. Read the poem again, and when you say the toys, have the “artists” hold up their pictures and have “Bobby” ignore them and just read his book. Then have the class say, “Oh come and play,” at the proper point in the poem, and have “Bobby” say, “Go away.”
- 2. Answer the questions**—Ask students the questions and have volunteers answer them in full sentences. Make sure to explain any new vocabulary.
- 3. Fill in the prepositions (in, about, from, by, at, of)**—Have two teams compete to answer the questions correctly. Then see which team can make up new sentences using the same prepositions.

Unit 22, Lesson 2

- 1. Poem**—Read aloud together and have students say which words are nouns and verbs.
- 2. Riddles: Try and guess!**—Make four groups and have students think of as many synonym words from the words in the riddles as possible. The group with the most synonyms wins!
- 3. Proverbs and Golden Rules. Learn them**—Divide the class into four groups. Give each group a proverb. Have the groups memorize their own proverbs, then have them write sentences related to their proverbs. They should then read aloud for the class.
- 4. Read and translate the text**—Read aloud or have a student read the text. Explain any unknown words. Then give each student or pair of students an English book (children’s book). Have them read it to themselves. Once they understand it, have them write three questions

about it. Then have them read the book aloud to the class and ask their questions for the class to answer.

5. **Grammar. Complex object**—Have students say as many new sentences as possible using the same beginnings as the sentences in the exercise. For example, “Mother asks me to eat more palow/wash my face/drink more tea, etc.

Unit 22, Lesson 3

1. **A minute for a joke**—Read and explain. Then ask “What happened”-type questions, like “What happened in 1993 in Turkmenistan?” “What happened in 1948 in Ashgabat?” “What happened yesterday in English class?” etc.
2. **Form nouns from the adjectives**—Do a crossword with these words after explaining the difference between nouns and adjectives. Give examples in sentences.
3. **Put prepositions where necessary (of, with, for, about, to, in)**—Have students work quietly in pairs to answer the questions in their notebooks. Then take votes to see what students think is the right preposition for each question. Have students say *why* they think so. Then explain the correct answers after tallying the votes for all the questions.
4. **Translate into English**—Work together as a class to read and translate the text. Write up new words as vocabulary for the class. Each time a student translates a word correctly, give him/her a point. The student with the most points wins.
5. **Dialogue. Speak with your friend**—Have two students act out the dialogue, then sing the Telephone Song. It goes like this:

Class: Hey Maral.

Maral: I think I hear my name.

Class: Hey Maral.

Maral: I think I hear it again.

Class: You’re wanted on the telephone.

Maral: If it isn’t Aman, I’m not at home.

Class: Hey Aman.

Aman: I think I hear my name.

Etc.

Unit 22, Lesson 4

1. **Read the poem**—Have three students read the poem, with one student acting as the sea, one as the rain, and one as the sun. Explain new vocabulary, then have each student choose one animal and say one thing they are busy doing. For example, “I am busy,” said the bear, “eating honey in the forest.”
2. **Find the general word**—Have students find the general word and then do a crossword with these words.
3. **Speak on the topics**—Have students work in pairs to write a dialogue on one topic (or all three if they can!), then perform it for the class.

Unit 22, Lesson 5

1. **Read with your teacher**—Read aloud and have students work in pairs to say as many sentences (using words from the exercise) as they can in five minutes.
2. **Find the general word**—Have students work in pairs to find the most general word, then have them use each general word in a new sentence.
3. **Text. A minute for a joke**—Have two students read the dialogue for the class with *emotion* (angry dad, lazy son). Then practice saying superlatives, like lazy, lazier, laziest.
4. **Answer the following questions**—Have volunteers stand to answer the questions.

Unit 22, Lesson 6

- 1. Read with your teacher**—Make four groups of students. First have each group read one line of words. Then, allow them to work together to write sentences using each word in one line. Finally, have the groups read their sentences aloud for the class.
- 2. Remember**—Play Opinion Circle. Make a circle and have one student stand in the middle of the circle. This student should state an opinion (*not* a fact) and continue talking about why they feel that way until one person from the circle steps in and refutes their opinion by saying, “No, you’re wrong because _____. I think _____.” Then this student says an opinion and continues talking until someone else takes their place. It’s a good critical thinking and speaking exercise.
- 3. Read and translate**—Read, translate, and discuss each word. Have students give sentences as examples to demonstrate their knowledge. Then have students work in groups of three or four to write a conversation that includes all the words from the exercise.
- 4. Answer the following questions**—Have students write the answers in their notebooks. Then have volunteers read their answers out loud.
- 5. Find the Turkmen equivalents. Discuss the proverbs. Read with your teacher**—Have students suggest Turkmen proverbs, then discuss *why* these proverbs are important for your lives, in English, of course!

Unit 22, Lesson 7

- 1. Read with your teacher**—Play Last Letter with these words and try to stick to verbs, if possible. Begin by saying any word, for example, “Elephant.” The next student must say a word that begins with the last letter of the word you said (“t” in this example). Then the next student must say another word that begins with the last letter of the student before them. If the student waits too long before giving an answer, they are out of the game.
- 2. Translate into Turkmen**—Have students work in pairs to translate one sentence, then have them write other sentences in the same model (ex. When he was 5 years old, he was happy.)
- 3. Translate into English**—Make 3 groups and have each group translate one sentence and write two other sentences that go along with their sentence.
- 4. Put the verbs in proper places and make up sentences**—Have students write the unscrambled sentences in their notebooks and then have them write their own scrambled sentence to exchange with a partner.
- 5. Read and translate**—Make 4 groups and have each group translate one paragraph and write 3 questions about it to ask the class. Read the whole story out loud and quiz the class with the questions.

Unit 23, Lesson 1

- 1. Poem**—Read the poem aloud together as a class. Then have students draw a rainbow in their notebooks and write the poem with it.
- 2. Answer the questions**—Make a visual aid. Make a sun the size of an open textbook and make 7 small clouds with questions written on the back (ex. review the questions). Have students come and take a cloud off if they answer correctly. If all clouds are removed the sun will shine!
- 3. Read and translate. Use these words and word combinations in your speech**—Have students work in pairs to write a dialogue using these new words. Give each pair a place in which their dialogue will take place. Perform for the class.
- 4. Grammar. Read and remember**—Play I Spy. Think of something that is in the classroom. The students should take turns asking questions about what it is you’re thinking about, trying to figure out what it is. For example, “Is it blue?” or “Is it small?” They should only ask questions that have “yes” or “no” answers to them. Continue having the students ask you questions until one student raises his/her hand and guesses what you are thinking of. If a student guesses

correctly what it is, he/she then comes to the front of the class and thinks of something to be guessed by the class.

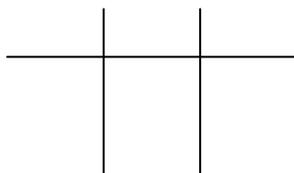
- 5. Read and translate**—Show examples of sentences using the exercise sentences as sentence heads but with different tails. For example, “They used to go there by bus, but now they take a taxi”. Have students work alone to write new tails for each sentence in the exercise. Praise creative ones, and encourage students to ask for translations for works in their imaginations.
- 6. Translate into English**—Have students work in pairs. One student must write the sentences in English, the other must draw a picture of the sentences. They should switch tasks each time.

