

# Proficiency Testing Project (PTP): Turkmen Guidelines for Speaking Skills

This level is characterized by the ability to give oral descriptions on various subjects and to present ideas, opinions, and concepts orally to listeners.

Novice: this level is characterized by the ability to give brief oral description/presentation with isolated words and phrases.

## Novice 1

- The speaker is able to present only short and rehearsed statement.
- Speech is halting except for short memorized expressions.  
*Essalawmaleýkim*— Peace be upon you, greetings (usually used in addressing males);  
*Salam* - Hello; *Günaýdyn* –Good morning; *Giç ýagşy!* – Good evening! *Hawa*—Yes;  
*Ýok*—No; *Sag bol* (may you have health) – Thanks, Thank you; Good-bye;  
*Saglykda görşeli !* – Good-bye!; *Görşeris onda* – See you then.

### **Learner sample:**

*Men Tim. Men Amerikaly. Men uniwersitetde talyp.*

- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Errors of structures are quite frequent.
- Vocabulary is limited to basic objects, numbers, and activities, but the complete mastery of those words is rare. Numbers: *bir; iki; üç; ýüz* . Kinship terms: *eje*—mother; *kaka*—father; *uýa*—sister; *ini*—younger brother; *aga*—elder brother.
- Pronunciation is acceptable only when produced in isolated words. However, when combined in phrases or sentences, a heavy accent makes understanding difficult and often requires repetition.
- Word stress, intonation, and tone (Suprasegmentals) are quite flawed.
- Most utterances are completely disjointed.
- Little evidence of knowledge of registers (formal vs. Informal)
- The speaker can handle only limited number of straightforward follow-up questions with some help of repetition and paraphrase.

*Nirelisiňiz? Where are you from?*

*Men Aşgabatdan. A siz nireli? I am from Ashgabat. And how about you?*

*Okajarmysyňyz? Talypmysyňyz? Do you study? Are you a student?*

*Men mugallym. A siz kim? I am a teacher. How about you?*

*Maşgalaňyz barmy? Do you have a family?*

*Doganlaryňyz barmy? Do you have siblings?*

*Olar nirede oturýarlar? Where do they live?*

*Iniňiz nirede oturýar? Where does your younger brother live?*

## Novice 2

- The speaker is able to present an oral statement on a topic related to his/her everyday life.
- Speech is slow and contains unnatural pauses groping for words.

### **Learner sample:**

*Adym John. Men Amerikaly. Men Wirginiýa ştatyndan.. Şu wagt men Indiana uniwersitetiniň talyby.  
Men sporty gaty gowy görýärin. Esasan futboly hem basketboly gowy görýärin.  
Tiz nahar restoranlara seýrek gidýärin. Italýan naharlary gowy görýärin.*

- Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures - usually consisting of high frequency verbs and auxiliary verbs - but with many error types.
- Pronunciation, stress, pitch and accent are poor and heavily influenced by another language.
- Range of vocabulary is limited to the following high frequency words; basic objects, number and common verbs and adjectives.

### **Learner Sample:**

1. Everyday life: *Men her gün uniwersitede barýaryn;*
2. Family (immediate and extended): *Agam mugallym bolup işleýär.*
3. Leisure activities, hobbies, likes and dislikes: *Boş wagtlarym saz diňlemegi we surat çekmegi .... gowy görýärin.*
4. Autobiography:  
*Adym Timothy... Men bir müň ýetmiş sekizinji ýylda New Ýork şäherinde doguldym. Mekdebi 2000-nji ýylda New Ýorkda gutardym. 2003-nji ýylda uniwersitede girdim ...Maşgalamyz uly däl: kakam, ejem, kiçi gyz jigim we men...*
5. Biographies and telling short stories: *Döwletmämmet Azady 1700-nji ýylda Gürgende doguldy.*

- Most utterances are not appropriately linked together because cohesive devices are missing or confused. Mostly used cohesive devices include: *we, hem*—and; *emma (ýöne, welin)*—but (however); *sebäbi, çünki* — because.
- Some evidence of knowledge of one register (either formal or informal)
- The speaker can cope with only a limited number of straightforward follow-up questions asked clearly and slowly.

*Şu töwerekde bank barmy? Is there bank around here?;  
Habarlaşyp duralyň./ Jaň edip duruň. Keep in touch;  
Ýekşenbe güni maňa jaň edip bilersiňizmi? Can you call me on Sunday?;  
Kelläňiz agyran wagty şu dermany içersiňiz.If you have a headache, take these pills.  
Myrady görseňiz bizden köp salam aýdyň. If you see Murad, tell him we said hello.*

**Intermediate:** The intermediate level is characterized by the speaker's ability to:

- Give straightforward description/presentation on a familiar topic
- Take follow up questions which are given in a clear and slowed speech

### **Intermediate 1**

- The speaker is able to give simple oral descriptions on a familiar topic within his/her field of interest, to provide brief explanations for opinions, and to develop a short argument.
- Speech is frequently hesitant.

#### **Learner Samples:**

*Men bu ýere, Bloomington, iki hepde boldy geldim, sebäbi men bu ýerde Türkmen dili öwrenýärim. Men Bloomington ýarayar. Meniň pikirimçe, Bloomington säher gaty owadan we gowy halk bar. Hawa, adamlar gowy. Bloomingtonda gowy teatrlar, gowy restoranlar hem bar, agaçlar bar. Bu ýerde meniň iki dostum Russiýadan bar. Awgust aýynyň dokuzyna biziň sapaklar gutarýar. Soň men Kaliforniýa gitjek.*

*Men Bloomingtona Orta Aziýa okamagy geldim. Men CEUSda okaýaryn. Bloomington gaty kiçi hem gözəl (pronounced: guzal); seýil baglar köp (küp), şäher gök (gük). Teatra we konserte gitmeýärim, sebäbi wagtym we pulum az. Men bu ýerde, Bloomingtonda, sürüji hem bolup işleýärim. Sürüji bolmany gowy görmeýärim, sebäbi aýlyk (maş) az. Çikago bilen Bloomington deňeştirseň, Çikago uly şäher, gyzyk şäher, adam köp (küp). Bloomingtondan biraz salkyn, sowgyrak. Ol ýerde köl (kül) hem bar Ol kölüň ady – Miçigan köli. We, howa, köp gar ýagýar.*

- Range of both morphological and syntactic structures is limited. The structures produced in basic constructions are mostly correct and the common forms of verb tenses and aspects emerge but with frequent errors in formation and selection.

#### **Learner Sample:**

*Men 2006-nji ýylda Russiýa gitdim. Rusiýa maňa köp ýarady. Maňa ol ýerde gaty gyzykly boldy, sebäbi men rus dilini bilýärim we rus medeniýeti hakynda eýýäm kitaplary okadym. Meniň pikirimçe, ruslar gaty gowy adamlar, emma olar garyp we aladaly eken.*

- Range of vocabulary may extend beyond the high frequency words but vocabulary of moderate size makes the speaker hesitate and produce unnecessary circumlocution.
- Pronunciation and some suprasegmentals become intelligible enough to get the meaning across. However, the speaker still has difficulty in producing several sounds correctly.
- Some basic cohesive devices are used to link utterances together, but the same cohesive devices are repeatedly used and in longer utterances the speaker has a hard time sustaining coherent structures. Cohesive devices: *-dan daşary—besides; şu/ şol sebäpli — therefore; diýmek—so.*
- Some evidence of knowledge of both registers (formal and informal)
- The speaker can take various follow-up questions but only asked in slow speech.
- By the end of Intermediate -1 level, the speaker is able to provide a detail autobiography.