Unit 23, Lesson 2

- 1. Learn the poem**—Make actions for each word/set of words. Act out the poem as a class as you read it aloud.
- 2. The suffix-“less”**—Work as a class and try to have students say the translations on their own. Then play Charades with these words.
- 3. Translate into English**—Make 3 types of cards in English; one that has the noun, one that says “less” and one that has the object; for each phrase in the exercise. You will need 6 stacks of cards placed on a desk at the front of the room. Divide the class into teams. You read one of the phrases from the exercise in Turkmen (ex. Şemalsyz howa) and one person from each team must race to the front of the room and take the correct words from each of the 3 stacks of cards (3 stacks for each team) to make the phrase in English. So the students in this example, must take “wind” from the first pile, “less” from the second, and “weather” from the third and say aloud, “windless weather”! The first student from one team to say it correctly wins a point for their team. Continue until all the cards are used. Make sure you have more cards than phrases to challenge the students!
- 4. Read and translate the text**—Don’t do this exercise.
- 5. Speak about the four seasons of Turkmenistan**—Play Telephone. Start by whispering a sentence to one student in the class. That student must then whisper their sentence to their deskmate, who must then whisper to the next student. Keep continuing by having students whisper to the person next to them. The students should only say the sentence one time to the next student—they cannot repeat it! The last student to hear the message must say the sentence out loud for the class, which usually is very different from the original sentence whispered. When you play this time, whisper sentences about Turkmenistan’s seasons to the first student.

Unit 23, Lesson 3

- 1. Listen and repeat**—Give actions to “birds”, “returning”, “songs”, “smiling”, and “blossom”. The students should act out the words as you all read the poem aloud.
- 2. Translate into Turkmen**—Have students close their books. Give each group of students a scrambled sentence to put in the correct order and then translate. Exchange with other groups.
- 3. Read with your teacher**—Have students work individually to try to write the longest sentence possible using as many words as they can from the exercise. Play Telephone with a couple of these sentences. Start by whispering a sentence to one student in the class. That student must then whisper their sentence to their deskmate, who must then whisper to the next student. Keep continuing by having students whisper to the person next to them. The students should only say the sentence one time to the next student—they cannot repeat it! The last student to hear the message must say the sentence out loud for the class, which usually is very different from the original sentence whispered.
- 4. Read and translate**—Play Tic-Tac-Toe with these and other recent vocabulary words. Write up a Tic-Tac-Toe board on the black board like this:



Then write some words from the exercise in each box. Divide the class into two teams. Have the first team choose a box, and they must say or write a correct sentence using the word in the box they chose. If they are correct, put an “X” in the box. The other team gets a chance to give a correct sentence with a different word, and if they’re right, they get an “O” in the box. The first team with three “X’s” or “O’s” in a row (either across, diagonally, or down) wins.

Unit 23, Lesson 4

- 1. Poem**—Write up on the board. Read together. Erase ½ the words and have students say the missing ones.
- 2. Read and translate the words and make up sentences with them**—Write up different sentences on the board with words missing from them. Have students fill in the correct words (from the exercise).
- 3. Find the general word**—Make 5 groups (or partners). Give each pair a set of things. Have them decide the general word then draw out the items using the general word as a title. They should write, for example, “Birds” at the top of their page, then draw an eagle, write “Eagle” under it, and so on.
- 4. Read and translate the text**—Read together. Make 3 groups and give each group a paragraph. Have them write out all the verbs in their paragraph and translate them. Share all verbs with the class as new vocabulary.
- 5. Fill in the blanks**—Make 2 teams. Read the incomplete sentence, and the team that raises their hand first and fills in the blank correctly gets a point. Then ask another question using other words from the exercise. For example, the first correct answer is, “The Murgab is a river.” Then ask, “What is the name of the sea by Turkmenbashi city?” Either team may answer (Caspian!) for a point.
- 6. Answer the questions**—Use these questions also in the game from exercise 5, above.

Unit 23, Lesson 5

- 1. Read and translate the puzzle**—Practice adjectives. Say an adjective (ex. “hot”) and the class must show the adjective (ex. tanning themselves).
- 2. Name the days of the week and the months of the year**—Play Circle Hand Slap. Have the students stand in a circle with their left hands underneath the person next to them’s right hand, and their right hands on top of their neighbor’s left hands. Have one student begin by saying, “Monday,” while slapping their neighbor’s hand. The neighbor must say, “Tuesday,” while slapping their neighbor’s hand, and so on around the circle. If one student says the wrong day, or waits too long, they’re out! You can also play this game with months of the year.
- 3. Answer the questions**—Divide the class into 2 teams and the first one to raise a hand and give the correct answer gets a point.
- 4. Read and translate the text**—Read each sentence aloud together and have volunteers try to translate each sentence after it is read. Focus on teaching common words and don’t waste time on uncommon vocabulary (like “cycle”, “interval”, “marked”).

Unit 23, Lesson 6

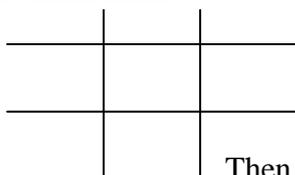
- 1. Learn the poem**—Teach the actions for the words to the students and present the poem as a class.
- 2. Read and translate**—Teach new vocabulary, then have one student pretend to be the teacher and one pretend to be Tom. Act out the story. Then ask questions about round and square things in the classroom. If there is extra time, play I Spy. Think of something that is in the classroom. The students should take turns asking questions about what it is you’re thinking about, trying to

figure out what it is. For example, “Is it blue?” or “Is it small?” They should only ask questions that have “yes” or “no” answers to them. Continue having the students ask you questions until one student raises his/her hand and guesses what you are thinking of. If a student guesses correctly what it is, he/she then comes to the front of the class and thinks of something to be guessed by the class.

3. **Proverb. Explain the meaning**—Don’t do this exercise.
4. **Put the words in the right order to make sentences**—Write the words up on the board and let volunteers write the correct sentence underneath the mixed up words. Then have all the students put the sentences in future tense.
5. **Grammar**—Write your own sentences on the board with blanks where either an “a,” “an,” or “the” could be. Have students practice telling which words should go in which sentences and why.
6. **Translate into English**—Have students write the English versions in their notebooks individually. Then write up *incorrect* translations of your own on the board and have the class correct them.
7. **Now listen to the poem and try to understand it “Jikir” by Durdygylch**—Read the poem together and teach new vocabulary (strange, sound, splashing, trouble, for example). Have students make new sentences with these new vocabulary words.
8. **Answer the questions**—Don’t do this exercise.

Unit 23, Lesson 7

1. **Learn the poem**—Do the rub-out and memorize method to teach the poem.
2. **Grammar**—Play Tic Tac Toe. Write up a Tic Tac Toe board on the black board like this:



Then write some words from the exercise in each box. Divide the class into two teams. Have the first team choose a box, and they must say or write a correct sentence using the word in the box they chose. If they are correct, put an “X” in the box. The other team gets a chance to give a correct sentence with a different word, and if they’re right, they get an “O” in the box. The first team with three “X’s” or “O’s” in a row (either across, diagonally, or down) wins.

3. **Grammar**—Have students make up sentences using geographical locations and adjectives from exercise #2.
4. **Make up sentences with words**—Have the first student say a sentence with one word (ex. “The moon is white.”) The next student must say a sentence beginning with the word “white.” For example, “White is the color of the stars.” The next student, for example, can say, “Stars are in the sky.” And so on.
5. **Think and find names for them**—Make cards with many different words (some as answers for the exercise, some random) for each team (divide the class into two teams first). Say one of the phrases from the exercise. The first team to hold up the correct card gets a point.
6. **Answer the questions**—Keep the same teams and ask the questions. The first team to raise their hand and say the right answer gets a point.
7. **Use the necessary words**—Have volunteers give the correct words, and also have students say new sentences using the same nouns/adjectives.

Unit 23, Lesson 8

1. **Learn the poem**—Teach all the verbs again and their corresponding actions. Read the poem and have the students do the actions as you read them.
2. **Answer the questions**—Play Back to the Class with two teams. Sit in front of the class facing the blackboard. Have one student from the first team write, in a full sentence, the answer to one

of the questions on the board. If the sentence is grammatically correct, give a thumbs-up and nod your head, but don't say a word. If it is not correct, put a thumbs down, and have the other team try to fix the first person's mistake. Once the sentence is correct, have the team who wrote it get one point.

- 3. Describe the map of Turkmenistan**—Have students use cardinal directions to describe the map, cities, rivers, velayats, etc.
- 4. Put the words in the right order to make the sentences**—Divide the class into four or five groups. Make scrambled sentence cards for each group to do and exchange.
- 5. Read and translate the text**—Have one student read a sentence. Then you must ask a question about that sentence. For example, after a student reads the first sentence, ask, “When do we celebrate the Water Holiday?” Do this for the whole text. Or have other students think of the questions, too.
- 6. Answer the questions**—Have volunteers answer out loud.
- 7. Give the translation of the words**—Divide the class into two teams. Have one person from each team come to the front of the board, using opposite sides of the blackboard to write. Say a Turkmen word, any Turkmen word, and the students at the board must race to be the first to write the correct English translation. The student who is first gets a point for his/her team. The team with the most points wins.
- 8. Add in the necessary words**—Write the sentences up on the board and have volunteers fill in the right answers. Then ask the class for other words that could go there. Generate a list.

Unit 23, Lesson 9

- 1. The Great Magtymguly said: “People are stronger when they are together.” Let's learn the song**—Explain the new vocabulary and sing the song, clapping and snapping in rhythm.
- 2. Read the words**—Have students work in pairs to write as many sentences that contain both words in a pair as they can. Read aloud.
- 3. Prove these thoughts why. Do you agree?**—Have students write long explanations to these statements in their notebooks. Then have them compare answers with their desk mates and then tell the class which explanations were the same or different.
- 4. Make up sentences with these words**—Play Telephone. Start by whispering a sentence to one student in the class. That student must then whisper their sentence to their deskmate, who must then whisper to the next student. Keep continuing by having students whisper to the person next to them. The students should only say the sentence one time to the next student—they cannot repeat it! The last student to hear the message must say the sentence out loud for the class, which usually is very different from the original sentence whispered.
- 5. Read and translate the text. Describe it**—Have students read the text to each other in pairs. Explain new words. Then tell them to draw a diagram of the cave and lake dimensions. Then they must explain their diagrams using the “length/long” etc. vocabulary.

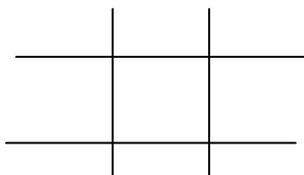
Unit 23, Lesson 10

- 1. Learn the poem**—Read aloud, explain new vocabulary, then read it again. Then have four students read it, one acting as the wind, one as the tree, one as the leaves, and the last as the narrator. Act out for the class
- 2. Grammar. Remember**—Have students try to think of as many words as possible that will take the “-dis” prefix. Make sure you have a dictionary handy to check up their ideas. Then have them give you sentences that use both the “-dis” prefixed word and without the prefix. For example, “There is order in my room, but there is disorder in my little sister's room.”
- 3. Read and translate the words**—Do a thumbs-down for a “dis” and a thumbs-up for any word without “dis.” Say a sentence in the positive and have students chorus the negative, showing thumbs-up or down.

4. **Read and translate the following word combinations**—Have students work in groups to translate the words in their notebooks, then ask questions like, “What color is our national flag?” “Name one national hero.” Etc.
5. **Read and compare (Gaýdym dereje)**—Write up incorrect passive voice sentences on the board. Have students correct them and then change them into active voice sentences.
6. **Translate into English. Make up your own sentences with them**—Make two stacks of word cards and put them on a desk at the front of the room. Make two teams. One student from each team must come to the front and when you say a word in Turkmen, they must race to see who can find its translation in the deck the fastest. Who finds it first gets a point for their team.

Unit 23, Lesson 11

1. **Learn the poem**—Read and explain new words as vocabulary. Read the poem slowly, and have the class say the right word when you pause.
2. **Answer the questions**—Make teams, and if a team can answer the question correctly in a full sentence, they get a point.
3. **Fill in the prepositions: til, in, down, across, at, of**—Play Tic Tac Toe. Write up a Tic-Tac-Toe board on the black board like this:



Then write some words from the exercise in each box. Divide the class into two teams. Have the first team choose a box, and they must say or write a correct sentence using the word in the box they chose. If they are correct, put an “X” in the box. The other team gets a chance to give a correct sentence with a different word, and if they’re right, they get an “O” in the box. The first team with three “X’s” or “O’s” in a row (either across, diagonally, or down) wins.

4. **Read and translate the text**—Have one student read one sentence. Ask a question after the sentence about that sentence. Do this with every line of the text.
5. **Answer the questions**—Play Back to the Class with teams. Sit in front of the class facing the blackboard. Have one student from the first team write, in a full sentence, the answer to one of the questions on the board. If the sentence is grammatically correct, give a thumbs-up and nod your head, but don’t say a word. If it is not correct, put a thumbs down, and have the other team try to fix the first person’s mistake. Once the sentence is correct, have the team who wrote it get one point.

Unit 23, Lesson 12

1. **Read with your teacher**—Read aloud. Ask a student to draw a window on the board. Then have another draw a tree, then a new moon. Ask if it’s cold in the poem and what the date of the poem is.
2. **Translate into English**—Have students translate and then play Picture Draw with six boxes. Each student should draw six boxes in their notebooks, and label them #1-6. Tell them to draw different pictures in each box, but using the same things. For example, say, “In Box #1, draw a cat in a tree. Draw a dog near the tree, and draw a boy near the dog. In Box #2, draw a dog in the tree, draw a cat on the boy.” Continue on until all the boxes are filled with pictures. Then ask questions like, “Which picture shows a cat on a boy?” The class must look at their pictures to figure out the answer. It’s good practice with prepositions.
3. **Make up word-combinations**—Explain new vocabulary and have students write a short dialogue using the new words. Work in groups of three.