### **Learner Sample:**

*Adym Mehmet. Maşgalamyzda men iň ulusy. Iki inim we bir gyz doganym bar. 1978-nji ýylda Istanbulda doguldym. Istanbulda mekdepde okadym.*

*2001- nji ýylda mekdebi bitirip, Aşgabatdaky Türkmen-Türk uniwersitetine okamaga girdim we şol uniwersitetde dört ýyl okadym. 2005-nji ýylda bolsa ABŞ-nyň Indiana uniwersitetine okamaga geldim.*

*2008-nji ýylda şol uniwersiteti bitirip, Türkmenistana gaýdyp geldim we Leyla öýlendim. 2009-njy ýylda gyzym Jennet doguldy. Häzirki wagtda bir hökümet edarasynda işleýärin. Aýalym Leyla bolsa uniwersitetde mugallyma bolup işleýär. Gyzym Jennet bir ýaşynda, ol çagalar bagyna gatnaýar. Biz Aşgabatda ýaşaýarys.*

### **Intermediate 2**

- The speaker is able to give simple oral descriptions on a various topics within his/her field of interest, to provide brief explanations for opinions, and to develop arguments.
- Speech is sometimes hesitant with some unnatural rephrasing and groping for words. Range of both morphological and syntactic structures is still limited. The learner has a good grasp of basic structures; however, errors are still evident in complex constructions.

### **Learner Sample:**

*Meniň çagalygym Baltimor şäherinde geçdi. Men bir hususy Katolik mekdebinde okadym. Mekdepde bir näçe daşary ... daşary ýurtlar dilleri okatdylyar. Meselem, rus dili..., ispança, fransuzça, nemisçe. Men rus dilini öwrendim, ... ol ýerde men baş ýyllap rus dilini we edebiyat öwrendim, şonuň üçin men şu wagtda... men rusça gowy bilýärin. Meniň diller bilen hem edebiyat gzyklanmak şol wagtda başlandy.*

*Men Kaliforniýada doguldym, we şol ýerde mekdepde okadym. Meniň iň gowy görýän sapagym... şol wagtda taryhdy. Maňa taryh gzykly, sebäbi ... Men fizika, matematika, himiýa... hem başga ... okadym, emma bahalarym gowy bolmady. Şu wagtda men Orta Aziýa diller we taryh okaýaryn, we maňa gaty gzykly... sebäbi men gelejekde professor, ýa-da diplomat, ýa-da syýasatçy boljak.*

- Range of vocabulary may extend beyond the high frequency words but still limited.
- The speaker shows noticeable improvement in areas of pronunciation, intonation and pitch. However, occasional mispronunciations still occur in extended utterances.
- The speaker is able to link short utterances together using appropriate cohesive devices. However, the number of such devices is still limited. *Başgaça aýdanymyzda/ Başga söz bilen aýdylanda* — in other words; *Gysgaça aýdanymyzda/ Gysgaldyp aýdanymyzda* — in short; *Birinjiden, ikinjiden* — first, second/ firstly, secondly.
- Evidence of knowledge of both registers in certain context.
- The speaker can take various follow-up questions with less requests for repetition.

## Advanced:

The advanced level is characterized by the speaker's ability to

- give a clear and detailed presentation on a wide range of topics
- take a series of follow-up questions with fluency

### Advanced 1

- The speaker is able to give clear and detailed descriptions, and systematically developed presentation with main points and relevant supporting details within his/her field of interest.

#### Learner Sample:

*Amerika bilen Rusiýany deňeştirseň, olar gaty tapawutly döwletlerdir. Amerika baý we ösen döwlet, Rusiýa bolsa heniz ösüp barýan döwlet. Mysal üçin, Rusiýada köp tebigy baýlyklar bar, şonuň üçin onuň ykdysadyýetiniň tiz ösmegine gowy mümkinçilikler bar. Diýmek, Rusiýa-da baý döwlet, emma şu wagt onuň ýolbaşçylary gowy hereket etmeýärler, we gowy mesele çözmeyärler. Şonuň üçin hem yönekey adamlaryň ýagdaýlary kyn, olaryň köpüsi garyp ýaşaýar...*

*Geçen ýyl men Hytaýa we Ýaponiýa syýahat etdim. Maňa Hytaý gaty köp ýarady, sebäbi ol ýerde gözel ýerler köp, hem tagamly naharlar bişirilýär. Men Hytaýyň hem gündogarynda, hem günbatarynda boldum. Hytaýy Amerika bilen deňeştirseň, Hytaýda, birinjiden, korrupsiýa ösen, we, ikinjiden, ol ýerde, belki, ýaşamak biraz howuply. Esasan hem kiçi obalarda adamlaryň ýagdaýlary kyn, sebäbi işsizlik, garyplyk, ýolsyzlyk, we şuňa meňzeş zatlar...*

- Speech is effortless and smooth but still in non-native speed.
- Range of both morphological and syntactic structure is larger but not complete linguistic structure is generally controlled but indicates some weakness (**Appendix 1**).
- Range of vocabulary is large but not covered for low-frequency words.
- Evidence of knowledge of both registers in a variety of context but not with complete control of them.
- The speakers can take a series of questions asked in a normal speed.
- The speaker can pronounce most individual sounds correctly but not with complete control of stress, intonation and pitch.
- The speakers can produce cohesive utterances, but some cohesive devices break down in the extended speech. *diýmek* — thus (so); *aýdyp geçişimiz ýaly* —as we mentioned earlier/ above; *meniň bilişimçe* — as far I know; *aýdylýşa görä* —by the way; *yokardaky aýdylan pikirlere goşulan halymyzda*—having agreed with abovementioned points;

**Learner Sample:**

*Bu mesele gaty kyn mesele. Bu sowala jogap bermek meniň üçin juda kyn. It is a complex issue. For me, it's difficult to answer this question.*

**Advanced 2**

- The speaker is able to give clear, elaborate descriptions and well-structured presentation of complex subjects.
- Near native-like fluency, effortless and smooth.

**Learner Sample:**

*Siz öz maşgala agzalaryňyz bilen telefon arkaly gepleşýän wagtyňyz haýsy şiwede gepleşýärsiňiz? Çünki, türkmen edebi dili ýomut dialektinden gaty tapawutlanýarmy?*

- Range of both morphological and syntactic structure is extensive. Linguistic structure is well controlled but under pressure or tension, the forms tend to deteriorate (**Appendix 1**).
- Range of vocabulary is broad including some low-frequency words and one can frequently produce general vocabulary but at this level the speaker often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
- Knowledge of both formal and informal registers is almost complete. However, the speaker may miss cultural and local references.
- The speaker links utterances together using appropriate cohesive devices, and the number of such devices is large. However, overall speech is not entirely coherent.
- The speaker can respond a series of questions at various speed with fluency and spontaneously.

## Proficiency Testing Project (PTP): Turkmen Guidelines for Listening Skills

This level is characterized by an ability to understand a spoken input produced by one or more speakers in the following listening activities: listening to face-to-face conversations and phone conversations; listening to media (radio and TV broadcasts); listening to public lecturers or presentations; and listening to public announcements.

**Novice:** The novice level is characterized by an ability to identify isolated words and phrases, and to listen to some short utterances supported by context. The text sources can be found from the following: Public announcements & instructions, traffic information, weather forecasts, and TV/radio commercials.

### Novice 1

- The individual is able to understand short utterances including simple questions and statements about personal background, routine tasks, and simple instructions and directions, which are often slow and clearly articulated.