Unit 24, Lesson 1

- 1. Read with your teacher**—Make an interactive crossword with these and other recent vocabulary. Set it up like a regular crossword, but divide the class into teams. Give one team a crossword with all the Down words on it. Give the other team a crossword with all the Across words on it. Do not give clues. Have one team explain to the other team (Taboo-style) what a word is without actually saying the word itself. Once the other team guesses it, they can write it onto their crossword sheet.
- 2. Read and translate**—Write up sentences with blanks in them. Have volunteers fill in the blanks with words from the exercise. Then the student must say one more sentence using each word.
- 3. Make up word combinations**—Have students write the word combinations up on the board and then ask questions like, “What is a sacred book?” Students can answer, “The Koran is a sacred book,” etc.
- 4. Fill in the blanks using these necessary words**—Have volunteers fill in the blanks orally (not on the board). Then have students work in partners to choose one sentence from the exercise and write a paragraph using that sentence as part of it. Pairs should read their paragraphs to the class.
- 5. Read and translate the text**—Work as a class to read and understand the text. Then have students individually decide which part of the text they would either like to draw or act out with a partner. Show all drawings and dramas.

Unit 25, Lesson 1

- 1. Read the poem by W. Shakespeare and try to understand it**—Teach the substitutions for “thy” (your), “thee” (you), and “thou” (you). Rewrite the poem using these more common pronouns. Then have students find all the verbs and act them out. Read the poem again, acting verbs as you read.
- 2. Active words and word combinations from the poem**—Do this exercise while doing #1.
- 3. Answer the questions**—Do Ex. #6 first. Then do Create-A-Friend. Tell the class that they are going to make a new friend. Ask questions like, “Is your new friend a boy or a girl?” “What is your new friend’s name?” Then design what your friend looks like. Ask the class what your friend needs for a body. If someone says, “A head!”, ask if it should be large or small. The class must agree, and whoever wants to may draw the head. Continue through all the body parts in this manner until the friend is complete. Have the class think of what the friend’s family is like, where do they live, etc?
- 4. Write the forms of the verbs**—Play Grammar Tennis. Divide the class into teams. Bring one student from each team to the front of the class to sit in two chairs facing each other. The first student must say a verb in the V1 tense.. The other student must respond with the correct V2 of the same verb and then the first student must then say the correct V3 form. If the students miss any of the words, the other team gets a point. If both students get all the words, both teams get a point. Then switch students.
- 5. A man’s (face) appearance –show and name**—Have students draw these on the board to make a face. Then sing “Head, Shoulders, Knees, and Toes.” It goes, “Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. Eyes and ears, and mouth and nose, head, shoulders, knees and toes, knees and toes!” As you sing, you should point to each body part.
- 6. Describe your friend using the following sentences**—Do this in conjunction with the Create-A-Friend exercise from #3.

Unit 25, Lesson 2

- 1. Recite the poem by W. Shakespeare**—Have pairs of students read alternating lines and act out verbs while reading.

2. **Tell the class if your friend is as kind as it is written in the poem by W. Shakespeare**—Model grammar sentences to let students fill in about their own friends. For example, “My friend is very _____.”
3. **Remember! There are four types of questions**—Do drill questions (general) in the past tense and have individuals respond. Make them interesting.
4. **Make up general questions and answer them**—Write up questions on pieces of paper and put them in a bag. Have one volunteer read the question and answer it based on the sentences in the exercise.
5. **Read the proverbs and give the Turkmen equivalents of them**—Do Ex. #6 first. Have students say the Turkmen equivalents, then have them try to say *why* these are important proverbs.
6. **Use these phrases in your speech**—Have students use these phrases to say *why* the proverbs are right or wrong.
7. **Word building—Noun suffix—ship**—Write up sentences with blanks that could be filled in either with the noun or the suffixed noun to practice how to use them. Then have students write their own proverb using the noun and suffix.

Unit 25, Lesson 3

1. **Recite the poem**—Let students decide which poem of all the ones you’ve learned this year that they like and have them read that one for the class.
2. **This is a list of some of Shakespeare’s great plays. Name the plays in Turkmen**—Write up the list and have volunteers say and write the Turkmen names. Practice also saying the years in English.
3. **Read and translate the words**—Play Memory. Write the words out on slips of paper that are all the same size. Put the papers face down in rows on a desk. One student must pick up two pieces of paper. If they are antonyms, the student can keep the pair. If they do not match, they must put the papers back down. The next student then has a turn. The goal is to collect as many pairs as possible. It’s good to have lots of words and their antonyms in the game.
4. **Translate into English and make up your sentences with them**—Divide the class into four groups and give each group a phrase to translate. Then the groups must try to write either a short story or a dialogue about their phrase.
5. **Answer the questions**—Work as a class to answer the questions and have students write their own thoughts in their notebooks.
6. **Read and translate the text about the great English playwright, William Shakespeare**—Make a timeline, draw pictures, and read the text, explain vocabulary.

Unit 25, Lesson 4

1. **Learn the poem**—Learn the poem by doing the rub and memorize method.
2. **Answer the following questions**—Explain “polite.” Then do Back to the Class with two teams for grammar on answers. Sit in front of the class facing the blackboard. Have one student from the first team write, in a full sentence, the answer to one of the questions on the board. If the sentence is grammatically correct, give a thumbs-up and nod your head, but don’t say a word. If it is not correct, put a thumbs down, and have the other team try to fix the first person’s mistake. Once the sentence is correct, have the team who wrote it get one point.
3. **World building: Noun suffix –ness**—Write up and have volunteers write correct suffixes. Then write up headless sentences to have students fill in with the correct suffixed word.
4. **Discuss the proverbs**—Discuss the proverbs, explain new words, then rub out certain words and have students suggest changes. For example, “A man is known by his _____.” Students could put “actions, words, friends,” etc. in the blanks to make it a new proverb.
5. **Reading for interest and information. Try to be polite**—Act out British manners in different scenarios. Make four groups of students and have them write dialogues about each part of British politeness.

Unit 25, Lesson 5

- 1. Learn the poem**—Make four groups and give two lines to each to translate. Then the groups should explain their lines to the other groups. Read the poem again.
- 2. Read the words**—Have students work with their desk mates to write four sentences that include one word from each line. Clap for the most creative ones!
- 3. Read and translate**—Try to explain each word in English until the students say the correct translation. Have them make up sentences with each word in English.
- 4. Translate into English**—Divide the class into five groups and have them translate one sentence each, make a scrambled sentence from it, and then exchange it with other groups.

Unit 25, Lesson 6

- 1. Read the proverbs and translate them**—Read and translate together. Then have students come to the board and try to draw one of the proverbs and the class must guess which one they're drawing.
- 2. Complete the following sentences**—Put the words in a bag, and write the incomplete sentences on the board. Have a volunteer take a word and write it into the correct sentence, then say a new sentence with the same word.
- 3. Write four forms of the verbs**—Play Grammar Tennis. Divide the class into two teams. Put two chairs in front of the classroom. One student from each team should come and sit in the chairs. The first student should say any verb in its first form (for example, “eat.”) The second student must say that verb in its second form (“ate”). Then the first student must say the verb's third form (“eaten”). If both students are correct in saying all the verbs, each team gets a point. If any student is wrong, the other team gets a point.
- 4. Make up a dialogue of your own over the telephone**—Have desk mates work together to write a phone conversation and present it to the class. Give each pair one new vocabulary word that they must work into their dialogue naturally.