*Adyňyz name?*

What is your name?

*Näçe ýaşyňyzda?*

How old are you?

*Maşgalaňyz barmy?*

Do you have a family?

*Nirelisiňiz?*

Where are you from?

*Gijiräk maňa jaň ediň.*

Please, call me later.

*Bu awtobus Bäherdene barýarmy?. Does this bus go to Baherden?*

*Nurberdi-aga 1908-nji ýylyň 1-nji ýanwarynda Gökdepe etrabyňyň Ýaňgala obasynda doguldy.*

Nurberdy-aga was born in Yanggala village of Geokdepe district on January 1, 1908.

*Çay içjekmisiňiz?*

Would you like some tea?

*Çorbaňyz barmy?*

Do you have sup?

*Size nähili sazlar ýaraýar?* What kind of music do you like?

*Nähili naharlary gowy görýärsiňiz?*

What kind of food do you like?

*Bu nahara pomidor atmalymy?*

Does this dish require tomatoes?

- Repetition, rephrasing or a slowed rate of speech is often requested for comprehension.

### Novice 2

- The individual can understand longer sentence-length utterances and some short paragraph-length utterances, in face-to-face conversations and short phone conversations, which are clearly articulated
- Limited knowledge in vocabulary and grammar often result in misunderstanding of aural texts at this level.
- A monologue text has a clear internal structural as can be shown in chronological sequenced written materials.
- The individual is able to catch the main points in short and clear announcements and to extract specific information from a short and clear aural input dealing with everyday matters (i.e., weather forecast, traffic report and etc.)

*Myhmanhananyň çep tarapynda awtobus duralgasy bar.*

There is a bus stop to the right of the hotel.

*Konsert 29-njy aprelde, agşam sagat 18:00-de Ruhýet Köşginde geçiriljek.*

The concert will take place at Ruhiet Hall on April 29<sup>th</sup> at 6 PM.

*Ertir, 12-nji martda Aşgabatda az bulutly, ýagynsyz, sekuntda 5-10 metr tizlikde günorta-gündogardan öwürsün şemally, gündizine 20-24 gradus maýyl, gijesine 12-15 gradus salkyn howanyň bolmagyna garaşylýar.*

Tomorrow, on March 12<sup>th</sup>, in Ashgabat there are expected to be few clouds and no precipitation, wind from the southeast at 5-10 meters per second, 20-24 degrees warm during the day and 12-15 degrees cool during the night.

*Bagyşlaň, professor Çaryýarow şu wagt ýerinde ýok. Gijiräk jaň edip görüň.*

I am sorry, Professor Charyyarov is not at his office right now. Please, call later.

*Näçe manat tölemekçi? Ýok, bolaýjak nyrhy şu!*

How much manat are you willing to pay? No, that's the price.

**Intermediate:** The intermediate level is characterized by the listener's ability to understand factual information and main ideas from paragraph-length aural texts delivered in an articulated manner. Lectures, presentations, and news broadcasts can be example text sources.

### **Intermediate 1**

- The individual is able to identify main ideas and supporting details from short stretches of narrative and descriptive discourse about current events and everyday matters spoken at a normal rate.

*Uniwersitetde Nowruz baýramyna bagyşlanyp geçiren konserte gatnaşdyňmy?*

Did you participate in Navruz celebration concert held at the university?

*Blumingtonda haçandan bäri ýaşaýarsyňyz?*

How long have you lived in Bloomington?

*Näme sebäpli Türkmen dilini öwrenmäge başladyňyz?*

Why did you start learning Turkmen?

Radio broadcast example:

*Ankara uniwersitetinde türki döwletlerden gelen talyplaryň diplom dabarasy boldy.*

*Geçen ýyl Türkiýä Türkmenistandan we beýleki türki döwletlerden jemi 10 müňe golaý ýaşlar okamaga gelipdir.*

The graduation ceremony for students from Turkic states took place at Ankara University. Last year a total of around ten thousand young people came to Turkey from Turkmenistan and other Turkic states to study.



TV local news example:

*AŞGABAT. Azady köçesiniň 32-nji jaýynda ýaşayan R. Myradow WAZ-2106 kysymly döwlet belgisi AŞA 61-87 maşyny içgili ýagdaýda sürüp, Görögly köçesinde duran traktor bilen çaknyşyp keselhana eltildi.*

ASHGABAT. R. Muradov, who lives in building 32, Azadi Street, was driving in a drunken state a VAZ-2106 (a sort of vehicle) with state license number AShA 61-87, collided with a tractor parked on Gorogly Street, and was sent to the hospital.

- The subject matter in the aural texts is familiar to the listeners and clearly well structured at this level. (i.e., interviews, short lectures on familiar topics, and news reports about factual information)
- Limited vocabulary of the listeners result in frequent request of repetition or rephrasing.

### **Intermediate 2**

- The individual is able to identify main ideas and supporting details from longer stretches discourse including abstract and technical discussions.
- The individual may not be able to understand longer texts which are syntactically and lexically complex.
- The individual may not fully understand culturally implied meanings beyond the surface-level meanings.

*Ýurdumyzda Eýran Yslam Respublikasynda öndürilen filmleriň festiwaly başlandy. Bu festival Türkmenistanyň Milli videokompaniýasy bilen medeniýeti we sungaty wagyz etmek boýunça yslam merkeziniň arasynda baglaşylan şertnama esasynda geçýär. Bir hepdeäniň dowamynda Aşgabat şäheriniň merkezi kinoteatrlarynyň üçüsünde türkmen tomaşaçylary Eýran kinematografiýaçylarynyň iň gowy filmleri bilen tanşyp bilerler.*  
The festival of films produced in the Islamic Republic of Iran has begun in our country. This festival is taking place on the basis of an agreement concluded between the National Video Company of Turkmenistan and the Islamic Center for the dissemination of culture and art. For one week Turkmen movie-goers will be able to get acquainted with the best films of Iran's cinematographers in three of Ashgabat's central movie theaters.

**Advanced:** The advanced level is characterized by the individual's ability to extract main ideas and detailed information from the extended spoken input on a variety of topics produced at a various speed in a standard and some nonstandard dialects, and to make appropriate inferences about the aural text. TV, radio documentaries, debates, discussions, drama, shows, and movies can be used as potential text sources at this level.

### **Advanced 1**

- The individual is able to identify the hierarchical level of information (i.e., the main points and relevant supporting details) from extended well-organized speech in a standard dialect.
- Insufficient target-language cultural knowledge or limited vocabulary may still interfere with complete understanding of an aural text.
- The listener can make appropriate inferences regarding the given text.
- The recognition of culture specific idiomatic expressions, proverbs and sayings, and register shifts begin to emerge.

Radio broadcast example: *Gazyň nebitiň we pagtanyň soň turizm Türkmenistanyň girdejiler maddasynda dördünji orny eýeläp biler diýip, belli paleontolog we arheolog, Italiýanyň Ligabue firmasynyň prezidenti jenap Žankarlo Ligabue ynanýar. Bu ýerde turistik biznesi guramak üçin ägirt uly mümkinçilikleriň bardygy Türkmenistanyň prezidentiniň hem-de italyan biznesmeniniň şu gün Prezident köşgünde bolan söhbetdeşliginiň esasy temasy boldy.*

Mr. Giancarlo Ligabuglie, the well-known paleontologist and archeologist, and president of Italy's Ligabuglie firm, is hopeful, saying "Tourism will be able to occupy fourth place in Turkmenistan's overall income, after the export of natural gas, oil, and cotton." The basic theme of today's talks between President of Turkmenistan and the Italian businessman was the great opportunities for creating tourism here.

## Advanced 2

- The individual is able to comprehend discourse organization of an aural input, which is longer than advanced I –level oral texts produced and understand nonstandard dialect to some degree.

- Lecture example: *Ýaňgala obasy. Bu oba Täçmämmet Suhanguly, Mylly Täçmyrat, Sahy Jepbar, Çary Täçmämmet ýaly türkmen saz sungatynyň läheňlerini, Nyrmyrat Anna Ata Esat ýaly meşhur bagşydyr-kompozitorlary dünýä beren obadyr. Ýaňgala hakykatdan hem sungaty söýýänleriň mekany....*

The village of Yangigala. This village is the village that has given the world the giants of Turkmen music such as Tachmammot Suhanguly, Mylly Tachmyrat, Sahy Jepbar, and Chary Tachmammot, and famous-composers such as Nurmurat Anna and Ata Esat. Truly, Yangigala is the land of art lovers....

- TV program example: *Balykçylaryň Preobraženskiý posölygynyň kenar ýakasynda delfin "labyryny taşlady". Ilki başda oňa akuladyr öýtdüler. Ýöne çagalar özlerine ýakynlaşan jandaryň nämedigine düşünen-soňlar onuň bilen dostlaşmaga başladylar. Soňra olar balykçylaryň ýanyna baryp myhmany naharlamak üçin balyk soradylar. Oýun şondan soň başlandy ...*

A dolphin has "dropped anchor" at the edge of the shore of the Preobrazhenskii fisherman's settlement. At first they thought it was a shark. Then the children themselves realized it was a living creature that approached them; then they began to befriend it. Later they approached fishermen and asked for fish to feed their guest....

- The individual can detect the author's attitude or values in the main topics addressed in the aural text.

- Example: Ata-Baba Kökler

*Türki kowumlaryň ata-baba kökleri köp müňýyllyklaryň jümmüşine siňip gidýär. Uzak geçmişdäki zamanlarda häzirki Türkmenistanda we onuň ýakyn goňşy ýurtlarynda ilkinji adamlaryň nesilleri adamzadyň ilkidurmuş toparlaryndan urug birleşmesine geçip başlan döwründe ýagny arheologlaryň dili bilen aýdanymyzda, aşaky paleolit zamanasynda öňe saýlanypdyr.*

The ancestral roots of the Turkic tribes sink deep into many millennia. In the earliest times in Turkmenistan and its neighboring countries, in the time when tribes were not yet formed from primitive groups of humans, that is, let's say, during the lower Paleolithic in the parlance of archeologists, onward, the ancestors of the first men are recognizable.

## Proficiency Testing Project (PTP): Turkmen Guidelines for Reading Skills

This level is characterized by an ability to read written texts for the purpose of getting gist, specific information, detailed understanding, and implications.

**Novice:** The novice level is characterized by an ability to understand short (50-150 words) and simple sentences on familiar matters containing highly frequent words and syntax. The common text sources are from menus, brochures, public notices, and regulations.

### Novice 1

- The individual is able to understand short sentences which are loosely connected and get some main ideas from a given passage.
- Texts usually do not exceed high- frequency structural patterns and vocabulary.
- Descriptions of persons, places or things typify the texts at this level.

**Example 1:** Announcement from “Turkmenistan” newspaper on radio program

### **Her Gün Diňlärsiňiz!**

**“Çar Tarapdan”** *adýdysazly habarlar programmasy.*

01.00, 7.00, 14.00, 18.00 - Duşenbe, Sişenbe, Çarşenbe, Anna we Şenbe günleri

01.00, 04.15, 7.00, 14.00 - Penşenbe günü

01.00, 04.15, 8.00, 14.00 - Ýekşenbe günü

Şeýle hem her sagadyň ilkinji baş minutynda “Habarlaryň” ýörite göýberilişi beriler.

**Example 2:** Howa maglumaty

*Howa*

*26-njy sentýabrda:*

*Günüň dogýan wagty 6.55*

*Ýaşýan wagty 19.21*

*26-njy sentýabrda Aşgabatda az bulutly, ýagynsyz, sekuntda 7-12 metr tizlikde günbatardan öwürýän şemally, gündizine 30-33 gradus yssy, gijesine 18-20 gradus salkyn howanyň bolmagyna garaşylýar.*

### Novice 2

- The individual can understand short and simply connected paragraphs and get some main ideas.
- Texts at this level are usually limited to the attached range of syntactic structures and vocabulary.
- A text has a clear internal structural as can be shown in chronological sequenced written materials.
- The individual is able to locate specific information from a paragraph.

**Example 1: Gurbanmuhammet**

*Meniň adym Gurbanmuhammet, familiýam bolsa Muhammetsähedow. Dostlarym we kärdeşlerim meniň adymy ýöne Gurban diýip tutýarlar. Men otuz ýaşymda. 1978-nji ýylda Aşgabatda doguldym. Meniň maşgalam gaty bir uly däl: kakam, ejem, agam Meret, gyz jigim Aýlar we men. 2004-nji ýylda Türkmen döwlet uniwersitetini gutaryp bankda işleýärim; kärim buhgalter-hasabatçy.*

*Men täze öýlenip kakamlardan aýratyn ýaşaýaryn. Gelnimiň ady Jemal. Onuň hakyky doly ady Soltanjemal, emma men adyny gysgaldyp Jemal diýip tutýaryn. Ol göz doktory; täze açylan bir keselhanada işleýär.*

**Example 2: From a Turkmen textbook**

*Meniň adym Aýna. Familiýam Handurdyýewa. Men mugallyma. Mekdepde işleýärim. Taryhdan sapak berýärim. Maşgalam bilen Aşgabatda oturýarys. Ýoldaşymyň ady Meret. Ol inžener, taksoparkda işleýär. Bir oglumyz bar, baş ýaşynda. Ady Azat.*

**Intermediate:** The intermediate level is characterized by the reader's ability to understand factual information and main ideas from a given relatively short passage (150-250 words) which consists of several paragraphs. The texts at this level could be found from the following materials: advertising materials, business and personal letters, abstract, newspaper, and magazines.

**Intermediate 1**

- The individual is able to understand and to identify main ideas from a text consisting of short several paragraphs.
- Range of syntactic structures and vocabulary comprising texts are still limited.
- Lexical guessing for the unknown words based on the surrounding context is possible.

**Example 1: Aşgabat şäheri**

*Aşgabat şäheri ondokuzynjy asyryň soňunda, Gökdepe galasy basylyp alnandan soň, Rusiýanyň Zakaspiýa oblastynyň merkezi hökmünde bellenip gurlup başlanýar. Şäheriň düýbi biziň eramyzdan ozalky döwürde gurlan bir näçe gadymy Parfiýa galalaryň we köne Türkmen obasy bolan, Aşgabadyň, ýanynda tutulýar. Şeýlelikde, Aşgabat ady şu günki Türkmenistanyň paýtagtyna şol köne Türkmen obasyndan galýar. (Köne Rusça aýdylşy “Ashabad”).*

**Example 2: Short sport news from an online newspaper**

*BRIDGESTONE F1 üçin teker öndürmez*

*“Formula-1” Dünýä çempionaty ykdysady çökgünligiň täsirinde galmagyny dowam edýär. Häzirki wagtda “Formula-1-däki” ähli toparlary teker bilen üpjün edýän ýeke-täk şereket bolan “Bridgestone” 2010-njy ýyldan soň F1-den çekiljekdigini habar berdi.*