Unit 25, Lesson 7

- 1. Phonetic drill**—Sing the song, “Head, Shoulders, Knees, and Toes.” It goes, “Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. Eyes and ears, and mouth and nose, head, shoulders, knees and toes, knees and toes!” As you sing, you should point to each body part.
- 2. Speak on the topics**—Do Conversation Circle. Have the class make two circles, one within the other. Have the students in the inner circle face one student in the outer circle. Then, give the students a topic (for example, favorite foods). The students facing each other in the circles must then have a conversation about the topic for as long as you want them to speak. If they can't speak any more (or run out of words to say), they must say, “Yada yada yada yada,” until you tell the circle to switch. When you say switch, the students in the outer circle must walk around and around until you say stop. They should be matched up with a new student in the inner circle. Give them a new topic to speak about.
- 3. Give antonyms to the following words**—Give each student a word that they must keep secret. Then, they all must go around the room speaking in English to find the person who has the antonym of their word, without showing their word to anyone else.
- 4. Read and speak about friendship**—Sing “Make New Friends.” It goes, “Make new friends, but keep the old. One is silver and the other's gold.” Then read the text aloud together and explain any new words.
- 5. Answer the following questions**—Have students write an essay about their real friends after volunteers answer the questions out loud.

Unit 25, Lesson 8

- 1. Read the poem**—Read together, and have one student draw an owl in a tree on the board. Explain new words, then ask what the poem thinks children should do.
- 2. Read and translate the following sentences**—Have each pair of desk mates work to translate one of the six sentences, then have them write each sentence in the negative and future tenses.
- 3. Add one more sentence to explain, “It’s a pity”**—Have students take ten minutes to write the sentences in their notebooks. Then ask students to read their answer for the class and have the class vote for the best answer for each one.
- 4. Read the text and answer-Are they real friends?**—Make five groups and give each group a paragraph. Have them translate their paragraph and read for the class. Have one student read the text through out loud.

Unit 26, Lesson 1

- 1. Read with your teacher**—Make two teams. Have one student write a word from the exercise on the board. A student from the other team must then change either one or two letters from that word to form a new word. The team with the most points wins.
- 2. Word-building. Noun suffixes –“er,or”**—Write up sentences with blanks (e.g. “A driver _____[drives].” A teacher _____ [teaches].”) and have volunteers write in the correct verbs. Then play Pictionary with both of these verbs and nouns.
- 3. Name the profession and tell about their work**—Make flashcards with different jobs and practice verbs describing their work.
- 4. Read and translate**—Explain and help translate by using English. Then have students write five sentences using these words.
- 5. Make a dialogue about your future profession**—Have desk mates work together to present a dialogue to the class.

Unit 26, Lesson 2

- 1. Learn the poem**—Have seven students each read one line. Explain and translate, then ask if they agree with the poem. How can the students “do good”?
- 2. Read and translate the following sentences**—Have students draw these sentences in their notebooks then on nice paper to hang in the classroom.
- 3. “Dis”-negative prefix**—Students should write eight sentences using both the verb with its “-dis” prefix. For example, “I like oranges. I dislike onions.”
- 4. Complete the sentences using words from the column**—Write up the sentences on the board and have volunteers write the correct endings. Then make four groups and have each one write more sentences that go along with one sentence from the exercise. Read for the class.
- 5. Tell the class about your likes and dislikes**—Have students read their answers from #3 out loud.

Unit 26, Lesson 3

- 1. Read and translate the proverbs**—Explain key unknown words and see if the students can guess the Turkmen equivalents. Ask *why* these are good proverbs.
- 2. Read and translate the text**—Ask questions after every sentence a student reads.
- 3. Speak about your mother’s or father’s work or professions**—Have students write four sentences about their parent’s professions and read to the class. They should write the professions on the board to make a list.
- 4. Answer the questions**—Have volunteers tell you their answers as you write them on the board to make a list. Play Charades with these and other profession words.

Unit 27, Lesson 1

- 1. Learn the poem**—Have students make kites out of colored paper or newspaper and string. Have them write the poem on their kites and hang them in the classroom.
- 2. Adverbs**—Go through the words with the class and show how they are different. Then pick a favorite song and have students sing it differently each time (slowly, quickly, happily, etc.)
- 3. Fill in the blanks (early, kindly, quickly, friendly, slowly, quietly)**—Divide the class into two teams. Have a bag filled with different adverbs written on scraps of paper. One person from the team must take a word and quickly say it correctly in a sentence to get a point for their team.
- 4. What is your hobby?**—Play Charades with two teams and these hobbies.
- 5. Answer the following questions**—Have each student write the answers on a piece of paper secretly. Collect all of the papers and read them aloud. Have the class guess whose answers they are.
- 6. Tell about your hobby**—Have desk mates tell each other the answers for themselves then they should find a new partner to tell about their desk mate's answers. For example, A tells B. B tells C about A, and so on. After C tells D about A, D must ask A if they heard correctly.
- 7. Tell about your friend's hobby**—Desk mates should stand and tell about their partner's hobbies to the class.
- 8. Make up a dialogue about hobbies (your hobbies)**—Have desk mates work together to write a funny dialogue to act out for the class. Maybe play Charades, if time.

Unit 27, Lesson 2

- 1. Complete the following phrases**—Play Opinion Circle. Make a circle and have one student stand in the middle of the circle. This student should state an opinion (*not* a fact) and continue talking about why they feel that way until one person from the circle steps in and refutes their opinion by saying, "No, you're wrong because _____. I think _____." Then this student says an opinion and continues talking until someone else takes their place. It's a good critical thinking and speaking exercise.
- 2. Write and learn—word—building. Islik + ment = at**—Write up 3 categories on the board (noun, verb, adjective) and make two teams. Say a word and one person must write it in the correct category to earn one point for their team.
- 3. Text**—Teach the different hobby vocabulary and play Pictionary.
- 4. Translate into English**—Write up these as scrambled sentences in English and have volunteers write them in the correct order.

Unit 27, Lesson 3

- 1. Learn the poem**—Read together and explain new vocabulary. Then divide the class into 2 groups and have one side read the boy's lines and the second side respond with the kite's words.
- 2. Do the sums**—Have everyone close their books. Make 6 sets of numbered cards: 0-10. Place 3 sets on one chair and 3 sets on another at the front of the classroom. Divide the class into 2 teams. Shout out a sum and the first team that races to the front and holds up the correct sum using the cards made wins one point.
- 3. Answer the following questions**—Play What's in My Bag? Before school, put lots of stuff in your bag, some things that are normal and some unusual things. Then, in class, have the students guess what you have in your bag. They could say things like, "Do you have a pencil in your bag?" And you can say, "Yes, I do." Then take the pencil out of your bag. Continue on until your bag is empty.
- 4. Adverbs**—Play Grammar Tennis. Divide the class into two teams. Put two chairs in front of the classroom. One student from each team should come and sit in the chairs. The first student should say any verb in its first form (for example, "eat.") The second student must say that verb

in its second form (“ate”). Then the first student must say the verb’s third form (“eaten). If both students are correct in saying all the verbs, each team gets a point. If any student is wrong, the other team gets a point.