■ *Ýeňijiler futbol baýramçylygynda*

*Hawa, ine-de 2010-njy ýylda Günorta Afrika Respublikasynda geçiriljek 19-njy Dünýä çempionatynda çykyş etmäge hukuk gazanan milli ýygyndylaryň ählisi-de aýan boldy.*

■ *“Nýu Ýork Ýankisiň” 27-nji çempionlygy*

*Amerikanyň Professional Beýsbol ligasy bolan MLB-de 2009-njy ýylyň çempiony “Nýu Ýork Ýankis” topary boldy.*

■ *Berekella “Williamsda”*

*Bu möwsümiň çempion topary “Brawn GP-niň” braziliýaly piloty Rubens Barikello F1 karyerasynda täze sahypa açmakçy.*

■ *Jokowiçiň bassyr 2-nji ýeňşi*

*Bir hepde öň Şweýsariýada Federerden üstün çykan Nowak Jokowiç Parižde-de ýeňiş gazandy. Sanawyň 3-nji belgili raketkaçysy serbiýaly Jokowiç “Pariž Master” tennis ýaryşynyň finalynda ýer eýesi Gael Monfils 2 sagat 43 minutyň dowamynda 2-1 (6-2, 5-7, 7-6) hasabynda ýeňlişe sezewar etdi.*

## **Intermediate 2**

- The individual understands longer paragraphs and identifies main ideas from a text consisting of complex sentences, for example, subordinated clauses.
- The individual can make appropriate inferences about the text.
- Range of syntactic structures and vocabulary comprising texts are larger. However, the reader often fails to distinguish subtle differences among synonyms.
- Misinterpretations with structurally complicated (i.e., subordinated clauses) texts still occur and deliberate rereading is necessary for complete understanding.

### **Example 1:** Döwletmämmet Azady adyndaky Türkmen Milli kitaphanasy.

*Aşgabatda ýerleşýän Döwletmämmet Azady adyndaky Türkmen Döwlet Milli kitaphana - Türkmenistanyň iň uly kitaphanasydyr. Bu kitaphana 1895-nji ýylyň 5-nji maýynda açylypdyr. XX-nji asyryň başynda Türkmenistanda on iki sany ýörite jemgyet üçin gurlan kitaphana bolupdyr. Olar Krasnowodsk, Gyzylybat, Aşgabat, Pöwrize, Tejen, Mary, Baýramaly, Tahtabazar, Guşgy, Ýolöten, Çärjew, Kerki şäherlerinde Rus patyşalyk hökümeti tarapyndan açylypdyr.*

*Aşgabat kitaphanasy şol döwür Türkmenistanyň (Zakaspiýa oblastynyň) iň uly kitaphanasy bolup, onuň üç müň bir yüz togsan iki kitaby bolupdyr. Kitaphananyň iki otagly jaýy bolupdyr. Ol jaý Aşgabadyň merkezinde ýerleşipdir: şu wagtky Rus Bazarynyň töwereginde. Ol köne kitaphananyň iki bölümi bolupdyr - abonent bölümi we okalga zaly.*

*1908-nji ýylda kitaphana üçin ýörite ulyrak jaý gurlypdyr. 1948-nji ýylda, Aşgabatda ýertitremegi sebäpli, ol jaý ýykylypdyr. Şu wagt şol jaýyň ýerinde Türkmenistanyň haly muzeýiniň täze binasy ýerleşýär.*

*1915-nji ýylda kitaphananyň 407 okyjysy bolupdyr. Olar, esasan Rus çinownikler, ofiserler, mugallymlar, lukmanlar, söwdegärler, we talyplar bolupdyr. Arasynda bir näçe rus-we-ýerli-millet mekdebiniň türkmen talyplary hem bolupdyr.*

*Kitaplar esasan rus, fransuz, nemes, iňlis, pars we türkmen dillerinde bolupdyr. Turkmen kitaplaryň arasynda şol döwür Russiýada köne türkmen-arap elipbiýinde çap edilen birnäçe türkmençe ders kitaby we rusça-türkmençe sözlük kitaplary bolupdyr. Kitaplaryň arasynda Türkmenistanyň, Orta Aziýanyň, Eýranyň, Owganystanyň we başga günorta ülkeleriň taryhyndan, geografiýasyndan, geologiyasyndan, tebigatyndan uly bolmadyk kitap kolleksiyasy bolupdyr. Aşgabat kitaphanasynyň fondynyň içinde Ýewropada we Russiýada taýýarlanan we çap edilen dürli günorta milletleriň dilleri, edebiyaty, dini we medeniýeti barada-da kitaplar bolupdyr.*

## Example 2: Garagum ösümlikleri

*Türkmenistanyň dörtdeň üç bölegini Garagum çöli tutýar. Ol dünýäniň iň uly çölleriniň biridir. Garagum çöli öz häsiýetli hem öz boluşly bir ekosistemadyr. Onuň başga ýerlerden tapawutly howasy, topragy, haýwanat we ösümlük dünýäsi bar.*

*Garagum çölüniň ösümlük dünýäsi baý däl, emma ol ösümlükler çölüň gyzgyn we gury howasynda we hasylly bolmadyk gum topraklarynda ösmäge uýgunlaşandyrlar. Köplenç Garagum çölünde ýylak, ýandak, ýylgyn, sazak, selin, ýowşan, çerkez ýaly ösümlükler gowy bitýär.*

*Ýylak: Garagum çölünde iň ýaýran ösümlük ýylakdyr. Ýylak otynyň ýaýran kökleri, bir-birleri bilen örülip, gumlary ýeliň göçürmeginden gorayär. Ýylak diňe ýaz wagtlary gök bolýar; şol wagt ol dowarlar üçin gowy iýmit hem bolýar.*

*Ýandak: Türkmenistanyň hemme ýerlerinde diýen ýaly iň ýaýran ösümlügiň biri ýandakdyr. Ýandagyň köki ösümlügi suw bilen üpçün etmek üçin çuň ýeriň içine gidýär; onuň uzynlygy iki-üç metre ýetýän wagtlary bolýar. Ýandak çölde ýaşayan adamlar üçin iň peýdaly ösümlükleriň biridir. Ol düýeler üçin easasy ot-iým bolýar. Ýandagyň ýapraklaryny we tikenlerini çopanlar çay deregine demläp içýär. Onuň güllerinden çykýan süýji şireden (nektardan) bolsa, bal-arylary gaty gymmat we peýdaly ýandak balyny öndürýärler.*

*Selin: Selin diýülän ot, - gumda bitýän pür ýaprakly köpýlyk ösümlükdir. Selin çägelikde ösmäge oňat uýgunlaşandyr. Onuň tohumy çägä düşdügi gögeryär. Soňra oňa hiç zat zyýan berip bilmeýär. Eger ýel onuň üstüne cäge sürüberse, onda ol derrew täze kök urup, ýokarlygyna ösüp başlaýar. Eger ýel onuň kökleriniň daşyny ýalañaçlasa, onda-da ol gorkuly däl. Selin köp ýyllyk oňat mal otydyr. Ol halk hojalygynda hem giňden ulanylýar.*

*Ýowşan: Türkmenistanyň günbatarynda, toýunly düzlükleriň ýüzinde ýowşan oty köp gögeryändir. Ýowşanly düzlükler düýeleriň köp bakylýan öri meýdanydyr.*

**Advanced:** The advanced level is characterized by the individual's ability to understand explicit and implicit meanings of a wide range of long (250 words above) and complex texts consisting of several paragraphs.

### **Advanced 1**

- The individual is able to identify the hierarchical level of information (i.e., the main points and relevant supporting details) from multi-paragraphic prose presented with a clear underlying structure.
- Insufficient target-language cultural knowledge or limited vocabulary may still interfere with complete understanding of a text.
- The reader can make appropriate inferences about texts dealing with various topics.



### Example 1: Arçman

Köpetdag eteginden **gaýnap** çykýan uly **çeşmeleriň** sany otuza golaýdyr. Şolaryň bir näçesiniň **kükürt** bilen gatyşykly suwy bar. Şol kükürtli çeşmeleriň arasynda iň meşhury we peýdalysy Arçman-Ata çeşmesidir. Şol çeşmäniň suwy – köne adamlaryň aýtmýsy boýunça - asyrlar boýy adamlaryňdyr haýwanlaryň birnäçe agyr **kesellerini bejerip** gelipdir. Arçman ýeri we çeşmesi barada birnäçe rowaýatlar bar. Bir rowaýata görä, gadym zamanda bir çopanyň **endamyny** şiber ýara tutupdyr. Onsoň çopan “ ölsemem **il** bir görmesin” diýip, dagyň içine gidipdir. Şonda onuň öňünden **toýnagy** gyrlan üç sany **gotur keyik** çykypdyr. Çopan olary görüp “Şular nirede ölse, menem şol ýerde öleyin” diýip , olaryň yzyna düşüberipdir. Keyikler bir çeşmä baryp, suw içipdirler, soňam suwa girip, **silkinip** gidiberipdirler. Çopanam şýdipdir. Ol gün geçdikçe **gowulaşyp** gutulypdyr. Soňra çopan oba gelip, öz derdine **ýolugan** adamlara: “Men-ä şol çeşmä **çümüp gutuldum**” diýipdir. “Är çümen ýere är çümer” diýip, olar hem şol çeşmä çümüp gutulupdyrlar. Şonuň üçinem ol çeşmäniň ady “Ärçümen” bolupdyr, soňra bolsa ol at ütgäp Arçman bolupdyr. Bu çeşmäniň suwundan **ilat köpçülikleýin** peýdalanyp başlapdyr. Arçman-Atanyň suwuny giňden **peýdalanmak** üçin segsen ýyl mundan ozal çeşmäniň başynda Türkmenistanda **meşhur** bir Arçman kurorty açyldy. Ol kurort Aşgabadyň günbatar tarapynda, Türkmenistanyň paýtagtyndan 110 kilometr uzaklykda ýerleşýär. Ýakyn ýyllarda çeşmäniň töwereginde täze kurort kompleksi guruldy. Şu günler adamlaryň kesellerini bejermek üçin we olara gowy hyzmat etmek üçin kurortda hemme şertler döredilipdir.

### Example 2: Hormatly jenaplar!

Türkmenistanyň Prezidentiniň 2009-njy ýylyň 6-njy noýabryndaky Kararyna laýyklykda, 2010-njy ýylyň 24-25-nji fewralynda Aşgabat şäherinde «Türkmenistanda energiýanyň alternatiw çeşmelerini ulanmagyň meseleleri» atly halkara ylmy maslahat geçirilýär.

Ylmy maslahatyň guramaçysy — Türkmenistanyň Ylymlar akademiýasy  
Ylmy maslahatyň esasy ugurlary:

- energiýanyň alternatiw çeşmelerini ulanmagyň ylmy-tehniki, ekologik we ykdysady nukdaý nazardan häzirkizaman ýagdaýy;
- energiýany öndürmekde alternatiw çeşmeleri ulanmak boýunça düýpli ylmy-barlaglarda ýetilen sepgitler;
- energiýanyň alternatiw çeşmelerini ulanmak üçin täze tehnologiýalar we enjamlar;
- energiýanyň alternatiw çeşmeler ulgamynyň işiniň ygtybarlygyny we energiýanyň hilini ýokarlandyrmagy üpjün etmek;
- ylmy-tehniki, ekologiki we ykdysady nukdaý nazardan energiýanyň alternatiw çeşmeleriniň häzirkizaman ýagdaýy, ösüşi we ulanylyşy.

Maslahata gatnaşyjylaryň teklpleri boýunça, maslahatyň tematikasynyň üsti doldurylyp bilner.

*Maslahatyň esasy maksady: Türkmenistanyň we daşary ýurtlaryň tejribesini umumylaşdyrmak, ylmy ösdürmegiň we energiýanyň alternatiw çeşmelerini ulanmak boýunça netijeli taslamalary durmuşa geçirmek üçin özara bähbitli hyzmatdaşlygy ýola goýmak we hyzmatdaşlary çekmek; täze tehnologiýalary önümçilige ornaşdyrylmaklyga ýardam etmek, olaryň peýdalanylmagyndan ýokary ykdysady netije almak.*

*Ylmy maslahata gatnaşmak üçin resminamalar 2009-njy ýylyň 15-nji dekabryna çenli kabul edilýär.*

*Salgymyz — 744000, Aşgabat şäheri, Bitarap Türkmenistan şaýoly, 15*

*Türkmenistanyň Ylymlar akademiýasy*

*Habarlaşmak üçin telefonlarymyz:*

*35-36-12- (Çaryýew Oraz Çaryýewiç)*

*35-49-49- (Komolsew Aleksandr Alekseýewiç)*

*GURAMAÇYLYK TOPARY*

## **Advanced 2**

- The individual is able to comprehend discourse organization from a text consisting of multiple paragraphs, which are longer and more complex than advanced 1 –level texts.
- The individual can detect the author’s attitude or values in the main topics addressed in the text.
- The reader begins to comprehend aesthetic use of target language and its literary styles, and understands some fictions.

Example 1: The Holy Night during the Ramadan

### ***Mübärek gadyr gijesi***

*Remezanyň 27-nji gijesi gadyr gijesi hökmünde bellenilýär. Bu ýyl gadyr gijesi sentýabr aýynyň 16-syndan 17-sine geçilýän gijä gabat gelýär.*

*Bu gije, mübärek gijeleriň iň belent mertebelisidir. Gadyr gijesiniň mukaddes, bereketli we aman-esenlik gijesidigi barada Kurany Kerimde hem aýdylýar. Gadyr gijesi “kadr” sözünden gelýär. Ýagny, şol gijede aýratyn bir gadyrşynaslygyň bardygy aýdyňdyr. Şonuň üçin, bu gijäniň gadyryny bilen ýagdaýymyzda, enşalla, Ýaradanyň huzurynda-da gadyrymyz bilner. Mälim bolşy ýaly, Pygamberimiz (s.a.w.) Gadyr gijesini Remezanyň soňky on gününüň täk gijelerinden gözlemelidigini aýdýar. Şeýle hem 27-nji gijäniň Gadyr gijesidigi hakynda aýratyn nygtalyşy ýaly, alymlaryň aglaba bölegi hem şeýle kabul edipdir we tutuş yslam äleminde 27-nji gijäni Gadyr gijesi hökmünde bellemek däbe öwrülipdir. Eger Muhammet (s.a.w.) ymmaty 27-nji gijäni Gadyr gijesi hökmünde ýörite ähmiýet berip belleýän bolsa, enşalla, Hakyň dergähinde bu gije edilen ybadatlar hakyky manyda Gadyr gijesiniň rysgal-bereketini, sogabyny getirer.*

*Täze Galkynyşlar zamanasynda, Hormatly Prezidentimiziň saýasynda, agzybir hem-de erkana ata Watanymyzda Oraza aýynyň soňky günlerini, aýratynam Gadyr gijesini pursat bilip, onuň bereketinden peýdalanmaga ymtylalyň!*