- 5. Read and translate the following sentences**—Have desk mates work together to translate 2 sentences. Then they must write 2 new sentences using the underlined words.

Unit 27, Lesson 4

- 1. Learn the poem**—Make 4 groups and give each a couplet to read and understand. They must draw their couplet and write the couplet underneath. Then all the groups must read their lines and show their pictures.
- 2. Answer the questions about the hedgehog**—Have volunteers answer the questions aloud or have the class answer all together.
- 3. Text. Read and learn how to care for them. Interesting facts about the care of pets**—First generate a list of all pets on the board. Have each student pick a pet to write about. They should draw their pet and write what to feed it, how to take care of it, and how to find one. Present to the class.

Unit 28, Lesson 1

- 1. Read the words**—Read aloud as a class then have students each pick one word and write a sentence on the board beginning with that word. Help with grammar.
- 2. Read and translate the sentences**—Scramble each word and write it on the board. Have two teams race to unscramble the words and translate them into Turkmen.
- 3. Answer the questions**—Play Back to the Class with two teams. Sit in front of the class facing the blackboard. Have one student from the first team write, in a full sentence, the answer to one of the questions on the board. If the sentence is grammatically correct, give a thumbs-up and nod your head, but don’t say a word. If it is not correct, put a thumbs down, and have the other team try to fix the first person’s mistake. Once the sentence is correct, have the team who wrote it get one point.

Unit 28, Lesson 2

- 1. Learn the poem**—Read together and explain new words. Then read it again with each student reading one word each in a row.
- 2. Speak on the topics**—Have 3 groups write a short speech about one of the topics and let the other groups agree or disagree.
- 3. Make up questions**—Do a drill where you say the sentence and the class choruses the question.
- 4. Translate into English**—Make 4 groups and give each a sentence to translate. Write their sentence up on the board and see if other groups can help to change or correct other group’s sentences.

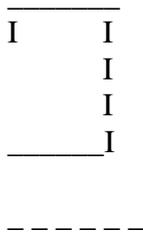
Unit 28, Lesson 3

- 1. Learn the poem**—Learn the poem by the Rub Out and Memorize method. First write the poem that the class should memorize on the blackboard and have the class read it out loud. Then erase two words. Have the class read it again. Erase a few more words, and then have individuals read it out loud. Continue until you have erased the entire poem and they know the whole poem by heart.
- 2. Translate into English**—Write up the translations on the board with mistakes and have students find and correct the problems.
- 3. Put the verbs in 3 forms**—Do a TPR exercise. Have the students stand up. Say a verb, and the students must act out the verb, then tell you its V1, V2, and V3 forms. For example, you say, “Run!” and the students all run in place, then they say, “Run, ran, run!” Continue on with as many verbs as they know.

4. **Complete the sentences**—Have each student take one holiday and make a sentence with it in the model shown. For example, “We celebrate independence on October 26th.”
5. **Read and translate the text**—Have one student read one sentence and then ask a question about that sentence. For example, after a student reads the first sentence ask, “When is Victory Day?” Have another student read the second sentence and ask another question about that sentence. Continue on through the text.

Unit 29, Lesson 2

1. **Read with your teacher**—Ask the students to speak about their hobbies. Then ask students to describe Turkmen carpets. Then, play Ball Toss. You toss the ball to a student and say one of the words from the exercise. That student must then say the Turkmen translation of that word. The student can then toss the ball to someone else to translate a different word. Read the words out loud and practice pronunciation. Have students write the words in their notebooks.
2. **Read and translate the sentences**—Have a student write the unfinished sentences on the board and then have volunteers come to the board and write in the correct endings.
3. **Fill in the necessary words**—Play Hangman with these words in English. First choose a word that the students must guess and write the hangman structure on the board. For example, if your word is “carrot,” draw this on the board:



Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

4. **Translate into English. Make up your sentences with them**—Have a student write the first translation on the board. Then have another student find another translation to make a crossword-type pattern off the first word. For example, if the first word’s translation is “art,” another student could translate the second word (“ancient”) and write it using the “a” from “art” and write it going down, like a crossword. See how big the students can make the crossword puzzle!
5. **Read and translate the text**—Have students work in groups of four to read and understand the text. Assign each group a paragraph or a couple of sentences. Then have that group explain that sentence or paragraph to the class.

Unit 29, Lesson 3

1. **Learn the poem by Magtymguly**—Learn the new words of the poem and practice spelling them. First write the new words on the board. Then erase a few letters from each word and have the students tell you what they are. Then read the poem aloud yourself so the students can hear good pronunciation.
2. **Answer the questions**—Have students write the answers in their notebooks, and then tell them to their desk mates. Have volunteers stand and read their answers out loud.

3. **Read and translate**—Choose parts of the sentences to read and explain to the class. Then have them say sentences in the same grammar pattern. Ask questions about how long it takes them to get to certain places in their town. Have students write sentences in their notebooks.
4. **Translate into English**—Have students write the translations on the blackboard in pairs. Have students help each other with words they don't know.
5. **Read and translate the text**—Have one student read one sentence from the text. Ask the student a question from the sentence he or she just read. For example, if one student reads the first sentence, you might ask, "Who is Magtymguly?" and so on. You can have the students also answer the homework questions if you have time in class. Then, put up some new words in scrambled order on the board and have the students unscramble them.

Unit 29, Lesson 4

1. **Recite the poem. Find the Turkmen equivalent to this poem**—Read out loud together as a class. Then take one couplet at a time and translate it together, writing it on the board. Once translated, have the students learn it by heart in class.
2. **Read and translate**—Ask students to translate any of the words in the text that they know. Help them translate other words they may not know. Then read the whole text out loud and have students clap when they hear words that they know the translation for.

Unit 30, Lesson 1

1. **Proverb: "Self done is well done"**— Write up just the pronouns (I, you, etc.) on one column on the board. Have students tell you the reflexive pronouns that match each pronoun. Then erase all the pronouns. Have students tell you which pronouns go with the reflexive pronouns. Write them up on the board.
2. **Read and translate with your teacher**— Have students close their books. Read the sentences out loud, but let the class say the last word out loud together to practice the reflexive pronouns. Then do an oral drill. Say, "Aman, do you need help?" The student should say, "No thanks, I can do it myself." Change it up and ask, "Do they/does she need help?" Test the students by changing your question.
3. **Say what you do yourself**— Write up a list of verbs on the board and have students each choose one to make a sentence with. For example, "I ran to the store myself." "She hugged the baby herself," etc. Write them all up on the board.
4. **Complete the sentences**— Give students one slip of paper that has a sentence stem (like, "My sisters have dressed") or a paper that just has a reflexive pronoun ("themselves"). Once all the papers have been given to the students, have students stand up and move around the room to try to find their correct match, speaking only in English and not showing their papers.
5. **Answer the following questions**— Have students write the answers in their notebooks. Then have volunteers read them aloud.
6. **Make up sentences with the following words**— Have students think of actions to go with each of the words. Then play Simon Says with these and other verbs.
7. **Speak about your favorite sports games**— Prepare a set of pictures with people doing various sports. Give one picture to each group of four students who must write a story about what's happening in the picture.