## **Example 2:** Kompýuter ulgamynyň uly ösüşleri

*Türkmenistanyň Hormatly Prezidenti Gurbanguly Berdimuhamedow döwlet başyna geçen badyňa ýurdumyzyň ylym-bilim ulgamyny kämilleşdirmek boýunça uly işleri durmuşa geçirdi.*

*Ol ilki bilen bu ugurda dürli resminamalary kabul edip, Türkmenistanyň Kanunyna degişli üýtgeşmeleri girizdi. Şol üýtgeşmelere laýyklykda, degişli resminamalary kabul edip, bilim işgärlerine anyk ýollary kesgitläp berdi. Hormatly Prezidentimiziň Kararlaryna laýyklykda, ylym-bilim ulgamynda geçirilýän özgerişler ýurdumyzyň beýik ösüşleriniň gözbaşydyr. Häzirki wagtda ylmy ugurdan alnyp barylýan işleriň gözbaşynda aspiranturalaryň we doktoranturalaryň işini ýola goýmak meselesi oňyn çözüldi.*

*Döwlet Baştutanymyz ylym ulgamynyň önünde durýan möhüm meseleleri şeýle kesgitleýär:*

*“Biz ylmy ösüşiň ýokary derejelerine çykaryp, ylmy barlaglaryň, ylmy işleriň netijeliligini ýokarlandyrmaly. Ähli ylmy işleri döwlet durmuşynyň möhüm meselelerini çözmäge, halk hojalygynyň barha ösýän talaplaryny kanagatlandyrmaga gönükdirmeli”.*

*Her bir ýurduň ösüşi, elbetde, şol ýurduň bilimli-hünärli nesliniň taýýarlyk derejesi bilen kesgitlenýär. Şonuň üçin hem Hormatly Prezidentimiz ýaşlaryň ylymly-bilimli bolup, Täze Galkynys eýýamymyza mynasyp goşant goşmagy üçin taýsyz tagallalar edýär. Bu barada hormatly Prezidentimiziň haýsy ýurda barsa, şol ýurduň bilim ulgamy, okuw usullary bilen gzyklanmagy, bu ugurdan netijeli işleri durmuşa geçirmegi has-da guwandyrýar.*

*Täze Galkynys eýýamynda ösen bazar ykdysadyýetiniň iň esasy görkezijileriniň biri hem ykdysady gatnaşyklaryň, düzülýän hasabatlaryň kompýuterleşdiriş derejesiniň iň ýokary derejesindedigi bilen tapawutlanýar. Bazar ykdysadyýetiniň kärhanalary, edaralary özüne zerur dolandyryş maglumatlaryny tizden-tiz dünýäniň kompýuterleşdirilen tory arkaly islendik künjeginden alyp, olara baglylykda dolandyryş çözüdini taýýarlap bilerler. Bazar ykdysadyýetiniň kärhanalarynda we edaralarynda kompýuterleşdirilen maglumat dolanyşygy we çözümleriň taýýarlygy diňe döwrebap maglumat ulgamynyň taslamasy işlenip taýýarlanylanda hem-de ornaşdyrylanda mümkindir. Garaşsyz Türkmenistan döwletimiziň gülläp ösýän ykdysadyýeti dünýä derejesindäki kompýuterleşdirilýän ulgamlara esaslanýandyr. Döwletiň ykdysady dolanyşygynyň pudaklarynyň her biriniň merkezi dolandyryş edaralary kompýuter tory bilen üpjün edilendir. Dolandyryş edaralaryndaky kompýuter torlary arkaly olardaky bölümleriň we işgärleriň özara maglumat alyş-çalşygyny elektron resminamalar arkaly kagyzsyz amala aşyrýarlar. Bu bolsa Türkmenistanyň Elektron Resminamalar hakyndaky milli kanunynyň durmuşa geçirilmegidir.*

*Bu günki günde bilim ulgamynda aýgytly ädimler üdildi, orta, ýokary okuw mekdepleri üçin her bir dersler boýunça dünýä ülnülerine laýyk gelýän okuw maksatnamalar we meýilnamalar düziülýär we olaryň esasynda döwrebap okuw kitaplary, okuw gollanmalary taýýarlanylýar. Häzirki wagtda internet ulgamyndan islendik döwletiň okuw mekdeplerindäki maglumat çeşmeler, elektron kitaplary bilen her bir mugallymy, okuwçyny tanyşdyryp bolýar.*

*Elektron kitaplary türkmen dilinde döretmek, olary diýarymyzyň her bir okuwçysyna, mugallymyna Internet kompýuter tory arkaly elýeterli etmek bilim ulgamynyň çözmeli wezipelerinden biridir. Dowamy bar.*

## Proficiency Testing Project (PTP): Turkmen Guidelines for Writing Skills

This level is characterized by the ability to write an essay on various subjects and to present information, opinions, concepts, and ideas to an audience of readers

**Novice:** the novice level is characterized by the ability to write isolated words and phrases.

### Novice 1

- The individual writes frequently-used memorized sentence-length expressions which are usually not related to the given topic.
- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Errors of structures are quite frequent.
- Most sentences are completely disjointed and fragmentary.

### **Learner Example:**

Passyýllar  
 Bir ýylda dört passyýla bar. Olar ýaz, tomus, güz, gys. Her passyýlar üç aýy bar. Dekabr, noýabr, we febräl. aýlary. Gys aýlary. Gys gowy passyý. Gysyna gary ýarlar. hemde soňk bolýar. Gysyna täze ýyl baýramy baryar. Mart, aprel, may aýlary. bahar aýlary. Yaz in gowy passyý passyý. Izyña yigrimi bir birinji marta nowruz baýramy bolýar. Yazyna ýagys ýarlar. Gylja gulyar. Hy ýyl we August aýlary tomus aýlary. Tomus yssyýe bolýar. Içyplär kanikulý aýlar. Atlar we eneler korotlar gidiýärlär. Tomus hem gowy passyý. Sentäbr, oktäbr, nowjabr aýlary güz aýlary. Güz aýlary saakyn bolýar. Güz Aşgabatd in gowy passyý: (Çagalär) miweler bişyerler.