Unit 30, Lesson 2

1. **An English proverb**— Don't do this exercise.
2. **Read the words**— Practice spelling. Have students close their books. Read the words and have them write the words in their notebooks. Have students discuss their answers (when you're all finished) with their partner. If they think that their words are correctly spelled, they should tell the class. Then you should give the correct answers by writing them on the board.

- 3. Read and translate the sentences**— Read and explain the words. Then have one student write one word on the board. Then have another student write another word on the board, off of the of the original word, like this:

DEVELOP
R
I
D
E

See how big you can make the crossword!

- 4. Fill in the blanks with the necessary words**— Make these sentences into scrambled sentences and give them to each desk pair to complete. Exchange sentences.
- 5. Translate into English**— Play Charades in teams with words from the sentences in English.

Unit 30, Lesson 3

- 1. Learn the poem**—Read the poem carefully to the class so they can hear your pronunciation. Practice individual words that are difficult for them to say. Do the rub out and memorize method to help the students learn the poem by heart.
- 2. Make up disjunctive questions**—First, explain the grammar using examples and sentences of your own. Try to have students say their own sentences as you explain the new structure. Then have students in teams work to write the correct answers to the questions in the exercise. The team with the most questions right wins.
- 3. Text**—Practice reading the text out loud with the class. Ask students which words are difficult for them and explain the new vocabulary. Then have the students answer the questions on the text. Ask them questions about their own opinions about sports. Then, have students pull different sentences from a bag. These sentences are from the text. Have students close their books. The students who have sentences from the text must arrange themselves in order in front of the class in the way the sentences were written in the text.
- 4. Describe a horse**—Have students use their adjectives to describe the horse. Give them some new vocabulary to help in their descriptions. Then play Hangman with these new words. First choose a word that the students must guess and write the hangman structure on the board. For example, if your word is “carrot,” draw this on the board:

```

_____
I       I
         I
         I
         I
         I
_____

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Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

- 5. Answer the questions**—Have students write their answers to the questions in their notebooks. Then have volunteers read them out loud.
- 6. Did you attend horse-riding competitions? Did you watch them on TV?**—Have a class discussion about the competitions. Describe what you have seen in your life, then talk about sports in general.
- 7. Tell about this kind of sport**—Use the example in the book to have students write about a different sport. Use the same grammar and text model that the book provides, but underline

some words for the students to change. Instead of father, for example, the students could write “uncle,” and instead of 12 o’ clock, students could write “9 a.m.”

Unit 30, Lesson 4

- 1. Discussing**—Divide into two or three groups and check who knows more proverbs about health. Have one group say a proverb, then the next group answer back with another. The group with the most proverbs wins.
- 2. Make up disjunctive questions and answer them**—Review disjunctive questions with the class, such as, “This is a book, isn’t it?” “I am a pupil, aren’t I?” Then do the exercise.
- 3. Translate into English. Use the modal verb “may”**—Play Back to the Class with two teams. Sit in front of the class facing the blackboard. Have one student from the first team write, in a full sentence, the translation to one of the questions on the board. If the sentence is grammatically correct, give a thumbs-up and nod your head, but don’t say a word. If it is not correct, put a thumbs down, and have the other team try to fix the first person’s mistake. Once the sentence is correct, have the team who wrote it get one point.
- 4. Let’s sing a song**—Sing together and have the students write the words in their notebooks.
- 5. Speak about Horse Day. Describe the holiday**—Talk about the Horse Day we celebrate on the last week of Gurbansoltan. Have students write for five minutes then speak about the holiday in front of the class.
- 6. Text**—Read the text silently and find answers to the questions you ask the class.

Unit 31, Lesson 1

- 5. Read with your teacher**— Write up some nouns from this exercise on a column, then have students say some adjectives that go along with each noun (for example, “a fast horse”). Then have students suggest new combinations of nouns and adjectives (e.g. “a fast friend”). See how many the students can make, even if they are silly and don’t make sense.
- 6. Make up word combinations and translate them**— Have students write different sentences on the board using these combinations.
- 7. Answer the questions**— Divide into teams and play Back to the Class. Sit at the front of the room with your back facing the class. Have one team come to the board and write an answer to one of the questions. If the answer is correct, nod your head. If it is incorrect, shake your head. More importantly, if the grammar of the answer is correct, give a thumbs up. If the grammar is incorrect, the team must sit down and the other team must try to correct it. A grammatically correct answer gets one point for a team. You must remain silent during the game!
- 8. Read and translate the sentences**— Read and explain the text. Then write up 10-15 words (from this exercise or other review words). Have students choose any five words from the list and write them down in their notebooks. Then read off the list in a random order. If a student hears one of the words that they wrote down, they should cross it off their list of five words. Once all five words have been crossed off, the student should yell, “Bingo!” The first student to yell bingo wins.

Unit 31, Lesson 2

- 1. Learn the poem**— Have students write down all the verbs they see. Then play Charades with these and other verbs that they know.
- 2. Read and translate the sentences**— Make these into scrambled sentences and write them on the board. Divide into teams and see who can correctly unscramble them the fastest.
- 3. Read and translate the text**— Read and explain the text. Then have everyone close their books. Choose one sentence from the text. Write each word from that sentence on a piece of paper. Give each word to a different student and have the students all come to the front of the class and put themselves in the correct order, as the sentence was written in the text. Then try to have each student say what part of speech their word is (i.e. noun, verb, adjective).

- 4. Describe the horse. Use the following words**—Have students give you the names of six or seven animals, and write them on the board. Then the students must say which animal is the “-est” animal. For example, the horse is the fastest animal, the dog is the friendliest, the cat is the softest, etc.

Unit 32, Lesson 1

- 1. Read and translate the poem**—Read it once through together, then give different adverbs and have the class read it: slowly, sadly, quickly, etc. Divide the class into four groups. Give each group a line of this poem to read it in different ways.
- 2. Read the text and describe your last day at school**—Divide the text into three parts and then divide the class into three groups. Give each group a part to read and understand, then have each group explain their part to the class.
- 3. Answer the questions**—Have students write the answers out in their notebooks, then have volunteers read their answers.
- 4. Speak about your summer plans**—Divide the class into two teams and have each team write up five sentences about their summer plans. If the other team can find and correct any mistakes in the sentences, they get a point for each correction. The team with the most points wins.

5th Form Games

Alphabet Hand Slap

The game is played where each student picks one letter for him or herself. No other student may have that letter. The students stand in a circle with their hands to their sides, palms up. They must put one hand on top of the student’s hand next to him or her, and one hand below the student’s hand who is his or her the other side. Then one student slaps the hand of the student next to them, saying the alphabet letters with each slap. If a student’s hand is slapped while the alphabet letter that he chose is called, he is out. If he pulls away, he remains in the game. It should go quickly! If you make two groups, people will be eliminated faster.

Around the World

Choose one of your students to start the game as a traveler. Have the traveler begin by standing next to one of the other students who is sitting. Show a picture to these students and the first student to correctly say what the picture is wins. If the traveler student wins, he/she moves to the next student’s desk; if the non-traveler wins, he/she becomes the new traveler and the old traveler sits in their desk. The traveler’s goal is to move around the classroom and back to their original seat.

Back to the Class

Sit in front of the class facing the blackboard. Have one student from the first team write, in a full sentence, the answer to one of the questions on the board. If the sentence is grammatically correct, give a thumbs-up and nod your head, but don’t say a word. If it is not correct, put a thumbs down, and have the other team try to fix the first person’s mistake. Once the sentence is correct, have the team who wrote it get one point.

Charades

Divide the class into two teams. Have one student from one team come to the front of the room. Whisper a word to that student. Without speaking, that student must act out that word. The team that guesses correctly wins a point.

Create-a-friend

Tell the class that they are going to make a new friend. Ask questions like, “Is your new friend a boy or a girl?” “What is your new friend’s name?” Then design what your friend looks like. Ask the class what your friend needs for a body. If someone says, “A head!”, ask if it should be large or small. The class must agree, and whoever wants to may draw the head. Continue through all the body parts in this manner until the friend is complete. Have the class think of what the friend’s family is like, where do they live, etc?

Don’t Be Slow

Give each student a vocabulary word and tell them to remember it. Write all the words you gave the students on the board. You begin playing with one student speaking a sentence using one of the words on the board. The student whose word was used in the sentence must then immediately speak a sentence using a different word from the board. Whoever hesitates or is too slow in realizing their word was used is out. If they use the word of someone who is out then they also are out.

Find Someone Who

Write on the board sentences like “Find someone who... 1. spent their summer in Balkan velayat. 2. played football this summer. 3. ate watermelon yesterday,” and so on. Have students copy these sentences into their notebooks and then mingle around to find classmates who had done each thing. Only one student may respond on each answer. Have the class report back on interesting summer activities. You may need to explain the vocabulary in the questions, and it may be helpful to write up some of the questions on the board—Did you spend your summer in Balkan velayat? Did you play football this summer? Etc.

Grammar Tennis

Divide the class into two teams. Put two chairs in front of the classroom. One student from each team should come and sit in the chairs. The first student should say any verb in its first form (for example, “eat.”) The second student must say that verb in its second form (“ate”). Then the first student must say the verb’s third form (“eaten”). If both students are correct in saying all the verbs, each team gets a point. If any student is wrong, the other team gets a point.

Grouping Game

Give students each a slip of paper and have them form groups based on similar categories. For example, you could make each student partner with only one other student in the class to make a compound word (“tea” and “spoon,” or “butter” and “fly). For more advanced groupings, try groups of more than two students, like “flag,” “grass,” and “kiwi” for “things that are green.” You can make many such categories, and the students may actually invent categories of their own based on the words on their slips of paper, which is also good practice for them. It may be difficult to enforce English-only speaking in this environment, but the more the students understand they are not to speak Turkmen or Russian, the more beneficial the exercise will be.

Hangman

First choose a word that the students must guess and write the hangman structure on the board. For example, if your word is “carrot,” draw this on the board:

I I
 I
 I
 I

Have one student begin by guessing a letter. If the letter is in the word, write the letter in the correct space. If the letter is not in the word, write the letter below the blank lines you have drawn and draw a circle for a head. Continue to have students guess the letters and drawing body parts onto the man if you they guess incorrectly. After the head, draw the body, then one of the arms, the other arm, one leg, and then another leg. If you draw all of the man before they guess the word, they lose. However, if they guess all of the letters in the word correctly before you draw the man, they win.

I Spy

Think of something that is in the classroom. The students should take turns asking questions about what it is you're thinking about, trying to figure out what it is. For example, "Is it blue?" or "Is it small?" They should only ask questions that have "yes" or "no" answers to them. Continue having the students ask you questions until one student raises his/her hand and guesses what you are thinking of. If a student guesses correctly what it is, he/she then comes to the front of the class and thinks of something to be guessed by the class.

Last Letter

Begin by saying any word, for example, "Elephant." The next student must say a word that begins with the last letter of the word you said ("t" in this example). Then the next student must say another word that begins with the last letter of the student before them. If the student waits too long before giving an answer, they are out of the game.

Mad Libs

Write a small passage that is interesting for the students on the blackboard. Then you take out certain words (usually nouns, verbs, or adjectives), and you ask the class (without reading any of the story!) to provide you with any noun, verb, or adjective that they choose. You write the students' suggestions into the blanks in the story, then you read the story aloud for the class. It's usually very funny because the words they've provided don't match the story you wrote at all.

Opinion Circle

Make a circle and have one student stand in the middle of the circle. This student should state an opinion (*not* a fact) and continue talking about why they feel that way until one person from the circle steps in and refutes their opinion by saying, "No, you're wrong because _____. I think _____." Then this student says an opinion and continues talking until someone else takes their place. It's a good critical thinking and speaking exercise.

Pictionary

Divide the class into two teams. Have one student from one team come to the blackboard. Give that student a word, and without speaking, that student must draw the word on the board. The first team to

guess the word correctly gets a point. The teams take turns drawing pictures for their team and guessing what the word is.

Read My Mind

Think of something in the classroom and have the students in turn ask you questions trying to figure out what it is, e.g. “Is it red? Is it large? Is it to the left of the blackboard?” Continue receiving questions until one student raises his/her hand and makes a specific guess as to what it is. If the student guesses wrong, you get a point. If you get five points, you win. If a student guesses correctly what you’re thinking of, then they come to the front of the class and must think of something to be guessed.

Rub Out

First write the poem that the class should memorize on the blackboard and have the class read it out loud. Then erase two words. Have the class read it again. Erase a few more words, and then have individuals read it out loud. Continue until you have erased the entire poem and they know the whole poem by heart.

Snap

To play Snap, you need to make cards. One set of cards will just have sentences like, “It’s raining outside,” and the other set will have the tags for these sentences like, “Isn’t it?” You’ll need to make 48 cards, 24 sentence cards with 24 tags. Two students from two different teams will come to the front of the class where you have your cards laid out. They will take turns flipping over cards (one flipping sentence cards, one flipping tags), and if there is a correct match, the first student to say, “Snap!” gets to take the cards from the pile. Then switch students.

Taboo

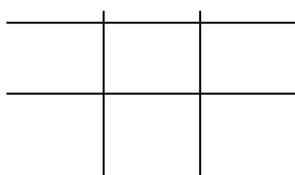
Before the lesson, write on a piece of paper a long list of words that student should know for the unit. Have one student come to the front and show them one of the words. Then the student must try and get the class to guess what the word is. However, they must only speak English—they cannot say the word itself or use body gestures. When a student guesses what the word is, then they get to come to the front of the class.

Telephone

Start by whispering a sentence to one student in the class. That student must then whisper their sentence to their deskmate, who must then whisper to the next student. Keep continuing by having students whisper to the person next to them. The students should only say the sentence one time to the next student—they cannot repeat it! The last student to hear the message must say the sentence out loud for the class, which usually is very different from the original sentence whispered.

Tic-Tac-Toe

Write up a Tic-Tac-Toe board on the black board like this:



Then write some words from the exercise in each box. Divide the class into two teams. Have the first team choose a box, and they must say or write a correct sentence using the word in the box they chose. If they are correct, put an “X” in the box. The other team gets a chance to give a correct sentence with a different word, and if they’re right, they get an “O” in the box. The first team with three “X’s” or “O’s” in a row (either across, diagonally, or down) wins.