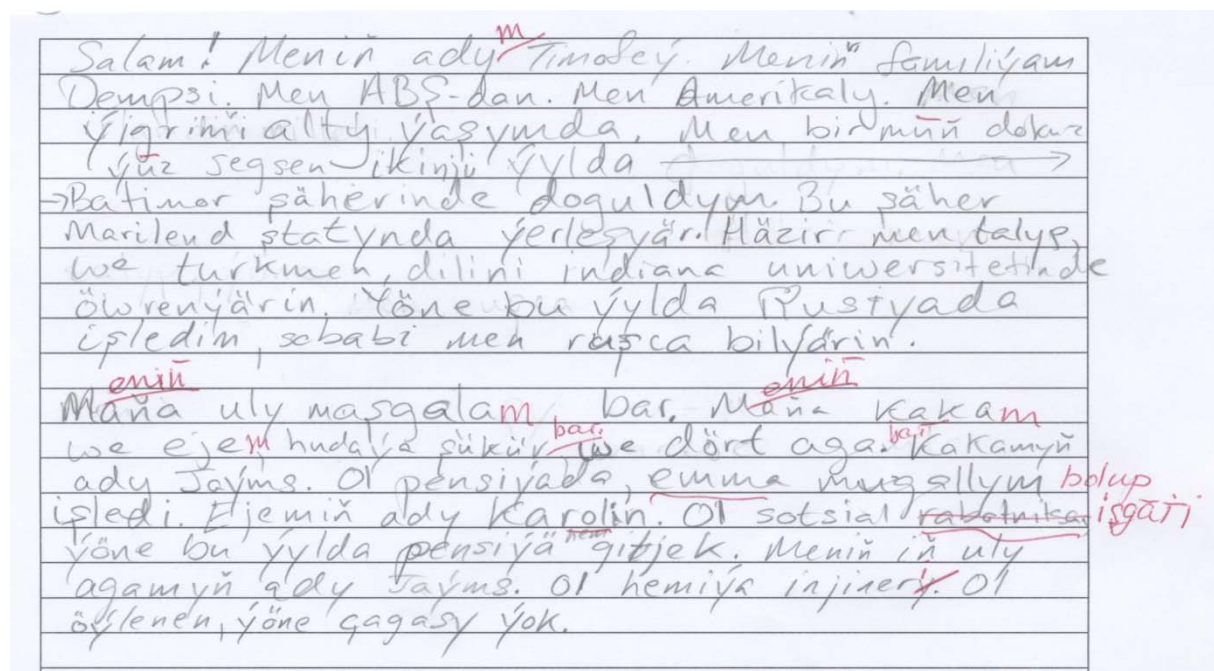
Hyun Iyun, Hyul Ijul

1. Bir ýylda dört on iki aý bar.
2. Bir aýda takminan otuz (otuz bir) gün bar.
3. Bir aýda takminan dört hepde bar.
4. Bir hepde yedi gün bar.
5. Bir ýylda dört passyý bar.
6. Bir passyýda üç aý bar. Sentäbr aýda

## Novice 2

- The individual can write short sentences mostly without subordinate clauses on topics involving personal preferences, daily routine, and everyday routines.
- Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures but with many error types.
- Range of vocabulary is limited to the following high frequency words; basic objects, number and common verbs and adjectives.
- Most sentences are not appropriately linked together and little evidence of coherence among sentences is found.
- Frequent errors in spelling and punctuation are found.

## **Learner Example:**



**Intermediate:** the intermediate level is characterized by the writer's ability to produce short sentences which are loosely connected, and to address parts of the given topic without the substance of evidence.

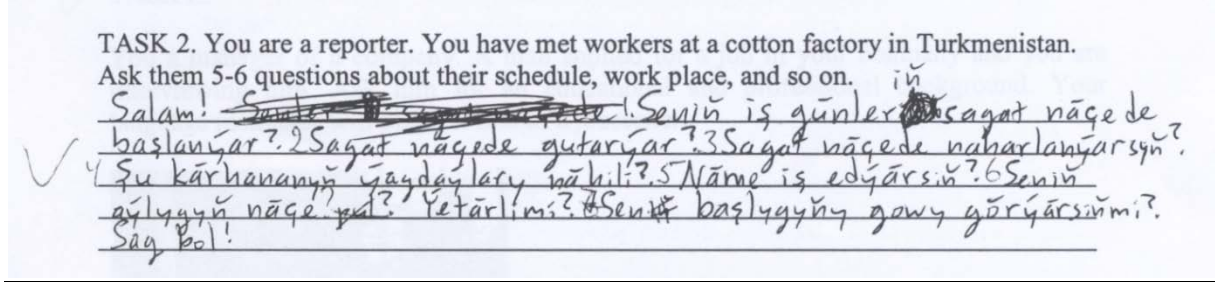
## Intermediate 1

- The individual is able to write short paragraphs on a familiar topic within his/her field of interest.
- Range of both morphological and syntactic structures is limited. The knowledge of time frames and aspects is emerging but not always with correct usage.
- Range of vocabulary remains at the moderate size and frequent lexical inappropriateness is found.



- Some basic connectives are used to link sentences into paragraphs. However, other cohesive devices like pronominal substitutions and synonyms are not fully employed yet.

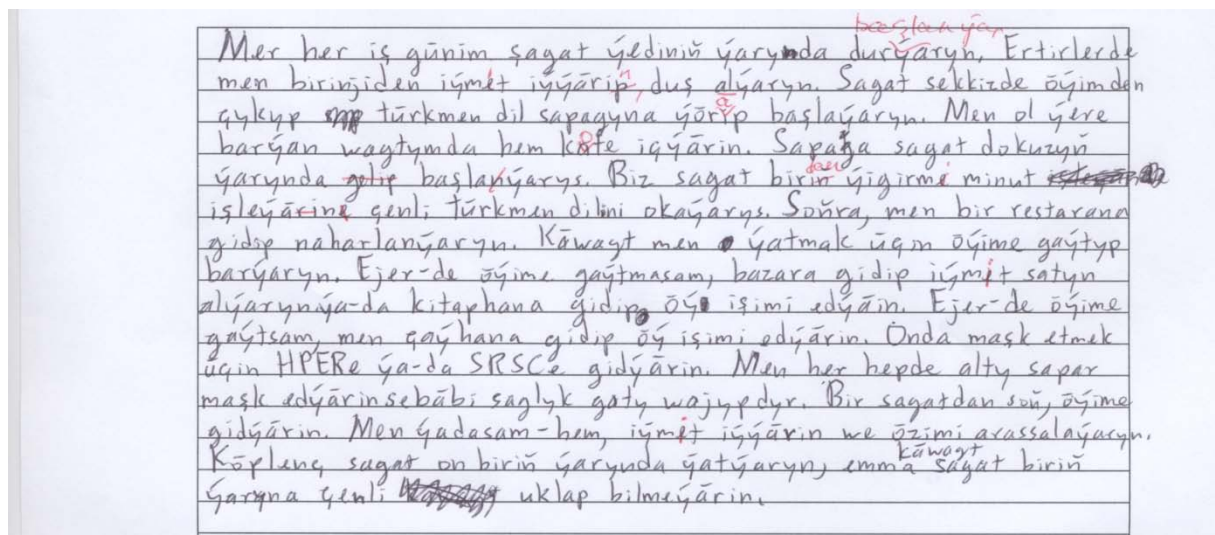
**Learner Example:**



**Intermediate 2**

- Learners are able to write longer paragraphs on various topics within their field of interest.
- Range of both morphological and syntactic structures is still limited. The knowledge of tense and aspect is still limited.
- Range of vocabulary is large but not covered for low-frequency words. Vocabulary use is accurate for high frequency words.
- The writer is able to use appropriate cohesive devices to connect different sentences. However, the number of such devices is still limited.

**Learner Example:**



**Advanced:** The advanced level is characterized by the individual’s ability to write several well organized paragraphs on a wide range of topics either in Romanized alphabet or Cyrillic alphabet in Uzbek.

**Advanced 1**

- The writer is able to give systematically developed paragraph with main points and relevant supporting details.

- Range of vocabulary is broad including some low-frequency words and one can frequently produce general vocabulary but at this level the speaker often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
- Knowledge of both formal and informal registers is almost complete. However, the speaker may miss cultural and local references.
- The speaker links utterances together using appropriate cohesive devices, and the number of such devices is large. However, overall speech is not entirely coherent.
- Punctuation and spelling errors are rarely found either in Romanized or Cyrillic alphabet.

### **Advanced 2**

- The writer is able to give well-structured essay of the given topic in detail.
- Range of both morphological and syntactic structure is extensive.
- Range of vocabulary is broad including some low-frequency words and one can frequently produce general vocabulary, and mostly distinguish subtle differences among close synonyms and provide appropriate collocations.
- Most of the sentences are well connected and coherent.